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REFINING THE ENGLISH SYNTAX COURSE FOR UNDERGRADUATE ENGLISH LANGUAGE STUDENTS WITH DIGITAL TECHNOLOGIES

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Abstract

The English syntax course plays a crucial role in preparing future English language teachers. To enhance the teaching and learning of this subject in philological study programs, a blended approach was adopted, and a Moodle course was created. This course aimed at improving students' linguistic competence, digital skills, and time management abilities. The online course features a combination of uploaded PDF and audio lectures, scanned study materials and exercises, as well as online assignments with solutions that serve as e-portfolios, providing students with feedback on their learning progress and achievement. This study evaluates the teacher's experiences and the students' attitudes towards the online course to determine whether incorporating digital technologies simplifies or complicates the teaching of this subject. The research methods employed are teachers' self-reflection and a questionnaire survey. In the future,

further research should focus on exploring the challenges and benefits of incorporating digital technologies into linguistic education.

Keywords

English Syntax, LMS Moodle, Digital Skills, Linguistic Competence, Time Management Abilities

1. Introduction

Learning Management System (LMS) Moodle is an open-source platform for creating online courses and managing educational content. Moodle is designed for teachers, instructors, and trainers to create, manage, and deliver engaging and interactive learning experiences for their students. It provides a range of tools that facilitate online learning, such as course content management, modules for text, multimedia, assignment submissions, grade tracking and activities such as discussion forums and quizzes. Its key features are course and user management, collaboration, accessibility, customization, security and mobile-friendliness. Its flexibility, customization options, and accessibility make it a popular choice, especially for many universities and institutions in higher education.

LMS Moodle is an effective solution for creating and delivering engaging online courses. Its open-source nature, combined with its wide range of features and customization options, make it an attractive choice for those looking to create and manage online courses. Moodle provides a platform for delivering course content and activities, facilitating collaboration and communication among students and instructors, and providing opportunities for students to engage in foreign language-related activities and projects. However, the specific impact of Moodle in linguistics depends on its implementation and integration into the course design and pedagogy.

2. Literature Review

Numerous studies were conducted on the effectiveness and impact of Moodle in higher education in general. These studies show that Moodle can improve student engagement and motivation, enhance teaching and students' experiences, and increase education access, especially for remote or underserved students. Kerimbayev, et al. (2017) examined the use of LMS Moodle for distance international education in cooperation with higher education institutions in different countries. Luk Ng & Lam (2018) explored the acceptance of Moodle for learning in Hong Kong's higher education. Teo, Zhou et al. (2019) inspected the factors that influence university students'

intention to use Moodle. Lai & Lee (2019) explored the frequency of internet usage and key internet activities among technologically adept students in tertiary education. Cabero-Almenara et al. (2019) focused on Moodle's technical and didactic knowledge in higher education. García-Murillo et al. (2020) conducted a meta-analysis on technological satisfaction with Moodle in higher education. Rodrigues (2020) presented a case study on higher education teachers' needs concerning Moodle and the impact of training received in the use of the platform. Pearce (2021) discussed the potential of technology in enhancing social networking and collaboration opportunities among students, as well as its impact on learning outcomes and personal well-being. Makruf et al. (2022) investigated the use of Moodle-based online learning management in higher education. Nyaegah (2022) examined the impact of the COVID-19 pandemic on the adoption of online learning among undergraduate students at the University of Nairobi.

Several research studies investigated the use of Moodle in combination with digital tools to enhance teaching and learning. These studies suggest that integrating Moodle with digital tools can have a positive impact on teaching and learning, enhancing student engagement, motivation, and performance. Gamification has been a popular digital tool in this context, with studies exploring its impact on student engagement and motivation when integrated with Moodle (Barna & Fodor, 2018; Poondej & Lerdpornkulrat, 2020; Moutinho & Azevedo, 2021). Other studies investigated using smart mobile phones to access Moodle as a means of enhancing student learning (Papadakis et al. 2018). In general, these studies demonstrate the potential benefits of using Moodle in combination with digital tools for teaching and learning. However, careful consideration must be given to selecting and integrating digital tools into course design and pedagogy to ensure they effectively support student learning and address specific learning objectives.

Moodle was extensively studied as a tool for foreign language education, with many studies suggesting its effectiveness in improving student engagement, motivation, and language skills. Researchers examined various topics related to Moodle's use in English language teaching, including the overall use of Moodle (Coskun & Arslan, 2017; Jeong, 2017; Butova & Dubskikh, 2019; Prasety, 2021), students' and teachers' perceptions of Moodle integration (Al Yafaei & Attamimi, 2019; Prasetya, 2021), personalization of language education in the LMS Moodle environment (Bradáč, Smolka & Klimeš, 2016), and using Moodle to support motivation and autonomy in English courses (Ayan, 2015). While most studies focused on general English

language learning, a few explored Moodle's use in English for specific purposes courses (Holiver et al. 2020; Shalatska et al. 2020) and intercultural communication courses (Reid, 2022). Another study investigated using Moodle to develop communicative skills in reading and listening (Wen & Yang, 2020).

However, very few studies examined Moodle's use in blended courses within specific linguistic disciplines in English language teaching and learning. Two studies focused on Moodle-based courses in English lexicology (Gajdáčová Veselá & Puschenreiterová, 2019) and English grammar (Zabolotskikh et al. 2021).

3. Research Methodology

The research section outlines the methodology employed in the study. To begin, the research objectives and questions are clearly defined. Following that, the participants of the study are introduced and characterized in detail. The research instruments used are then presented in detail. Finally, the results are thoroughly analysed, interpreted, and culminate in the formulation of conclusions.

3.1 Research Aims and Research Questions:

The research aim of this paper is to evaluate the impact of the incorporation of digital technologies on the teaching and learning of the English Syntax course. The study aims to evaluate both the students' and the teacher's perspectives on the online Moodle course to determine if the use of technology has complicated or facilitated the teaching and learning experience. The research seeks to answer the following questions:

3.1.1. What are the students' perceptions of the Moodle course on English Syntax in terms of improving their linguistic competence, digital skills, and time management abilities?

3.1.2. What are the strengths and weaknesses of the Moodle course in English Syntax in terms of the use of digital technologies?

3.2 Participants:

The study participants consisted of eighty-six second-year students enrolled in the English Syntax course at the Department of English Language and Literature at the Faculty of Education at Trnava University. The sample included nineteen single-major students in English language and Literature, forty-four double-major students in the same field, and twenty-three students majoring in English language and Culture. The age of the participants ranged from 19 to

23 years old. Eighty questionnaires were completed and submitted for further analysis. The majority of the students (75 out of 80) had prior experience with the Moodle Learning Management System, while only five students had no prior experience.

3.3 Research Methods:

The data used to describe the course was collected from Moodle course statistics. This data provided insights into time management, including meeting deadlines for assignment submission. Additionally, information about the students' linguistic knowledge and achievement was obtained from their submitted assignment portfolios stored in Moodle.

The perceptions of the Moodle course among the students were analysed through a course evaluation survey consisting of 18 questions. The survey included 6 simple yes/no questions, 5 multiple-choice questions, 1 question based on a Likert scale from 1 to 5, and 6 open-ended questions. The multiple-choice and open-ended questions allowed the students to express their preferences and provide additional comments. On average, the survey took 20-25 minutes to complete and 80 administered questionnaires were fully completed and submitted for analysis.

4. Description of the Moodle course English Syntax

The 11-week course covered 11 topics, including themes such as parts of a sentence, sentence structure, forms of sentences, agreement, compound sentence and coordination, complex sentence and subordination, noun clauses, relative clauses, adverbial clauses, conditional sentences, and reported speech in English. Each topic was taught using a structured approach that included a theoretical lecture, handouts with practical exercises, an online assignment, an assignment key, a supplementary video, an online quiz, or an online test. This comprehensive curriculum allowed students to engage with the material and assess their understanding through various interactive and self-paced methods.

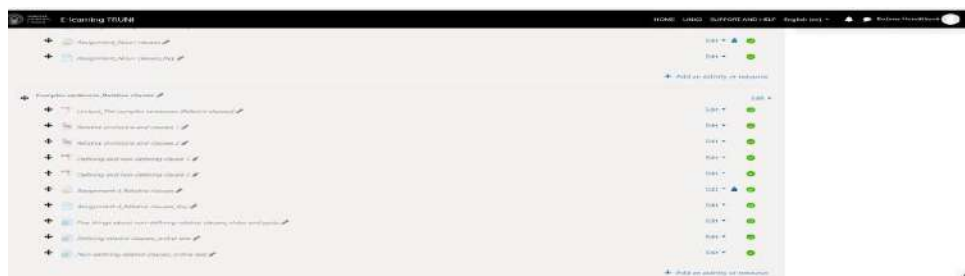


Figure 1: Structure of the Weekly Topic

(Source: Author`s Illustration)

Throughout the semester, students were tasked with submitting six assignments on the topics of subject and verb agreement, noun clauses, relative clauses, adverbial clauses, conditional clauses, and indirect speech. The results of these assignments show a mixed level of performance among the students. Of the 80 students who submitted the subject and verb agreement assignment, the average score was 7.77 out of 11. Similarly, 71 students submitted the noun clauses assignment with an average score of 8.65 out of 11, while 63 students submitted the relative clauses assignment with an average score of 8.81 out of 10.

However, the performance for the remaining assignments was lower. 39 students submitted the adverbial clauses assignment with an average score of 5.97 out of 9, 74 students submitted the conditional clauses assignment with an average score of 4.69 out of 10, and 76 students submitted the indirect speech assignment with an average score of 5.14 out of 8. The overall average for all assignments was 32.69 out of 59. This data indicates that while some students performed well in certain topics, there is room for improvement in others. Further analysis and improvement strategies could be employed to enhance the students' performance in these areas.

Grade Item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
Syntax of the English Language (KAJKE303)						
Assignment 1, Subject and Verb Agreement 1	-	7.00	0-11	63.64 %	-	-
Assignment 2, Noun Clauses	-	11.00	0-11	100.00 %	-	-
Assignment 3, Relative Clauses	-	10.00	0-10	100.00 %	-	-
Assignment 4, Adverbial Clauses	-	5.00	0-9	55.56 %	-	-
Assignment 5, Conditional Clauses	-	4.69	0-10	46.90 %	-	-
Assignment 6, Indirect Reported Speech	-	5.14	0-8	64.25 %	-	-
Course total	-	32.69	0-59	55.41 %	-	-

Figure 2: Example of Student's E-Portfolio of Submitted Assignments

(Source: Author`s Illustration)

5. Research Results

5.1. Students' Questionnaires:

The questionnaire aimed to assess the practicality of the Moodle course in facilitating learning among students. To gather data, students were asked to rate the usefulness of the course

on a five-point scale, where five represented the highest level of usefulness and one represented the lowest. The results showed that a majority of the students found the course helpful, with 21 students rating it as 5, 32 as 4, 23 as 3, and only 3 as 2.

The next two questions aimed to uncover the strengths and weaknesses of the Moodle course, with a specific focus on its use of English syntax. The students' responses were categorized into four groups of benefits: accessibility and convenience, organization, learning and practice, and user experience. On the other hand, the drawbacks were grouped into five categories: technical issues, accessibility and organization, content issues, user experience, and assignment management.

Table 1: *Advantages and Disadvantages of the Moodle course English Syntax*

Advantages	Examples	Disadvantages	Examples
Accessibility and Convenience	online, accessibility all the time and from everywhere, downloadable materials available, easy access by date or name of the file, accessible on the phone, no need to write down everything, no need to print everything, notifications systems, easy orientation, deadline monitoring, the display of assignment completion time, keyboard-based task completion, information letter available, Moodle-recorded homework assignments, self-help through the use of the Internet	Technical issues with Moodle	issues with Moodle functionality, including login and logout difficulties, slow loading of large files, compatibility issues with scanned document formats, technical glitches, prolonged loading times, the requirement for constant internet access, difficulties with the login process and having to continually sign in and out, the need to continuously look at the screen
Organization	materials in one place, easy navigation, weekly division, well-structured layout, well-organized lectures, systematically organized, centralized storage of assignments	Accessibility and organization	inconsistency in the presentation of course materials, poor device compatibility, limited customization options, inadequate visual display, unavailability of certain course content, and preference for separate upload of lectures and exercises
Learning and Practice	self-assessment opportunity at home, knowledge assessment exercises, flexible study time, school-based review tasks, track progress with checklists, assignment feedback and evaluation, mistake identification key, online access to course materials, assignments for theoretical understanding, concise and clear presentation	Content issues	too much theory, little space for uploading assignments, lack of immediate feedback on assignments, insufficient opportunities for hands-on learning, absence of interactive elements, limited opportunities for collaboration with peers, limited use of multimedia resources, minimal engagement with course material, limited

	explanations, language enhancement, lesson skills assessment, effective revision aid, adequate task completion time, convenient practice availability, weekly practice and upload schedule, record completed tasks, reflective learning experience, engaging classroom participation, absentee follow-up resource, abundant practice exercises, structured and regular assignment schedule, theoretical presentations accessibility, classroom note-taking assistance		engagement with course content, limited opportunities for self-assessment
User Experience	clear and concise exercises for understanding, beneficial assignment keys and presentations, streamlined assignment process, comprehensive theoretical lectures, a diverse range of exercises for learning, effective for studying, engaging learning experience, environmentally-friendly with reduced paper waste, increased flexibility in learning, adequate time for completion, easy comprehension, favourable for final exam preparation with the aid of helpful course materials	User experience	personal touch missing, dependence on Wi-Fi connectivity, unclear material availability, challenging file navigation, confusing system structure, non-interactive nature, inadequate website design, a separate section for lectures and exercises advocated, absence of face-to-face explanation
		Assignment management	excessive homework assignments, difficulty submitting assignments after the deadline, absence of notifications for posted lectures, lack of notifications regarding homework, insufficient time for completing assignments, the absence of immediate feedback from the teacher, the inability to communicate with the teacher regarding assignments, tight deadlines

(Source: Categories Provided by the Author)

LMS Moodle offers numerous advantages in terms of accessibility and convenience, organization, learning and practice, and user experience. With its online availability, 24/7 accessibility, easy navigation, and the ability to be accessed from anywhere, it provides students with a convenient platform to access course materials and complete assignments. Additionally, Moodle's well-

organized layout and systematic organization of materials make makes it easy for students to navigate and keep track of their progress. In terms of learning and practice, Moodle provides various opportunities for self-assessment, knowledge assessment exercises, flexible study time, and assignment feedback and evaluation, all of which contribute to a more effective learning experience. Finally, the clear and concise exercises, a diverse range of exercises, comprehensive theoretical lectures, and a streamlined assignment process all make for a favourable user experience. Based on the questionnaire results Moodle provides a comprehensive and engaging platform for learning and preparing for exams.

However, Moodle as a learning platform has several disadvantages that affect the technical functionality, content, user experience, assignment management, and accessibility and organization of course materials. Technical issues with Moodle such as the slow loading of large files, compatibility issues, and the need for constant internet access were partially frustrating for students. Additionally, content issues such as limited opportunities for hands-on learning, the absence of interactive elements, and limited opportunities for collaboration with peers had a slightly negative impact on student engagement with course materials. Finally, assignment management was also challenging with difficulties in submitting assignments after the deadline, and a lack of instant feedback from the teacher. The accessibility and organization of course materials also posed challenges, with materials showing differently on different devices and difficulties finding the correct page of handouts and lectures.

The next question asked students to determine which aspect of the Moodle course was the most beneficial for their learning. The results showed that 52 students found the PDF formats of the theoretical lectures to be the most helpful, 35 preferred the handouts with practical exercises for face-to-face seminars, 14 chose the online assignments, and 21 found the assignment keys to be most useful. As the numbers suggest, many students opted for a combination of the offered materials.

Regarding preferred study materials, 48 students favoured PDF formats for theoretical lectures, while 18 preferred in-person presentations and the same number chose recorded lectures. Additionally, 8 students preferred a combination of PDF formats and recorded presentations, 5 preferred a combination of PDF formats and in-person presentations, and only 1 student chose a combination of in-person presentations and recorded lectures. These diverse preferences highlight the need for varied study materials to benefit the majority of students. These insights can guide the

future delivery and customization of course materials. Reasons for preferring PDF formats include a preference for reading, the benefits of written materials for studying, and challenges with listening to presentations. Students who preferred in-person presentations valued visual and audio learning, while those who preferred recorded presentations emphasized the ability to reference, pause, re-watch, and study at their own pace. The desire for a combination of formats stemmed from a preference for multi-modal learning experiences or a reduction in distractions.

Table 2: Form of Study Materials

Pdf formats PDF theoretical lectures	Examples
Preference for reading and written materials over listening to presentations	preferred learning style reading
Benefits of using written materials (PDF formats) for studying	possibility to print and make own notes, the possibility to study at own pace, possibility to review and reread as many times as necessary, easier to concentrate and focus, more organized and available, better for visual and independent learners
Challenges with listening to presentations	difficulty focusing and staying engaged, distracted by monotone presentations, hard to retain information, time-consuming
In-person presentations	
Preferred learning method: listening	advantages of face-to-face explanations, the opportunity to ask questions, interactive understanding through questions, personal interaction with the teacher, enhanced focus through listening, real-time learning experience, greater understanding through practical exercises, teacher-student interaction, benefits of in-person instruction
Combined visual and audio learning	multi-sensory engagement, personalized teaching explanation, improved focus in person, more interactive learning experience
Listening to recorded presentations	listening-based learning reference, re-watching and pausing capability in recorded presentations, note-taking from recorded presentations, self-paced study, difficulty with text-heavy theoretical lectures, clear voice explanation necessity, vocabulary retention through listening
Combinations	multi-modal learning (writing, listening, reading), advantages of recorded lectures (pausing, replaying, writing notes), preference for reading materials (pdf formats), benefits of recorded lectures (own pace, better memory), in-person vs. recorded lectures (distractions in the lecture theatre, the comfort of learning at home)

(Source: Categories Provided by the Author)

The majority of students (N=74) reported a smooth experience in finding and accessing handouts for face-to-face classes through Moodle. However, a small number of students (N=6) encountered difficulties, such as missing notifications for new uploads, and suggested incorporating page numbers in document names for improved navigation.

As for work with materials and assignments in the LMS Moodle, results showed a varied usage of different technological devices. Out of the total participants, 21 utilized a computer, 60 used a laptop, 17 opted for a tablet, and 59 relied on a smartphone. Moreover, 58 participants used a combination of two devices, with 40 participants using a laptop and tablet combination, 9

participants using a computer and smartphone combination, and 25 participants using a laptop and smartphone combination. Furthermore, 16 participants used a combination of three devices, with 9 participants using a combination of computer, laptop, and smartphone, 6 participants using a laptop, tablet, and smartphone, and 1 participant using a combination of computer, tablet, and smartphone. Lastly, 2 participants utilized a combination of all four devices. These results highlight the diversity in the usage of technological devices among the participants in the study, as they have varying preferences and habits when it comes to working with materials and assignments in the LMS Moodle.

Out of the total number of students, thirty-eight reported completing their assignments within an average time of fewer than 30 minutes. Another thirty-six students needed between 30 minutes to an hour to complete their assignments. On the other hand, only six students reported taking more than an hour to complete their assignments. This information provides insight into the average time it takes for students to complete their assignments, which can be useful for planning and managing time effectively.

The use of Moodle as a learning management system encountered challenges with assignment submission. Technical issues, including system malfunctions and assignment-saving problems, were reported. Students faced difficulties such as missed deadlines, upload failures, and invisible assignments. Compatibility issues arose, with some students switching to using phones for submission. User experience concerns included the need for constant checking and occasional failures in saving assignments.

In terms of meeting assignment deadlines, out of 80 students, 47 succeeded while 33 missed them. Reasons for missing deadlines range from illness and forgetfulness to busy schedules, holiday plans, and forgetting to upload completed assignments. Moodle-related issues like unreliable notifications, limited submission time, and post-deadline submission difficulties also contributed. Additional challenges included task misunderstandings, competing assignments, exam preparations, and technical problems such as internet connection issues.

The students had a variety of methods for organizing their work and planning their time in Moodle to submit their assignments. A significant number of students (N=47) were able to submit their assignments before the deadline. They used various strategies, such as filling out assignments whenever they remembered, completing them right after the lesson or seminar, or making a weekly plan. Some students tried to complete the assignments as soon as they became

available, while others waited until they had a specific day and time set aside. For those who submitted near the deadline or after the deadline (N=33), their methods were less structured. Some students completed the assignments on the day before the deadline or on the due date itself, while others submitted them in their free time. Others did not have a specific plan and submitted the assignments on the very last day or the moment they remembered. A smaller group of students (N=3) faced technical issues with Moodle that prevented them from submitting the assignments on time. These issues included Moodle not working, the assignment not uploading, and the system not saving the assignment.

Sixty-one respondents have reported checking the assignment keys in Moodle to compare their assignments and self-assess their performance. On the other hand, 19 respondents stated that they did not check the assignment keys for various reasons such as not finding them, not being aware of their existence, or not checking all of them. This shows that a significant majority of students made use of the assignment keys as a tool for self-assessment and improvement.

Students offered various suggestions to improve the Moodle course's use of digital tools. These include synchronizing Moodle with smartphones and computers for accessibility, improving notifications, utilizing PDF format, and providing more space for texts. Recommendations also involve incorporating videos, uploading PDF versions of the entire book for pre-printing or digital use, sending notifications before deadlines, including Kahoot tests for revision, adding more online exercises, extending sign-in durations, enhancing digital quality, and providing additional study materials and videos. Students desired interactive elements, notifications for uploaded assignments, and a file for uploading notes. Overall, students seek more exercises, comprehensive materials from the course start, MS Teams functions integration, extended assignment time, and the option to use Word documents. Feedback indicates a desire for additional activities, such as explanatory videos, revision tips, online games, quizzes, visual aids, alternative learning methods, supplementary literature, YouTube videos, and automated online tests, aiming to enhance the learning experience.

Many students who participated in the online course noticed improvements in their linguistic skills including a better level of structuring sentences and more accuracy in using grammar structures. Additionally, they reported a better understanding of sentence elements and how they function in a sentence, and they improved their knowledge of sentence structure and

word order. Moreover, some students also improved their punctuation skills, being more confident in writing commas correctly. However, there were a few students who stated that they got more confused in grammar and were not sure about the improvements they made in this area. Nevertheless, many students reported a better understanding of conditionals. Finally, several students reported that their written English has improved as a result of participating in the Moodle course. They felt more confident in their writing abilities and could express their ideas clearly and concisely.

5.2 Teacher's Reflections:

In addition to the questionnaire findings, this paper includes the tutor-researcher's reflections and experiences in creating and administering a Moodle course on English Syntax. The course presented several challenges for the teacher, including technical difficulties, content creation, time management, student engagement and motivation, language pedagogy, and assessment. Managing the course settings proved to be the biggest technical challenge while creating an effective course design that aligned with the learning objectives required significant effort. Producing content in different formats, such as PDFs and audio files, also required specialized skills. The process of creating and administering the Moodle course was time-consuming, and the teacher had to spend a considerable amount of time searching for additional online quizzes and tests, as well as planning and organizing the course materials. Engaging and motivating students in an online environment was also a significant challenge, and the teacher had to adapt her language teaching methods to suit the online platform. Assessing student learning in an online environment posed several difficulties. The teacher had to read, comment on, and evaluate numerous assignments, which limited the amount of feedback she could provide to each student. As a result, students missed out on more profound feedback on their assignments. Generally, students showed less enthusiasm for compulsory assignments and preferred optional online exercises, tests, quizzes, and additional video explanations of the topics from different perspectives.

It is worth acknowledging that creating and administering a Moodle course provided the teacher with several benefits. Firstly, the process of researching and organizing the course materials helped the teacher deepen her understanding of the subject matter. In addition, the Moodle course offered flexibility in terms of course design and delivery, enabling the teacher to

customize the course content and delivery to suit the students' needs also allowed her to modify the course based on feedback received from the students.

6. Discussion

To answer the first research question “*What are the students' perceptions of the Moodle course on English Syntax in terms of improving their linguistic competence, digital skills, and time management abilities?*” students showed varied *linguistic competence*. While some excelled in grammar structures, others struggled with adverbial clauses, conditional clauses, and indirect speech. The overall average assignment score below 60% indicates room for improvement. However, the online course yielded positive outcomes, enhancing writing skills, grammar accuracy, and comprehension of sentence elements. Students also reported improvements in punctuation skills and understanding conditionals.

It is apparent that the students developed a certain level of *digital skills* and were comfortable with using digital tools. They provided suggestions for enhancing the Moodle course, including synchronization, notifications, multimedia integration, and improved digital quality. The focus was on accessibility and interactivity, such as extended sign-in periods, Kahoot tests, and incorporating Teams functions. Flexibility in file formats and the option to use Word documents were desired. Students' suggestions highlighted their strong digital literacy and awareness of digital tools' potential to enhance learning and actively seek improvement in their learning experience through digital technology.

As for students' *time management abilities*, the data suggest that there was a range of time management abilities among the students surveyed. A considerable number completed assignments within a reasonable timeframe, with 38 finishing in under 30 minutes, and only six taking over an hour. Additionally, 47 out of 80 students met assignment deadlines, suggesting effective time management for the majority. However, technical issues with Moodle affected assignment submissions, and students encountered difficulties due to other coursework and exam preparation. Evidence suggests students possess time management skills and strategies, yet significant challenges hinder their effectiveness in managing time.

To address the second research question “*What are the strengths and weaknesses of the Moodle course in English Syntax in terms of the use of digital technologies?*” the course offered self-assessment opportunities, flexible study time, and comprehensive feedback, enhancing the

learning experience. Clear and diverse exercises, along with streamlined assignment processes, contributed to a positive user experience. Moodle proved to be an engaging platform for learning and exam preparation. However, challenges arose with the assignment management system, including complicated late submissions, inadequate lecture notifications leading to missed information, and short time frames for completing assignments causing stress. Additionally, brief feedback from the teacher made it challenging for students to understand areas for improvement.

7. Conclusion

Students' perceptions of the Moodle course on English Syntax reveal varying linguistic competence. The course positively impacted writing skills, grammar accuracy, and comprehension, but improvements are needed. Students showed digital skills and provided valuable suggestions for accessibility and interactivity. Time management challenges arose despite many meeting deadlines. The course provided self-assessment and feedback, but weaknesses were found in assignment management and limited teacher feedback. Creating and administering the Moodle course presented challenges in various areas for the teacher, but valuable benefits were gained. Researching and organizing materials deepened subject understanding, and Moodle's flexibility allowed customization. Language teaching methods were adapted for online platforms. Although the online assessment was challenging, student feedback guided course modifications.

The research limitations of the study include a relatively small sample size, consisting of 86 second-year students from a specific department at one university, and the research methods limited to teachers' self-reflection and a questionnaire survey (self-reported data). These limitations should be taken into consideration and future research should address them by employing larger sample sizes, utilizing diverse research methods, and examining multiple institutional settings. Investigating specific areas of English grammar, where students faced the most difficulties, is also recommended. Targeted interventions should be developed to enhance their understanding and proficiency in these areas. It is important to explore the impact of incorporating multimedia content, videos, and interactive online exercises in the Moodle course on students' learning outcomes and engagement. Research should also focus on investigating the feasibility of synchronizing the Moodle course with smartphones and computers, providing notifications, and incorporating additional features such as MS Teams functions to enhance interactivity and accessibility. Furthermore, evaluating the impact of different assignment

management systems and feedback processes on students' learning experience and performance is essential. Lastly, it is essential to examine the impact of the Moodle course on the teacher's professional development, including the acquisition of new knowledge and skills, and the adaptation of teaching methods to an online environment.

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