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ENGLISH EDUCATIONAL MOODLE-BASED ENVIRONMENT ON ACTUALIZING PERSONALIZATION VIRTUAL COURSE

by

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Abstract:

The study aims to explore, analyze, and determine the possibility of Moodle platform accommodating English learning personalization. The study applied a convergent parallel design mixed-method and was concerned with a quantitative survey and qualitative case study (deductive approach). The findings indicated and determined the personalization of English learning Moodle-based, and those elements included adjustable material and mechanism, concentrated instruction, component-based decisions, and English language learner observation. The adaptability Moodle system accommodated the personalization approach to learning Moodle-based English. The feature involved disk, file, folder, IMS Content Package, Label, Page, URL (Resources) and Choice, Database, Feedback, Forum, Glossary, Lesson, (LTI) External tool, Quiz, SCORM, Wiki, Workshop (Activities). According to the findings, the Moodle environment became a relevant system to accommodate English pedagogy with a personalization approach. Online learning personalization choices range from simple settings to applications and Moodle capabilities to offer intelligent assistance. This scenario includes modifying developed on interactivity and communication Moodle settings

Keywords: English online learning, LMS Moodle, Actualizing, Personalization, Virtual Course

INTRODUCTION

Indonesian universities and colleges adopted Moodle to supplement their study and training due to the Covid-19 Pandemic. LMSs have advantages over traditional classrooms because LMSs provides a various model of learning platforms (Hockly & Dudeney, 2018). Learning English was not restricted to a classroom where an instructor presented the course to all

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English language learners, regardless of their learning capabilities and abilities to absorb, reflect, and determine. The Covid-19 epidemic expanded education. Many colleges and institutes concentrate on online education. In Indonesia, traditional classes are still the norm. (Andrade, 2017) explained that pedagogy members notice online courses as one-sided and do not feel they can help university-level English pedagogy.

English lecturers and learners encountered many obstacles throughout the introduction of online education, most notably in the technological infrastructure ((Chen & Keng, 2018). Due to the inadequacy of universities and technical knowledge for online education, learners from many rural regions of Indonesia and students who live in highlands or small villages cannot continue their educational activities because of a deficiency of internet access. Sinaga and Pustaka (2021) affirmed that the effort to comprehend the online course material was also critical. English learners perceive distance learning as hindered by a lack of community, technological difficulties, and difficulties understanding the English lecturers' or instructors' directions. Moreover, Fitria (2020) exposed Indonesian students who lacked enough preparation for online learning skills and had poor preparedness for Learning Management Systems.

Online learning gradually displaces face-to-face instruction in higher education, requiring a rethinking of course design methods. Petrenko & Melezhik (2019) clarified that English personalized online learning implied the process of adjusting English learning and taking into technique the activity which it happens to suit each person's unique requirements, circumstances, and difficulties. Lindner et al. (2020) supported those English learners view online learning content, delivery method, and timing. The concept of personalization in the virtual classroom may be fearsome. Employing educational technologies to generate continuous feedback circles, on the other hand, is an extraordinary method for determining English achievement and academic preferences. By implementing customized learning, Leyzberg et al. (2018) explained that English lecturers could give learners a sense of belonging, connect course content to other areas of their life, and increase student knowledge.

Online courses served as a foundation for education and discovery. Interactions outside of class were critical in assisting English learners in achieving. The English lecturer provides regular real-time hours to answer inquiries in a casual environment. Kucirkova (2019) affirmed that English lecturers might be considering appointment-based options because not everyone will be able to attend the live session. Academic issues may be

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discussed during office hours. It is critical to consider asynchronous student conversations (Cooke et al. (2018)). MOODLE is one of the most popular and free LMS software packages for Indonesian universities and Higher Education during the pandemic (Putri et al., 2020). Social constructivism is the guiding principle of Moodle's design. Interaction is a vital component of this learning approach. According to Mykolaivych et al. (2018)) in pedagogical principles, students learn more effectively when actively engaged in their studies, create valuable products for their peers, and converse with their instructors regarding course material and other students' experiences. The distinction between a conventional class and a class that adheres to the concept of social constructivism makes the difference.

Chat allows synchronized real-time conversations. Scholars found that this setting is a practical way to get a fresh perspective on each other and the topic at hand (Bulaeva et al., 2017). Other scholars argued that the internet's asynchronous nature favors discussion forums (Dascalu et al., 2020). Forum subscribers get emails when new posts are published. Teachers may utilize a forum to communicate with all students in a course if they choose to enforce membership. This activity helps students create and maintain a dictionary-like glossary. Experts explained that teachers might create conditional routes using Lessons. Each page of this paper has a question and many answers (Finnegan & Ginty, 2019). There is no online submission for this project, just a deadline. This site is for homework and offline worksheets. Professors may construct and administer quizzes using the Quiz module's question types and reporting settings.

Apart from serving as a central repository for course materials and readings, Moodle includes discussion boards. Utilizing these threads could encourage reflection questions or ask students to discuss the course or university issues. Samia and Amirat (2017) enhanced that personalized English online learning is based on the learners' choices and allows for more speed and location flexibility. Learners of English may choose to study on the move and at their speed. Learners did not have to go through training material they already knew well. Instead, learners may concentrate on addressing their skill development requirements. Jin and Yan (2018) revealed that personalization of online training is a growing trend in the learning platform, and as online learning grows more popular than face-to-face learning. Therefore, it will the need for customized learning. Personalization of online learning comes with an attractive and takes more time and effort.

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Network-based English training is personalized to each student's learning style. Behaviourism guides personalized learning, and students may choose their learning path depending on their personality attributes in a focused atmosphere. Learners may practice multimedia devices such as photographs, music, and cartoons on the Moodle platform for English language learning (Jeong, 2017). English This improves four language abilities. Teaching English Moodle systems might provide electronic dictionaries to define terms. Learners may repeat advancement examinations as needed, and the results are immediate. Scholars found that examinations and assessments were done on Moodle and structured after university exams. Exams were similar to those given to regular students and may be taken only once (Bilanová, 2019).

The context should recognize that Moodle was not originally designed as a tool for language learning. Expectedly, it did not offer the ideal paradigm for online education, despite its many benefits and sophisticated learning techniques. Apoki (2021) concluded that students and instructors frequently encountered opposition regarding the English language pedagogy process. Some technical and pedagogical obstacles must be overlooked when using the Moodle platform in the classroom. Gundu and Ozcan (2017) asserted that the most significant obstacles that English language instructors challenges are fundamentally technological. These include computer literacy, training, and sophisticated new technologies that were regularly unmanageable for English lecturers to discover and implement. The affirmation of learners' identities during online testing and the problem of handling errors involves determining which types of mistakes should be noted and how to provide relevant feedback to other students about their errors.

Moodle's online English teaching lacks instructional resources, according to reports. Scholars disproved that the Moodle platform provides detailed instructions for teachers on how to post and organize English language learning materials and assess and grade posted tests. Teachers should still have a high level of computer literacy and specific knowledge of the university server and its technical capabilities (Yurzhenko, 2019). Some scholars said that if educators could not match all platform expectations, they could hate this type of teaching. Learners' experiences matter for Moodle-based ESL (Amer & Daher, 2019). They may face the same problems as English professors (Iwata et al., 2017). These circumstances included a lack of computer literacy, IT abilities, technical training to utilize the platform, and personal

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drive. These learners find it more challenging to organize independently and set aside time for solo English study using the platform than attending lectures and participating in teams.

Web-based programs that help English learners have become critical criteria for English pedagogy members. Moodle has recently been accepted as an open-source virtual learning environment by numerous academics, educators, and institutions worldwide. Recently, Moodle's use in English instruction has been researched extensively. Although much research has been done on investigation, determination, characterization, and practical categorization (Acar & Kayaoglu, 2020); (Bataineh & Mayyas, 2017)), little has been done on personalizing Moodle-based English education.

This investigation aims to determine the Moodle-based personalization on English learning. It focused on the research questions

1. *What are the characteristics of Moodle-based personalization learning in English pedagogy;*
2. *How can Moodle feature implement the personalization approach in English pedagogy?*

METHOD

Design

The study used a convergent parallel design. One data collection technique compensates for the other's inadequacies, and getting both quantitative and qualitative data provides fundamental knowledge of a studied problem. The quantitative Likert-scale questionnaire (Very Important, Moderately Important, Not Important) was derived from (Deev et al., 2021). Dept qualitative participants' experiences were gathered using a qualitative case study (deductive technique). It was handled using semi-structured in-depth interviews and conference calls (Brown & Danaher, 2019). Quantitative and qualitative data are considered equivalent in the research. This mixed-methods study combined quantitative and qualitative research with seeing whether the two databases provide similar or dissimilar findings. The study used quantitative descriptive analysis. Each step of descriptive analysis builds on the preceding one, requiring revision and development as the researcher's understanding of the phenomenon, theory, and study progresses. The thematic analysis identifies repeating meanings in a data collection, which helps explain events. A theme is a

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series including essential research questions and data-gathering implications.

Participant

The mixed-method study necessitated implementing quantitative and qualitative design methods. The cluster sample design was employed for 46 respondents in the quantitative viewpoint. Meanwhile, the same number of participants were involved in purposive sampling from the qualitative perspective. The English lecturers were the subject of the study. They were from several Higher Education Universities in South Jakarta. The detailed information is shown in table 1

Table 1 Demographic Participants

Attribute	Frequency	Total in %	
Gender	Female	37	68%
	Male	17	32%
years of lecturer's experience	1-5 years	5	9%
	5 -10 years	17	31%
	10-15 years	16	29%
	15-20 years	12	22%
	20 years	9	16%
Education levels	Master's	41	75%
	Doctoral	13	15%
The familiarity with the online pedagogy environment	High	8	15%
	Moderate	19	35%
	Low	27	50%

Instrument and Data type

Cross-sectional surveys were used. The design evaluates beliefs or behaviors. It delivers information quickly, including the time spent performing the survey and acquiring data. It was acquired using an online close-ended and open questionnaire survey and semi-structured interview. These tools gathered qualitative and quantitative data from English instructors' customizing approach to Moodle-based English instruction. The primary Likert-scale survey was individualized learning features. Flexible content and tools, focused education, data-driven choices, student reflection, and ownership. Very Important, Moderately Important, Not Important. Self-paced learning, autonomy, motivation and focus, small-group work, teacher aid, technology, results, target level system, teacher-student connection, and teacher resource needs were altered.

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Data Analysis Technique

In a survey, participants fill out and return a questionnaire. The participant answers questions and gives sociodemographic data. An interview survey collects participant replies. The research used an interview guide to ask questions, watch responses, evaluate performance, and interpret survey data. The study included qualitative and quantitative data analysis. The study used descriptive statistics from (Schlenz et al., 2020) and focused on Very Important, Moderately Important, and Not Important. This characteristic measured central tendency or average data gathering. Mean, median, and mode were used to determine the average. Thematic data processing employed an in-depth interview. It gathered qualitative data on English professors' attitudes, beliefs, knowledge, experiences, and values. Data analysis utilized inductive thematic analysis to digest the content topics. The table contains research interpretation information (Ghoreishi et al., 2017).

RESULT AND DISCUSSION

Result

This section revealed qualitative and quantitative research findings, and the design used quick questionnaire questions for quantitative research and open-ended survey questions for qualitative. The study used quantitative and qualitative data to answer the research question. Adjustable content and mechanism, focussed teaching, component-based judgments, and ESL learner observation characterized the virtual customization course. Moodle's Resources and Activities functionality worked well.

Adjustable Material and Mechanism

Table 2 Adjustable material and mechanism Survey Result

Statements and Elements	Very Important	Moderately Important	Not Important	Mean	SD
English lectures select 1-2 tools or sources of content to reach English language learner needs and determine purposes for the complete course. A1	168	25	137	2.09	1.79
English lectures establish routines for English language learners to participate with Moodle content and tools, from	159	72	100	2.18	1.82

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library/media lab procedures to individual instructions for promoting online platforms.

English lectures have sufficient access to design Moodle courses and internet bandwidth to recognize online Moodle content and mechanisms. A2	176	56	86	2.28	1.92
English lectures assign English language learners to evaluate specific content or adopt specific Moodle features based on English language learner needs. A3	136	75	68	2.24	1.86
English lectures align various Moodle online and offline resources to implement an integrated experience for English language learners. A4	147	59	121	2.08	1.75
English lectures use English language learner data to inform and customize Moodle content preferences. A5	159	106	55	2.33	1.91
English language learners perceive the role of various types of Moodle content and tools in finding learning goals A6	149	137	41	2.33	1.89
English lectures frequently adjust Moodle content and tools for English language learners according to system objectives, needs, and interests. A7	130	137	50	2.25	1.82
English lectures use numerous Moodle features to promote English language learner participation and knowledge utilization. A8	147	86	93	2.17	1.80
Flexible content and tools have developed into an integral part of the instruction to support English language learner growth in Moodle circumstances (remediation, experience, the establishment of current material, acceleration, etc.) A9.	109	116	100	2.03	1.65

Participants completed the table 0 questionnaire. All stated criteria imply scores are eminent. The highest mean score was 2.33 for A6, and A5 items "English language learners view the role of Moodle content and tools in discovering learning objectives" and "English lectures utilize ESL data to guide and personalize Moodle content choices." The A2 standard deviation was 1.92. "English lecturers have access to Moodle course designs and internet

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bandwidth to recognize online Moodle material and procedures." A9 had the lowest mean score, 2.3. Flexible materials and technologies have become crucial to ESL training in Moodle. 2.20 is the mean score.

On the contrary, the A1 statement has been determined to be 50% (168 points) by the respondent. It showed very importantly that "English lectures have sufficient access to designs Moodle course and internet bandwidth to recognize online Moodle content and mechanisms" became crucial from their experience. The comprehensive comparison was observed to be Moderately Important with 41% or 137 points A6 "English language learners perceive the role of various types of Moodle content and tools in finding learning goals." Meanwhile, the Not Important parameter reached 36% (121 points). "English lectures select 1-2 tools or sources of content to reach English language learner needs and determining purposes for the complete course". These three statements referred to the flexible material and mechanism in Moodle system.

Personalization is modifying lessons and instructional materials to match the needs and preferences of various pupils. It concerned A8 (147 points or 44%) and A2 (176 or 53%), which led to the statements "English lectures use numerous Moodle features to promote English language learner participation and knowledge" and "English lectures have sufficient access to designed Moodle course and internet bandwidth to recognize online Moodle content and mechanisms." The Moodle-based English course studied how technology may help diverse learners.

"Moodle was appropriate to enhance actual material learning English, and it has everything the English lecturers need. However, it took time for us completely understand the Moodle mechanism in the online environment. One of the advantages of utilizing Moodle is that the system has a broad system accommodating material in the online environment so that we could find actual material in this environment" (Respondent 3).

In teaching other English cultural identities, actual materials have been described as samples representing the language's natural form and appropriateness of cultural and situational context as utilized in the English community. English lecturers or virtual class designers may use adjustability materials to encourage communication centered on communicating and comprehending relevant information. The online education environment's exposure to genuine information may differentiate in gaining foreign language proficiency.

"I agree that Moodle could implement fundamental learning and teaching in English pedagogy. It has various features, including Resources and Activities, and English

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lecturers must be flexible in delivering and adapting it. We could not establish the same teaching approach and style in the online class" (Respondent 6).

In contrast to the conventional techniques and materials utilized in the recent past, web-based apps that motivate pupils to learn a language have become essential for English language learners. Eventually, Moodle has been widely adopted as an open-source virtual learning environment for that purpose by many researchers, instructors, and institutions from many areas of science worldwide. Moodle's role as a facilitator of autonomy in English language courses seems to need a greater emphasis on the literature on English teaching as a foreign or second language.

Concentrated Instruction

Table 3 Concentrated Instruction Survey Result

Statements and Elements	Very Important	Moderately Important	Not Important	Mean	SD
English lectures review English language learner data to determine the instructional needs of English language learners B1.	152	131	37	2.36	1.92
English lectures group English language learners in homogenous or heterogeneous formats based on skill-level B2	160	111	58	2.31	1.90
English lectures modify the Moodle delivery of instruction for each group of English language learners based on English language learners' needs B3.	180	109	42	2.42	1.98
Data is employed to construct English language learner groups Moodle-based on English language learner involvement, need, or skill-achievement; English language learner groups are adjusted with some frequency B4	179	81	56	2.39	1.98
English lectures consistently correct the delivery of Moodle instruction for each group of English language learners based on English language learners' needs B5.	164	81	52	2.38	1.96
Data is integral to regular instruction to match English language learner needs B6.	169	93	41	2.42	1.99
English lectures consistently group English language learners in effective, determined ways based on passion, need, or skill achievement and in strategic formats (one-on-one, small groups, etc.) B7	133	136	50	2.26	1.83

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English lectures consistently deliver targeted Moodle instruction for various purposes (introduction to original content, guided method, instructing, etc.) B8	146	100	69	2.24	1.85
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Table 3 compares Instruction components. All factors were more critical than the Standard Deviation score, so the distribution was comparable to before. The highest mean score was 2.42 for parts B1, "English lectures evaluate ESL data to assess instructional requirements," and B6, "Data is acknowledged as an important part of regular teaching to fit ESL demands." B6 has the most significant standard deviation score, 1.99. These indications necessitate specialist language education and grade-level language curricula, and the department's study called the 1.92-point B1 element the standard deviation score. English teachers or Moodle designers must encourage students to preserve their local tongue while learning English.

The Very Important result revealed respondents' experience and background. The highest Very Important score was 180 points or 54%, and it told the B3 "English lectures adjust Moodle delivery of education depending on English language learner demand." Moderately relevant was the intermediate score for instructional activities. This significance selected 136 points or 41% at B7 "English lectures regularly group English language learners based on enthusiasm, need, or skill attainment and in strategic forms." Not Important at B8: "English lectures give focused Moodle education for varied goals." These comprehensive characteristics demonstrated four levels of English language proficiency, which may vary by Moodle. Each of these four levels offers ELLs substantial classroom support. The B7 scored 137 points, or 41%, on "English lectures regularly group English language learners based on enthusiasm, need, or skill attainment" Each level's materials may be used with any ESL learners, depending on their ability and expertise. This condition affects B6 "Data is acknowledged as a vital aspect of regular teaching to fit English language learner requirements" and the range of replies and comments.

Giving instruction was challenging in the online course. In Moodle system, English lecturers have the freedom to facilitate or integrate several written instructions into the system. It is essential to understand that the English lecturers' role could transform into technical assistance for online learners, which happened because of the different perspectives on each material or subject from the learner's standpoint. (Respondent 7).

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English language learners in virtual communities, where there is no physical infrastructure or face-to-face involvement, need to use technology, connect effectively with the educational environment, and self-regulate their learning. This situation will look at online teaching best practices and student help. Individual differences are ascribed to complete instructions, and these distinctions define autonomy to express and disclose identities in particular interpretations. The online teaching direction is the development of mental processes, learning outcomes, and behaviors. Both educators and learners have improved under the constructivist paradigm, which implies their practice environment, needs, and concerns have been addressed.

"Every participant must recognize that the online classroom is a regular classroom, and certain behaviors are expected when communicating with peers and instructors. The clear guidelines were necessarily discussed contextually to be approved by English lecturers and their learners, and it had purposely to assist and help every member comprehend the regulation" (Respondent 13).

The online performance requirements were provided to online teachers to establish the framework for their online teaching experience and as a tool to assist in balancing their English teaching expectations. English instructors were accountable for fulfilling the same technological criteria as learners. Before beginning the course, the teacher must obtain a high-speed broadband connection for class activities and assess any course-related technologies. The guidelines must be accessible to the online student for the course length, and it is anticipated that the online learner will: Regularly visit the online course. If learners cannot sign in to the course, notify them and the relevant administrative entities.

Component-Based Decisions

Table 4 Component-Based Decisions Survey Result

Statements and elements	Very Important	Moderately Important	Not Important	Mean	SD
English lectures review English language learner data from online sources such as Moodle tools and applications in supplement to offline data C1	106	153	56	2.16	1.73
English lectures can select the most relevant Moodle features and sources of material for English language learner mastery C2	167	109	38	2.41	1.97
English lectures meet with colleagues to evaluate English language learner	136	90	81	2.18	1.80

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performances. C3					
English lectures use Moodle formative assessments to investigate English language learner understanding. English lectures use data from multiple sources (both online and offline) to inform instructional decisions C4.	168	74	61	2.35	1.95
English lectures share data with English language learners periodically; English language learners discuss their data individually C5	152	127	40	2.35	1.91
English lectures frequently meet with colleagues to examine and discuss English language learner data C6	113	129	83	2.09	1.70
English lectures use Moodle formative assessments and standards to inform instructional decisions C7	197	98	36	2.49	2.04
Data teams meet regularly to analyze English language learner data and to make decisions about the individual needs of English language learners C8	157	119	39	2.37	1.94
English lectures use data to give immediate feedback to English language learners. C9	161	127	26	2.43	1.97
English lectures and English language learners consistently review data together to analyze needs, and English lectures adjust instruction accordingly C10	171	76	53	2.39	1.98
English lectures use Moodle formative assessments daily to inform instruction C11	153	88	90	2.19	1.82

The component-based choice is about English language learners' Moodle metadata. Mean and standard deviation scores were compared. C7 had the most significant mean and standard deviation, 2.49 and 2.04, respectively. "Moodle formative assessments and standards guide English lessons" found that online classroom assessment is crucial. It shows students where they are in a course, emphasizes individual strengths and shortcomings, and measures whether they achieve the course's learning objectives. C6's mean and standard deviation are 2.09 and 1.70. "English professors share ESL data with peers often." Assessments help English teachers determine which skills English learners have, which they need, and how to improve English virtual learning.

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C7 "English lectures employ Moodle formative assessments and standards to influence instructional choices" scored 197/59 (Very Important). It is a big difference from Moderately Important, which has 153 (46%) C1 "English courses evaluate English language learner data from online sources such Moodle tools and applications in addition to offline data." Both indications are related to evaluation, which is commonly used interchangeably. Size, aim, or objective is defined elsewhere. C11 "English lectures employ Moodle formative assessments every day to guide lesson" received the highest score (27%) for the Not Important component. Some consider evaluation large-scale and assessment small-scale. Evaluation describes quantitative metrics, whereas assessment describes qualitative.

"We knew that Moodle became the appropriate online learning environment for English pedagogy in university. English educators needed to understand their role in the current situation because it would have been different in the face-to-face meeting. The assessment and evaluation were important to fully measure how learners understand the subject or achieve a specific skill. Nevertheless, the online environment had boundaries that originality of learners proficiency became doubtful" (Respondent 1).

Online English lecturers were asked to indicate evaluation techniques that they found incredibly successful in an online setting. The options were projects, presentations, self-assessments, peer evaluations with comments, timed exams and quizzes, and asynchronous conversation. Moodle could facilitate giving a broad range of regularly paced tasks and delivering timely, relevant feedback based on their gathered data. English lecturers emphasized reviewing the written record of English learners' discussion posts and emails to stay current on student knowledge and capabilities.

The assessment and evaluation were different in the online environment. We could not expect our learners to be fully active in the session because we knew that technicality matters became a dilemma. The learning perspective could be more joyful inside the conventional class than virtual class. The complete interaction was missing, although Moodle had accommodated comprehensive features in the online context "(Respondent 15).

Another method English instructors react to the difficulties of asynchronous computer-mediated communications is to use synchronous technology when and when they can. Synchronous technology allows for real-time interaction between parties. Moodle has forums, chats, choices, and quizzes, all of which have advantages and disadvantages. On the other hand, online students are more likely to have a variety of technological issues, such as a laptop, an internet service, or their environments

English language learner observation*Table 5 English Language Learner Observation Survey Results*

Elements and Statements	Very Important	Moderately Important	Not Important	Mean	SD
English lectures provide English language learners with foundational knowledge on the process of reflection D1	180	67	68	2.36	1.96
English language learners adopt a tracker to check their data and apply simple means to indicate their learning D2	163	67	72	2.30	1.92
English lectures meet with English language learners individually to accept and improve communication with English language learners D3.	134	119	64	2.22	1.81
English lectures provide English language learners with some design of alternatives in assignment D4.	157	106	57	2.31	1.90
English lectures support English language learners in surrounding their own simple learning goals D5	169	81	43	2.43	2.00
English lectures provide English language learners with the opportunity to prioritization of tasks or directions to accomplish assignments D6	157	132	42	2.35	1.91
English language learners control their data and indicate their understanding in diverse circumstances (journal, blog, experience with a colleague, etc.) D7	159	124	41	2.36	1.93
English language learners continuously reflect on their data and academic achievement to promote growth D8	163	121	34	2.41	1.96
English language learners consistently set, track, and classify their learning objectives, English language learner goals direct English language learning activities D9	151	146	31	2.37	1.91
English lectures meet with English language learners frequently to provide mentorship and support D10	169	76	74	2.30	1.91

D5 "English lectures support English language learners' straightforward learning objectives" had the highest mean score of 2.43 and the largest standard deviation of 2.00. The method enables English instructors or Moodle designers to reflect on their teaching and assess teaching skills and learning outcomes using learners' comments. D3 had the lowest mean and standard deviation with 2.22 and 1.81. "English lecturers meet with ESL students individually to accept and develop communication." Some English teachers offered extra Moodle chat

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sessions this semester, and the materials were preserved for those who could not attend as many students as feasible should attend synchronous sessions.

Fundamental analysis was a Likert Scale comparison. Very Important: 180 (55%) on D1 "English lectures teach ESL students about reflection." Moderately Important scored 146 (44%) on D9 "English language learners define, monitor, and categorize their learning objectives, English language learning goals guide English language learner actions." The Not Important scale scored 74 points (22 percent) at D10 "The lecturers mentor and help ESL students often." English learners may utilize self-assessments to offer valuable, personalized feedback without burdening the English instructor. Peer assessment may provide context. Learners submit elements of a field project for peer critique using a rubric.

The English learner's evaluation and assessment could be vital and more manageable than other online pedagogy media. The system has a mechanism to get a comprehensive statistically of learners' achievement. So, we would have implemented a better course perspective depending on the learners' needs(Respondent 10).

The English instructor advised commenting on the Moodle course rather than individual students for efficiency. Students may email or post on the course website to share their results. Create a (comment) discussion board for Moodle course questions. Because English learners have been utilizing email to ask class-wide queries, a remark in the curriculum comparing Moodle to email is relevant. Add how frequently the instructor reads and responds to forum questions.

Our teaching style observed learners' assessment as personal progress and achievement. The score was only supplementary for me to evaluate my proficiency in English communicative competence. Moodle tracked every activity in the virtual course and referred to the perfect condition as English lecturers indicate personal improvement in English pedagogy. (Respondent 6).

The systematic gathering of information on student learning, utilizing the time, knowledge, skills, and resources available to guide student learning choices, was called assessment. English online assessment necessitated a collaborative approach between students and instructors to tell teachers how well their students understood what they were teaching. When they talk about or utilize a mix of assessment methods designed to enhance learning, contribute to learner success, and evaluate the visible result of that learning by giving a grade, the process is often called assessment and evaluation.

Integrated Moodle Feature Personalization Online Learning

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Personalization Online Characterized	Moodle Feature	
	Resources	Activities
Adjustable material and mechanism	Book, file, folder, IMS Content Package, Label, Page, URL	Assignments, Chat, Feedback, Forum, Glossary, H5P activity, Lesson, Quiz, Wiki,
Concentrated Instruction	file, folder, Label, Page,	Choice, Database, Feedback, Forum, Glossary, Lesson, (LTI) External tool, Quiz, SCORM, Wiki, Workshop
Component-Based Decisions	Book, IMS Content Package, Label, URL	Assignments, Chat, Database, Feedback, Forum, H5P activity, Lesson, (LTI) External tool, Quiz, Survey, Wiki, Workshop
English language learner observation	Book, file, folder, IMS Content Package, Label, Page,	Assignments, Choice, Database, Feedback, Forum, Glossary, H5P activity, Lesson, Quiz, SCORM, Survey, Wiki,

Moodle offers virtual classes and learning materials for English learners. English lecturers or instructors may choose from three components in a Moodle course, including Activities and Resources. The exercise involves students using their teacher to learn. They may engage in a forum, submit an assignment, take a quiz, or use a wiki. Activities are graded. A lecturer may add activities to a course by editing and clicking Add an activity or resource. A file, video, or website URL is used in a Moodle course to assist students in learning English. Unlike an activity, a Resource was seen or read. Enabling editing and choosing may add course material and resources.

Moodle has many tools for tracking and collecting student work. We (English lecturers) may request that they upload files or input text into a text field. Additionally, we may assign "offline" work not submitted through Moodle (but graded in Moodle). We may specify the maximum number of files a student may submit, permitted file size, and deadlines and cut-off dates. (Respondent 4).

Moodle integrated and personalized English online content. Text-based reports or HTML configuration, multimedia (photos, video, music), PowerPoint presentations, URL-based applications, and Flash-based use. Lesson activities in Moodle may be linked to the server or Internet-based assets. English Any Moodle-based evaluation and feedback mechanism may have easily assessed learners' content-based resource research.

We may give written feedback and exchange comments with individual students regarding their submissions, grades (using a Rubric, Grading guide, or Simple direct

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grading), and grades (using a Rubric, Grading guide or Simple direct grading). (Respondent 2).

Moodle's built-in virtual course builder enabled content development. Similar to any word processor in terms of skill level. Multimedia Moodle platforms must be used to build presentations with animations or text-specific feedback, and Moodle has a glossary. This approach lets English professors work alone or with students. Texts incorporated into Moodle, particularly authentic texts or resources, may be tailored to a learner's language competence level.

English lecturers and learners might interact and cooperate through written-text Forums, often called "discussions." We may establish subjects or, depending on the Forum style. Learners can create topics to which course participants can "reply" a response. (Respondent 11).

The quiz module supports the following response types: blank space, multiple-choice, true-false, identifying, and short-answer. Automatic corresponding and scoring were available for all classifications, depending on English lecturers or learners defined the achievement levels. The essay module equips English lecturers to contribute feedback through open-ended responses with a built-in Moodle sections system. Notable is the workshop module, which is based on peer evaluation. These evaluation kinds may be online and password-restricted, with limited or unlimited participants.

Moodle quizzes consist of a Quiz activity that includes one or more questions from the Question bank for our course. English instructors might apply the Quiz activity to administer various question types within a prearranged structure and sequence, offer feedback depending on a learner's performance, and manage how they access the quiz. (Respondent 5)

The method separated itself from proprietary course management systems by allowing teachers to provide knowledge to students in discrete units, evaluate what they had learned, and then branch out into the extra study of content or progress to the next level of feedback. The English lesson module allows the design of courses that carefully govern learning advice, manage learners' instructions, and support advancement only when mastery is achieved. English Moodle has a socio-constructivist learning philosophy. Learning activities or projects may develop teacher-student or student-student cooperation through social contact. Subgroups of English learners may interact in chat rooms or Wikis and Forums.

Discussion

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Personalization elements in online learning include various options, from basic settings or customization to application and Moodle features that may provide intelligent help. Bradáč et al. (2015) affirmed that the context included changes to Moodle settings may include increasing the font size, altering the color scheme to enhance readability, or changing the language to make typing in a different character set easier. Rodríguez-Rodríguez et al. (2019) supported that personalization in English teaching and learning may be defined as an approach to English teaching online that considers the characteristics and preferences of English learners while allowing individuals or groups to achieve pre-determined or assigned purposes.

English learning is an individual situation that differs from student to student. Thus, Syed et al. (2017) revealed that English learners were continuously building on their study online courses. The Moodle circumstance created an ideal scenario where each student's education was individualized while still collaborative since students collaborated and were supported by the English lecturers or instructor. Garrido et al. (2016) asserted that the Moodle course material was based on the syllabus and curriculum educational standards and professional and worldwide norms. The current standard does not give English lecturers complete guidance on Moodle course content. Puliaieva et al. (2020) challenged that creating a flexible approach to utilizing information and technologies may need a combination of three instructional materials: fundamental, adaptive, and highly customized. English instructors may find all three kinds combined into a coherent experience in customized learning classes, and Adaptive material may provide practice opportunities at a suitable degree of difficulty. Zhu (2016) revered that highly customizable content and tools may enable English lecturers or Moodle designers to write and curate unique material while providing new platforms for cooperation and knowledge presentation for English learners.

On the contrary, Peng (2018) acknowledged that adaptive Moodle content was usually provided online by the instructor, who altered English learners' learning style and approached interacting with the English learning material. Papanikolaou and Boubouka (2020) confirmed that the material might change dynamically in reaction to academic achievement, changing the degree of difficulty accordingly. An adaptive content source, for example, could raise the reading level of material for English learners whose literacy levels exceed their present grade-level assessment. English educators arranged highly elastic material and provided learners varied programs and activities. Prudnikova (2021) described that the English course Moodle

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designer may consider prior knowledge or interests when creating a personalized subject for learners studying a particular communicative competence. Highly customized Moodle technologies may also be utilized to allow learners to show knowledge in several ways

Moodle's practical design and execution promoted purposeful technology capable of transforming teaching via integrated digital material. Šustickienė et al. (2020) revealed that integrated digital Moodle material does not imply that English learners will spend a whole class alone on a device. Rather than that, English lecturers should actively integrate digital material into their curriculum, allowing for deeper learning through reinforcement and repetition at the level required by each student. They may sustain this intermediary by explaining why English learners utilize a particular Moodle feature. Mudrák, 2018 explained that many English Moodle designers or English lecturers, particularly in university, are acquainted with teacher-centered. While focused small group teaching resembles centers in specific ways, English lecturers should be aware of the characteristics. English learners exchange through the same exercises and get similar teaching regardless of their individual needs. Small group online teaching is differentiated according to the varied needs of students discovered via data. English lecturers might use data to provide the direct instruction English learners need in small groups or individuals by approaching targeted online teaching techniques. Online Moodle education may provide additional benefits. Personalization instruction enables students to share their thoughts and concerns more openly with the teacher and other students with similar difficulties. Small-group teaching allows teachers to listen better, guide, and build stronger relationships with their students.

.Data from English performance evaluations and assessments should be used to make instructional decisions in classrooms devoted to personalized learning. Regular formative evaluations of English lecturers are needed to identify trends and potential areas of growth and development (Levent & Ertok, 2020). In this way, they may tailor their instruction to meet the specific needs of English language learners. In rare cases, English lecturers may find that some students in their class can avoid a specific objective because they are fluent in a different language. These data may guide the creation of groups for concentrated instruction, the class's learning program, and each learner's tailored online learning objectives. It was also shown by Ayan (2015) that learners might be able to evaluate their successes and make necessary adjustments to their learning goals and plans due to the assessment and data review

process. Using data analysis to make decisions is an essential skill that English lecturers may teach their students. The data may define individual goals and monitor progress toward them.

CONCLUSION AND SUGGESTION

Personalized learning can shift the emphasis of higher education from teacher-centered settings to learner-centered ones. Personalized learning may build personalized online learning environments in higher education through Moodle systems, which provide a method for tailoring learners' learning toward expert mastery. However, customized online learning on Moodle is challenging without information technology platforms to assist the learning process. The need for customized teaching in higher education and the emergence of new technology has necessitated a change in English online pedagogical toward meeting each student's unique requirements and objectives. Moodle's online integration of customized learning allowed learners to direct and create their learning to accomplish their objectives.

On the other hand, personalized Moodle learning English necessitates a paradigm change in education design and the effective use of contemporary online platforms. Without technology, complete personalization was impracticable. Adjustability online learning systems enable personalized English learning by dynamically tracking and managing the English learning needs of all students and by administering Moodle platform for access to the plethora of engaging learning content, devices, and opportunities required to meet each learner's needs anywhere and at any time, but which are not all available within the traditional classroom. Learning styles in online Moodle courses might offer insight into how learning material should be delivered. A visual learning approach entails the proper use of graphs, tables, drawings, and photographs for the taught topic. In such a scenario, video recordings would also be reasonable. The main modes of knowledge presentation should be written and audio recording due to the predominance of a verbal learning style. Numerous activities and problems to complete may effectively promote the logical learning approach

The actualizing personalization virtual course studies demonstrate the evidence for tailoring learning and considering the rate. It happens to accommodate unique requirements, situations, and obstacles that are circumstantial and subjective. The actualization makes it demanding for English lecturers to regard it as a persuasive component of increasing the significance of their students' experiences. Thus, more research examining fun's practical significance and educational usefulness in Distance Higher Education using a systematic and

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rigorous methodological approach would be desirable.

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