



Examining the Effects of the Covid-19 Pandemic: the Perspectives and Academic Results on Sharia's Students in English Language Studies.

فحص تأثير جائحة كوفيد-19 على آراء ونتائج طلاب الشريعة في دراسات اللغة الإنجليزية

Hanoune Souheila¹
s.hanoune@univ-alger.dz.

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Abstract:

In the wake of the COVID-19 pandemic, Algerian universities rapidly transitioned to virtual learning environments, leveraging platforms such as Moodle and Teams to continue their academic programs. This transition has necessitated a comprehensive assessment of the attitudes and interactions of educators and students with these digital tools, which are intrinsically linked to the effectiveness of educational processes. Islamic universities, with their dedication to the principles of faith, knowledge, and community, are adapting to technological advancements by offering English language instruction online.

This research paper aims to explore the perspectives of Islamic University students on the adoption of the Moodle platform for educational purposes amidst the pandemic, with a particular focus on English language courses. The investigation utilized a survey distributed among 100 students enrolled in the first and second years of their Master's programs. The findings reveal a spectrum of obstacles that students faced while using the Moodle Platform. Notably, there was a tendency among students to view the platform unfavourably, predominantly due to technical connectivity issues and unfamiliarity with the system. The study also highlights the significant influence of online instruction via Moodle on the student's academic achievements.

Keywords: teaching, learning, English, language, online.

الملخص:

في أعقاب جائحة كوفيد-19، انتقلت الجامعات الجزائرية بسرعة إلى نظام التعليم الافتراضي، مستفيدة من منصات مثل "مودل" و"تيمز" لمواصلة برامجها الأكاديمية. وقد تطلب هذا التحول تقييمًا شاملاً لمواقف الأساتذة والطلبة وتفاعلاتهم مع هذه الأدوات الرقمية المرتبطة ارتباطًا جوهريًا بفعالية العمليات التعليمية. وقد تكيفت الجامعات الإسلامية، الوفاء لمبادئ الإيمان والمعرفة والمجتمع، مع التقدم التكنولوجي من خلال تدريس اللغة الإنجليزية عبر الإنترنت. يهدف هذا المقال إلى استكشاف وجهات نظر طلاب الجامعة الإسلامية حول اعتماد منصة "مودل" للأغراض التعليمية زمن الوباء، مع التركيز بشكل خاص على مادة اللغة الإنجليزية. وقد اعتمدت الدراسة على استطلاع تم إجراؤه على 100 طالب مسجلين في السنتين الأولى والثانية من برنامج الماجستير. وتكشف النتائج عن مجموعة من العوائق التي يواجهها الطلاب عند استخدام منصة "مودل" على وجه الخصوص. ولذلك ينظر معظم الطلاب إلى المنصة نظرة سلبية، ويرجع ذلك أساسًا إلى مشاكل الاتصال التقنية والجهل بالنظام الإلكتروني، مما ينعكس سلبًا على نتائج الطلاب الأكاديمية.

الكلمات المفتاحية: التدريس، التعلم، اللغة الإنجليزية، اللغة، الانترنت منصة مودل.

¹ - University Alger 1



INTRODUCTION

The incorporation of technology has brought about positive changes in various sectors, including education. Technological advancements have led to a transformation in the conventional methods of learning, particularly through innovations such as Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL). While educational institutions had already introduced ICT into their systems some time ago, the sudden transition to online learning during the COVID-19 pandemic has significantly affected the process of teaching and learning. Institutions are quickly adopting the use of Learning Management Systems (LMSs) like Moodle by integrating them into their educational platforms.

While universities and educational institutions had integrated ICT (information and communication technologies) into their teaching methods long before, the rapid shift to online learning brought about by the COVID-19 pandemic has had a profound impact on the teaching and learning process. Educational establishments swiftly embraced Learning Management Systems (LMSs) using platforms like Moodle, Google Teams, Blackboard, and others. However, this sudden change did not have the same effect on all global universities, as some already had e-learning deeply ingrained in their educational systems. On the contrary, certain institutions faced difficulties due to their recent adoption of ICT in education. A case in point is Algerian Universities, which only started incorporating educational platforms into their teaching approaches because of the COVID-19 outbreak. This abrupt shift in methodology exposed a range of challenges linked to the use of these platforms during the pandemic. Challenges included teachers encountering technostress and technophobia, students lacking motivation and familiarity with ICT tools, technical glitches, and insufficient training, all of which contributed to the difficulties faced. These combined factors significantly shaped students' attitudes towards online learning

Following the emergence of the COVID-19 pandemic in 2019, a majority of teachers started informally sharing their lectures using Social Media (SM) tools, primarily Facebook and YouTube, or applications such as Google Meet, Zoom, and others. However, certain Algerian universities did not embrace the utilization of social media or apps for educational purposes. Instead, these universities swiftly adopted formal educational platforms, and the most used was Moodle. The new circumstances compelled teachers to upload their lectures online, thereby replacing traditional in-person learning with asynchronous online learning. This shift had an impact on the learning process for various reasons. Both teachers and students faced challenges in becoming familiar with the Moodle platform, leading to a pessimistic reception from students. The research paper starts by conducting an extensive examination of pertinent literature. We will see how Learning Management Systems (LMS), educational portals, and elements influence virtual learning.

In addition, the research aims to investigate the attitudes of students of Islamic studies toward the Moodle platform and more precisely courses in the English language. Additionally, it explores their perceptions of applications like Google Meet, Facebook, and Zoom. To address this research dilemma, the present study aims to examine the attitudes of Masters 1 and 2 students toward the utilization of Moodle as a learning platform in the post-pandemic era



Research Questions:

1. What are the attitudes of Islamic studies Master's students towards the utilization of the Moodle platform for learning the English language during the pandemic?
2. What are the significant factors that influence the utilization of the Moodle platform among courses of English language to Islamic studies Master's students?
3. How has the implementation of asynchronous online learning impacted the attitudes of Islamic studies Master's students?
4. What potential solutions exist to alter the attitudes of students towards the usage of educational platforms?

Previous Researches

Numerous academic studies have examined how teachers and students have dealt with the abrupt transition to online education in Algeria. Guessar (2020), for instance, aimed to illuminate the impact of the pandemic on teaching practices at Algerian universities. Benadla and Hadji (2021) investigated the emotional attitudes of students towards online learning following the sudden transition. Ghounane (2022) similarly examined the content of lectures shared on Moodle and their influence on students' learning behaviours

Methodology of the research

Investigating how the COVID-19 pandemic impacted students of Islamic sciences in their English Language Courses, 100 questionnaires were administered by (moodle) platform to students from first to master two in Islamic sciences in all fields. The questionnaire aims to have the master 1 student's point of view about teaching/learning the English language via the Moodle platform in the field of Islamic science, evaluate their experience with the platforms, and determine the problems faced in the teaching and learning process of the English language.

2- Learning Strategies

In response to the global pandemic, educational institutions worldwide implemented the Learning from Home Strategy (LFHS) to ensure ongoing learning. This strategy aims to minimize in-person interactions, prompting a shift from traditional face-to-face teaching to online learning facilitated through Learning Management Systems (LMSs). These institutions limited the usage of these systems strictly to educational platforms, as seen in the case of Algeria. The introduction of these new teaching methods in the educational landscape has sparked interest among researchers to explore innovative approaches for promoting hybrid or blended learning. Scholars have been actively seeking methods to enhance teaching rather than replacing traditional instruction.

Universities use Learning Management Systems (LMSs) to structure the educational process, oversee courses, furnish course schedules, and evaluate students via quizzes and assessments. This implies that these systems assist teachers in sharing their lectures, facilitating communication with their students, and enabling students to work on their projects.



2- 1 Teaching and Learning English Language Online

Teaching and learning the English language online at the Algerian university can be a convenient and effective way to acquire language skills. Ideally, here are some key points to consider for an online English language program:

1. Virtual Classroom Platforms: Choose a reliable virtual classroom platform that supports real-time interaction, video conferencing, screen sharing, and document sharing. Popular options include Zoom, Google Meet, Microsoft Teams, or dedicated e-learning platforms.
2. Curriculum Development: Design a comprehensive English language curriculum that covers all essential language skills: listening, speaking, reading, and writing. Include grammar, vocabulary, pronunciation, and cultural aspects of English-speaking countries.
3. Interactive Learning Materials: Develop or select engaging multimedia resources such as videos, audio recordings, interactive exercises, and online quizzes. These resources can enhance comprehension, provide authentic language practice, and make the learning experience more enjoyable.
4. Synchronous and Asynchronous Learning: Incorporate a blend of synchronous (real-time) and asynchronous (self-paced) learning activities. Synchronous sessions can include live lectures, discussions, and group activities, while asynchronous components can involve recorded lectures, readings, and assignments.
5. Online Assessments: Implement regular assessments to evaluate students' progress. Use online quizzes, written assignments, speaking assessments, and listening comprehension exercises to gauge their language proficiency.
6. Virtual Language Practice: Facilitate opportunities for students to practice their English language skills outside the virtual classroom. Encourage participation in language exchange programs, online discussion forums, and language learning apps for additional practice and exposure to native speakers.
7. Individualized Feedback: Provide timely and constructive feedback to students on their assignments, speaking activities, and written work. Personalized feedback helps students identify areas for improvement and encourages their language development.
8. Supportive Environment: Foster a supportive and inclusive online learning environment where students feel comfortable expressing themselves in English. Encourage peer collaboration, group projects, and interactive activities that promote communication and cultural understanding.
9. Professional Development: Continuously invest in professional development opportunities for instructors to stay updated with the latest teaching methodologies, technology tools, and best practices in online language instruction.
10. Technical Support: Establish a dedicated technical support team to assist students and instructors with any technical difficulties they may encounter during online classes. This ensures a smooth learning experience for all participants.

Remember that creating a successful online English language program requires careful planning, effective instructional strategies, and a commitment to providing a high-quality learning experience. Regularly we need to evaluate and adapt the program based on student feedback and emerging trends in online language education to ensure its ongoing effectiveness.



3- Asynchronous and Synchronous

Before delving into the discussion of educational platforms like Moodle in the context of learning, it is important to note that several studies have investigated the impacts of asynchronous and synchronous online modes on student motivation and attitudes. According to Watts (2016), the asynchronous online mode enables students to access learning materials, thereby enhancing their learning abilities. Conversely, Martin et al. (2020) argued that "synchronous online learning brings significant advantages to the learning process, such as immediate feedback, improved participant interaction, integration of audiovisual communication, and heightened task motivation" (as cited in Ghouane, & Rabahi, 2023 p. , while Rehman and Fatima (2021) emphasized that combining both asynchronous and synchronous online modes could amplify student engagement and motivation.

3- 1 Benefits of Teaching English Language at the Islamic University Online

We can cite few benefits of teaching English at the Islamic University Online:

- 1. Global Outreach:** Online English courses provided by Islamic universities have the potential to reach a global audience. Students from diverse cultural backgrounds and geographic locations can engage with the curriculum, fostering a deeper understanding of the language's importance in a multicultural context.
- 2. Interfaith Dialogue:** An online English program at an Islamic university can facilitate interfaith dialogue and cross-cultural understanding. By engaging with students from various religious and cultural backgrounds, the program can help break down barriers and promote tolerance and cooperation.
- 3. Educational Accessibility:** Online education removes geographical and logistical barriers, making education accessible to those who might not have the means to relocate or attend in-person classes. This aligns with the Islamic principle of promoting knowledge and learning for all.
- 4. Flexibility:** Online learning allows students to balance their studies with other commitments, such as work or family responsibilities. This flexibility can attract a diverse range of learners, including working professionals and individuals with familial obligations.

3- 2 Algerian Teachers with Teaching Online

A few teachers asserted that Algeria implemented the platform a while back and provided training to teachers on its utilization. Teachers were guided to utilize the platform until the onset of the pandemic (according to Ghouali & Cecilia, 2021, cited in Ghouane, & Rabahi, 2023). They have a tendency to educate teachers about platform usage and uploading lectures. However, universities have overlooked training teachers to create an online course (Ghouane, 2022).

Similar to numerous nations, Algeria implemented online learning in its universities in 2007, utilizing initiatives that endorse platforms like Moodle. Despite the Ministry of Higher Education's endeavours to enhance internet access, university-level infrastructure, and human resources, both



instructors and students encountered challenges in adapting to online education during the pandemic due to their strong reliance on conventional teaching methods. This abrupt transition led to a multitude of educational challenges (Ghounane, 2022).

Numerous academic inquiries have delved into the challenges encountered by both teachers and students during the abrupt transition to online education within the Algerian setting. For instance, Guessar (2020) aimed to illuminate the impacts of the pandemic on the teaching methods in Algerian universities. In a similar vein, Benadla and Hadji (2021) investigated the emotional attitudes of students towards online learning following the sudden shift. Additionally, Ghounane (2022) undertook a study examining the content and impact of lectures uploaded on Moodle on students' learning behaviours.

Despite providing training for teachers to utilize Moodle, universities were unable to alter the attitudes of teachers and the motivation of students towards using the platform. H. Sarnou and D. Sarnou (2021) highlighted that certain instructors resorted to platforms like Facebook and applications like Google Meet to instruct master's degree students. The disadvantaged socio-economic background of certain students residing in rural regions, commonly referred to as "people of the shadow" by Benadla and Hadji (2021, p. 63), has negatively impacted the learning process, primarily due to the absence of computers, smartphones, or internet access among most students. The lack of familiarity with these educational tools has amplified their apprehension about learning and influenced their learning behaviours and attitudes.

Despite a plethora of scholarly publications focusing on students' perspectives regarding educational platforms such as Moodle, only a limited number of studies have delved into the underlying causes of these attitudes. Male et al. (2020) discovered that students possess a strong aversion to online learning and prefer traditional modes.

4- Challenges that Faces Teaching/Learning English Language Online at the Islamic University

The main challenges in Teaching English at the Islamic University Online:

1. **Technological Barriers:** Not all potential students may have access to reliable internet connections or the necessary devices for online learning. Overcoming these technological barriers is crucial to ensure equal access to education.
2. **Maintaining Islamic Values:** Islamic universities often have a strong focus on imparting values and ethics alongside academic knowledge. Translating these values into the online learning environment requires careful planning and integration.
3. **Interactive Learning:** Language acquisition, especially in the case of English, is enhanced through interactive activities, discussions, and real-life language usage. Recreating these elements effectively in an online setting can be challenging.

5- Practical Part:



This part dealing with a questionnaire, its aim is to illustrate the questions and problematic given in the introduction.

5- 1 Participants

The participants were students from the different departments (Creed and Comparative Religions, Language and Arabic Civilization, and Jurisprudence and Law) of the Faculty of Islamic Sciences, University of Algiers 1, Algeria. The researcher selected the students randomly from all groups and different levels (Master 1 and 2). We

posted 200 questionnaire links in the student group on Facebook or via the Moodle platform, we received only 150 and just 100 questionnaires were fully complete. Data were collected during the academic year 2022/2023. About 63 (63%) participants were females and 37 (37%) were males. The informants are of different ages between 22 years old up to 63 years old; they live in rural and urban places. About 50 (50%) of the participants live on the university campus

5- 2 Research Instruments

The questionnaire is divided into two parts; first part of the questionnaire consists of the demographic characteristics of the sample such as age and gender. In the second part, consists on pedagogical information about the online learning techniques, the researchers used a structured questionnaire. We administered the questionnaire through a student group. We posted the link to the students in their group on Facebook or via the Moodle platform during the first semester of the same academic year. The questions in the questionnaire are a mixture of open-ended and close-ended questions. The main reason for using these varieties of questions is to collect varied data. Concerning the information regarding the electronic devices, they are being used; other questions were about the use of the Moodle platform and the factors affecting its use.

5- 3 Questionnaire Analysis

The researchers selected the most important questions for data collection, which deals with the pedagogical information.

Part 1: Internet Accessibility

With these questions, we try to understand the attitudes of Islamic studies Master's students towards the availability of internet connection and its use before the COVID 19 pandemic

Table 1: Internet Accessibility

Option	Number	Percentage
Owning ICT devices	34	34%
Internet availability	66	66%

In the initial segment, the researchers inquired from the respondents regarding their ability to connect to the internet. Roughly, 80% of the students stated that they possess information and

communication technology (ICT) gadgets such as laptops, Smartphones, or desktop computers. About 66% of the students mentioned having internet connectivity on their ICT devices. All of the students can access the internet through their mobile phones, while 34 have no internet connection; they lack internet accessibility.

Table 2: Students' Experience in ICT Devices before the Pandemic

Students Experience	Number	Percentage
Collecting information for lectures	12	12%
Collecting information for writing	3	3%
Sharing books and lectures through Facebook	10	10%
Using emails to contact their teachers	75	75%

As Table 2 indicates, 10% of the students highlighted that they share books and lectures with their peers through their groups on Facebook, while 3% of them claimed that they tend to do research when their teachers ask them to write essays or prepare exposes. About 75% of them used emails to contact their teachers, mainly for issues related to evaluation marks. The students claimed that most of them use mobile devices more than computers. 12% of the students said that they use the internet to collect information for their lectures

Part 2: Students' experience in learning platforms

In this part, we try to demonstrate the knowledge of the students in the learning platforms (moodle). We also try to know the among of time the students get access to (moodle) and the reason they are using it, finally, we define the significant factors that influence the utilization or the non-use of (Moodle) platform in dealing with courses of English language to Islamic studies by Master's students

Table 3: Students' Experience in Using the Platform

Students experience	Number	Percentages
Excellent	12	12%
Good	58	58%
Average	20	20%
Poor	10	10%

Table 3 indicated that 58% of the informants have good experience using the platform. About 20% have an average experience. They maintained that they use Moodle just to download lectures but they indicated that they continue to encounter challenges while utilizing the platform, particularly when it comes to tasks like online assessments, assignments, and participating in video conferences via Bigblue Button. About 10% of the students have a poor experience. They justified their answers by

claiming that they have net problems and no digital mobile phones or they lack information about the use of the platform.

Table 4: Students' Access to Moodle during the academic year 2022/2023

Students' access to Moodle	Number	Percentages
Daily access	55	55%
Weekly access	34	34%
Monthly access	8	8%
During the exams	2	2%
Rarely	1	1%
Never	0	0%

The results indicated that 55% of the students emphasized their daily use of the platform, mainly because the majority of instructors shared assignments and lectures on Moodle. In contrast, 34% reported weekly access, citing network issues as the reason. Roughly, 8% mentioned monthly use, as classmates often posted lectures on a Facebook group so they did not rely much on it. Just 2% answered that they use the platform just during exams, to download the courses or ask questions to their teachers. All students utilized the platform throughout the 2022/2023 academic year.

Table 5: Reasons for Accessing the Moodle Platform

Reasons for accessing Moodle	Number	Percentages
Consulting lessons	76	76%
Downloading handouts	24	24%
Answering assignments	4	4%
Sit for the tests	3	3%
Contact their teachers	2	2%
Check announcements	1	1%

Table 5 displays that 76% of the students utilized Moodle to review lectures uploaded by their teachers every week. Approximately 24% of the respondents stated their purpose for accessing Moodle was to obtain and download course materials. A small portion, around 3%, accessed Moodle specifically to take tests. 4% of the students answered that they answered assignments, while just 2% of the students contacted their teachers via the platform Moodle.

Table 6: Difficulties Facing Students in Accessing Moodle



Difficulties	Number	Percentages
Missing password	32	32%
Inability to access the personal account	63	63%
Inability to download lectures and handouts	4	4%
Inability to share videos posted by teachers	1	1%

Table 6 indicates that 63% of students' difficulties accessing their Moodle accounts. They justified their answers they got new codes when they became Master's students. They faced some problems during the first semester. About 32% of the students missed their passwords; hence, they could not access the platform. Between 4% and 1% of the students highlighted that they could not download handouts or share teachers' videos due to network problems.

Part 3: Online learning

With these questions, we try to see what are the types of the online learning used in Moodle and how has the implementation of asynchronous online learning impacted the attitudes and what are the preferences of Islamic studies Master's students in English language courses, also the opinion of the student toward the course of English language content in Moodle.

Table 7: Types of Online Learning used in Moodle

Type of online learning	Number	Percentage
Asynchronous online learning	95	95%
Synchronous online learning	1	1%
Bichronous online learning	4	4%

Through this inquiry, we asked the students about the variety of online resources available on Moodle and utilized by their English language teachers. An overwhelming majority of students (95%) stated that instructors uploaded presentations and instructional materials as handouts and lessons, indicating that all teachers predominantly employed an asynchronous teaching approach. Conversely, a mere 1% of teachers opted for the synchronous method using tools like BigBlueButton. A small fraction of students (4%) contended that they were engaged in a hybrid online learning approach.

Table 8: Students' Preferences toward the Online Modes in Moodle

Online mode in Moodle	Number	Percentage
Asynchronous online learning	66	66%
Synchronous online learning	6	6%
Bichronous online learning	28	28%

Table 8 illustrates that 28% of the students are in favour of both asynchronous and synchronous online learning modes, which are commonly referred to as "bichronous" online learning. Their

reasoning for this choice stems from their inclination to both retrieve lectures and materials at their own pace and engage with their teachers through video conferencing. As a courses of English language, the students need to communicate, express them self and speak in English language. They express a preference for utilizing platforms like Google Meet or Zoom for video conferencing over Moodle, citing the relative complexity of joining a video conference through Moodle in comparison. Conversely, 66% of the students articulated a preference for utilizing the platform primarily to access downloadable lectures and materials, embodying the asynchronous mode. They rationalize this preference by acknowledging that online learning cannot fully replace the benefits of in-person education mainly in English language courses where communication is most important thing, but can serve as a supplementary resource for students. 6% of the students answered that they prefer synchronous online learning mode, as cited before conferencing over Moodle is something complicated compared to Google Meet and Zoom.

Table 9: Students' Preference toward the Use of the Moodle Platform

Students' Preferences	Number	Percentage
I prefer using Moodle for learning	1	1%
I prefer face-to-face learning	34	34%
I prefer to study in class and through Moodle	65	65%

The findings revealed that a majority of the students, accounting for 65%, engage in in-person classroom learning and utilize the Moodle platform. A good “learning-mix” in language classes where communication is the main topic and students need to speak in English. This platform serves as a source of lectures, handouts, and assignments. Among the students surveyed, 34% exhibit a stronger preference for traditional face-to-face learning over-relying on Moodle, students are aware that in classes of English language they need to develop their oral expression, pronunciation and exchange between students to develop their level of English language. Only 1% expresses a preference for Moodle. Those in favour of Moodle highlighted its effectiveness, particularly in the context of the pandemic.

Table 10: Students' Opinions toward the Course Content in Moodle

Students' opinion	Number	Percentage
Lectures are well-designed	4	4%
Lectures are not well-designed	36	36%
Lectures are supported with activities and extra materials	25	25%
Lectures are not supported with activities and extra materials	35	35%

The objective of this inquiry was to assess whether students had developed unfavourable perceptions due to the content presented in online courses available on Moodle. Based on student responses, approximately 36% of the lectures were deemed inadequately structured. Students cited instances



where certain instructors shared lessons devoid of clear learning objectives or references, or simply uploaded handouts resembling textbook chapters. Conversely, other educators solely posted videos or links to external online lessons. Additionally, 35% of the students indicated that some teachers uploaded lectures without accompanying activities or supplementary materials.

25% lectures are supported with activities and extra material; these lectures are completed with a video or with activities and in classes of English language, it is very important to listen or to watch a video in English language to complete the explanation mainly in the pandemic situation.

6- Questionnaire Results

The research's objective was to assess the perspectives of students regarding the utilization of the Moodle platform for teaching English language during the pandemic. The findings of the study indicated a spectrum of attitudes among students toward employing the platform, spanning from unfavourable to favourable. Notably, participants who engaged in the experimental activities displayed positive viewpoints, while those in the control group expressed more pessimistic attitudes. These outcomes potentially provide insights into the initial inquiry: What are the attitudes of Islamic Studies Master students about English language courses toward using the Moodle platform in learning during the pandemic?"

The research also identified elements that impact students' viewpoints. In the initial semester, students faced challenges in accessing the platform due to various issues, primarily related to forgotten passwords, unfamiliarity with accessing and downloading lectures, network connectivity problems, and a shortage of ICT materials. These elements might influence students' drive to engage with the platform, subsequently shaping their attitudes. Additional factors encompass the format of online lectures and the content uploaded by educators on Moodle. The majority of lectures are presented asynchronously, although a few teachers opt for synchronous sessions to encourage student interaction and collaboration. These aspects could also impact how students think, feel, and behave, addressing the query of the research: "What are the major factors affecting the English language courses of Islamic Studies Master students toward the use of the Moodle platform?"

The results also showed that most students, who participated in the study, shared negative attitudes toward the asynchronous mode. They prefer the synchronous mode, they highlighted that it helps them to prepare themselves and participate in class activities, courses, assignments and English language classes students need to express themselves in English and exchange with their teachers or with their colleagues. The students prefer the combination of both asynchronous and synchronous online learning i.e. bichronous online learning. The students also claimed that they preferred Google Meet or Zoom as a synchronous mode. They showed negative attitudes toward BigBlue Buton in Moodle. They justified that these apps provide easy access compared to Moodle's video conference app. The third research question is "Did the use of asynchronous online learning affect Islamic students of Master's' e-learning?"

In addition, the results showed the needs of the administration to address technical issues before the commencement of the academic year. The research also unveiled that students expressed dissatisfaction with the intricate procedures they must follow to access the platform. These procedures are laborious and time-intensive in comparison to other platforms such as Facebook, Google Meet, and Zoom. Universities should provide training to students before the academic year begins,



instructing them on how to navigate the platform, take exams complete assignments, and engage with instructors using BigBlueButton for video conferencing. Students should be well versed in both synchronous and asynchronous modes. Additionally, teachers should inspire students by incorporating features that can enhance their creativity; they can use videos with subjects related to the course, which will help the students in many skills, Moodle should not be limited to merely downloading lectures and taking tests. Students could also access materials that can be evaluated by their teachers.

The study also found that teachers should be trained on how to prepare the content of an online course since a lecture that contains no clear learning objectives, instructions, or assignments may affect the learning achievements and hence the students' attitudes. This finding is in line with Ketut Santi and Widiastuti's (2021) study. The study also indicated that the students should benefit from features of Moodle, including learning material, learning instructions, interaction through video conferencing, and assessment. It is also important that teachers should upload learning materials depending on students' needs not just courses to download. This may affect their attitudes and motivations to give more.

As far as the learning objectives and instructions are concerned, each course and activity should be accompanied by specific instructions to direct the learners. Clear and concise instructions may affect students' performance as stated by Cerdan and Marin (2019). These solutions may answer the last research question, "What are the possible solutions to change the students' attitudes toward the use of educational platforms?"

Conclusion

The research aimed to assess Islamic science students' perspectives on utilizing Moodle for learning English language during the pandemic.. The investigation revealed that students initially held unfavourable views about the platform before the experiment due to a variety of factors influencing their emotional, cognitive, and behavioural outlooks. These factors encompassed the abrupt transition to online learning, insufficient access to ICT resources, connectivity issues, inadequate familiarity, favourable disposition towards social media like Facebook, limited interaction with teachers, course materials, and the online format. These elements impacted their enthusiasm for online learning and engagement with Moodle. The absence of student motivation resulted in reduced participation and exerted an influence on their academic performance. As it was cited by Guessar (2020) according to Polfelaf 'The student's lack of desire for this type of learning because he wants ready-made lectures, and prefers the traditional method so that the latter is characterized by the lack of effort on the part of the student who is content to receive only'. As a cumulative effect, these elements culminated in students forming pessimistic perceptions. The researchers advised teachers to leverage both online learning modalities by using more interactive sources or by videos. That treats the courses to explain more and inspire students to embrace the platform, thereby shaping their attitudes and accomplishments, the same point was raised by Ghounane (2022) 'Algerian teachers are forced to introduce online learning and depend on tech tools to save the situation. It could be better if they were familiar with technology and its use before the pandemic. Now, we have to think about a plan to digitalize education in the post-pandemic era'.

This research focused only on finding out the results of teaching English language in the Islamic university by using teaching platforms during the COVID 19 period. The next researchers may conduct



similar research to find the challenges in teaching English in the Islamic university that are not explained in this study.

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