

Perception and Challenges Integrating Teaching English Based on LMS Moodle During Covid-19 Pandemic

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ABSTRACT

LMS Moodle has been the primary online-mediated Teaching in Higher Education in the pandemic era. The unexpected pedagogical struggled to adapt conventional class to the virtual class, particularly English teaching. Various investigations have been conducted to examine and describe the perception and challenges lecturers face in eLearning. On the contrary, the lecturers need to the presentable course in Moodle for their students. The purpose of the study investigates the lecturer's perception and the challenge of utilization in Moodle-based English teaching. A descriptive qualitative design was applied to the study. Questionnaires and semi-structured interviews were obtained from 54 lecturers to collect the data. Technology Acceptance Model (TAM) concentrates on divining and evaluating lecturers' fundamental pre-acceptance of LMS Moodle. Close-ended questions practiced receiving the population of the analyzed topics. While open-ended questions were applied to gain the lecturers' perception of Moodle-based implementation topics. Subsequently, the finding of the result is to enhance the perspective and solve the challenges in teaching English Moodle-based

Keywords: LMS Moodle, Lecturer Perceptions, Teaching English Challenging, Foreign language acquisition, Teaching in Pandemic

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INTRODUCTION

The COVID-19 pandemic has spread massively worldwide, especially in Indonesia, and it impacts education, and this becomes direct and indirect to the academic's informal institutions (Teräs et al. 2020). Ghounane, N. (2020) expressed that teaching Moodle-based perception referred to lecturers' opinions or subconscious concepts to have about their courses or materials. Their background knowledge and life experiences form these beliefs. These experiences could affect their culture, education background, work, or community. All of certain and more subscribe to an individual's view and respond with others' perception. Teachers' perceptions have a tremendous influence on the successful implementation of English pedagogical Moodle-based (Octaberlina et al. 2020). Consequently, in conducting the perception of teachers' Moodle-based Teaching, investigating the impression of the particular

characteristics and their successes is supposed to have practical implications for successfully implementing Moodle course.

Moodle is one tool that is widely used to transfer language Teaching and learning in Indonesia. Moodle has initiated a comprehensive application in the field of English for Foreign Language (EFL). Many Higher Education institutions select the LMS Moodle to accommodate the pedagogical process in the pandemic. Lecturers or instructors can create and accomplish creative activities in Moodle. Face-to-face learning is the foundation for e-learning. Nonetheless, conventional learning is not instinctive to become e-learning material after digital representation. The typical lecture should be readjusted selectively to transform it into an applicable teaching moodle-based material.

Online learning has grown a comprehensive practice as an integrated technology in education recently. The system advancements based on traditional pedagogy turn excite the most maximum disparities in student perceptions, and the individual variations develop as potential success circumstances. Pandemic Coronavirus disease (Covid- 19) in Indonesia substantially impacts many sectors, particularly education (Almanthari et al., 2020; Prestiadi, 2020; Krishnapatria, 2020). Directorate General of Higher Education (2020) of the Indonesian government has published a strategy to substitute the learning practice from a traditional learning system to a distance learning system achieved online or through electronic learning (e-Learning). The learning policy has been changed to an e-learning system to study at home and stop the spread of coronavirus disease (Covid-19) in Indonesia. Jittawiriyankoon (2019) expressed that eLearning is acquiring a reputation in digital learning and English pedagogical. Internet power is available everywhere. Data analytics operates a significant performance in eLearning environment practices.

Siron et al. (2020) expressed that the education area, the Covid-19 pandemic, urges the government to replace the higher education's teaching and learning activities to manage home learning experiencing distance learning (e.g., web-based learning, e-learning, m-learning). This transition encourages all educational institutions to engage the technology toward the learning process. Comprehensive online sessions need a form such as audio and video content relevant for learning elements in an appropriate subject (Ichsan et al. 2020).

The implementation of e-learning encounters tremendous difficulties in Indonesia. Anggraeni et al. (2018) mentioned that e-learning remains associated with inadequate internet openness, technical experiences, administration guide, and unequal content design. Meanwhile, Kebritchi et al. (2017) discovered that students' issues included their expectations, readiness, identity, and online courses cooperation. Lecturer or Instructors'

issues included exchanging faculty roles, transitioning from face-to-face to online, time management, and teaching characteristics. The study principally concentrated on clarifying the subsequent research questions: 1) what perception are lecturers potentially impacted in conducting English teaching Moodle-based during Pandemic?; 2) what challenges can lecturers face in conducting English teaching Moodle-based during Pandemic?. Finally, LMS Moodle supports interactive terms that facilitate disseminating English pedagogical, collaboration, and interaction between the participants.

The study accommodates certain purposes simultaneously. The research is a specific attempt to provide Indonesia's research gap with less proof evidence exploring Moodle as the basis for eLearning teaching English in Higher Education. The exploration implies a further attempt to provide information literature for lecturers' perception as the instructor in eLearning circumstances. Furthermore, comprehension of the issues would encourage educators, institutions, and curriculum developers to improve the fundamental approach to teaching Moodle-based, so lecturers and students have a legitimate collaboration in English pedagogical.

Computer-Assisted Language Learning (CALL) is usually observed as an approach to language teaching and learning (Davies, 2016). Heift et al. (2015) added that the computer is employed to encourage the show, support, and assessment of the topic to be discovered, normally involving a substantial interactive element. In the other perspective, Tafazoli et al. (2019) stated that most current CALL programs had supported a student-centered rather than a teacher-centered. The explorative approach is defined by the employment of concurrence programs in the language classroom. The complete adaptability for lecturers utilizing CALL is in the field of authoring programs. Lecturers can use programs to formulate simple or extensive software programs using their materials (Loewen et al., 2019; Lodhi et al. 2019;).

The application of technology in higher education has the prospects to offer a solution to these challenges. Technology-based education has remained achieved to enlarge Teaching exceeding the physical campus and provide alternative delivery approaches (Alqurashi, 2011). Sánchez-Prieto et al. (2019) stated that the concept that there is a necessity to employ innovative learning technologies in higher education has become obvious in many English lecturers' viewpoints. Mardiah (2020) added that e-learning is internet-based online learning that can be reached or accessed anywhere participants are settled. This E-learning design can also be practiced in an educational course or distance learning. E-learning is more

specifically designated to reconstruct higher education's learning process into a digital form bridged by internet technology.

Information and Communication Technology (ICT) integration in language education has enhanced a significant language educational realm topic (Çakici, 2016). Aşık et al. (2020) explained in the shifting above educational aspect. A substantial study has acknowledged that Information and Communication Technology (ICT) performs a significant function in teaching English as a foreign language (EFL). However, Alkamel et al. (2018) affirmed that EFL lecturers or instructors are presumed to utilize a modern prospect of integrating fundamental ICT abilities in EFL classrooms properly with the ICT's blossoming as an innovative tool for language teaching. It is essential for implementing language learners with the necessary technological experiences (Jayanthi, 2016). The employment of ICT needs particular language skills and strategies. Azman (2016) asserted that advancing ICT toward language classrooms has comprehensive indications for curriculum improvement, classroom teaching, and student learning. It is considered that the development of information and communication technologies (ICT) has substantially strengthened and designed a persuasive learning environment (Bilyalova, 2017). Implementing ICT into actual language context implies more crucial today than ever before because its expanding potential and capacities stimulate a revolution in the language learning setting.

Teaching online learning English, lecturers, or instructors requires a Learning Management System (LMS), essentially a teaching and learning program (Famularsih, 2020). The system is an online learning activity to facilitate collaborative teaching and learning methods. Blended learning or full electronic learning specified sustained largely by LMS used interchangeably. Octaberlina et al. (2020) explained that the Indonesian government had improved the education mode from face-to-face to online meetings using various learning management systems (LMS) Moodle. Jing et al. (2016) added the Moodle-based College English education could recompense for the traditional approach's insufficiency, integrating the multimedia, network, and English, with the lecturer as the guide and the student as the center. The Moodle platform can unite sound, picture, characters, figure, cartoon, and movie to stimulate the students' enthusiasm and energy to enhance their language proficiency. Al-Ani (2013) designated that Moodle becomes more impact on the context of learning, completes knowledge-centered learning techniques, and develops students' self-regulated skills. Furthermore, Zyad (2016) remarked that Moodle is a learning management system

with numerous beneficial features that can reconstruct the learning environment into a place for interactivity, connectivity, and great significances of widespread learning.

The design of all current technologies is to accommodate more manageable and more intelligent processes of accomplishing a similar pedagogical process. Elkaseh et al. (2016) stated that the participants who complete the LMSs at the foundation level are the teachers, instructors, or lecturers. Their main intention is to apply their existing knowledge and experience new technology to gain their task easier (Emelyanova, 2014). The feature includes a combination of text, videos, and images to get it more engaging. Lam et al. (2014) stated that time was also an important concern at the construction stage. The feature needed not to make excessive demands of lecturers' time. Muñoz Carril et al. (2013) added that accessible exploration was an additional preeminence, but the time circumstance was also related to the content's design. The Moodle feature was designed to accommodate information, material, and processes concerning instruction content as immediately as possible.

Lecturers' perceptions or beliefs are likewise recognized as an essential component to encourage good Teaching. Liu et al. (2018) affirmed that perception is interpreted as the process of personal views, assumptions, and recognition approaching an objective or a topic developed on their experiences. So, Lecturers' perceptions might be concerning the methods applying particular teaching approaches, the teaching approach, and the nature of the teachers' role. Al-Busaidi et al. (2016) added that lecturers' perceptions of electronic learning received the most attention during the pandemic. Amid various teaching approaches known in teaching language, Moodle-based eLearning appears to support a convinced acceptance from many users and participants (Aikina et al., 2020). Moodle-based eLearning development is considered the fundamental change of the teaching experience from a teacher-centered into more student-centered classroom practice. Many students English as a foreign language found challenges to adapt to the situation

As can be presumed, Higher Education encounters various challenges concerning the performance and achievement of e-learning in an academic setting. Islam et al. (2015) explained that eLearning challenges could be classified into five categories: learning styles and culture, pedagogical e-learning, technology, technical training, and time management challenges. On the other hand, Oproiu (2015) discovered there implied still problems that need to be explained from the conceptual, theoretical, psycho-pedagogical, and practical point of view. Rana (2014) expressed that the issue and challenges into technological

challenges, development of new forms of learning community and interactive learning, developing new knowledge facilities for e-learning

The perception and challenge had motivated the worldwide researcher to explore the electronic learning determination during the pandemic. Alhumaid et al. (2019) revealed that the respondents showed a positive opinion concerning eLearning acceptance during the lockdown situation and its impacts on students' academic performance. Additionally, Hofmeister et al. (2020) found that online learning units' quality determines the acceptance of e-learning possibilities. One limitation of the study is that the different country-specific cultural features and teacher training practices could barely be carried into the description to a confined area

METHOD

This study implemented the qualitative method. This study is related to the examination process of understanding developed on distinguished methodological traditions of analysis investigating and exploring the social or human predicament. Questionnaires and semi-structured interviews were obtained to collect the data in this study. The questionnaire was established to determine lecturers' viewpoints concerning utilizing Moodle-based online learning platforms in pandemic circumstances.

The interview concerning 54 lecturers explained that they have a perception and encountered obstacles to implement Moodle-based online Teaching. The respondents of this study were 46 English lecturers from distinctive institutions in the South of Jakarta. Descriptive data of demographic components are shown in Table 1

Table 1 Profile of 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 of LMS Moodle	High	8	15%
	Moderate	19	35%
	Low	27	50%

The study was implemented content validity as validation and single measurement as the reliability of this instrument. Content validity relates to the level to which an assessment instrument applies to, and representative of, the selected construct it is designed to measure. The close and open-ended questionnaire was given to the lecturers and indicated on a five-point Likert scale their degree of agreement on 26 statements. Depth Interview was conducted with lecturers who were asked to answer eight questions related to their perceptions on e-learning and challenges they face in Moodle based teaching English

The percentage of specific responses was collected utilizing the excel sheet, and the qualitative data were characterized into main topics to discover perceptions and challenges of using teaching English based on the Moodle-based pedagogical feature. The questionnaire was shared and collected in the electronic form of Google with close and open-ended questions. Close-ended questions were applied to receive the population of the analyzed topics. Meanwhile, open-ended questions were applied to gain the lecturers' perception of online learning implementation topics. The received responses were calculated, analyzed, and described based on their topics. The interview intended to achieve an in-depth description and description of the electronic learning platforms' practice at home

FINDING

Lecturers' Teaching Based-Moodle English Perception

The general perception of Model-based 'Teaching English' involves two indicators. The study was established by assessing lecturers' general perception, beginning with a friendlier consideration of 'perception towards Model-based teaching English' as a sign for this aspect. It should be perceived that the findings reveal that all the lecturers in the study had a computer (personal computer or laptop) or portable device (smartphone, android tab, iPad, etcetera)

Table 2 Lecturers' Teaching General Perception

General Perception	Total Response	% of
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		Respondents
Moodle improves the Quality of English Teaching in Higher Education.	54	100 %
Moodle makes English Language Pedagogical pleasant.	52	96 %
Moodle Improving comprehensive Language Skills	43	82 %
Moodle handles with Language Teaching obstacle.	49	90 %
Moodle generates a collaborative language teaching & learning situation.	44	81 %
Moodle enhances language teaching interactive experiences.	42	77 %
Moodle stimulates language teaching needs and interests.	41	75 %
Moodle encourages independent language teaching and learning.	34	62 %
Moodle implements a comfortable environment to encourage target language practice.	32	59 %
Moodle is appropriate for small or large group activities.	31	57 %
Moodle supports lecturers and students' academic progression.	28	51 %

Lecturers' Teaching Based-Moodle English Challenges

Language lecturers or instructors who are recently practicing teaching English Moodle-based encounter multiple challenges in completing courses, and those are likely to have difficulties for the less favorable aspects of technology. Particularly for English as a Foreign Language (EFL) courses, lecturer or instructors to online teaching need established practical online teaching goals, withdraw general obstacles in online Teaching, and determine which online activities types are suitable. the study had discovered a classification into learning style and cultural challenges, pedagogical e-learning challenges, technological challenges, and time management challenges

Table 3 General Teaching English Based-Moodle Challenges

Challenges	Sub-Section	Total Response	% of Respondents
Learning Style and Cultural Challenges	Teachers' disability in accessing technology	27	50 %
	University facilities in supporting e-learning	35	64 %
	Students' economically disadvantaged family background	38	70 %
	Lack of classroom-like teacher presence	13	24 %
	Attitude towards ICT (Information, communication, and technology), understanding of the importance of ICT in learning, including E-learning needs to be encouraged persistently	21	38 %
	Electronic learning referred to the student-centered approach, contradict to Indonesian cultural Teaching	16	29 %
	Materials in textbooks are not appropriate for using Moodle course	22	40 %
Pedagogical E-learning Challenges	The difficulties in explaining the material	17	31 %
	Learners do not feel motivated enough because the students may end up feeling isolated and emotionally disconnected	40	74 %
	Poor levels of student engagement, it is difficult to focus on a pixelated video screen when they hear some distractions such as noise and feedback; rustling papers, motorcycles, cars, horns, kettles, wind, and so forth	25	46 %
	difficulty in assessing student's task-based performance	16	29 %
Technological Challenges	The unavailability of internet access/WIFI, electricity, computer, PC, and	31	57 %

	other infrastructures that support the E-learning process		
	The lack of cheaper software	18	33 %
Time	requires much preparation time compared	29	53 %
Management	to other approaches		
Challenges	The course is not boundary with conventional time	11	20 %

DISCUSSION

Lecturers Perception

A decisive attitude is identified by perceiving that such online learning instruments are effortless to utilize and benefit. The outlook recognition on the aspect of lecturers establishes their behavioral acceptance. The Moodle-based Teaching is perceived in the context of the interchange of the pandemic teaching mediated electronic learning. Gluchmanova (2016) revealed that various educational institutions have started to recognize one of the most immeasurable and most expeditious approaches to enhance the quality of education programs, which allow the application of the latest information and communication technologies.

"We are no longer educate people from the one-ways person (teacher-centered). The technologies have a lot of beneficial pedagogy instruments. Especially with teaching English. The materials are vast and commonly found in the world community. it personally helps me teaching English as a foreign language" (A. 06)

Several lecturers reported that the application of Moodle had improved the quality of English for Specific Purposes. They concluded that contrasted to the traditional methods they used in English for Specific Purposes. The Learning Management System transformed the purpose of language teaching from teacher-centered to learner-centered. Therefore, lecturers observed themselves as learning facilitators, not knowledge providers. Following them, learners enhanced more self-sufficiency in developing their linguistic abilities. Moodle has provided to the improvement of students' language abilities and broad learning experiences. Chew (2018) affirmed that English Moodle-based Teaching is implied in the educational process in an electronic setting. The learning material is profoundly interactive, and participants constantly communicate inside and outside the system

"Most of my colleagues find it difficult to utilize Moodle as a complete interactive course. I agree yet disagree with them. It is so engaging and motivating to use. All of the students from a different generation usually relate to technology. We, as a lecturer, need to improve our approach in teaching English" (D. 01)

Developing EFL students' language abilities and self-learning are pre-eminent attention because of the communication times in traditional face classes limited. Ugwoke et al. (2019) explained that the E-Learning Moodle could implement an interactive tool that could be practiced to address the exploration. It could stimulate and build EFL students' language experiences since they are displayed to the language learning independently on improving their language skills. Lecturers need to encourage positive and productive electronic learning environments, particularly Moodle-based Teaching. Additionally, Goh et al. (2014) argued that it signifies a key to students' academic, emotional, and social success. LMS Moodle proves and capable of establishing positive learning environments. Many features were adaptable face to face meetings to the electronic meeting. However, it took a maximum utilization to be implemented as effectively as possible.

"I indeed enjoy teaching in Moodle. There are also have trouble with the technicalities issue, but we (my student and I) overcome it eventually. The chat feature is accommodated enough. If it is necessary, we are using an additional application like zoom or google meet." (A.10)

Electronic learning enhances self-study. Its activities ought to be interactive with precise and explicit guidance. The teaching material comprises the common popular features of the LMS Moodle (Book and Glossary). Saw et al. (2018) asserted that The exercise activities implied Wiki, Exercise, Forum, and Quiz. These mechanisms can be applied to active learning approaches, designing courses of students in collaboration. Particular attention is given to a variety of multimedia that can be easily integrated into the e-learning course as audio and video resources that are important to improve the comprehensive abilities in English teaching

"Pandemic brought us (lecturers and students) work and study from home, the place is different in the university's formal class. Direct communication is not always working in the class based on my experience, yet it effectively has a small conversation with the target language through LMS Moodle." (B.02)

Language learning had better be more amusing and pleasant for students to learn. Lecturers need to embrace practical teaching strategies acceptable for students to learn English (Badia et al., 2019). A teacher demands to motivate students' interest in learning the English Language. Lecturers have discerned that the classical concept of managing a face-to-

face class influenced learners' activity. Furthermore, Aikina et al. (2015) affirmed that language lecturers adapted and organized several LMS Moodle activities where lecturers and students can keep themselves updated about the language pedagogical process's topics and feedback. Capable lecturers can employ various variety of Moodle features to intensify learning and teaching circumstances. These tools initiate teaching more applicable and learning more interesting, interactive, meaningful, and stimulating. Moreover, the tools are compelling as they can convey a variety and transform conventional forms of learning.

"My institution trains how to use Moodle, especially English, properly. The faculty gave the best solution for us to apply for the communicative course." (B.04)

The communicative approach of language learning is established based on the participants. Communicative language teaching (CLT) is an approach to language teaching that features communication with forums, chat, or others as both the centers and the eLearning ecosystem's purpose (Coskun et al. 2014). Language learners in Moodle environments acquire and practice the target language through interaction with one peer and the instructor, using the language in moodle class linked with the language's acceptance outside of it.

"I can adapt the direct strategy method in the similar of teaching n face to face. Indeed, I modified the evaluation or assessment to be appropriate in the eLearning ecosystem" (C.03)

The supposedly teaching pedagogical strategies are those practical teaching programs, developed on the teaching tasks and the students' characters, engaging the relevant teaching material, teaching methods, and techniques (Anatolievna. 2018). Teaching English Moodle-based can change the pedagogical strategies to student-centered, concentrating on encouraging linguistic sensibility and enhancing listening knowledge and expression to comprehend English as practicable.

"English teaching materials are accessible worldwide wide globe. We found that easily and quickly to be appropriated for the topic" (B.09)

Teaching English based on Moodle has benefits that include versatility, approachability, and assistance to allow students to obtain material at each place and study at their own pace and spot. Moodle encourages collaborative learning, and accordingly, it happens in more appealing and elevated experiences of learning English.

"Because of the pandemic, we focus on the teaching in the Moodle course. Flexible time is crucial for teaching English. The students can access it in one day only." (B.01)

The lecturer assumed that the primary benefits of e-learning use are efficiency and flexibility, especially in terms of the location and timing of participants' cooperation in

learning activities. This aspect confirms that lecturers' perception of e-learning needs to be focused on what the students perceive e-learning and learn how e-learning would benefit the students.

Challenges Moodle-Based Teaching English

The Teaching Moodle-Based are signified numerous causes for this possible deficiency of interest; inadequate technology infrastructures in some areas, less configuration expertise, the anxiety of technology on participants, and the others. However, the most utmost avoidance of the situation was the lack of cultural adaptation. E-learning daily basis problem is not student-centered but still delivers the same course for teacher-centered. In reality, lecturers and students of e-learning often ignore the cultural assumptions and perspicacity they have in managing how they acquire and process the English pedagogical. They should be aware that e-learning should be more knowledgeable about the cultural challenges and opportunities faced.

"We have to admit that the pedagogical process in Higher Education has been distracted because of a pandemic. the intra and extra infrastructure could be a disadvantage to the lecturers and students."
(B.01)

LMS Moodle's reference endures within the social circumstances where the lecturer and learner started up and managed their life experiences, mainly during the pandemic. Al-Kathiri (2015) stated that culture influenced related and determined how the users adapt to the new changes in the pedagogical process. Any professional lecturer who has taught English in different teaching strategies and approaches found challenges in the eLearning ecosystem on a practical level. The cultural confusion is confirmed a destructive impact on the teaching and learning process.

"In full eLearning, the lecturer needs to anticipate the different approach and method uncommonly found in the face-to-face meeting. My point of view is that English lecturers ought to explore the appropriate teaching approach related to the student-centered." (C.11)

The lecturer needs to anticipate the different approaches and methods uncommonly found in the face-to-face meeting in full eLearning. My point of view is that English lecturers ought to explore the appropriate teaching approach related to the student-centered. Moodle's employment in foreign language teaching and learning is encouraging student-centered learning. Lecturers can obtain a considerable amount of language teaching strategies and practice genuine or developed online materials.

"The lecturer needs to adapt to the current issue for the pandemic. We (lecturers) need to explore the opportunities and challenges for Moodle English pedagogical process. I found many problems in the system because of the system's unfamiliarity with the situation." (B.13)

Moodle platforms have reflected social networking features and emphasized the gap between established platforms. Lecturers noted that the platforms engage the users' requirements very swiftly and specifically as development eLearning circumstances. Godwin-Jones (2012) affirmed that the quantity of an e-learning course must acknowledge the learning theories indicated by each English lecturer to create accessible and inclusive environments. The most relevant aspects of the spread of e-learning are the actual transformation of didactics for Moodle courses. It is essential that the lecturers affirm a learner-centered viewpoint and that they are qualified for the computer-mediated communication and the planning of their Teaching in consonance with the instructional design systems.

"The most challenging is related to time. I have many to-dos preparing the content or course in Moodle. This much more challenging for us to complete the material in-home." (D.01)

Teaching from home had brought the lecturer into the new environment because of the pandemic. Time management enhanced a critical concept. The point was not merely managing activities of features and information any further. The lecturer in part of Jakarta is not particularly technologically self-sufficient and consequently necessitate considerable technological support. English lecturers and students are neither accustomed to the e-learning culture nor learning at a background, which creates several of them suppose direct feedback as implemented in face-to-face classroom teaching.

CONCLUSION

lecturers realized that their computer literacy formed genuine progress through online Teaching. The Moodle-based material provided lecturers with a comprehensive and sophisticated feature to teach various English teaching styles and approaches. The Internet has viewed the source of required elements to accomplish the goals of English teaching. Lecturers' perceptions form a significant component to describe the learning process's Moodle-based ecosystem. It determines that the assumption of the lecturers toward their perception is primary. Furthermore, higher education institutions need to integrate, implement, and utilize technological improvements, particularly LMS Moodle. it is solely to overcome the pandemic problem of the pedagogical process

Several lecturers assumed that Moodle's exceptional reputation is based on very manageable and fast establishment, reasonable requirements for computer English teaching resources, uncomplicated integration in the existing systems, and a consistent interface for lecturers and students. Moodle suited quite popular among lecturers due to its pedagogical foundation and adaptiveness toward the academic setting. eLearning can rearrange classical education or support it in the pandemic. Electronic learning, essentially an alternative or complementary pedagogical process, causes ensuring and considering quality criteria in educational, administrative, and technical features. The crucial problematic measures to match inside the eLearning system are the quality in which each component is equally essential—Institutional assistance, Course improvement, Teaching and learning, Course arrangement, and assessment.

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