

CZU: 37.018.43:821.111

DOI: 10.36120/2587-3636.v41i3.221-230

THE INTEGRATION OF MOODLE TO ENHANCE LITERATURE TEACHING IN DIGITAL EDUCATIONAL SETTINGS

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Abstract. This study examines the use of Moodle as a digital platform for a British Literature course designed for second-year EFL students at “Ion Creangă” State Pedagogical University of Chișinău. Covering sixteen thematic units from the Anglo-Saxon to the Neoclassical period, the course leverages Moodle’s features - H5P exercises, multimedia content, and assessment tools - to enhance student engagement and support the development of analytical and language skills. Findings demonstrate Moodle’s effectiveness in delivering structured content, fostering interactive learning, and enabling comprehensive assessment. The platform’s modular design and pedagogical versatility make it particularly well-suited for literary instruction. This case study highlights the potential of technology to enrich EFL education and promote deeper literary engagement.

Keywords: Moodle, British Literature, EFL (English as a Foreign Language), Digital Learning, Higher Education.

INTEGRAREA PLATFORMEI MOODLE PENTRU ÎMBUNĂTĂȚIREA PREDĂRII LITERATURII ÎN MEDIU EDUCAȚIONAL DIGITAL

Rezumat. Studiul analizează utilizarea platformei Moodle ca instrument digital pentru un curs de Literatură Britanică destinat studenților EFL din anul II la Universitatea Pedagogică de Stat „Ion Creangă” din Chișinău. Cursul, structurat în șaisprezece unități tematice, acoperă principalele perioade literare de la epoca anglo-saxonă până la cea neoclasică și valorifică funcționalitățile interactive ale Moodle – exerciții H5P, resurse multimedia și instrumente de evaluare – pentru a stimula implicarea studenților și dezvoltarea competențelor analitice și lingvistice. Rezultatele evidențiază eficiența platformei în livrarea conținutului structurat, promovarea învățării interactive și susținerea unei evaluări cuprinzătoare. Datorită designului său modular și versatilității pedagogice, Moodle se dovedește a fi deosebit de potrivit pentru predarea literaturii. Studiul contribuie la discuțiile privind educația digitală, subliniind rolul tehnologiei în aprofundarea implicării literare și susținerea instruirii în limba engleză ca limbă străină.

Cuvinte-cheie: Moodle, Literatura Britanică, EFL (Engleza ca limbă străină), învățare digitală, învățământ superior.

The increasing emphasis on digital content in education has positioned information and communication technologies (ICTs) as central to effective teaching and learning. Platforms like Moodle offer significant advantages over traditional pedagogical approaches. Moodle's framework facilitates the creation and integration of diverse online activities, fostering a deeper understanding of language and developing linguistic competence within communicative contexts. These activities support automated practice, personalized learning pathways, and increased student autonomy. It is essential that these

two types of learning activities - traditional and digital - complement each other and form an integrated learning environment.

A Learning Management System (LMS) is a web-based software platform designed to support the organization, delivery, and tracking of educational programs and content created by educational institutions. It provides a centralized hub where administrators, educators, and students can engage, share resources, complete assignments and exams, and track academic progress. LMS platforms have become essential tools in education, particularly in higher education, as they streamline the management and distribution of learning materials. These digital systems enhance student-educator interactions and contribute to the overall efficiency of educational processes [1; 3; 6].

Moodle LMS serves as a virtual learning environment (VLE) that facilitates the delivery of educational content and the orchestration of pedagogical interactions within the digital classroom. Functioning as a modular, object-oriented dynamic learning environment, Moodle enables educators to construct online courses populated with diverse learning activities and resources. These can range from static content delivery mechanisms, such as file repositories and web pages, to interactive instruments that promote active knowledge construction, including forums, wikis, and assignment submission portals. Furthermore, Moodle's assessment functionalities, encompassing quizzes, grading tools, and feedback mechanisms, allow for the quantitative and qualitative evaluation of learning outcomes. By providing a centralized, accessible, and customizable platform, Moodle supports both synchronous and asynchronous learning modalities, thereby fostering a flexible and scalable digital learning ecosystem.

Moodle is extensively utilized in higher education courses to create robust online learning environments that supplement or replace traditional face-to-face instruction. Instructors leverage Moodle to disseminate course materials like syllabi, readings, and multimedia resources, ensuring students have 24/7 access to essential content. Interactive elements such as discussion forums facilitate student collaboration and peer-to-peer learning, while assignment modules streamline the submission and grading of coursework [8]. Quizzes and tests can be administered and automatically graded within Moodle, providing immediate feedback to students. Furthermore, features like wikis and glossaries encourage collaborative knowledge building, and gradebooks offer a transparent system for tracking student progress. By centralizing these functions, Moodle enhances course organization, communication, and assessment in higher education settings [7].

Moodle's flexibility makes it suitable for a wide range of EFL (English as a Foreign Language) courses. Here are some examples of EFL courses that are particularly well-suited for a Moodle environment:

- **General English Courses:** These courses focus on developing all four language skills (reading, writing, listening, and speaking) and can be easily adapted to Moodle.

Activities like reading comprehension exercises, writing assignments, listening quizzes, and online discussions can all be effectively implemented.

- ***Grammar and Vocabulary Courses:*** Moodle's quiz and assignment tools are ideal for reinforcing grammar rules and expanding vocabulary. Interactive exercises, gap-fill activities, and vocabulary quizzes can provide engaging practice.
- ***Academic English/EAP (English for Academic Purposes) Courses:*** These courses often involve complex reading and writing tasks, such as essay writing, research paper development, and academic presentations. Moodle can facilitate these tasks through assignment submissions, peer review activities, and access to online research databases.
- ***English for Specific Purposes (ESP)*** courses on Moodle provide industry-specific learning through interactive tools. English for Tourism features virtual tours and role-playing, while English for Psychology focuses on research analysis and academic writing. English for Geography uses maps and simulations, English for Biology incorporates animations and lab reports, and English for Chemistry includes virtual labs and scientific writing, ensuring practical language proficiency.
- ***Blended Learning Courses:*** Moodle is particularly effective for blended learning, where face-to-face instruction is combined with online activities. Moodle can be used to provide pre-class preparation, post-class review, and supplemental activities.

Essentially, any EFL course that benefits from online resources, interactive activities, and ongoing assessment can be effectively delivered through Moodle. The key is to leverage Moodle's tools to create engaging and meaningful learning experiences that cater to the specific needs of EFL learners.

At university level, the educational process takes place both in traditional classroom settings and through digital platforms, reflecting a blended learning approach. Blended learning is an approach in the educational process that combines the traditional classroom style with online learning, thus creating a mix of virtual and face-to-face environments. In general, blended learning consists of one part of the learning process taking place online—where the student can control the learning pace—and another part led by the teacher through classroom activities; it is essential that these two types of learning activities be complementary and form an integrated learning environment [2].

This study examines the implementation of a British Literature course designed for second-year EFL (English as a Foreign Language) students at “Ion Creangă” State Pedagogical University of Chişinău. Recognizing the potential of technology to enhance language acquisition and literary engagement, the course was specifically developed and delivered through the Moodle learning management system. This online environment provided a platform for diverse learning activities, resources, and assessments, aiming to foster students' understanding of British literary history and their ability to analyze and

interpret literary texts while simultaneously improving their English language proficiency. The following case study will explore the specific design features of the Moodle course and analyze its impact on student learning and engagement.

The British Literature Course (from Origins to the 18th Century), hosted on the Moodle platform, provides a structured and interactive approach to studying the evolution of English literature. The course is organized into sixteen thematic units, covering major literary periods, key authors, and representative texts from the Anglo-Saxon era to the Neoclassical age. Through a combination of textual analysis, multimedia resources, and interactive assessments, students engage with British literary history in a comprehensive and systematic manner.

The course begins with Unit I: Introduction to English Literature, which offers an overview of British literary periods, familiarizing students with the defining characteristics of each historical phase. A self-assessment test allows learners to consolidate their understanding of the broader literary landscape. The next section, Unit II: The Anglo-Saxon Period (5th c. – 1066), delves into the origins of English literature, focusing on oral tradition and heroic poetry. This unit includes a detailed study of *Beowulf*, the most significant epic of the period, followed by a test to evaluate comprehension.

A more in-depth analysis of *Beowulf* takes place in Unit III: The Epic Poem *Beowulf*, where students explore the epic hero cycle and thematic contrasts, such as the *Beowulf* vs. Grendel interactive task. This unit also integrates multimedia resources, including a video featuring *Beowulf* in Old English, helping students connect with the historical linguistic context. Additionally, laboratory work assignments in PDF format provide structured exercises for textual analysis.

The Medieval Period (Unit IV) builds on this foundation by examining the transition from Anglo-Saxon heroic literature to medieval chivalric romance and religious allegory. Students analyze the defining features of medieval literature, supported by a self-assessment test. Unit V: The Classical English Ballad introduces the oral tradition of ballads, featuring texts such as *Robin Hood* and *the Golden Arrow*. Interactive H5P exercises and song-based learning activities, including the *Robin Hood* ballad, foster engagement with the material.

A pivotal section of the course is Unit VI: Geoffrey Chaucer, which explores Chaucer's contributions to English literary development. Students analyze *The Canterbury Tales*, aided by a video in Middle English, and examine *The Legend of Good Women: Prologue*. Laboratory work in PDF format supports deeper textual exploration, while a test consolidates learning outcomes. This unit bridges the gap between medieval literature and the English Renaissance, covered in Unit VII, where students engage with the cultural and literary transformations of the period.

The course further examines the evolution of literary genres in Unit VIII: The Consequences of Genre, helping students recognize the conventions shaping literary production. Unit IX: William Shakespeare introduces the playwright's life, works, and historical significance, featuring a video lesson and self-assessment test. Unit X: The Sonnet and Shakespearean Sonnets focuses on the development of the sonnet form, with close readings of Sonnet 18 and a video of Al Pacino reading Shakespeare's poetry.

Unit XI: The Dramatic Structure provides insights into narrative and theatrical techniques, serving as a foundation for Unit XII: The Tragedy of Hamlet, where students study Hamlet's themes, characterization, and structure. A dedicated laboratory assignment on the climax of Hamlet ensures an analytical approach to dramatic conflict. The Neoclassical period is introduced in Unit XIII, where students explore rationalism, satire, and moral literature.

The final three units of the course focus on early English novels, beginning with Unit XIV: Daniel Defoe, which examines works such as *Moll Flanders* and *Robinson Crusoe*, particularly its themes of solitude and self-reliance. Students engage in laboratory work assignments that enhance textual analysis. In Unit XV: Samuel Richardson, the course introduces *Clarissa*, an epistolary novel that exemplifies psychological depth in character development. The course concludes with Unit XVI: Jonathan Swift, where students study *Gulliver's Travels* as an example of satirical literature, reinforcing their understanding of Neoclassical thought and critique.

The course structure integrates Moodle-hosted resources, including interactive H5P exercises, self-assessment tests, and video materials, ensuring a multimodal learning experience. Laboratory assignments provide opportunities for in-depth textual analysis, while multimedia elements - such as Middle English recitations and dramatic readings - enhance comprehension. This pedagogical approach ensures that students develop a strong foundation in British literary history, engage critically with texts, and refine their analytical skills in literary interpretation.

Several studies have investigated the evaluation of Moodle-based online learning environments in the context of English Literature instruction. *The Design of Moodle-Based English Language Learning Environments* by Rizky Eka Prasetya [4], found that: (1) Moodle, when integrated with web-based technologies, offers innovative and unique online learning experiences that are not feasible through traditional face-to-face teaching. The web facilitates pedagogical processes through electronic mechanisms that enhance the conceptualization and access to diverse resources; (2) Moodle enables the implementation of more effective assessment strategies through complex, multi-part assignments, allowing instructors to track student progress and provide targeted feedback; and (3) Moodle's Learning Management System (LMS) demonstrates adaptability to current educational content demands. Features such as the integration of URLs and multimedia resources allow

instructors to incorporate audiovisual materials, thereby creating authentic learning experiences for language learners.

Another relevant study, *Evaluasi Pembelajaran Online Berbasis Moodle pada Mata Kuliah Sistem Operasi* by Mulya R. et al. [5], reported that: (1) students were able to utilize basic Moodle functions such as downloading instructional materials, submitting assignments, and completing online quizzes; (2) instructors had attained a functional level of proficiency in using Moodle's core features; and (3) there remained limited engagement from both students and instructors, particularly in the underutilization of communication tools such as forums and chat features.

These findings underscore the importance of educators not only mastering the subject matter but also becoming proficient in leveraging digital platforms to support pedagogically sound instruction. However, in many educational contexts, instructional practices remain largely didactic, with educators primarily conveying information rather than facilitating student inquiry and discovery. This traditional approach often leads to student passivity and disengagement.

During the pandemic, many educators transitioned to online learning platforms such as Google Classroom. However, this model often emphasized task completion over conceptual understanding, offering limited opportunities for students to engage in problem-solving or critical thinking. The limited effectiveness of such approaches can be attributed, in part, to educators' insufficient digital literacy and lack of skills in designing engaging, media-rich instructional materials. Consequently, there is a pressing need to shift from traditional content-delivery methods toward student-centered models that promote deeper understanding and active problem-solving—an imperative for contemporary educators.

The research employed a descriptive method, drawing on quantitative data from 14 students enrolled in a second-year English Literature course. The sample was selected through purposive sampling, reflecting the typical size and structure of language-focused classes. Data collection was conducted through a structured Google Forms questionnaire, designed to gather measurable insights into students' interaction with the Moodle platform. The survey included close-ended questions targeting specific areas such as the ease of navigating course content, the perceived usefulness of various resource types, the clarity of task and assessment organization, and the degree to which Moodle supported comprehension of literary topics. Responses were systematically analyzed and grouped into thematic categories to evaluate Moodle's role in enhancing the digital learning experience.

This analysis revealed key patterns in how students engaged with the platform, offering a data-driven perspective on the efficiency of content delivery and the pedagogical value of Moodle's features. The results highlighted both the effective elements of the

course structure and areas where improvements could increase student satisfaction and learning outcome.

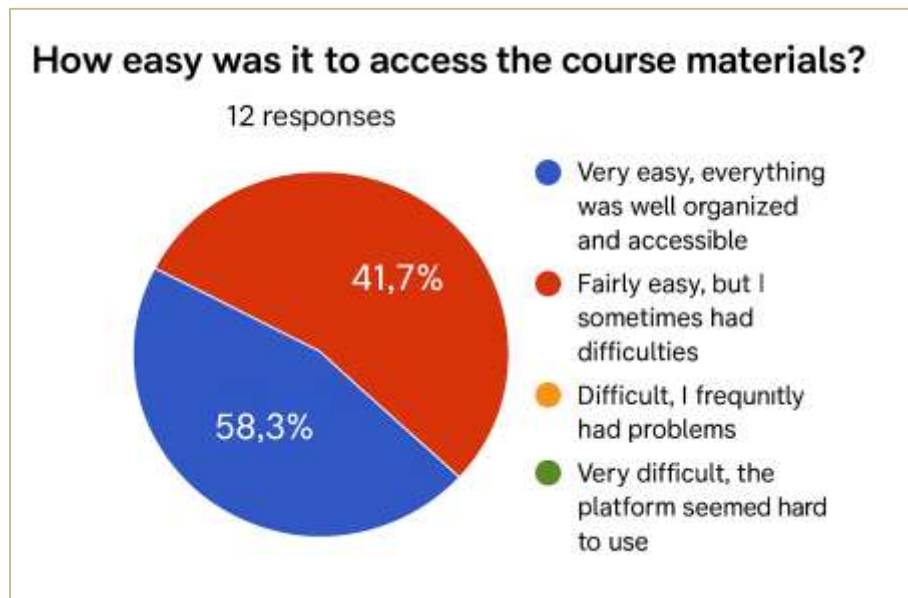


Diagram 1. Perceived Ease of Accessing Course Materials via the Moodle Platform

The diagram 1 presents student feedback regarding the ease of accessing course materials on the Moodle platform, based on 12 responses. A clear majority (58.3%) found the experience very easy, stating that everything was well organized and accessible. Another 41.7% indicated that access was generally easy, though they encountered occasional difficulties. Importantly, no students reported frequent issues or found Moodle particularly hard to use. These results suggest that the Moodle platform was largely effective and user-friendly, though minor improvements could further streamline access for all users.

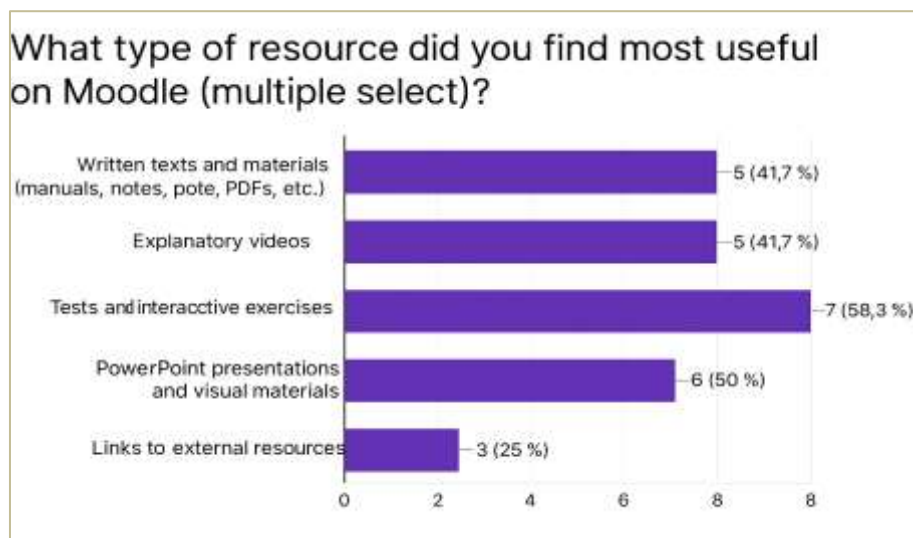


Diagram 2. Use of Instructional Resources on the Moodle Platform

The Diagram 2 illustrates the types of instructional resources considered most useful by respondents on the Moodle platform, based on multiple selections from 12 participants. The most valued resources were interactive tests and exercises, selected by 58.3% of users, highlighting the importance of active engagement tools in digital learning environments. PowerPoint presentations and visual materials followed closely, chosen by 50%, while written texts and materials (manuals, notes, PDFs) and explanatory videos were each considered useful by 41.7% of respondents. Links to external resources were the least selected (25%), suggesting that learners found in-platform materials more accessible or relevant. These patterns underscore the significance of interactive and multimedia content in supporting learner engagement on Moodle.

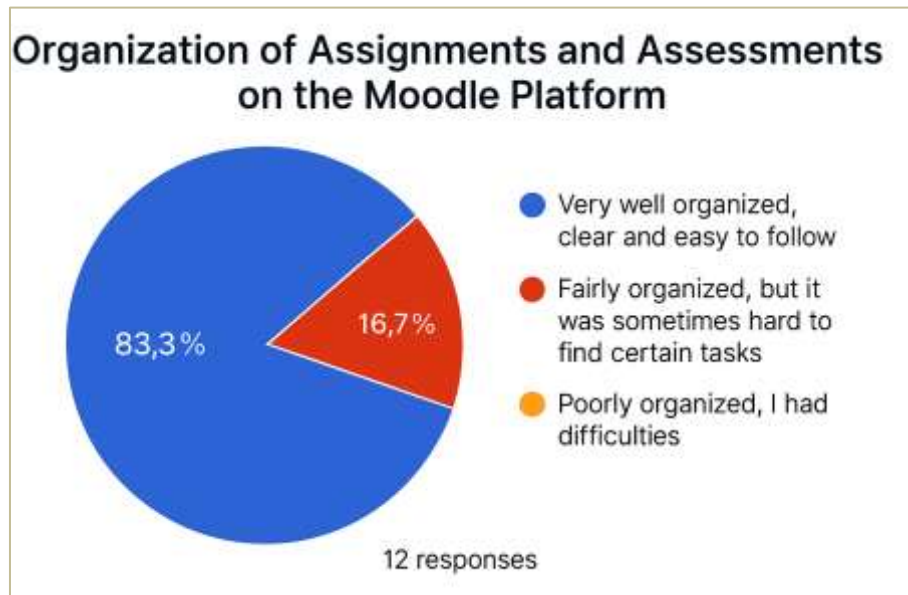


Diagram 3. Perceived Organization of Assignments on the Moodle Platform

The results presented in the Diagram 3 indicate that the organization of assignments and evaluations on the Moodle platform was perceived very positively by the majority of respondents. Specifically, 83.3% found the system *very well organized*, describing it as clear and easy to follow. Meanwhile, 16.7% indicated that although the structure was generally good, they occasionally had difficulty locating specific tasks. Notably, no respondents selected the options indicating significant organizational problems. This distribution suggests that the course content and assessment structure on Moodle were largely effective and user-friendly, contributing to a smooth navigation and task management experience for most users.

The diagram 4 reveals that the Moodle platform was generally considered effective in facilitating the understanding of course content. A significant majority (66.7%) of respondents reported that Moodle helped them learn efficiently, indicating a high level of satisfaction with its educational functionality. Additionally, 25% acknowledged that while Moodle was helpful, there was still room for improvement. Only 8.3% found it minimally

useful, and none reported experiencing major difficulties learning through the platform. These results suggest that Moodle serves as a reliable digital learning environment, with minor adjustments potentially enhancing its effectiveness further.

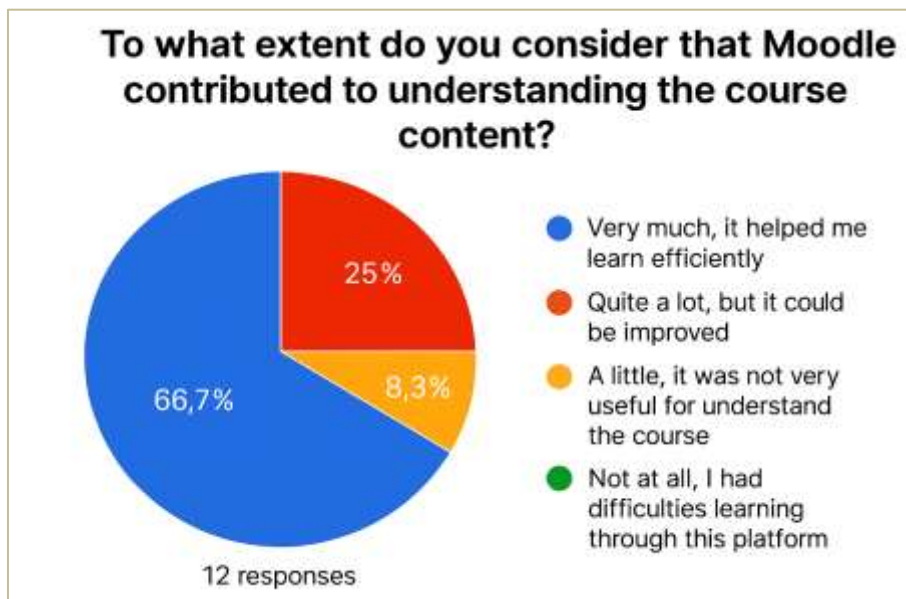


Diagram 4. Perceived Effectiveness of Moodle in Supporting Course Content Comprehension

The findings of this study indicate that the Moodle platform plays a valuable role in supporting digital learning within the context of a second-year English Literature course. Students generally reported positive experiences across multiple aspects, including ease of access to materials, clarity in assignment organization, and the usefulness of instructional resources. Interactive and multimedia content emerged as particularly effective in fostering engagement and comprehension. The overwhelmingly favorable feedback regarding course structure and content delivery suggests that Moodle is a reliable and user-friendly tool for managing online learning. However, the presence of minor difficulties noted by some students highlights the potential for targeted enhancements, particularly in streamlining navigation and diversifying support materials. Overall, the study affirms Moodle's pedagogical value while identifying areas for continuous improvement to optimize the digital learning experience.

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Receptionat / Received: 04.07.2025

Acceptat / Accepted: 19.09.2025

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