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Exploring Teachers' Experiences with Moodle-Supported EFL Lessons

*"A Case Study of the Department of English at University
Ahmed Zabana, Relizane"*

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Dedication

We dedicate this master's thesis to the people who have been our constant source of support and inspiration throughout this academic journey.

To our beloved parents, for your endless love, patience, and sacrifices. Your unwavering belief in our potential has been the driving force behind our success. Thank you for always encouraging us to pursue our education and for being our greatest role models.

To our siblings and our respective families, for your continuous encouragement, understanding, and for bringing joy and balance to our lives during the most demanding stages of our research.

To our friends and classmates, thank you for the shared moments of hard work, the collaborative study sessions, and the emotional support. We started this journey together, and we are proud to reach the finish line as a team.

Finally, we dedicate this work to everyone who believed in us and offered a helping hand, a kind word, or a moment of guidance along the way.

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On a personal note, we wish to thank our families for their endless love, prayers, and unwavering belief in us throughout our entire academic journey. Their moral support and countless sacrifices have been our greatest source of motivation during both the rewarding and challenging moments of this thesis process. Finally, a special thanks goes to our friends, classmates, and everyone who offered a word of encouragement or a helping hand along the way.

Abstract

This study investigates the professional perceptions and experiences of English as a Foreign Language (EFL) teachers regarding the integration of the Moodle platform at Ahmed Zabana University, Relizane. Utilizing a descriptive mixed-methods case study design, data were collected from a sample of six EFL teachers through a structured questionnaire and qualitative written interviews. The research sought to identify how teachers utilize Moodle for course delivery and interaction, as well as the primary factors that facilitate or hinder its effective implementation.

The findings indicate that while teachers recognize Moodle's theoretical potential, it is primarily utilized as a "digital filing cabinet" for static content delivery rather than an interactive pedagogical tool. Major barriers to effective integration include unstable technical infrastructure, a significant gap in pedagogical training specifically regarding Technological Pedagogical Content Knowledge (TPACK), and low levels of student engagement. The study concludes that successful digital transition requires a shift from technical to pedagogical professional development, alongside robust institutional support. These results provide localized insights for university administrators aiming to enhance blended learning environments in the Algerian higher education context.

Keywords: *Moodle, EFL Instruction, Teacher Perceptions, Technology Integration, Blended Learning, TPACK, Algerian Higher Education.*

Résumé

Cette étude examine les perceptions et les expériences professionnelles des enseignants d'anglais langue étrangère (EFL) concernant l'intégration de la plateforme Moodle à l'Université Ahmed Zabana, Relizane. En utilisant une conception d'étude de cas descriptive à méthodes mixtes, les données ont été recueillies auprès d'un échantillon de six enseignants d'EFL à travers un questionnaire structuré et des entretiens écrits qualitatifs. Les résultats indiquent que bien que les enseignants reconnaissent le potentiel théorique de Moodle, celui-ci est principalement utilisé comme une « armoire à dossiers numérique » pour la prestation de contenu statique plutôt que comme un outil pédagogique interactif. L'étude conclut qu'une transition numérique réussie nécessite un passage d'un développement professionnel technique à un développement pédagogique, parallèlement à un soutien institutionnel robuste.

Mots-clés : *Moodle, enseignement de l'EFL, perceptions des enseignants, intégration technologique, apprentissage hybride.*

List of Abbreviations

Abbreviation	Full Form
EFL	English as a Foreign Language
CALL	Computer-Assisted Language Learning
CLT	Communicative Language Teaching
LMD	License-Master-Doctorate
LMS	Learning Management System
MALL	Mobile-Assisted Language Learning
TAM	Technology Acceptance Model
TPACK	Technological Pedagogical Content Knowledge
ICT	Information and Communication Technology
MOODLE	Modular Object-Oriented Dynamic Learning Environment

General Introduction

Background of the Study

The integration of digital technology into higher education is no longer a futuristic concept, but a present-day necessity. Traditional pedagogical methods increasingly struggle to meet the needs of today's learners, making the integration of Information and Communication Technologies (ICTs) essential for promoting engaging and effective learning experiences (Hockly, 2013). Within the realm of English as a Foreign Language (EFL) instruction, this shift is particularly significant. Language acquisition relies heavily on continuous exposure, interactive communication, and targeted feedback. To facilitate this digital transition, universities have increasingly adopted Learning Management Systems (LMS), with Moodle standing out as the most widely implemented open-source platform globally.

In the Algerian higher education context, the adoption of Moodle represents a critical component of the national strategy to modernize pedagogy and implement blended learning frameworks. At the University of Ahmed Zabana in Relizane, Moodle has been officially integrated to support the Department of English. However, introducing a new technological platform does not automatically guarantee pedagogical success. The true effectiveness of Moodle relies not just on its technical features, but heavily on how EFL teachers perceive, adopt, and strategically integrate the platform into their daily instructional practices (Bax, 2011).

The historical trajectory of EFL teaching has consistently mirrored advancements in educational technology. Moving from early language laboratories to the modern era of Computer-Assisted Language Learning (CALL), digital tools have continuously reshaped how educators deliver content and how learners practice language skills (Warschauer & Healey, 1998). Today, an LMS like Moodle offers an unprecedented array of pedagogical functions, including multimedia content delivery, automated formative assessments, and interactive spaces such as forums and wikis.

Theoretically, Moodle is built upon a social constructivist framework, designed to foster learner autonomy and peer collaboration. Yet, current literature indicates a notable tension between the theoretical capabilities of digital platforms and their practical implementation (Bates & Sangrà, 2011). While teachers may have physical access to the platform, their ability to integrate it effectively is often mediated by a complex web of internal and external factors, including their

personal pedagogical beliefs, their level of Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006), and the institutional infrastructure available to them.

Statement of the Problem

Despite the official implementation of Moodle within the Department of English at the University of Ahmed Zabana, preliminary observations suggest that the platform is not being utilized to its full pedagogical potential. While the university has provided the digital infrastructure to support a blended learning curriculum, many teachers appear to encounter significant difficulties in moving beyond the platform's most basic functions.

The core problem lies in a noticeable disconnect between institutional technology policy and actual classroom practice. It appears that Moodle is frequently reduced to a static "digital filing cabinet" used merely for distributing documents (Hew & Brush, 2007), rather than an interactive environment that fosters language acquisition. Furthermore, teachers report facing a multitude of barriers - from unstable internet connectivity to a lack of pedagogical training - that complicate their digital transition. If these challenges and the teachers' professional perceptions remain unexamined, the university risks investing in a platform that adds to teacher workload without meaningfully improving EFL students' learning outcomes. Therefore, there is a pressing need to investigate how teachers at the University of Ahmed Zabana truly perceive and utilize Moodle in their specific academic context.

Research Questions

To address the problem stated above and to guide the investigative process, this study is driven by the following three primary research questions:

1. How do EFL teachers at the University of Ahmed Zabana perceive the use and effectiveness of the Moodle platform in their instructional practices?
2. In what specific ways do these teachers integrate Moodle for course delivery, assessment, and student interaction?
3. What are the primary institutional, technical, and pedagogical factors that facilitate or hinder the effective implementation of Moodle within the English Department?

Aims and Objectives

The overarching aim of this study is to explore the lived experiences and professional realities of EFL teachers as they navigate the digital transition using the Moodle platform. To achieve this broad aim, the study targets the following specific objectives:

- To evaluate teachers' attitudes towards Moodle and assess their perceived level of digital competence and pedagogical readiness.
- To identify the practical, day-to-day ways Moodle is utilized by the faculty, specifically determining whether it is used as an interactive communicative tool or merely as a static content repository.
- To pinpoint the specific barriers - such as infrastructural limitations, workload constraints, and student engagement issues - that restrict effective digital integration.
- To propose actionable, teacher-centered recommendations for university administrators and pedagogical trainers to improve the blended learning environment.

Significance of the Study

This study holds both theoretical and practical significance. Theoretically, it contributes to the growing body of literature on Computer-Assisted Language Learning (CALL) within the Algerian higher education context. While much of the existing research focuses heavily on the technical features of Learning Management Systems, this study shifts the focus to the human element - specifically the educators - thereby filling a critical gap in understanding how teacher perceptions and digital pedagogy intersect.

Practically, the findings of this research serve as a diagnostic tool for the University of Ahmed Zabana. By documenting the authentic frustrations and successes of the teaching staff, the study provides valuable, localized insights for university administrators, policymakers, and IT support teams. It highlights the urgent need for infrastructural upgrades and a shift from basic technical tutorials to deep, pedagogical professional development.

Structure of the Thesis

This thesis is structured into three main chapters, flanked by a general introduction and a general conclusion.

Chapter One provides a comprehensive review of the relevant literature. It explores the theoretical frameworks of technology integration in language education, examines the pedagogical functions of Learning Management Systems, and reviews teachers' experiences with educational technology.

Chapter Two details the methodology and presents the data analysis. It outlines the descriptive case study design, describes the participants and the mixed-methods data collection instruments, and systematically presents both the quantitative statistical results and the thematic qualitative findings.

Chapter Three offers an in-depth discussion of the main findings, interpreting the data in relation to the research questions. It further outlines practical recommendations, acknowledges the study's limitations, and suggests directions for future research.

Chapter One: Literature Review

1.1 Introduction

The integration of Information and Communication Technology (ICT) in higher education is no longer merely an innovative option, but a fundamental strategy for transforming modern teaching and learning (Bates & Sangrà, 2011). Within the specific realm of English as a Foreign Language (EFL), the transition from traditional classrooms to digital and blended learning environments has reshaped how educators deliver instructional content and interact with their students (Diaz & Brown, 2010). Historically, the evolution of Computer-Assisted Language Learning (CALL) has demonstrated that digital tools can significantly enhance linguistic input, practice, and overall second language acquisition (Chapelle, 2001; Hubbard, 2009; Warschauer & Healey, 1998).

Successful technology integration does not happen automatically by simply providing digital tools; it heavily depends on the teacher's ability to seamlessly blend technological resources with established pedagogical strategies and content knowledge (Mishra & Koehler, 2006). This chapter will explore varying models of integration (Gunuc, 2017), examining how the eventual normalisation of technology - where digital tools become an invisible, natural part of the classroom - impacts the evolving professional role of the EFL teacher (Bax, 2011).

1.2 Technology Integration in Language Education

The rapid advancement of digital technologies has reshaped nearly every aspect of contemporary life, and education is no exception. Traditional pedagogical methods, once central to instructional practice, increasingly struggle to meet the needs of today's digital native learners (Prensky, 2001). Consequently, the integration of ICTs - including computers, mobile devices, and internet-based platforms - has become essential for promoting more engaging and effective learning experiences (Hockly, 2013). Importantly, a clear distinction exists between merely using technology and integrating it. While technology use may be occasional or incidental, technology integration refers to a deliberate, structured, and pedagogically meaningful process aimed at improving learning outcomes (Dockstader, 1999).

1.2.1 Evolution of Technology in EFL Contexts

The history of technology use in English language teaching closely parallels developments in language pedagogy itself. Early instruction was dominated by the Grammar-Translation Method, which emphasized explicit rule learning and translation (Richards & Rodgers, 2014). This approach later gave way to Structuralist Methods, such as the Audio-Lingual Method, which introduced the first significant technological tools: audio tapes, drills, and language laboratories (Skinner, 1957; Brooks, 1964). These innovations shifted the instructional focus toward oral proficiency and habit formation.

A major theoretical transformation occurred with the rise of Communicative Language Teaching (CLT), which emphasized communicative competence and meaningful interaction (Canale & Swain, 1980). It was the widespread availability of computers and the internet that truly ushered in the era of Computer-Assisted Language Learning (CALL). More recently, the proliferation of smartphones has led to Mobile-Assisted Language Learning (MALL), enabling flexible, personalized, and ubiquitous access to language resources (Kukulska-Hulme & Shield, 2008). This progression reflects a deeper pedagogical shift: moving from simply adopting technology to strategically integrating it to support authentic, interactive, and learner-centered environments (Bax, 2011).

1.2.2 The Role of Digital Tools in Foreign Language Teaching

Digital tools can significantly enhance the development of the four core language skills: listening, speaking, reading, and writing. For listening development, multimedia tools such as podcasts and video-sharing platforms provide authentic linguistic input, exposing learners to diverse accents and improving overall comprehension (Gilakjani & Sabouri, 2016). Speaking proficiency benefits from digital resources like voice-chat tools and speech recognition applications (Saran et al., 2012). Reading comprehension is supported by online articles and electronic dictionaries (Chen & Hsu, 2008). Writing is enhanced through collaborative digital tools such as blogs, wikis, and discussion forums (Godwin-Jones, 2018).

1.2.3 The Changing Role of the Teacher in Technology-Enhanced Classrooms

As digital tools become central to the learning experience, technology integration fundamentally reshapes the educator's role. Instead of functioning as the sole source of knowledge - the traditional "sage on the stage" - teachers increasingly serve as facilitators, learning designers, and technology mediators (Bates & Sangrà, 2011). Gunuc's (2017) Pyramid of Technology Integration provides a

useful framework: at the base lies psychological readiness supported by robust infrastructure; the next level involves TPACK (Mishra & Koehler, 2006); and at the highest level, successful integration empowers learners to engage in independent and collaborative uses of technology.

1.3 Learning Management Systems (LMS) in Higher Education

1.3.1 Definition and Characteristics

In higher education, the primary digital infrastructure for facilitating technology integration is the Learning Management System (LMS). An LMS is a comprehensive digital learning platform that allows students, teachers, and administrators to access and manage various online educational activities. According to Hall (2001), an LMS can be defined as a set of integrated applications that seek to monitor students' learning and development. Bates and Sangrà (2011) state that an LMS brings together various Web 2.0 tools within a single educational cycle, allowing teachers to organize these features according to their specific learning objectives and teaching styles.

1.3.2 Pedagogical Functions of LMS Platforms

Beyond acting as an organizational framework, Learning Management Systems are specifically designed to support structured pedagogical functions through web-based platforms. Instructional functions include the provision of quizzes, discussion forums, assignments, surveys, glossaries, and workshops, alongside communication tools that facilitate seamless interaction. Furthermore, LMS platforms incorporate sophisticated assessment management tools, including automated testing systems and digital gradebooks, enabling the systematic tracking of student engagement and academic performance over time.

1.3.3 Advantages and Limitations of LMS in Education

The ubiquitous presence of LMS platforms in modern higher education is driven by their distinct advantages. Kats (2010) notes that a well-designed LMS is intuitive to navigate, making the learning process more engaging while allowing teachers to evaluate their students efficiently and provide rapid feedback. Gibbons (2005) highlights security and accessibility as key strengths. Despite these advantages, certain limitations must be acknowledged: students may experience isolation in purely digital environments, technical barriers can prevent participation, and system integration challenges remain significant obstacles for institutions (Postół, 2008).

1.4 Moodle as a Learning Management System

1.4.1 Overview of Moodle

Moodle, which stands for Modular Object-Oriented Dynamic Learning Environment, is the most widely used open-source Learning Management System (LMS) in higher education globally. Created by Martin Dougiamas, it was specifically designed to support a social constructivist approach to education, which argues that students learn best by interacting with each other and actively building knowledge. In the Algerian context, and particularly at the University of Ahmed Zabana, Moodle serves as a digital extension of the physical classroom.

1.4.2 Key Features and Tools

The technical strength of Moodle is found in its variety of tools, which are generally divided into Resources and Activities. Resources are the materials the teacher provides for students to study, such as PDF documents, links to external websites, or video files. Activities, however, are interactive tools that require student participation: Forums and Chats provide spaces for written communication; Quiz and Assignment modules allow structured assessments with immediate feedback; and the Gradebook provides a clear, organized view of academic progress throughout the semester.

1.4.3 Pedagogical Affordances of Moodle

One of the most important affordances of Moodle is its ability to support Blended Learning, where teachers move theoretical parts of the lesson to the online platform, freeing face-to-face sessions for speaking and communicative practice. Furthermore, Moodle allows for scaffolding, where teachers can set conditional progression - for example, requiring completion of a vocabulary quiz before accessing a related reading task. This encourages student autonomy by requiring learners to take responsibility for their own learning path.

1.5 Moodle in EFL Teaching Contexts

1.5.1 Use of Moodle for Developing Language Skills

Developing proficiency in EFL requires continuous practice in all four core language skills. Moodle provides dedicated digital tools to support each of these. For receptive skills (listening and reading), the platform allows teachers to upload multimedia resources that students can access repeatedly, particularly useful for improving comprehension in non-English-speaking environments. For

productive skills (writing and speaking), research conducted in Algerian universities highlights that using Moodle significantly improves students' writing performance (Ghouali & Ruiz-Cecilia, 2021). The digital environment gives students time to organize their ideas, review vocabulary, and carefully construct sentences.

1.5.2 Moodle for Assessment and Feedback in EFL

Assessment is a fundamental part of the language learning cycle, and Moodle offers modern alternatives to traditional paper-based exams through tools like Quizzes and Assignments. In the Algerian EFL context, Moodle has proven highly effective for formative assessment, allowing teachers to provide real-time, interactive feedback on student tasks (Sebbah, 2021). Teachers can leave detailed comments, use grading rubrics, and provide specific advice directly on a student's digital document, creating a continuous feedback loop that not only improves academic performance but also increases student engagement.

1.5.3 Blended and Online Learning Through Moodle

Moodle serves as the primary digital infrastructure for Blended Learning. In a blended model, EFL teachers can use Moodle to deliver theoretical content and formative assessments outside of class hours, leaving physical classroom time for active communication and speaking practice. The critical importance of Moodle as an online learning platform became especially evident during the COVID-19 pandemic, which forced Algerian universities to rapidly transition to distance education (Ghounane & Rabahi, 2023). Today, Moodle provides a flexible learning continuum that caters to diverse student needs.

1.6 Teachers' Experiences and Perceptions of Educational Technology

1.6.1 Teacher Beliefs and Attitudes Toward Technology Integration

A teacher's personal beliefs about education act as a strong filter that determines how they teach. In the classroom, attitudes toward technology integration can be divided into positive acceptance or hesitant resistance. Many EFL teachers recognize the value of digital tools, appreciating how platforms like Moodle provide flexible access to reading materials and automated grading. However, because language teaching relies so heavily on human communication, some teachers hold the belief that traditional, face-to-face instruction is always superior, worrying that technology creates an artificial distance between them and their students (Ertmer, 1999).

1.6.2 Factors Influencing Technology Adoption

To understand why a teacher decides to use a platform like Moodle, researchers often look at the Technology Acceptance Model (TAM) created by Davis (1989). According to this model, a teacher's choice to adopt new technology depends on two main factors: Perceived Usefulness - teachers must believe that using Moodle will actually make their teaching better - and Perceived Ease of Use - the technology must be user-friendly. In addition, external facilitating conditions, such as having a stable internet connection, well-equipped computer labs, and strong technical support, strongly influence whether teachers feel encouraged to adopt new digital tools.

1.6.3 Professional Development and Digital Competence

A teacher's willingness to use technology is deeply connected to their digital competence. In the EFL context, this means more than knowing how to browse the internet: teachers need TPACK - Technological Pedagogical Content Knowledge (Mishra & Koehler, 2006) - which combines knowledge of the digital tool with language teaching methods and content knowledge of English. Unfortunately, many teachers feel they do not have enough training to achieve this integration effectively. When universities introduce platforms like Moodle without providing continuous, high-quality training, teachers often use only the most basic features, such as uploading PDF files.

1.7 Challenges and Opportunities in Moodle-Supported EFL Instruction

1.7.1 Technical Challenges

The most immediate barriers teachers face when using Moodle are often technical. In the Algerian higher education context, infrastructural issues are frequently cited as the primary reason teachers hesitate to use digital platforms (Betgha & Benchohra, 2025). Common problems include unstable internet connections, slow server speeds during peak exam times, and a lack of modern computer equipment in university classrooms. Furthermore, some students may lack reliable internet access at home, creating a digital divide where not all students have equal access to learning materials.

1.7.2 Pedagogical Challenges

Beyond the technology itself, there are significant pedagogical challenges in moving EFL instruction online. Language teaching is highly communicative, and many teachers struggle to translate face-to-face speaking activities into a Moodle environment. There is a strong risk that teachers might use Moodle simply as a digital filing cabinet to upload PDF documents, completely

ignoring its interactive and social features (Hew & Brush, 2007). Another major concern is assessment security, as teachers often worry about preventing the use of online translation tools when students complete assignments at home.

1.7.3 Institutional Support and Training

The final and perhaps most crucial factor is the level of support provided by the university administration. Overcoming technical and pedagogical barriers is practically impossible if teachers are left to figure it out entirely on their own. A major challenge is the lack of continuous, structured training. Often, institutions provide a brief tutorial on how to log in but fail to offer deep training on TPACK - that is, how to actually teach English effectively using the platform. When institutional support is strong, it transforms these challenges into a massive opportunity for professional growth.

1.8 Chapter Conclusion

In conclusion, this chapter has provided a comprehensive theoretical framework for understanding the integration of technology within EFL instruction. The evolution from early audio-visual aids to complex systems such as CALL and MALL reflects a fundamental shift toward more interactive, student-centered pedagogy. Learning Management Systems like Moodle represent the current pinnacle of this evolution, offering a diverse array of pedagogical functions designed to enhance the four language skills, streamline assessment, and foster collaborative learning environments.

However, the literature also underscores a significant tension between the theoretical capabilities of these digital platforms and their practical implementation. Successful integration depends heavily on the human element - specifically the digital competence, pedagogical beliefs, and perceptions of the teachers who facilitate the learning process. A notable gap remains in the current body of research: there is limited empirical data regarding Moodle's specific challenges and affordances within the Algerian higher education context, particularly at the University of Ahmed Zabana. The current study seeks to fill this gap by investigating how teachers at the University of Ahmed Zabana perceive Moodle and how they utilize its features in their daily EFL lessons.

Chapter Two: Methodology and Data Analysis

2.1 Introduction

This chapter describes the research methods and procedures employed to investigate the perceptions and experiences of EFL teachers regarding Moodle-supported lessons. The discussion begins by outlining the rationale behind the selected research design and the specific institutional setting of the study at the University of Ahmed Zabana. Subsequently, the chapter provides a detailed representation of the participants and the dual-phase data collection instruments, which consist of a structured questionnaire and a qualitative written interview.

2.2 Research Design

The investigation into the professional perceptions of EFL teachers concerning Moodle integration utilizes a descriptive case study approach (Yin, 2018). This design was selected as it allows for an in-depth exploration of a specific phenomenon within its real-life context, focusing exclusively on the Department of English at University Ahmed Zabana. To ensure a holistic understanding of the research problem, the study adopts a mixed-methods approach that incorporates both quantitative and qualitative data (Creswell, 2014). This strategy of triangulation is essential for capturing a complete picture of technology adoption, as the statistical trends provided by the questionnaire are enriched and validated by the descriptive personal narratives found in the written interviews.

2.3 Research Settings

The study was conducted during the 2025/2026 academic year within the Department of English Language and Literature at the University Ahmed Zabana, Relizane. This specific setting is highly relevant as the institution is currently navigating a significant digital transition, having officially adopted Moodle to support its blended learning curriculum. The department serves as an ideal case for assessing the intersection of institutional technology policy and the actual pedagogical practices of the teaching staff in a modern Algerian academic environment.

2.4 Participants

The participants involved in this study consist of a small sample of six EFL teachers ($n = 6$) currently serving in the Department of English at the University of Relizane. Due to the limited sample size, these participants were selected using a convenience sampling method. Consequently, this study

relies on descriptive statistical analysis and thematic exploration. The findings derived from this small cohort do not aim to generalize the perceptions or experiences of the entire teaching staff within the department, nor do they claim to offer a universally representative snapshot. Instead, the study provides a focused, in-depth exploration of the specific pedagogical practices, challenges, and attitudes of these six particular educators.

2.5 Data Collection Instruments

The primary research tool utilized in this study is a multi-section instrument titled Investigating Teachers' Perceptions of Moodle-Based EFL Lessons. This instrument was designed to capture a broad range of data, moving from basic professional profiles to deeply reflective qualitative insights.

2.5.1 The Teachers' Questionnaire (Sections I and II)

The quantitative phase of the research is comprised of the first two sections of the instrument. Section I focuses on the teachers' academic and digital profiles, gathering data on levels and modules taught, as well as the participants' history with the Moodle platform, including their level of access, years of experience with the system, and a self-rated assessment of their digital competence.

Section II consists of nine items designed to measure specific perceptions of Moodle integration. The first item is a binary question regarding the receipt of formal training, which is followed by eight items utilizing a five-point Likert scale (Boone & Boone, 2012) ranging from Strongly Agree to Strongly Disagree. These items evaluate the sufficiency of training, the impact of technical constraints, and the extent to which Moodle supports classroom teaching, assessment and feedback, workload, student engagement, prior technological experience, and individual teacher confidence.

2.5.2 The Written Interview (Section III)

The final phase of the instrument, labeled Section III: Open-Ended Questions, serves as a qualitative written interview. This section consists of seven detailed questions that encourage participants to elaborate on their professional experiences in their own words, providing rich textual data suitable for thematic analysis (Braun & Clarke, 2006). The questions investigate the teachers' overall experience with Moodle, shifts in their perceptions over time, factors facilitating or hindering effective implementation, specific usage patterns for course delivery and assessment, strategies for promoting interaction, and professional recommendations for improving integration.

2.6 Data Analysis

2.6.1 Section 1: Background Information

Q1 - Gender Distribution

The data indicate that four out of the six surveyed teachers (66.7%) are female, while two (33.3%) are male. This gender distribution reflects trends observed across the Algerian EFL teaching workforce and has implications for diversity and role modelling within the department.

Figure 1 — Gender Distribution of Teachers

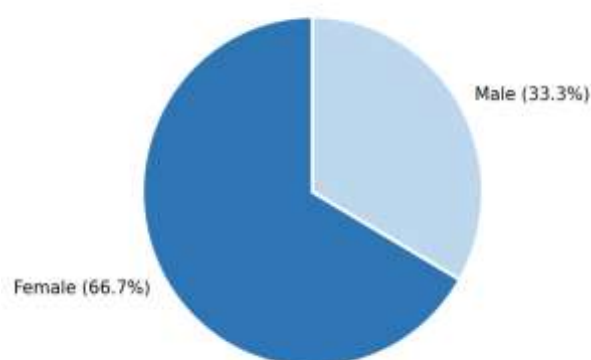


Figure 1 - Gender Distribution of Teachers (n=6)

Q2 - Years of Teaching Experience

The results indicate that the distribution of these six teachers' years of experience is evenly balanced across the surveyed categories. Two teachers (33.3%) have 1–5 years of experience, two (33.3%) have 6–10 years, none have 11–15 years, and two (33.3%) possess more than 16 years. This even distribution suggests a diverse sample combining early-career, mid-career, and highly experienced educators.

Years of Experience	Number of Teachers	Percentage
1–5 years	2	33.3%
6–10 years	2	33.3%
11–15 years	0	0%
More than 16 years	2	33.3%
Total	6	100%

Table 1 - Years of Teaching Experience Distribution

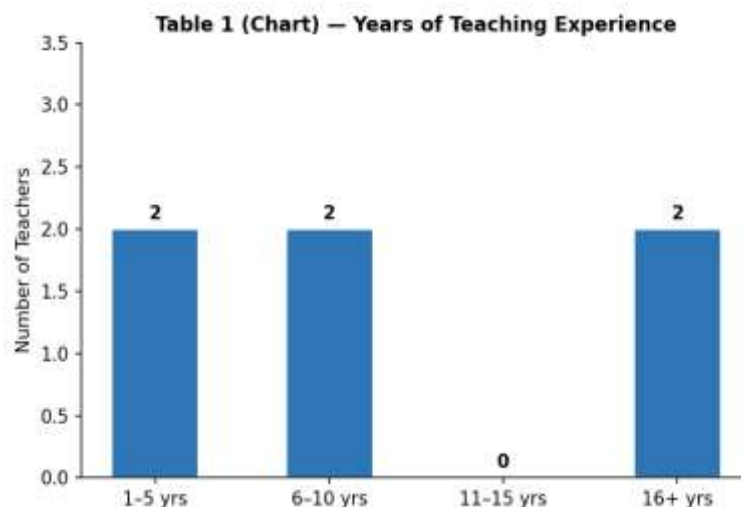


Figure 2 - Years of Teaching Experience (Bar Chart, n=6)

Q3 - Allocation of Teachers Across Academic Levels

The data shows that the teachers in this study are distributed across several academic levels, with varying proportions. License 2 (L2) has the highest representation with 4 teachers (66.7%), followed by Master 1 (M1) with 3 teachers (50%), License 1 (L1) with 2 teachers (33.3%), and License 3 (L3) with only 1 teacher (16.7%). Notably, no surveyed teachers are assigned to Master 2 (M2).

Q4 - Distribution of Modules Taught

The data collected from the six teachers indicate a diverse range of modules taught during the academic year, with each module represented once. This even distribution suggests that teaching responsibilities are spread across a variety of subjects within this specific group.

Module	Number of Teachers	Percentage
Research Methodology & Discourse Analysis	1	16.7%
Linguistics	1	16.7%
Research Methodology / Didactics	1	16.7%
Reading Comprehension	1	16.7%
Grammar	1	16.7%
Civilizations	1	16.7%
Total	6	100%

Table 2 - Distribution of Modules Taught by Teachers

Q5 - Teachers' Professional Status

Five out of the six respondents (83.3%) are full-time teachers. One respondent (16.7%) is a PhD student, while no respondents are part-time teachers (0%). This strong dominance of full-time teachers may ensure stability and continuity in teaching practices.

Q6 - Access to the Moodle Platform

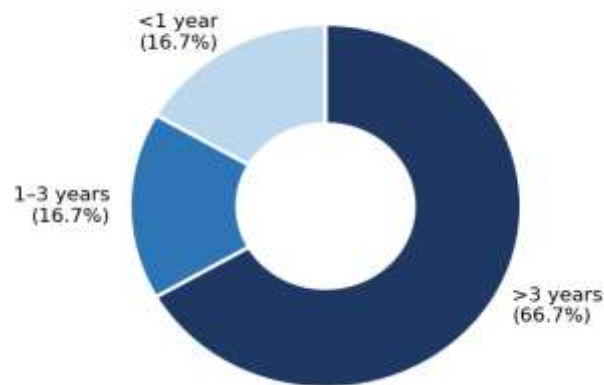
Four out of the six surveyed teachers (66.7%) report having access to the Moodle platform, while two (33.3%) do not. This partial access highlights an important structural gap: teachers cannot integrate a platform they cannot access, which may affect the consistency of digital teaching practices within the department.

Q7 - Years of Experience Using Moodle

The findings reveal that four out of the six sampled teachers (66.7%) have more than three years of experience using the Moodle platform. In contrast, one teacher (16.7%) reports less than one year and one (16.7%) between one and three years. This pattern suggests generally high familiarity with the platform among this group, while also highlighting a need for ongoing support for less experienced users.

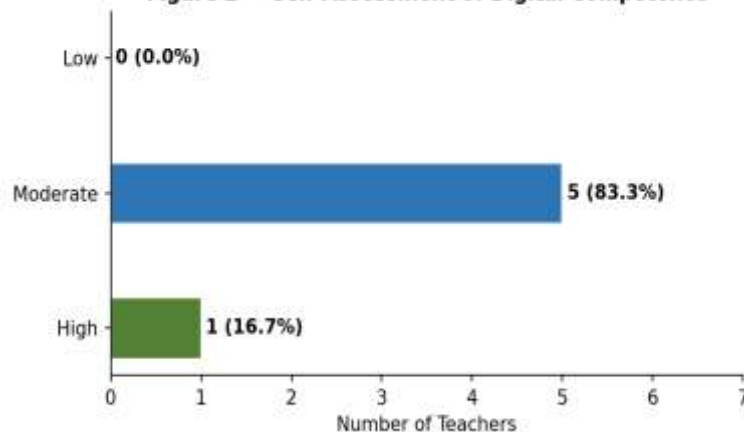
Years of Moodle Experience	Number of Teachers	Percentage
Less than 1 year	1	16.7%
1–3 years	1	16.7%
More than 3 years	4	66.7%
Total	6	100%

Table 3 - Years of Experience Using the Moodle Platform

Table 3 (Chart) — Years of Moodle Experience*Figure 3 - Years of Moodle Experience (Donut Chart, n=6)*

Q8 - Self-Assessment of Digital Competence

The results show that five out of the six surveyed teachers (83.3%) rate their digital competence as moderate, while one (16.7%) considers their competence to be high. Notably, none of the respondents perceive their digital competence as low. While this reflects a generally positive self-assessment, the predominance of moderate competence suggests significant room for improvement through targeted training.

Figure 2 — Self-Assessment of Digital Competence*Figure 4 - Self-Assessment of Teachers' Digital Competence (n=6)*

2.6.2 Section 2: Perceptions and Training

The data indicate that five out of the six surveyed teachers (83.3%) have received formal training on the Moodle platform, while one (16.7%) has not. This high rate of formal training suggests that the institution places importance on equipping teachers with the necessary skills to use digital

platforms. However, the presence of an untrained teacher highlights a gap that may affect consistent usage.

Figure 3 — Formal Training on Moodle



Figure 5 - Formal Training on the Moodle Platform (n=6)

Q2 - Perceptions of Sufficiency of Moodle Training

The data show mixed perceptions regarding the adequacy of Moodle training. Three out of six respondents (50%) agree that they have received sufficient training to use Moodle effectively. Meanwhile, one (16.7%) remains neutral, one (16.7%) disagrees, and one (16.7%) strongly disagrees. Notably, no respondents strongly agree. These findings suggest that although formal training exists, it may not fully meet teachers' practical classroom needs.

Response	Number of Teachers	Percentage
Strongly Agree	0	0%
Agree	3	50%
Neutral	1	16.7%
Disagree	1	16.7%
Strongly Disagree	1	16.7%

Table 4 - Perceptions of Sufficiency of Moodle Training

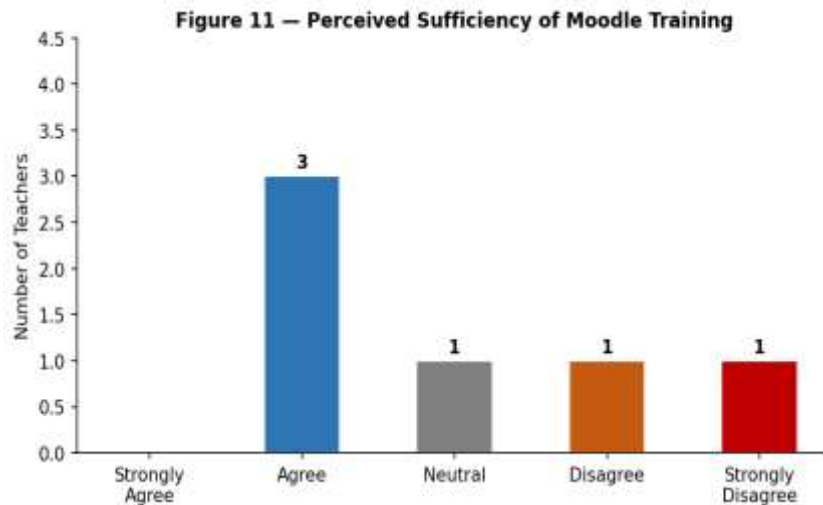


Figure 6 - Perceived Sufficiency of Moodle Training (n=6)

Q3 - Technical Constraints in the Use of Moodle Platform

Five out of the six respondents (83.3%) agree that technical problems hinder their implementation of Moodle. One respondent (16.7%) disagrees. This finding highlights that technical difficulties represent a major obstacle to the successful implementation of Moodle, negatively affecting teaching efficiency for the vast majority of the cohort.

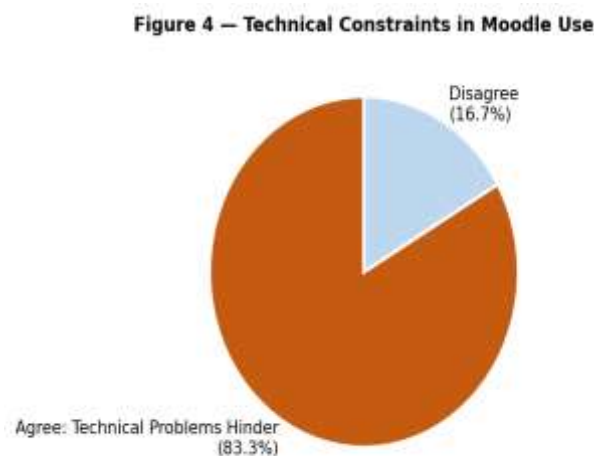


Figure 7 - Technical Constraints in the Use of Moodle Platform (n=6)

Q4 - Moodle Contribution to Classroom Teaching

The figures reflect a mixed perception regarding the extent to which Moodle lessons support classroom teaching. One respondent (16.7%) strongly agrees and one (16.7%) agrees that Moodle lessons greatly support their teaching. Meanwhile, two respondents (33.3%) remain neutral. One

(16.7%) disagrees and one (16.7%) strongly disagrees. These findings suggest that while some teachers recognize Moodle's positive contribution, a significant proportion remain uncertain or unconvinced.

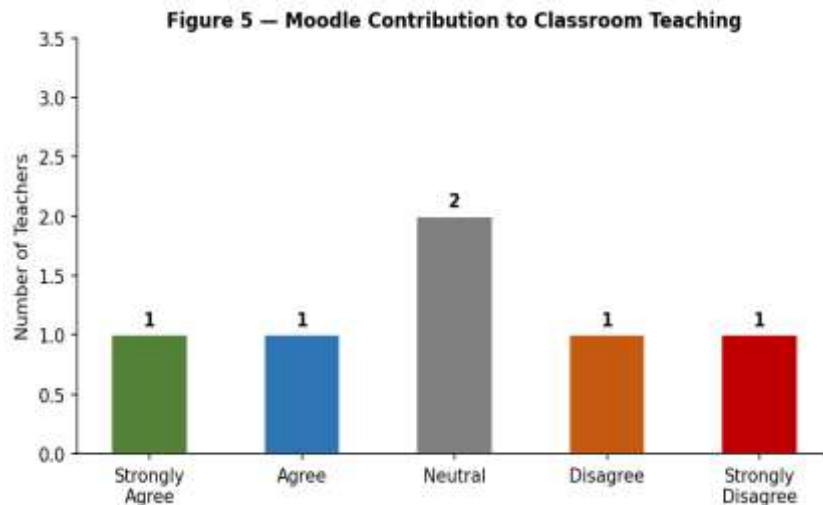


Figure 8 - Moodle Contribution to Classroom Teaching (n=6)

Q5 - The Usefulness of Moodle in Assessment and Feedback Practice

Four out of the six respondents (66.7%) agree that Moodle is useful in assessment and feedback practices, while one (16.7%) strongly agrees. In contrast, one respondent (16.7%) strongly disagrees. These findings suggest that Moodle is largely considered an effective tool for assessment and feedback activities, though the presence of strong disagreement indicates that not all teachers experience these benefits equally.

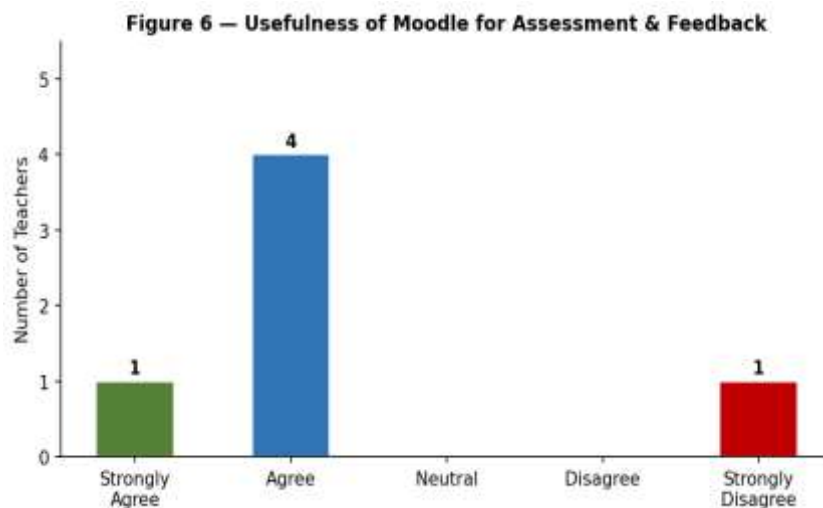


Figure 9 - Usefulness of Moodle in Assessment and Feedback Practice (n=6)

Q6 - Time and Effort Required for Designing Moodle-Based Activities

The data reveal a strong consensus among respondents regarding the workload involved in designing Moodle-based activities. Four out of the six teachers (66.7%) strongly agree that such activities require significant time and effort, while the remaining two (33.3%) agree. No respondents selected neutral, disagree, or strongly disagree, representing unanimous agreement on this point.

**Figure 7 — Time & Effort for Moodle Activities
(100% agree it requires significant time)**

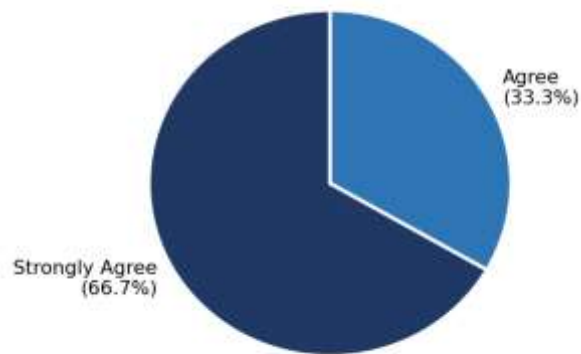


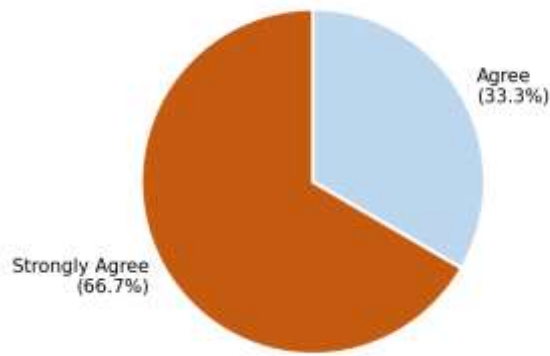
Figure 10 - Time and Effort Required for Designing Moodle-Based Activities (n=6)

Q7 - Impact of Student Engagement on the Effectiveness of Moodle

The results indicate a clear consensus: four out of the six teachers (66.7%) strongly agree that low student engagement limits Moodle's effectiveness, while the remaining two (33.3%) agree. No respondents chose neutral, disagree, or strongly disagree, representing unanimous agreement and highlighting that student participation is a critical bottleneck for this cohort.

Response	Number of Teachers	Percentage
Strongly Agree	4	66.7%
Agree	2	33.3%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	6	100%

Table 5 - Impact of Student Engagement on the Effectiveness of Moodle

**Figure 8 — Low Student Engagement Limits Moodle
(100% agreement)***Figure 11 - Low Student Engagement Limits Moodle (100% agreement, n=6)***Q8 - Influence of Prior Technological Experience on Moodle Use**

The data indicate a generally positive perception of the role of prior technological experience. Three out of the six surveyed teachers (50%) agree that their previous experience with technology helps them use Moodle effectively, while two (33.3%) strongly agree. One teacher (16.7%) remains neutral. No respondents disagree, revealing that prior tech experience is broadly perceived as an important facilitator of Moodle adoption.

Response	Number of Teachers	Percentage
Strongly Agree	2	33.3%
Agree	3	50%
Neutral	1	16.7%
Disagree	0	0%
Strongly Disagree	0	0%
Total	6	100%

Table 6 - Influence of Prior Technological Experience on Moodle Use

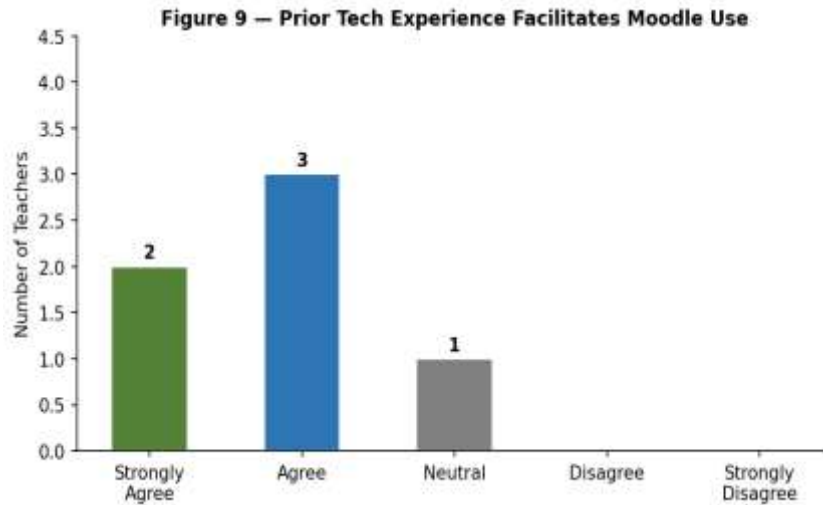


Figure 12 - Prior Tech Experience Facilitates Moodle Use (n=6)

Q9 - Teachers' Confidence in Using Moodle for Teaching Practice

Three out of the six respondents (50%) agree that they feel confident using Moodle in their teaching practice, while one (16.7%) strongly agrees. One participant (16.7%) is neutral, and one (16.7%) disagrees. While most teachers feel confident, the variability indicates that some participants still experience uncertainty when using the platform.

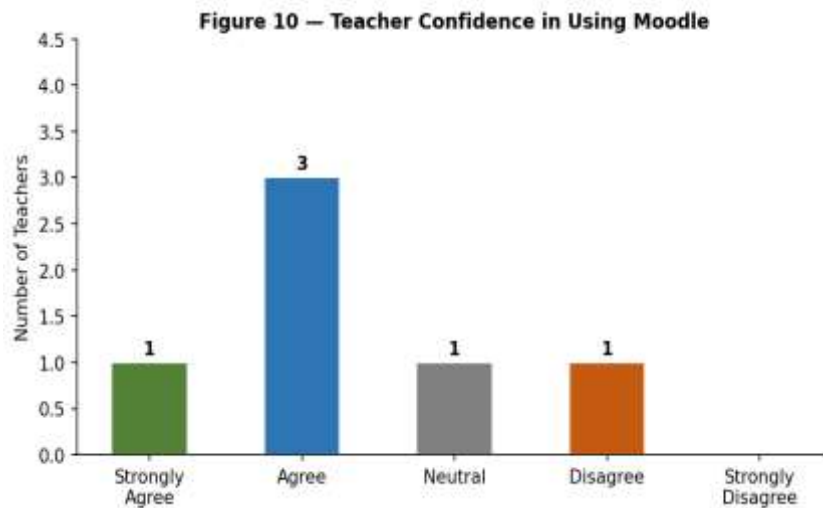


Figure 13 - Teacher Confidence in Using Moodle for Teaching Practice (n=6)

Figure 12 — Summary of Key Barriers to Moodle Integration (Severity Rating, n=6)

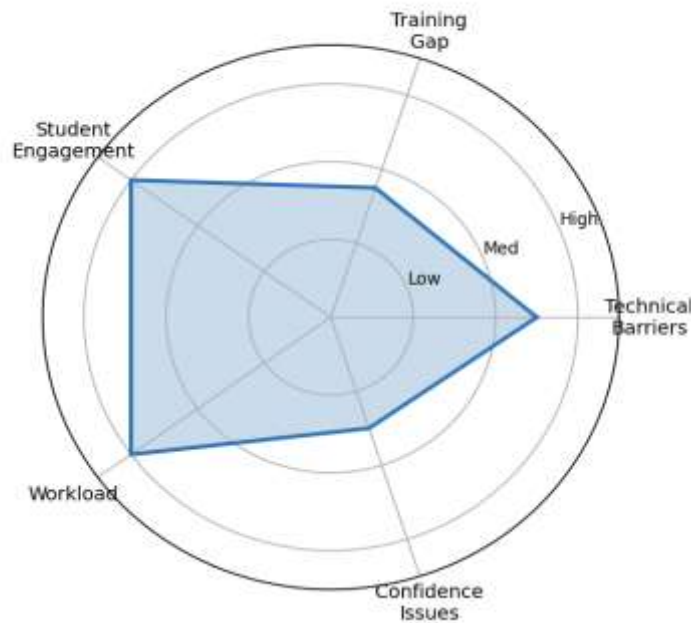


Figure 14 - Summary Radar Chart: Key Barriers to Moodle Integration (n=6)

2.7 Section 3: Thematic Analysis of Open-Ended Questions

2.7.1 Overview

In addition to the quantitative data gathered through the structured questionnaire, the written interview comprising seven open-ended questions was designed to elicit rich, descriptive accounts of the teachers' lived experiences with Moodle. Given the limited sample size of six participants, a thematic analysis approach, as outlined by Braun and Clarke (2006), was adopted for the qualitative component. The analysis involved a close and iterative reading of all responses, followed by the systematic identification of initial codes and their subsequent organization into broader, overarching themes.

The thematic analysis of the participants' written responses yielded four distinct, interconnected themes: (1) Technical and Infrastructural Constraints, (2) Student Engagement and Learner Autonomy, (3) Pedagogical Adaptation and Content Delivery, and (4) The Need for Continuous Training and Institutional Support. Each theme is discussed in depth below, with direct reference to the participants' own words and corroborating literature where applicable.

2.7.2 Theme 1: Technical and Infrastructural Constraints

The most consistently and emphatically expressed theme across the six participants' responses concerns the impact of technical and infrastructural barriers on their ability to use Moodle effectively. When asked to describe their overall experience with the platform, a notable proportion of the sample responded with language that directly indexed frustration rooted in technical deficiencies.

Teacher 5: "Bad. I don't like it at all."

Teacher 6: "It was poor as I had some technical issues and I didn't receive enough support to use it properly."

These sentiments align with what Ertmer (1999) classifies as first-order barriers to technology integration: external, institutional factors such as inadequate infrastructure, unreliable connectivity, and insufficient technical support, which are largely beyond the individual teacher's control. In the Algerian higher education context, such barriers are particularly acute (Katfi & Fajel, 2022; Betgha & Benchohra, 2025).

When asked about the challenges they face, multiple participants cited technical issues as their primary obstacle. In terms of recommendations, the data reveal a clear collective priority:

Teacher 1: "A solid infrastructure that prevents the platform from breaking down every once in a while, ensuring smooth accessibility on both the teachers' and the students' end."

Teacher 2: "Provide good internet connection for students to facilitate their login to Moodle and fix the technical problems related to it."

These responses collectively suggest that for this cohort of EFL teachers, technical reliability is not a peripheral concern but an absolute prerequisite for any meaningful pedagogical engagement with Moodle. So long as the platform remains unstable, teachers are effectively unable to invest the cognitive and creative energy required to design interactive digital activities, resulting in a retreat to static file upload.

2.7.3 Theme 2: Student Engagement and Learner Autonomy

The second theme concerns the critical and problematic role of student engagement - or more precisely, its absence - in shaping the effectiveness of Moodle as a pedagogical tool. Across multiple responses, the six participants returned repeatedly to the issue of students' failure to interact meaningfully with the platform.

Teacher 2: "The main issue is students' lack of engagement."

Teacher 4: "Lack of interest and engagement from students."

This pattern is further deepened by the responses to the question on promoting interaction through Moodle. When directly asked how they encourage student communication via the platform, four of the six teachers responded with variations of refusal or incapacity: "I do not," "I don't," or "No." Only Teachers 1 and 2 offered substantive responses.

Teacher 1: "Some classes show a higher level of commitment to learning and require no further incentives to use the platform. Other classes engage with the material only when it is graded."

This distinction drawn by Teacher 1 is theoretically significant. It illustrates the dominance of extrinsic motivation - grades - as the primary driver of student interaction with Moodle, consistent with the Technology Acceptance Model (Davis, 1989): users must perceive the tool as useful before engaging with it. For many students, Moodle is perceived not as a learning space but as a digital archive for retrieving materials.

Perhaps the most pedagogically significant response in this theme comes from Teacher 3, who raised a concern that transcends the immediate issue of low participation:

Teacher 3: "Students have become completely dependent on what we submit to Moodle to the point where they regularly ask us to display the lessons. This has made them less autonomous, not willing to do further research."

This response reveals an alarming unintended consequence: rather than fostering learner independence as Moodle's social constructivist design philosophy intends, it has inadvertently entrenched a culture of passivity and dependency. Taken together, these responses suggest that Moodle, as currently implemented, may be actively contributing to the erosion of learner autonomy, requiring structured incentive systems to create conditions for meaningful, self-initiated digital engagement.

2.7.4 Theme 3: Pedagogical Adaptation and Content Delivery

The third theme concerns the manner in which EFL teachers have adapted Moodle to their pedagogical practice, and the significant gap between the platform's communicative potential and its actual instructional use. An analysis of responses to the question on content delivery reveals a clear pattern: the overwhelming majority of participants use Moodle primarily as a content repository.

Teacher 4: *"I post and upload lessons in different formats on Moodle: Word documents, PDFs, Videos, SCORMs and web formats. I use tests on Moodle. I opened a space for chat and forums."*

Teacher 5: *"PDF."*

Teacher 4's response represents the most advanced use within the sample, while Teacher 5's single-word reply encapsulates minimal engagement beyond basic document upload. Teacher 3 explicitly advocated for a fundamental shift:

Teacher 3: *"Moving from a content-based platform to an assessment-based platform, so that students assume some responsibility for learning and do some research rather than waiting for ready-made lessons to be read."*

This pattern confirms what Hew and Brush (2007) describe as the tendency of teachers to reduce technologically rich environments to their most basic functions, particularly when adequate pedagogical training has not been provided. In the EFL context, this is especially problematic because language acquisition fundamentally requires communicative, interactive practice (Warschauer & Healey, 1998). By using Moodle solely to distribute PDFs, teachers are forfeiting precisely the features - forums, wikis, collaborative writing spaces, and peer assessment tools - that could make the platform a genuinely language-enriching environment.

2.7.5 Theme 4: The Need for Continuous Training and Institutional Support

The fourth and final theme consolidates a strand running through all previous themes: the fundamental necessity of structured, ongoing professional development and robust institutional support as prerequisites for meaningful Moodle integration.

Teacher 3: *"At first it was a new challenging experience for all of us due to the lack of experience and training, but through time we get used to it. Now, I am confident when using it despite the technical issues and the new options added to Moodle."*

Teacher 3's trajectory - gradual adaptation through self-directed familiarization rather than formal guided development - reveals a significant institutional gap. While this teacher ultimately moved toward greater confidence, this trajectory was contingent on personal resilience and prolonged exposure rather than systematic support, a luxury not all teachers can afford. Teachers 5 and 6 represent opposite ends of this spectrum:

Teacher 6: *"It was poor as I had some technical issues and I didn't receive enough support to use it properly."*

In terms of facilitative factors, participants converged on a shared understanding of what effective Moodle integration requires. Teacher 5 cited high quality of internet and continuous training as primary prerequisites, explicitly linking technical reliability to pedagogical development. Teacher 6 similarly recommended providing enough support and training. These recommendations converge on a single institutional imperative: the current model of training - largely introductory, technical, and non-recurring - is structurally insufficient.

As Mishra and Koehler (2006) argue through the TPACK framework, effective technology integration requires teachers to develop not only technical skills but also the pedagogical knowledge to deploy those skills in subject-specific, contextually appropriate ways. What teachers at the University of Ahmed Zabana appear to need is a program of continuous, EFL-specific professional development that bridges the gap between knowing how to use Moodle and knowing how to teach with it.

2.7.6 Inter-Theme Synthesis

Considered as a whole, the four themes identified in this analysis are not independent phenomena but deeply interconnected dimensions of a single overarching reality: the structural and pedagogical conditions at the University of Ahmed Zabana have not yet been sufficiently configured to support the transformative potential of Moodle in EFL instruction. Technical barriers erode teacher motivation and consume the cognitive resources required for creative pedagogical design. Inadequate training prevents teachers from moving beyond rudimentary content upload. The resulting passive delivery model fails to engage students or cultivate their autonomy. The cycle is self-reinforcing: disengaged students validate teachers' reluctance to invest in more complex digital activities, which further entrenches the content-delivery culture.

Breaking this cycle requires simultaneous intervention at multiple levels: infrastructural investment to ensure platform reliability, targeted and sustained pedagogical professional development, and departmental policy shifts that actively incentivize student participation.

Chapter Three: Discussion, Implications, and Limitations

3.1 Introduction

The analysis of the teachers' experiences reveals a highly complex and often contradictory picture of technology adoption within the Department of English. The overarching narrative derived from the findings suggests that while the theoretical potential of Moodle is widely recognized and respected by the teaching staff, its practical, day-to-day application remains heavily restricted. These restrictions are not born out of an unwillingness to adapt, but are rather imposed by severe external infrastructural barriers and internal pedagogical gaps that complicate the digital transition.

3.2 Discussion of the Main Findings

3.2.1 The "Digital Filing Cabinet" Phenomenon and EFL Instruction

One of the most significant and revealing findings of this study concerns the actual, mechanical manner in which Moodle is utilized by the faculty. Theoretical literature on e-learning and blended education heavily promotes Learning Management Systems as constructivist, interactive spaces where students and teachers collaborate, negotiate meaning, and build knowledge together. This is especially crucial in the EFL context, where language acquisition depends entirely on communicative practice, active participation, and continuous feedback.

However, the reality observed at the University of Ahmed Zabana stands in stark contrast to this ideal. The data clearly demonstrate that Moodle is primarily functioning merely as a digital filing cabinet. Rather than utilizing the platform's advanced interactive features - such as discussion forums, collaborative wikis, or peer-review workshops - teachers predominantly use the platform as a static, one-way repository. This superficial integration must be viewed with empathy; it is not necessarily a reflection of teacher reluctance, but rather a necessary coping mechanism given demanding full-time teaching schedules, overcrowded classrooms, and extensive administrative duties. Consequently, the transformative pedagogical potential of Moodle to create a vibrant, virtual English-speaking community remains largely untapped within the department.

3.2.2 The Gap Between Technical Access and Pedagogical Training

The study highlights a crucial, often overlooked distinction in digital education: the vast difference between simply having access to a technological platform and possessing the pedagogical

knowledge to teach with it effectively. While the majority of the surveyed teachers (83.3%) received formal training, a deeply concerning proportion (50%) felt this training was insufficient for their practical classroom needs.

This finding points to a common systemic flaw in institutional digital transitions. Training sessions frequently focus entirely on the instrumental or technical mechanics of the software, instructing teachers on which buttons to click, while critically neglecting digital pedagogy. Teaching English involves specific skill-building exercises across all four language skills; translating these highly interactive tasks into a digital format requires specialized strategies that go far beyond basic computer literacy. Because teachers have not been trained on how to specifically adapt EFL methodologies for a digital space, their confidence remains restricted - this perfectly explains why, despite years of experience, most teachers rated their digital competence as merely moderate.

3.2.3 The Infrastructure and Workload Paradox

The findings strongly reinforce the reality that successful digital integration is practically impossible without a robust, reliable technological foundation. The overwhelming consensus is that technical problems actively and frequently hinder teaching efforts. The persistent instability of internet connections on campus, combined with periodic system crashes and slow platform responsiveness, creates a highly frustrating environment for both educators and learners.

This severe infrastructural weakness feeds directly into the pressing issue of teacher workload, creating what can be termed an implementation paradox. Moodle is theoretically designed to streamline teaching, automate grading, and ultimately make course management easier and more efficient. However, because the university's system is unreliable and because teachers must spend excessive hours designing complex digital activities from scratch without templates or support, Moodle currently adds a heavy, uncompensated burden to their existing responsibilities. There is a distinct demotivating cycle at play: when educators spend hours preparing an online activity only for the system to crash, it breeds deep professional frustration that pushes teachers back toward traditional comfort zones.

3.2.4 The Erosion of Learner Autonomy and the Engagement Deficit

A comprehensive discussion of these findings must address the critical role of students in the e-learning equation. The teachers were virtually unanimous in their observation that low student

engagement severely limits, and sometimes entirely paralyzes, Moodle's effectiveness. Students rarely initiate participation in online forums or communicative activities unless those tasks are strictly tied to a mandatory grade. Extrinsic motivation (grades) has completely overpowered intrinsic motivation (the desire to learn and practice the language).

Even more concerning is the psychological impact this static use of Moodle has on learner autonomy. Within the context of higher education, digital tools are supposed to empower learners to take charge of their own educational journeys. Instead, teachers report that students have become completely dependent on the materials uploaded by their instructors, waiting passively for content to be handed to them digitally. This exacerbates a spoon-feeding culture that contradicts the core objectives of the License-Master-Doctorate (LMD) system. The findings strongly suggest that the current implementation of Moodle is unintentionally reinforcing passive consumption rather than active language production.

3.3 Recommendations

Based on the lived experiences and professional insights of the EFL teachers at the University of Ahmed Zabana, several practical and actionable recommendations can be made to bridge the gap between institutional policy and classroom reality.

Recommendation 1: Prioritize Infrastructure and Dedicated Technical Support

The most urgent recommendation is foundational: the university must address the critical issue of technical infrastructure. For Moodle to be a reliable and respected teaching tool, the institution must ensure stable, high-speed, and uninterrupted internet access on campus for both faculty and students. Furthermore, establishing a dedicated technical support team specifically assigned to the Department of English would drastically reduce teacher workload. When system errors occur, teachers need immediate assistance so that technical troubleshooting does not consume their valuable pedagogical preparation time.

Recommendation 2: Shift from Technical to Pedagogical Professional Development

Future training programs must undergo a paradigm shift, moving away from basic software navigation toward EFL digital pedagogy. Teachers require hands-on training that demonstrates how to teach specific language skills using Moodle's advanced tools. Providing ready-made,

customizable templates for EFL quizzes, glossaries, and forums would significantly reduce the overwhelming time and effort currently spent designing lessons from scratch.

Recommendation 3: Implement Department-Wide Strategies to Foster Student Engagement

To transition Moodle from a static digital filing cabinet to a vibrant interactive community, the department must collectively address the student engagement deficit. Administrators and teachers should collaborate to shift grading policies, allocating a specific, mandatory percentage of the module's final grade to active, qualitative participation in Moodle discussion forums. Over time, as students become accustomed to digital communication, this structured participation can gradually evolve into genuine, autonomous digital learning habits.

3.4 Limitations of the Study

While this study provides valuable and deeply contextualized insights into the realities of Moodle integration, it is subject to certain methodological limitations that must be acknowledged. The primary limitation is the heavily restricted sample size: as the research focused on a small cohort of only six teachers within a single department at the University of Ahmed Zabana, the statistical findings are strictly descriptive and cannot be reliably generalized to the broader population of Algerian higher education professionals.

Furthermore, the study relies entirely on self-reported data from the educators. Self-reported attitudes carry inherent biases, and because the study did not employ observational methods such as logging into the platform to verify actual course structure and usage frequency, the findings represent only one side of the educational dynamic, relying on the teachers' subjective interpretations of their own practices.

3.5 Suggestions for Future Research

To build upon the findings and address the limitations of this specific case study, future research should consider several avenues. First and foremost, future studies must incorporate the perspectives of the students. Investigating learners' attitudes toward Moodle, their underlying reasons for low digital engagement, and their overall technological readiness would provide a much more balanced and holistic view of the existing implementation gap.

Additionally, future researchers could greatly enhance the validity of their findings by employing direct observational methods - analyzing the actual content, design, and interaction logs within active Moodle courses would provide concrete, objective data to contrast against self-reported surveys. Finally, expanding the scope of the study to include a significantly larger sample spanning multiple universities across Algeria would allow researchers to determine whether the challenges identified here are unique localized issues or indicative of a broader national trend.

3.6 Chapter Conclusion

This chapter has presented an in-depth discussion of the main findings, interpreting the data in relation to the three research questions. By engaging with the quantitative statistics and the rich qualitative narratives, the chapter successfully uncovered the core challenges of Moodle integration at the University of Ahmed Zabana. The findings reveal that while the platform possesses significant educational potential, its current application is hindered by poor infrastructure, an overwhelming workload, a lack of pedagogical training, and critically low student engagement. By acknowledging these realities and implementing the proposed recommendations, the department can begin to transform Moodle from a frustrating administrative requirement into a genuinely effective, interactive tool for English language instruction.

General Conclusion

The rapid evolution of educational technology has fundamentally transformed the landscape of higher education, demanding a shift from traditional, teacher-cantered methodologies to dynamic, learner-cantered digital environments. Within the context of EFL instruction, this transition is particularly vital, as digital platforms offer unprecedented opportunities for communicative practice, authentic language exposure, and continuous assessment. This study set out to investigate this transition at the University of Ahmed Zabana, specifically exploring how EFL teachers perceive and utilize the Moodle platform in their daily instructional practices.

The first research question sought to understand how teachers perceive the use and effectiveness of Moodle. The findings revealed a complex and somewhat contradictory reality. While teachers generally hold a positive attitude toward the theoretical potential of Moodle, their practical experience is heavily marred by frustration. They perceive the platform as a double-edged sword: conceptually useful but practically burdensome due to severe infrastructural weaknesses and a lack of tailored pedagogical support.

The second research question investigated the specific ways teachers integrate Moodle for course delivery, assessment, and student interaction. The data demonstrated that Moodle is currently functioning almost exclusively as a digital filing cabinet. While some educators employ Moodle for automated quizzes and formative feedback, the platform's advanced communicative features - such as collaborative wikis and interactive discussion forums - remain largely ignored. Consequently, the social constructivist potential of Moodle to foster a vibrant, interactive online English-speaking community is not being realized.

The third research question aimed to identify the primary factors that facilitate or hinder effective implementation. The study uncovered three major barriers: (1) technical constraints, specifically unstable internet connectivity and system crashes; (2) a critical gap in professional development - while teachers received basic software training, they lack the specific TPACK required to translate communicative EFL activities into a digital format; and (3) severe deficits in student engagement and learner autonomy, as students rarely participate unless activities are strictly tied to mandatory grades.

These findings carry significant implications for both theory and practice. Theoretically, this study contributes to the growing body of literature on CALL by confirming that access to technology does not equate to technology integration, and that the Technology Acceptance Model (TAM) must account heavily for localized infrastructural conditions and student engagement levels in developing academic contexts. Practically, the study serves as a diagnostic roadmap for the Department of English, underscoring the urgent need to prioritize stable technological infrastructure and to shift the focus of professional development from mere technical instruction to deep, EFL-specific digital pedagogy.

It is important to acknowledge the limitations of this research. As a descriptive case study relying on a small sample of six teachers within a single department, the statistical findings cannot be universally generalized across the entire university or the broader Algerian higher education sector. Additionally, the reliance on self-reported data means the study captures the teachers' subjective perceptions rather than objectively observed classroom practices. The absence of the students' voices also leaves a critical part of the e-learning dynamic unexplored.

Future research should build upon this foundation by incorporating direct observational methods - such as analyzing Moodle course logs - to verify actual usage patterns. Most importantly, future studies must prioritize investigating the students' perspectives to understand the root causes of their low digital engagement. Expanding the research scope to include a larger, cross-university sample would also provide a more comprehensive understanding of blended learning challenges on a national scale.

In conclusion, the integration of Moodle at the University of Ahmed Zabana represents a significant and commendable step toward modernizing EFL instruction. However, this study proves that realizing the full potential of blended learning requires much more than simply installing a Learning Management System. It demands reliable infrastructure, continuous pedagogical training, and a fundamental cultural shift in how both teachers and students approach digital education. By addressing the barriers identified in this study, the department can successfully transform Moodle from a static repository into a dynamic, interactive catalyst for language acquisition.

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Appendix A: Research Instrument - Investigating Teachers' Perceptions of Moodle-Based EFL Lessons

Dear Teachers,

You are invited to participate in a research study entitled "Exploring Teachers' Experiences with Moodle-Supported EFL Lessons: A Case Study of the Department of English at University Ahmed Zabana, Relizane." This questionnaire aims to explore teachers' perspectives on the factors that facilitate or hinder the effective use of Moodle in EFL teaching. All responses are confidential and will be used exclusively for academic research purposes. Thank you for your valuable contribution.

Section I: Background Information

1. Gender: ☐ Male ☐ Female ☐ Other: _____
2. Years of teaching experience: ☐ 1–5 ☐ 6–10 ☐ 11–15 ☐ 16+
3. Level(s) taught this year: ☐ L1 ☐ L2 ☐ L3 ☐ M1 ☐ M2
4. The modules taught this year: _____
5. Professional Status: ☐ Full-time teacher ☐ Part-time teacher on contract ☐ PhD student
6. I have access to the Moodle platform: ☐ Yes ☐ No
7. Years of experience using Moodle: ☐ Less than 1 year ☐ 1–3 years ☐ More than 3 years
8. How would you rate your digital competence? ☐ High ☐ Moderate ☐ Low

Section II: Teachers' Perceptions of Moodle Integration

1. Have you received formal training on Moodle? ☐ Yes ☐ No

For the following statements, please check the box that best matches your opinion:

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

2. I have received sufficient training to use Moodle effectively.
3. Technical problems hinder my implementation of Moodle.
4. Moodle lessons greatly support the lessons I teach in the classroom.

5. Moodle is useful in assessment and feedback practices.
6. Designing Moodle-based activities requires significant time and effort.
7. Low student engagement limits the effectiveness of Moodle.
8. My previous experience with technology facilitates my use of Moodle.
9. I feel confident using Moodle in my teaching practice.

Section III: Open-Ended Questions

1. How would you describe your overall experience with Moodle in EFL teaching?
2. Has your perception of Moodle changed over time? If so, how?
3. From your experience, what are the main factors that facilitate effective Moodle implementation in EFL teaching?
4. What challenges do you face when using Moodle in your teaching practice?
5. How do you use Moodle to deliver course content, assess students, and provide feedback?
6. How do you promote interaction and communication with students through Moodle?
7. What recommendations would you propose to improve Moodle integration in lesson delivery?