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Factors Influencing the Adoption and Utilization of LMS Moodle Activities within the Department of English Language and Literature – University of Saida

Mohamed Hadji (mohamedhadji1983@gmail.com)
Department of English Language and Literature, University of Dr. Moulay Tahar, Saida-Algeria
Djamel Benadla (dbenadla@yahoo.com)
Department of English Language and Literature, University of Dr. Moulay Tahar, Saida-Algeria

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Abstract: *The recent surge in e-learning, driven by the Covid-19 pandemic, has led to increased scrutiny of Learning Management System (LMS) platforms by university educators. Despite the expanding literature, a significant gap persists in understanding the underutilization of LMS Moodle activities within the English Language and Literature (ELL) department at the University of Dr. Moulay Tahar, Saida. This study aims to address this gap by investigating the factors influencing the adoption and usage of these activities. Using a mixed methods approach, quantitative data were initially collected to identify specific LMS Moodle activities used by ELL teachers, followed by qualitative analysis to explore adoption factors. The sample included 14 out of 40 departmental teachers, utilizing performance checklists and open-ended questionnaires for data collection. Findings revealed several factors influencing adoption, including technical proficiency, pedagogical beliefs, and institutional support. By illuminating LMS Moodle utilization dynamics in ELL education, this research aims to provide practical insights for educators and administrators, emphasizing the need to raise awareness among LMS Moodle managers about potential technical challenges to enhance the e-learning environment.*

Keywords: E-Learning Environment, ELL, ELT, ICT, LMS Moodle, OECD, TAM

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1. Introduction

The outbreak of the Covid-19 pandemic has precipitated an unprecedented surge in e-learning, compelling educators worldwide to embrace digital platforms for remote instruction. Amidst this transition, Learning Management System (LMS) platforms have emerged as essential tools for organizing and delivering educational content. However, despite the growing body of literature on e-learning, there exists a notable gap in understanding the underutilization of specific LMS features, particularly within specialized academic departments. This gap is particularly evident in the English Language and Literature (ELL) department at the University of Dr. Moulay Tahar – Saida, where the adoption of LMS Moodle activities appears to be less than optimal.

To address this gap and contribute to the understanding of e-learning practices within specialized academic contexts, this study seeks to investigate the factors influencing the adoption and utilization of LMS Moodle activities within the ELL department. By employing a mixed methods approach, this research endeavors to collect both quantitative and qualitative data to comprehensively examine the dynamics of LMS Moodle usage among ELL teachers.

The research questions guiding this study include:

1. What specific LMS Moodle activities do ELL teachers at the University of Dr. Moulay Tahar – Saida, employ?
2. What factors influence the adoption and utilization of these activities within the ELL department?

Through quantitative data collection methods, including performance checklists, this study aims to identify the specific LMS Moodle activities utilized by ELL teachers. Subsequently, qualitative analysis, facilitated through open-ended questionnaires, will explore the adoption factors shaping their usage.

This study hypothesizes that factors such as technical proficiency, pedagogical beliefs, and institutional support significantly influence the adoption and utilization of LMS Moodle activities within the ELL department. By investigating these factors, the study seeks to provide practical insights for educators and administrators to enhance the effectiveness of e-learning initiatives within the department.

Ultimately, this research aims to contribute to the broader understanding of e-learning practices and their application within specialized academic contexts. By shedding light on the dynamics of LMS Moodle utilization in ELL education, the study endeavors to inform strategies for improving the overall e-learning environment and fostering educational innovation in the digital age.

Progressing e-learning methodologies have responded to the evolving needs of learners over time. For instance, the Organization for Economic Co-operation and Development (OECD) conducted a study offering a framework to tailor educational responses to the COVID-19 Pandemic. This framework stems from an analysis of a survey encompassing 330 respondents from 98 countries. The survey delineates 23 pivotal aspects aiding governments in pinpointing optimal practices for integration into e-learning. These aspects encompass: discerning the individual requirements of teachers and students (such as facilitating skill acquisition in utilizing new technologies and ensuring accessibility for individuals with disabilities), providing technical assistance throughout the learning process (via web resources, academic broadcasts, printing devices, distance learning platforms, etc.), offering social and vocational services for students, and fostering communication channels between universities, businesses, and students (Reimers and Schleicher, 2020).

E-learning, as defined by the Organization for Economic Co-operation and Development (OECD) (2016, 2005), encompasses the use of information and communication technologies (ICT) in educational processes to enrich and empower learning experiences within higher education institutions. It involves the integration of electronic media and devices to augment traditional teaching methods, thereby acting as a catalyst for transformative educational processes. Additionally, Krishnan and Hussin (2017) and Rhema (2013) describe e-learning as a teaching method that employs electronic media to enhance training, communication, interaction, and the adoption of novel learning approaches. Conversely, Wentling et al. (2000) characterize e-learning as reliant on computers and networks to disseminate information and education globally. Various perspectives, including distributed learning, distance learning, and hybrid learning, contribute to the multifaceted nature of e-learning (Maltz, Deblois, & EDUCAUSE Current Issues Committee, 2005).

The Learning Management System (LMS) Moodle is somewhat distant learning supported with digital devices to sustain the continuous learning process when academic teaching needs to fill its gaps or provide extra information at anytime and anywhere. Particularly the University of Dr. Moulay Tahar – Saida, Algeria, implemented the LMS Moodle until the aftermaths of outbreak of the Covid-19 pandemic appeared, so that continuity in effective learning across faculties and departments will be certain, notably within the English Language and Literature (ELL) department. This platform served as a crucial resource in overcoming the educational challenges posed by the pandemic throughout the academic year of 2019-2020.

According to the Moodle website, an activity within a Moodle course encompasses a variety of features, typically involving student interaction with both peers and instructors. In Moodle terminology, an Activity, such as Forums or Quizzes, denotes elements where students directly contribute, contrasting with Resources like Files or Pages provided by teachers. However, the term "activity" is typically used informally to encompass both Activities and Resources collectively. The standard Moodle offers 15 distinct types of activities, accessible when editing is enabled and the "Add an activity or resource" link is selected. These activities range from Assignments for grading student submissions to Tools like BigBlueButton for live video conferencing, Chat for synchronous discussions, and Choice for multiple response queries. Other activities include Database for maintaining records, Feedback for conducting surveys, Forum for asynchronous discussions, Glossary for defining terms, H5P for interactive content, Lesson for flexible content delivery, LTI External tool for accessing external resources, Quiz for test creation and auto-marking, SCORM for including SCORM packages, Survey for data collection, Wiki for collaborative editing, and Workshop for peer assessment.

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In 1989, Davis formulated the Technology Acceptance Model (TAM), building upon Fishbein and Ajzen's Theory of Reasoned Action (TRA), as noted by Abdullah and Ward in 2016. TAM suggests that people's inclination towards using technology is formed by their perception of its usefulness and ease of use (Davis, 1989). Usefulness perception pertains to how much an individual believes that employing a particular system would improve their job performance, whereas ease of use perception refers to the level of effort one thinks would be required in using the system (Davis, 1989: 320). Although TAM has gained widespread adoption in e-learning acceptance studies, as recognized by several scholars (Al-Emran et al., 2018; Althunibat, 2015), it is acknowledged that factors other than usefulness and ease of use may influence technology acceptance. For instance, Moon and Kim (2001) suggested that perceived enjoyment could be a significant factor alongside usefulness and ease of use in anticipating learners' technology acceptance.

Numerous studies have employed the UTAUT model to assess how technology is adopted and employed. Derived from the Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), and TAM, the UTAUT model integrates performance expectancy, social influence, effort expectancy, and facilitating factors. Moreover, age, voluntariness, and prior experiences are viewed as moderating factors that affect technology acceptance and usage within this framework. As per Venkatesh et al. (2003), performance expectancy reflects individuals' beliefs in the professional benefits of a specific information system or technology, social influence concerns the impact of significant others on technology adoption, effort expectancy relates to the perceived ease of using a technology or system, and facilitating conditions encompass perceptions of technical and organizational support for technology utilization. Consequently, the UTAUT model evolved into UTAUT2, introducing three more determinants: hedonic motivation, price value, and habit (Venkatesh, Thong & Xu, 2012). Hedonic motivation denotes the pleasure or enjoyment derived from technology use, price value pertains to the cost associated with technology usage, and habit refers to the automatic utilization of technology acquired through repeated use and learning over time.

Factors influencing the use and adoption of LMS Moodle activities are identified based on the new adopted model of UTAUT2 (that whose constructs are compiled from the TAM and UTAUT models). The research model described in Figure 1, promoted and embodied constructs from TAM, UTAUT2 and the DeLone and McLean models. It was synthesized and designed by (Hamadi M & Mbelwa J, 2022) from the constructs of Technology Acceptance Model (TAM), Unified Theory of Acceptance and Use of Technology (UTAUT) and the DeLone and McLean models. The model constructs shown in Figure 1 are described below.

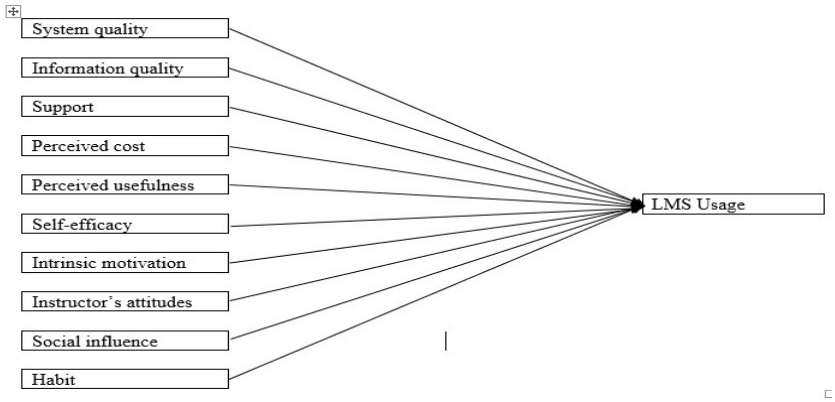

Figure 1: The Model Constructs of UTAUT 2

These factors that influence the use of LMS technology are as follows:

- **The Quality of System:** In this context, the term "system quality" refers to the extent to which the teachers are satisfied with the LMS's ability to perform essential functions. Criteria such as flexibility, availability, quick response, usability, manageability, and user-friendliness assist as benchmarks for evaluating the quality of the LMS (DeLone & McLean 2003).

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- **The Quality of the Information:** It is a report completed by the teachers using the LMS. The characteristics of the quality of information are measured by accuracy, relevance, completeness, understandability, and relevance (DeLone & McLean 2003; Swaid & Wigand 2009).
- **Instructor Support:** It denotes the assistance provided to the teachers utilizing the LMS for their students. It is the way through which teachers receive both organizational support and technical support to ascertain that they use the LMS (Wang & Wang 2009).
- **Perceived Cost:** If the institutions bear the expenses of adopting and using the technology, it is proposed that teachers will use it for their teaching purposes. As an instance, Tarus, Gichoya, and Muumbo (2015), discovered that budget restrictions hampered Kenyan public university professors from adoption and use the LMS.
- **Perceived Usefulness:** The extent to which a teacher believes that utilizing an LMS will facilitate his or her teaching activities is denoted as perceived utility. teachers are more motivated to use the LMS if they think it is more useful.
- **Intrinsic Motivation:** It denotes the perceived interest and pleasure that an teacher feels the time he/she is utilizing the system. This stimulus is vital in shaping the decision of whether the LMS is used (Davis 1989).
- **Instructor Attitude:** This is a set of emotions that inspire a teacher to take a decision to utilize the system. These reactions can either be advantageous or disagreeable depending on the way how the system is used (Davis 1989) .
- **The Social Influence:** The extent to which a teacher believes that other noteworthy and dominant teachers should use the LMS is denoted as social influence (Venkatesh et al. 2012).
- **The habit:** The term “teachers’ habit" denotes the unconscious actions that teachers have when utilizing an LMS. Habit has been initiated to be an indispensable variable in defining the behavioral intention to use technology. In prior studies (Venkatesh et al. 2012).
- **Teacher’s Self-efficacy:** In this area of study, teacher’s self-efficacy denotes the ability to integrate technology; as, LMS into teaching and hereafter it has a significant influence on use (Lee & Lee 2014).

2. Methods

The justification for the research design in this study lies in its comprehensive approach to understanding the factors influencing the utilization of the LMS Moodle platform among teachers within the ELL department. By employing a mixed-method sequential explanatory design, the study combines the strengths of both quantitative and qualitative methods to provide a holistic view of the research problem. Drawing from established theoretical frameworks such as the Technology Acceptance Model (TAM) and UTAUT2, the research design ensures a solid theoretical foundation for the study. By focusing on the construct of actual usage of the LMS Moodle platform, the research design addresses a specific and relevant aspect of technology utilization in an educational context. The use of quantitative data collected through a performance checklist analyzed with statistical software SPSS v26 allows for the identification of patterns, trends, and correlations in the data. This quantitative analysis provides valuable insights into the factors influencing the utilization of the LMS Moodle platform among ELL teachers. Additionally, the collection of qualitative data through a questionnaire administered via email adds depth and richness to the study by capturing the perspectives, experiences, and insights of the ELL teachers. The qualitative analysis complements the quantitative findings and helps to provide a more comprehensive understanding of the factors influencing LMS Moodle platform utilization. Overall, the mixed-method sequential explanatory design in this study is justified as it allows for a nuanced exploration of the research problem, drawing on both quantitative and qualitative data to provide a comprehensive and insightful analysis of the factors influencing the utilization of the LMS Moodle platform among teachers within the ELL department.

The performance checklist, comprising five sections, utilized a binary scale (Yes/No) to assess the adoption and utilization of LMS Moodle features. Sections A-E covered demographic details of ELL teachers and various activities on the platform, including assignment, communication, collaboration, assessment, survey, and interactive content delivery. Following checklist data collection, a qualitative questionnaire featuring four open-

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ended questions was designed to explore factors influencing the adoption and usage of specific LMS Moodle activities.

This introduction provides an overview of the literature on e-learning and the LMS Moodle platform, followed by a description of the research design and data collection instruments employed in the study.

Sections	Item
A. Demographic details	Gender
	Specialty
	Age
B. Assignment activities	Assignment
	File
	Folder
C. Communication and collaboration activities	Chat
	Forum
	Glossary
	Wiki
	Workshop
D. Assessment and survey activities	Multiple choice
	Quiz
	Survey
E. Interactive delivery of content activities	Lesson
	ScorM

Table 1: Sections addressing the main research questions

The study sample comprised 14 teachers out of 41, randomly selected from the English Language and Literature department at the University of Dr. Moulay Tahar – Saida, who subscribed to the LMS Moodle platform for the first semester of the 2023/2024 academic year. Among the sample, 21.4% were male and 78.6% were female. Regarding specialty, 85.7% of teachers were specialized in didactics, while 14.3% were specialized in literature and civilization. Age distribution showed 2 teachers aged between 20 and 29, 5 teachers aged between 30 and 39, 6 teachers aged between 40 and 49, and only one teacher over 50.

Descriptive analysis using Statistical Package for Social Sciences (SPSS v26) was employed to assess the adoption and utilization of LMS Moodle activities by ELL teachers across sections A, B, C, D, and E. A performance checklist was utilized to observe whether teachers employed these activities, with responses summarized and organized into percentages and graphs. Qualitative data on factors contributing to the underutilization of LMS Moodle activities were collected, analyzed, summarized, and categorized according to research propositions.

During the first semester of the 2023/2024 academic year, the researcher designed a performance checklist based on the TAM model variable – the actual use of technology – encompassing activities integrated into the LMS Moodle platform in the ELL department at the University of Dr. Tahar Moulay, Saida. Subsequently, 14 copies of the performance checklist were printed to observe the adoption and use of LMS Moodle activities during English language and literature teaching. Following data collection and analysis, a qualitative questionnaire was designed to explore factors influencing the adoption and utilization of LMS Moodle activities.

3. Findings

Section	Code	Item	Percentage
A.	**D1**	Gender	
		Females	78.6%
		Males	21.4%
	D2	Specialty	

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		Didactics	85.7%
		Literature & Civilization	14.3%
D3		Age	
		20-29	14.28%
		30-39	35.72%
		40-49	42.85%
		Over 50	7.15%
N= 14			

Table 2: Demographic information of Respondents

14 participants were involved in the study, with the majority being female (78.6%). The majority of teachers were specialized in didactics, and most fell within the age range of 30 to 49 (78.57%).

Assignment		File		Folder	
No	Yes	No	Yes	No	Yes
80,8%	19,2%	88,5%	11,5%	96,2%	3,8%

Table 3: The LMS Moodle activities of assignment utilized by ELL teachers

Overall, ELL teachers' utilization of LMS Moodle assignment activities was minimal, with averages of 80.8% for assignment, 88.5% for files, and 96.2% for folders, indicating limited adoption.

Chat		Forum		Glossary		Wiki		Workshop	
No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
100,0%	0%	96,2%	3,8%	100,0%	0%	88,5%	11,5%	100,0%	0%

Table 4: The LMS Moodle activities of communication and collaboration utilized by ELL teachers

Overall, ELL teachers' adoption and utilization of communication and collaboration activities are approximately absent. There is no performance of these activities for chatting with average of 0% of users. There is nearly a very little performance of forum with an average of 3.8%. No performance of creating glossary and a few ELL teachers utilized wiki activity with an average of 11.5%. On the hand, workshops are not adopted or employed by ELL teachers in the department with an average of no users at all.

Multiple Choice		Quiz		Survey	
No	Yes	No	Yes	No	Yes
100,0 %	0%	100,0%	0%	100,0%	0%

Table 5: The LMS Moodle activities of assessment and survey utilized by ELL teachers

In general, ELL teachers' adoption and utilization of assessment and survey activities are completely absent. There is no performance of these activities for multiple choices with average of 0% of users. There is no usage of quiz activity with any users. No performance of creating survey to ELL students.

Multiple Choice		Quiz		Survey	
No	Yes	No	Yes	No	Yes
100,0 %	0%	100,0%	0%	100,0%	0%

Table 6: The LMS Moodle activities of interactive delivery of content utilized by ELL teachers

ELL teachers' adoption and utilization of assessment and survey activities are completely absent. There is no performance of these activities for multiple choices with average of 0% of users. There is no usage of quiz activity with any users. No performance of creating survey to ELL students.

Lesson		ScorM	
No	Yes	No	Yes
7,7%	92,3%	100,0%	0,0%

Table 7: The LMS Moodle activities of interactive delivery of content utilized by ELL teachers

Almost all ELL teachers perform ELL teachers' adoption and utilization of activities of interactive delivery of content when they create lessons with an average of 92.3% of users, however, there is a complete absence of users for ScorM activity.

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Factors related to assignment activities on LMS Moodle	Frequent
Lack of Training of ELL teachers	5
lack of ICT tools	2
Problem of access	3
Short time to learn about LMS	2
Extra workload	1
Limited access to resources	1
resistance to change	1
technical problems	1
Technical incompetence of ELL students	2
Time consuming	1
Lack of authenticity of LMS Moodle	1
ELL students' neglect	1
LMS Moodle is not trustworthy	1

Table 8: Factors influencing the LMS Moodle activities of assignment utilized by ELL teachers

The factors affecting the ELL teachers from performing the assignment activities on LMS Moodle are extra workload of ELL teachers, limited access to teaching resources, resistance to change to be familiarized with the technology of LMS Moodle, technical problems, time consuming, lack of authenticity, ELL students' neglect, and LMS Moodle is not trustworthy. These problems are serious than the following which are considered to ELL teachers as more serious as lack of training of ELL teachers, problem of accessing LMS Moodle activities, lack of ICT tools and inadequate time to learn the skills of manipulating LMS Moodle assignment activities.

Factors and LMS Moodle activities of communication and collaboration	Frequency
Problem of access	3
Lazy ELL students	1
ELL teacher's workload	1
Problem of internet connection	1
Technical problems	1
Lack of ELL teacher's training	1
Lack of training of ELL students	2
incompatibility of LMS Moodle to some browser	2
Time consuming	1
Timetable inconvenient to ELL students' homeworks	1
ELL students' neglect	3

Table 9: Factors influencing the LMS Moodle activities of communication and collaboration utilized by ELL teachers

The factors impeding the ELL teachers from performing the communication and collaboration activities on LMS Moodle are laziness of ELL students, ELL teachers' workload, problem of internet connection, technical problems, lack of ELL teachers' training related to these activities, time consuming and timetable of ELL students' and teachers' and their homeworks are congruent. These factors are considered as secondary; however, the primary factors are problem of access to LMS Moodle, lack of training of ELL students, incompatibility of LMS Moodle activities to some internet browsers, and ELL students' neglect.

Factors and LMS Moodle activities of assessment and survey	Frequency
Technical problem	3
Plagiarism	4
Lack of teachers' training	2
Problem of access	2
Laziness of students	2
Lack of ELL students' training	2

Table 10: Factors influencing the LMS Moodle activities of assessment and survey utilized by ELL teachers

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The factors impacting the ELL teachers from adoption and utilization of the assessment and survey activities on LMS Moodle are ELL students are prone to the use of plagiarism when they are assigned to homeworks or surveys, technical problems, lack of teachers' training in this field, problem of accessing LMS Moodle activities, laziness of ELL students that decrease the teachers' motivation towards creativity, and also ELL students' lack training in the field of performing tasks and activities on LMS Moodle.

Factors and LMS Moodle activities of interactive delivery of content	Frequency
Lack of training	8
Time constraints	2
Resistance to change	1
Authority	2
Usefulness	1

Table 11 Factors influencing the LMS Moodle activities of interactive delivery of content utilized by ELL teachers

The factors influencing the ELL teachers from adoption and utilization of the interactive delivery of content activities on LMS Moodle is number one the lack of training and then time constraints and administrative authority. Another factor goes beyond the resistance of ELL teachers to transit from face-to-face teaching habit to online- teaching habit. Only an ELL teacher that she stated adopting and utilizing scorM and IMS packages as well as OPAL to design her lessons.

4. Discussion

This study delved into the examination of LMS Moodle activities carried out by ELL teachers within their department at the University of Dr. Tahar Moulay, aiming to elucidate the factors influencing their adoption and utilization of these activities. It was shown that, concerning the adoption and utilization of LMS Moodle activities such as assignments, file management, and folder organization, they are significantly underutilized due to various factors. Among these, several are associated with instructor support, including issues such as limited access, insufficient training for ELL teachers, inadequate ICT resources, and restricted access to materials, technical glitches, and technical proficiency challenges among ELL students, absence of authentic LMS Moodle tools, and concerns regarding the reliability of the platform. This aspect is closely attached to system quality, which reflects the teachers' satisfaction with the LMS's capabilities to fulfill essential functions. Flexibility, availability, prompt responsiveness, user-friendliness, and ease of use are key indicators utilized to gauge LMS quality (DeLone & McLean, 2003). Notably, a strong correlation exists between system quality and system use, indicating that enhanced convenience, utilization, and ease of use of the LMS are likely to drive higher adoption and utilization rates among teachers (Alshare, Freeze, Lane & Wen, 2011; Mtebe & Raisamo, 2014a; Wixom & Watson, 2001).

Instructor support encompasses the encouragement and resources provided to teachers utilizing the LMS for instructional purposes. Organizational support plays a crucial role in ensuring LMS utilization, including the provision of ICT facilities, specialized technical support, and instructional design expertise (Al-Busaidi & Al-Shihi, 2010). Reactiveness, reliability, and certainty are key metrics used to evaluate instructor support (DeLone & McLean, 2003). Additionally, the intrinsic motivation of teachers, reflecting their perceived interest and enjoyment in using the system, significantly influences LMS utilization (Davis, 1989). Conversely, among ELL students, a lack of motivation and disinterest in utilizing LMS Moodle adversely influences the performance of ELL teachers. Studies in regions like East China have similarly highlighted the crucial influence of intrinsic motivation on students' intentions to utilize technology-enhanced learning platforms (Sun & Gao, 2019).

Regarding the adoption and utilization of communication and collaboration activities within LMS Moodle, a significant portion of ELL teachers refrain from employing features such as chat functions, forums, glossaries, wikis, and workshops. Again, this reluctance can be attributed to various factors, predominantly related to instructor support, including difficulties in accessing LMS activities, internet connectivity issues, technical challenges at the university's system management level, inadequate training for both ELL teachers and students, browser compatibility issues, and mismatches between teaching schedules and students' homework

requirements. Wang & Wang (2009) emphasize the importance of organizational and technical support in facilitating LMS utilization, underscoring the need for adequate ICT infrastructure and expert assistance. Intrinsic motivation remains a critical factor, influencing teachers' willingness to engage with the LMS (Davis, 1989). Moreover, factors such as student apathy and time constraints further contribute to the underperformance of ELL teachers in utilizing communication and collaboration tools within LMS Moodle.

In the realm of assessment and survey activities within LMS Moodle, ELL teachers due to various factors underutilize features like quizzes and surveys. Information quality issues, technical glitches within LMS Moodle activities, and concerns regarding plagiarism detection in student submissions contribute to this underutilization. Coates, James, & Baldwin (2005) highlight the importance of LMS functionalities in facilitating effective assessment and progress tracking, emphasizing the immediate impact of information quality on LMS utilization. Consistent with these findings, technical challenges, lack of adequate training for teachers and students, and student apathy emerge as significant barriers hindering ELL teachers from effectively utilizing assessment and survey features within LMS Moodle.

Regarding the interactive delivery of content activities within LMS Moodle, several factors related to teacher support impede their effective utilization. These include insufficient training for ELL teachers, time constraints, and administrative constraints. Wang & Wang (2009) stress the role of support services in ensuring proper LMS utilization, emphasizing the need for organizational and technical assistance. Additionally, resistance among ELL teachers to transition from traditional face-to-face teaching to online teaching methods poses a significant obstacle. However, instances of successful adoption, such as one teacher utilizing scorM and IMS packages, underscore the importance of self-efficacy in integrating technology like LMS into instruction (Lee & Lee, 2014).

5. Conclusion

In summary, this study reveals that ELL teachers at the University of Dr. Tahar Moulay underutilize LMS Moodle activities due to various challenges, including limited instructor support, technical issues, and concerns about system reliability. Effective utilization hinges on factors such as system quality, instructor support, and intrinsic motivation. Addressing these barriers, including providing adequate training and support, is crucial for enhancing engagement and effectiveness in utilizing LMS Moodle activities among ELL teachers.

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APPENDIX

The complete data and analysis for this study gathered through Google Forms (Questionnaire) from ELL teachers is available at:
https://docs.google.com/spreadsheets/d/1oMLfRyBvLJVJHmV9CyV9UttxXSCL0dCGfii56nmtMs4/edit?usp=sharing