SỬ DỤNG HỆ THỐNG QUẢN LÝ HỌC TẬP TRONG HỌC TIẾNG ANH SAU ĐẠI DỊCH COVID-19: QUAN ĐIỂM SINH VIÊN TRƯỜNG ĐẠI HỌC LẠC HỒNG

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TÓM TẮT

Sử dụng hệ thống quản lý học tập (LMS) hay học tập từ xa đóng vai trò quan trọng trong quá trình dạy và học trong thời kỳ đại dịch COVID-19. Các trường đại học ở Việt Nam, đơn cử Trường Đại học Lạc Hồng (LHU), đã sử dụng một số hệ thống LMS trên nền tảng Moodle để hỗ trợ giảng viên và sinh viên. Bên cạnh các ứng dụng phổ biến, LHU đã triển khai sử dụng hệ thống LMS trên nền tảng Moodle, còn gọi là LEARN. Tuy nhiên, sử dụng LEARN thỉnh thoảng gặp một số vấn đề. Liệu rằng LEARN vẫn duy trì vai trò sau đại dịch hay không? Bài viết kiểm tra ý kiến sinh viên về sử dụng LEARN như công cụ trực tuyến hỗ trợ học tiếng Anh. 191 sinh viên tham gia trả lời bảng câu hỏi trực tuyến về sử dụng LEARN khi học tiếng Anh. Kết quả cho thấy sinh viên nhận thức tích cực về LEARN. Tuy vậy, tồn tại một số vấn đề về kết nối mạng và kỹ thuật, do đó các giải pháp thiết thực được đưa ra: mua thêm thiết bị phát sóng wifi để cải thiện vấn đề kết nối internet và tổ chức tập huấn online hoặc tải video hỗ trợ sinh viên, đặc biệt sinh viên năm nhất và năm hai giải quyết các vấn đề kỹ thuật gặp phải khi sử dụng trang LEARN.

THE USE OF LHU'S LEARNING MANAGEMENT SYSTEM IN LEARNING ENGLISH AFTER COVID-19 PANDEMIC: STUDENTS' VOICE

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ABSTRACT

The use of learning management systems (LMS) or remote learning has become more important in the teaching and learning process during the COVID-19 pandemic. Universities in Vietnam, such as Lac Hong University (LHU), have used several Moodle-based LMSs to support teachers and students. In addition to other popular learning and teaching technologies, LHU has been employing Moodle-based LMS, www.learn.lhu.edu.vn, also known as LEARN. However, using LEARN occasionally ran into issues. Has LEARN continued to emphasize its role afther the pandemic? The article examines the students' attitude to use LEARN as an online learning tool in studying English. Online questionnaires about how to use LEARN in learning English were posed to 191 students. Their favorable perceptions about learning English using Moodle (LEARN) are presented in the findings. However, there are still some clear drawbacks to utilizing Moodle for English education, such as network and technological issues that were also covered in the report. Then some practical suggestions for such issues have been presented: purchasing more wifi routers to improve internet connectivity and scheduling online workshops or upload videos on resolving technical problems students, especially freshmen and sophomores encounter while using LEARN.

Available online at: https://js.lhu.edu.vn/index.php/lachong.

1. INTRODUCTION

Technology is quickly proving to be a valuable tool for both foreign language teachers and students. English language teachers have used a variety of online resources, including video clips, music, pictures, quizzes, and other materials for more effective foreign language instruction, and students benefit technologically from every aspect of their learning in order to achieve better academic performance. Given the requirement for emergency remote learning during the pandemic, information and communication technology (ICT) utilization is undoubtedly a crucial component of teaching and learning. According to Munasinghe and Wijewardana (2016), LMS, one type of ICT-based learning platform, are effective for helping students comprehend the material and promote learning. Additionally, LMS offers a variety of tools for students, including file-sharing capabilities, a chat room for discussion, a calendar, and the ability to manage learning activities and experiences. Teachers have used a variety of LMS platforms to support their online courses. In addition to Blackboards, Canvas, and Brightspace, Moodle-based LMS is regarded as the most well-liked teaching and learning tool. Because it offers a free open-source platform, educational institutions all over the world, including Vietnam, use it extensively (Berg & Lu, 2014). Throughout and after the COVID-19, the Moodle-based LMS (LEARN) at LHU has highlighted its function as a useful online learning tool. The purpose of this research is to look into how LHU students feel about utilizing LEARN and discover some issues they have with learning English via LEARN after the COVID-19. The other sections of the paper contain relevant research on the benefits of utilizing an LMS built on Moodle for teaching and learning, earlier research on the use of LMS for teaching and learning English, the function of LEARN at LHU, methodology, and finally, results are also examined and addressed with practical recommendations.

2. CONTENT

2.1 The role and use of Moodle-based LMS in English teaching and learning

A software program called Moodle (Modular Object-Oriented Dynamic Learning Environment), which is available without charge under the terms of the GNU General Public License (Brandl, 2005), helps teachers create online courses with opportunities for dynamic interaction. A course management system called Moodle was developed to assist the educational system in developing efficient online learning (Subramanian et al., 2014).

As a social constructional approach to education, Moodle can help learners enrich the educational experiences in alternative ways (Brandl, 2005). Gogan et al. (2015) states that Moodle is a tool used for students to create popular dynamic online websites with a LMS based

platform. According to Zabolotniaia et al. (2020), the benefits of Moodle-based LMS have been described: creating new and sophisticated technological improvements for more feasible learning, organizing systems to exchange various international knowledge for practical experience, and developing higher education, especially in international cooperation for the effectiveness of international cooperation. The effectiveness of Moodle in Education has been reported. Accordingly, Costa et al. (2012) reported the use of Moodle in Portuguese University which is only intended for students who are already enrolled. The platform can be shared based on its use geographically (for chat or discussion forums) and functionally, that is, it is easy to process student assessments in the form of quiz scores and assignments on Moodle. Moreover, Badia et al. (2018) examined the teacher perspective in using Moodle and shows that using Moodle brings significant impact on teachers and students' connection.

In English language teaching (ELT), a variety of researchers have also reported the use of Moodle in their ELT practice. Rymanova et al. (2015) reported that the use of Moodle in ELT has provided the flexibility for the students to choose the learning activities by interest. Suppasetseree and Dennis (2010) reported the use of Moodle in Thailand among teachers, and the result claims that Moodle made their ELT better when uploading and sharing online learning materials for their students to practice after class. Jeong (2017) presented that the use of Moodle has been beneficial for teachers and students to facilitate a flipped classroom; therefore, it is successfully promoting student's English communicative ability and classroom interaction.

In terms of students' perspective in using Moodle, Suppasetseree and Dennis (2010) surveyed 213 students on using Moodle, the results displayed that the students had positive opinions toward learning English via Moodle. Alhothli (2015) reported the use of Moodle brings a positive impression from the students, staff and teachers, which were also strengthened by Gunduz and Ozcan (2017) in their study that the students are sufficiently perceive themselves and recognise benefits in using Moodle. Munasinghe and Wijewardana (2016) investigated the students' attitude towards the use of LMS in Sri Lankan Universities, and the results confirmed that the students had positive attitudes to use of LMS.

During the COVID-19 era, with the participants of 392 students from the Department of Integrated Science Education, the University of Education, Quansah and Essiam (2021) reported the students' acceptance of Moodle-based LMS as a convenient and user-friendly online platform. In addition, some researchers have discussed the use of Moodle as the key medium of teaching and learning English to meet the need of emergency remote learning. Alturki and Aldraiweesh

(2021) conducted an online survey of student LMS users King Saud University, and the findings showed the students' desire to use LMS with beneficial effects on learning as sustainable student engagement. Maulana and Lintangsari (2021) examined students' attitude toward the use Moodle-based LMS as indispensable and very effective tool in English learning and the results showed their positive attitude to the use of Moodle. The prior researches emphasised the effective and beneficial role of LMS in English language learning. However, after the COVID-19, when normal traditional classroom comes back, whether LMS has still been promoted and integrated in traditional teaching and learning is a concern.

2.2 The use of Moodle-based LMS (LEARN) at LHU

Learn.lhu.edu.vn (LEARN), designed by Center for Information and Documentation, has been acknowledged as an officially online learning resource at LHU. Via LEARN, lecturers can conduct structured lecture activities (upload learning materials, announcement, lectures, assignments, design various quizzes) provide scores and learning feedback while the system enables LHU students to use its features, including accessing learning materials, watching videos, completing assignments and quizzes, uploading their homework documents, and providing their learning feedback as well. The staff and managers of academic affairs are able to create online classes as required by lecturers, manage the number of online teaching and learning periods via LEARN.

It has worked effectively during COVID-19 pandemic. After providing their email, phone number, the staff code or user's name and logging in LEARN, lecturers can see all the courses on the left side of LEARN website, including course names, participants, badges, grades. For each course, they can enroll more students into the course, upload their resources, add or design activities. Before applying LEARN, there have been a number of workshops of guiding both lecturers and students in using LEARN and an official document in which outlined the specific guidelines for online teaching and learning in the context of COVID-19 has also been published. Accordingly, LEARN has been recognized as an official website for online instruction, and teachers of all courses are required to upload lectures there and continuously update their lecture every week and throughout the course of 15 weeks. Based on the effectiveness of their online lectures, which included the number of students participating in online lectures, their readiness to complete homework and assignments as assigned, and lecturers' marking results, lecturers were required to teach students at school for an additional 30, 50, or 70% of the time after the social distancing period.

Unquestionably, LEARN has been highlighted for its useful and successful role, particularly in English teaching and learning. On LEARN, English instructors can upload PowerPoint, Word documents, insert audio/video files, photographs, links, or even record audios; create different quizzes in the form of multiple choice, short answer, true or false, essay, drag and drop into text, embedded answers (cloze), choose missing words, and so on. Via the report, chart data, and grading summary, they can manage the learning course and monitor the progress of the students. Due to time restrictions that coincide with other urgent activities, they can even conduct lectures utilizing LEARN without interfering with the teaching schedule and without having trouble finding a replacement timetable. For learners, they can upload their assignments (word, pdf, image, link) with the under-5 MB capacity.

For managers of Training Department and academic affairs personnel, they have utilized LEARN as a tool to develop online courses, report the realities of online teaching and learning. However, there have been some disadvantages on LEARN. Despite the fact that the courses have been established, students cannot view them immediately on LEARN. Lecturers must click "turn on" function to edit or add new tasks or edit existing ones, add students to current courses by "enrolling users", or design a new assignment or quiz, which requires several steps. Overall, LEARN has met general requirements for both teachers, academic affairs staff and students. After COVID-19, online learning and teaching through LEARN has been still maintained for 30 percent of the whole semester for all courses. Any lectures and other resources, homework must be uploaded in advance if there are any online studying session. As a result, the study was conducted to in order to collect students 'opinion and further feedbacks on using LEARN in their English language courses.

2.3 Methodology

2.3.1 Research design

The research paper aims to explore the students' opinion about learning English via LEARN. The methodology adopted is both qualitative and quantitative methods with the purpose of looking for the practical use of LEARN in learning English. Problems they encounter on LEARN were presented and discussed, then feasible solutions were ananlysed and recommended.

2.3.2 Research questions

1. What are students' opinions toward English learning with Moodle (LEARN)?

2. What are differences between English majors and non-English majors in using Moodle-based LMS (LEARN)?

3. What are their challenges or issues do they encounter when learning English using Moodle (LEARN)?

2.3.3 Participants

191 LHU's students, both English majored and non-English majored, have participated an Google-form based survey. They are required to share their ideas on the use of LEARN in English learning.

2.3.4 Instruments

The research questionnaires applied in the study: items 1, 2, 3, 8, 9, 10, 11, 15, 16, 17, 18, 19 and 20 were adapted from questionnaire items 1, 2, 3, 14, 10, 13, 11, 15, 16, 17, 18, 19 and 20 respectively in the works of Suppasetseree and Dennis (2010) and the remaining items 4, 5, 6, 7, 12, 13 and 14 from questionnaire items 1, 11, 2, 8, 9, 5, 7 respectively in that of Maulana and Lintangsari (2021). The five Likert – scale questionnaires (1 for strongly disagree, 2 for disagree, 3 for Neutral, 4 for agree and 5 for strongly agree) comprises 20 items that asks LHU's students' attitude to their use of LEARN in learning English after COVID-19 pandemic. There is also one open-ended question in the questionnaires that aims to get students' feedback on what difficulties or problems they encounter while using LEARN in learning English. After the survey, the answers from questionnaires were analyzed to find out the problems, and practicable solutions were discussed.

2.4 Findings and discussion

The table 1 below presents their demographic data from 191 students taking part in the online survey. 105 of the respondents are English majors, and the remainder are non-English majors.

Table 1. *Demographic background of respondents*

Category	Sub-category	Percentage (%)	Total of respondents (N)
Major	English	54.7	105
	Non English	45.3	87

When asked how frequently they used LEARN for their English language learning, the results form Figure 1 shows that 52 (27.52 %) of the participants used LEARN very often, 116 (60,7%) often used it, and the remainder sometimes used it in their English language learning.
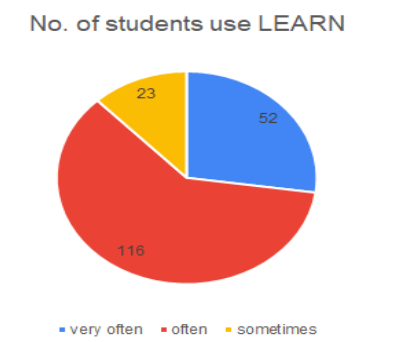
No. of students use LEARN

▪ very often ▪ often ▪ sometimes

Figure 1. *Students' frequency of using LEARN*

Question 1: What are students' opinions toward English learning with Moodle (LEARN) after COVID-19?

The questionnaire items with the six dimensions have reflected the students' attitude of the use of LEARN as an online learning tool. The findings of each specific dimension of questionnaire items are described and explained:
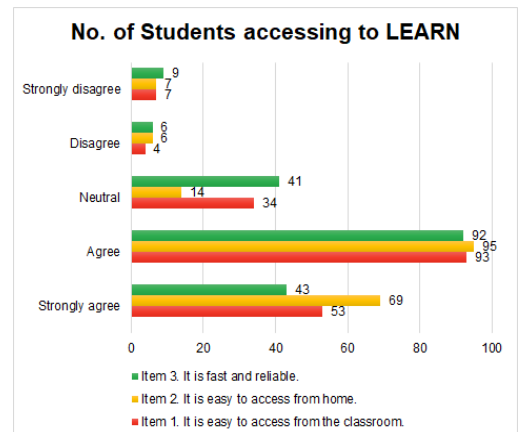
Access to LEARN (items 1, 2, 3)

No. of Students accessing to LEARN

▪ Item 3. It is fast and reliable.
▪ Item 2. It is easy to access from home.
▪ Item 1. It is easy to access from the classroom.

Figure 2. *Students' response to Access to LEARN*

When it comes to their capacity to access LEARN, 146 respondents strongly agreed or agreed that they had no trouble doing so while in class, whereas 165 said doing so while at home was considerably simpler. With a mean score of 3.9, more than 70% of all respondents thought the LEARN website was quick and dependable.
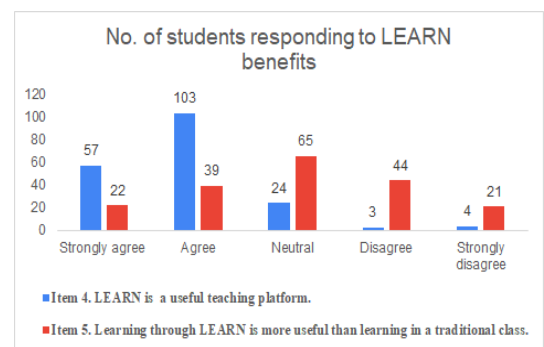
The benefits of using LEARN (Items 4, 5)

No. of students responding to LEARN benefits

▪ Item 4. LEARN is a useful teaching platform.
▪ Item 5. Learning through LEARN is more useful than learning in a traditional class.

Figure 3. *Students' response to benefits of LEARN*

Students' response to LEARN's benefits is displayed by items 4 and 5 (Figure 3). Item 4 described their response to "LEARN is a useful teaching platform". 160 of 191 students strongly agreed or agreed with the fact that LEARN is useful teaching website for learning English while 24 students' response was neutral and the rest disagreed or strong disagreed. Items 5 of students' opinion on the statement "Learning through LEARN is more useful than learning in a traditional class." received different responses. With the mean score of 3.1, 61 of 191 students strongly agreed or agreed, 65 students gave their

neutral response while 44 disagreed and 21 strongly disagreed. It can be concluded that LEARN is obviously a useful platform, but it cannot replace the traditional English classroom in which face-to-face learning and teaching take place.

Interaction & Communication (items 6, 7, 8)
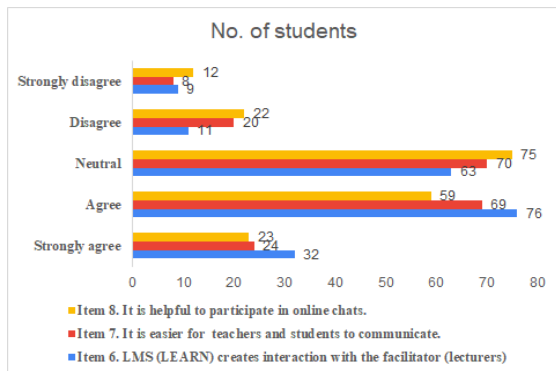
Figure 4. *Students' response to Interaction & Communication via LEARN*

Figure 4 shows the way of interaction or communication between teachers and students when learning English conducted on LEARN platform. 76 students agreed, and 32 students strongly agreed; 63 students gave a neutral opinion, 11 students disagreed, and 9 students strongly disagreed with the idea that LEARN can develop their interaction with lecturers. Item 7 talks about LEARN, which promotes communication between instructors and students. With the mean score of 3.4, 70 were neutral, 69 agreed that they felt easier, 24 the students strongly agreed to communicate with their teachers while 20 students disagreed and 8 remainders strongly disagreed with that. The value of taking part in online chats is mentioned in item 8. The mean score of 3.3 shows that students were neutral on that LEARN makes it helpful to chat online. From these results, it can be said that LEARN supports and interaction and communication between students and lecturers, but students did not prefer chatting on LEARN.

Resources & sharing materials on LEARN (items 9, 10, 11, 12)

Figure 5 shows students responses toward Items 9 to 12 which measure students' response to resources on LEARN where they can download, read online, watch videos, listen to audios, undertake quizzes, download or upload their homework assignments.

Only 6 students disagreed with this idea, and 7 strongly agreed, while 153 students said they would download or read online written course materials. The ability to watch audio and video materials from LEARN was endorsed by 152 students in item 10.

For item 11, they also demonstrated their positive attitude towards online quizzes and exercises on LEARN

in which 54 students strongly agreed, 103 students agreed, and 25 students were neutral.

Items 12 showed that 99 students agreed with the statement that LEARN makes it easy for students to download and upload their classwork and homework files, 53 students strongly agreed with the statement, 27 students were neutral, but only 9 students disagreed, and 3 students strongly disagreed with the statement.
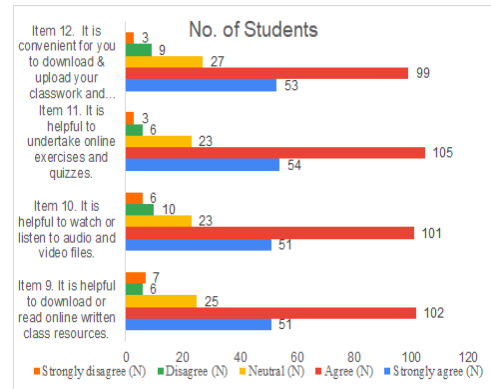
Figure 5. *Students' response to Resources on LEARN*

In general, it can be said that LEARN facilitates the sharing of online educational resources, the implementing of quizzes, and the downloading and uploading of student assignments.

**Support learning autonomy (items 13, 14)**
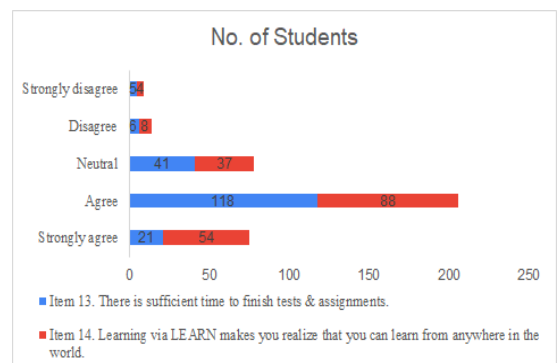
Figure 6. *Students' response to learning autonomy on LEARN*

The students' response toward LEARN can encourage learning item autonomy as described by the items 13 and 14. Item 13 presented the students' answer to the statement "There is sufficient time to finish tests and assignments.". The mean score of item 13 was 3.8. Accordingly, 118 students agreed that the time allotted for tests and assignments on LEARN is sufficient, 21 students strongly agreed, 41 students were neutral on the statement, 6 students disagreed, and 5 students strongly disagreed. Additionally, item 14 is about, how students can realize that they can learn from anywhere in the world via LEARN. The mean score of this item was 3.9. 88 students agree that learning through LEARN makes them realize that they can learn from anywhere in the world, 54 students strongly agree, 37 students are neutral with the statement, which was not supported by 8 students

disagreeing, and 4 students strongly disagreeing. In conclusion, LEARN provides adequate time for students to complete tests and assignments, and LEARN is also accepted as a learning tool that enables students to learn anywhere in the world.

Student self-reflection (Items 15, 16, 17, 18, 19, 20)
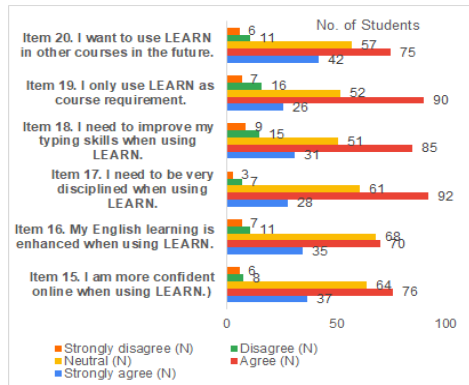
Figure 7. *Students' self-reflection on LEARN*

With a mean score of 3.7 for item 20 on the survey about students' self-reflection, 117 respondents said they would like to use LEARN in future classes, while 57 others were neutral. The use of LEARN, according to 103 students, improved their English learning. 120 students felt that they needed to improve their typing abilities in order to work more efficiently on the platform, while 105 students believed that they needed to be very disciplined to use LEARN. 116 students indicated that they only utilized the LEARN since it was a mandatory for their course. Students who took part in the survey generally agreed to use LEARN in the needed course as well as other courses in the future and understood that using LEARN requires them to be very diligent and develop their typing abilities.

Question 2: What are differences between English majors and non-English majors in using Moodle-based LMS (LEARN)?
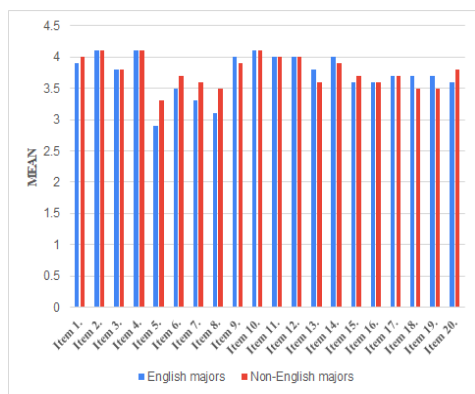
Figure 8. *The difference between English majors and non-English majors in using LEARN (mean score)*

Figure 8 presents the survey results (mean scores) related to students' different responses on using LEARN as an online learning tool among English majors and non-English majors. Accordingly, there is little difference in

their answers to six dimensions of using LEARN as an online tool for learning English. However, they showed different responses to items 5, 6, 7, 8, 13, 18, 19 and 20.

In terms of item 5 "Learning through LEARN is more useful than learning in a traditional class.", the mean score for English majors is 2.9 while that for non-English majors is 3.3. It can be explained that more English majors, rather than non-English majors did not consider that LEARN could replace a traditional class in their English courses.

Items 6, 7, and 8 asked opinions of both English major and non-majors about communication and interaction that LEARN can bring to both students and facilitators, with the mean scores of 3.5, 3.3, 3.1 for English majors' responses, in comparison with the mean scores of 3.7, 3.6, 3.5 for non-English majors, it can be said that English majors did not express their agreement with the useful functions of online chats or interactions that LEARN brought to them. At the same time, non-English majors recognized the interaction and communication with English teachers that LEARN create when they learn English on this platform.

Item 13 asks students if they think the time to do tests and assignments on LEARN are enough for them. The mean score for English majors is 3.8 while that for non-English majors is 3.6, which indicates the latter's need more time to finish their English tests and assignments via this learning tool.

Items 18,19, and 20 are about students' self-reflection on LEARN, asking whether they think it is necessary for them to improve their typing skills when using LEARN, their desire to use LEARN as an English course requirement and for other future courses. The mean scores of items 18,19, 20 are 3.7, 3.7, 3.6 for English majors and 3.5, 3.5, 3.8 for non-English majors. More English majors agree that they need to improve their typing ability, keep learning on the platform as a course requirement, but more non English majors express their wish to use this platform for other later courses.

To conclude, both English and non-English majors expressed their good attitude toward LEARN as an online learning tool for learning English and other courses in the future.

Question 3: What are their challenges or issues do they encounter when learning English using Moodle (LEARN)?

The followings are the most common challenges students encounter:

"The website loads slowly."

"It takes a long wait to access LEARN on my smartphone."

"The layout of LEARN seems inconvenient to operate and to submit assignments, there are a few cumbersome steps."

"LEARN often has some mistakes. Like, it can't recognize the correct answer if we just change the uppercase to lowercase and the same as the opposite case. Yet, I'm still impressed by LEARN, because some documents as well as assignments still help me a lot."

"It's hard to access, always having wrong answer because of wrong or no punctuation."

"I want to have a sample question and answer in every quiz on LEARN."

"Students need to learn how to use LEARN, sometimes I have to login again."

Among difficulties or problems via LEARN, generally, Internet connectivity and technical issues need solving immediately. Based on theoretical works of connections circle by Quaden, Ticotsky, Lyneis and Walker (2006), relationships among factors connected to the issue of improving Internet connectivity were reflected and analysed in Figure 9.

From Figure 9, various factors play a crucial role in determining the quality of Internet connectivity. Technological advancements serve as a foundation, driving innovation and improvements in internet infrastructure. These advancements directly influence the quality of devices available in the market, which in turn impact the overall internet experience.

How to improve Internet connectivity?
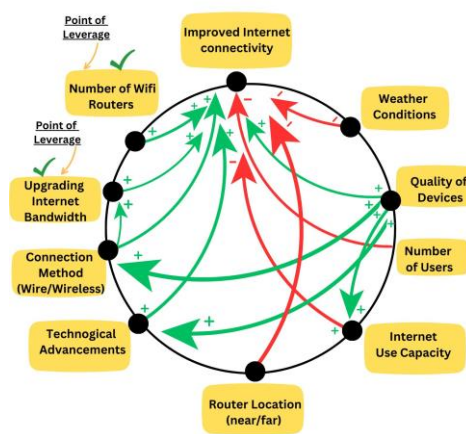
**Figure 9.** *Factors connected to Internet connection*

Furthermore, the devices' performance and capabilities are further influenced by the router location, as its placement affects signal strength and coverage. Additionally, the number of WIFI routers within an area also contributes to better connectivity, ensuring broader coverage and reduced congestion. Weather conditions, such as storms or interference from environmental factors, can introduce temporary disruptions. Furthermore, the

number of users simultaneously accessing the Internet, and the capacity of Internet use affect the overall network load. Finally, the connection method, whether wired or wireless, determines the efficiency and reliability of internet access. To address this, upgrading internet bandwidth and buying more WIFI routers becomes essential to accommodate the increasing demands. All these interconnected factors collectively contribute to establishing a solid foundation for better Internet connectivity.

Based on theoretical works by Kepner and Tregoe (1997) and Lopes, Clune and Andrews (2007), scenarios are created in order to explore a variety of possible futures before making choices about a preferred future for improving Internet connection.
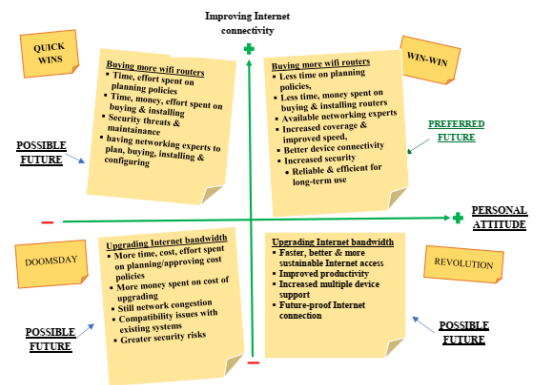
Figure 10. *Possible futures for better Internet connection*
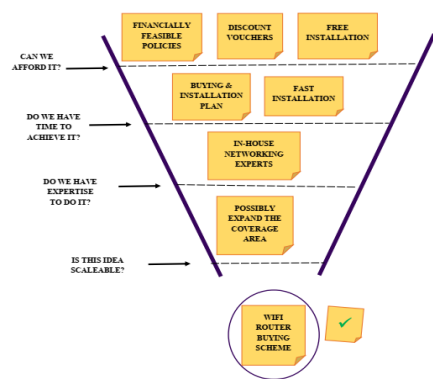
Figure 11. *WIFI router purchase project funnel*

From Figure 10, it can be said that buying multiple WIFI routers may be preferable. However, how can this idea become a reality? Then, apply the theory from works by Al-Samarraie and Hurmuzan (2018), think about the costing and time as well as the expertise by asking several questions relevant to the future project that brings better internet connectivity as follows:

Similar analyses were done for technical issues and come to the idea that that scheduling online workshops or uploading videos on technical issues can be practically and immediately conducted.

3. CONCLUSION AND RECOMMENDATIONS

Aiming to describe LHU students' various opinion on the use of LEARN as an online learning tool for study English, with different dimensions of the platform mentioned above, the study has highlighted useful and practical functions of LEARN as the main tool to facilitate directly English face-to-face instruction in the setting of post COVID-19. This research reported the same results as the previous one which showed various positive responses of the use of LMS in education generally, in English language learning particularly by Suppasetseree and Dennis (2010), Munasinghe and Wijewardana (2016), Jeong (2017), Maulana and Lintangsari (2021). In addition, the results demonstrate non-English students' ideas to give more time for online tests and assignments, more English majors' self-reflection on improving typing skills, all students' wish to apply LEARN not only for required courses but also for other upcoming ones. The problems faced by students in using LMS in this study are due to objective factors such as internet connections, technical issues from the platform itself and from not sufficiently being trained on how to use it. From such research findings and discussion, to promote LHU students' acceptance and use of Moodle – based LMS (LEARN), it is advisable to conduct two feasible plans: purchasing more WIFI routers and running online workshops or uploading videos on solving technical issues.

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