`

MOODLE E-Learning Application and Students' Interest in English Language in the University of Calabar, Calabar, Nigeria

Godwin Assanshure AFIENE

Arts Education Department, Faculty of Arts and Social Science Education
University of Calabar, Calabar, Nigeria
e-mail: afienegodwin@gmail.com
ORCID ID: 0009-0005-2012-5630

Helen Onyinye MUOJEKWU

Arts Education Deparment, Faculty of Arts and Social Sciences Education
Unuversity of Nigeri, Nssuka, Nssuka
e-mail: muojekwu@unizik.edu.ng

Boniface Akomaye UKEH

College of Nursing Sciences, Itigidi
e-mail: ukehboniface@gmail.com

Abstract

The research aimed to ascertain the effectiveness of Moodle e-learning application on students' interest in English Language in the University of Calabar, Calabar, Nigeria. The population of the study comprised all the 284 English Language students of 200 levels from Arts Education Department of the University of Calabar, 2023/2024 session. The study adopted the pre-test, post-test and control group quasi-experimental design. One research question guided the study while one hypothesis was formulated and tested at 0.05 level of significance. A sample of 140 students was drawn from two groups. Purposive sampling technique was used to select students into the two groups based on similar characteristics. One group was used for the experimental and the other for the control group. The instrument for data collection was Students' Interest in English Language Scale (SIELS). The reliability of the instrument was established using split-half method which gives reliability index of 0.78. Consequently, the instrument was found to be adequately reliable for use in the study. Mean and Standard Deviation were used to answer the research question. Analysis of Covariance (ANCOVA) was used to analyse collected data for the hypothesis at 0.05 level of significance. One hypothesis was tested at 0.05 level of significance. The result revealed that Moodle e-learning application had significant effects on students' interest in English Language. It was recommended, among others, that Moodle e-learning application should be adopted in English Language teaching in order to improve students' interest in learning the language.

`

Keywords: Moodle, E-Learning Application, Students' Interest, English Language, University of Calabar

Introduction

The 21st-Century university is characterised by a dynamic learning environment that leverages technological advancements to enhance education. One critical area benefiting from these innovations is language learning, where e-learning applications play a transformative role. These tools facilitate personalised, interactive, and flexible learning experiences that address diverse student needs and challenges. These platforms are particularly beneficial in overcoming traditional classroom constraints, allowing learners to progress at their own varied paces (Wang et al., 2023). Moreover, they provide resources such as vocabulary builders, pronunciation guides, and grammar exercises, which are crucial for comprehensive language acquisition. Modern e-learning tools integrate interactive features such as gamification, live quizzes, and instant feedback, which foster engagement and motivation among students. Studies have shown that gamified language learning applications improve students' retention rates and accelerate skill acquisition (Johnson & Smith, 2022; Chen et al, 2023). Through elements like leaderboards and rewards, these tools transform learning into an enjoyable and competitive process. Moodle is one of the e-learning applications that enable students to access language learning materials anytime and anywhere, making learning highly flexible.

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a widely adopted open-source electronic learning (e-learning) platform that provides a flexible and interactive learning environment. It supports asynchronous and synchronous learning activities, allowing students to engage in coursework, discussions, and assessments virtually. Moodle's design emphasises accessibility, modularity, and user-centricity, making it a popular choice for higher education institutions worldwide (Al-Azzam, 2023). Moodle serves as a virtual learning environment (VLE) that integrates diverse learning tools and resources, promoting collaboration between educators and students. The platform provides various features such as forums, quizzes, assignments, and multimedia content that enrich the teaching and learning process (Kumar & Singh, 2023).

`

According to El-Hussein and Cronje (2022), Moodle fosters self-paced learning, enabling students to revisit materials, track their progress, and manage their learning schedules efficiently.

Moodle's interactive features have been shown to enhance students' interest in English Language learning. For instance, its multimedia integration allows for the use of videos, audio clips, and visual aids, which make language learning more engaging and relatable (Garcia & Lopez, 2022). Moodle also facilitates peer interaction and collaborative learning, which are critical for language acquisition. According to Omojola and Adeleke (2023), students exhibit increased enthusiasm for English Language courses when they actively participate in forums and group discussions hosted on Moodle.

Moreover, Moodle's customisation capabilities enable educators to design tailored content that aligns with the specific needs and interests of English Language learners. This personalised approach has been linked to improved motivation and academic performance in language courses (Nguyen & Tran, 2023). The platform's gamified features, such as badges and leaderboards, further incentivise active participation and foster a competitive yet supportive learning environment. Thus, Moodle e-learning application has significantly influenced students' interest in English Language studies at the university level by providing an interactive, flexible, and student-centered learning experience. By leveraging its diverse tools and resources, educators can create a dynamic and engaging environment that promotes language acquisition and academic success.

Interest plays a pivotal role in English language learning as it directly impacts students' engagement, motivation, and ultimately their achievement in the subject. When students have a genuine interest in learning English, they are more likely to invest time and effort in understanding the nuances of the language. This involvement fosters deeper cognitive engagement, resulting in improved language skills, such as vocabulary acquisition, reading comprehension, writing proficiency, and speaking fluency. Okereke and Okigbo (2019) define interest as an activity one enjoys and devotes his/her time in studying or doing. Students' interest in English learning often serves as a catalyst for intrinsic motivation. According to Dörnyei and Ushioda (2021), motivated learners exhibit a stronger desire to overcome challenges associated with language acquisition. For example, when students find English engaging, they are more willing to practice speaking or

`

writing outside of formal instruction, contributing to faster and more sustainable learning outcomes. An interested learner actively participates in classroom discussions and activities.

Research by Kruk and Pawlak (2022) highlighted that students who enjoy English lessons are more likely to contribute to group discussions, partake in role-plays, and experiment with creative writing. Such active participation not only reinforces linguistic skills but also builds confidence in using English in real-world contexts. Empirical studies have shown a strong correlation between students' interest in English and their academic performance. For instance, a study conducted by Alqahtani et al. (2023) revealed that students who demonstrated higher interest in English scored significantly better in language proficiency tests compared to their less-interested peers. The study emphasised the importance of incorporating engaging content, such as multimedia tools and gamified learning, to sustain students' interest. Thus, fostering interest in English language can enhance students' personal and professional development.

The English language holds a pivotal role in Nigeria, serving as a unifying medium in a nation characterised by linguistic diversity. As the official language, English facilitates communication across Nigeria's over 500 indigenous languages, enabling effective governance, education, and commerce. Introduced during British colonial rule, English was retained as Nigeria's official language post-independence to promote national unity and mitigate ethnic tensions. This strategic choice has been instrumental in minimising inter-ethnic rivalry and conflict that might have arisen from favoring one indigenous language over others (Mishina & Iskandar, 2019). In Nigeria's educational system, English is the primary medium of instruction from primary through tertiary levels. It is also a compulsory subject, with proficiency in English being a prerequisite for admission into higher institutions. This centrality underscores the language's importance in academic achievement and access to educational opportunities (Osoba & Alebiosu, 2016). This implies that, the English language in Nigeria functions as a vital tool for unity, education, and economic progress. Balancing the benefits of English with efforts to sustain Nigeria's rich linguistic diversity remains a critical consideration for policymakers and educators.

The integration of technology into language teaching in universities has become a cornerstone of modern educational practices. This evolution reflects the broader digital transformation in society

`

and the increasing need for students to develop language skills in a globally connected world. Technology serves as a powerful tool to enhance linguistic proficiency, cultural awareness, and engagement in language learning processes. Modern technologies enable interactive and collaborative learning through virtual classrooms, discussion forums, and group projects. This interaction helps in practicing spoken and written language in real-life contexts (Cheng & Zhang, 2022). Digital media expose students to diverse cultures and language contexts through multimedia content such as videos, podcasts, and online articles. Immersive technologies, allow students to experience cultural scenarios, improving their cultural competence and practical language use (Huang et al., 2022). Thus, the integration of technology into language teaching in universities aligns with the demands of the 21st century, offering a plethora of benefits such as improved proficiency, cultural awareness, and autonomous learning. Some previous researches such as Bhat (2023), Lampropoulos et al, (2022), Clark et al, (2016), have shown that the integration of technology into the teaching and learning process has been a pivotal shift, particularly in language learning.

In the 21st Century, digital literacy has become as fundamental as reading, writing, and arithmetic. Through the integration of technology in education, students develop essential digital skills, including information literacy, digital communication, and online collaboration (United Nations Educational, Scientific and Cultural Organisation - UNESCO, 2022). The Nigeria national policy for information technology (FRN, 2001) emphasises the need for the development of ICT tools in education for three major objectives viz: to empower the students with ICT skills, to prepare the students for competitiveness in a global environment, integrate ICT into the mainstream of education and training and establishment of multifaceted ICT institutions, as centres of excellence.

A study by Ayan (2015) highlights that Moodle significantly contributes to students' motivation and autonomy in improving their English language skills. Through Moodle, students can access lectures and materials beforehand, allowing classroom time to be dedicated to interactive exercises and discussions. This approach has been shown to enhance student engagement and improve language proficiency. Jeong (2017) found that integrating Moodle into flipped classrooms improved students' English language learning and classroom interaction. The utilisation of Moodle

`

in English language courses has been associated with improved student performance and satisfaction. Its interactive features and accessibility contribute to a more engaging learning experience, leading to better academic outcomes. A systematic review indicates that Moodle effectively improves student performance, satisfaction, and engagement across various disciplines (Gamage et al, 2022). Thus, incorporating Moodle into English language education in this modern age enhances student interest by promoting motivation, supporting innovative teaching models, improving performance and satisfaction. Its versatile and interactive platform aligns with contemporary educational needs, making it an invaluable tool in language learning.

Previous researches have been carried out by different scholars in different dimensions, for instance Oliech and Otieno (2018) carried out a study on the impact of Moodle as an open source e-learning platform on students' performance: a case study of Jomo Kenyatta University of Science and Technology. The purpose of this study was to analyse how introduction of Moodle as part of the teaching process is related with students' performance based on the socio-demographic variables, amount of time taken online and offline, User Interface Design and prior computer knowledge and skills. Descriptive survey design was used for this study as it provides qualitative and quantitative description of sample of population studied. The study sampled 100 respondents from the various departments in SODEL and face-to-face class-room students for the period of 2018 to 2019. Primary data was obtained by developing and administering questionnaires to the respondents. The questionnaires entitled "Moodle E-learning Platform Questionnaire (MEPQ) for teachers contained both open-ended and contingency questions. Students' performance Test (SPT) for students had twenty-five (25) questions with options A to D. The data was analysed using quantitative and qualitative methods. The data collected through questionnaire was coded, summarised, and edited for possible errors. Descriptive statistics was used to compute the data collected from the field. Inferential statistics of chi-square test was used to test the only formulated null hypothesis at 0.5 level of significant. The data collected was processed using Statistical Package for Social Sciences (SPSS) version 20. The result of the analyses was used to document the findings of the study. The findings revealed that Moodle has significant effect on students' performance.

`

The relevance of Gamage's study to the present study hinges on the fact that both studies examined the effects of using Moodle applications to improve the learning. However, both studies slightly differ in their contents, scope; the reviewed study extended to the effect of Moodle application on students' academic performance in Kenya; the present study focused on evaluates the effect of Moodle application on students' interest in English Language. Both also differ in the research design used; whereas the reviewed study adopted descriptive survey design and was carried out in Cameroon, the present study utilised quasi experimental pre-test posttest experimental design Another difference in the two studies is on the location, the reviewed study was carried out in the Kenya while the present study was carried in Nigeria.

Similarly, Yaro and Njobam (2024) carried out a study on e-learning and students' academic performance in Cameroon's State Universities. The research focus on the extent to which e-notes, e-assignment, e-collaboration, and video conferencing affect students' performance. The study adopted a descriptive survey design and employed a quantitative approach to collect and analyse data. A sample size of 310 master's students from the Faculty of Education in the University of Yaoundé 1 and University of Buea was selected through simple random probability sampling. The instrument for data collection adopted in this study was a structured questionnaire. Data was presented using tables and frequencies. The findings of the study on the effects of e-learning components, including e-notes, e-collaboration, e-assignments, and video conferencing, suggest positive impacts on students' performances.

In Nigeria's higher institution, English Language is studied as a course in the faculty of education. It is usually four-year programmes at the end the graduands are given the B.A. (Ed) Bachelor of Arts Education or (B.Ed) Bachelor of Education certificate. The pre-service teachers are exposed to various aspects of English Language to enable them garner knowledge and skills that will enable them teach the subject after graduation to students. It is expected that these students (pre-service teacher) should perform optimally positive in their course of learning so as to ensure the sustainability of the language in order to continue to advance the nation educationally and otherwise. In addition, the Nigeria Universities Commission (NUC) has been actively promoting the integration of e-learning to enhance educational quality and accessibility. This innovation may

`

be relatively new in Arts Education Department which may have influence on the performance of the target students worrisome. This may be responsible for the lack of interest which is not unconnected with the dwindling level of performance students in the subject over time in the department as observed by the researchers. See Table 1.

Table 1 : Performance of Second Year Students of English Language in Arts Education Department – University of Calabar in some selected Courses for 2021/2022 Session

SN	Course code	Course title	A	B	C	D	E	F	A-C %	D-F %
1	ELS 202	English Syntax and Lexis I	5	8	30	33	23	21	35.83%	64.17%
2	ELS 221	English Morphology	16	18	45	23	23	33	50%	50%
3	ELS 222	English as Second Language	1	4	21	26	45	37	19.4%	80.6%
4	ELS 271	Varieties of English	2	4	20	19	29	44	22.03%	77.97%
	AVERAGE =								31.81%	68.19%

(Source: Results Unit, Arts Education Department)

From Table 1, it has been observed that only 31.81% of the second year English Language students from the Arts Education Department, University of Calabar, scored between A-C in some selected courses, while the remaining 68.19% of students scored between D-F. Due to this poor performance, one now wonders less over their inability to perform well in four basic skills of language arts: reading, writing, listening and speaking. This discouraging performance has left parents, learners, lecturers and the general public to keep asking questions as to the rationale behind the inconsistency, even as the English language is a lingua franca of science, technology, and international discourse and it plays a pivotal role in shaping students' ability to succeed in an increasingly interconnected world.

It is worrisome to note that some students' poor interest in learning the subject as observed by the researcher is characterised with low class attendance, poor participation, minimal effort in assignments, low performance, negative attitudes, lack of extracurricular involvement and frequent complaints. This ugly situation may be attributed to the lack of technological tools usage (like Moodle e-learning application) in teaching the subject. Thus, it is imperative to broaden the teaching/learning of English Language to include Moodle e-learning application, especially in this

`

modern era. Cross River State Government is said to have made tremendous efforts to improve students' interest and performance by organising seminars, workshops and in-service training for teachers. Yet the interests of students in English Language have been declining. This study aimed to address several gaps in the existing literature on the effectiveness of Moodle e-learning application on students' interest in English Language in the University of Calabar, Calabar, Nigeria. Despite the extensive research conducted by previous authors and scholars there are still significant areas that remain underexplored or insufficiently understood. Some of the potential gaps this study filled include focus on interest rather than academic achievement, cultural and contextual relevance, linguistic focus, exploration of technological constraints. By doing so, it not only advances the understanding of Moodle's impact but also provides a robust foundation for future research and practical implementations in similar contexts.

Thus, the study makes several important contributions to the field of educational technology and pedagogy, particularly in the Nigerian and broader African context including advancement of knowledge in e-learning applications, contextualisation of Moodle in African higher education, insights into student motivation and engagement, practical implications for educational policy and implementation, contributions to pedagogical strategies, among others. These contributions collectively underscore the transformative potential of e-learning tools in enhancing educational outcomes, particularly in under-resourced contexts like Nigeria. This study is a call to language instructors to help students to avail the opportunity of better learning of language through e-learning apps – Moodle. It is against this backdrop that the researchers deemed it fit to determine the effectiveness of Moodle e-learning application on students' interest in English Language in the University of Calabar, Calabar, Nigeria. The main purpose of this study was to determine the effectiveness of Moodle e-learning application on students' interest in English Language in the University of Calabar, Calabar, Nigeria.

Research Question

- What is the difference in the main scores of students' interest taught English Language using Moodle e-learning application and those taught using conventional strategies?

`

Hypothesis: There is no significant difference in the main scores of students' interest taught English Language using Moodle e-learning application and those taught using conventional strategies.

Methodology

The study adopted the pretest, posttest control group quasi-experimental research design. The population of the study comprised all the 284 English Language students of 200 levels from Arts Education Department of the University of Calabar, 2023/2024 session. Purposive sampling technique was used to select classes for the two groups based on similar characteristics so as to partial out the effect of students attributes. The choice of this technique was due to special consideration for the researcher to exercise judgment which included ease of data collection and for the choice of selecting mixed schools. A sample of 140 students was drawn from the population for the two groups. One group was used for the experimental and the other for the control group. The teaching covered six (6) weeks concurrently with the e-learning-based strategy using Moodle - e-learning application on in English Language in one intact class was used for the experimental group (n = 70), while one intact class for the control group participated in a conventional method (n = 70). The instrument for data collection was Students' Interest in English Language Scale (SIELS) to measure students' interest in English Language. SIELS was designed to find out students' interests, feelings, and values in English Language. It was constructed using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD) coded 4, 3, 2, and 1. The scale had twenty (20) items and was validated by Language Education and Measurement and Evaluation experts respectively. The reliability of the instrument was established using split-half method which gives reliability index of 0.78. Consequently, the instrument was found to be adequately reliable for use in the study.

Results

Mean and Standard Deviation were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to analyse collected data for the hypothesis at 0.05 level of significance.

`

Research Question: What is the difference in the main scores of students' interest taught English Language using Moodle e-learning application and those taught using conventional strategies?

To answer this research question, descriptive statistics was employed, and the result presented in Table 1.

Table 1: Mean of pre-test and post-test scores of the use Moodle e-learning Application in English Language in the Treatment and Control Groups

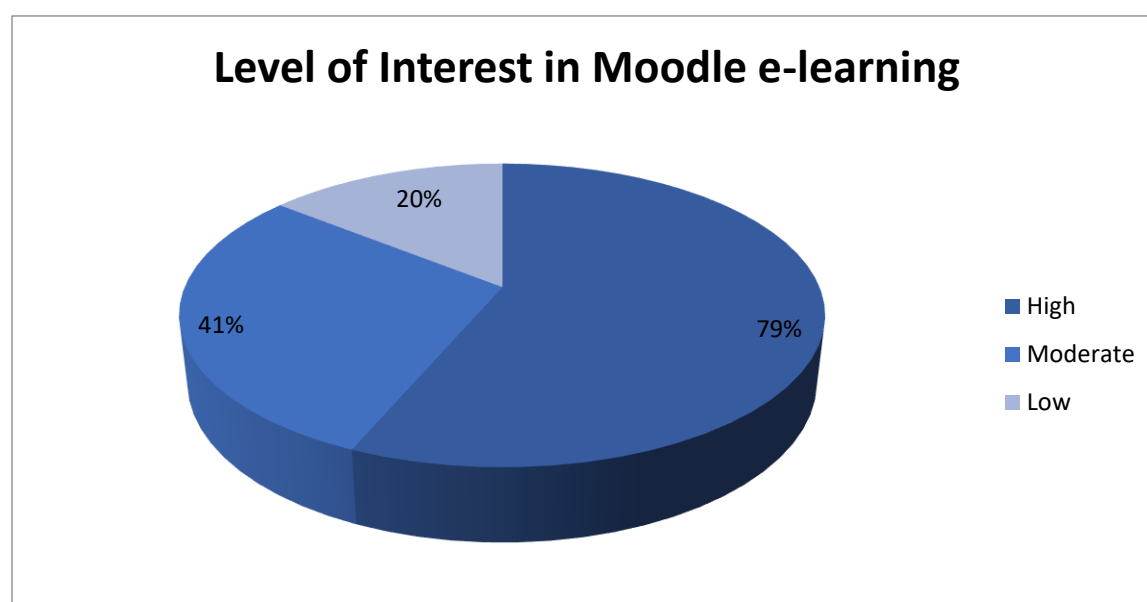| Treatment groups	N	Pre-test mean scores	Post-test mean scores	Mean gain scores
Moodle App	70	29.600	66.900	37.300
Conventional method	70	28.300	39.200	10.900

Figure 1: Shows the level of students' interest when used Moodle e-learning application

The result presented in Table 1 reveals that the main scores of students' interest taught English Language using Moodle e-learning application (37.300) is greater than the mean gain score of the students who are taught with conventional method (10.900). This implies that Moodle e-learning application has greater effects on interest in English Language than those taught with conventional method.

`

Research Hypothesis: There is no significant difference in the main interest scores of the students taught English Language using Moodle e-learning application and those taught using conventional strategies.

To test this research hypothesis, Analysis of Covariance (ANCOVA) was used to analyse the collected data for the hypothesis at 0.05 level of significance.

Table 2: One-way Analysis of Covariance (ANCOVA) on the effect of Treatment on Students' Interest in English Language

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	27129.803ᵃ	2	13564.901	405.157	.000	.855
Intercept	2471.376	1	2471.376	73.815	.000	.350
Pre-test	274.653	1	274.653	8.203	.005	.056
Interest	24614.046	1	24614.046	735.173	.000	.843
Error	4586.847	137	33.481			
Total	425719.000	140				
Corrected Total	31716.650	139				

Note: R Squared = .855 (Adjusted R Squared = .853)

The results presented in Table 2 show that there is a significant difference in the main scores of students' interest taught English Language using Moodle e-learning application and those taught using conventional strategies (F=735.173: p=.000). Therefore, the null hypothesis was rejected at .05 level of significance. The result also shows the partial Eta squared estimate which is a measure of effect size as .843. This implies that treatment accounted for 84.3 percent of high variance observed in the post-test scores of Moodle e-learning application. Also, the adjusted R squared value is .853. This suggest that about 85.3 percent of the high variation in the independent variable (Moodle e-learning application) can be accounted for or by difference treatment and pre-test.

Discussion of findings

The result revealed that there was a significant main effect of treatment – using Moodle e-learning application in English Language. The possible reason for the enhanced students' interest could be attributed to the fact that Moodle provides a platform to incorporate multimedia resources, such as videos, audio, and interactive quizzes, which make learning more engaging than traditional

`

methods. Features like badges, progress tracking, and leaderboards can motivate students and maintain their interest in the subject.

Another possible reason could be that Moodle facilitates peer interaction through forums and group projects, fostering a sense of community and making learning a social activity. Immediate feedback on assignments and quizzes helps maintain student engagement by addressing doubts promptly. The finding is in consonance with Ayan (2015) who found that Moodle significantly contributes to students' motivation and autonomy in improving their English language skills. The finding is in agreement with Yaro and Njobam (2024) who found a positive impacts of e-learning components, including e-notes, e-collaboration, e-assignments, and video conferencing, suggest positive impacts on students' performances. The finding is also in consonance with Oliech and Otieno (2018) who found that Moodle has significant effect on students' performance.

Implementation of Moodle in the experimental group

1. **Initial setup and orientation:**
   - o **User registration:** All students in the experimental group were registered on Moodle. Individual accounts were created, providing unique login credentials.
   - o **Training sessions:** The students participated in orientation sessions to familiarise themselves with the Moodle interface, navigation, and key functionalities.
   - o **Course enrollment:** Students were enrolled in a specific course module designed for the experiment.

2. **Content delivery:**
   - o **Structured modules:** The course content was divided into well-structured modules, covering topics relevant to the students' academic level.
   - o **Multimedia integration:** Lecture notes, slides, videos, and interactive simulations were uploaded to provide diverse learning materials.
   - o **Accessibility:** Materials were made accessible for asynchronous learning, allowing students to learn at their own pace.

3. **Interactive features:**
   - o **Discussion forums:** Moodle forums were used to encourage peer-to-peer interaction and discussions on course-related topics.

`

- o **Quizzes and assignments:** Regular quizzes and assignments were integrated to reinforce learning and track progress.
- o **Live sessions:** The application's live video conferencing tools (Zoom) was used for real-time lectures and Q&A sessions.

4. **Assessment and feedback:**

- o **Automated grading:** Quizzes were auto-graded where possible, providing instant feedback to the students.
- o **Assignment submissions:** Students uploaded assignments through Moodle, which were graded by instructors with personalised feedback.
- o **Progress tracking:** Students had access to a dashboard that displayed their progress in the course, completed activities, and grades.

5. **Communication:**

- o **Announcements:** Instructors posted announcements to keep students updated on class schedules, deadlines, and other important information.
- o **Messaging system:** Moodle's built-in messaging system facilitated direct communication between students and instructors.

6. **Experiment-specific features:**

- o **Custom content:** The experimental group received specialised content tailored to address specific learning objectives or research goals.
- o **Collaborative projects:** Students used Moodle's group tools for collaborative projects, enhancing teamwork skills.
- o **Feedback Surveys:** Surveys were conducted to collect feedback on their experience with Moodle, as part of the experimental analysis.

7. **Monitoring and analytics:**

- o **Activity Logs:** Instructors monitored students' activity logs to track engagement and time spent on the platform.
- o **Participation metrics:** Data on forum participation, quiz attempts, and assignment submissions were analysed to evaluate the platform's impact on learning.

8. **Control and experimental group distinction:**

`

- o **Exclusive access:** The experimental group had access to Moodle features and content, whereas the control group followed traditional classroom methods.
- o **Comparative analysis:** The effectiveness of Moodle was assessed by comparing the interest in English Language and engagement levels of the experimental group with those of the control group.

Outcomes

1. Improved engagement and interest: Students in the experimental group showed higher levels of engagement and interest in the subjects.
2. Enhanced understanding: The interactive and visual nature of the lessons helped in better understanding and retention of concepts.
3. Positive feedback: Both students and instructors provided positive feedback regarding the usability and effectiveness of the app.

Overall, the use of the Moodle e-learning application in the experimental group of 200 level students demonstrated significant potential in enhancing the educational experience, improving academic performance, and increasing student engagement in learning. This systematic use of Moodle demonstrated its effectiveness in enhancing students' interest, fostering collaboration, and accommodating diverse learning needs.

Conclusion

The findings underscore the effectiveness of the Moodle e-learning application in enhancing students' interest in English Language. The significant main effect of treatment highlights Moodle's potential as a transformative instructional tool that fosters engagement and motivation in language learning. These results suggest that integrating such digital platforms into the curriculum can play a pivotal role in addressing challenges related to student interest, ultimately improving learning outcomes.

Educational implications

- The use of Moodle fosters interactive and personalised learning experiences. Instructors can utilise the platform to deliver multimedia-rich content, quizzes, and activities that captivate students' interest, leading to increased motivation and active participation in learning English.

`

- Moodle allows students to learn at their own pace. This flexibility accommodates diverse learning speeds and styles, reducing frustration and fostering a positive attitude toward English Language learning.
- The platform's features, such as discussion forums and peer assessments, encourage collaborative learning. Engaging in discussions and peer feedback about English tasks enhances learners' interest by making the learning process more interactive and socially connected.
- The heightened interest facilitated by Moodle can lead to better retention of content and improved academic performance. Students are more likely to excel in English Language tasks when they are genuinely engaged and motivated.

Recommendation

Based on the findings in the study, it was recommended that 200 level University instructors should utilize Moodle e-learning application in teaching English Language in order to improve students' interest in learning the language.

References

Al-Azzam, A. (2023). Enhancing learning outcomes through Moodle: A case study of higher education. Journal of Educational Technology Research, 35(2), 112-124.

Alqahtani, M., Taha, M., & Alshahrani, S. (2023). Interest as a predictor of language proficiency: Insights from secondary school students. Journal of Language Education Research, 45(3), 123-138.

Ayan, E. (2015). Moodle as Builder of Motivation and Autonomy in English Courses. Open Journal of Modern Linguistics, 5, 6-20.

Bhat, S. (2023). The Impact of Technology Integration on Student Learning Outcomes: A Comparative Study. Retrieved from https://www.researchgate.net/publication/373266726_The_Impact_of_Technology_Integration_on_Student_Learning_Outcomes_A_Comparative_Study.

Chen, L., Wang, Y., & Li, J. (2023). The impact of adaptive learning technologies on language proficiency: A meta-analysis. Journal of Educational Technology Research, 41(2), 145-161.

`

Cheng, H., & Zhang, Y. (2022). Technology-enhanced language learning: A review of interactive platforms in higher education. Journal of Language Pedagogy, 34(2), 123-140.

Clark, D. B., Tanner-Smith, E. E., & Killingsworth, S. S. (2016). Digital Games, Design, and Learning: A Systematic Review and Meta-Analysis. Review of Educational Research, 86(1), 79–122.

Dörnyei, Z., & Ushioda, E. (2021). Teaching and Researching Motivation (3rd ed.). Routledge.

El-Hussein, M. O. M., & Cronje, J. C. (2022). The role of Moodle in facilitating blended learning. International Journal of Instructional Technology and Distance Learning, 19(4), 74-85.

Federal Republic of Nigeria (2001). Nigeria national policy for information technology. Abuja, Nigeria: Government Press.

Gamage, S.H.P.W., Ayres, J.R. & Behrend, M.B. (2022). A systematic review on trends in using Moodle for teaching and learning. IJ STEM Ed, 9, 9. https://doi.org/10.1186/s40594-021-00323-x.

Garcia, P., & Lopez, R. (2022). Integrating multimedia resources in Moodle for language learning. Language Learning & Technology, 26(3), 98-117.

Huang, S., Lee, C., & Park, J. (2022). Virtual reality and its impact on cultural awareness in language learning. Educational Technology Research, 29(4), 201-220.

Jeong, K. (2017). The Use of Moodle to Enrich Flipped Learning for English as a Foreign Language Education. Journal of Theoretical and Applied Information Technology, 95(18), 4845-4852.

Johnson, P., & Smith, K. (2022). Gamification in language learning: A review of recent trends. Interactive Learning Environments, 30(5), 657-673.

Kruk, M., & Pawlak, M. (2022). Developing and Sustaining Interest in English as a Foreign Language. Springer.

Kumar, V., & Singh, R. (2023). Modular learning environments and their impact on student engagement. International Journal of Online Learning, 42(1), 23-36.

Lampropoulos, G., Keramopoulos, E., & Diamantaras, K. (2022). Augmented Reality and Gamification in Education: A Systematic Literature Review of Research, Applications, and Empirical Studies. Applied Sciences, 12(1), 1-22.

Mahyoob, M. (2021). Challenges of e-learning during the COVID-19 pandemic: A case study in Saudi Arabia. Education and Information Technologies, 26, 3007–3021.

`

Mishina, U. L. & Iskandar, I. (2019). The Role of English Language in Nigerian Development. GNOSI: An Interdisciplinary Journal of Human Theory and Praxis, 2(2,) 58 – 65.

Nguyen, T., & Tran, H. (2023). The use of Moodle in teaching English as a second language: A Vietnamese perspective. Asian Journal of English Language Teaching, 21(1), 15-29.

Okereke, C. M. & Okigbo, E. C. (2019). Effectiveness of mind-mapping teaching strategy in enhancing senior secondary school students' achievement and interest in Computer Studies. UNIZIK Journal of STM Education, 3(1), 1-22.

Oliech, O. S. & Otieno, C. (2018). Impact of Moodle as an open source e-learning platform on students' performance: a case study of Jomo Kenyatta University of Science and Technology (JKUAT). International Journal of Recent Research in Social Sciences and Humanities (IJRRSSH), 5(4), 265-284.

Omojola, F., & Adeleke, T. (2023). Moodle in English Language instruction: A study of Nigerian universities. African Journal of Educational Research, 12(1), 45-59.

Osoba, J. B., & Alebiosu, T. A. (2016). Language Preference as a Precursor to Displacement and Extinction in Nigeria: The Roles of English Language and Nigerian Pidgin. Journal of Universal Language, 17(2), 111-138.

Pilli, O., & Aksu, M. (2022). The role of Moodle in enhancing student engagement in higher education. Journal of Technology Integration in Education, 10(1), 10–22.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2022). https://unesdoc.unesco.org/ark:/48223/pf0000379484.

Wang, Q., Zhang, H., & Xu, L. (2023). E-learning and flexibility in higher education: A case study of language learning applications. Higher Education Research, 48(1), 89-104.

Yaro, L. & Njobam, C. Y. (2024). E-Learning and Students Academic Performance in Cameroon's State Universities. American Journal of Online and Distance Learning, 3(1), 37 – 57.