



<https://doi.org/10.18778/2196-8403.2023.02>

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## **Moodle Platform in The Study of German as a Second Foreign Language**

The article considers the methodological principles of the organization of blended learning in the study of German as a second foreign language at the Department of Applied Linguistics of the National University “Lviv Polytechnic”. The authors summarize the experience of domestic and foreign researchers on the implementation of blended learning and technology for distance learning in the virtual learning environment Moodle.

It is noted that the German language courses developed and posted on the e-learning platform contribute to the formation of communicative competence, readiness to communicate in various spheres of public life. This exploration demonstrates the possibility of using the Moodle platform to develop a foreign language course by students, because there is the possibility of online presentation of educational material in a group, at the student’s workplace, as well as sufficient methodological assistance in the form of audio and video materials. Simultaneously with full-time learning, tests are used in a distance format, the learning process is the result of cooperation between teachers and students in the network by means of information technology such as video conferencing, chats, forums, e-mail. With the help of this platform, a system of automated control and self-control of acquired knowledge, initial and final control and an available electronic journal with assessments has been developed, which improves learning efficiency and increases motivation of participants in this type of learning. This study proves that the electronic platform for learning a foreign language is effective for both parties to the initial process: not only students but also for teachers.

**Keywords:** distance education, electronic resources, Moodle, foreign language, socio-linguistic competence, communicative competence, professional competence

### **Moodle-Plattform zum Erlernen von Deutsch als zweite Fremdsprache**

Der Artikel befasst sich mit den methodischen Prinzipien der Organisation von Blended Learning für das Erlernen von Deutsch als Zweitsprache an der Abteilung für Angewandte Linguistik der Nationalen Universität „Lviv Polytechnic“. Die Autorinnen fassen die Erfahrungen in- und ausländischer Forscher\*innen mit der Implementierung von Blended Learning und der Technologie für Fernunterricht in der virtuellen Lernumgebung Moodle zusammen.

Es wird festgestellt, dass die auf der E-Learning-Plattform entwickelten und angebotenen Deutschkurse zur Entwicklung der kommunikativen Kompetenz und der Kommunikationsbereitschaft in verschiedenen Bereichen des öffentlichen Lebens beitragen. Die Untersuchung zeigt die Möglichkeit der Nutzung der Moodle-Plattform für die Entwicklung von Fremdsprachenkursen durch Studierende. Die Plattform bietet die Möglichkeit der Online-Präsentation von Lehrmaterial in einer Gruppe, am Arbeitsplatz der Studierenden, sowie ausreichende methodische Unterstützung in Form von Audio- und Videomaterial. Der Lernprozess ist das Ergebnis der Zusammenarbeit zwischen Lehrer\*innen und Studierenden im Netz mit Hilfe von Informationstechnologien wie Videokonferenzen, Chats, Foren und E-Mail. Mit Hilfe der Moodle-Plattform wurde ein System zur automatischen Kontrolle und Selbstkontrolle des erworbenen Wissens, zur Anfangs- und Endkontrolle und ein verfügbares elektronisches Notenbuch entwickelt, das die Lerneffizienz verbessert und die Motivation der Teilnehmer\*innen an dieser Art des Lernens erhöht. Diese Studie beweist, dass die elektronische Plattform für das Erlernen einer Fremdsprache für beide Seiten des Prozesses effektiv ist: nicht nur für die Lernenden, sondern auch für die Lehrenden.

**Schlüsselwörter:** Fernunterricht, elektronische Ressourcen, Moodle, Fremdsprache, sozio-linguistische Kompetenz, kommunikative Kompetenz, berufliche Kompetenz.

### **Platforma Moodle w nauce języka niemieckiego jako drugiego języka obcego**

Artykuł dotyczy metodologicznych zasad organizacji blended learningu w nauce języka niemieckiego jako drugiego języka na Wydziale Lingwistyki Stosowanej Narodowego Uniwersytetu „Politechnika Lwowska“. Autorki podsumowują doświadczenia krajowych i zagranicznych badaczy w zakresie wdrażania technologii blended learning i nauczania na odległość w wirtualnym środowisku Moodle.

Stwierdzono, że kursy języka niemieckiego opracowane i oferowane na platformie e-learningowej przyczyniają się do rozwoju kompetencji komunikacyjnych i gotowości do komunikowania się w różnych dziedzinach życia publicznego. Badanie pokazuje możliwość wykorzystania platformy Moodle do tworzenia kursów języków obcych przez studentów. Platforma oferuje możliwość prezentacji online materiałów dydaktycznych w grupie, w miejscu pracy studenta. Oferuje także wsparcie metodyczne w postaci materiałów audio i wideo. Proces uczenia się jest wynikiem współpracy między nauczycielami i studentami online przy użyciu technologii informacyjnych, takich jak wideokonferencje, Czaty, fora i poczta elektroniczna. Za pomocą platformy Moodle opra-

cowano system obejmujący automatyczną kontrolę i samokontrolę nabytej wiedzy, kontrolę początkowej i końcowej oraz elektroniczny dziennik ocen, który poprawia efektywność uczenia się i zwiększa motywację uczestników tego typu nauki. Badanie to dowodzi, że elektroniczna platforma do nauki języka obcego jest skuteczna dla obu stron procesu: nie tylko dla uczących się, ale także dla nauczycieli.

**Słowa kluczowe:** kształcenie na odległość, zasoby elektroniczne, Moodle, język obcy, kompetencje socjolingwistyczne, kompetencje komunikacyjne, kompetencje zawodowe.

## **1. Introduction**

**Statement of the problem.** The relevance of the research topic follows from the practice of modern processes of Ukraine's integration into the system of worlds economic, political and cultural ties, which determine a qualitatively new level and tasks of education in Ukraine. In the conditions of humanization, humanization of education and rapid development of multicultural public space in the system of higher education. Ukraine reconsider cultural and values orientations, actualizing the need to train highly qualified specialists in different areas, who will be able to cross-cultural communication in innovation and technology space as the main condition for effective professional activity. This leads to the search for new educational paradigms and concepts, principles and approaches to the organization of the educational process, as well as methods, forms and means of teaching students, the introduction of technological innovations in the learning process, which has a positive impact on improving education.

## **2. The theoretical backgrounds**

**Analysis of recent research and publications.** The issue of introducing technological innovations into the educational process is not new. From different perspectives it has been studied by domestic and foreign researchers, due to the rapid development of educational technologies and their functional role in the educational process. The importance of the latest technologies in the educational process has been studied in the works of A. DOVGYALLO, M. ZHALDAK, V. ZINCHENKO, G. KOZLAKOVA, Y. MASHBYTS, N. MORSE, E. POLAT, V. REDKO, G. SKRYPKA, I. TESLENKO Psychological and pedagogical bases of ICT implementation in the field of education were analyzed by B. GERSHUNSKY, N. KLEMESHOVA, O. LYASHENKO, V. LAPINSKY, P. MALANYUK, S. PEIPERT, O. SAMOILENKO and others. The dynamics of the use of ICT in the process of

teacher training is reflected in the works of A. ANDRYUSHCHAK, V. BILOSHAPKO, I. BOGDANOVA, V. VINOGRADOV, R. GUREVICH, V. DIVAK, M. ZHALDAK, N. KLOKAR, V. LEDNEV, L. POKROEVA, Y. TRIUS, V. SHEVCHENKO and others. Especially relevant today is the study of the possibilities of educational platforms for the organization of distance learning. V. KREMIN, V. LUHOVYI, S. SYSOEVA (Education and Management) researched the issues of distance learning organization; organizational and pedagogical bases of distance education in Ukraine and abroad, approaches to their implementation were studied by B. SHUNEVYCH, G. ATANOV, R. GUREVYCH, P. DMITRENKO, V. OLIYNYK, P. TALANCHUK, M. TANAS, etc.; psychological and pedagogical aspects and technologies of creating a distance course – G. BALL, V. KUKHARENKO, O. RYBALKO, O. SOROKA and others; prospects of distance learning in higher education institutions of Ukraine and abroad - G. KOZLAKOVA, L. KORSACK, etc; modeling and forecasting of its development - V. GONDUL, etc .; control of knowledge and assessment – I. BULAKH, O. HRYHOROVA, V. DEYNEKO, O. PETRASCHUK; distance learning of foreign languages – P. ASOYANTS, V. DEINEKO, V. REDKO, G. CHEKAL and others (com. KUKHARENKO et al. 2016). At this stage, educational institutions of Ukraine are actively developing methodological aspects of creating distance learning courses, exploring the possibilities of virtual educational platforms, solving technical issues of distance network organization and other theoretical and practical aspects related to the introduction of distance learning in the educational process.

An example of the organization of distance and blended learning during the teaching of a course is the placement of educational material on the Moodle platform.

**The aim** of the article is to determine the possibilities of using the e-learning environment Moodle in the study of German as a second foreign language and a set of translation disciplines in the formation of German lexical, grammatical, communicative competencies of future linguists-translators in distance and blended learning.

### 3. Research methods

To carry out this study, we used the method of study and analysis, which followed the theoretical German – language sources and Internet sources. A method of comparison, to get acquainted with other innovative developments of such educational portals as Stepic and EdEra and to apply the gained

experience for introduction in teaching a foreign language on the Moodle platform. The method of trial training, as the force majeure situation caused by the pandemic, led to unpredictable forms of training, the effectiveness of which had to be proven through trial tasks and tests. The method of questionnaires and testing we conducted among students to get feedback on the availability and complexity of the tests we took on this learning platform.

#### **4. Research results**

Electronic educational resources are part of modern educational support of the educational process with a certain educational and methodological purpose and are used in the educational activities of pupils and students in classroom, independent individual or during distance learning. ESR “means teaching aids on digital media of any type or placed in information and telecommunications systems, which are reproduced by electronic technical means and used in the educational process” (BYKOV 2013). Therefore, according to the above definition, we have the right to consider the electronic platform Moodle as a basis for developing a diverse range of electronic educational resources. The Modular Object Oriented Dynamic Learning Environment belongs to free software, the access to it is free as it is stated in the declaration of the World Summit on the Information Society, Geneva, 2005; Tunisia 2003) (BUGAYCHUK 2016). One of the main tasks of the Summit was to bridge the global digital divide, to provide all countries with equal opportunities to use digital technologies. Characteristic features of Moodle are that the system takes into account pedagogical aspects, which are based on constructive psychological and pedagogical principles, namely, taking into account the roles of “teacher-student”; “Student-teacher” in the learning process. In the Moodle system, the student takes an active part, independently acquire the knowledge, forms his own system of content and navigation with the help of certain sources; the role of the teacher in this scheme is reduced to moderation, motivation and support of students, preparation and placement of information sources that are used in the independent study of others.

Moodle can be used in distance and blended form to support lifelong learning in educational institutions of different levels. In this article, we are focused on using of the Moodle platform for the study of German as a second foreign language and a cycle of translation studies (course: German) at the Department of Applied Linguistics Lviv Polytechnic National University.

We agree with the opinion of DOLINSKY E. that the learning environment Moodle is designed in accordance with the implementation of methods of joint activities of students, interactive learning, the formation of reflective skills of self-learning and self-control. During the development of the discipline, the system allows you to categorize materials of the names of which you can search and access. Significant importance on this platform is provided by security information – passwords set, saved information about others. The system interface has translations of 70 foreign languages (KOROTUN 2016). The Moodle learning environment includes tools for managing, self-learning, communicating, and assessing student achievement. Controls can assign user the role of administrator, e-learning tool developer, or user. Most often, when creating a distance course (DC) distinguish: administrator mode, in which the installation and installation of DC parameters; the mode of the teacher in which editing and addition of DK by new educational and methodical material is carried out; student mode in which students have access and perform tasks. Means of assessment of academic achievement provide the collection of current and effective information about the student's educational activities in the environment of DC. Assessment tools include questionnaires, tasks and surveys. The questionnaire can be useful in assessing and stimulating the learning of students with DC. The task tool allows the teacher to ask questions that require students to prepare an answer in electronic form and upload it to the server in order to obtain the teacher's assessment. Using the survey tool, you can conduct a survey among students, an express survey or finding common ground in the process of project activities. Individual learning tools are the basis for students to exercise self-control and self-correction of their academic achievements. In the Moodle learning environment, these include tests, lessons (lectures), explanations, and a glossary.

The tool „tests” allows the teacher to create a set of test tasks. The tool „lesson (lecture)” allows you to develop and organize a lesson in compliance with all methodological requirements. It consists of a set of pages. Each page ends with questions for students. The student's answer allows him to go to the next or previous page. This allows you to create lectures that provide the student with educational material depending on his answers, ie a system that adapts to the student's academic achievements and has a nonlinear structure. The „explanation” tool allows you to place text and graphics on the main page of the course. With this tool you can explain any topic or task for a certain period of time. The „glossary” tool allows you to create a basic dictionary of concepts used by the program, as well as a dictionary of basic terms. It adds to the course a

flexible way of presenting definitions using hyperlinks. The means of communication are designed to organize the communicative interactions of the distance course with the subjects of the educational process. Since one of the priority tasks in learning a foreign language is the formation of communicative competencies (according to PASSOV E.) (GLINSKY, PUKACH 2021), Moodle technology provides the opportunity to develop foreign language skills using built-in resources: Forum, Tasks, Lesson, Scorm package, URL link, etc. The learning process becomes active: the future specialist is involved in active communicative activities, which involves the construction of a foreign language lesson as a model of real communication. The Moodle learning environment allows you to implement all the basic mechanisms of communication: perceptual (responsible for perception); interactive (responsible for the organization of interaction); communicative (responsible for information exchange). The organization in the learning environment Moodle, has a number of advantages that allow you to implement the basic didactic principles: interactivity, individualization, adaptability, integrativity, absence, dynamism and diversity.

In the electronic environment Moodle we have developed electronic training courses on the practical course “Modern German”, “Translation Workshop”. German language for 3-4 year students and “Translation practic” for master students. Disciplines are placed within the educational portal of the National University “Lviv Polytechnic” (DOLINSKY 2016). Taking into account the careful experience of creating courses and their practical use in the educational process, we will analyze the possibilities of developing electronic educational resources on the basis of this electronic platform when teaching students German as another foreign language. The distance learning courses developed by us used such types of electronic educational resources as blog technologies, linguistic corpora, electronic dictionaries, information and reference sources, electronic simulators, which are regulated by the “Regulations on electronic educational resources” (BEZLYUDNY et al. 2019). Consider them in more detail:

- blog technology: gives students the opportunity to post information in a graphic format on their page in the form of a diary or magazine, as well as comment on user messages (there is a formation of writing skills and socio-cultural skills);
- linguistic corpus (texts that are provided on a certain basis). Teachers have the opportunity to organize research work of students, motivate their cognitive activity, to form the ability to learn in cooperation, as well as the ability of independent learning activities;

– electronic dictionaries (used to develop students’ lexical speaking skills and their translation competence);

– information and reference Internet resources (online encyclopedias, catalogs, online publications, virtual tours of museums, galleries, theaters, cities, etc.). With the help of these sources, productive and receptive speech skills, aspects of socio-cultural and intercultural competencies are formed. Electronic dictionaries, synonym dictionaries, phrase dictionaries are presented in the form of a list of hyperlinks to wiki pages within the course. On the basis of such information flow, the student has the opportunity to work with a glossary, which is compiled by the teacher and the student in the structure of the course. Glossary entries can be interrelated, the student sees lexical items or terms that have a more detailed interpretation in the glossary, with a highlight, and an underline and a question mark when hovering over them.

Didactic demonstration materials are presented in the form of electronic versions of tables, posters, diagrams, presentations, associative cards. This type of materials were presented both in the theoretical block, during the submission of new material, and in the practical part, as part of the tasks – when the table needs to be supplemented, expanded with selected samples, according to the scheme give a number of own examples, add appropriate cues, pictures, fill in the associative cards in the most original way. As for presentations, the range of their use in the electronic platform Moodle is quite wide and diverse. For example, in the practical course „Modern German” reading as a type of speech activity was tested using a thematic presentation, which students viewed and read several times, and after reading the presentation material students had to complete the task: answer questions, choose the correct statement, establish the sequence of events that were discussed during the presentation.

When we are learning a foreign language, it is mandatory to work with audio and video materials. These resources contribute to the development of auditory skills – the perception of speech by ear, form important visual stimuli for speaking, form critical thinking, which is an important point in learning activities. Such activities are characterized by a significant degree of perception, an objective approach to understanding the surrounding information field. It is worth noting that sometimes there was a problem with the size of audio and video, as the electronic platform Moodle sets limits on the size of such materials (maximum 32 MB). In this case, the material or parts had to be posted, or outside the course, with references to these sources. Electronic thematic images, collections of photographs, drawings, create a special interest



of students. The electronic platform Moodle can present them on wiki pages, through presentations, and sometimes they are part of test tasks. The purpose of the cycle of translation disciplines from the course “German language” is to train specialists who are fluent in German as a second foreign language and apply the acquired practical skills in professional activities (SHCHEGLOVA 2016). Theoretical and practical materials posted on the Moodle platform of the National University Lviv Polytechnic portal have the task to promote the formation of lexical, morphological, semantic and syntactic competencies in the analysis process, and then – translation from one language to another. In the process of teaching the courses “Modern German”, “Translation Workshop” such pedagogical technologies as cooperative learning-learning in cooperation, case-method (situation analysis method), project method were widely used. These are multifunctional techniques, which are based on an activity approach aimed at activating speech skills in the process of communication.

The electronic platform Moodle has great potential for the implementation of a holistic system of monitoring and evaluation of knowledge and skills of students. In addition, the organization of control and assessment of knowledge and skills using the Moodle system has its advantages, such as accessibility, speed, objectivity, transparency, timely software, compliance with the current pace of information flow and more. One of the options for organizing control actions is to use elements of the Hot Potatoes Quiz course. With the help of this program-editor of interactive tasks, it is possible to develop tests of different complexity and different variations: multiple choice, filling in the blanks, finding matches, compiling crossword puzzles.

For example:

Um auf dem Markt gut getreten zu sein, sind die Firmen immer \_\_\_\_\_ interessiert. Wenn ein neues Gerät entwickelt wird, muss herausgefunden werden, ob das Mittel \_\_\_\_\_ geeignet ist. Um alle Risiken auszuschließen, ist die Durchführung \_\_\_\_\_ wichtig. Die Versuchspersonen müssen \_\_\_\_\_ einverstanden sein. Normalerweise sind nur wenige Personen \_\_\_\_\_ bereit. Ärzte sind \_\_\_\_\_ verantwortlich. Es dürften durch das Präparat keine Schäden entstehen und die Versuchspersonen müssen \_\_\_\_\_ zufrieden sein. Nach Abschluss \_\_\_\_\_ kann das Produkt auf den Markt. Wenn der Verkauf \_\_\_\_\_ gut ist, ist die Firma \_\_\_\_\_ stolz.

It is also possible to take tests directly in the e-course system. To do this, there is a list of questions which is formed with the possibility of importing them from your own computer database, or conditions are created when they must be compiled in the course system itself. It is taken into account that test questions can have certain variations: multiple choice with one or more correct answers, binary choice questions, matching, essays, computational answers, short answers, etc.

For example: Tasks for multiple choice “Translation Practice Course”

1. Eine Maschine, die man nicht mehr reparieren kann. Es ist eine Maschine, die nicht mehr repariert werden kann.

We have two options to choose from:

- right and wrong.

2. Ein Schäden, den man beseitigen muss.

We have three options to choose from:

- ein beseitigender zu Schäden
- ein zu beseitigender Schäden
- zu ein beseitigender Schäden

Creating a content of methodological and educational material and taking tests to determine the level of proficiency in a foreign language, we provided several answers in the format of “Multiple Choice” so that the student could demonstrate relevant knowledge. The tasks were designed in such a way that we put the correct answer in the system, which makes it possible to openly inform about the correctness of the answer and motivates, in turn, students to check their answer and, if desired, compare it with the answers of others. In fact, free access to the database and the availability of information verification are a motivation to learn and understand complex grammatical phenomena of the German language.

For example fragment of the test with the correct answer.

Bedanken Sie sich für die Aufmerksamkeit und Zeit.....

We have three options to choose from:

- gilt als ein Zeichen von der Dankbarkeit
- gilt als Verabschiedung
- gilt als die Ablehnung

When taking foreign language tests for students, the structure of this task should be taken into account. That is how accessible and understandable it is. And here with the help of an electronic platform we can determine both the structure of the test and the conditionally specified “ease index”. With this indicator, a foreign language teacher can structure the group and divide the group into weaker and stronger students and, accordingly, create tests of varying complexity. Actually, the electronic platform Moodle, on the basis of which we concluded the course “Modern German” and which is located in the ANS (virtual learning environment) provides an analysis of the structure of the test specifically for each type of task, namely complex sentences, which in German are a rather complex topic, given the clear word order.

For example:

Analysis of text structure

№	the question	spores	effectiveness of problem solving
1	Sätze verbinden (Random)	147	34,35 %
2	Sätze verbinden (Random)	147	40, 52 %
3	Sätze verbinden (Random)	147	47,33 %
4	Sätze verbinden (Random)	147	10, 04 %
5	Sätze verbinden (Random)	147	35, 52 %
6	Sätze verbinden (Random)	147	27, 82 %
7	Sätze verbinden (Random)	147	44, 10 %
Range of statistics			
for these questions		62-88%	100 %

Fragment of statistical data on the complexity of the test

When taking tests for “Modern German” the complexity of the corresponding task is of great importance. There are short tasks where you need to choose the correct answer from several of these. Instead, there are tasks, the so-called “Lückentext”, where vocabulary is an important component. Such tasks require not only lexical competence, but also contain a grammatical basis. That is, the lexical unit can fit several missing places, while the grammatical aspect can be only one. This task requires correspondingly more time. When reviewing an attempt to complete a test task, having an overview of the attempts, you can trace how much time was spent by the student to write the test. This information can be obtained through an e-journal and a trial view.

The following fragment demonstrates this.

For example:

Name	Status	Beginning	Completion	Time	Result (8)
<i>Homko M.</i>	completed	07.10.2021	07.10.2021	49:21	5
		14:05	14:55		
<i>Melko N.</i>	completed	07.10.2021	07.10.2021	46:23	6
		14:05	14:52		
<i>Sen A.</i>	completed	07.10.2021	07.10.2021	50:01	8
		14:06	14:56		
<i>Kremin O.</i>	completed	07.10.2021	07.10.2021	60:00	5
		14:05	15:05		

Fragment of e-journal

The advantages include the fact that the tests compiled in Moodle have certain variable parameters, such as the number of attempts to perform, the use of additional material, the time limit, and so on. Thus, the Moodle system has different structural variations in use, can be easily adapted for use by students of philological specialties in different areas, is a good basis for compiling a variety of electronic educational resources regulated by law (BYKOV 2013; SHCHEGLOVA 2016).

## 5. Recommendations

Despite the fact that the electronic platform Moodle is already quite effective in learning a foreign language as a second language, there is still a wide field for further study. For example, it would be interesting to explore which format or additional program can be used to obtain statistics on the performance and level of knowledge of students studying both online and offline. Such results can be obtained. If, for example, to determine the same time for taking a certain test online and offline and to follow in what format the success of students will be more effective.

## **6. Conclusions and prospects of further studies**

In the context of informatization of modern education, the electronic platform Moodle has proven to be an effective resource in the formation of socio-linguistic competence of students; distance courses placed on this platform meet the basic methodological requirements for conducting various forms of classes, contribute to the development of basic speech competencies; contribute to the formation of information and innovation culture of students and teachers.

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Received: 2021-07-06; verified: 2021-08-10. Accepted: 2022-10-10

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