English Teaching Based-Strategy LMS Moodle and Google Classroom: Feature of Testing and Feedback

Rizky Eka Prasetya

Akademi Sekretari Budi Luhur

rizky.ekaprasetya@budiluhur.ac.id

Abstract

Teaching English Foreign Language (TEFL) has shifted more complex for developing countries, especially in Indonesia. Pandemic conditions restricted the conventional face-to-face teaching and learning process. A virtual classroom became an alternative to implementing the learning and teaching process. The research investigated and explained the English teaching strategies of electronic testing and feedback in Moodle and Google Classroom, and the qualitative study concentrated on the grounded theory approach and thematic analysis. The entire data was collected by the questioner and survey using purposeful sampling. The study found that the electronic testing was applicable in the Moodle and Google classroom. Moodle could implement various electronic testing for multiple-choice, short answers, essays, true/false statements, and missing words. Contrastingly, the Google classroom platform could be accessible for multiple-choice, short answers, and essays. The continuous implementation was dependent on the English lecturers' capabilities on these platforms. Feedback features were approachable on both platforms, including formal feedback, formative feedback, and summative feedback. However, giving feedback has a different approach to each characterization on these Moodle and Google Classroom platforms. Google classroom platform was more uncomplicated than Moodle regarding feedback realization. Nonetheless, the versatility of Moodle-feedback was more advance than Google classroom. Each online learning platform had acknowledged a favorable comparison by the respondent, primarily English online pedagogy in Higher Education.

Keywords: *English Teaching Method, Google Classroom, LMS Moodle, Testing Language, Feedback Testing Language*

INTRODUCTION

Through the Ministry of Education, the Indonesian government has lately preceded the competency-based language curriculum maintaining the performance-based outcomes for each academic section. Marcellino (2015) stated that this new approach requires an excessive demand for flexible and independent learning. However, this approach's implementation has led to many problems due to several cultural, professional, and practical factors. (p.58). Teaching English Foreign Language (TEFL) refers to teaching English to English learners with a different first language. Richards (2015) mentioned that "competency in English language teaching draws on content or subject matter knowledge, teaching skills, and the ability to teach in English" (p.2). This English teaching specificity will differentiate and determine the choice of approach, style, and teaching strategy. "It is known that in teaching a foreign language, it is important to develop not only the language skills of students but also their intercultural communication competence" (Makhmudov, 2020, p. 84).

Language acquisition can be considered more general or higher in the lexicological hierarchy because its scope includes unconscious and conscious processes, whereas learning is considered to refer only to the result, namely competence. "Language acquisition is a computational process by which linguistic experience is integrated into the learner's initial stage of knowledge" (Yang, 2018). In the same manner, Gass& Mackey (2015) stated that "input (communicative competence) is a necessary component of all theories of language acquisition, including the interactionist approach" (p. 180). Moeller and Catalano (2015) stated that acquisition refers to the process of learning first and second languages naturally, without formal instruction, whereas 'learning' is reserved for the formal study of second or foreign languages in classroom settings. Thus, Foreign language learning and teaching encompassed a remarkable paradigm transformation due to the pedagogy. It had developed the systematic and analytical knowledge derived from how learners learn and acquire a foreign language. Predominantly, learning a foreign language implied conceived to reflect that concerned learner's copy or duplicate new information.

ESL (English as a Second Language), EFL (English as a Foreign Language), or ESOL (English for Speakers of Other Languages) teachers worldwide are increasingly using the Internet as a teaching tool in language classes (Grauss, 1999; Frizler, 1995 as cited in Martins et al. l, 2004, p.354). LMS Moodle is one of the most accessible existing educational platforms prepared for implementing a flipped classroom, conducting learning activities at flexible times and places completed by the Internet. One promising LMS is moodle, a robust, fully-featured package incorporating not only the technologies discussed above but many others (i.e., journals, quizzes, assignments, glossaries, surveys, polls, wikis) (Dougiamas, 2004, as cited in Melton, 2015). In the meantime, google classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive, and other Apps. Google Classroom allows teachers to spend more time with their students and less time on the paperwork, which is now even better (Iftakhar. 2016).

Technology does not establish methodology, although educators employ technology to complement it. They need to examine their aims concerning teaching styles. Rosenberg (2001), as cited Rana and Lal (2014), explained electronic learning as the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance". Various technological materials contribute to different advantages. Therefore, they should be informed of utility technology. They may implement technology for their teaching abilities. When educators employ technology in class, they should know students' contemporary language abilities and needs. Altun (2015) stated that "They (teachers and students) are all engaged with technological tools and somehow are involved in the target language through technology. Teaching by using traditional methods is no longer motivating and enjoyable for learners.

Computers are extensively utilized in foreign language teaching and learning (FLTL) to accommodate learners to experience the target language and culture. "This situation can be seen as an excellent motivation and opportunity for developing CALL tools that provide personalized feedback on learner errors and foster linguistic awareness of relevant language forms and categories."(Amaral and Meurers. 2011). In Addition, "Learning to use these contemporary CALL technologies is so much easier than previous iterations of technology that were designed for language teaching"(Kessler. 2018). Educators can easily design possibilities to engage in comprehensive and

meaningful target language used both in and out of the classroom. They can additionally anticipate an accelerating pattern of opportunities for generating pleasant experiences for learners. Abou El-Seoud et al. (2014) stated E-learning has grown in significance as an educational tool, just like technology has developed and progressed over the years. Interestingly, there have been more efforts at advancing technology than on attempting to understand the needs and learning styles of individual learners and instructional design. In the same manner, Reinders and White (2010), as cited in Derakhshan et al. (2015),there are many different programs designed to create opportunities for language use through e-mail, chat communications where a learner with L1 would be a partner of another learner with L2.

Teaching and testing are associated with English pedagogy. Lecturers are compelled to teach their students and regulate their accomplishments correctly. Tests grow a natural enlargement of classroom activity. These facts present both lecturers and students with advantageous knowledge that assists as a foundation for development. Rahman (2020) explained that, In a general sense, a test is something that demonstrates one's competence-incompetence, ability-inability; and that shows someone's position in the scale consisting of variables such as fail, pass, average, satisfactory, functional, and excellent." Garrett (1991), as cited in Suvorov and Hegelheimer (2013, p.594), stated,"Computer-based testing, once viewed as a convenient delivery vehicle for traditional paper and pencil tests." Chapelle (2010) as cited in Ramak (2017:337), identified "three main motives for using technology in language testing: efficiency, equivalence, and innovation." Innovation is embodied in the adaptive method to test configuration and automatic intelligent feedback combined into computer-aided tests. Shilovaa et al. l (2014) explained,at present, there is a variety of computer-based tests that foreign language teachers can use to assess students' foreign language skills."

Information technologies were applicable to deliver and present essential information in English pedagogy (Butova et al., 2019).Simultaneously, Jing (2016) affirmed that the Moodle-based College English instruction could compensate for the deficiency of the traditional way, integrating the multimedia, network, and English, with the teacher as the guider and the student as the center. Online language learning has problems in various aspects. Gillett-Swan (2017) stated some of the issues experienced could be personal such as anxiety associated with using technology; being out of one's comfort zone; (perception of) inequity in assessment, particularly in group assignments; and the (perceived) inability or difficulty in peer interaction, particularly in presentations.

Feedback can assist in several purposes and take multiple forms. Feedback can be implemented as a single existence – i.e., informal feedback on a student's grasp of a notion in class – or a combination of multiple presences – i.e., formal, formative, peer feedback on stage one of a testing task. Effective feedback is a two-way process and a continuous dialogue between teacher and students; therefore, it can improve the learning process and outcomes (Ali. 2016). Brandl (2005) stated that the students' exploration of any content-based resources could be easily assessed using Moodle-based evaluation and feedback tools.

The English teaching tradition has implied drastically evolved with technology's extraordinary approach based on the explanation. Technology presents remarkably various opportunities as advancing teaching exciting and making teaching more effective in developments. Technology is an entirety of the most notable justifications of

both social and linguistic diversity. The objective study was to identify the domain teaching method foreign language in LMS Moodle and Google Classroom in higher education. This method was associated with applying the testing and feedback inside the electronic learning in LMS Moodle and Google Classroom ecosystems

METHOD

The qualitative data is collected through anelectronic survey and interview (Google form). The google form-based survey is employed to determine the experience and perspectives on electronic learning regarding its utilization support teaching English in Higher Education. Each version of the questionnaire addressed to the lecturer consists of 20 closed questions (Likert Scale: Most of the time, Some of the time, Seldom, Never) and five open questions. The semi-structured interview was employed to gain complete information about the respondent's perspective.

The qualitative elements comprise lecturers' responses concerning online teaching English experience utilizing LMS Moodle and Google Classroom. The 37 respondents of this study are from the different higher education institutions in Jakarta. They had the same experience teaching English in either LMS Moodle and Google Classroom because of the pandemic. After completing the survey questionnaire, the dept-interview must obtain qualitative information individually of the respondent's experience. The thematic analysis was employed to gather a comprehensive view of each respondent

The researchers analyzed and interpreted the data gathered from the survey questionnaire and dept interview to assess the different categorical experiences teaching with LMS Moodle and Google Classroom. Data obtained using a behavioral checklist and record observations. It will be on three primary forms typically used by qualitative researchers: triangulation, member checking, and auditing. Data were collected via interviews and questionnaires. Transcriptions signify open-ended interviews and open-ended questions on questionnaires. Focus group interviews completed getting shared recognition from several lecturers as the respondents

RESULTS AND DISCUSSION

The collaborations teaching English foreign language and computers are advanced and integrated (Barman et al. 2019; Iftakhar. 2016). The data have shown that the lecturer intends to apply the teaching approach of grammar-translation, reading approach, audiolingual method, natural approach, and the communicative approach. Similarly, the question element of receptive skill: response format, receptive skill: task type, writing task, extended writing task, and speaking task type in the same manner. However, the concerned study feedback was found informal, formal, and summative. Google Classroom and Moodle administer comparable characteristics, functioning as mobile performance, the capacity to generate tests and assignments, and library resources.

Nevertheless, Both of them also secure various features. Albashtawi et al. (2020) stated that Google Classroom's features concentrate more on approaching collaboration, while Bošković et al. (2014) affirmed that Moodle includes the broader functionality

entertains the participants with various plugin updates. These electronic learning ecosystems emerged the lecturer or instructor to adjust the material for their students.

Teaching English Method in LMS Moodle and Google Classroom

Educational online learning subject materials manifested customarily mitigated and supplemented with several mechanisms and uploaded to a networked online access setting (Dhawan. 2020; Adnan et al. 2020). In gaining a more enthusiastic English course, the lecturer needs to design and establish the innovative delivering material to have a great experience using virtual class. On the other hand, the reality condition is not always suitable for delivering LMS Moodle or Google Classroom material.

Teaching English into LMS Moodle and Google Classroom may appear attractive because it organizes several features that merely unavailable during the face-to-face meeting in the traditional classroom. Vasanth et al. (2020) explained that these two electronic learning programs or instruments could be utilized with the language lecturer in this global pandemic as the main alternative. These e-learning ecosystems would be vital to create or facilitate the method of English teaching in Higher Education. The result found six methods covering the LMS Moodle and Google Classroom

Table 1 Integrating English Teaching Method

English Teaching Method	LMS Moodle and Google Classroom				N (%)
	Most of the time	Some of the time	Seldom	Never	
The Grammar-Translation Approach	8	18	3	4	33 (89%)
The Reading Approach	15	5	8	6	34 (91%)
The Audiolingual Method	7	13	9	8	37 (100%)
The Communicative Approach	10	11	9	6	36 (97%)
Natural Approach	8	18	3	4	33 (89%)

1.   **The Grammar-Translation Approach**
The method was designed to teaching modern languages. English LMS Moodle and google class Lessons are developed in the students' mother tongue; the condition implies the target language's limited dynamic performance. Furthermore, Sumtsova et al. (2018)vocabulary is practiced in the form of solitary word lists.
"*My electronic class was focused on detailed grammatical rules. The learners' primary abilities were to complete reading and writing. Therefore, they (English learners) understand written text in the English language.*"(respondent 08)
Detailed descriptions of grammar remain provided continuously. Grammar guidance implements the rules for establishing words synchronically; it frequently concentrates on the structure and expression of words. Problems reading text started early in the progression of study. Inconsiderable attention is given to the texts' content, which is treated as studies in grammatical interpretation. The only drills regularly are

practices in translating separated sentences of the target language within the mother tongue. Little application is given to pronunciation.

2.   The Reading Approach

The method is decided on functional and theoretical grounds. For particular language practices, it is for students who do not visit overseas, and reading is the entire relevant knowledge in a foreign language. The pre-eminence in studying the target language is reading ability and current or traditional knowledge of its target language. The grammar required for reading understanding and fluency is developed.

> "*It was significant to create and established the emotional connection between us (English lecturers) and learners. The learners' prior knowledge became basic information to revealed their abilities through reading as deeply in vocabulary comprehension. learners were able to demonstrate the summarizing text in their perspective*"(respondent 11)

Inconsiderable attention is adjusted to pronunciation or obtaining conversational abilities in the target language. A significant quantity of reading is done in a second language (Kapsargina et al. 2020). The vocabulary of the initial reading paragraphs and texts is rigorously established for complexity. Vocabulary is developed as immediately as possible, considering vocabulary acquisition is more relevant than grammatical ability. The translation appears as a proper classroomstyle linked to knowledge of the written text.

3.   The Audiolingual Method

The principles of behavioral psychology determine this method. It adopted several of the Direct Method systems and methods. Supplementary material is displayed in the structure of a conversation. Acquired from the principle of language learning is habit formation. Syakur(2020) asserted that the method encourages dependence on imitation, memorization of set phrases, and repetition scheme. Structures are arranged and formed diversely. Structural patterns exist developed, utilizing repetitive conditioning.

> "*Online language learners can understand English as a foreign language when spoken at moderate activity and in conventional materials. Moreover, language learners can talk with good pronunciation and grammatical accuracy.*"(respondent 26)

Merest grammatical information is presented; grammar is taught preliminarily. Abilities that happen sequenced on listening, speaking, reading, and writing are acquired in classification. Vocabulary is rigidly restricted and acquired in context. Teaching features imply circumscribed by contrastive analysis within the first language and second language. The condition is an excellent method of language labs and visual support. There is ample prereading time at the opening of the class. High emphasis is supplied to a well-defined native-like utterance. The mother tongue usage by the instructor or lecturer is authorized but controlled between and with the students. Assertive responses are strengthened; inclusive attention is necessitated to counter learner mistakes. The tendency focus on manipulation of the target language and to neglect content and purpose

4.   The Communicative Approach

Communicative competence signifies the advanced acquisition concerning utilizing a language to gain one's communicative intention. This method involves

negotiating the meaning within two or more students participating in the same representative method.

> "*The university goals of English learning are to emphasize linguistic achievement, preferably of linguistic proficiency. The actual control needed with language in natural conditions, and acknowledgment to traditional methods so-called linguistic capability*"(respondent 31)

It applies to both spoken and written language and context-specific information derived from the situation, the participants' capacity, and the relevant register and style choices. Harris (2016) concluded that the distinction of persons' language in different contexts breaks formal or informal. The practice of vernacular or slang may not be relevant. Communicative competence symbolizes a transformation in the center of the grammatical upon the language's communicative characteristics. The circumstance demands creating and understanding communicative acts or speech acts applicable to the second language learner's requirements.

5.   Natural Approach

The Natural Approach and the Communicative Approach have experienced a joint theoretical and philosophical principle. Language is acquired through comprehensible input. If a second language learner remains at a particular level in language acquisition, and the students understand it includes a structure at the following stage, it helps them gain the structure.

> "*I started class with the video conference facilitated and integrated by google and google meetings and conversed about particular things. The topic was coming from the web page news media so that learners could improve their vocabulary as well*"(respondent 37)

The second language learner will typically interchange proficiency in the first language for ability in the second language. The student should not be required to utilize the first language to produce second language achievement. A silent period and insertion of the first language into second language utterances should be exacted and permitted. The eventstructures of activity are word-based and more uncomplicated to compose, understand, and remember the size that discourse or text is inspired and systematized occasionally. Therefore, the second language teaching elements are more eminent when they consolidate good story writing principles with sound linguistic interpretation.

Testing in LMS Moodle and Google Classroom

LMS Moodle provided the general feature to assess and evaluate the students' ability in each indicator. The lecturer can allow the quiz feature to be attempted multiple times or once time. It depends on the quiz setting. The question can be organized, shuffled, or randomly from the question bankChaikina et al. (2017). The attempt is marked automatically with the correct or incorrect answer. So the students can see directly with the result. In the same manner, google classroom also provided the multiple choices question type in the Google ecosystem. The system is integrated with a google form. It is one of Google's products. Google form can be arranged to have a variety of multiple choices and a true-false question quiz feature. Both of the systems can arrange the question type response format of true/false, multiple-choice, short response, extended response

Table 2 Electronic Testing English Learning

Electronic Testing	LMS Moodle and Google Classroom				N (%)
	Most of the time	Some of the time	Seldom	Never	
Receptive skill: response format	16	5	9	3	33 (89%)
Receptive skill Task Type	8	8	12	9	37 (100%)
Writing Task and Extended Writing task	8	8	9	10	35 (94%)
Speaking Task Type	9	12	16	0	37 (100%)
Receptive skill: response format	5	8	15	4	32 (86%)

1.   Receptive skill: response format

The receptive skills imply those abilities derived from the spoken or written discourse in language teaching. Specific skills are sequentially comprised of listening and reading. In the LMS Moodle and google classroom, the instructor or lecturer must evade concentrating, barely approaching testing the learners' achievement into comprehending the meaning regarding the texts and propose. However, Clark-Gareca(2016) affirmed that the circumstances persuade them to practice the reading and listening strategies that empower them to challenge every text. Listeners and readers obtain control of specific cognitive processing while listening or reading.

"*Testing English learners through LMS Moodle could be implemented into various styles. for me, it was simpler to create multiple choices, short response, true/false, and others.*"(respondent 18)

True or false questionsfrequently happen to assess the specific meaning of particular sentences or idea links in spoken language. However, it can also be accepted in other processes of judging the correctness of reviews of viewpoints represented inside a text. The multiple-choice type of question construction is hugely adaptable and can be applied to assess the synthesis of concepts over texts, vocabulary, grammar, and propositional meaning. Nevertheless, designing functional multiple-choice necessitates excellent experience on the element of the particular material, subject, and indicator.

2.   Receptive skill Task Type

Receptive skill task type signifies a considerably different approach to reading or listening to the texts. Texts will be higher, more compact, and excellent, and the focus will be on meaning and much more in-depth reading. It is fundamental to provide the learners with a reasonable opportunity to develop and equip for the material. The attempt to establish context is the fundamental step, which can work moderately vague and later grow frequently concentrated, approaching the subject of the reading or listening elements.

"*In electronic testing, I preferred using gap fill or sequencing. I asked learners to read a lot, repeat, dictate if we used video conference google meeting.*"(respondent 02)

Gap-fill question type should commonly be indicated with lines or sounds of equal length (unless the intention is to clue the missing word's length). The gaps are not designated to be assessments that have to determine the gaps and fill them, although this is demanding. However, the questions require relatively massive visual awareness levels, and unknown students can struggle to learn what is needed. Flores(2016) explained that intrusion is a convenient way of presenting written tasks of this kind is to require a judgment for each line of a text. Sequencing implies organizing sentences in exchange. Either narrative text should demand an understanding of coherence or relationships among the sentences.

3.   Writing Task and Extended Writing task

Extended writing tasks imply achieved at the teaching complement to testing experience and comprehension in LMS Moodle and Google classroom. Flawless writing assignments can use various manners but customarily associate with a particular topic that the student has been studying. Students may have been learning about information reports. Their insistence has practiced examining information during their observations and the principal features that harmonize into writing. The lecturer can have a different variety to assess the Writing Task and extended Writing Task. In the same manner, google classroom also has a similar feature but with a different approach and technique

"Moodle and Google Classroom could perform the testing style of transformations, correction of an error, sentence building, and guided writing. All of the upload files worked perfectly in the system"(respondent 13)

Sequencing type question rearranges sentence particles to create sentences in spoken or written. The focus enhanced limited order within the sentence in composition tests, preferably than on relationships among sentences or paragraphs. The next type of question is transformations. Cho and Brutt-Griffler(2015) concluded that It assessed the recognition of a student's ability in a suitable spoken or written form. It is usually applied in reconstruct sentences to shift various formats yet similar meaning or merge simple sentences to build more compound sentences. Error correction assessments identify the elements of a text or short error sentence fragment. The variations involve presenting information on the errors' positions and asking them to get the essential corrections. Sentence building derived from solitary words, disarrange sentences, pictures or question indicates, assesses, writes or says specific sentences.

4.   Speaking Task Type

Speaking ability difficulties are considered to happen in the testing of oral experiences in a foreign–language. It includes determining language proficiency, circumventing cultural preferences, and accomplishing validity. Speaking ability difficulties are considered to happen in the testing of oral experiences in a foreign–language. It includes determining language proficiency, circumventing cultural preferences, and accomplishing validity. Octaberlina and Muslimin(2020) determined that the LMS Moodle's quiz or testing feature is more prominent than google classroom, but the interactive circumstance in google classroom broader. It is integrated with google meet, it is one of the Google products, and the system can connect the participants lively on the video conference. This element did not find in the LMS Moodle.

"Google meet would improve our goals of testing. The condition involved video conference for essentially testing of the interview, discussion, and role-play. They had been excited to speak at the video conference."(respondent 27)

Extended monologues assess the speaking ability in the set length of time on a provided topic that remains significant to their enthusiasm. Interview functions may be modified at any point in the condition, interviewees collectively or independently interviewing the interviewer. The discussion was given a topic and possibly some guiding subjects to consider when discussing a problem and reaching an agreement. Role Play Roleplaying is an option that may be brought into any of the above task types. The participants pretend to be something or someone. It is considered to have a comparative context with the reality surrounding them. Submission and evaluation can be quickly made in LMS Moodle or Google classroom. Both of them had upload files from complex forms.

Feedback Testing in LMS Moodle and Google Classroom

Testing and feedback signified the integrated component of teaching English foreign language in LMS Moodle and Google Classroom (Vattøy. 2020). The application of each electronic learning ecosystem helped the lecturer and students accomplish the proficiency ability in each material. The participants indeed have the same position in the learning process. The shift learning into electronic has changed the giving feedback indirectly.

Table 3 Electronic Feedback English Learning

Electronic Feedback	LMS Moodle and Google Classroom				N (%)
	Most of the time	Some of the time	Seldom	Never	
Informal feedback	7	16	8	4	35 (94%)
Formal feedback	5	12	11	8	36 (97%)
Summative feedback	18	8	4	7	37 (100%)

1.   **Informal feedback**
    Informal feedback can coincide, as it emerges spontaneously in the moment or during the processing (Barua. 2019). Therefore, informal feedback needs to establish gradesummaries with students to support the suggestion (advice) or supervise them in regular administration effectively and culpable for learning.
    "I preferred to give feedback directly through chat or video conference. I think it was an excellent idea to establish a connection with the learners. Therefore, I could give them feedback developed on their grading or score."(respondent 35)
    The gradebook feature has combined this type of feedback into advantages during online learning use by LMS Moodle and Google Classroom. They have a simple consistency to monitor and evaluate the students' achievement.

2.   **Formal feedback**
    The lecturers tend to applied formal feedback. It is organized and regularly scheduled within the process.
    "Electronic assessment based on Moodle and LMS Moodle could establish automation grading and feedback. Lecturers were able to input feedback automatically if the answer correct or incorrect."(respondent 29)

The type of feedback is usually connected with testing tasks. Formal feedback involves qualifying standards, competencies, or completion criteria and is registered for both the student and lecturer as confirmation. Rahimi and Zhang(2015) stated that the feedback is suitable to give a suggestion or advice in the single material testing in the quiz or assignment (upload file) in LMS Moodle and google classroom. This system has accommodated reasonably with the type of feedback.

3.   Summative feedback
The ideal summative feedback evaluates student learning at the point of an instructional system by associating it with some indicators or standards.

"My online class followed both Moodle and Google Classroom. Moodle had an excellent presentation of grading criteria in quizzes or assignment activities. I might get easy to inform the progress of every each student. It indeed could explain the mark from the criteria provided and additional constructive comments."(respondent 20)

This feedback is expressed by specific remarks correlated to their work's particular viewpoints, obviously describes how the result was obtained from the criteria presented, and supplementary productive observations on how the performance could be developed (Flodén. 2017).

CONCLUSION

The challenge delivered the proper English material inevitably in LMS Moodle and Google Classroom. The study had revealed that the lecturer needs to improve their ability and experience utilizing technology to enhance student attention. The pandemics era proof learning and teaching process do not always practice the class instead of the virtual class. The teaching method needs to adapt and accommodate all aspects of the foreign language acquisition process. It is determined the accomplishment in every competence indicator. Complete electronic learning ought to be advantageous for both lecturers and students. These systems managed to monitor improvement and practices for the respective student and then compile them for instructor review as each material's feedback process. Moodle and Google Classroom were defective media to teach English focus the communicative competence. The missing interaction between the lecturer and student would create a gap in the primary indicator of English teaching and learning. However, these electronic learning ecosystems were proven effective and suitable to deliver and accommodate English teaching. Both Moodle and Google Classroom intended to encourage teachers to engage students in virtual classes. Both of them have their designation features, which the teachers and students employ to derive teaching-learning advantages.

REFERENCES

Abou El-Seoud, M., Taj-Eddin, I., Seddiek, N., El-Khouly, M., &Nosseir, A. (2014). E-learning and students' motivation: A research study on the effect of e-learning on higher education. International journal of emerging technologies in learning (iJET), 9(4), 20-26.

Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. Online Submission, 2(1), 45-51.

Albashtawi, A., & Al Bataineh, K. (2020). The effectiveness of google classroom among EFL students in Jordan: an innovative teaching and learning online platform. International Journal of Emerging Technologies in Learning (IJET), 15(11), 78-88.

Ali, A. D. (2016). Effectiveness of Using Screencast Feedback on EFL Students' Writing and Perception. English Language Teaching, 9(8), 106-121.

Altun, M. (2015). The integration of technology into foreign language teaching. International Journal on New Trends in Education and Their Implications, 6(1), 22-27.

Amaral, L. A., &Meurers, D. (2011). On using intelligent computer-assisted language learning in real-life foreign language teaching and learning. ReCALL, 23(1), 4-24.

Barman, B., & Karthikeyan, J. (2019). Facilitating ELT through Moodle and Google Classroom. Restaurant Business, 118(10), 506-518.

Barua, N. M. (2019). Informal Feedback in the English Language Classes of Gauhati University: An Ethnographic Study. International Journal of English Learning & Teaching Skills, 2(2), 1262-1277.

Bošković, V., Gajić, T., &Tomić, I. (2014). Moodle in English language teaching. ImpaCt of Internet on BUSIneSSaCtIvItIeS In SerBIa and WorldWIde, 480.

Chaikina, Z. V., Shevchenko, S. M., Mukhina, M. V., Katkova, O. V., &Kutepova, L. I. (2017, July). Electronic testing as a tool for optimizing the process of control over the results of educational training activities. In International conference on Humans as an Object of Study by Modern Science (pp. 194-200). Springer, Cham.

Cho, H., &Brutt-Griffler, J. (2015). Integrated reading and writing: A case of Korean English language learners. Reading in a Foreign Language, 27(2), 242.

Derakhshan, Ali &Salehi, Danial &Rahimzadeh, Mahboubeh. (2015). Computer-Assisted Language Learning (Call): Pedagogical Pros and Cons. International Journal of English Language and Literature Studies. 4. 111-120. 10.18488/journal.23/2015.4.3/23.3.111.120.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of Educational Technology Systems, 49(1), 5-22.

Flodén, J. (2017). The impact of student feedback on teaching in higher education. Assessment & Evaluation in Higher Education, 42(7), 1054-1068.

Gass, S. M. & A. Mackey (2015). Input, interaction, and output in second language acquisition. In B. VanPatten&J.Williams (eds.), Theories in second language acquisition (2nd edn.). New York: Routledge, 180–206.

Gillett-Swan, Jenna. (2017). The Challenges of Online Learning: Supporting and Engaging the Isolated Learner. Journal of Learning Design. 10. 20. 10.5204/jld.v9i3.293.

Harris, K. L. (2016). Reflexive voicing: A communicative approach to intersectional writing. Qualitative Research, 16(1), 111-127.

Iftakhar, S. (2016). Google classroom: what works and how. Journal of Education and Social Sciences, 3(1), 12-18.

Jing, M. A. (2016). The application of Moodle-based platform in college English learning. Sino-US English Teaching, 13(5), 332-337.

Kapsargina, S., &Olentsova, J. (2020, March). Reasonability of using LMS Moodle tests as a form of control in teaching a foreign language for students of secondary vocational education. In "New Silk Road: Business Cooperation and Prospective of Economic Development"(NSRBCPED 2019) (pp. 811-815). Atlantis Press.

Kessler, G. (2018). Technology and the future of language teaching. Foreign Language Annals, 51(1), 205-218.

Makhmudov, K. (2020). Ways of Forming Intercultural Communication in Foreign Language Teaching. Science and Education, 1(4).

Marcellino, M. (2015). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. TEFLIN journal, 19(1), 57-69.

Melton, J. (2006). The LMS Moodle: A usability evaluation. Prefectural University of Kumamoto. Retrieved February, 21, 2008.

Moeller, Aleidine Kramer and Catalano, Theresa, "Foreign Language Teaching and Learning" (2015). Faculty Publications: Department of Teaching, Learning and Teacher Education. 200.

Octaberlina, L. R., &Muslimin, A. I. (2020). Eflstudents perspective towards online learning barriers and alternatives using moodle/google classroom during covid-19 pandemic. International Journal of Higher Education, 9(6), 1-9.

Qu, W., & Zhang, C. (2013). The analysis of summative assessment and formative assessment and their roles in college English assessment system. Journal of Language Teaching and Research, 4(2), 335.

Rahman, M. S. (2020). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language "testing and assessment" research: A literature review.

Ramak, M., &Ziabari, S. R.(2017) Computer Assisted Language Testing Benefits, Constraints and Future Directions. Research Journal of English Language and Literature (RJELAL). 336-342

Rana, H., & Lal, M. (2014). E-learning: Issues and challenges. International Journal of Computer Applications, 97(5).

Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. RELC Journal, 48(1), 7-30.

Saefurrohman, S., &Balinas, E. S. (2016). English teachers classroom assessment practices. International Journal of Evaluation and Research in Education (IJERE), 5(1), 82-92.

Shilova, T. V., Artamonova, L. V., &Averina, S. Y. (2014). Computer-based Tests as an Integral Component of an EFL Course in Moodle for Non-linguistic Students. Procedia-Social and Behavioral Sciences, 154, 434-436.

Sumtsova, O., Aikina, T., Bolsunovskaya, L., Phillips, C., Zubkova, O., & Mitchell, P. (2018). Collaborative learning at engineering universities: Benefits and challenges. International Journal of Emerging Technologies in Learning (iJET), 13(1), 160-177.

Syakur, A. (2020). The Effectiveness of English Learning Media through Google Classroom in Higher Education. Britain International of Linguistics Arts and Education (BIoLAE) Journal, 2(1), 475-483.

V Butova, A., I Dubskikh, A., Kisel, O. V., & G Chigintseva, E. (2019). Electronic educational environment Moodle in English language training. Arab World English Journal (AWEJ) Volume, 10.

Vasanth, S., & Sumathi, C. S. (2020). Learning management systems through Moodle and Google classroom for education. Advances in Research, 32-37.

Vattøy, K. D. (2020). Teachers' beliefs about feedback practice as related to student self-regulation, self-efficacy, and language skills in teaching English as a foreign language. Studies in Educational Evaluation, 64, 100828.

Yang, C. (2018). A formalist perspective on language acquisition. Linguistic Approaches to Bilingualism, 8(6), 665-706.