THE USAGE OF THE ONLINE ASSESSMENT MOODLE LMS AND GOOGLE CLASSROOM ENVIRONMENT FOR ENGLISH LANGUAGE TEACHING

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Abstract: *Moodle and Google Classroom learning management systems (LMSs) generally operate in higher education and are accommodating when shifting from traditional face-to-face instruction to online courses. The study aims to examine and analyze online assessment or testing in Moodle and Google Classroom for English language learning. The study concentrated on the mixed method and the convergent parallel design. This research reveals methods to construct, adapt, and evaluate online assessments or testing in Moodle or Google Classroom. Moodle scores higher than Google Classroom in the Automated evaluation and Submission for Items evaluation aspect. On the other hand, Discussions on the Platforms and Share and Publication have a better experience with Google Classroom educators. English language lecturers or instructors exposed that Moodle comprehended Item Mean scores of 2.43, 2.42, and 2.41. it exposed those quizzes are the most common automated evaluation. Interactive multimedia applications may also be practical for online learning and assessment. However, the mean scores of 2.09, 2.16, and 2.18 revealed that comes to online learning, Moodle instructors who consider it an inadequate Google Classroom are out of touch with reality. Moodle and Google classroom scored low for the teacher aspect as implementation differences, and the finding elaborates on the opportunities and challenges of online assessment and testing. The participants noticed increased English language learners' accomplishments and improved English lecturers' online technical abilities. These results support the transition toward the future introduction of more online English language online courses.*

INTRODUCTION

Due to the COVID-19 pandemic, university students and lecturers have encountered numerous difficulties, such as selecting the right online platform, technological difficulties, attendance, and a lack of understanding in adjusting to online lectures. As online course designers in higher education, English lecturers were unprepared for shifting from face-to-face sessions to online conditions. Suddenly, there was no other choice. It has been challenging for online participants to establish online classrooms and adaptable electronic tests and assessments (Almossa, 2021). It has been challenging to determine how to evaluate and defend their students' outcomes for English language lecturers. Online education gradually displaces many conventional classroom environments and alters how we educate. While online conditions may be more efficient, convenient, and adaptable for

students and English lecturers alike, it is critical to emphasize that this technology should aid teaching and encourage learning.

English lecturers as instructors consider instructional approaches and include online learning as a mode of delivery, and they must also consider their assessment strategies. Mahmud & Wong (2018) indicated that the possibility of online education necessitates new evaluation issues and electronic testing (assessment). The online assessment encompasses more than student testing and evaluation. Chen et al. (2018) clarified that online instructors might customize their assessment activities to give relevant feedback, accountability, and opportunities to exhibit excellence by adhering to a few fundamental assessment principles. Online evaluation should be seen as assessing students' academic performance. Because there are several components to analyze, the assessment process should be seen as a system. Simply because it is challenging to quantify learning does not indicate that it has not occurred.

Electronic learning and assessment were introduced and integrated into the English pedagogy since Computer Assisted Language Learning (CALL) were recognized worldwide (Tafazoli et al., 2019). In the same perspective, Alrehily et al. (2018) supported that electronic assessment (E-Assessment) heightened the measurement and evaluation of learners' outcomes and made it possible to get instant feedback from their devices. It is essential to design mechanisms and instruments to assess or evaluate English language learners in the online environment, concentrating on their educational goals and helping them develop their English communicative ability in the long term. The electronic assessment component implies being prepared to address a particular learning outcome and area or related areas of knowledge in the Learning Management System. The outcomes of the mechanism were perceived as directly visible performance improvement in assessment and evaluation in the online environment. Juhaňák et al. (2019) explained that the Learning Management System could implement different styles and tools. The primary objective is to generate the administrative procedure, virtually paper-based system, and online assessment (assessment), including the various English language learners' tests or assessments of communicative competence.

Several studies have analyzed the feasibility of delivering online teaching in English language learners' context, examining learners' and instructors' perspectives and experiences with online exams and electronic testing. (Alyahya & Almutairi, 2019) An observational study revealed the acceptable and pleasant experiences of medical students and faculty members with online assessments. However, they can be obtained via Learning Management System technology educational skills. In contrast to this study, Böhmer et al. (2018) communicate concerns about academic dishonesty and injustice among university students taking online testing or distance tests and the danger of technical difficulties during a pandemic. It has been recommended that assessments be redesigned with some adjustments to include a variety of testing forms, including synchronous oral and written

exams with critical thinking and various sorts of objective questions. Multiple sets of test questions in a randomized sequence combined with a time constraint may help decrease the likelihood of cheating to a certain amount, while cheating is inescapable with distant online examinations. The form assessment of projects, assignments, and discussion forums might measure learners' performance. Similarly, Jubaedah et al. (2020) proposed many quality characteristics of English language learners concentrated on oral, written, and objective questions and ongoing formative evaluation to support the validity of online assessments.

The Moodle and Google Classroom online assessment environments have not been reported. It is needed to be explored in the online practicability mechanism. Therefore, it is vital to address the implementation of online assessment in Moodle and Google Classroom for English language lecturers. By comparing the Learning Management System examined in this study, the existing knowledge of organizations about Moodle and Google Classroom electronic assessment or testing in terms of acceptability and sustainability will be expanded. This research presents various electronic assessment techniques to accommodate English language teaching and learning in the online environment, allowing them to choose which approach is more relevant and beneficial. The study objectives involved 1) The investigation of online assessment in the English language lecturers involved in Moodle LMS or Google Classroom, 2) The exploration of most and least among English language lecturers utilizing online assessment in Moodle LMS or Google Classroom, 3) The difference in implementing online assessments between Moodle and the Google Classroom platform is found, 4) The study of English language lecturers' perspectives and experiences using online assessment in Moodle LMS or Google Classroom.

LITERATURE REVIEW

Online Assessment

The online assessment might expedite the feedback process, which is a significant benefit. Building a practical feedback method with advanced algorithms in online evaluation systems is feasible. On the other hand, the online assessment of learning strategies is predicated on the notion that concurrently managing learning and evaluation processes leads to more continuous learning (Sando et al., 2021). In contrast to formative assessment, which contributes to learning indirectly via feedback, assessment for learning focuses on learning and assessment processes that are internal to and interconnected. Consequently, the fundamental premise of this methodology is to develop assessment activities that facilitate successful English language learning. Solihati and Mulyono (2018) found that they should have access to the rubrics or evaluation criteria beforehand and should be actively engaged in their own and their peers' learning. The principle of evaluation for the learning method was timely and prospective feedback. In addition, Haas et al. (2021) explained that self and peer evaluation are used more often than assessment for learning techniques.

Online assessment systems might be a handy method to implement the assessment for learning strategy since they could provide feedback instantaneously, rapidly, and reliably and offer an easy-to-use platform for self-and peer evaluation.

Although summative and formative evaluations are the most often utilized in education, Elzainy et al. (2020) considered those assessments might be undertaken for various reasons. Among these are selection and replacement, increasing learning, organizing learning, guiding learning, identifying and correcting misunderstandings, assessing teaching, and evaluating teacher effectiveness. Veerbeek et al. (2019) affirmed that online assessment provides several benefits over face-to-face and in-class testing that allow for various assessment methodologies. Salman (2019) added that these benefits include the capacity to assess performance using various measuring techniques, giving tailored tests, rapid scoring, and immediate feedback. In addition to traditional instruments such as multiple-choice tests, (Csapó & Molnár, 2019) expressed that standard achievement tests, experiments, observations, interviews, and portfolios can use blogs, interactive texts, virtual experiments, interactive problem-solving, projects, gamification, e-portfolios, others an online assessment platform. Self- and peer assessments that improve students' active engagement in the evaluation process might be implemented on these platforms (Rane and MacKenzie., 2020). Participation in the evaluation process engages students and may create a new learning environment.

Moreover, their self-evaluation abilities will increase when students learn more about assessment procedures. (Alruwais et al., 2018) explained that evaluation products include essays, research papers, review articles, project reports, audio or video media files, presentations, and others. The offering tools can be scored automatically, including multiple-choice, short-answer, matching, gap-filling, right-wrong, drag-and-drop, and simulation questions (Nguyen et al., 2020). It consists of online discussion assignments, such as discussion groups, role-playing exercises, and case studies. (Doğan et al., 2020) supported online publishing, including web pages, blogs, wikis, shared papers, e-portfolios, and others. Computer-based examinations are another option offered by online assessment systems. These assessments and testing may be conventional or non-standard, and the computer-based assessments (CBA) are based on CBT implementations (Hüseyin & Özturan, 2018). As personal computers have grown more prevalent, many paper-pencil assessments have been converted to computer-based tests (CBTs). CBTs offer benefits, such as the ability to quickly provide reports, and downsides, such as the need for additional hardware compared to paper-pencil exams.

Online Assessment Through Moodle and Google Classroom

English language learners might use the dynamic character of the Moodle online environment by using the proficiency learning design to offer continuous feedback on how effective they are. English language lecturers and learners need to accomplish the learning

goals and identify areas for growth. Padayachee et al. (2018) expressed that online assessment could optimize results, reduce administrative time, promote immediate feedback, provide grades and progress by pressing a button, and provide multiple opportunities for practice – drawn from various questions in large question banks. Soares and Lopes (2018) supported that online assessment Moodle's built-in learning management system features are another vital benefit of online assessment in the Moodle environment. These include tools for making reports, analyzing grades and student learning patterns, student engagement, assessment design, branching, score analysis and interpretation, and learning analytics (Dahai, 2019). The advantages of these characteristics are immeasurable for massive student groupings.

English lecturers can easily integrate Google Classroom to make summative and formative assessments more efficient. Kumar et al. (2020) clarified that the platform could create, distribute, and collect digital exit tickets and auto-graded exams. They might use discussion questions to get a sense of their students' thinking in minutes. English lecturers may also develop summative exams using the exact mechanisms. García-Peñalvo et al. (2021) explained that traditional questions, such as multiple-choice, short or paragraph responses, checkboxes, and others, could be implemented in these assessments. Learners submit media (such as videos or images) while replying to a question or prompt, enabling them to communicate their knowledge in several ways. Okmawati (2020) found that several different evaluation systems could be integrated if English lecturers do not want to use Google Classroom. Grading and rubrics have just been added to Google Classroom in new versions. Essays, classwork, and homework might be assigned points or given different weights by the teacher.

Moodle has all the features of Google Classroom. However, this is not the circumstance. Rohman et al. (2021) contrasted that Moodle was far more complex than Google Classroom, and it has a broader range of options. Moodle provides a wide range of content production capabilities, allowing teachers to create a complete course. Parents may also see their children's grades on Moodle, a convenient feature. Wiradharma (2020) found that Moodle and Google Classroom were appropriate tools for online assessment. However, Moodle's grading system is muchly incomparable to Google Classroom's. There are more than a dozen different sorts of evaluations that Moodle can operate. Moodle offers various grading options to grade various assessments in various ways. Using Moodle's Gradebook is accessible since all assignments are connected. Thus, Barman & Karthikeyan (2019) exposed that grades are immediately logged. It is also possible to set a time restriction for each assessment question in Moodle's assessment pool and show questions from a pool. In Google Classroom, this is not feasible. A grade book is also available via Google Classroom. However, the grade book is not in sync with the other guidebooks in the community.

METHOD

The study concentrated on the mixed method and the convergent parallel design. Convergent parallel mixed-methods research was used to carry out the investigation. An essential part of this research was the collection of data from participants in the form of surveys, evaluations of cheat sheets, and test results. As a result of this, the data was examined individually. The study compared the findings from the investigations into both data sets. It was then determined whether the findings were consistent with each other.

The research methodology is a convergent parallel design using qualitative and quantitative techniques, and the study population was English language lecturers from private universities around south Jakarta. The data was gathered in two stages, using both methodologies. Both samples were also separated. As a sample strategy, convenience sampling was utilized in both rounds. This sampling strategy enables the researcher to get a sample from an easily accessible yet relevant population. The mixed-method research required the use of both quantitative and qualitative design methodologies. The cluster sample design was used for 60 respondents from the quantitative and qualitative perspectives. During the research period (October 2020–June 2020), 60 volunteer English language lecturers from University in South Jakarta, Indonesia, participated in online discussion forums.

The survey instrument was adopted by Okada et al. (2019) five-point Likert-type online assessment scale with 16 items to collect study data. It was transcribed scale's four points with Most of the time (1), Some of the time (2), Seldom (3), and Never (4). The following instruments helped collect quantitative data: Demographics Survey, Items for evaluation are submitted, Automated evaluation, Discussions on the Platforms, and Share and Publication. English language lecturers' demographics were gathered via the Demographic Survey (i.e., age, gender, education level). Their locus of control orientation was assessed using the Internal-External Locus of Control Scale (IELOC). It has been confirmed via substantial internal consistency (Cronbach alpha 0.90 at the subscale level and 0.67 to 0.90 at the scale level) and appropriate fit indices. Another method of qualitative phase information on the significance of this study was semi-structured online interviews.

The study took an online survey to cover the data in the quantitative phase. E-mail is used to send the online survey instrument (questionnaire) on the Google Form platform. This feature is the most accessible technique since most contemporary Internet users are acquainted with e-mail and own and utilize an e-mail account. The process is simple to implement, even for those with less computer knowledge. The researchers then gave the English language lecturers four instruments to obtain relevant data for this study. These quantitative data were analyzed using observational tests. Descriptive data, such as participants' mean and standard deviations, were computed for the scale scores. Dummy coding was used for the online assessment implementation variable. Independent samples t-test was employed to examine Moodle and Google Classroom variations in English

lecturers' responses to online assessment in an English course. Qualitative techniques in online interviews and focus groups are examples of online qualitative methods. The interviews were evaluated using a content analysis technique. The recording interview session was studied in terms of online assessment type in Moodle and Google Classroom, including submission for item evaluation, automated evaluation, discussions on the platforms, and share and publication.

RESULTS AND DISCUSSION

Results

60 English language lecturers participated in the study, including 42 (70%) females and 18 (30%) males. The Learning Management System utilizes Moodle 35 (58%) and Google Classroom 25 (42%). It is indicated that a convenience sample is a non-probability sampling technique in which a random sample is drawn from a group of persons who are easily contactable or reachable. 48 (80%) English lecturers have formal online teaching training, and 12 (20%) others are not. They have diverse preferences in teaching the English language. 30 (50%) English lecturers agreed to the Online Mode, 14 (23%) English lecturers selected Offline Mode, and 16 (27%) others decided to choose the Flipped Learning Mode.

This finding demographic data relevant for exceedingly rapid, simple, generally accessible, and cost-efficient, making it an appealing alternative in the study. The excellent online teaching ability had 17 (28%), 23 (38%) English lecturers admitted poor, and 20 (33%) English lecturers accepted the average. Both English lecturers' education backgrounds have 38 (63%) Master's Degree and 22 (37%) Doctorate Degree. They have similar involvement in teaching English for specific purposes. 19 (32%) English lecturers conducted teaching English in Economics, 9 (15%) English lecturers organized teaching English in Engineering, 8 (13%) others managed to teach English in Information Technology, and 24 (40%) for Communication Science faculty. Table 1 provides an overview of the information. The English language lecturers may complete data collection in a couple of hours without worrying about whether the data accurately represents the population.

Table 1.
Sociodemographic characteristics of the surveyed English Lecturers

Variables	N	Percentage
Gender		
Female	42	70%
Male	18	30%
LMS Utilization		
Moodle	35	58%
Google Classroom	25	42%
Online teaching Experience		
Less Than Two Years	27	45%
More Than Two Years	33	55%
Online Teaching Training		
Yes, I have	48	80%
No, I have not	12	20%
Preference Teaching English Language		
Online Mode	30	50%
Offline Mode	14	23%
Flipped Learning Mode	16	27%
Online Teaching Ability		
Poor	23	38%
Average	20	33%
Excellent	17	28%
English Teaching Education Background		
Master Degree	38	63%
Doctorate Degree	22	37%
Teaching English for Specific Purposes		
Economics	19	32%
Engineering	9	15%
Information Technology	8	13%
Communication Science	24	40%

While addressing the first, second, and third research objectives, returning and evaluating the implications of the triangulation of participants' English language online assessment experiences is vital. Participants in the online forum group discussion were given a link to an online questionnaire and encouraged to participate. The questionnaire included questions evaluated and altered for this case study from surveys previously used in other studies. These surveys have been reliable in the past. Participants will be able to answer the survey questions more readily if the questions are translated into Indonesian.

Table 2.
The Assessment of Learning Management Platforms comparison.

Aspects	Availability Learning Management Platforms											
	Moodle (n: 35)						Google Classroom (n: 25)					
Submission for Items Evaluation	**1**	**2**	**3**	**4**	**Mean**	**S.D**	**1**	**2**	**3**	**4**	**Mean**	**S.D**
Essays: discursive, descriptive, analytical (Item 1)	8	9	6	12	2.09	1.79	12	3	5	9	2.33	1.91
Challenge-based learning (CBL), Problem Based Learning (PBL) (Item 2)	12	16	2	3	2.18	1.82	4	11	5	5	2.33	1.89
Reviews: critical, analytical (Item 3)	2	8	9	15	2.28	1.92	16	2	2	5	2.25	1.82
Media: image, audio, video, presentation (Item 4)	6	2	15	13	2.24	1.86	1	2	3	4	2.17	1.80
Automated Evaluation	**1**	**2**	**3**	**4**	**Mean**	**S.D**	**1**	**2**	**3**	**4**	**Mean**	**S.D**
Multiple choice (Item 5)	18	2	3	12	2.36	1.92	13	5	6	6	2.38	1.96
Short answer (Item 6)	5	11	2	13	2.31	1.90	5	13	1	5	2.42	1.99
Matching (Item 7)	2	8	9	15	2.42	1.98	5	15	3	2	2.26	1.83
Fill blanks (Item 8)	7	12	5	9	2.39	1.98	2	12	6	5	2.24	1.85
True/false (Item 9)	9	11	6	5	2.36	1.92	15	2	7	5	2.38	1.96
Discussions on the Platforms	**1**	**2**	**3**	**4**	**Mean**	**S.D**	**1**	**2**	**3**	**4**	**Mean**	**S.D**
Forums: case analysis, project development (Item 10)	5	16	9	5	2.16	1.73	2	2	12	6	2.35	1.91
Debates (Item 11)	12	6	7	9	2.41	1.97	3	4	13	2	2.09	1.70
Allocated roles: lead, summaries, provoke (Item 12)	7	12	5	9	2.18	1.80	1	2	3	4	2.49	2.04
Share and Publication	**1**	**2**	**3**	**4**	**Mean**	**S.D**	**1**	**2**	**3**	**4**	**Mean**	**S.D**
E-portfolios (Item 13)	8	6	13	6	2.43	1.97	5	15	2	3	2.36	1.96
Webpages: blogs, wikis (Item 14)	2	7	8	13	2.39	1.98	2	12	5	6	2.30	1.92
Shared documents: Google Documents (Item 15)	13	2	6	7	2.19	1.82	6	3	4	11	2.22	1.81

Online assessment forms in the English language lecturers involved in Moodle LMS or Google Classroom.

Table 2 shows the four primary forms of online assessment used for formative and summative purposes. Rethinking assessment to improve authenticity is possible with each application, but the chances are more significant with the last two (online conversation and web publishing). The highest mean score indicated that item 3 obtained Moodle with a 2.28 score compared to a 2.25 score on the Google Classroom platform. This finding observed that Moodle became the most straightforward online evaluation method, even though the administrative aspect of compiling grades online can be more complex. Nonetheless, item 1 and item 2 are the highest means of 2.33 scores in Google classroom participants' outcomes.

The most employable Moodle assessment aspect is Item 2, with 12 (34%). It is contrastingly different 16 (34%) from Item 3. This result indicated that Google classroom online submission is most likely to be utilized when an assessment item is a piece of work created by an individual English language learner.

In response to the question about automated evaluation, Moodle has been significantly categorized by participants with formative and summative assessments that often include students interacting with a computer interface. Item 7 has the highest mean score of 2.42, whereas the participants never used it with 15 (42%). It is because the activity may be carried out in an online setting. The comparison could be evident in the Google Classroom 2.42 mean score in Item 6 with 13 (52%). Consequently, English lecturers recognized that item 8 established the 12 (34%) Moodle and 12 (48%) Google Classroom. It would vary from the finding for the item 9 comparison, which had 2.36 and 2.38 mean finding from both platforms. Item 7 has a 2.42 mean score in Moodle and a 2.26 mean score in Google Classroom. It indicated that while quizzes are the most often utilized automated evaluation, interactive multimedia programs may also provide meaningful online learning and assessment possibilities. Because all values are included in the analysis, it is the most often used measure of central tendency.

English lecturers had different survey outcomes for the online discussion assessment on both platforms. Item 11 is the highest 2.41 mean score in Moodle aspect, while item 10 is the 2.35 highest mean score in the Google Classroom participant's view. On the other hand, frequency exposed item 11 in Moodle aspect for 12 (34%). The seldom frequency is present in the 4 (16%). The evidence unveiled that the online conversation (discussion) was simple to manage and facilitated formative and summative evaluation. Item 12 is consequential in Moodle and Google Classroom, with 2.18 and 2.49 mean scores. This aspect identified to the 7 (20%) utilize primary in Moodle, although 1 (4%) authenticated for the Google Classroom sample. It is demonstrated that the primary advantage of using online forums for formative assessment is that they enable students to get fast feedback on frequent questions and difficulties and assigned exercises.

Table 2 shows that most English language lecturers have determined item 13 as the highest mean score, with 2.43 for Moodle, though a 2.36 score means a similar item for Google Classroom. Item 14 was documented as 13 (37%) never using it in the Moodle aspect, and 6 (24%) selected the similar commonness. The criteria ascertained A published conclusion might also emphasize the advantages of group collaboration on joint projects. Compared to item 15, the highest mean score for Moodle and Google Classroom are accordingly 2.19 and 2.22 mean scores. The most utilized Moodle and Google classroom-related assessments were 13 (37%) and 6 (24%). Comparing and analyzing published work adds another quality dimension to the learning results. While informal writing is appropriate for a personal diary or tweeting, a website may demand a more professional tone and structure.

The most and the least utilization of Moodle LMS or Google Classroom among English language lecturers.

The most and least online assessment utilization of Moodle or Google Classroom can be observed in table 2. English language lecturers or participants exposed that Moodle comprehended that Item 13, 7, and 11 (Mean scores 2.43, 2.42, and 2.41) decided to be the most online assessment type utilized in their online teaching. Nevertheless, the minor online assessment type is items 1, 10, and 12 according to mean scores of 2.09, 2.16, and 2.18. The other aspects are contrastingly in Google Classroom mode. The most utilized online assessment aspect was gained in items 12, 6, and 5 with 2.49, 2.42, and 2.38 mean scores. Notwithstanding, items 4, 11, and 15 are minor usage of Google classroom with 2.09, 2.17, and 2.22 mean scores.

The difference exposed in implementing online assessments between Moodle and the Google Classroom

The Independent Samples t-Test analyzes the means of Moodle and Google Classroom platforms to discover whether there is statistical evidence that the related population means vary substantially. The t Test for Independent Variables is a statistical procedure.

Table 3.
Independent-samples T-test for online assessment Learning Management System differences.

	Platforms	N	Mean	SD	df	t	p
Submission for Items evaluation	Moodle	35	1.37	.383	58	-1.402	.788
	Google Classroom	25	1.51	.390			
Automated evaluation	Moodle	35	2.68	.426	58	-1.119	.469
	Google Classroom	25	2.61	.346			
Discussions on the Platforms	Moodle	35	2.21	.712	58	-1.014	.412
	Google Classroom	25	2.39	.631			
Share and Publication	Moodle	35	2.20	.660	58	-1.412	.482
	Google Classroom	25	2.44	.582			

In response to the second study question, Table 3 summarizes the findings of an independent samples t-test analysis of English lecturers' implementation of online assessment in Moodle or Google Classroom platforms for learning English. Table 3 illustrates the mean, standard deviation, t, and p values for the participants' accomplishing variables. The findings revealed that both Moodle and Google classroom scored low for the teacher aspect as implementation differences, with mean values of Moodle user (M = 1.37, S.D. =.383) and Google Classroom user (M = 1.51, S.D. =.390), t (58) = -1.402, p =.788 indicating a minor effect size. It is possible to deduce that there is no substantial variation in teacher factors between these two groups. Similarly, there is no statistically significant

difference between Moodle and Google classroom for other variables. Additionally, there was a difference between English language lecturers who believed they had received the same amount of information in part (difference 4.897, p=.469). Indeed, if another research were conducted with English language lecturers separated into two groups, the independent sample t-test would reveal a statistically significant difference between the two groups (t=-3.966, p.482). This online situation demonstrates that English lecturers who perceive Moodle platforms as inadequate to Google Classroom are less applicable to online learning than the other platforms.

Qualitative Interview

In-depth research of the convergence of focus groups and online interviews revealed four major emerging themes based on the high frequency of similar replies to the six semi-structured interview questions.

The study of English language lecturers' perspectives and experiences using online assessment in Moodle LMS or Google Classroom

The purpose of thematic analysis is to find significant themes and patterns in the data of submission for items evaluation, automated evaluation, discussions on the platforms, and share and publication, and utilize these themes to address the sub-theme and topics. A substantial thematic analysis accomplishes much more than merely summarizing the data because it analyzes and constructs its meaning.

Table 4.
The Opportunities and Challenges Thematic Analysis Online Assessment

Theme	Sub-themes	Definitions	
		Opportunities	**Challenges**
Submission for Items evaluation	Moodle	- Advantages in administration and management - Educators and institutions should be able to share assessment items - Make it possible for people to choose their schedules and locations	- Have a restriction on the number of files - Availability of bandwidth may be a factor
	Google Classroom	- Multiple file formats are supported - Group submission and grading are supported - quicker than letters can be sorted out	- Slower response feedback times are common - Some graders prefer to print assignments and mark them up on paper rather than relying on electronic submissions - Accommodate various forms of evaluation by establishing acceptable standards for evaluation

Automated evaluation	Moodle	- Instantaneous feedback - Efficient in terms of time - Encourage self-evaluation - Analyze the results of diagnostic tests	- Summative authentication (verification) mechanisms must be implemented - Just a few words on the paragraph questions, with little chance for more explanation
	Google Classroom	- Allow for more precise markings - Allow for a consistent look and feel on the platform - Simple to monitor progress - Make high-quality photos available for usage - Easy to care for and need little attention - They can be readily modified and upgraded	- Restricting one's ability to think creatively - Make sure you solely evaluate computer-verifiable abilities and knowledge - Consider technology, software, bandwidth, and other logistical considerations - Designing multimedia choices takes time, requires technological know-how, and maybe expensive when it comes to designing multimedia choices
Discussions on the Platforms	Moodle	- The ability to work with a variety of schedules - Do not need much effort to set up - Allow teachers/participants to provide feedback - Allow everyone to see many interpretations and points of view	- A time-consuming process is required for feedback - Consider planning and administration may be necessary
	Google Classroom	- Keep a log of everything you do - Easier for people to evaluate each other - Encouraging self-reflection - Encourage participants who are afraid to speak up	- Challenge to make a broad generalization about - Enable the hiding of certain participants - Do not be too impulsive. - The absence of social signals makes it difficult to function.
Share and Publication	Moodle	- Contribute to reflective practice and self-assessment - Collaborative group work - Facilitate peer-to-peer education and feedback	- Require the acquisition of web publishing abilities - Social signals are absent
	Google Classroom	- Enhance interaction - Promote genuine practice - Enhance your online publishing abilities	- Can be time consuming - Require content validation (potential for plagiarism)

A theme, as previously stated, is a pattern that highlights something essential or compelling about the data and study subject. The relevance of a topic characterizes it. There may be a substantial overlap between the coding step and this stage of finding early themes. Most of the themes were descriptive, describing data patterns pertinent to the study issue. The data connected with each topic were examined to determine whether they supported the theme. The theme discussion described the **submission for items evaluation**, **automated evaluation**, **discussions on the platforms**, and **share and publication.**

Submission for Items evaluation. Items submitted electronically may be in any file format if the assessor has access to it. Deconceptualizing a job to use the environment is more manageable with other file types. Giving English language learners a choice in the file format might give them more freedom in expressing themselves and more room to be creative. To illustrate, the English lecturers responded: "Designing an online exam with the optimal file format is a critical step" A student's work may be downloaded, scored, and returned to them electronically with feedback. It is possible to 'construct' an assessment item in phases, going from formative to summative evaluation, by submitting assignments sequentially. The online assessment offered the accessibility of management and administrative log data in the online environment. It accommodated many files type submissions. As the English lecturers confirmed, "a*llowing English language learners to produce a video instead of writing an essay but not enforcing the video format requires deciding how to equate the video with the essay while not favoring one format over the other*." English language lecturers allowed to utilize the plagiarism software and enable share assessment item to other educator's user for comprehensive evaluation. English lecturers believe that "even though an electronic text document is likely to be tiny, the size of pictures or graphics in student projects might be significant." The online assessment submission has a limited file size, requires bandwidth, and has no instant feedback, and some evaluators like to mark up assignments on paper. The condition requires alternative file type marking criteria.

Automated evaluation. The Moodle and Google Classroom online quiz offers automatic learning feedback. Each of the many selections was provided feedback. Quizzes type online assessment also help English language learners self-assess and revise. The respondents expressed "creating opportunities to enable instance feedback and effective promptly." Online quizzes provide the advantage of instant feedback. Without feedback, self-assessment quizzes lose great learning and encouraging chances. The participants responded that "*classification offered self-assessment and diagnostic assessment encouragement.*" Moodle's short answer and paragraph questions need more sophisticated feedback than Google Classroom quiz forms. However, model responses may offer comparisons and be set in advance to provide students with rapid feedback. The English lecturers stated that "it suggests only specified feedback on paragraph questions, without possibilities for clarification." Performing the exam in a Google Classroom simplifies security and technical problems. As a result, the platform online quizzes forfeit one of their key benefits: flexibility in testing time and location. The English lecturers established that "*multimedia possibilities are time-consuming to develop, require specialized knowledge to design, and conceivably expensive.*" Multiple levels of evaluation may be implemented into Moodle interactive multimedia apps. The platform's expense may be justified if the application solves a difficult-to-solve learning issue and offers greater design freedom than Google Classroom solutions.

Discussions on the Platforms. Online discussions or chats forum are readily and rapidly set up and give good formative and summative evaluation opportunities on Moodle and Google Classroom platforms. A key benefit of using Moodle online forums for formative assessment is that they offer immediate feedback to students on common inquiries and problems or assigned exercises. An administrative benefit is that Google Classroom offers feedback once. Peer evaluation typically happens when students answer inquiries from others. Summative evaluation through online discussion is an excellent alternative when learning goals involve verbal communication, Moodle teamwork, or project management. English lecturers thought "*online discussions might be utilized to assist students in achieving a work independently or as part of a group*." The Google Classroom conversation feature may constitute the assessment item, or the discussion may lead to constructing an assessment item. As with all assessment questions, students need to know the timing of the conversation. For students in the early years of their studies and those inexperienced with online conversations, Google Classroom setting a schedule for each post and the final post or due date may reduce their anxiety. English lecturers observed that "students frequently need to be provided substantial help to ensure that they have addressed access and technical concerns and are comfortable with the online environment." It might be tough to analyze it in the summative Moodle model for teaching and learning online may assist English lecturers in building assignments of increasing complexity to satisfy higher-level learning goals. Although creative assessable activities need reconceptualization in the Google Classroom context, English lecturers may also include summaries of activities that they could perform in a classroom in the online mode with the benefit that a record of conversation and participants' contributions is produced. English instructors indicated that "*English course designers might offer a modest number of points for participating in a debate regardless of the topic if the objective is to establish a community. it would help the bashful English learners*." Because of the record of individual contributions, Moodle and Google Classroom online forum discussions are an effective way to evaluate group effort. Student unhappiness with group work is addressed in this way. Collaborative abilities may be shown by students' ability to work in a group, and the information and ideas they bring to the table can be credited to them.

Share and Publication. When students prepare their work to be published online, they are motivated to do so because they know that others will see their work, which improves their quality of learning outcomes. As a result of a published conclusion, joint efforts may also be highlighted. Additional opportunities for improving the quality of the learning outcomes are opened by the availability of published material for Moodle and Google Classroom. These platforms can include e-portfolios in online learning design to simplify assessment. As a result, students will be able to gather the data needed for evaluation and incorporate the criticism they receive in Google Classroom. English professors said that "English learners must retain control of their e-portfolio publication in

Moodle to get the most out of the learning process and the goods to be released*. It has called Support self-reflection.*" Despite this, the Moodle condition might be time-consuming and lacks social signs. English lecturers may have decided to utilize blogs to help students with their self-reflection. Google Classroom e-portfolios like this are primarily self-directed activities, but technology allows for rapid and focused input from others. English teachers consider that "*a blog's chronological form gives proof of growth over time in the evaluation. Although it encourages actual practice and facilitates participation, it also requires content validation (potential for plagiarism).*" Wikis are well-suited for collaborative content generation and evaluation by Moodle and Google Classroom users. The Moodle issue of evaluating group work is well addressed by the visibility of all contributions and the group work process documented in the history of a wiki. The Google Classroom usage of web-based apps like Google Docs for a group assessment job that requires the creation of a Word document may be appropriate. Preparing a file for submission or incorporation into a more extensive project is the student's responsibility. English lecturers recognized that "*the creating a space on their Google Classroom platform where students may post their audio and video creations. Metadata, such as a title, author, date, and topic keywords, may be added to a media file to make it into a podcast.*" Connecting the podcast to other relevant sites (through feeds) might broaden its audience. It is possible to learn from and be taught by others. English lecturers may listen to or see the finished output if students have created a podcast as a learning Google Classroom tool. Because of the convenience of use for students, English lecturers may have chosen podcasting as their activity of choice. However, English lecturers may also consider the technical and syndication-related skills students would have learned over making the podcast, such as selecting the relevant metadata.

Discussion

English language lecturers use various online assessments in Moodle LMS or Google Classroom. As the online assessment designer, English lecturers should now understand the link between assessment and student learning to include it in the online environment's assessment design process. Wiradharma (2020) compared Moodle and Google Classroom and differentiated between formative and summative assessment when establishing reasons for evaluating the learners, emphasizing the function of formative assessment in increasing learning. This function and the importance of genuine assessment were apparent in the assessment design concepts. As English lecturers prepared for online assessment, Abdula et al. (2020) explained that they considered the possibility of self, peer, and group evaluation and recognized that online assessment might offer educational or administrative benefits in Moodle and Google Classroom. Almusharraf and Khahro (2020) expressed that English lecturers should have a solid foundation for delving into how they may utilize the online environment for evaluation and some possible benefits and drawbacks. Moodle online tests were built for this course utilizing various multimodal tools to help students

understand the complex word and sentence lexical solutions and course-specific vocabulary.

The Moodle tests are designed to assist students in developing thorough and coherent mental models of essential course themes. Dascalu et al. (2020) discovered that visual representations of all situations were included to assist students in seeing the critical nature of each calculation while constructing a sluice gate since errors might have catastrophic implications. A particular emphasis was placed on repeating answers to similar issues since research indicates that this strategy helps to enhance the memory traces associated with suitable schemata. Due to the homogeneity of the online participants' qualities, who were all technologically aware, Desai et al. (2021) understood that Google forms were also ideal for English learners. Furthermore, online environment resources such as smartphone ownership, Wi-Fi connections, and internet data aided using Google Forms in EFL courses. Boyko et al. (2021) supported that the English language learners benefited from the Google forms evaluation since it gave detailed findings. The English learners might obtain information regarding the points of each question.

According to the context of the study, Moodle English lecturer's user intended to have the online testing type of Share and Publication, Automated evaluation, and Discussions on the Platforms. Moodle is a full-featured Learning Management System (LMS) capable of delivering customized learning experiences and tracking them effectively. Gamage et al. (2022) described that the platform's modular architecture allows for complete customization. However, the minor utilization of online assessments is related to the Submission for Items evaluation. Because of fact, Murtikusuma et al. (2019) clarified that it integrates with various content development tools and even enables bulk course uploads. Additionally, it is adaptable enough to be configured to provide specialized reports for monitoring student development. Buhu and Buhu (2018) stated that many instructors and professionals favoured Moodle because it is open source. It has several collaboration features such as Chat, Forum, and Discussions, simplifies course and user administration, and integrates easily with third-party programs and custom plugins. Alqahtani (2019) contradicted that Google Classroom is a free collaboration tool for educators to build online classes, invite students, and conduct classroom discussions. The integration of Google Classroom online testing intends to discuss Submission for Items evaluation and Automated evaluation, while the minor usage is on the platforms and share and publication. English lecturers and learners must first register their schools with Google Classroom to utilize the online and electronic learning platform. It streamlines the assignment creation, distribution, and grading processes. The interface allows for grading, class structure, and administration management.

Moodle is capable of everything that Google Classroom has. However, the converse is not valid. (Barman & Karthikeyan, 2019) concluded that Moodle is massive, expansive, and far more feature-rich than Google Classroom. Because Google Classroom is not an approved

learning management system, educators may create the complete curriculum from the ground up since Moodle has various content production tools. Moodle also gives parents access to their children's grades. However, Chicioreanu and Cosma (2017) justified that this activity required some effort from the instructor or administrator. Although Google Classroom does not allow parent accounts, it does keep parents or responsible guardians informed of their children's progress. Popovic et al. (2018) found that Moodle performed well in online learning statistics and reporting. The Reports tab in the Course Management panel provides English lecturers with tools for editing activity and resource dates and groups and running reports on course activities at various levels. While Google Classroom does not allow for creating custom curricula, it does make it very simple to set up courses and assignments.

Additionally, English lecturers may reuse exams and assignments for future courses, give access privileges, export grades to Google Sheets, and share the online testing with students in videos, links, and photographs. Cristiano & Triana (2019) supported that They could conveniently manage classwork and homework assignments using Google Classroom by consolidating them into a single thread. It organizes everything from the top down in a continuous thread that students and instructors can quickly locate and utilize. Hidayat et al. (2019) proved that English lecturers might choose Google Classroom due ta the newcomer's more manageable learning curve. Google Classroom is a cloud-based platform that incorporates Google Apps for Education and enables instructors to manage their students' daily training activities better. Since practically everyone has a Gmail account, Google Classroom may be an attractive choice for individuals unwilling to commit time, money, and effort to set up a separate Moodle LMS.

Access to Moodle and Google Classroom technology and technical assistance is critical for online assessing performance. English lecturers must also understand how to utilize technology effectively, mainly how to do it pedagogically acceptable, to deliver pertinent instructional material to their students. If English teachers need to explore technology further, gaining the ability to utilize them is one aspect. Nevertheless, (Khlaisang and Koraneekij (2019) explained that the essential aspect was determining how to use them successfully for learning or evaluation in the online condition. The most effective kinds of online assessment occur when learning activities and tasks are combined, especially when assessment tasks are cleverly designed to give significant learning support in Moodle and Google Classroom. Dhawale and Tikar (2019) added that the online assessment and evaluation demonstrated their level of achievement. The activities and assessments educators may assist learners in achieving several learning objectives. English language learners might engage swiftly if they understand how activities and assessment tasks may assist them in meeting numerous online learning goals.

CONCLUSION

Online assessment or testing can be used for various purposes, ranging from simple socialization to facilitating high-level cognitive and collaborative participation in completing learning tasks central to Moodle or Google Classroom assessment. Both platforms' online assessment design began with the idea of a testing scheme that would allow online learners to meet specific learning objectives, one of the basic principles of constructive alignment was already inside the Moodle and Google Classroom mechanisms. English lecturers had to decide what learners needed to do to help them complete that assignment and how English lecturers would design and manage the evaluation and support. They have addressed the alignment of learning objectives, activities, and assessments and noted the value of merging learning activities and assessments. It used activities as the starting point of the assessor or English lecturer's design to help students meet the relevant objectives. They have concentrated mainly on activities that involve assessment in communication and collaboration among users and those that involve interaction with or creation of Moodle or Google Classroom content, highlighting the importance of designing appropriate resources and supports to assist students in completing the activities. Making decisions about whether, when, or how to use online assessment in teaching requires a clear focus on the nature and purposes of assessment and the primary assessment design principles.

Due to the restricted scope of this study, it is crucial to examine the imposed constraints. The study's participants' data were gathered from a single segment of a complete online learning course. Quantitative information was the isolated data employed in this investigation, another drawback. The data and outcomes of studies in this research cannot be utilized to infer the variables' causal effects. The qualitative data suggest that Higher Education lecturers with excellent familiarity with Moodle and Google Classroom platforms would continue to teach English language learning on these platforms satisfactorily. It is essential to investigate further the English language lecturers' encouragement and decision to complete online teaching activities and the developments of their technical capabilities, longitudinal studies following individual English language learners' performances in different platforms courses to examine the characteristics concerning learners' achieve in different course formats and delivery modes would be valuable. While the questions mentioned earlier initially concentrate on course delivery and course Moodle and Google Classroom components, analyzing the learners' engagement in online activities within Moodle or Google Classroom courses and the functional approach used to succeed in online learning may be helpful.

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