Using Educational Platforms in Teaching and Learning Languages

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Abstract:
Nowadays, information and communication technology (ICT) or new ICT has undergone enormous development such that all sectors use computers to transmit information and communication. This development in digital power has not stopped influencing the education sector, especially the language sector. Most specialists in this field now realize that introducing this type of technology into education is inevitable. Moreover, this development poses many challenges for them, the most important being the necessity of providing basic tools for language teachers, such as computers and the internet. This means learning the language with the help of modern technology, which encompasses all uses of technology for teaching and learning languages. The results of nearly 40 years indicate that computers, tablets, and smartphones can be effective tools that enable learners to work independently, receive individual feedback, and benefit from language as it is used in the real world by employing different skills. Technology can also be used as a complement to enhance language teaching in classrooms and as a unique means of teaching and learning languages. Through websites and applications that can be easily downloaded, learners can learn the language they want at no cost and without the need to register in institutes that teach languages. Learners can also participate in language learning courses on the internet by applying to them and chatting with other people who have registered in these courses from all over the world. Information and communication technology, or new information and communication technology, helps teachers and learners access modern and authentic materials in the target language, as well as the possibility of chatting with native speakers, which provides learners with valuable communication experience.

We will focus, in this study, on the central resource in our research, which is the educational platform (Moodle). In recent years, several electronic educational platforms have been created that highlight different functions such as the newspaper, forum, or learning community, among others. Through this research, we aim to highlight the role of digital educational platforms in the field of teaching and learning languages remotely, especially after the spread of the COVID-19 pandemic. It has become clear to us through this study that the Moodle platform has had a clear and positive impact on supporting language education.

Key-words: Technology, information technology, digital, educational platforms, Moodle, language education.

Introduction

The coronavirus pandemic has affected education systems around the world. Large schools and universities have been impacted, with more than 421 million students worldwide, including 577 smaller schools. Data released by UNESCO on March 10 show that one out of five students worldwide is not studying due to the disruption caused by the coronavirus-induced closure of schools and universities.

Two years of disrupted education have had a devastating impact on the learning process. However, the world was already facing a learning crisis long before the pandemic. Today's crisis is far more serious than before. Pre-pandemic data show that half of the children under ten living in low- and middle-income countries cannot read or understand a simple story, a term known as learning poverty.

Countries around the world, without exception, are seeking to compensate for learning losses, and their use of technology according to their capabilities has allowed the coronavirus pandemic to become an engine for improving education for all children. Countries should urgently invest in plans to address this lack, which should be tailored to fit country-specific circumstances and help achieve recovery and accelerate learning. First, countries must reopen schools and ensure that all students return to school and continue learning. Second, appropriate assessment tools should be used to measure learning levels and identify the types of content that students have not yet mastered. Third, based on this data, countries should take the necessary measures to promote

effective learning, including strengthening curricula, prioritizing basic learning, increasing teaching time, and improving the efficiency of the teaching process through methods such as teacher support, guided teaching, independent learning, and systematic science teaching.

In addition, the effective use of technology is an integral part of strategies to compensate for learning losses. This is why UNICEF and the World Bank, with funding from the Global Partnership for Education and in partnership with Cambridge International Education, have created a set of global public goods: seven Education Resource Guides designed to support government officials and education practitioners in promoting, designing, and implementing effective distance learning opportunities for children in development and humanitarian contexts. These tools include comprehensive education-specific resource guides that provide background information and a framework for using each of the six themes focused on radio, television, print, digital technology, mobile, and formative assessment. Each resource guide covers early education, primary, and secondary schools with customized approaches for the most marginalized children who have dropped out of distance learning at the height of the pandemic. They also include guidance, tools, and case studies to support the dissemination and delivery of quality distance learning services at the local level.

It should be noted that many distance learning programs combine different types of technology or media in a "multi-channel" approach. For example, a TV broadcast may be accompanied by a website and mobile apps with learning exercises, such as Al-Khorfa, a Moroccan TV channel that broadcasts tutorials covering the national curriculum. SMS campaigns can also be used to raise awareness or provide engagement, such as Botswana's Distance Learning Campaign—a "low-tech" solution that uses SMS and phone calls to enable primary school-aged children from low-income families to acquire basic numeracy skills. Digital solutions for distance learning have the potential to provide valuable learning opportunities, expand access to this type of learning, create more flexible learning opportunities, and distribute and reuse content developed for radio or television broadcasting. They can also be used to provide supplementary print or broadcast media with study guides, timetables, and guidance for parents on how to support children's learning at home. In this context, Pratham in India has organized a program with a

wide range of videos, games, and stories in 12 languages, where parents are encouraged to provide "a little bit of fun and a little bit of learning" through hands-on activities at home, guided by these resources.
In the midst of all these measures, we must not forget the general needs of pupils and students, including their mental health and psychosocial needs. While schools are closed, the risks to children increase. Our main priority is to ensure that schools remain open and that learning losses caused by the pandemic are compensated for and recovered. Innovations in distance learning using edtech must be based on the fundamental understanding that education, at its core, is about human connections between students, teachers, caregivers, school administrators, and broader communities. By integrating distance learning and building hybrid education systems, we can create resilient education systems and enable the learning process to recover by extending learning beyond the classroom. It is our hope that countries will capitalize on and scale up the investments made during the pandemic, taking into account the lessons we have learned, as well as the successes and failures of technology.
Even as schools reopen, distance learning will still have a role to play in several areas after the pandemic is over. The first is to increase instructional time beyond the regular school day to make up for lost time and help offset learning losses. Students can receive more remedial learning at home. The second is to ensure that systems are resilient and prepared in the face of future school closures due to any disasters that may result from climate change, wars, conflicts, insecurity, or even future pandemics, ensuring that the learning process can continue. The third is to make learning accessible to students who drop out of school by offering them a second chance at education. Some countries are redirecting their investments in distance learning to create virtual or open education schools. Ultimately, distance learning will be part of the schools of the future, where children can learn anywhere, anytime. The schools of the future must be flexible, adapting to the needs of students. Case studies in education reference guides illustrate the extent to which successful distance learning programs around the world have relied on teachers, parents, and wider communities to support and sustain distance learning. By strengthening human connections through distance learning, we contribute to the mental health and psychological support of children and youth, both during and after the coronavirus pandemic. This moment

is an opportunity to transform and reimagine education, supporting students and learners to take a giant leap into the future.

Educational digital platforms are among the most important approved programs that Algerian universities have turned to, following the recommendations of the Ministry of Higher Education. The Moodle platform is one of the most well-known platforms at Algerian universities, made available to professors and students for placing lectures and facilitating the transition to remote education. Hence, the topic of this research paper focuses on studying the Moodle platform and its role in remote language education in universities. The research is based on a set of the following questions:

1. What do we mean by distance education or learning?
2. What are digital educational platforms and what is their role in the distance learning process?
3. How has the platform contributed to language education in universities?

This study aims to highlight the advantages of digital platforms in distance education in universities, particularly regarding their importance in supporting education, raising its quality, and allowing students to access their lectures normally despite the circumstances the world is facing.

First, we will attempt to define the term distance education:

Distance education is a modern phenomenon that has developed with rapid technological advancements, aiming to provide educational opportunities to students who cannot obtain education in traditional settings and to offer a reliable certificate.

Distance education is one of the methods adopted by universities to support education and ensure continuity for students receiving classroom lectures after the spread of the COVID-19 pandemic. It is one of the modern methods applied in various fields of teaching and learning, including foreign languages. The simplified definition emphasizes the need to distinguish between the terms learning and education. Education is primarily subjective but is an interactive process where experiences, knowledge, and information are transferred directly from the teacher to the learner, while learning is a subjective, personal behavior in which the learner acquires institutionalized knowledge through digital information and concepts to perform specific tasks.

According to these definitions, the most significant difference between the collective effort of the terms learning and education is that the former is subjective and open, meaning it is not related to a specific group. Learning occurs through electronic media without a guide or teacher, where the learner serves as both a means and an end. In contrast, education requires a teacher to convey scientific material in a purposeful, organized manner within an educational institution. Thus, a comprehensive definition of distance education can be provided as an educational system characterized by a complete lack of direct communication between the educational body and learners. In summary, education occurs through all learning methods, whether traditional or modern technologies.

Importance and Characteristics of Distance Education:

Distance education is of great importance to both teachers and learners, and this importance can be summarized in the following points: providing learning opportunities, flexibility, and effectiveness. Distance education offers opportunities for innovation, empowerment, learner independence, as well as interaction, all within suitable conditions that do not demand great effort or large sums from the learner.

E-learning is characterized by a set of features, including the provision of appropriate conditions for learners and teachers to obtain educational needs through various technologies, such as video conferencing, satellite communication, or video tapes that can be viewed and reviewed at any time.

Effectiveness is also a key feature; e-learning is not only convenient but also effective, as it includes diverse materials that suit the needs of each individual. Learners differ in their learning styles: some learn more effectively through visual images, others through audio and video, and others through computer programs and other modern electronic tools.

Interactivity is another crucial feature, as it allows learners to participate in the learning process through various responses to activities and exercises included in the educational material, granting them the freedom to choose and navigate directly from one part to another.

Objectives of E-Learning:

E-learning aims to assess the knowledge and information of students that traditional education can evaluate. It provides a flexible learning environment and prepares a qualified and skilled workforce in the use of

modern strategies and methods. E-learning supports the interaction process among students, learners, and facilitators by exchanging experiences, conducting meaningful dialogues and discussions, and enhancing the curriculum through online activities. It also equips learners with self-learning skills and enables teachers to acquire technical skills and knowledge necessary for using modern educational technologies. E-learning aims to promote information literacy among workers in all fields of education, making training more flexible and free from constraints of time and space, such as the need to travel between centers and universities. Additionally, it contributes to the spiritual and mental development of individuals as well as their talents.

Requirements for Implementing E-Learning:

There are many requirements that institutions need when using e-learning, including various types of infrastructure represented by computers, internet networks, software, and specialized laboratories. Additionally, there is a need for specialized experts in technical and technological support to address various issues and provide technical consultations. E-learning components include teaching staff, students, and assessments, along with appropriate management of e-learning and relevant educational content.

Advantages and Disadvantages of E-Learning:

The adoption of e-learning in education, especially in higher education institutions, offers multiple benefits. E-learning is considered one of the best learning methods due to its flexibility in choosing the appropriate time and place, allowing each student to select according to their own circumstances and learning needs.

It provides opportunities for interaction among learners through the use of discussion forums, helping to remove barriers that hinder participation, such as the fear of speaking to other learners. It motivates students to engage with others, facilitating communication and improving relationships. Moreover, it is cost-effective, as there is no need for students to travel.

E-learning also takes into account the individual differences among learners, as some may prefer to focus on specific parts of a course, while others may prepare only for revision. Additionally, e-learning helps compensate for the lack of faculty members, including teachers, administrators, lab technicians, and others.

Definition of Digital Learning Platforms:

A digital platform is defined as an e-learning system based on the principle of blended learning, which integrates the learner in a class with the teacher while learning via the internet. Thus, the teacher or trainer can use it to facilitate the teaching process conducted in class more effectively through various learning techniques.

The main task of educational platforms is to bring the teacher available on the platform closer to the learner and reduce the gap with the help of the internet. It is also defined as "an integrated set of interactive online services that provide learners, teachers, parents, and others concerned with education with information, tools, and resources that support, enhance, provide, and manage educational services; it is a comprehensive and secure training system."

The educational platform offers a set of services provided by the site to facilitate and support education on one hand, and ensure the availability of scientific materials to the learner on the other. Among the most important characteristics of digital educational platforms are the ability to publish study materials, track students, manage their records, and enable communication between students and professors as well as among students themselves. Additionally, they allow for the exchange of opinions and views through special forums provided by digital platforms, and the ability to use them without being constrained by space and time. Thus, digital educational platforms complement traditional educational methods with a modern technological touch using the internet**.**

The Role of Digital Platforms in Distance Language Education

The rapid development in the field of digital technology has led to the emergence of new forms of learning. It enables students or learners to acquire experiences and skills continuously, and digital education has helped facilitate the educational process remotely, especially in Algerian universities after the spread of the Covid-19 epidemic, which forced the world to suspend all activities.

Distance e-learning relies on the use of different patterns and forms to continue education, raise the efficiency of the educational process, and present it in an integrated manner to the learner. Among the most important forms used in this type of education are the educational digital platforms that universities resorted to, following the recommendations of the Ministry of Higher Education and Scientific Research, to facilitate

students' access to the platform's website and download lessons and lectures without any restrictions or being bound by place or time.

MOODLE, the Platform for Distance Education:

Moodle, or what is known as a learning management system, is currently the most responsive and widely used online learning platform. It aligns with the requirements of modern education and uses modern scientific techniques to develop and intensify university teaching methods and improve communication between professors and students, as well as deliver lessons and exams through this platform. Professors can deliver lessons and conduct exams online and also benefit from many important features.

This platform contains the topics of lessons and lectures that students can access via the internet to benefit from its contents: guided work, practical work, exams, lectures, and other educational activities.

Distance education did not reach this advanced stage until after going through many phases that contributed in some way to reaching this point, relying on different means and techniques for each stage. We can summarize these phases in four important stages, with a simple explanation of the most important means and techniques adopted in each stage.

The first stage is distance education by correspondence, which is the initial step of distance education using means including printed media and the postal system. The second stage is distance education through radio broadcasting; the most important means used in this stage are radio broadcasting, television, telephone, audio tapes, videotapes, and others. The third stage depends mainly on distance education using multimedia, including both old and modern technologies; the old ones are the same as those used in the previous stage, and the modern ones include word processors, multimedia packages, the web, and the internet. The fourth stage, also known as internet-based e-learning, is the peak stage in distance education. Among the most important means used are old and new technologies, such as real-time technologies based on the internet, like video conferences via desktop and phone calls.

How Moodle Works:

The Moodle platform operates according to the Moodle program, so we must first understand the Moodle program. It is a program designed to develop the educational environment in the field of e-learning. It is an

open-source e-learning management system built on educational foundations to help professors provide an electronic learning environment. Moodle supports more than 70 languages in over 196 countries. The system provides course professors with the possibility to create and design a special website that structures and facilitates the management of the course through an electronic format.

Moodle includes many functions to carry out the tasks required in this direction and uses the following tools: a tool used to build electronic curricula (grouping tabs) appropriately; identifying the beneficiaries of what has been built according to the powers set by the system administrator; a communication contract between the site that displays educational materials and the beneficiaries (students or learners); and providing users of the educational site with periodic information when they log in.

As for the Moodle platform, its first version appeared in 2002. It is a virtual learning environment, which is an open, free, and widely used platform that includes a virtual community of members and users. Through this community, users can exchange opinions and ideas, engage in scientific discussions, and send messages between members. This platform can also be used to enhance the distance learning process through a range of selected activities for this research:

1. **Lesson/Lecture**:Professors use this activity to electronically post lessons flexibly as stipulated in the courses. The lecturer can add, modify, or delete whatever they deem appropriate for their lessons at any time.
2. **Exercises/Assignments**: Students receive exercises and assignments given to them by the teachers, who determine the conditions for answering, the deadlines, and the method of submission. The exercises may be an essay, a research paper, or questions. The assignment is submitted and uploaded to the website.
3. **Conversation/Chat:** This activity depends on internet availability and uses chat rooms to conduct synchronized conversations, which can be between two or more people, and can be written and transmitted to gather speakers—teachers with their students, or students among themselves. Our study relies on the interactions between teachers and students, and between students themselves.
4. **Forum**: A forum is a space for the exchange of electronic messages and is the opposite of the conversational activity. Here, students acquire

new ideas and concepts that help them write, exchange different perspectives, and learn with other students and their teachers.

5. **Quiz/Interrogation:** This activity is used to conduct questionnaires or exams available on web pages according to specific deadlines. The Moodle system helps the teacher design the format of the exam, including true/false questions, matching questions, short answers, fill-in-the-blank questions, and open-ended essay questions. The system also assists in the automatic correction of questions.

6. **Memo**:This activity is used by the professor to take personal notes and is also used by students to write down their messages, notes, opinions, and suggestions, which they can send to the teacher for comments.

7. **Wiki**: The teacher can enrich the lessons by adding wiki pages that allow students to share with each other using Moodle and HTML.

8. **Workshop**: This is a powerful tool for developing cooperation among learners. It involves an evaluation process where, in the first stage, the teacher creates and prepares a workshop, sets the file and evaluation form, and schedules appointments with the students. In the second stage, students present their work for evaluation, and in the third and final stage, the teachers calculate the final results of the process.

The Introduction of Digitization and Technologies (ICT) in Language Education

The continuous exchange of information in real time and the development of knowledge are all strategic resources aimed at economic development, growth, and cultural enrichment. The speed and immediacy that have characterized the last few decades can be considered completely new factors in human existence. It is important to understand the reasons that led to this remarkable upheaval. While the origins are numerous and diverse, it is necessary for our study to focus on one of the factors that characterized this turning point: technologies and the entire digital revolution that have radically changed human habits in recent years and continue to influence our lives. Among the aspects affected by the emergence of digital technology, the world of education stands out as a special case.

In this regard, it is crucial to view education today as a transition from a past without technologies to a future characterized by them. Nowadays, we have many tools associated with the digital world that enable us to truly enhance the educational landscape. However, we must first

understand and recognize the new technologies available to the educational sector and identify their strengths and weaknesses. It is essential to consider the impact these changes can have on the role of the teacher. In fact, many studies indicate that before integrating new technologies into teaching, attention must be paid to the training of teachers who are expected to renew their teaching methods. As Stefano Campa suggests, this represents a significant training effort, given that the teacher's role is changing in response to the complexities of our society. Many would agree that the role of a teacher is not limited to simply imparting content; rather, they are called upon to manage diverse situations and make decisions based on their knowledge and personal experience.

The Impact and Challenges of Digital Technology in Language Teaching

When a teacher enters the classroom and begins to engage with their students, they understand that the success of their lesson is not solely dependent on the topic addressed. They must also possess the ability to capture attention, stimulate learners' interest, and awaken their motivation. The classroom is where most educational procedures take place, and language teaching, in particular, provides an opportunity to explore various methods used in the past as well as current ideas. The grammar-translation method, for example, has historically been essential for teaching foreign languages. This method is characterized by fixed rules and closed grammatical patterns that must be learned.

Additionally, the deductive approach remained a cornerstone of language teaching until the 1980s, while other methods, such as the structural approach, focused on memorizing vocabulary and developing lexical and grammatical structures. The communicative approach, which is based on induction and the reproduction of real communicative situations, allows learners to communicate more effectively**.**

Theories Developed Throughout the History of Language Teaching

In this paper, we will examine the use of modern technologies, such as educational platforms—particularly the Moodle platform—in the teaching and learning of foreign languages. What role has technology played in the history of language teaching? Has it only been introduced into the classroom in recent years, or does its history extend back centuries? What changes has the advent of digital technology brought to

language learning? These questions must be addressed before delving into this broad topic. This branch of education has had significant opportunities to connect with the technological world.

Throughout the history of formal education since the second half of the 20th century, language teachers have distinguished themselves from their colleagues through the use of technologies in their teaching activities. Technologies represent a world to be explored and utilized, as these tools facilitate access to educational resources and the production and dissemination of information. As observed in the activities proposed in our research, digital technology also promotes interaction and collaboration among network users, benefiting both teachers and learners. Students involved in this experiment will have the opportunity to interact with each other remotely, as the selected technological resources allow for both synchronous and asynchronous work.

These technologies are often considered educational "subsidies," as they provide supportive and auxiliary assistance to the teacher's educational activities. Subsidies are distinguished from "catalysts," which are technological means essential for accomplishing educational tasks effectively.

What is the contribution of ICTs to language teaching and learning, and what challenges do these techniques present in language classrooms? One certainty is that ICT is synonymous with innovation, not only in human activities in general but also in education and language teaching. New technologies enable us to reconsider pedagogical strategies from two main perspectives: information and metacognition. The latter refers to the ability to understand and control one’s own learning processes, including interaction with technologies.

It is important to note that introducing ICT in the training context requires innovation in educational practices. The strategies and methods used must engage students and provide all necessary tools for effective learning. One advantage of using ICT in teaching, which played a central role in our research, is that each learner can act more freely in the learning environment. They are invited to make their own choices and build their own paths step by step while reflecting on the activities available online that enhance their written and oral language skills. When a learner interacts with their computer, they are responsible for engaging and

reflecting on their strengths and weaknesses. This accountability process encourages learners to stay true to themselves and their interests.
From Schumann's studies (1997, 2004), it can be emphasized that the human mind chooses certain content during the evaluation phase ("appraisal") based on five motives: novelty, attractiveness, functionality, integration, and psychosocial safety.
Digital technology in language teaching aims to place the learner in the most motivating environment possible. The more satisfied they are with what they have learned, the more motivated they will be to continue their learning journey, despite the effort required**.**

Using Educational Platforms in Teaching and Learning Languages

Online platforms have been created and spread across various contexts, among which Moodle stands out for its diverse functions, such as a newspaper, a forum, and a learning community. Moodle is an open-source product used by more than 75,000 registered users in 140 countries, translated into 70 languages, and has become a reference environment for those aiming to create online training communities based on collaborative learning methods. In Italy, for example, as of 2014, 343 training organizations, including at least 50 universities, used the platform, and today those numbers have increased. This e-learning application allows for the creation of online courses, the definition of class groups, and many functions, including monitoring student activities. Regarding foreign language courses that leverage this tool to improve language performance, Moodle facilitates course creation, sharing, and access, while also guaranteeing security by providing passwords for all users. Moodle functions as both social software and a distance learning platform. This software simplifies the creation and sharing of courses, providing access protected by passwords and user IDs**.**

Why Choose Moodle?

From a pedagogical perspective, Moodle aims to apply the concept of social constructivism. This involves local processes related to collaborative learning and discussions generated by broader social collaboration within a specific field, such as learning a foreign language (R. Al Sahyouni Bou Fadel, "TIC and Learning of Interculturality," 2014).
M'sila University, where our study was conducted, utilizes Moodle. It is frequently and regularly used by both teachers and students. To deepen

our knowledge of this platform and maximize its potential, university masters provided training to demonstrate the platform's functionality and guide us in creating learning activities. We began to study this new tool independently. It is noteworthy that Moodle is a widely used platform that offers functionalities that position learners within their educational journeys and requires them to take an active role. Students must update their diaries according to proposed activities or track their progress during language acquisition. The forum is also an effective tool for learners, differing from the journal in that it allows for synchronous and asynchronous communication with peers. Thus, the forum facilitates interaction and exchange of opinions on various topics while enabling practice in the foreign language.

According to Kern (2006), chat exchanges offer significant advantages for foreign language acquisition, as they stimulate the free expression of ideas and motivation, encouraging initiative in communication. Several researchers have shown that chat facilitates the acquisition of interactional skills. Chun (1994) demonstrated that in chat discussions, with the teacher removed from the conversation, students tended to participate more, thereby developing their interaction skills (J. B. Ngandeu, “Learning French at an English-Speaking University in Cameroon: From the Quasi-Synchronous Experience to a New Model of ICT Integration,” University Clermont Ferrand 2, 2015, p. 57).

In addition to stimulating self-expression and encouraging decision-making, conversation fosters learners' curiosity and imagination, prompting them to ask questions and challenge themselves to communicate with others in the foreign language. Engaging in a task or activity that requires interaction demands considerable effort, creativity, imagination, motivation, and curiosity. This involvement allows students to feel not only as members of the classroom community but also as part of a broader network of relationships, as knowledge develops through interaction, creating what is known as a learning community.

In recent years, ICTs have become essential tools and a significant part of the innovation movement in language teaching and learning. These technologies have the potential to promote inclusion, especially in emergencies, according to individual capabilities, as well as facilitate parental participation in their children's education. They also provide students with opportunities to enhance their interest and motivation,

placing them at the center of the learning process as active participants, which helps facilitate the teaching of foreign languages. Our research illustrates how technology helps realize the ambitions of education.

In today's context, where the knowledge of facts or principles is less important than the ability to find relevant information and implement it, it is crucial to demonstrate how technologies can contribute to achieving the goals of modern education. According to Christian Depover, Thierry Karsenti, and Vassilis Komis, "It is no longer just the knowledge of facts or principles that matters, but rather the ability to retrieve these facts from relevant resources or to implement certain principles using appropriate technological support" (University Press of Quebec, 2009, p. 2).

It is undeniable that modern digital technologies, especially social media and educational platforms, have enabled people from different backgrounds and cultures to interact more effectively without physical movement, acting as true "accelerators" of intercultural exchange. The development of information and communication technologies (ICTs) has provided individuals from different cultures with more ways to connect. These tools have facilitated rapprochement and understanding among students, demonstrating that these technologies are significant accelerators of intercultural exchange. ICTs are indeed transforming concepts of time and space, enriching interactions between cultures and promoting intercultural dialogue.

Thanks to the advancement of information and communication technologies, people from diverse cultures now have more means to communicate and establish connections. These tools facilitate their understanding and approach to one another, making them key enablers of intercultural exchange. Without a doubt, ICTs are transforming notions of time and space, fostering enriching interactions between cultures. The Internet serves as a means of communication and exchange that promotes intercultural dialogue (R. Al Sahyouni Bou Fadel, "ICT and Learning of Interculturality," cit.).

Conclusion

As an initial experience for Algerian universities in utilizing the Moodle platform to complete the 2019-2020 academic year, it can be said that the platform significantly contributed, especially during the pandemic, to creating an online learning environment and promoting scientific exchanges between teachers and students.

In conclusion, we can affirm that the Moodle platform was indeed the right and only solution to complete the academic year and navigate the pressures and challenges faced during this critical period in human history. The platform enriches students with access to scientific and technological knowledge at their chosen time and place, free from the constraints of traditional education.12
We hope that this university will continue to use the Moodle platform to deliver, publish, and manage educational courses effectively.

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