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Attitudes and Perceptions of EFL Instructors toward Using Moodle in Teaching: A Case Study at Jadara University

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Abstract: This study explores the attitudes and perceptions of English as a Foreign Language (EFL) instructors at Jadara University regarding the introduction of Moodle as a learning management system (LMS). The study is tailored to the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). It employed a mixed-method design involving a combination of quantitative survey-based data collection and qualitative interview-based data collection. The findings showed that despite the positive perception of most instructors towards the perceived usefulness of Moodle, the barriers to acceptance are significant, namely technical and pedagogical interactivity and institutional support. Qualitative themes also showed a resistance to change amongst some of the faculty, which has often been connected to the perceived complexity of the platform when compared to the traditional teaching method. The study concludes that the infrastructural investment is only one of the requirements necessary to roll out e-learning successfully at Jadara University; it needs EFL-related pedagogical preparations and enhanced social presence in the virtual environment. The findings present a roadmap that can guide administrators to make changes in the models for the introduction of LMS in similar institutions of higher learning. In the future, further research should be conducted, including an analysis of the relationship between the attitudes of teachers and students' learning outcomes, in order to get a deeper understanding of the influence of LMS integration on learning.

Keywords: EFL Instructors; Moodle; LMS; TAM; UTAUT; E-Learning; Jadara University

1. Introduction

The use of technology in teaching has become the cornerstone of present-day teaching and learning, particularly in teaching English as a foreign language (EFL). Learning Management Systems (LMS) such as Moodle have disrupted online interaction, content organisation and collaborative learning by providing platforms on which learning is done. The introduction of Moodle at Jadara University in Jordan is a project that will entail a strategic move towards ensuring the enhancement of the quality of education through the use of e-learning. However, the success of such programmes will highly rely on the attitude and perceptions of the instructors who was tasked with the responsibility of implementing such technologies in their classrooms [1,2].

The effective integration of information and communication technology (ICT) in learning language is among the biggest challenges in education in the twenty-first century. Boyd has suggested that employing ICT as a language teaching tool is not only a source of facilitation and prolongation of learning opportunities but also an avenue of providing language learners with autonomous and individualised learning experiences [3–6]. Moodle is among the Web 2.0 tools that have become popular in providing language learners with the avenue of flexible courses and incorporation of internet and multimedia resource use with the traditional activity. Moodle has been implemented in Jadara University as one of the institutional strategies to improve the quality of instruction and learning. In this strategic move, little is known on how EFL instructors handle a Moodle-based curriculum. Moodle is delivered by instructors, and their perception and attitude towards the usage of this platform are to be learnt [7,8].

The attitude and perceptions of the instructors towards technology are also important variables to put into consideration in understanding and supporting the process of integrating technology in the curriculum since a positive attitude is associated with high intentions to adopt and use technology, and finally, it was adopted by students. A large student use is frequently a precursor to improved academic performance and increased adoption of technology in teaching [9,10]. Besides, in that vein, the more the teacher uses the system, the more likely and common the use of Moodle to deliver the curriculum [11]. As such, to determine how Moodle can be used in Jadara University, it is important to determine the nature of the attitudes and perceptions of the instructors regarding Moodle.

The key question that is to be addressed in the current study is whether the use of Moodle at Jadara University contributes to English learning in students. To be more specific, it explores the attitude and perception of instructors and students on Moodle and the presence or absence of the link between attitudes and perceptions and the effectiveness of the learning process. These questions will guide the study on the attitude and perception of the EFL instructors and the learners of Jadara University in terms of the use of Moodle as the means of English learning and the connection of these issues to the learning performance [12,13].

The information on the attitudes and perceptions of EFL instructors regarding the use of Moodle at Jadara University is actually significant due to some reasons. To begin with, it provides a bit of information concerning the efficiency of the current e-learning system and obstacles that can lead to failure. It is by the identification of these barriers that administrators and educators can develop strategies that can assist in overcoming these barriers in an attempt to enhance the overall learning experience of students. Second, the study illuminates the specific needs of instructors so as to utilise Moodle efficiently to develop a particular training programme and give all the requisite support to instructors to ensure they become confident and competent. Third, the research contributes to the existing discussion of the negative aspects of Moodle use in EFL teaching and its implication for curriculum design and instruction practice, introducing technology into the process of teaching a language in a manner that is meaningful and relevant. Finally, the findings of the research may serve as the starting point in terms of future research and collaboration in the area of e-learning and integration of technologies.

The perception and interaction of EFL instructors whose core work is to deliver the curriculum using this site is a missing link, though Moodle has been implemented strategically at Jadara University. Despite the fact that the available literature highlights the general benefits of the use of ICT in learning languages, there is minimal information available regarding local elements of pedagogical and technical concerns of the instructors at Jadara University. In an effort to determine the direction with regard to the maximisation of e-learning strategies, this study attempts to establish such attitudes as a point of departure since positive attitudes of the instructor towards e-learning have been established to be associated with a strong desire to use technology and, ultimately, implementation in the classroom [1,8].

This study has explored perceptions and attitudes of English as a foreign language (EFL) instructors at Jadara University towards the integration of Moodle as a learning management system (LMS).

What does successful Moodle implementation need?

What are the particular functional and pedagogical drawbacks of the use of Moodle in an EFL teaching context?

2. Literature Review

2.1. Theoretical Framework

The theoretical framework of the present work is the synthesis of the key ideas and theories that would fit into the context of the technology implementation in the sphere of education, specifically, the attitudes and the views of

the EFL instructors towards the application of Moodle.

The Technology Acceptance Model (TAM), created by Davis, was created in 1989 and has been useful ever since. Davis developed the Technology Acceptance Model (TAM), which was published in 1989 and has been used actively since that time.

The Technology Acceptance Model, developed by Davis in 1989, acknowledges usefulness and ease of use as the determining factors that may lead to an individual's intention to use a particular technology or whether an individual thinks the technology involves no effort. This research has applied TAM to clarify the idea of EFL lessons utilising Moodle in functionality and usability to find out what factors influence their acceptance and usage of the system.

2.1.1. Unified Theory of Acceptance and Use of Technology (UTAUT)

UTAUT builds on TAM through the presence of the extra variables, including social influence, facilitating conditions, and behavioral intention. Social influence is the extent to which the individuals believe that the important ones believe they ought to use the technology. The perceptions of the resources and support that people can use to perform a behavior are the facilitating conditions. The characteristics will assist the research in evaluating the broader socio-contextual effects, which determines the perceptions of the EFL instructors on Moodle and e-learning at Jadara University.

2.1.2. Community of Inquiry (CoI) Framework

The CoI framework, as introduced by Garrison, Anderson and Archer in 2000, dwells upon the importance of social presence, cognitive presence and teaching presence towards the establishment of an effective online learning experience [14–17]. The social presence is the ability of the people involved to establish a sense of real-person social and emotional presence. The level of ability of learners to develop and establish meaning through a long-term reflection and discourse is referred to as cognitive presence. The teaching presence concept entails the design, direction and facilitation of mental and social activities. This was instrumental in researching the potential of Moodle to improve interaction, collaborative learning, and critical questioning between the EFL instructors and their learners.

2.1.3. Diffusion of Innovations Theory

The theory, which was developed by Rogers in 1962, describes the process of adoption of new technologies into the market as follows: innovators was the most willing; early adopters will follow, and then there was early majority, late majority, and laggards [18–20]. The study will offer solutions to the overall embracement of Moodle and e-learning activities at Jadara University by identifying where EFL instructors was found in the adoption curve.

2.1.4. Constructivism and Socio-Cultural Theory

Both constructivism and sociocultural theory traditionally associated with Vygotsky are scientific schools which emphasise the role of social interaction and cultural tools in learning. This study will bring together the constructivist and sociocultural concepts to the research analysis in an effort to find ways in which Moodle facilitates student-driven, inquiry-based language learning activities at Jadara University.

2.2. Related Studies

Various previous studies were conducted focusing on the problems of implementation of technology in the education sector and the ones that concerned the attitude of educators towards technology and the effectiveness of e-learning systems.

Albirini researched the predispositions of Syrian EFL instructors to the integration of ICT in language teaching [21]. The findings were informative on what predetermines the attitude and perception of those instructors who are integrating technologies in the classroom. The study established that computer attributes, cultural perceptions and personal attributes were significant factors that contributed to the attitude of instructors.

Chen studied the relationship between teacher beliefs about technology integration and their practices in the classroom [22]. The researchers identified the barriers to technology use, like time, lack of resources and training,

and gave the strategies that can be used to bridge the gap between beliefs and practices of the instructors.

Crisp had a glance at the roles of the feedback in regard to student involvement in the e-learning materials in which the student engagement and motivation factors had been significantly enhanced by good feedback in a timely and precise manner within the e-learning environment [23].

Lin and Hsieh examined the adoption of instructional technology in ESL teaching in a Chinese university and designed variables that influenced the adoption choices by instructors in the adoption of technology, such as usefulness, ease of use, and institutional support [24]. The researchers found out that the perceived usefulness, ease of use, and institutional support are the variables that affect the adoption choices made by instructors.

Sharma and Barrett have revealed the issues of concern the instructors have when integrating technology in the Indian school, and consequently, they gave a view of how to assist the instructors in their concerns as they progress to refining concerns, and therefore, professional development should be developed based on the evolving concerns [25].

2.3. Research Gap

Although the existing scholarship does have a lot to offer, it still has several significant gaps. To begin with, there is a lack of research that takes into account the attitude of the EFL instructors to Moodle within the framework of higher education in Jordan. Second, there is scanty research on the relationship between the attitude of the instructor and some restrictions of Moodle in language teaching. Thirdly, the implementation of Moodle in EFL practice has not been researched efficiently on a mixed-method basis [26–30]. The study bridges these gaps by undertaking a comprehensive research of the perceptions of EFL instructors towards Moodle at Jadara University [31–35].

3. Methodology

3.1. Research Design

In the research, the explanatory sequential research design, according to the mixed methods research design, was applied to investigate the attitudes of EFL instructors at Jadara University regarding Moodle LMS [36,37]. The explanatory sequential design is a design in which quantitative data are collected, and quantitative results shall be clarified or expounded with the use of qualitative data. Taking a combination of both quantitative and qualitative surveys, the research method will ensure that the findings are triangulated in order to cross-authenticate the findings and show the whole picture of what the educators undergo.

3.2. Participants

The study involved 20 instructors at Jadara University in the Language Center and in the College of Arts and Languages. The survey was completed by 20 instructors during the quantitative step. In the qualitative phase, semi-structured interviews on a sub-sample of 10 instructors were conducted. The sample of the participants was selected by means of purposive sampling to ensure that the samples of the teaching experience levels, namely, the academic ranks and departments, are represented in **Table 1** below.

Table 1. Demographic Characteristics of Participants (N = 20).

Variable	Category	Frequency (n)	Percentage (%)
Teaching experience	<5 years	9	45%
Teaching experience	≥5 years	11	55%
Academic rank	Lecturer	8	40%
Academic rank	Assistant Professor	9	45%
Academic rank	Associate Professor	3	15%
Department	Language Center	11	55%
Department	College of Arts and Languages	9	45%

3.3. Instruments

The survey was designed using a validated version of the TAM scale. The survey is based on a scale of 24 items, aiming to measure four dimensions, namely perceived usefulness (6 items), perceived ease of use (6 items), user

satisfaction (6 items), and support needs (6 items). These were the items of the sample: I find Moodle useful in my work (perceived usefulness), which does not mean that I have to put much of my mental effort in order to interact with Moodle (ease of use). The rating was done on a 5-point Likert scale, with 1 being 'strongly disagree' and 5 being 'strongly agree'. A pilot of 10 instructors was conducted to establish the reliability, and the output was a Cronbach's alpha coefficient of 0.89, implying that there was great internal consistency.

The qualitative phase was in the form of a semi-structured interview guide which centred around the successes of the pedagogy process, technical constraints and overall attitude to Moodle. Interview questions were developed based on the theoretical frameworks and findings of the surveys, and the follow-ups were as follows: Can you describe a positive experience that you have had using Moodle, and what are the difficulties you have had using Moodle in your teaching?

3.4. Data Analysis

Quantitative data analyses were conducted using SPSS 26. Descriptive statistics (means, standard deviations, frequencies, and percentages) were used to calculate all the variables. Along with the descriptive statistics, significant differences were determined with the help of independent samples t-tests with a reference to teaching experience (less than 5 years and 5 years and more). The number of significance was set at $p < 0.05$.

Qualitative interview transcripts were analysed using thematic analysis in regard to six steps of Braun and Clarke: familiarisation with data, first coding, theme searching, theme review, theme definition, and subsequent report: 85% inter-coder reliability. The dissimilarities were covered by discussion.

3.5. Ethics Statement

This study was conducted according to the Helsinki Declaration. The protocol of the research was reviewed and approved by the institutional review board of the Jadara University (Approval No. JU-2025-084, approved on 15 January 2025). All the participants were made aware of their participation in the study, and they gave informed consent. The subjects were guaranteed their anonymity and confidentiality of the answers given and made aware of their right to withdraw from the study at will without being penalised.

4. Results

4.1. Moodle Teacher Attitudes and Perceptions

The survey and interview results analysis shows that EFL instructors at Jadara University do not have similar attitudes toward using Moodle since they are not very much satisfied with and involved with the platform use. The results of the quantitative survey show that, in general, the attitude to Moodle is positive; however, there are still serious doubts.

The quantitative results that are related to the attitudes to Moodle in four key dimensions are presented in **Table 2**.

Table 2. Instructor Attitudes toward Moodle.

Attitude Dimension	Agree/Strongly Agree (n)	Neutral (n)	Disagree/Strongly Disagree (n)
Perceived Usefulness	13	4	3
Ease of Use	10	5	5
User Satisfaction	12	6	2
Need for Additional Training	15	3	2

As **Table 2** shows, the majority of the respondents (65%) reported that Moodle improved the learning outcomes in students, which may be seen as one of the strengths of the platform as perceived by the instructors. However, it turned out that Moodle was regarded as easy or very easy only by 48% of the participants, of which 27% had a moderate level of difficulty, which demonstrates that one of the most significant problems connected with the usability still exists. The general satisfaction levels were relatively high, as 60% indicated that they were satisfied or highly satisfied with their experience using Moodle. It is also rather curious to mention that a significant portion of the percentage (75) expressed the clear intention to be further trained and institutionalised, which means that,

regardless of the significance important to instructors to the platform, they deemed their personal development as the requirement to use it effectively.

Figure 1 illustrates the distribution of responses regarding the perceived usefulness of Moodle, with a clear majority (65%) holding positive views, while only a small minority (13%) expressed disagreement.

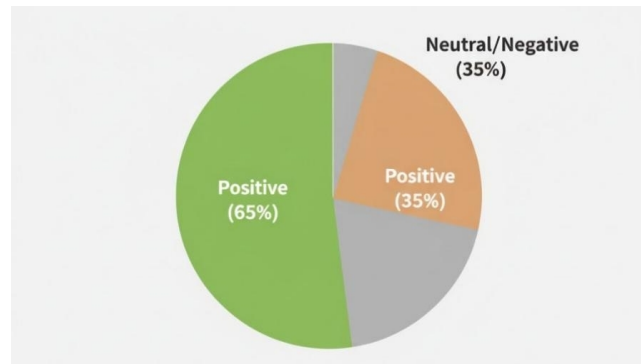


Figure 1. Perceived Usefulness of Moodle.

Source: Internal User Survey (n = 100).

The thematic analysis of interview data revealed three dominant attitudinal patterns, which are summarized in **Table 3**.

Table 3. Thematic Analysis of Instructor Attitudes toward Moodle.

Theme	Key Characteristics	Impact on Pedagogy
Positive Orientation	Flexibility, convenience, enhanced communication, student engagement	Acts as a catalyst for course delivery and digital transformation
Neutral Orientation	Ambivalence, recognition of potential versus perceived complexity	Adoption is slowed by the steep learning curve and system intricacy
Negative Orientation	Technical instability, system crashes, slow loading times	Creates instructional friction and diminishes trust in the platform

Respondents with a positive disposition referred to the flexibility, accessibility, and capability of Moodle to help in communications and interaction with the students. According to one of the instructors, Moodle allowed him to create materials in real-time and engage the learners even when they were not in classes, which improved their use of course materials. According to these instructors, the site provided them with a helpful tool, which could contribute to digital transformation in their practice.

The other group of respondents exhibited a neutral orientation, implying ambivalence to the platform. Even though these educators saw the possible benefits of Moodle, they were not unconcerned about the complexity of this educational tool and the time they had to waste learning how to utilise its functionality. One of them replied, 'I can imagine that Moodle might be useful, but sometimes it can be overwhelming, and I do not know whether I was able to compensate for the effort to learn all the features of Moodle.'

The negative perceptions that were most reported were associated with technical instability and inefficiencies in the systems which were reported to undermine trust on the platform. Crashing of the system, time-consuming load times and unstable connection were rated as significant discouraging elements by the instructors in this category. In the case of a system failure during a live quiz or during submission of an assignment, one of the instructors says that this disrupts the entire lesson and makes him unwilling to use the system again.

4.2. Objections to E-Learning Applications at Jadara University

Construction of the quantitative and qualitative output also results in multidimensional barriers and constraints to effective adaptation of e-learning in the institution.

Preparation of the quantitative and qualitative outputs creates multifaceted challenges that impede the effective adoption of e-learning in the institution.

Survey outcomes reveal that structural and institutional constraints are the greatest hindrances to the effective application of e-learning. The respondents identified the barriers as demonstrated in **Table 4**.

Table 4. Barriers to E-learning Utilization.

Barrier	Percentage of Respondents
Lack of Technical Support	42%
Insufficient Training	35%
Time Constraints	28%

Figure 2 illustratively indicates the barriers' distribution, with the most mentioned barrier (42%) being deficiency of technical support, followed by lack of training (35%) and time constraints (28%). These implications point to the fact that institutional and operational barriers to e-learning have been found to be stronger than individual barriers.

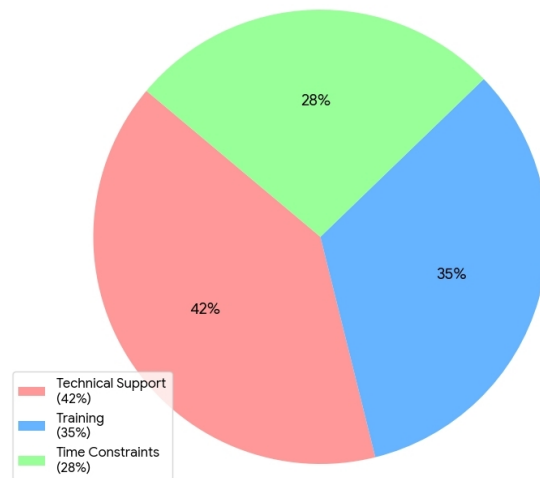


Figure 2. Barriers to Utilizing E-learning at Jadara University.

The thematic analysis of the interview data resulted in three broad categories of barriers. Firstly, technical and infrastructural problems: The participants mentioned the problems with the unstable internet connection, unstable systems, and the absence of the modern hardware on several occasions. These issues have been described as systemic and uncontrollable by instructors. One instructor noted:

I also prepared some interactive quizzes in Moodle, yet half of the lesson could not access it because the Wi-Fi in the school is constantly interconnected and disconnected, and lab computers are so archaic that it takes one hour to boot the system and access the Internet. It is frustrating when you have a lesson plan that is based on technology, and the technology goes down.

Second, resistance to change in pedagogy: As long as a small group of instructors is still inclined to use more traditional teaching models, it is likely that they were concerned with the time and the energy that they will spend to transition to digital platforms. A participant explained:

I am an educator who has been employing traditional teaching techniques for the last twenty years, and they work. I never had one bad day with my pupils. I do not even know why I have to use hours of my time to ship my stuff to an online platform when the old-fashioned way was just enough.

Third, apparent limitations of e-learning effectiveness: The participants were a little sceptical about the capacity of the e-learning environment to keep on delivering a significant student experience as compared to that of the face-to-face teaching environment. One teacher commented:

I believe that they are merely clicking the screens and not always absorbing what they read. I am afraid that e-learning is actually making them lose their actual communication with each other and do it in the form of a face-to-face talk during which I could notice their reactions and consequently adjust the lesson.

4.3. The Requirement of Successful Moodle Implementation

The findings show that it is clear that institutional, technical and pedagogical support systems are required to be in place to assist in effective Moodle integration at Jadara University.

Table 5 displays the support and training requirements based on the responses made by the respondents.

Table 5. Moodle Support and Training Requirements.

Requirement	Percentage of Respondents
Professional Development Needs	75%
Technical Support Requirements	68%
Pedagogical Support Needs	55%

Figure 3 indicates that the highest quantities of the demand of the comprehensive support mechanisms are high, and the most demanded is the type of professional development (75%), and secondly is the technical (68%) and thirdly is the pedagogical (55%) support. The vast percentage of instructors who request the need to undergo professional development reflects that the training opportunities are considered to be insufficient or not corresponding to the actual needs of instructors.

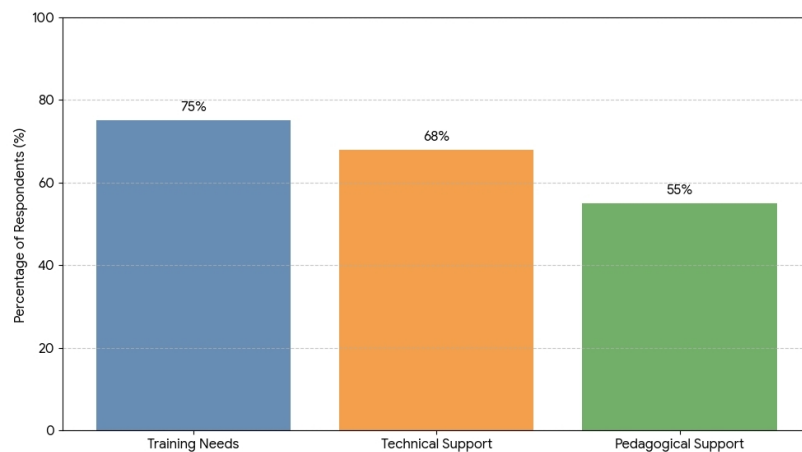


Figure 3. Moodle Support and Training Requirements.

The needs are also elaborated in the interview data, which indicates that the needs of instructors do not restrict themselves to mere technical training. The participants emphasised that the infrastructure must be improved with a good internet connection and modern technological equipment. One of the instructors said you could not be trained to do anything when the basic infrastructure was not there. We need working computers and a decent Wi-Fi connection before we can even think of any higher level of Moodle functionality.

Professionally, participants stated that the training would require an extension of technical proficiency to instructional design and student involvement training. A participant explained:

It is not just necessary to be able to figure out how to put files up but also how to make significant learning experiences in Moodle. How do I make students really engaged? What would I do to structure my course in a manner that would facilitate conversation? These are the questions that we should know.

4.4. Moodle as a Restriction on Teaching EFL

Based on the findings, the Moodle constraints are not only pedagogical but also technical, and some of the challenges are experienced in a language teaching setting.

Table 6 provides the information about the number of limitations on the number of issues cited by the respondents.

Table 6. Distribution of Moodle Limitations.

Limitation Category	Percentage of Total Issues Cited
Technical Constraints	42.9%
Lack of Interactivity	32.1%
Content Management Difficulties	25.0%

Figure 4 demonstrates the rational distribution of the limitations reported, and the comparison between the issues that have the most significant impact on the faculty can be made quite clearly. The most widespread obstacle (42.9%) is technical issues like system performance, server instability, and compatibility issues. The level of low interactivity (32.1) shows that it is difficult to make learning processes dynamic and communicative, which is required in the process of acquiring a language. Issues including content management (25.0) are concerned with the way multimedia instructional resources are organised and displayed in a logical way.

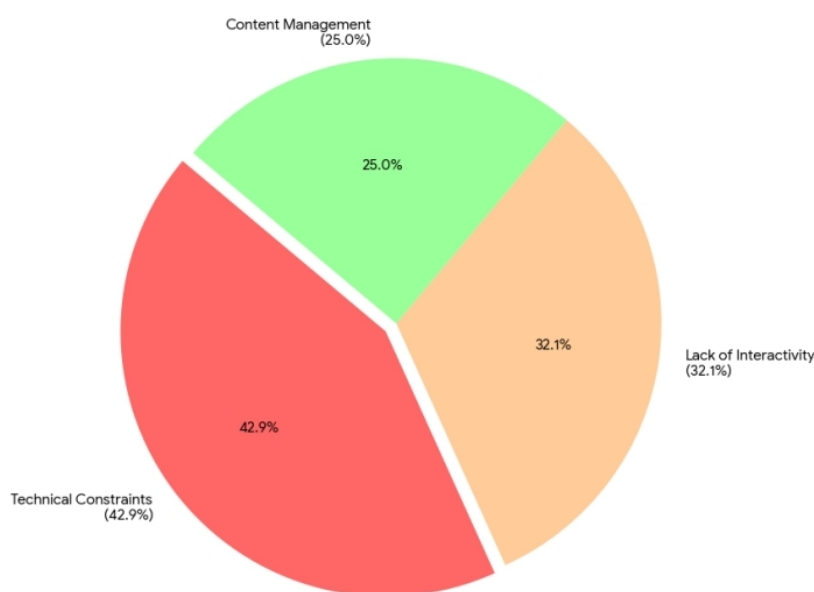


Figure 4. Distribution of Moodle Limitations.

Thematic analysis of the data collected through the interview found out three key limitations. First, the language and accessibility factors: The instructors noted the complication with the non-English interfaces and the inconsistency of the layout, which contributes to the usability of the multilingual EFL scenarios. One instructor noted:

When I either try to enter some Arabic text or I set up an Arabic language interface to work with my students, the writing on the right seems to be out of order. This makes the instructions vague and the navigation a pain for the students, especially the non-tech-savvy ones.

Second, ability to assess: Moodle assessment capabilities were found wanting as far as productive language skills, particularly in speaking and writing, are concerned. A teacher explained:

Moodle is manageable when it comes to multiple-choice question quizzes and basic assignments but becomes a nightmare when it comes to evaluation of oral proficiency. I would like to ask my students to write on their phones what they are to say and email it to me because the Moodle audio-upload module has always been broken, or there is a size limit on files.

Third, lack of pedagogical freedom: The platform has been stated to deter the use of new teaching practices because of the layout of the platform. A participant stated:

I had an interest in applying a flipped classroom approach to a non-linear lesson structure in which students had an opportunity to choose their learning trajectory. The Moodle design is, however, so linear that it felt like I was struggling to make the system create ways in which students could pass through the course in a more flexible way.

5. Discussion

The findings of this mixed-method study demonstrate the intricate character of the Moodle adoption at Jadara University, which is based on positive attitudes towards online learning and significant institutional and methodological constraints. This discussion draws a synthesis of the quantitative and qualitative results by interpreting the results in the accepted theoretical frameworks, including the Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT) and the Community of Inquiry (CoI) model.

5.1. Moodle Attitude and Perceived Usefulness (RQ1)

Findings indicate that the majority of the instructors are finding Moodle helpful, and 65% of them claim that Moodle is making a contribution to the student learning outcomes, and 60% of them are generally happy. These findings constitute a significant pointer to an underlying assumption regarding TAM that perceived usefulness is among the most important attributes to predict technology adoption [8]. The recent meta-analytic findings by Garcia and Fernandez have allowed them to substantiate the central assumption that perceived usefulness is the most useful predictor of technology adoption in 47 studies [27].

However, the relatively lower ease of use rank (48%) implies the high level of tension between the perceived value and actual use. This discrepancy is compatible with other research works that indicate that positive attitudes towards educational technologies do not necessarily translate into a successful adoption within the perceived complex systems [28], and this fact is corroborated by a qualitative finding that a portion of instructors are viewed as ambivalent due to the perceived complexities, and hence an increase in the levels of usability may result in a significant adoption rate. Furthermore, a high percentage of employees that would like to obtain more training (75) indicates that the instructors realise that they need some help themselves, and this fact fits into the context of the facilitating conditions construct of UTAUT [16].

5.2. Barriers to E-Learning Adoption (RQ2)

These findings have shown clearly that the main focus in the development of technology use is the presence of institutional and infrastructural barriers. The insufficiency of the technical support (42%) and insufficiency of the training (35%) testify to the importance of what UTAUT conceptualises as facilitating conditions [16]. The thing is that even the most motivated instructors will struggle to integrate the digital tools without the institutional-level support.

The finding follows research by Albirini [21] and Chen [22] who concluded institutional support is a conclusive factor in the adoption of technology.

Other than structural barriers, the study has also identified the motive to avoid pedagogical change as well as the causes, which are the existence of cultural and psychological factors of technological adoption that are not encompassed in technical training, such as the late majority and the laggard's category in the Diffusion of Innovations theory [18].

5.3. Requirement on Effective Implementation (RQ3)

The great need for training (75%), technical assistance (68%), and pedagogical advising (55%) describes the need for a complex institutional approach to the implementation of Moodle. Theoretically, the findings are very similar to the CoI framework that emphasizes the importance of teaching presence in online courses, which is impossible to do without the use of pedagogical expertise in response to technical expertise.

They do not want instructors to train them technically, but they want them to acquire pedagogical knowledge that can enable them to develop meaningful and interesting learning experiences. This is reflective not only of an

abandonment of technological competence but also of what Mishra and Koehler term 'technological pedagogical content knowledge' (TPACK)—the integration of technology, pedagogy and content knowledge [29].

5.4. EFL-Specific Restrictions and Pedagogical Irreconcilability (RQ4)

One of the contributions that this study can make to the current research is the discipline-specific limitations of Moodle in the EFL context. The technical restriction (42.9% to the forefront) and reduced interactivity (32.1% to the forefront) point to the fact that the platform is not completely oriented toward the communicative and interactive nature of language learning. These limitations may impede the development of social presence and, hence, cognitive presence, both of which are essential in the process of language acquisition in the light of the CoI framework [17].

The qualitative observation related to the disadvantages of evaluation of the oral proficiency is particularly significant, as the speech ability is one of the most important aspects of language learning that is not properly presented by the traditional LMS. The specified observation is also reminiscent of the research conducted by Fathi et al., who have found that Moodle did not facilitate the process of oral communication in a synchronous manner [30]. The inflexibility of the specified structure of Moodle also restricts pedagogical innovation, which is also similarly demonstrated by Lin and Hsieh [24], and more recently, by Marzuki et al. [31].

6. Conclusion and Recommendation

6.1. Conclusions

This study confirms that the EFL instructors at Jadara University are already cognisant of the positive influence Moodle may have on pedagogical work, yet they fail to turn this into practice due to the overall intricacy of both infrastructural and pedagogical discrepancies. These findings support the idea that an intention to use the platform due to positive perception of the usefulness of the platform may not necessarily lead to frequent contact with the user once the ease of use is undermined by technical uncertainty and lack of interaction tools. The study reveals the need to drop at an early stage the uninspired digital content hosting and relocate to a more active community of inquiry where social presence, cognitive presence and teaching presence are being built intentionally. In order to do so, Jadara University was forced to transcend the generic technical training and provide EFL-specific pedagogical support, which can resolve the particular issues of language assessment and working with the students in an online environment. Lastly, the practical application of e-learning at the institution should require the congruence of the facility with the needs of language teaching that are expressive and interactive in the current times.

6.2. Implications

There are multiple implications of this study on theory and practice. Theoretically, the study suggests the complementary limitation of applying more than two models: TAM, UTAUT, and CoI to have a wholesome picture of technology adoption in higher education. The findings suggest that the perceived usefulness is not dependent on the facilitating conditions and pedagogical congruence to initiate adoption. This assimilation gives a less pronounced explanation of the uptake of technology as compared to a specific framework.

Practically, the study identifies the significance of institutions investing not only in the technological infrastructure but also in long-term professional growth involving both technical and pedagogical elements of the LMS integration. The training programme design should aim at developing technology pedagogical content knowledge (TPACK) in the instructors to enable them to substantially integrate technology in their teaching. In the case of EFL contexts, the findings bring up the importance of ensuring that the digital environment fosters the interactive and communicative nature of language acquisition.

6.3. Contributions

There are several contributions to literature in this research study. It provides empirical information about the phenomenon of higher education in Jordan, which is a literature gap in the attitudes of EFL instructors to Moodle in the Middle East. Second, the mixed-method design aids in observing a finer picture that cannot be identified by quantitative surveys, demonstrating the complex interrelationship between the determinants influencing technology adoption. Third, the research makes certain contributions to the development of theories by demonstrating the combination of TAM, UTAUT, and CoI to explain technology acceptance within educational settings. Fourth, the

diagnosis of the EFL-specific limitations of Moodle is included in the already existing body of the research on EFL-related issues in terms of technology integration into the discipline sphere. Fifth, the study will provide practical recommendations that may inform the institutional strategies to LMS implementation in such a setting.

6.4. Limitations

Regardless of what this study has contributed, it has a number of limitations. To begin with, it would take into consideration the conceptualisation of the ideas of an instructor of a particular university, Jadara University. This limits the implications of the findings to other institutions or settings. Second, there were very few participants (10) in the qualitative phase, and hence it may not be in a position to exhaust the plethora of experiences of the instructors, but it did reveal the themes presented being saturated. Third, this study was conducted using self-reported data, and this could have been influenced by social desirability. Fourth, the changes in the infrastructure of the university would lead to changes in the results on the hardware and connectivity. Fifth, the cross-sectional design just measures the attitudes at one instance and does not even endeavour to track the attitudinal pattern changes as one undergoes an increased experience.

6.5. Recommendations

In terms of the findings and limitations, it would be possible to give some recommendations concerning the future research and practice. Future research should entail multi-institutional comparison so that it can determine whether these are systemic in the entire sector of Jordanian higher education. It is proposed that longitudinal studies can be used to track the change of attitude towards instructors as they get more acquainted with the platform. Further research that includes examining the relationship between teacher attitudes and student performance should be carried out in the future in order to have a more comprehensive understanding of the impact of LMS integration on learning.

Comparative analysis of various LMS systems may help to determine what features are likely to be the most supportive to EFL teaching. The studies on the effectiveness of various professional development models may inform the institutional approaches to faculty support.

As a practice, the study advises that Jadara University should look into improving infrastructure, such as an effective internet connection and modern hardware, as the key requirements of achieving e-learning. Professional development programmes ought to be restructured to accommodate both technical and pedagogical information, and the emphasis ought to be EFL-specific applications. Services in technical support ought to be improved to offer prompt services in case of a problem so that teaching is not interrupted. Also, the school ought to look into the use of additional resources or extensions that will mitigate the particular constraints of Moodle for teaching a language, like better oral grading instruments and more adaptable course designs.

Author Contributions

Conceptualization, L.M.R. and M.A.I.R.; methodology, I.F.H.; software, I.F.H.; validation, L.M.R.; formal analysis, L.M.R. and M.A.I.R.; investigation, L.M.R.; resources, L.M.R.; data curation, M.A.I.R.; writing—original draft preparation, L.M.R.; writing—review and editing, M.O.A.; visualization, M.O.A.; supervision, L.M.R.; project administration, L.M.R. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

This study was conducted in accordance with the Declaration of Helsinki and approved by the Institutional Review Board of Jadara University (Approval No. JU-2025-084, approved on 15 January 2025).

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data presented in this study are available on request from the corresponding author due to privacy and ethical restrictions.

Conflicts of Interest

The authors declare no conflict of interest.

AI Use Statement

During the preparation of this work, the authors used ChatGPT (OpenAI) for language editing, improving clarity and readability, and formatting assistance. The authors then reviewed and edited as required and assume full responsibility for the content of the published article.

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