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1.0 Introduction

Impact of Virtual Learning Environment (VLE)

Modern technology have been seamlessly integrated into the area of language teaching and learning. Both the students and instructors now have access to a range of tools, methods, and avenues. These things help to get effective language teaching and learning (Cassidy, 2016). This mix of many learning routes has drawn the responsiveness of scholars and educators which aims to supplement rather than substitute the effort of instructors in the classroom as new technologies emerge. Using tools and activities, a Virtual Learning Environment (VLE) is meant to promote teaching and learnings among the students and teachers. It is a web based software (JISC, 2010). Students who uses a VLE Moodle may be assigned a work or task to do at their own speed and place. Additionally, they can participate in the conversations to enhance their learning (Hettiarachchi and Wickramasinghe, 2016). Students in the upper elementary grades used a software that permits online communication between students and instructors to strengthen their comprehension and analytic abilities. Students considerably outperformed those who did not utilise the programme on standardised assessments of reading, language, and vocabulary, as well as measures of comprehension depth, different views, and independent thinking. VLEs enhance student reflection and promote innovative and autonomous thought.

There are attitudes and responses that may not support the advantages that technology may bring to this area despite the benefits that technology might provide. As they are used to using digital devices in their everyday lives, it is natural to assume that students would eagerly embrace the use of this in their learning method. Now a days technology is a natural and integral part of the life of younger students as they grow up with it. There is also a distinction between technophobes and technophiles, or people who fear technology and those who are eager to utilise it. The inability of certain students to use contemporary technology, whether for economic or

cultural reasons, is another significant barrier. Despite living in a technologically advanced period, not all students and instructors have equal access to the many technical gadgets accessible to so many young people today (O'Leary and Ramsden, 2002).

2.0 Background

Literature review

To move students from passive to active learners, virtual learning environments (VLEs) were established. Active learning fosters the critical thinking abilities necessary for the transfer and application of classroom-acquired information in the clinical context (Barker and Gossman, 2013).

A Virtual Learning Environment (VLE) offers a range of learning support and administration features which mainly works through online system (Lacka and Wong, 2021). Virtual learning environments (VLEs) are beneficial to education because they allow teachers to choose from and make use of a wide array of materials in order to assess students' mastery of pertinent subject matter (Underwood, 2009). How effectively a student is able to learn from a particular instructor depends on how well the instructor's teaching style aligns to the student's particular learning style. Virtual systems are plagued with the same issues, and a variety of teaching methods and materials are necessary in order to satisfy everyone's educational needs (Walker and White, 2019). However, if there are too many resources available online, there is a possibility that students may stop going to classes. This presents a potential problem. As a result, there are primarily three categories of virtual learning environments, one of which is comprised of those with an excessive amount of material that, in the end, dissuades students from attending the course instructor lectures. Then there are some that provide students with insufficient knowledge, and then there are those that provide students with exactly the right amount of material so that they may have a more comprehensive grasp of the topic. It was found that success with the use of VLEs was directly associated with the level of excitement that individual teachers had about the use of technology (Mosquera, 2017).

There have been a number of studies that have pointed to the positive benefits that VLEs have in a variety of settings. They may promote reflection, respond to the needs of students, boost a student's ardour and sense of self-assurance, increase the student's motivation to study, and, as was mentioned extensively above, improve outcomes on course assessments.

3.0 Aims and Objectives of the Research

3.1. Aims of the Research

To Identify the impact of Virtual Learning Environment (VLE) – Moodle on students' learning experience at the University of Wales Trinity Saint David London Campus.

3.2. Objectives of the Research

1. To analyse students' experience on Virtual Learning Environment at Trinity Saint David London Campus
2. To identify the benefits and drawbacks of VLE Moodle
3. To recommend (if any) ways of improving VLE experience for University of Wales Trinity Saint David London campus.

4.0 Methodology

The researcher used Excel to do analysis on the data gathered from the quantitative study that was carried out in the form of an online questionnaire. After organising the questions, they were distributed to the 12 responders. Research methods may be divided into two categories: qualitative and quantitative (Whiteworth, 2007). Both of these categories have their advantages and disadvantages. In the primary research, the researcher used quantitative methods in the research, the results of which were gathered by doing some straightforward questionnaire pertaining to VLE. In the first stage of the research process, which was called primary research, a questionnaire was utilised to collect information from the participants. There were a total of 12 students that took part in this study and provided their responses without being swayed in any way by any external circumstances. The questionnaire was sent to their inbox through email, and a polite request was made for them to fill out the form based on their observations. Following that, their responses were collected and entered into tables in preparation for the analytic procedure. The questionnaire consisted of a total of six questions in its entirety. There were 5 questions with multiple choice answers and 1 question with an open-ended response that were linked to the curriculum. The secondary research consisted of using the collection of books, journals and some other relevant materials which was mostly done by the different writers. This was done in order to perform the study.

5.0 Result

The primary survey result about the VLE is given below:

Responses for Question 01:

	Number of responses
1 time	2
2 times	4
More than twice	6

Table 1: Multiple choice question

Source: Self made

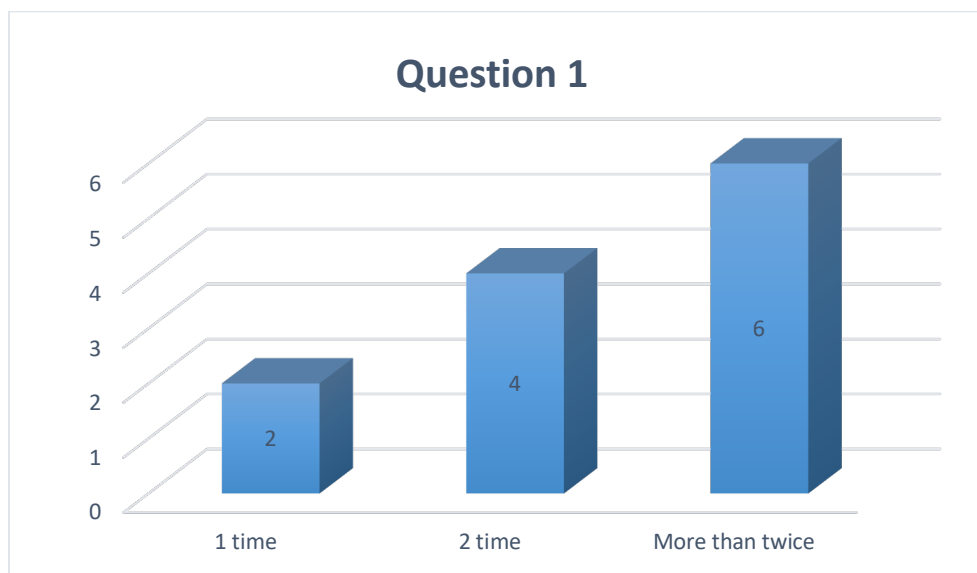


Figure 1: Multiple choice question

Source: Self made

From the above figure it is seen that total 12 respondents participated in the survey done by the researcher. The question was that- How often the students use VLE in a day? The researcher gave three options such as- 1time, 2 time and more than twice. Out of 12 respondents 2 of them said that they use it 1time a day. 4 of them said that they use it 2 times a day and 6 of them told that they use it more than twice a day.

Responses for Question 02:

Opinion	Number of responses
Yes	8
No	4

Table 2: Yes/No type question

Source: Self made

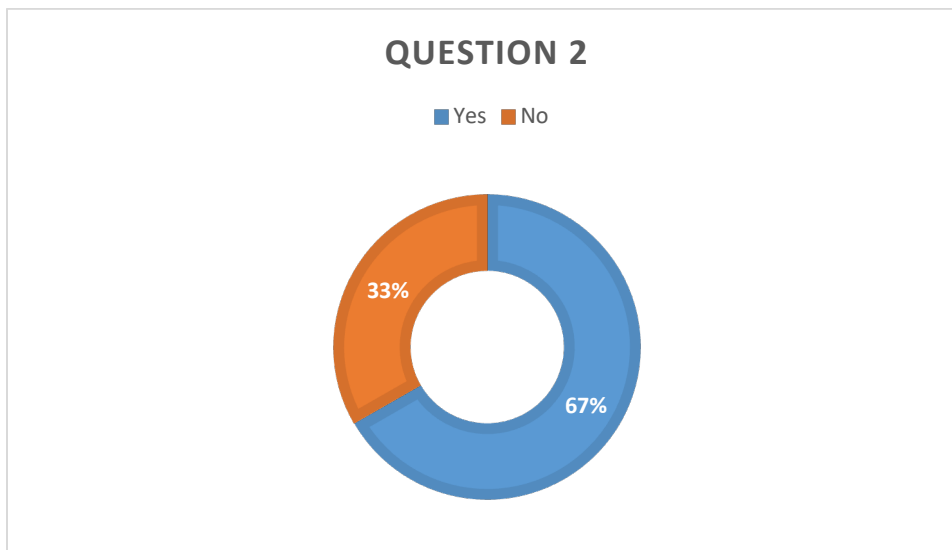


Figure 2: Yes/No type question

Source: Self made

In the above figure the researcher asked yes or no type question to the 12 respondents. The question was that they were comfortable in using VLE Moodle or not. Among 12 respondent's majority people that is 8 person told that they felt comfortable while using it. The rest of them that is 4 of them told that they do not feel comfortable.

Responses for Question 03:

Opinion	Number of responses
Yes	5
No	3
Not sure	4

Table 3: Yes/No type question

Source: Self made

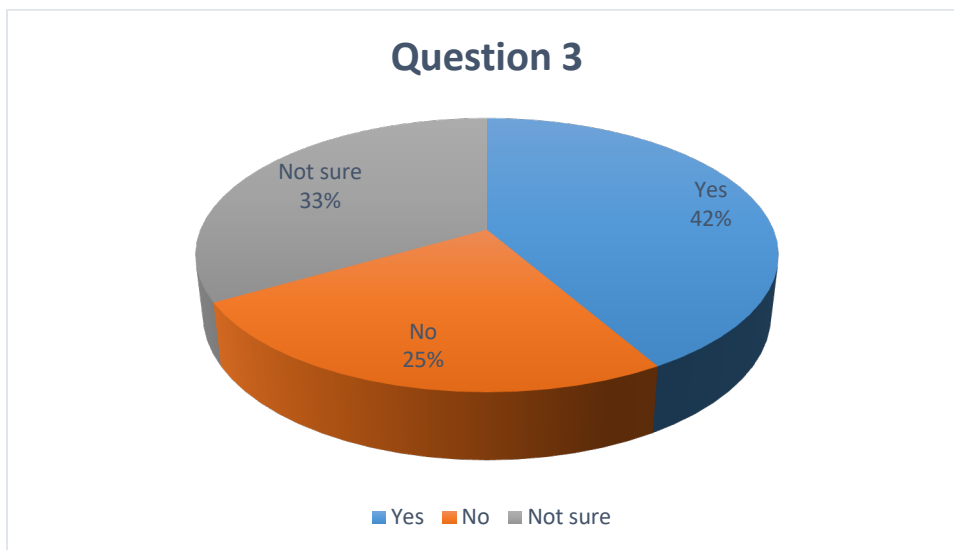


Figure 3: Yes/No type question

Source: Self made

The third question asked by the researcher was that whether the students think VLE should be developed or not. Out of 12 respondents 5 of them told that it should be developed, 3 of them told that it is not needed and 4 of them were not sure.

Responses for Question 04:

	Number of responses
Strongly Agreed	2
Agreed	4
Neutral	3
Disagree	2
Strongly Disagreed	1

Table 4: Liker Scale Question

Source: Self made

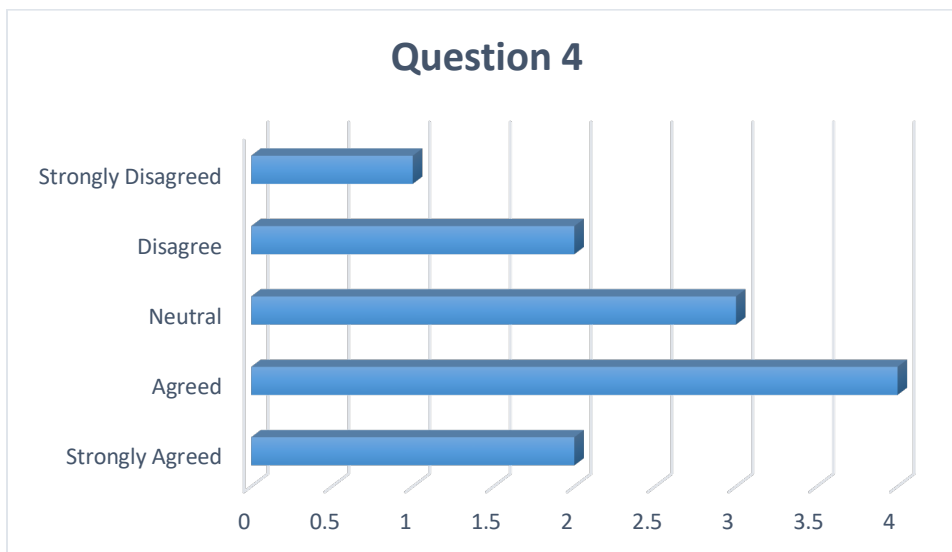


Figure 4: Liker Scale Question

Source: Self made

In the above figure it is seen that the researcher has asked a liker scale type question. The question was whether VLE is the most effective way of learning or not. Out of 12 respondents 2 of them strongly agreed, 4 agreed, 3 in neutral position, 2 disagreed and 1 of them strongly disagreed.

Responses for Question 06:

	Number of responses
Positive feedback	9
Negative feedback	3

Table 5: Feedback

Source: Self made

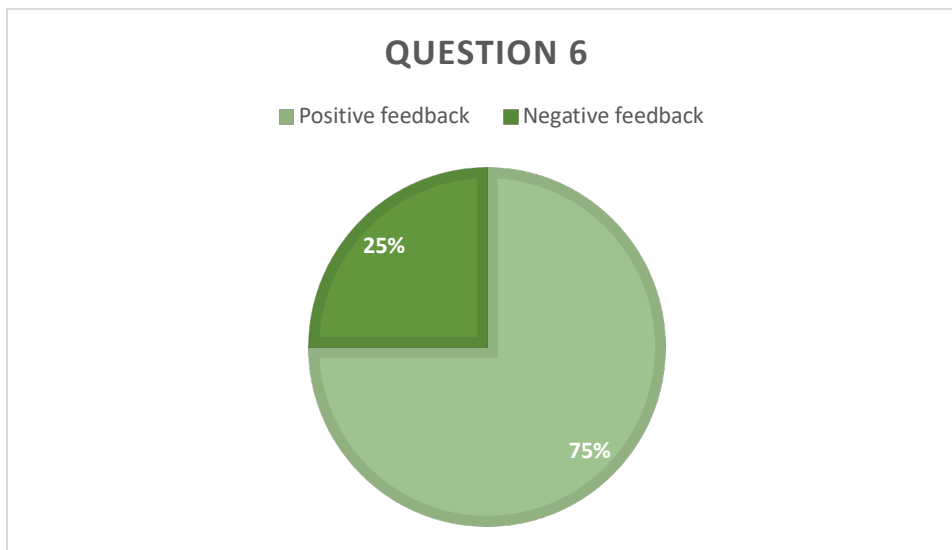


Figure 5: Feedback

Source: Self made

In the last question researcher asked 12 respondents about their feedback after using VLE. Out of the 12 respondents, 8 gave positive feedback while 4 of them gave negative feedback. Therefore the majority that is 75% had positive experience and 25% have negative experience.

6.0 Discussion

From the above result it can be said that students have a mixed experience on using this VLE. The researcher done this survey in order to identify the impact of virtual learning environment on students learning experience. The researcher tried to find out the benefit and drawbacks of VLE model.

The first question was asked in order to know the students usage rate of VLE moodle. Majority of the students use it more than twice a day. If some improvements can be done then more students would be motivated to use it more than twice a day.

The second question was a yes or no type question which was asked in order to know whether they are comfortable in using this VLE. Maximum student told that they are comfortable in using this VLE. If the configuration can be improved then others might felt comfortable in using this.

The third question was ask to know whether the VLE should be developed or not. 42% responded that it should be developed but a good portion of them was not sure whether it should be developed or not. It would be better if this VLE can be developed a bit more.

Fourth question for was a liker scale type question which was asked to know whether this VLE is the most effective way of learning or not. Majority of them responded that it is one of the most effective way of learning but some of them have disagreed. There can be severe several reason for disagreeing.

In the fifth question students were asked to mention some of the benefits and drawbacks of using this VLE moodle. Maximum people have written the benefits of using this but they have also mentioned some of the drawbacks of using VLE. Some of the drawbacks they have mentioned are- configuration problem, need of good device, less function etc was main. The last question that the researcher asked was to give their feedback after using VLE Moodle. Majority people have shared that they have a positive experience after using this VLE. Only 25% student shared that they have faced negative experience. Overall it is effective for the learners and majority students gave positive feedbacks.

Conclusion

After the advent of the internet in the early 1990s, a great deal of innovation in terms of tools and goods has occurred in order to make the most of the opportunities it presents. Since the middle of the 1990s, members of the education community have been developing software products under the name Virtual Learning Environments (VLEs). These products' primary purpose is to facilitate learning and teaching activities that take place via the internet. Students and faculty members alike might potentially benefit from internet use in a number of ways, including increased access to flexible learning environments and novel modes of communication and evaluation. Creating online resources that are engaging, attractive, simple to use, and educationally sound, on the other hand, is a time-consuming endeavor that requires a significant amount of skill and calls for a big amount of experience. Virtual learning environments (VLEs) provide lecturers the ability to swiftly produce materials without requiring them to have any technological expertise. The use of virtual learning environments (VLEs) makes learning and teaching more effective, that ultimately maximize the student satisfaction, retention, and achievement across a wider and more diverse student population. Students are encouraged to take responsibility for their own education via the use of virtual learning environments (VLE), which in turn increases students' sense of autonomy and their desire to study. Though there are some limitations and drawbacks of this Virtual Learning Environment but overall it has created a positive impact on the student learning method.

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Appendix (Questionnaire)

Gender

i. Male

ii. Female

Name of the Institute:

1. How often you use VLE in a day?
 - a. 1 time
 - b. 2 time
 - c. More than twice
2. Are you comfortable in using VLE Moodle?
 - a. Yes
 - b. No
3. Do you think VLE should be developed?
 - a. Yes
 - b. No
 - c. Not sure
4. VLE is the most effective way of learning.
 - a. Strongly Agreed
 - b. Agreed
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagreed
5. Mention some benefits and drawbacks of using VLE Moodle.

Answer:

6. Give your feedback after using VLE.
 - a. Positive feedback
 - b. Negative feedback