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Abstract:
The paper describes Learning Management System (Moodle) usage in teaching
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aim is to explore students' perceptions of learning in a virtual environment while
content and language integrated learning (CLIL) with English being a medium of
instruction. The results of the survey conducted among 56 students suggest that
they found Moodle easy to navigate, useful, and accessible; it supports peer/
and student-tutor interaction and is effective in complementing face-to-face
teaching. However, additional results of the survey show that students mostly
use Moodle as a repository of materials and a structured set of audiovisual
resources relevant to the subject taught in a foreign language. The proposition of
implementing more Moodle tools in CLIL will be the aim of further research.

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Contents

I. Introduction

In view of growing students' mobility in recent decades, the issue of Content and Language Integrated Learning (CLIL) has become important and attracted attention of many researchers. This dual

approach to learning has many apparent benefits in the form of improving students' foreign language proficiency and preparing them for functioning in a multilingual environment. The quality of CLIL practice depends on teacher background knowledge and professional development of teachers who understand how to put the innovative approach into practice in their classrooms. The role of computer-based digital technologies in providing new and quick access to multiple modes of representation in CLIL is crucial. The paper is focused on exploring preservice teachers' perceptions of learning in Moodle to support content and language integrated learning with English being a medium of instruction.

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