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Abstract: In many universities around the world, the current pandemic situation confined the academic process to online interactions alone, with no physical presence in a class, the 'face-to-face' classes being held by means of applications or programs that provide video conferences facilities. Besides these tools for live communication, most universities - among which ours, as well - have started to make extensive use of the e-learning Moodle platform. Especially designed for the distance learning form of education, the Moodle platform has previously been used in our university mostly by the teachers involved in the distance learning form. particularly for the purpose of providing the distance learning students with study materials and other resources of interest for the subject - through the resources uploaded on the pages of the discipline -, for communication - by means of forums and chat rooms -, and for enabling a few tests and assignments along the semester. Now, with everything going online, the vast range of facilities this application offers has come to be discovered by all academics involved in the instruction process. In both synchronous and asynchronous activities organised by means of the platform, the user will find useful a series of facilities offered by the platform. Among these, the current study will refer to several diverse possibilities of using the activities of Assignment and Test for the classes of English for Business, with a series of examples of exercises that were created by means of these Moodle tools. The regular file upload assignment in which the student were instructed what to prepare, compose or solve, and upload at the specific button has now, with experience, 'grown' obsolete, more interesting online text types of assignment being preferred, such as video or audio records, texts written directly online in the applications or others types following templates and using materials posted. As for the tests, besides the basic types - more straightforward and easy to create - such as: multiple choice drills, matching, true / false, short answers, or drag and drop, there will be exemplifications of the embedded answers (cloze) type, which requires audacity and willingness from the teacher to put in more effort to prepare and self-instruct on how to use and enter special codes in order to create complex exercises. Needs teach us and eventually the results prove indeed rewarding and worth the effort.

Keywords: Business English, online teaching, Moodle platform, assignment activity, tests.

JEL classification: Z13, Y80, I21

1. Preliminary observations

1.1. Previous preoccupations

Moodle is a well known platform for distance learning that has been implemented and used with universities around the world for several years now. The preoccupation for teaching languages through Moodle has been a concern of several researchers in the field.

As soon as the year 2009, a book with online language-learning activities using Moodle platform is published by Jeff Stanford, bringing a series of examples on "how to use Moodle 1.9 to create complete, usable activities." (Stanford, 2009)

In 2010, Moodle has already become a fashion, and teachers and researchers, as Phil Bird, began to share creative ideas, tools and techniques, used with their learners. (Bird, 2010)

In 2011, Warth-Sontheimer presented in details, with concrete examples, five Moodle activities - Forums, Chat, Wiki, Assignment, Glossary and Games - that will "take you very far", focusing on "using the individual activities for language teaching in particular." (Warth-Sontheimer, 2011, p.11)

Others see Moodle an advantage in itself, a step towards progress in language teaching and learning: "The multi-functionality of Learning-Management System (LMS) such as Moodle is integrated in English language classrooms to enhance students' learning." (Suksan; Nutprapha, 2010)

Some years later, Moodle had taken ground and more and more researchers started to dig into its utility and benefits. Reviewing an electronic language courses they developed and implemented at higher education level, Aikina and her fellow researchers come to the conclusion that "electronic courses designed by means of the e-learning platform Moodle are ideally suitable for the efficient blended learning implementation." (Aikina et all, 2015)

Learners, as always open to the new, to technology and innovative systems seem to find these courses and the activities they provide much more appealing than the classical lectures and seminars "Most students reported greater satisfaction from, engagement in and motivation for learning." (Gluchmanova, 2016, p.497)

There are, nevertheless, opinions to the contrary, as the research of *Khabbaz and Najjar* shows: "The findings imply that learning language through Moodle-based teaching materials impede the process of being autonomous language learners." *(Khabbaz, Najjar, 2015)*

1.2. Current concerns

Year 2020 comes with unforeseen challenges in education, as well as in most domains of human activity. The current circumstances, of Covid 19 pandemics, have brought about a great deal of new demands in the process of teaching and learning. In many cases, the academic process was confined to online interactions alone, with no physical presence in a class, the 'face-to-face' classes being held by means of applications or programs that allow "video conference", such as: Zoom, Google Meet, Microsoft Teams. Besides these tools for direct, live communication, most universities - among which our university - have used, intensively and extensively, the e-learning platform Moodle.

2. Assignment activities

2.1. Regular assignments

The uploaded files assignment type has been the most commonly used in previous years for projects, articles, even exercise solving, as homework or along the scheduled classes, as individual or group activity. But this previously so commonly used type of assignment consisting of posting requirements and then checking the uploaded files with the students' work on the exercises, articles or projects has kind of fallen into disuse or at least ordinariness.

Moodle nevertheless provides the possibility to have more attractive as well as straightforward types of assignment. These not only can offer diversity and neuroplasticity to the users but are also more user friendly. They can be less time consuming and more appropriate to the use during classes, due to the direct, online work they imply.

2.2. Online activities

Thus, more interesting online text types of assignment seem to be favoured, even spicing up the individual class activity, with video or audio records, texts written directly online in the applications or others types following templates and using materials posted.

Some of these can be seen in the figures that follow. They represent actual activities that were done with a class of first year students during their practical course classes. Names, contacts, video records of respondent students have been blurred for data protection reasons.

Figure 1 shows the pages representing the requirement in the assignment of audio recording, respectively, two answers registered for this assignment. The instructor hears the audio recordings posted, by clicking the play button directly from the view and grading page.

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Figure 1. Online audio recording - assignment task page and response page

Figure 2 represents the task page and the response page for the assignment consisting in filling in a template file. As seen in the first picture, the template file is a word document attached to the assignment instruction page. This means that it

becomes visible together with the assignment, i.e., if the case, at the moment the assignment's restrictions are over, conditions are met and it becomes available.

While figure 3 presents the page with instructions on a video recording assignment and then the view page with students registered activities, figure 4 shows instruction and results pages for online text assignment. The last example in the subtitle, figure 5, brings about the design page of a questionnaire activity and that of its response page. It is quite obvious that at least two of these types of assignments can be very important for the course at stake: The video and audio recording facilities are of much value for language classes especially. They provide the teacher with records of the students' pronunciation, intonation and ability to render a text in a natural and proper way. Records can be later revisited, analysed and addressed, as well as they can stay as landmarks and proofs for improvement and progress.

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Figure 2. Template file fill in - assignment task page and response page

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Figure 3. Online video recording - assignment task page and response page

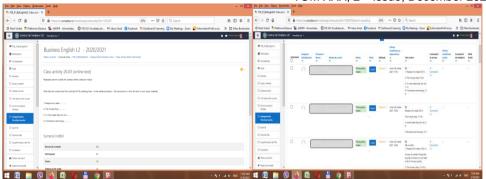


Figure 4. Online text writing - assignment task page and response page

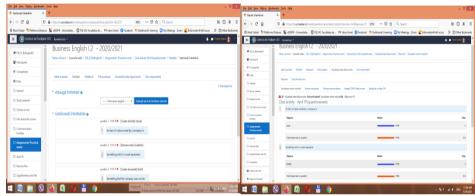


Figure 5. Online Questionnaire - questions editing page and response page

3. Testing

3.1. Ready-made vs. complex test types

The online test with multiple choice drills has been one of the first activities used with Moodle classes and evaluations and its usefulness and advantages are undoubtedly recognised. It has always been and will probably remain one of the best applications for rapid testing both during classes and for evaluations.

Various exercises such as matching, short answers, numeric answers, filling in gapped texts, drag and drop exercises, arranging fragments in texts, cloze text multiple choice from variants button, true/false, yes/no, diagram description, as well as combinations of these types make tests not only more complex and realistic but also more appealing and appropriate.

For matching, true/false, yes/no exercises, Moodle offers question types especially designed and the use of these is quite straightforward.

An example of matching type exercise and its configuration is in figure 6.

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Figure 6. Creation and result for a matching exercise type

3.2. Designing complex tests

The creation of the other complex types aforementioned require more work as the embedded answers (cloze) question type has to be used (Figure 7a).

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Figure 7a-b. Embedded answers (cloze) question type and design-instruction help-page

There are several formatting instructions that need to be strictly and attentively followed by the instructor in order to programme the application correctly and get the desired result.

Further assistance is needed so that the help section (Figure 7b) will surely be used, and the page with formatting instructions will have to be analysed.

3.3. Examples of coding and final aspects of complex tests

When editing the questions, the instructor has to accurately use the codes, to instruct the soft "talking" its language, so as the application can decrypt it properly and render the desired result. The exercises resulting from such encryptions used in their instructions will look like any normal exercises that are regularly used in printed format materials.

3.1.1. Giving short numerical answers

The end result will be similarly looking exercises with gapped text in which numbers of the correct answers from those listed should be introduced by the respondent from the keyboard. The design, though, can be produces either by using the 'shortanswer' instruction and identifying the right one among all numbers listed, by the sign of equality placed in front of it, or simply by using the 'numerical' instruction followed only by the right number after the sign of equality. The latter variant is more appropriate in this situation, the former being more useful with longer answers to be typed. Such longer answers may be words or groups of words, either to choose from a given list or to just fill in according to specific requirements. For instance, as seen in the last subtitle here, 3.1.8., words derived from the ones given are required to be typed, checking knowledge of affixation and word formation.

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Figure 8 Coding and result for short numerical answers

3.1.2. Image-text correlation

Again using the 'numerical' instruction, the students can be asked to identify structures describing pictures, images, or drawings they are presented. The image in uploaded in the text of the question and then the descriptions are given and identified as correct by introducing the right number in the 'numerical' instructions. Further exercises are very pertinent in this situation. Thus, having in the first part several numbered speech bubbles and direct speech enunciations to choose from and match, a next part can be easily created. That latter part can be designed for checking knowledge of indirect speech. This can be done as in the example in figure 9, by multiple choice questions having several variants from which to choose the correct transformation of the given enunciations into indirect speech. The variants will be introduced by the 'multichoice' instruction, or one of its variants, 'mch' - for horizontal design - or 'mcv' - for vertical design, as in the example below.

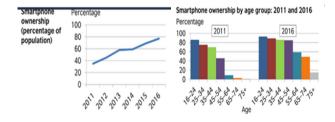
Write the corresponding number near the questions beneath and choose the appropriate variant for the reported speech structures following:
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Does she cry at night? (I/NUMERICAL-3)
Have you locked the car, Tom? (1:NUMERICAL-1)
Where can I get some water? (I/NUMERICAL5)
Are you going to the disco tonight? (th/UMERICAL:=2)
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He wanted to knowat night. (tMCV/if the baby girl cries-when she cried-that the baby cried-what does the girl cryif she cried)
He asked Tom locked the car. (13MCV: that the boy-will he had-if he has-have you-if has he)
She asked the campake attendantsome water. (13MCV: she can gets-if can she got-+ where she could get-where she gets-where can she get)
She zakad him it to the disco (IMCV: he is going - tonight-was he going - that night-is he going - tonighthe was going - that night-he was going - last night)

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	Where can I get some water?	Oif he has
	Are you going to the disco tonight?	Ohave you Oif has he
	She asked them eating.	She asked the campsite attendant some water.
	Oif they had been	Oshe can gets
	Owhat had they been	Oif can she got
	Owhat they had been	Owhere she could get
	Oif they were	Owhere she gets
	Owhat have they been	Owhere can she get
	He wanted to know at night.	She asked him if to the disco
	Oif the baby girl cries	Ohe is going - tonight
	Owhen she cried	Owas he going - that night
	Othat the baby cried	Ois he going - tonight
	Owhat does the girl cry	
	Oif she cried	Ohe was going - that night
	Un she cried	Ohe was going - last night

Figure 9. Coding and result for image discussion (and reported speech)

3.1.3. Diagram/graph description

Inserting graphs or diagrams such as in the example below (*"Describing charts" - British Council, 2020), the encoded text can then be added to the text of the exercise in the creation page.



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The first chart (EMULTICHOICEIllustrate-=illustrates-illus

Overall, smatphone ownership [1MULTICHOICEdecreased--sincreased] during the six-year period. In general, the (1MULTICHOICE)oungest-more younger-source younger-more younger-Intermediate with the younger-more youn

The percentage of (LMULTICHOICEpeoples-=people) who owned a smarphone rose (LMULTICHOICEsteady-=steadily).starting at around 35% in 2011 and reaching about 77% by (LMUMERICAL=2016). People aged 16 to 24 represented the (LMULTICHOICEsteady=steadily).starting at around 35% in 2011 and 2016.75% of people aged 25 to (LMULTICHOICEsteady=steadily).starting at around 72% (LMULTICHOICEsteady=steadily).starting at around 35% in 2011 and 2016.75% of people aged 25 to (LMULTICHOICEsteady=steadily).starting at around 35% in 2011 and 72% (LMULTICHOICEsteady=steadily).starting at around 35% in 2011 and 2016.75% of people aged 25 to (LMULTICHOICEsteady=steadily).starting at around 35% in 2011 and 72% (LMULTICHOICEsteady=steadily).starting at around 35% in 2011 and 2016.75% of people aged 25 to (LMULTICHOICEsteady=steadily).starting at around 72% (LMULTICHOICEsteady=steadily).starting at around 35% in 2011 and 72% (LMULTICHOICEsteady=steadily).starting at around 35% in 2011 and 2016.75% of people aged 25 to (LMULTICHOICEsteady=steadily).starting at around 72% (LMULTICHOICEsteady=steady=stead

Athough almost [1:MULTICHOICEanybody-somebody=enobody=everybody] in the 75+ age category owned a smartphone in 2011, 15% [1:MULTICHOICEfrom=enf-out] this group owned smartphones in [1:MULTICHOICE2013-2014-2015=2016].

Smartphone Percentage ownership 100 (percentage of 80 population) 60 40 20 0 2014 2013 2015 Smartphone ownership by age group: 2011 and 2016 Percentage 2011 2016 100 80 60 40 20 16-24 14,5* 5A Age the percentage of the The first chart when onwened a from 2011 to and the breaks the percentages down by for 2011 and 2016 Overall, smartphone ownership during the six-year period. In general, the people were, the more they were to own a smartphone. However, the most significant increases in smartphone between 2011 and 2016 came from people aged to 54, from 46% to 84% 9% to 59%; and from those \$ 65 to 74, from 5% 5096 from those in the 55 to 64 category The percentage of starting at around 35% in 2011 and reaching about 77% by who owned a smartphone rose People aged 16 percentage of smartphone ownership in 2011 and 2016. 75% of people aged 25 to to 24 represented the and 72% Φ. those aged 35 to 44 owned a smartphone \$ 2011, to 88% and 86% respectively by 2016. in the 75+ age category owned a smartphone in 2011, 15% Although almost this group owned smartphones in ÷

Give the right answers choosing from the listed variants or filling in the blanks with the corresponding word or number, according to the charts.

Figure 10. Coding and result for diagram discussion

This will result in a really professional looking outcome, an attractive exercise of graph description, such as seen in figure 10.

For encoding, all three instructions previously presented have been used, 'numerical', 'shortanswer' and 'multichoice'. This selection was resorted to for a combined and complex design of the end result. Thus, the final drill contains gaps to fill in with short words or numbers and selection arrow buttons to choose one variant from the ones displayed when clicking the arrows.

3.1.4. Filling in with the right structure

Exercises with words or structures to be placed in the right position in a text can be also created by using the drag and drop tool. This is encoded by inserting in

the text numbers between double square brackets and then indicating the right answer for each numbered option. To have them presented in an identical design, the same group is selected for all words introduced, as seen here, in figure11, where group A is chosen for all words.

The result will be an exercise consisting of a gapped text and the words/structures listed below it. The latter appear in boxes that can each be selected and dragged with the left button of the mouse kept pressed and then released to drop the content in the correspondent gap in the text. The shuffle button situated at the beginning of the options introduction fields has to be selected in order to have the structures displayed in the resulted exercise in a randomised order. Else, they are going to be listed exactly in the right order, which will reduce the exercise to a simple dexterity one, of exercising the mouse handling skill of dragging and dropping.

Drag and arop each word in the corresponding	l gap:		
A presenter has to expose findings in a trustful []	1]) and to be aware of the nonverbal [[2]] that ma	y be transmitted through [[3]] language.	
The [[4]] aids are meant to reinforce your [[5]] as	images well chosen can be both entertaining and	[[6]].	Drag and drop each word in the corresponding gap:
An [[7]] presentation can contain highly detailed ([8]] illustrations and [[9]].		A presenter has to expose findings in a trustful and to be aware of the nonverbal that
 Opţiuni 	✓ Amestecă		may be transmitted through language.
Opțiune [[1]]	Räspunsul manner	Grup A 🕈 🗌 Nelimitat	The aids are meant to reinforce your as images well chosen can be both entertaining
Opțiune [[2]]	Råspunsul messages	Grup A 🏶 🗌 Nelimitat	and
Opțiune [[3]]	Råspunsul body	Grup A 🕈 🗌 Nelimitat	An presentation can contain highly detailed illustrations and
Opțiune [[4]]	Răspunsul visual	Grup A 🕈 🗌 Nelimitat	
Opțiune [[5]]	Råspunsul presentation	Grup A 🕈 🗌 Nelimitat	technical presentation engineering data visual body informative
Opțiune [[6]]	Råspunsul informative	Grup A 🕈 🗌 Nelimitat	
Opțiune [[7]]	Råspunsul engineering	Grup A 🕈 🗌 Nelimitat	messages manner
Opțiune [[8]]	Råspunsul technical	Grup A 🕈 🗌 Nelimitat	
Opțiune [[9]]	Råspunsul data	Grup A 🕈 🗌 Nelimitat	

Figure 11. Coding and result for filling in a gapped text

3.1.5. Arranging fragments in the right order

Placing fragments in the correct order to get sentences is another type of exercise that can result from using the drag and drop tool. This time the structures that are to form distinct sentences can be identified, featuring different designs - colour and shape of the boxes, as seen in the last part of figure 12 - the image of the end result, the exercise created. This design is produced by selecting different groups for them, as seen in the middle part, which shows the way options are introduced: group A for the structures 1-6 belonging to the first sentence, group B for the structures 7-10 that belong to the second sentence, and group C for the last 5 structures that are to form the third sentence.

Arrange the given haginer	its to form the sent	ences.		
To work shifts means [[1]] [[2]] [[3]] [[4]] [[5]] [[6]].		Arrange the given fragments to form the sentences:	
SME [[7]] [[8]] [[9]] [[10]].			Arrange the given magments to form the sentences.	
The diagram [[11]] [[12]] [[13	3]] [[14]] [[15]].		To work shifts means	
Optione [[1]]	Råspunsul - Usat sometimes you	Grup A #		
Optune [[2]]	Råspunsul i häve to go to work	Grup A # [SME .	
Opdune (D))	Rispursul in the morning,	Geote V + [
Opplune [[4]]	Rispursul other times in	Grup A + [The diagram .	
Optione ((S))	Nepuneul the afternoon or	Grup A + (
Oppune [[0]]	Riepunsul even as night	Grup A + [The second second second second second	
Optune [[7]]	Rispunsal stands for	Grup 5 0 [have to go to work even at night that sometimes you other times in in the morning, the afternoon or	
Opdune (IN)	Råspursul small and	Garota 2 2 [
Oppune [9]	Rispunsul medium-sized	Grup B # [stands for medium-sized enterorise small and	
Optiune [[10]]	Rispursul enterprise	Grup 8 * [adires for incommance circipitor and one	
Oppune [[11]]	Răspuraul Usat presenta	Grup C * [
Oppiume [[12]]	Rispuraul the hierarchical	Grup C + [organization chart that presents the hierarchical structure of a company is its	
Optione ([15])	Réspunsul mucture of a	Grup C + [
Oppune [[14]]	Råspunsul company is its	Grup C 0 [
Optione ((151)	Rispursul organization chart	from C : [

Figure 12. Coding and result for arranging fragments in order

3.1.6. Combined answer types

The following model features a combination of several instructions; the students will have to fill in with right words, choose from variants, find and write synonyms etc. For this, coding instructions for short answer, numeric answer and multichoice answer types will be used, combined as desired, the coding page and the resulting exercise being presented in figure 13.

Oncose from the 5 numbered structures those 3 that fit in the blanks (writing the corresponding number in each blank), select the correct variant from those given for the 5 option gaps (selection boxes with arrows) in the text and write the synonyms next to the 3 words beneath the fragment (az you can find them in the text): 1.short of money 2 well-appointed 3 paging in cash 4 youth hostel 5 out of pocket.	Choose from the 5 numbered structures those 3 that fit in the blanks (writing the corresponding number in each blank), select the correct variant from those given for the 5 option paps (polection bases with arrows) in the text and write the growyms sent to the 5 words beneath the fragment (as you can find them in the text): 1 short of money 2 well-appointed 3 paying in cash 4 youth hotel 5 out of pocket. As a reporter, te often due to taxel extensively 2. The always tried to find altitude accommodation because a partment was too
As a regort, he often had to trate lettersiel (10.0000-CHAdrit he-had he=-doint.he-tont (2). He always that to find affordable accommodation because a (10.0000-CH2-2) apartment was too expressive and (10.0000-CH2-3) expressive were not very often (10.0000-CH2-0000-CH2-4) and a in-paging back frompaid back by-backing paid bij the company. When (10.0000-CH2-3) a person were not very often (10.0000-CH2-4) and bij the company. When (10.0000-CH2-4) he was always very careful, almost suppions, (10.0000-CH2-2000-CH2-4) here yet and the very back the high term of the company. When (10.0000-CH2-4) here yet and the very careful, almost suppions, (10.0000-CH2-2000-CH2-4) here yet and the very back the high term of the company. Support of the company of the company. The company of the company of the company of the company of the company. The company of the company. The company of the	expensive and expenses were not very often • the company. When he was always very careful almost suspicous, • had Respis say that he used to check his • several times, which means he • a rather cheap person. priceys
pricey=(1:SHORTIANSWER=expensive)	frequently=
frequerdy=(1:SHORTANSWER=often)	distrutiful=
distrustful={h:SHORTANSWER=auspicious}	veriti-
verfy=(1SHORTANDWER=deck)	individual =
individual=(1.SHORTANSWER=person)	

Figure 13. Coding and result for combined short, numeric and multiple choice answer

3.1.7. Multiple choice

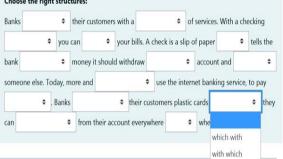
Besides the general type of multiple choice drills, with one sentence at a time, tests containing more sentences in one exercise can be drawn up, as we briefly mentioned in a previous subtitle. The variants can be arranged either horizontally or vertically, or within the text and accessible from the selection arrow buttons, or after each sentence/ fragment or at the end a.s.o.

A. with variants displayed at selection arrow buttons within the text

Choose the right structures:

Banks {1:MULTICHOICE: providing~=provide~provision} their customers with a {1:MULTICHOICE: numerous~numbered~=number} of services. With a checking {1:MULTICHOICE: count~accountant~=account} you can {1:MULTICHOICE: play~pray~=pay} your bills. A check is a slip of paper {1:MULTICHOICE: this~=that~the} tells the bank {1:MULTICHOICE: how many~=how much~so much} money it should withdraw {1:MULTICHOICE: for you~=from your~from you} account and {1:MULTICHOICE: pays at~=pay to~paid for} someone else. Today, more and {1:MULTICHOICE: more peoples~most people~=more people} use the internet banking service, to pay {1:MULTICHOICE: there bill~they bills~=their bills}. Banks {1:MULTICHOICE: give, too~=also give~as well given}their customers plastic cards {1:MULTICHOICE: which with~=with which-which is) they can {1:MULTICHOICE: get moneys-=get money-be got money} from their account everywhere {1:MULTICHOICE: ant~end~=and} whenever they want.





B. horizontally, displayed after the text

Select the right word from the three or four listed in the 8 lines under the text, to fill in the gap in the corresponding line in the text:	text:			fill in the gap in the corresponding line in t
	Children and a second	first experimented in China in abou	it 910 but print	ted so many notes that inflation became a hug
1. Paper money had been first experimented in China in about 910 but printed so many notes that inflation became	problem.			
a huge problem.	2. An example of fiat mon	ey is the		
An example of fiat money is the	3. The deal	s with the financial issues of the stat	te.	
The deals with the financial issues of the state.	4. Complex actions such a	s are undertaken by :	specialized agents in the back	k office.
4. Complex actions such as are undertaken by specialized agents in the back office.		gations of the company to transfer :		
5are obligations of the company to transfer something of value to another party.		of the tools that a national governm		
6. Monetary policy is one of the tools that a national government uses to		goes back to the late 1990s when Iri	COLUMN DE COLUMN	A DATA STRATEGY AND A
	8. The Central Bank attem	pts to achieve economic stability by	varying the	
The 2008 finacial crisis goes back to the late 1990s when Internet companies from nowhere.	Ca commercial bank	O the central bank	Ca political p	arty Othe emperor
 The Central Bank attempts to achieve economic stability by varying the 	Ocheque	Chanknote	Osilver	Obank account
(1:MCH: the central bank~=the emperor~a political party~a commercial bank)	Ocneque	Obeniciote	U Silver	Codenk account
(1:MCH: silver ~bank account~=banknote~cheque)	Onational bank	Ocredit institution	Cinvestment bank	O commercial bank
[1:MCH: commercial bank~=national bank~investment bank~credit institution}	O cash payments	Ocredit file analysis	Oforeign exchange	Copening accounts
(1:MCH: cash payments-=credit file analysis-opening accounts-foreign exchange)	OProfits	O Assets	Closses	OLiabilities
(1:MCH: Assets-Profits-Losses-=Liabilities)	CPronts	U ASSEIS	CLOSSES	CLabintes
(1:MCH: develop fiscal policypay its debtsorganize the central bank=influence its economy)	O develop fiscal policy	Cinfluence its economy	Corganize the cer	ntral bank Opay its debts
(1:MCH: starting emerged~=started emerging~started emerged~starting emerging)	O starting emerged	Ostarting emerging	Ostarted emerged	Ostarted emerging
(1:MCH: quality of money circulating~=quantity of money in circulation~circularity of many coins)	Ocircularity of many coins	O quality of money ci	rculating Ö	quantity of money in circulation

C. horizontally, displayed after each sentence

	Choose the structures fitting in the gaps:				
Choose the structures fitting in the gaps:					
Globalization was felt mostly in the	Globalization was felt mostly in the				
(1MCHCentre-North-=East-West)	OCentre	ONorth	OEast	OWest	
Modern economy	Modern economy				
[1MCHImits to the frontiers of the state-=exceeds political frontiers-respects the country's borders]	Olimits to the frontiers of the state	Oexceeds	political frontiers	Orespects the country's borders	
Powerful nations may actually power to the weaker ones as a consequence of globalization.					
{I:MCH-maintain-gain-=lose-attract}	Powerful nations may actually power to the weaker ones as a consequence of globalization.				
When importing is expensive due to high, the alternative is to manufacture locally.	Omaintain	Ogain	Olose	Oattract	
(1MCHlogistics systems-=import tariffs-tari incentives-production volumes)					
The economic agent selling goods to individual customers is a	When importing is expensive due to	-		0.15	
(1:MCHforwarding agent-=retailer-wholesaler-manufacturer)	Ologistics systems	Oimport tariffs	Otax incentives	Oproduction volumes	
The total output of a particular country divided by the number of people living there is the per capita.	The economic agent selling goods to individual customers is a				
(1:MCH:GNP-=GDP-NIC-GNI)	Oforwarding agent	Oretailer	Owholesaler	Omanufacturer	
The Third World is					
(1MCHthe symbol of fast-growing economies in South East Asia-zan obsolete label of developing countries-the advanced economies of the West-a name of a distructive	The total output of a particular country divided by the number of people living there is the per capita.				
global war)	OGNP	OGDP	ONIC	OGN	

D. vertically, displayed after each sentence

	The Annals of the University of Oradea. Economic Sciences TOM XXX, 2 nd Issue, December 2021				
		1.A is the economic agent selling goods to individual customers.	<u> </u>		
		Oforwarding agent			
		Oretailer			
	Choose the structures fitting in the gaps:	Owholesaler			
		Omanufacturer			
	1.A is the economic agent selling goods to individual customers.	2. Modern economy			
(1MCV:forwarding agent-=retailer-wholesaler-manufacturer)	Olimits to the frontiers of the state				
	Oexceeds political frontiers				
2. Modern economy	Orespects the country's borders				
	3. The alternative is to manufacture locally, when, due to high, importing becomes expensive.				
(1:MCV/imits to the frontiers of the state-=exceeds political frontiers-respects the country's borders)	Otax incentives				
	Oproduction volumes				
 The alternative is to manufacture locally, when, due to high, importing becomes expensive. 	Ologistics systems				
	Oimport tariffs				
	(1:MCV:tax incentives-production volumes-logistics systems-=import tariffs)	4. Powerful nations may actually power to the weaker ones as a consequence of globalization.			
		Omaintain			
	 Powerful nations may actually power to the weaker ones as a consequence of globalization. 	Oattract			
		Ogain			
	(1:MCV:maintain-attract-gain-=lose)	Close			
5. The per capita represents the total output of a particular country divided by the number of people living there.	5. The per capita represents the total output of a particular country divided by the number of people living there.				
	OGNP				
[1:MCV-GNP-=GDP-NC-GN]	OGDP				
	ONIC				
6. The Third World is	OGNI				
	6. The Third World is				
[1MCV:the symbol of fast-growing economies in South East Asia-=an obsolete label of developing countries-the advanced economies of the West-a come of a develoption in chock used		Othe symbol of fast-growing economies in South East Asia			
		Oan obsolete label of developing countries			

Figure 14 A-D Coding and result pages with various displays for multiple choice drills in one single exercise

Four examples can be seen in the images constituting figure 14 (A-D), and having design explanations before each, as seen above.

The instructions used were 'multichoice' (for A), 'mch' (for B and C) and 'mcv' (for D). Mch and mcv have to be positioned according to the display desired for the final exercise: either after each sentence or below the whole text, the end result following the same structure.

3.1.8. Word formation

As incidentally mentioned in the first subtitle, the 'shortanswer' instruction is best used with words that are to be written by the students from the keyboard, as following diverse indications. Some of the most common refer to changing the grammar value of given words so as to fit in the text, namely word formation by derivation and affixation. Others may refer to simply writing the missing words according to the requirements given by close vocabulary elements, lexical structures, idiomatic expressions, collocations or grammar rules. Figure 15 shows the production and the end result of an exercise based on suffixation.

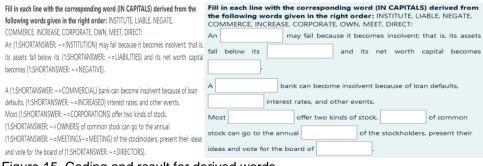


Figure 15. Coding and result for derived words

4.Conclusion

This article presented only some examples of the multitude of online exercises, activities and tests, produced on the Moodle platform for the classes of Business English taught by the authors during the academic year 2020-2021. It was a challenging year both for students and for academic staff.

Rewarding as it is to see the appealing, effective and innovative exercises, as the results of the designing Moodle activities, assignments and tests prove to be for Business English classes, the amount of work behind them is also to be taken into consideration. It is indeed a sensitive topic for teachers and language instructors and an important factor in assessing worthiness of the entire process. However, one aspect is very relevant in evaluating the advantages: once created, these activities are easily importable from one page of the platform to another page managed by the same teacher. Thus, they can be useful resources for many classes, series of students, several years forward, or can, if needed, become the starting point for further developed exercises, with small changes brought to the already designed material.

Hard times ask for extra effort in all aspects, but, with proper management of resources and willingness to later integrate the acquired innovative approaches into the system that will one day reach normality again, the entire endeavour put into the production of the educational, language practice and testing resources can surely pay off. It is one big strive in these pandemic times that has the potential of becoming a true asset for the institutions that are open to implementing hybrid- and e-learning. If best used, properly assessed and later integrated in a revolutionary system willing to keep what is good from these times, these educational resources can only bring development and progress to the teaching and learning process and to the institution itself.

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7_UP8OKeiAs&oq=moodle+in+teaching+languages&gs_lcp=Cgdnd3Mtd2 I6EAM6BwgAEEcQsANQsENYIF1g2mVoAXABeACAAdMBiAGrA5IBBTA uMi4xmAEAoAEBqgEHZ3dzLXdpesgBCMABAQ&sclient=gwswiz&ved=0ahUKEwili_j9gaTxAhUi_7sIHXCxB7EQ4dUDCA0&uact=5,

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