EFL Teachers' Attitudes toward E-learning Platforms during the Covid-19 Pandemic

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Abstract: This study investigates the features of three e-learning platforms: Moodle, Google Classroom, and Zoom. It provides an in-depth examination of the digital learning media efficacy during the COVID-19 pandemic. It outlines the advantages and disadvantages of e-learning platforms for English language teaching. The research highlights the potential of authentic e-learning platforms to motivate EFL teachers and students to step up to the challenge. A digital survey which consisted of 36 items, was distributed to determine EFL teachers' impressions of the effectiveness of these platforms. The researchers distributed three questionnaires for each e-learning platform. Each questionnaire consisted of six sections: availability and accessibility, efficiency, information exchange, teacher perception, teacher satisfaction, and E-learning insight during COVID-19. The researchers utilized the Minitab 16 Statistical software to analyze the elicited data and the Cronbach's Alpha values to assess the survey questions content validity. Other statistical techniques, such as mean, standard deviation, and agreeable level (AR), were used to depict the effectiveness of each platform. Google Classroom (Ave. AR = 72.92 percent and Ave. Mean = 3.887) was the most efficient e-learning platform based on the survey responses. The next platforms were Moodle (Ave. AR = 68.09 percent, Ave. Mean = 3.694) and Zoom (Ave. AR = 61.85 percent, Ave. Mean = 3.544). The findings should motivate language learners to act and assist instructors and policy-makers in constructing e-learning environments that support learning during the global health crisis.

INTRODUCTION

It is fascinating to investigate the opportunities created by the advancement of multimedia, web-learning, and other cutting-edge digital revolution technologies that are now available in almost every aspect of life and offer potential benefits to people in the workplace, academics, and at home (Almaiah et al., 2020; Echenique et al., 2015; Khalil et al., 2020; Radovanović et al., 2020). Fortunately, regardless of educational background, everyone can benefit greatly from e-learning platforms (Kumar Basak et al., 2018; Oduma et al., 2019; Reyna et al., 2018). The importance of digital literacy in education has been recognized. E-learning has been adopted as a supplementary tool in educational flatforms at the turn of the twenty-first century (Almaiah et al., 2020; Desi, 2020; Kurnia & Astuti, 2017; Nahdi & Jatisunda, 2020). A complete transformation to e-learning as the primary educational tool for interacting and communicating with students, on the

other hand, was a completely different story. Before COVID-19, it was expected that only the transformation from the physical domain of conventional teaching to the digital world would've been rapid. Still, nobody expected it to be so frustrating (Favale et al., 2020). The worst effects of the COVID-19 pandemic would be observed worldwide in the form of complete lockdown for months in 2020, which had a significant impact on the education sector and all other areas of life. As a result, to meet the serious challenges of e-learning, higher education needed to adapt online education with a high level of technical competence.

The study's rationale is that emerging technologies have significantly changed the educational environment (Akiri et al., 2021). The traditional teaching method continues to be ineffective in producing the desired learning outcomes for teaching English. As a result, a detailed digital learning outlook can enable the language learning process by standardizing it and leveraging advanced technologies as an educational tool (Almaiah et al., 2020). Second, during COVID 19's global crisis, there has been an urgent need for innovative teaching methodologies to keep the learning process on track and avoid unnecessary delays (Hoq, 2020).

According to the report, digital learning should have an updated platform to be integrated into the educational field. Using some simple online websites cannot happen at random (König et al., 2020). Third, the researchers examine the context, teaching methods, practices, and promising benefits and drawbacks of three main e-learning platforms: Moodle, Google Classroom, and Zoom intending to investigate the context, the learning environment, as well as activities that can be beneficial to teachers and students while also contributing to the reshaping of the future education flatform (Esmail & Danter, 2021). Finally, this study strongly encourages researchers to investigate the

unknown aspects of the digital world for language learning (Joia & Lorenzo, 2021).

As an exceptional teaching tool, e-learning now plays a critical role in education (Edelhauser & Lupu-Dima, 2020). It has successfully combined classroom-based instruction with online and hybrid delivery platforms. Dhawan, (2020) argues that e-learning is distinguished by its remote education, accessibility to educational services, resources, materials, and flexibility in time and space. On e-learning platforms, learners experience "personalization and positive motivation." Users benefit from exceptional ease and liberty if using e-learning platforms (Murphy, 2020). Students understand the value of education in academic settings, and they eagerly participate in tasks, learning activities, and homework.

Due to the obvious availability of online augmented demand, they will be much more responsive. Innovative and flexible information delivery affects students' motivation and willingness (Maatuk et al., 2021). In the current state of COVID-19, e-learning appears to be an ideal way for students to learn how to manage their time and save energy and resources during the learning process (Bonk, 2020). Furthermore, e-learning platforms can improve the interaction between teachers and students. Most educational institutions worldwide use synchronous Learning Management Flatforms (LMS) for e-learning, such as Blackboard, Google Classroom, and Zoom.

Moodle is a learning platform specially designed for teachers, administrative officers, and students (Subandowo et al., 2020). Moodle stands for Modular Object-Oriented Dynamic Learning Environment. Moodle has claimed to be a platform focused on building strong communities. These community members are expected to be able to help each other. Anyone can also

use this Moodle function because it is open-source. An educational institution can build a sub-flatform with the concept of e-Learning or also commonly referred to as Distance Learning. In addition, the learning materials taught by the teacher are also very diverse. Even some resources can also be pasted into previously created materials. Here are some forms of packaging material that one can create with this platform: assignments, messages forums, presence, and quizzes (Wong, 2020).

As an online learning platform currently being used, Moodle is specially designed for distance learning activities to be more manageable and effective (Yildiz et al., 2018). Moodle is an open-source platform, which means that anyone can use Moodle without buying a specific license. Therefore, Moodle is very suitable for educational institutions or companies with no funds to create their platform (Neulborn, 2020). This software application can be used by small classes containing only a dozen to thousands of users. In addition, Moodle can be used for learning or training purposes and for learning administrative purposes (Estacio & Raga Jr, 2017). Moodle frequently updates its platform. This is done to maintain user security to avoid data breaches such as user information and learning materials. Moodle's original goal was to create a platform that everyone could use to help each other organize it.

For this reason, this platform is deliberately made easy to customize by anyone so that it can meet their organizational needs (Mursyidah et al., 2021). This platform supports effective and flexible learning activities. Moodle often improves its mobile version to be used comfortably by users.

Google Classroom, a valuable productivity tool with other practical applications, has been introduced by Google (Ventayen et al., 2018). Google Classroom offers a free service, so users do not have to pay to create accounts.

Teachers and students can take advantage of its benefits for free and save money on paper. It necessitates less technically-savvy users so that anyone can use it without requiring extensive professional training, which is great news for language teachers. GC centralization assists English learners, teachers, and educators consolidate their e-learning teaching resources into a single cloud-based repository and designing the learning activities within the application (Shaharanee et al., 2016). GC is tightly integrated with key Google applications such as G Suite (Albashtawi & Al Bataineh, 2020; Ventayen et al., 2018). Users can save and organize the materials in their own Google Drive folders and recreate them. Learners can download their given work from any location and complete and send it using the Google Docs application.

Assessment acceptance and submission are well-organized, motivating learners to respond in self-directed learning. The GC worksheet page is a good way to keep them up to date through Gmail. It outlines forthcoming assignments and tasks and serves as a warning of schedules. GC offers valuable feedback that Teacher educators can use to reply efficiently (Agormedah et al., 2020). With the teacher's support, students can obtain feedback on their written work, inspiring them to correct and write better to improve their English language skills.

EFL teachers can shareable links to audio and video files they upload as complementary course content. Learners collaborate and share their tasks with other group members, and knowledge sharing can be far more workable than the current technique. GC has a few disadvantages that retard down the learning operation, most of which are technology-based, even after all of these great features. Less arrangement is a major source of annoyance for both teachers and students. Account

management would be less than ideal with fewer developed management and embedded alternatives. Besides that, the instructional capabilities are limited due to the G Suite. When it comes to sharing, participants occasionally run into issues.

Zoom does have distinct popularity and ease of use for EFL instructional features (Moralesa, 2009). Zoom is a 2013 third-generation synchronous web-based tool (Sayem, 2017). During COVID-19, it drew a lot of coverage from academic students and teachers. A zoom is a user-friendly software that can be easily integrated into any academic institution at any dimension (Serhan, 2020). Individual and group collaborative work via video conferencing, collaborating and participating in discussions, file sharing, and data security are some of Zoom's most appealing features from the standpoint of language learning. Distant students discuss via Zoom, a video-conferencing application, provides an excellent learning experience for students worldwide, particularly those studying English. According to Sayem et al., (2017), Zoom is a successful online teaching forum for teachers and students. The findings confirm that the Zoom framework can reduce teachers' volume of work by 25% while maintaining the quality of instructional materials delivered. Cuaca Dharma et al., (2017) tried to compare Skype and Zoom as internet media applications for teaching Japanese grammar and conversation to students. The authors conclude that Zoom is an improved e-learning platform for effective teaching and easy interaction among learners. Zoom screen addendum motivates EFL teachers to more efficiently utilize their teaching content. They can use essential application tools to explain a specific topic more thoroughly. Group members can provide verbal and nonverbal responses (Wong, 2020). Educators can use Zoom's open-ing room features for group work, enabling the server to divide the Zoom meeting into 50

opening rooms, each with 200 students. There are different meetings for small group discussions, and the divided sessions can be eventually joined. It simulates a physiological atmosphere in which children can discuss things and apply their language skills. Zoom's disadvantages include refusal due to diversion (Serhan, 2020).

During lessons, people may encounter a decline in sound visual quality, hindering participant communication and preventing them from taking part in language learning. The screen vision cameras suffer from lag, which can lead to distortion of online presentations. Finally, sharing files on mobile platforms is simply not feasible and must be done on a PC.

The COVID-19 is an abbreviation for the Code of Verification. The disease outbreak has forever altered education. In such difficult times, students must protect themselves in stopping the spread of the virus, but they must re-emerge and re-assemble to continue their education. The present crisis appears difficult for both students and teachers, who were already badly affected by the lockdown.

Designing material in a digital environment is one of the unique challenges for English language teaching. It provides a novice audience with simplicity, constructs flatform usage and affability to work collaboratively with learners, and maintains their involvement, and encourages using e-learning flatforms (Mailizar & Fan, 2020). Indonesia has effectively applied e-learning in education in responding to the pandemic COVID-19, as recognized by UNICEF. In February 2020, all academic institutions completed the transition from physical to distance education. It was a preparatory process to achieve the safety of the students before continuing with the education platform. As a result, more than six million students in schools and universities began taking online classes immediately.

According to the Indonesia Minister of Education, public universities hosted two million virtual higher education courses, generally considered a great success. Most academic institutions use e-learning platforms to handle and advance in e-Learning. It has been demonstrated to be productive throughout the recession because teachers and students quickly support it (Hamid et al., 2020). The primary goal of this study is to look into the efficacy and efficiency of e-learning platforms during the COVID-19 pandemic in the educational sector. More particularly, the inclusion of eLearning in English language teaching is analyzed from the perspective of EFL university teachers, prompting the authors to seek explanations.

1. How do EFL teachers perceive (a) Moodle, (b) Google Classroom, and (c) Zoom technology to provide a useful e-learning environment?
2. How effective are the e-learning platforms: (a) Moodle, (b) Google Classroom, and (c) Zoom during COVID- 19?

Even though several previous studies have discussed the various types of e-learning platforms in the last two years, few studies reveal students' attitudes and perceptions regarding the use of e-learning. This e-learning attitudes study is expected to provide a clear description of the phenomenon of implementing e-learning platforms in general, particularly in Indonesia.

METHOD

This study compares and contrasts three e-learning platforms: Moodle (M), Google Classroom (GC), and Zoom. The data were collected from 101 school teachers (n=101) samples, and university lecturers from both at home and abroad were contacted. The study's main objective is to evaluate teachers' perceptions of three e-learning platforms and their effectiveness during the pandemic. COVID-19. A comprehensive study included three different questionnaires (Moodle, Zoom, Google Classroom) in each application, each of which has 36 items adapted from (Alkhalaf et al., 2012) and translated into the Indonesian language by a professional translator. The test items. Experienced ESL teachers assessed the survey, and a research project was also carried out to recognize and reiterate any disclosures that caused vagueness among the survey participants.

The assessment was conducted out online using Google Forms. Noticeably, respondents could fill out the list of questions for any of the three parameters. If they tried to clear out more for one application, they had to do several surveys. Each questionnaire was divided into six sections to examine the efficacy of e-learning flatforms during the COVID-19 pandemic from the teacher's point of view. The sections were accessibility and usability, efficiency and convenience, communication and interaction, teacher attitude, teacher satisfaction, and Covid-19 Learning Experience. SPSS 21 version was used to gather and evaluate quantitative data. A standard indicator of data reliability, Cronbach's Alpha, was used to assess the survey's internal reliability. The mean was used to calculate data distribution, while the standard deviation was used to calculate data distribution. The Agreeable Rate (AR) was calculated by adding the percentage feedback 1. Strongly disagree; 2. Disagree; 3. Moderate; 4: Agree; and 5: Strongly Agree.

The questionnaire was distributed to EFL teachers (both men and women) at universities in Medan City, Indonesia. The main objective of gathering information from other regions was to thoroughly analyze the performance of e-learning platforms. The researcher felt that the survey participants were conscious of the purpose of the study and sincerity and that they were ready to involve within a flexible schedule. The

participants' secrecy was ensured to obtain unbiased responses. All respondents have used some form of eLearning platform for online learning, and as they confirmed during the pandemic, they are fully dependent on eLearning platforms. In this study, the sex ratio (male: female) was relatively similar to one, with 51 respondents.

RESULT AND DISCUSSION
Moodle

Moodle was the most popular e-learning platform studied in this study, receiving the most responses (n = 74). Most EFL teachers in Medan, Indonesia, were approachable, and universities using Moodle as an e-learning platform provided more responses from questions divided into categories, from A to E.

Reliability analysis for each section yielded good Cronbach's Alpha values, particularly for sections C (0.835) and E(0.845). An elevated agreeable rate was generally associated with high mean values per item (AR). The AR for the Moodle questionnaire was 69.09 percent, with a mean of 3.794. The descriptive statistics of each Category of the Moodle questionnaire answer the research question(a) about Moodle's efficacy as an eLearning teaching tool.

Based on the findings, 72.27 percent of the teachers (n = 74) completed the Moodle questionnaire (BB). Section A evaluated Moodle's accessibility and usability as an eLearning tool (Estacio, & Raga Jr, 2017). Teachers find Moodle reasonably accessible and usable (Ave. ARA = 76.35 percent, Ave. MA = 3.832), particularly in terms of signing up and signing into Moodle (AR = 82.88 percent, M = 4.041, SD = 0.798). Most teachers are content with sharing audio/video materials (AR= 58.17 percent M=3.90, SD= 1.054), but nearly one-fourth think it is difficult to implement. The responses to Q8 (AR = 92.25 percent) and mean (M = 4.265) indicate that sending notifications to students about assignments, quizzes,

and exams is one of the most efficient features (Yildiz, Tezer, & Uzunboylu, 2018).

Furthermore, the majority of teachers are at ease delivering lectures on Moodle (AR = 85.14 percent, M = 4.108, SD = 0.751). The AR difference is also visible in the Moodle grading flatform. Although the number of teachers (AR = 68.92 percent, M = 3.75, SD = 0.781) agrees that the Moodle grade scale can be used to grade and evaluate their students' efficiency, the rest disagree.

Just about the same distinction exists regarding the teacher's sense of achievement with the online assessment on Moodle. The teachers' dissatisfaction with the Moodle grading flatform can be attributed to various factors. Based on the survey, teachers who chose conventional teaching flatforms may be unfamiliar with grading on the Moodle platform (Yildiz et al., 2018).

Furthermore, there may be risks associated with an online assessment that can be prevented in face-to-face tests, such as academic dishonesty. However, Moodle as a mechanical data exchange tool does not encourage teachers to implement innovative teaching strategies to aid in knowledge acquisition in an educational context (Estacio & Raga Jr, 2017).

In Section C, most teachers rate student engagement (AR = 63.87 percent, M = 3.427, SD = 0.972) and involvement in online learning process (AR = 74.68 percent, M = 3.751, SD = 0.861) as very good. Teachers' enthusiasm for teaching Moodle has a lower AR=65.22, despite teachers' perceptions that they are likable to students during class. (AR = 96.3%, M = 4.332, SD = 0.589). However, they do not primarily credit Moodle as a suitable application for the group, pair, or independent work in class. Noticeably, 11.16 percent of teachers completely disagree, and 16.57 percent disagree. Respectively, Section C's highest percentage values of disagreement are

accounted for. If meetings, pair work, or assignments in an eLearning environment are not designed to counter students intellectually, the medium of instruction may not be effective. In Section D, educators agree they should be trained on new e-learning technology (AR = 93.6 percent, M = 4.332, SD = 0.599) and must participate in trainings before using Moodle (AR = 83.79 percent, M = 4.042, SD = 0.835). Some teachers are hesitant to use Moodle as their primary learning tool because they are unfamiliar with its functionality (AR = 17.57 percent, M = 2.527, SD = 1.037). The majority of teachers have been teaching for more than ten years, and most eLearning users (n=65) have only been using it for 1-2 years. This is because most EFL teachers lack sufficient exposure and training to effectively use Moodle as an e-learning tool.

Moodle relatively satisfies teachers in relation to meeting educational goals through its online flatform (AR = 54.41 percent, M = 3.319, SD = 0.866), according to Section E. Only 36.84 percent of teachers are optimistic about Moodle's success in all subjects (AR = 36.84 percent, M = 3.031, SD = 1.142). Only 18.82 percent of the respondents prefer to connect remotely via Moodle over physical teaching, implying that most teachers recommend physical teaching on campus over teaching via Moodle (AR = 18.82 percent, M = 2.319, SD = 1.098). In language teaching, physical presence in real-life classes enlightens better learning outcomes. Students and teachers have a direct face-to-face interaction, which cannot be practiced in online classes.

Section F's results indicate that teachers have a positive experience of teaching e-learners with Moodle during COVID-19 (AR = 89.19%, M = 4.135, SD = 0.728). They believe e-learning through Moodle saves students a lot of time, which could have been wasted during COVID-19 lockdown (AR =

97.3%, M = 4.351, SD = 0.535). However, regarding self-learning and curiosity to gain information, teachers expressed a lower agreement (AR = 68.92%, M = 3.811, SD = 0.7.53). It can be attributed to the fact that students may lack self-learning motivation in an eLearning environment because the relevant teaching strategies are still to be worked out.

Most teachers agreed to learn new teaching strategies, which they had never used before in a traditional academic setting (AR = 85.13%, M = 4.041, SD = 0.730). These findings respond to the second research question (a) about the efficiency of the eLearning platforms during COVID-19 briefly.

Google Classroom

To answer the first research question (b), twelve teachers completed the Google Classroom survey, accounting for 11.88 percent of the total participants. Reliability Analysis revealed adequate Cronbach's Alpha values, most notably for sections C (0.713), E (0.854), and F (0.704). The mean AR was 72.92 percent, with a mean of 3.887 for the Google Classroom questionnaires. The results show that all instructors enjoy obtaining updated messages about homework assignments, as evidenced by the perfect acceptable rate and high mean value (AR = 100 percent, M = 4.417, SD = 0.515). They also value the ability to react to tasks (AR = 91.67 percent, M = 4.417, SD = 0.669). Teachers find it convenient to share audio/video instructional materials on Google Classroom simplicity interface (AR = 83.33 percent, M = 4.167, SD = 0.718).

Alerting students about tasks, quizzes, and examinations on time is another significant theme of GC (AR = 100%, M = 4.417, SD = 0.516), as is bringing lectures on this flatform (AR = 83.35 percent, M = 4.000, SD = 0.604). Teachers believed they can effectively maintain students' focus in constructive

GC discourse (AR = 83.35 percent, M = 3.817, SD = 0.514). The teachers (AR = 83.33 percent, M = 3.917, SD = 1.084) are also excited about the use of Google Classroom to instruct (AR = 83.33 percent, M = 3.917, SD = 1.084).

Teachers believe that teaching is required for the new technology used in e-learning (AR = 100%, M = 4.583, SD = 0.515). Numerous experts suggest teacher training to be an important factor (Kebaetse, Nkomazana, and Haverkamp, 2014). However, just a few acknowledge that they are reluctant to use GC as the primary learning tool due to its unusual interface (AR = 16.68 percent, M = 2.573, SD = 0.996). Many educators believe that e-learning is a healthy integrative process that greatly aids students' pain and anxiety during COVID-19 lockdown (AR = 91.67 percent, M = 4.167, SD = 0.577). E-learning via GC could save students time that would otherwise be wasted during the COVID-19 lockdown (AR = 91.67 percent, M = 4.267, SD = 0.836). The findings demonstrate the positive effect of GC as a teaching resource (Agormedah et al., 2020).

Zoom

The third research question data (c) is obtained by evaluating Zoom's effectiveness as an online evaluation tool. 14.75 percent of respondents (n = 15) completed the Zoom application questionnaire. Cronbach's alpha values ranged from = 0.714 to = 0.949, while the survey's mean AR was 61.85 percent with a mean of 3.554. Most teachers in Section A enjoy the Zoom interplay and respond quickly (AR = 73.34 percent, M = 3.677, SD = 1.234). Account creation with a simple sign-in feature is highly valued (AR = 80%, M = 4.000, SD = 0.855). In contrast, a lower AR is evaluated for evaluation reception and teaching environment (AR=48.67 percent, M = 3.267, SD = 1.270), and nearly the same for assignment proof (AR=48.67 percent, M = 3.267, SD = 1.270) and nearly the

same for task notice (AR=46.66 percent, M = 3.077, SD = 1.487), the section's lowest percentage. However, Zoom involves providing e-learning features such as sharing audio/video components with students (AR = 73.36 percent, M = 3.943, SD = 1.100). They contribute to the creation of an ideal e-Learning atmosphere for English language learning. For Section B, the majority of teachers can arrange their teaching materials on Zoom (AR = 60%, M = 3.400, SD = 1.066); conversely, agreement is less positive when it comes to sending student notifications about evaluations (AR = 45.67%, M = 3.210, SD = 1.172).

Zoom attributes can be expanded in the current environment to assist EFL teachers (Cheung, 2021). A significant number of teachers are dissatisfied with the tracking of students' effectiveness on Zoom (AR = 26.87%, M = 3.000, SD = 0.766) and the assessment tool (AR = 33.33%, M = 3.143, SD = 0.753). The survey's novel study highlights the disadvantages of using Zoom as an e-learning platform for English Teaching (Agarwal & Kaushik, 2020).

Based on the findings, if instructors cannot measure and review student performance, they will not attain learning outcomes (Wong, 2020). Furthermore, it may place them in an uncertain position regarding developing their student's language proficiency (Agarwal & Kaushik, 2020). Over half of the teachers (AR = 53.38 percent) realize the lecture distribution assumptions and description while delivering the lecture (AR = 66.69 percent). Several educators agree they can improve learning in constructive discussion in Section C (AR = 66.87 percent, M = 3.734, SD = 1.173). Instructors are pleased that learners realize the explanations of topics in class (AR = 66.67 percent, M = 3.867, SD = 0.925). Surprisingly, most instructors are sociable to students via publicly or privately chat (AR = 73.34 percent, M = 3.833, SD = 0.704). They are, however,

less excited about how to use Zoom as a learning tool (AR = 53.43%, M = 3.400, SD = 1.243). Instructors appear to be more at ease in the conventional classroom. This study results suggest that more research is necessary to confirm why instructors are uninterested in using e-Learning platforms (Serhan, 2020).

Before implementing Zoom as an e-learning platform, teachers' attitudes and practice sessions are considered to be required in Section D (AR = 73.33 percent, M = 3.801, SD = 0.942). With the exception of 6.67 percent of the overall, teachers claim to be able to use the Zoom apps comfortably after coaching (AR = 73.34 percent, M = 3.800, SD = 1.042). Section E demonstrates teachers' satisfaction with Zoom as an information platform for teaching English. Two-thirds of participants agree that the Zoom course could meet the educational targets (AR = 66.66%, M = 3.543, SD = 0.990). Nearly half of respondents (AR = 53.34 percent, M = 3.067, SD = 1.281) think Zoom can be used to teach all subject areas.

When presented with a choice, most participant prefers Zoom to traditional instruction (Joia, & Lorenzo, 2021), which is a great indication and suggests that teachers are ready to adopt eLearning (AR = 60%, M = 3.401, SD = 0.911). More than 70% of teachers believed Zoom could improve students' learning initiatives (AR = 73.34 percent, M = 3.666, SD = 0.817). Remarkably, only a minority tends to prefer to connect remotely via Zoom. Finally, section F's findings indicate that learning with Zoom during the COVID-19 pandemic is a positive experience for most teachers (Ave. ARF = 76.67 percent, Ave. MF = 3.789), as evidenced by the Ave. AR and Ave. Mean. Based on the current majority of participants (AR = 86.67 percent, M = 4.000, SD = 0.756), e-learning is one of the few activities that students can apply forward to during COVID-19 lockdown (Bonk, 2020).

They agree that e-learning can promote self-learning and curiosity even though they are searching for specific internet subjects to prepare for their coursework during the COVID-19 lockdown (AR = 80%, M = 3.667, SD = 0.900). In response to the second research question, the study highlights Zoom as a prospective e-learning platform during COVID-19.

CONCLUSION

This study thoroughly examined three e-learning platforms: Moodle, Google Classroom, and Zoom. The study mainly examined the main characteristics, benefits, and constraints of the e-learning mentioned above. The study's objective was to determine teachers' academic perspectives on e-learning flatforms' possibilities and potential complications in e-learning and their deployment during the school year.

Based on the study results, teachers believe that Google Classroom is the most effective educational tool in e-learning, accompanied by Moodle and Zoom. On the other hand, teacher training is considered necessary for implementing new technology in language teaching and learning. To overcome these issues in the future, teachers must be creative and technologically savvy.

The findings of this study describe the attitudes or perceptions of students who used three e-learning platforms and the effectiveness of each platform. However, no explicit solution to the limitations of the different flatforms was found in this study. Future research proposals should contemplate the scientific problems and challenges associated with e-learner access and availability and usability, and the proposed solutions that cannot yet be covered in the study.

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