

EFL TEACHERS' PERCEPTIONS AND EXPERIENCES WITH THE MOODLE PLATFORM DURING COVID-19 PANDEMIC: A CASE STUDY AT THE UNIVERSITY OF TIZI-OUZOU

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Abstract: The Coronavirus (COVID-19) has disrupted teaching and learning worldwide. The rising concern about the rapid spread of the virus resulted in the closure of all educational institutions and the reliance on online academic platforms like Moodle to continue teaching activities. In this regard, the main aim of this descriptive study was to investigate the perceptions and experiences of fourteen teachers with the Moodle platform during COVID-19 pandemic lockdown, taking the department of English at the University of Tizi-Ouzou as a case in point. To collect data, an online questionnaire comprising closed and open questions was designed using Google Forms and sent to the respondents via email. Both quantitative and qualitative data were collected. Quantitative data were subjected to statistical analysis using the Statistical Package for Social Sciences, whereas qualitative data were treated using thematic analysis. The results of the study indicated that the majority of the participants held negative perceptions of the Moodle platform. They advocated face-to-face education and were firmly against teaching through Moodle. The findings also disclosed some advantages and disadvantages of teaching through Moodle such as lack of training. The results implied that there is a need for attitude change and the development of teachers' technological literacy.

Keywords: COVID-19 epidemic, lockdown, Moodle e-learning platform, teachers' perceptions and experiences.

1. Introduction

The spread of the Coronavirus around the world forced several countries to apply lockdown and social separating measures (Mailizar et al., 2020, p.1). In Algeria, the first case of COVID-19 was diagnosed on February 25, 2020, in the province of Ouargla. To restrain the transmission of the disease, the Algerian Government imposed a national lockdown and curfew measures starting from mid-March 2020. Since then, all schools and higher educational institutions were shut down. This unexpected lockdown forced teachers and students to work and study remotely from home for the rest of the semester. To complete the second semester's syllabus, the Ministry of Education urged Educational Departments to consider alternative teaching methods. Consequently, many Algerian universities resumed the semester through online learning platforms.

Online learning or e-learning has become a necessity during COVID-19 lockdown period. To continue with the academic work and keep students engaged during the pandemic, many Algerian universities implemented the Moodle e-learning platform. The University of Tizi-

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Ouzou started using this online educational platform in March 2020 to upload courses and assignments and provide tests and quizzes. Since COVID-19 required teachers to maximise the utilisation of Moodle, it is important to find out their opinions towards this virtual platform. Therefore, this study aimed at investigating the perceptions and the experiences of EFL teachers at the University of Tizi-Ouzou with Moodle during COVID-19 outbreak.

Review of Literature

1.1. E-Learning during COVID-19 Pandemic Lockdown

The current era is witnessing an information revolution in which communication and media technologies are a determining factor in the significant changes affecting a variety of sectors, including education. With brisk technological advances, there is an urgent need to develop strategies to revolutionise the field of education. The advent of e-learning, based on multimedia and the Internet, has taken the educational industry by storm. With the unprecedented advancement in computing disciplines, many countries have made substantial strides towards implementing this electronic web-based learning in educational programs, and Algeria is no exception. Indeed, Algeria has introduced several pedagogical transformations to enhance the quality of education by offering training programmes and incorporating e-learning (Ghounane, 2020, p. 22). However, the application of e-learning in Algerian education is still at its infancy and faces several challenges.

Integrating e-learning in education during the pandemic crisis of COVID-19 has become more important than it has ever been. The rapid spread of the disease around the world resulted in the closure of all educational institutions and left teachers and students dependent on e-learning. COVID-19 outbreak affected not only the health sector but also the field of education (Hoq, 2020, p. 458). Indeed, Krishnapatria (2020) asserted “This ‘lockdown’-like scenario has disrupted the traditional learning process nationwide and transformed it into an internet-based learning” (p. 1). To avoid the proliferation of this dangerous disease, traditional face-to-face education was prohibited and replaced by digital online education. Radha et al. (2020) claimed that in the time of COVID-19 epidemic, the education sector entered a digital age where teachers are virtually connected to their students (p. 1088).

Many studies were conducted to explore the use of e-learning during school closures because of COVID-19 epidemic. Hoq (2020), for instance, examined teachers’ views regarding e-learning implementation during the pandemic period. A self-administered survey was addressed to thirty-three male teachers of the Management and Information Technology Department of Jubail Industrial College in the Kingdom of Saudi Arabia from March to May 2020. The survey comprised ten statements answered on a five-point Likert scale ranging from “strongly agree” to “strongly disagree”. The obtained data were analysed using the Statistical Package for Social Sciences. The results showed that most of the teachers had positive attitudes towards e-learning. Hoq (2020) stated, “All the teachers wholeheartedly co-operated to make online education successful” (p. 462).

In another study, Kar (2020) investigated secondary school teachers’ attitudes towards online teaching during COVID-19 lockdown. A descriptive cross-sectional study was conducted in the North 24 Parganas district of West Bengal in India. A five-point Likert scale was created using Google Forms and directed to the participants in August 2020. The Statistical Package for Social Sciences version 22 was used to analyse data. The research findings revealed that teachers’ viewpoint of online teaching was unsatisfactory. This was mainly due to the lack of experience and knowledge about online teaching.

Effective implementation of e-learning amid COVID-19 depends essentially on teachers’ perceptions. The above-mentioned studies reached contradicting conclusions and focused

mainly on teachers' attitudes overseas. At odds with what is happening abroad, little if no research was conducted in Algeria. Therefore, more research is needed to delve into Algerian teachers' perceptions of e-learning, and more specifically the Moodle platform, during COVID-19 lockdown.

1.2. Moodle E-learning Platform

Moodle is an acronym that stands for Modular Object-Oriented Dynamic Learning Environment. This internet-based portal was designed in 2002 by Martin Dougiamas at the Curtin University of Technology in Australia (Kurti, 2008, p. 3). According to Dharmendra et al. (2011), "Moodle is a Course Management System (CMS) - a software package designed to help educators to create quality online courses" (p. 34). Similarly, Oproiu (2015) stated that Moodle is an open-source learning management software that creates a collaborative and virtual learning environment where learning is realised online (p. 427). Teachers can use this free e-learning tool to produce internet-based courses and create an interactive learning environment with their students by using communication facilities such as chat rooms and forums. Students, on the other hand, can use the platform to join the courses, get access to the activities and tests uploaded by their teachers, and work collaboratively with their classmates on the different assignments. Bouguebs (2019) indicated that since Moodle allows students to study at their own pace, their motivation to learn is boosted (p. 4).

Nowadays, Moodle is used in different sectors, including education. With the rapid technological advancements, many higher education institutions around the world use Moodle as the main platform to create an Internet-based learning system. In Algeria, many universities integrated the Moodle platform to take full advantage of modern technology and create an interface for e-learning. The University of Tizi-Ouzou adopted the Moodle learning system in March 2020 when the application of e-learning became required due to COVID-19 pandemic lockdown. The platform can be accessed via the university web academic portal <https://teleensm.ummo.dz/>.

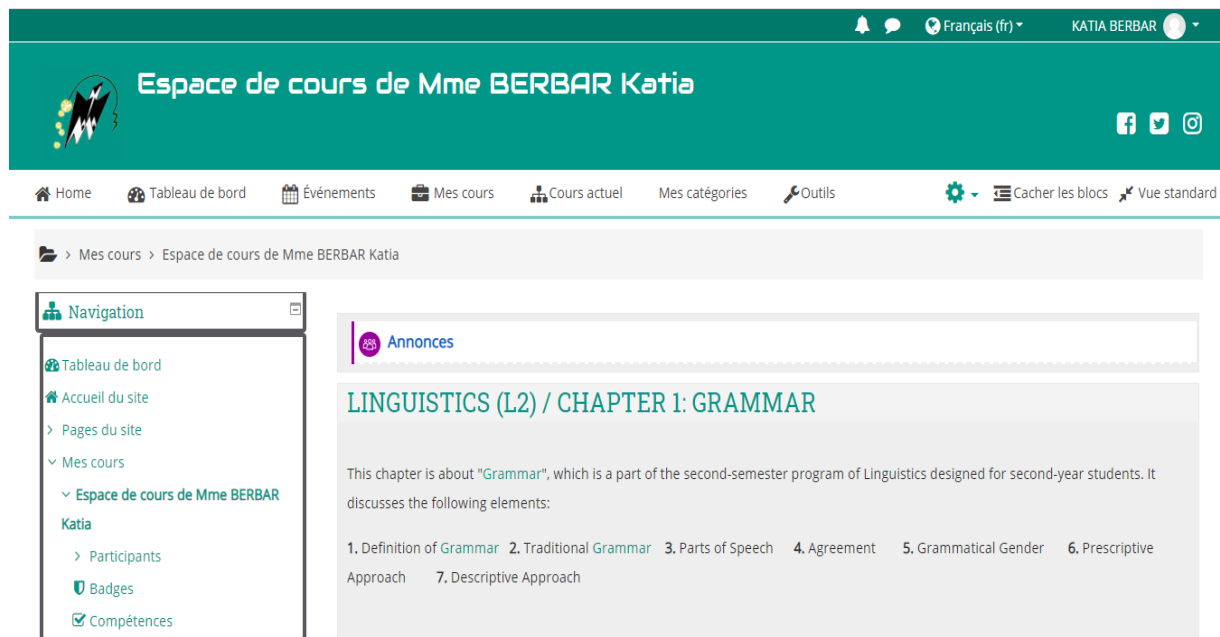


Figure 1. The Moodle Platform of the University of Tizi-Ouzou

2. Methodology

2.1. Research Objectives and Research Questions

This descriptive case study was conducted to investigate EFL teachers' perceptions and experiences with the Moodle platform during COVID-19 pandemic lockdown. In addition, this research work was designed to determine teachers' perceived advantages and disadvantages of teaching through Moodle. More specifically, the study attempted to answer the following research questions:

1. How do teachers from the department of English at the University of Tizi-Ouzou perceive the use of the Moodle platform during COVID-19 epidemic lockdown?
2. What are teachers' perceived advantages of teaching through Moodle during COVID-19 lockdown?
3. What are the challenges of teaching through Moodle during the pandemic of COVID-19?

2.2. Data Collection Instrument

Data were collected from fourteen teachers affiliated to the department of English at the University of Tizi-Ouzou. Due to physical isolation triggered by COVID-19 virus, it was impossible to meet the participants and gather data face-face. Therefore, an online questionnaire comprising closed-ended and open-ended questions was used to collect the relevant data. Closed-ended questions aimed to gather numerical data, whereas open-ended questions sought to obtain qualitative data and detailed information from the respondents. The questionnaire comprised three sections. The first section gathered background information about the respondents. The second section was about their perceptions of the Moodle platform. The third and last section intended to ascertain teachers' perceived advantages and disadvantages of teaching through Moodle. The questionnaire was created using Google Forms and sent via email on September 9, 2020, to obtain responses from the respondents. The answers were received between the 10 and 12 of September 2020.

2.3. Data Analysis Procedures

To examine the data obtained from the online questionnaire, both quantitative and qualitative data analysis procedures were used. To be more specific, the data gained from the closed-ended questions were treated quantitatively using the Statistical Package for Social Sciences (SPSS 24). This computer software package is mainly used in Social Sciences to perform statistical analysis. Descriptive statistics were used to calculate frequencies and percentages. The information got from the open-ended questions were treated qualitatively using thematic analysis. In other words, the respondents' replies were categorised, coded, and grouped into key themes. Thematic analysis is a valuable data analysis tool because it helps the researcher to analyse an extensive set of data and detect similarities and dissimilarities amid data (Braun & Clarke, 2006).

3. Results and Discussion

3.1. Background Information about the Respondents

To obtain demographic data about the respondents, the teachers were asked to specify their gender, degree held, and teaching experience. Table 1 recapitulates the respondents' basic characteristics.

Table 1

Characteristics of the Respondents

Variable	Characteristics	Frequency	Percentage (%)
Gender	Male	6	42.9
	Female	8	57.1
Academic Degree	B.A/Licence	1	7.1
	Master	2	14.3
	Magister	8	57.1
	Ph.D./Doctorate	3	21.4
Teaching Experience	Less than a year	1	7.1
	1-3 Years	4	28.6
	4-6 Years	0	0
	7-10 Years	3	21.4
	11-15 Years	2	14.3
	16-20 Years	1	7.1
	21 Years and over	3	21.4

The analysis of the first three questions revealed the participants' profile. Among the fourteen respondents, 57.1% are female while 42.9% are male. Most of the teachers (57.1%) have a Magister degree, while 21.4% hold a Doctorate degree. The majority of the teachers have been teaching English from seven years and over. This means that most of the respondents are experienced teachers.

3.2. Teaching through Moodle during COVID-19 Lockdown

The fourth question asked the respondents to state whether they were demotivated to teach during COVID-19 lockdown. The analysis of this question revealed that the majority of the participants responded negatively. To be more specific, 10 teachers out of fourteen (71.4%) claimed that they were not demotivated to teach during the lockdown period. This means that these participants are always motivated to perform their job as teachers and are willing to teach under any circumstances. Four teachers out of fourteen (28.6%), on the other hand, answered this question positively. Their lack of motivation was mainly due to the absence of interaction with their students. For them, this lack of contact and feedback from students implies that teaching is taking place in a vacuum. The following declaration exemplifies this point:

As a teacher, I need to be more present and more clear about the instructions and what I expect from my students. The lack of face-to-face communication makes it even harder to get my message across and be understood by my students. It sounds superficial and lacks humanity.

The fifth question requested the respondents to specify whether they have used any course management software like Moodle before the epidemic. The majority of the participants (71.4%) indicated that they have never integrated any online management learning system into their teaching. This entails that before the pandemic of COVID-19 these teachers relied on traditional face-to-face teaching and have never incorporated e-learning. 28.6% of teachers have already attempted to use virtual learning environments. This means that these teachers combined traditional classroom setting and e-learning. The Moodle platform, for instance, can be used as a tool to create this blended learning environment.

When asked whether they have received any specific training on the use of the Moodle platform, 57.1% reported having received no training. This lack of training and knowledge may explain their reluctance to use any course management software like Moodle before the lockdown. 28.6% of the respondents stated that they took part in an online training programme provided by the university during the lockdown. This training consisted of a series of videos

explaining how to use the platform. 7.1% engaged in a kind of self-training. The same percentage (7.1%) received training at a specialised school.

The seventh question was related to the purpose(s) of using the Moodle platform. The analysis of this question showed that eleven out of fourteen teachers (91.7%) use Moodle to upload their course. It was also found that none of the teachers assigns daily/weekly tasks via Moodle to support their courses. Only one teacher (8.3%) initiates online discussions with students about the courses. Three teachers (25%) quiz and test their students via Moodle, whereas three other teachers (25%) use the platform to keep their students informed regularly. The findings related to this question unveiled a lack of teacher-student interaction. The majority of the teachers do not assign home assignments and do not assess students' learning. They just support the continuation of teaching by posting lectures in PDF, Word, and PowerPoint formats. The students can then download and revise the lectures in their free time.

Concerning teachers' satisfaction with the Moodle platform, the results of the eighth question demonstrated that 23.1% were satisfied with teaching through this e-learning portal. These teachers found that Moodle is informative and useful. 76.9% of the respondents reported being unsatisfied. Given the lack of training and knowledge and the absence of interaction with students to discuss the different lectures, it is no surprise that the majority of the respondents were displeased and disappointed. Statements like "not really, because I don't completely master it", "Not 'satisfied' is actually not the appropriate word. I'd rather say, 'not convinced' because there's no face-to-face interaction and no feedback from students. Therefore, the learning objectives are only partly achieved" and "No interaction with students. Other tools need to be used such as video conferencing and webinars" illustrate this point.

When asked to describe their feelings when using the Moodle platform, nine out of fourteen teachers (64.3%) professed that they are frustrated and left behind. Due to the lack of adequate training and insufficient knowledge and skills, the teachers felt incompetent to use the platform. They did not feel confident and were more relaxed when teaching through the traditional face-to-face instructional method. 21.4% of the respondents asserted being confident and relaxed, while 14.3% declared that they are excited and motivated. These teachers are proficient and familiar with the basics of the platform.

The tenth question contains eight statements answered on a five-point Likert scale ranging from "strongly agree" to "strongly disagree". The respondents were asked to specify the degree of their agreement or disagreement with each statement. The results are displayed in terms of percentages in Table 2.

Table 2
Teachers' Perceptions of the Moodle Platform

Item N ^o	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Moodle can replace traditional face-to-face teaching.	0%	14.3%	14.3%	42.9%	28.6%
2	The course is better delivered through Moodle than through face-to-face teaching.	0%	0%	21.4%	35.7%	42.9%
3	The use of the Moodle platform during the pandemic is useful and convenient.	0%	42.9%	35.7%	21.4%	0%
4	Moodle facilitates students' access to the different courses and activities.	0%	7.1%	35.7%	50.0%	7.1%
5	Moodle allows me to interact and communicate with my students.	0%	14.3%	28.6%	42.9%	14.3%
6	Moodle allows me to test my students.	0%	14.3%	21.4%	50.0%	14.3%
7	Moodle does not suit me and my students.	28.6%	42.9%	7.1%	21.4%	0%
8	In the future, the department/university should rely more on Moodle.	14.3%	14.3%	28.6%	42.9%	0%

As it is demonstrated in Table 2, 71.5% of the teachers disagreed and strongly disagreed that Moodle can replace face-to-face teaching. The majority of the respondents were against using Moodle as a replacement for face-to-face classroom instruction. Similarly, Verma and Priyamvada (2020) found that more than half of the teachers (56%) were opposed to the use of virtual instruction as a substitute for face-to-face teaching. Regarding the second statement, it was found that 78.6% of the respondents denied the fact that the course is better delivered through Moodle than through face-to-face teaching. The results related to the first two statements suggested that the majority of the teachers prefer face-to-face teaching and believe that it is more effective than online teaching. Concerning the third statement, 42.9% of the informants found that the Moodle system is useful and convenient during the pandemic of COVID-19. This might be because the platform allowed the resumption of scholarly activities despite the lockdown and social restrictions. The respondents believed that this emergency remote teaching was a better solution than postponing education. However, 35.7% of teachers remained undecided while 21.4% rejected the statement. The findings related to the fourth statement divulged that 57.1% of the participants affirmed that Moodle did not facilitate students' access to the different courses and activities they uploaded. This means that students faced difficulties to access the platform and could not download the teaching materials and activities posted by their teachers. 35.7% of the teachers were uncertain, while 7.1% supported the statement. The interpretation of the fifth statement indicated that more than half of the respondents (57.2%) contested that Moodle allowed them to interact and communicate with their students.

Likewise, the results of the sixth statement showed that 64.3% of the teachers reported that Moodle did not allow them to test their students' learning. This means that the teachers did not stay in touch with their students virtually during the outbreak situation. Since the platform

was an unplanned solution in response to the sudden crisis of COVID-19, it was mainly designed to publish documents and academic content and did not permit the teachers to give online lessons where they can interact with their students and provide them with feedback. Sharing documents and publishing course content alone is not sufficient. Interactive lessons, activities, and discussions are integral parts of online teaching and learning. For online teaching to be effective, real-time quizzes, chat rooms, and videoconferencing should be integrated to create a learning environment similar to a classroom. The analysis of the seventh statement revealed teachers' attitudes towards Moodle in terms of its fitness. Most of the teachers (71.5%) agreed and strongly agreed that Moodle does not suit them or their students. According to these teachers, traditional face-to-face teaching is more suitable for them and their students than virtual online instruction. As for the eighth and last statement, the findings demonstrated that 42.9% of the teachers refuted that Moodle should be an integral part of the educational process in the future. 28.6% of the respondents were in favour of combining face-to-face teaching and online instruction through Moodle after the lockdown phase. The same percentage (28.6%) could not decide whether the department/university should rely more on Moodle in the future. Teachers' reticence to use Moodle with face-to-face traditional teaching in their future teaching experiences might be due to the lack of formal training to use the platform. The teachers were never introduced to the basics of Moodle before COVID-19 lockdown. The lack of training and requisite competencies to use this platform could negatively affect teachers' readiness and engagement towards online teaching. The results showed that teachers are not yet ready for online teaching and need training. Therefore, it is necessary to engage teachers in training programmes, workshops and seminars, raise their awareness about the potential of online teaching, encourage them to incorporate it into their teaching practices more frequently, and prepare them for the future if any situation similar to COVID-19 arises.

Lack of preparation and experience to handle online classes may lead to negative perceptions. Indeed, the results of the study showed that the majority of the teachers viewed this transition to full online teaching negatively. This entails that teachers' perceptions of using the Moodle-based teaching platform during COVID-19 crisis were negative.

3.3. Teachers' Perceived Advantages and Disadvantages of Teaching through Moodle

Even though the application of the Moodle platform was necessary during COVID-19 lockdown, there are advantages and disadvantages. The last two questions asked the respondents to mention the benefits and drawbacks of teaching through Moodle. Teachers' responses to these open-ended questions were coded and grouped into main themes.

Consistent with the findings, the most cited advantage of Moodle was that this platform keeps students engaged with their studies during the lockdown period. Students can download and review course materials, lectures, and assignments posted by their teachers. This point is illustrated in statements like "To remind students that they're still students at least. I mean at least they can be provided with some courses so they don't forget everything", "It keeps students informed about the state of art and what they should study to get ready for the next semester", and "In critical situations like the one in which we live these days, the Moodle has kept the students in touch with their studies". Another perceived advantage of Moodle was that it facilitates the teacher's job and saves time. Moodle allows teachers to share educational materials with their students from the confines of their homes, thus decreasing the time required to complete the syllabus. One of the teachers admitted, "Moodle helps students and teachers to perform their jobs effortlessly without necessarily moving to university. Hence it is not time and energy consuming". Another respondent confessed, "No particular advantage is in view except maybe less physical efforts and more time saving". The third advantage mentioned by the respondents was that Moodle offers a safe system for both teachers and students. To be more specific, Moodle allows teachers and students to work and study from home for the rest

of the semester and limits their chances of being infected by this dangerous disease. For example, one of the participants said, “It helps teachers as well as students to be safe in the period of Covid 19 pandemic”. Similarly, another respondent declared, “Conducting lectures using Moodle is a safe option to protect both teachers and students from the risks of the Coronavirus”.

Concerning the disadvantages of teaching through Moodle, the respondents’ answers were coded into four key themes. The first drawback mentioned by the participants was the absence of face-to-face interaction and feedback from students. The lack of direct interaction prevented teachers from explaining the teaching materials and ensuring that learning took place. One respondent stated, “The problem with this Moodle is that the teacher does not see his/her students. As a teacher, I couldn’t interact more actively and more fruitfully with students. The teacher/student relationship weakened considerably, and the teacher’s role weakened accordingly”. Another teacher acknowledged that:

No physical presence is the only issue so far. As a teacher, I need to be more present and more clear about the instructions and what I expect from my students. The lack of face-to-face communication makes it even harder to get my message across and be understood by my students. I feel like I am speaking to a brick wall.

The second hurdle reported by the participating teachers was the difficulty for the students to access this e-learning platform. Many students had access issues and could not consult the lectures and assignments posted by their teachers. Since the platform was an ad hoc solution during the pandemic, the students faced registration problems like getting a username and password. One teacher specified, “The main obstacles are mess in the organisation of the Moodle platform and the inaccessibility of this platform by the majority of students”. The third challenge was teachers’ and students’ lack of knowledge and skills to use the Moodle e-learning system. As the results of the study indicated, most of the teachers received no training to use Moodle. Their unfamiliarity and lack of training hindered the effective adoption of the platform. The statement “The biggest problem was the lack of training to use it effectively by both teachers and students” exemplifies the situation. The fourth problem the teachers faced was technical. To be more specific, slow Internet connectivity can be a major hindrance to adopt Moodle appropriately. The success of online teaching depends on an adequate Internet connection. For example, one participant pointed out

Internet connection makes it nearly impossible to submit one single course. I think that our country is far from imitating developed countries in terms of teaching online. The reason is that we do not have the least means for that. This is what makes it difficult, if not impossible, to succeed in this task.

Considering these disadvantages, the teachers further commented on the adoption of the Moodle platform. The majority of the respondents stressed the need for adequate training about the use of Moodle. For an effective application of the Moodle e-learning platform, both teachers and students should be engaged in extensive training programmes. One of the questioned teachers suggested that:

I think that teachers and students should be trained in order to use Moodle correctly especially at the level of Higher Education. Since Moodle is applied in various Algerian universities, the ministry of higher education should take serious actions so as to offer special training programs on how to use this platform.

Another teacher submitted that educational institutions should not completely rely on online teaching. According to him, fruitful teaching and learning take place when online instruction is blended with conventional face-to-face education. This allows the teacher to save

time. That is to say, in face-to-face teaching, the teacher can interact directly with students and explain the content of the course, while in online teaching he/she can publish further teaching materials related to the lecture and different learning activities. A third suggestion was related to Internet connectivity issues and the value of the Internet in supporting online teaching. Based on the comment of one teacher, connectivity problems such as slow Internet speed constitute a threat to the success of online teaching, especially during COVID-19 lockdown where instruction entirely took place in virtual digital environments. Consistent with this teacher, a decent and reliable Internet connection is necessary for the success of online teaching during the educational disruption caused by the Coronavirus.

4. Conclusion

COVID-19 crisis gave rise to online teaching and learning as a substitute for face-face-classroom instruction. Educational activities were carried out remotely using digital platforms like Moodle. At this point, it is important to examine teachers' viewpoints regarding this online platform. Therefore, the present study was conducted to explore the perceptions and experiences of EFL teachers at the University of Tizi-Ouzou regarding teaching through the Moodle platform during COVID-19 outbreak. The results showed that the teachers were not prepared for this change and held negative perceptions towards teaching through Moodle. The majority of the teachers preferred traditional face-to-face teaching to online instruction. They found teaching through Moodle less appealing, mainly owing to the absence of interaction with students and lack of training and technological knowledge. Therefore, to increase the efficiency of Moodle and carry on instructional activities during future crises, it is important to provide teachers with training sessions on the adoption of this software into their teaching practices. This may widen their outlook towards the use of online teaching platforms.

A limitation of this study is that the number of the participants was relatively small. In order to obtain more generalizable results, further research is needed to gather data from a large sample of respondents from other educational departments throughout Algeria. Another limitation is that this study covered only teachers' perceptions and experiences with the Moodle e-learning platform during COVID-19 pandemic lockdown. It would be interesting to explore students' insights as well. Further studies should investigate students' perceptions regarding their experience with using Moodle as a learning tool during the outbreak of COVID-19.

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Appendix

Teachers’ Questionnaire

Dear colleagues,

The present questionnaire intends to gather data regarding EFL teachers’ perceptions and experiences with teaching through the Moodle platform during COVID-19 epidemic lockdown. Your answers are very important for the completion of this work. Therefore, you are kindly asked to answer the following questions. Your answers will be anonymous and confidential, so please answer as honestly as you can. Thank you in advance for your precious time and participation.

Section 1: Background Information

Instruction: Please indicate your answer to the following questions by checking the appropriate circle.

1. Please specify your gender

- Male
- Female

2. What type of degree do you hold?

- B.A/Licence
- Master
- Magister
- Ph.D./Doctorate

Other, Please specify.....

3. How long have you been teaching English?

- Less than a year
- 1-3 Years
- 4-6 Years
- 7-10 Years
- 11-15 Years
- 16-20 Years
- 21 Years and over

Section 2: Perception and Experience with Moodle during COVID-19

Instruction: Please indicate your answer to the following questions by checking the appropriate circle or give full responses when necessary.

4. Are you demotivated to teach during COVID-19 lockdown?

- Yes
- No

If the answer is 'no', please justify your answer.....

5. Have you ever used course management software like Moodle before the epidemic?

- Yes
- No

6. Have you received any training to use the Moodle platform?

- No training
- Self-training
- Online training provided the university

Other, please specify.....

7. For which purpose(s) do you use the Moodle platform?

- Upload my courses
- Assign daily/weekly tasks that support my courses
- Initiate online discussions with my students about the course
- Quiz and test students
- Keep students informed on a regular basis

Other, please specify.....

8. Are you satisfied with teaching through the Moodle platform?

- Yes
- No

If the answer is 'no', please justify your answer.....

9. How do you feel about teaching through the Moodle platform?

- Confident and relaxed
- Excited and motivated
- Frustrated and left behind

Other, please specify.....

10. To what extent do you agree or disagree with the following statements?

Item N°	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Moodle can replace traditional face-to-face teaching.					
2	The course is better delivered through Moodle than through face-to-face teaching.					
3	The use of the Moodle platform during the pandemic is useful and convenient.					
4	Moodle facilitates students' access to the different courses and activities.					
5	Moodle allows me to interact and communicate with my students.					
6	Moodle allows me to test my students.					
7	Moodle does not suit me and my students.					
8	In the future, the department/university should rely more on Moodle.					

Section 3: Perceived Advantages and Disadvantages of Teaching through Moodle during COVID-19 Pandemic

Instruction: Please indicate your responses to the following questions.

11. According to you, what are the advantages of teaching through Moodle?

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12. What obstacle(s) have you encountered while teaching through Moodle?

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13. Would you please add any other comments or suggestions you consider important for this issue. Thank you very much for your help and cooperation.

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