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Title

**Students' Attitudes Towards the Effect of Using Zoom Lecturing
Application to Enhance EFL Learning during Covid-19 Lockdown.
A case study: IRISS Private School in Tizi-Ouzou.**

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Dedications

To my late father “may Allah have mercy on him and put him in heaven”.

To my lovable mother “may Allah protect her and prolong her life”.

To my sisters, Maya and especially Ibtissam who always supports me and guides.

To my brothers, Abedarzak, Houssam, Oualid and Aimad.

To my adorable Fiancé Redouane who is always with me.

To my friends especially Chafia my sweetest girl and to my relatives and family.

Amina

To my wonderful readers:

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List of Abbreviations

- **EFL:** English as a Foreign Language.
- **CALL:** Computer Assisted Language Learning.
- **QCA:** Qualitative Content Analysis.
- **SPSS:** Statistical Package for Social Sciences.
- **MMUTO:** Mouloud Mammeri University of Tizi- Ouzou.
- **TAM:** Technology Acceptance Model.
- **CLT:** Collaborative Learning Theory.
- **Q:** Question.
- **HP:** Hypothesis.

Abstract

The present study is mainly concerned with students' attitudes towards the effect of using Zoom Application to enhance EFL learning during Covid-19 lockdown. It investigates and determines the attitudes that students exhibit toward this modern technology. This research has two main objectives. The first objective is to evaluate EFL students' attitudes in IRISS private school in Tizi-Ouzou towards using Zoom Lecturing Application as a new tool to enhance EFL learning during Covid-19, and the second objective is to identify EFL teachers' purposes towards the use of Zoom Application during Covid-19. The research approach that is adopted in this dissertation is Davis' Technology Acceptance Model (TAM) and Vygotsky Collaborative Learning Theory. In order to collect the relevant data for this research, an online questionnaire has been administered to forty-five (45) learners at IRISS private school in Tizi-Ouzou and a structured online interview has been conducted with four (4) teachers from the same setting by using Zoom Application. The data which has been obtained from the closed-ended questions of the questionnaire has been analysed by using Statistical Package for Social Science (SPSS), and Qualitative Content Analysis (QCA) has used to interpret and explain the open-ended questions of the interviews. The findings from this research provide evidence that EFL students in IRISS private school in Tizi-Ouzou have positive attitudes towards the effect of using Zoom Application and they perceive it as an effective and a motivating tool for EFL learning. Moreover, most of the teachers find this application as a useful and an easy additional support way for learning and teaching. The main conclusions drawn from this study is that since students have positive attitudes towards using Zoom Application, its implementation would be a helpful step for learning English as a foreign language.

Keywords: Zoom lecturing Application, Covid-19, students' attitudes, Technology Acceptance Model (TAM), Collaborative Learning Theory.

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Statement of the Problem

Coronavirus “Covid-19” is a contagious virus which spreads very fast among human beings all over the world. A new pandemic started in Wuhan, China in December 2019. This virus has made fundamental changes in many fields such as health, economy, and especially in the field of learning and teaching. The emerging threats of Covid-19 outbreak results in the closing of schools, universities, colleges and it has fundamentally disrupted normal teaching and learning. Therefore, students face unexpected changes in their educational system that cause fear to be infected by the virus and stress. Under these circumstances, students and teachers have come with new learning and teaching strategies to adapt to these changes for an effective and productive learning.

As a result of this pandemic, education has changed dramatically with the distinctive rise of distance learning, whereby teaching and learning undertake remotely on digital platforms. Distance learning has become the standard form of delivery as an alternative for teaching, where teachers and students are physically separated during the learning process. Zoom Application is a synchronous distance learning strategy that allows teacher and learners to interact and communicate with each other at the same time and in different places.

Zoom Application is an American communication technology company invented in San Jose, California by Eric Youan, on April 21, 2001. In other words, Zoom is a Cloud –Based video conferencing application that can be utilized to communicate remotely with others: either video or audio only, or both, while having live chats and it allows to record and review the previous lectures letter. (Korman, C 2020). This application has several features among them the recording option where a hoster (teacher) can record the lectures and send them to students, in order to review the lessons again. Hence, Zoom Application has been used to enhance learning English as a Foreign Language (EFL).

An extensive amount of international researchers have been conducted recently in relation to the use of Zoom in learning. The common points of these studies are to identify students' attitudes toward Zoom Lecturing. One of them has been conducted in Malaysia by Wan Hassan, et al in 2020. Entitled "Students' Perception of Using Zoom Meet Webinars during Covid-19 Pandemic in Technical and Vocational Education". The results of this study have revealed that most of students have positive attitudes towards Zoom to enhance learning. Another international study is been conducted in the United States of America by Derar Serhan in 2020 entitled "Transitioning from Face-to-Face in Remote Learning: Students' Attitudes and Perception of Using Zoom during Covid-19 Pandemic" The results have indicated that students have negative attitudes towards the use of Zoom Application. Moreover, another study entitled "Application of Zoom and Mirapolis Virtual Room in the context of Distance Learning of Students" has been conducted by Julia Tsarapkina et al. In Russia 2020. The results of the research work has shown that students have both positive and negative attitudes toward the use Zoom lecturing in learning.

At the national level, few studies have been conducted concerning Zoom Application technology for learning. One recent study was conducted at the university of Oran², in 2021 by Benmansour Souhyla, entitled "Zoom Sessions in Distance learning: Algerian EFL students' perceptions and attitudes in Mouhamed Ben Ahmed university." This study has revealed that EFL students have positive perceptions towards Zoom. However, none of these studies (international, national) have dealt with students' attitudes towards the effect of using Zoom Application to enhance EFL learning. This work is the first research to be investigated at the Department of English at MMUTO. Therefore, it attempts to investigate students' attitudes towards the effect of using Zoom Application to enhance EFL learning during Covid-19 lockdown at the level of the private IRISS School in the town of Tizi-Ouzou.

Aims and Significance of the Study

The present study aims at investigating students' attitudes towards the effect of using Zoom Application to enhance EFL learning during Covid-19 lockdown. That is to say, how Zoom Application helps students to enhance learning English as a Foreign Language (EFL) and the involvement of their students' attitudes towards Zoom Application. To explore this issue, our study is conducted in the Private school IRISS in Tizi-Ouzou. In fact, this study has two objectives. The first objective evaluates EFL students' attitudes in IRISS private school in Tizi-Ouzou towards using Zoom Application as a new tool to enhance EFL learning during Covid-19. As far as the second objective is concerned, it seeks to identify EFL teachers' purposes towards the use of Zoom Application during Covid-19.

The importance of this investigation lies in the fact that it is the first research at MMUTO that addresses students' attitudes toward the effect of using Zoom Application to enhance EFL learning during Covid-19 lockdown. Zoom Application helps many teachers to deliver online course for their students, it provides several features like the recording option, breakout rooms and easy for participants to join the lectures.

Research Questions and Hypotheses

The present study aims at answering the following research questions:

- **Q1:** Do EFL students in the private school IRISS in Tizi-Ouzou have positive or negative attitudes towards using Zoom Application as a new tool to enhance EFL learning during Covid-19?
- **Q2:** For which purpose do EFL teachers use Zoom Application?

In an attempt to answer the aforementioned questions, the following hypotheses are advanced:

- **Hp1:** EFL Students in the private school IRISS in Tizi-Ouzou have positive attitudes towards using Zoom Application to enhance their EFL learning during Covid-19.

- **Hp2:** EFL Teachers use Zoom to facilitate communication and exchange with their students during Covid-19.

Research Techniques and Methodology

To conduct our research, we adopt a mixed methods approach, which combines both quantitative and qualitative methods for the collection and the analysis of data. Data is collected from the private school IRISS in Tizi-Ouzou to investigate students' attitudes towards the effect of using Zoom Application to enhance EFL learning during Covid-19 lockdown. In this work, two instruments are used which are a questionnaire and an interview. The online questionnaires are administered to 45 students, and the interviews are conducted with four (04) teachers. For the quantitative part, we have used Statistical Package for Social Science (SPSS) as a statistical method to analyse the questionnaires' results. As far as the qualitative part is concerned, we have interpreted and explained the interviews' results by adopting Qualitative Content Analysis (QCA).

For the theoretical framework, we have adopted Davis Technology Acceptance Model (TAM) in 1986 and Vygotsky Collaborative Learning Theory in 1934. The goal of TAM is to provide an explanation of computer acceptance that means, whether Zoom Application as technological tool is helpful and easy to use for both students and teachers. The goal of Collaborative Learning Theory is to encourage collaborative learning work among students rather than individual work.

Structure of the Dissertation

The overall structure of this dissertation follows the traditional simple model. It consists of a General Introduction, four chapters, and a General Conclusion. The General Introduction presents the Statement of the Problem, Aims and Significance of the Study, Research Questions, Hypotheses, Research Techniques and Methodology, and the Structure of the Dissertation. The first chapter is called "The Review of the Literature" which reviews the main theoretical

concepts that the study is based on. The second chapter named “Research Design and Methodology” presents and explains the procedures for data collection and data analysis. The third chapter is called “Presentation of the Finding” which provides the results of data collection and data analysis tools .The fourth chapter which is empirical “The Discussion of the Findings”, deals with the analysis of the questionnaires and interviews results. Finally, the work ends with a” General Conclusion” which is the summary of the most important points developed in the present research, and in this part some suggestions for further research are made.

Introduction

This chapter is a Review of the Literature relating to the issues of attitudes, Zoom Lecturing Application in learning English as a Foreign Language (EFL) during Covid-19 lockdown. This chapter opens with some definitions of attitudes and their significant role in the study of language. Then, it introduces the importance of Computer- Assisted Language Learning (CALL) in language teaching. After that, it provides some definitions and detailed discussion around Zoom Lecturing Application in English teaching and learning. In addition, it identifies the main barriers to the integration and implementation of Zoom Lecturing Application in the Algerian Educational Institution at the university level. Finally, it describes the theoretical framework used in the study.

1. Attitude

1.1. Definitions

The study of “attitude” is very important especially in learning since it has an influence over an individual’s behaviour. Additionally, in order to get a deeper insight into the learners’ mind there is no way than the study of their attitudes.

The concept of learners’ attitude has been the focus of attention in the explanation and the investigation of human behaviour offered by social psychologists. Wicker (1969) argues that one possible reason for the popularity of attitude concept is that social psychologists have assumed that attitudes have something to do with social behaviour. What has been consistent in the multiple conceptualization of the attitude construct is that evaluation is the key component. (Ajzen,2001)

Bogazzi (1994) claims that the term “attitude” is often used as an umbrella expression covering the concept of preference, feelings, judgement, opinion...etc. In other words, the concept of attitude is our evaluation on something or someone. For instance, our attitude

towards the use “Zoom Application Lecturing” during Covid-19 lockdown, here such attitudes are often negative or positive, and this is our investigation in this research work.

In the book of “Psychology of Attitude” by Alice Eagly and Shelly Chaikan (1993) attitude is defined as “*a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor*” (Eagly and Chaikan, 1993: 1). In other words, an attitude involves making a decision concerning liking or disliking, approving or disapproving, and favouring or disfavoring a particular issue, object, and person, “*It is a disposition to respond favorably or unfavorably to an object, person, institution or event*” (Ajzen, 2005:3).

Allport (1935:810) a prominent figure in social psychology defines attitude as “*a mental and neural state of readiness, organised through experience, exerting a directive and dynamic influence upon the individual’s response to all objects and situations with which it is related*”

Allport (1954:5) adds his definition of attitude as “*a learned predisposition to think, feel, and behave toward a person (object) in particular way*”. The definition refers to what is something called the “Triadic Model” of attitude or the three components which are the cognitive component, affective component and the behavioural component. As an example, the fact that Zoom Application is known as a technological tool which is used for distance learning, and it is the knowledge in person’s mind concerning something. Therefore, it represents the cognitive component of attitude. By using this application, it creates feelings on the user whether in a positive (like) or in a negative (dislike) way and this refers to the affective component of attitude. Then, throughout the use of Zoom Application or when the action is repeated, in this case, the behavioral component of attitude is formed. Allport (1954) emphasizes on the importance of these three components in the association of attitude. Moreover, Haddock and Maio (2009) argue that the affective component of attitude refers to feelings or emotions associated with attitude object. The Affective response influences attitude in a number of ways. “*A primary way in which feelings affect attitudes is due to affective*

reaction what aroused in the individual after exposure to the attitude object”(Haddock& R.Maio,2009: 156); whereas, the cognitive component, according to them refers to the beliefs through a particular object. In many cases, a person’s attitude might be based primarily upon the consideration of positive and negative attributes about attitude object. As far as the behavioural component of attitude is concerned, it refers to the action with respect to a certain object.

The implementation of distance learning and specifically Zoom Lecturing requires positive attitudes. The implementation of Zoom classes have positive attitudes on students’ academic results and on fundamental language skills. (Sen, 2013). In other words, positive attitude towards the implementation of Zoom classes enhances students’ communicative competence and their collaboration and interaction.

The implementation of distance education technology requires the evaluation of respondents either positively or negatively. Ajzen (2005) states that, in order to integrate distance technology, the attitudes of respondents must be positive. “*A hypothetical construct, that being inaccessible to direct observation must be unfurred from measurable responses*” (Ajzen, 2005:3).

1.1.2. The Role of Attitude in Language Learning

Attitudes have recently received a considerable attention from many researchers. Most of them have agreed that attitudes play a primordial role in language learning. Therefore, it should become an essential component of the foreign language pedagogy. Learners’ attitudes reflect the level of language proficiency achieved by individual learners. Thus, learners with positive attitudes (motivated ones) experience success; by contrast, learners with negative attitudes (demotivated ones) do not experience success but failure. As a result, positive attitudes motivate learners and facilitate the acquisition of new languages. On the other hand, negative attitudes may demotivate the students' learning process.

Another important role of students' attitudes on language learning is enhancing their achievement level. Schebeci (1984), in this respect, argues that students' positive achievement level that is coined with positive feeling means positive stimulus for further study. In addition, the learning atmosphere is considered as one of the major effective factors that have an effect on language learning process.

Furthermore, Ellis (1994) states that students' foreign language learning ability can be affected by their attitudes towards the target language. That is to say, students' feelings, performance and behaviour enable learners to develop various mental abilities. By way of explanation, the ability of students to master a second language is influenced by the mental Competence and language skills as well as the students' and Perceptions towards the target language (Abidin et al, 2012). For this reason, attitudes play a significant role in the process of learning; learners with positive attitudes are more likely to achieve success especially in learning a language.

The implication of Zoom lecturing to enhance EFL learning during Covid-19 is new for students. Consequently, the attitude towards this issue may demonstrate either in a positive or in a negative way.

1.2. Computer-Assisted Language Learning (CALL) in Language Teaching

The Internet, and the use of technology in learning has grown rapidly, and the world of education cannot be separated from technological developments. In the light of the information revolution and the scientific challenges, there has been a need to facilitate the learning process and that has led to the emergence of CALL.

CALL, an acronym refers to Computer-Assisted Language Learning, which emerged in the 1950s when technology began to be integrated into language instruction. According to Davies & Higgins (1982) the term Computer Assisted Language Learning (CALL) comes from Computer Assisted Language Instruction (CALI).

(Levy, 1997: 1) defines CALL as “*the search for the study of applications of the computer in language teaching and learning*” in other words, Levy’s definition focuses in the fact that CALL embraces a wide range of ICTS, applications, and approaches to promote the educational process. Levy (1997) has made a valuable research; however, it is better to provide more explanation and clarification about CALL. In addition, Davies (2010:261) points out that CALL is “*...an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of materials to be learned, usually including a sustainable interactive element*”. The focus in this definition that CALL is mainly an approach rather than a method.

Warshauer & Healey (1998) suggest that microcomputers can lead students to the enhancement of their English proficiency and language skills, and get used to the virtual learning environment and web-based distance learning. Meaning that, by using distance-learning tools, learners can enhance their study independently from their teacher. Therefore, as stated by Lee (2000) CALL technologies can support learning in a variety of way, provide feedback, pair and group work, global learning, and provide access to authentic materials. Moreover, Chapelle (2003) claims that teaching English programs emphasize on the importance of equipping teachers with necessary skills and expertise to develop CALL materials.

CALL in fact, consists of software applications and materials creating blended environment, where classrooms based curriculum and CALL are interchangeably used in learning experience, (Green, 2013). Therefore, the integration of advanced technology, specifically Computer-Assisted Language Learning (CALL) makes the learning and teaching process much easier and helpful.

1.3. Synchronous Distance Learning in EFL

Improvements in the communication technology and the increasing use of the internet access have allowed for new ways of implementing synchronous distance learning. Therefore,

early online course have been delivered asynchronously, but recent advances in technology have provided the tools necessary to other courses synchronously (Hrastinski, 2008).

Many different researchers have applied the term “distance education” or “distance learning” interchangeably. The current information is related to distance learning, which is updated by Schlosser and Anderson (1994). Additionally, Cantelon (1995 cited in Galusha 1998:5) points out “... *most of higher education will take place off campus through technological methods of delivery*”.

Moor (1937) introduces the theory of independent study, which is an important foundation of distance education. It suggests that successful teaching can take place even through teachers and learners who are physically separated during the learning process. Indeed, the office of Technology Assessment stresses of the importance learning which allows students to hear and perhaps see teachers to react to their students’ comments and questions, (Technology Assessment, 2005).

Synchronous distance learning tools and methods are used recently in the learning and teaching process especially during Covid-19 Pandemic. “*Synchronous learning employs video-conferencing and other multimedia techniques to allow teachers and students to interact with each other at the same time even if they are not at the same place*” (Chen et al, 2005:183). In other words, in synchronous distance education, participants interact in a specific virtual environment in the same time. “*Participants in synchronous distance learning interact regularly and frequently with their teachers and this interaction provide regular opportunities for face to face discussions, accessible, in depth institutions, individual guidance, support and mentorship*” (Rigo and Mikus, 2021:92).

Synchronous virtual classrooms also facilitate interaction between students. According to Hrastinski (2005), synchronous communication between students allows to know each other better, creates strong relationships, and more interactive than asynchronous communication, all

of which lead to increased students' participation in the distance course. Moreover, Chauhan (2007:1345) asserts "*synchronous sessions help e-learners feel like participations rather than isolation*". Synchronous distance lectures decrease the feeling of isolation, since they are obliged to be present and involved in the better learning experiences. Furthermore, synchronous sessions allow students to take advantage of immediate feedback wherever they are. Rigo and Mikos (2021) claim that in synchronous distance learning, learners benefit from active discussion and immediate feedback when working with their peers and teachers.

Therefore, synchronous learning strategies facilitate the enhancement of learning English, and makes the learning process much easier and enables both teachers and students to communicate and interact more flexibly.

1.4. The Use of Zoom Lecturing Application in English Language Teaching and Learning

1.4.1. Overview about Zoom Lecturing Application

The widespread of technology and the influence of the Internet (World Wide Web) in our modern days have forced education to integrate technological equipments, and programs to facilitate the learning experience. Kenny (2005) argues that advances in information and communication technologies, offer new opportunities for interviewing research participants.

In a situation where more and more students need to stay at home especially during Covid-19 pandemic, teachers and educationalists need to find another way to facilitate the learning process, and have a close contact with their students. Therefore, the field of distance education has already proved its validity and value (Xiao, 2018). Russel (1999) indicates that there is no difference between distance and face-to-face education, and Zoom Application is one of the new original software-based conference room solution is used during Covid-19 virus.

Zoom has the ability to secure records where a user can record a meeting easily and safety, (Simon, 2020). However, while Zoom Lecturing offers much potential for students'

engagement; it may differ from on-campus and in person's learning. (Robinson & Hullinger, 2008). Therefore, it is necessary to explore students' attitude towards the effect of Zoom lecturing during Covid-19 lockdown.

1.4.2. Definition of Zoom Lecturing Application

In August 1997, Eric Yuan began working as an engineer at Webex, one of the first enterprises in videoconferencing companies. In June 2011, Yuan founded Zoom application, and the company launched its flagship meeting and chat service in January 2013. (Simon, 2020)

In the beginning of early 2020, Zoom software usage sees a significant global increase after quarantine measures of covid-19 pandemic. Guzacheva N. (2020:458) defines Zoom as *“a Cloud- Based service, which offers meetings and webinars and provides content sharing and Video conferencing capability”*. It helps, for example, foreign English teachers bring their students together in a frictionless environment to facilitate the learning process. Additionally, Zoom application is a leader in modern enterprise video communication, with an easy, reliable cloud platform for video and audio conferencing, collaboration and chats. (Ibid, 2020).

Kormane (2020:5) argues, *“Zoom allows individuals to meet and work together in a face-to-face as an effective manner when meeting in person is not possible”*. In other words, Zoom lecturing refers simply to a meeting where teachers and students come together either with webcam device or without, or with video conferencing device or by phones. As a result, students take their first exposure to virtual meetings devices during Covid-19 lockdown.

David and Davis (2020) argue that Zoom is an instant messaging solution, which is available to all students, instructors, and employees. It is useful for enhancing Web-Based classes and schedule meetings. David (2020) also confirms that Zoom offers a number of features and options not previously available for videos and instant messaging. Moreover, Shaw (2020), points out that Zoom provides a platform to communicate with several persons simultaneously. Zoom lecturing, it allows for organising classes or sessions, meetings,

teleconferences, and webinars can hold easily without much hardware and little security help. In other words, Zoom lecturing helps teachers to provide courses or classes to their students remotely or in distance, not only in pandemic situations but also in ordinary learning and teaching process as an additional support to face- to- face learning.

Simon (2020) states that Zoom works as a Web-Based application in most Web-Browsers, that a person can install in all the software programs (Windows, Mac, Linux...) and phones(Apple phone, Android, Blackberry...). Therefore, according to these features teachers are able to use this application in an easy and simple way with their EFL students especially during covid-19 lockdown without any issues.

1.4.3. Types of Zoom Lecturing Application Accounts

Zoom Application account types depend on the users' purposes and the account type features. The users should select the appropriate one depending on their needs. According to Davis and Ayersman (2020), there are two account types with Zoom, which are Basic and Pro. In Basic or Free account, any video conferencing can only host for 40 minutes, whereas the users of Pro type pay for it and the duration for meeting is more than 40 minutes.

The first Zoom account type is known as Basic. It is free and used for personal meetings. The user with a host license is allowed to host up to a hundred participants who do not require a Zoom account to partake in the meetings. This type also offers unlimited number of meetings, can be hold for up to 40 minutes, as well as other beneficial sub features like video-conferencing, web-conferencing and group collaboration.

The second type is called Pro. It is a paid account that affords to the user unlimited meetings on a public cloud which costs \$14.99 per month per host. In addition, the user has the option of purchasing up to 1,000 participants with the large meetings add-on and he has the privilege to record meetings in either MP4 or M4A format directed to Zoom Cloud.

In addition to the Basic and Pro type, Shaw (2020) has added other different types of Zoom Application like the Business/Enterprise. They both start at \$ 19.99 per month per host. However, there are a few differences between them. On the one hand, Business plan includes all features available in Pro. Zoom Business lets the user host up to 300 participants in meetings with the option to add more. On the other hand, Enterprise plan includes all Basic features. The user also gets access to Unlimited Cloud Storage, Executive Business Reviews, and Zoom rooms.

The fourth and the last account is Education. It is billed on annual basis starting at 1.800 \$ per year. In the light of recent global events, Zoom has temporarily removed the 40- minutes limit on free Basic accounts to cater to the needs of educational institutions affected by coronavirus, giving them the chance to teach students without the risks of physical interaction.

Regarding all Zoom account types and their features, IRISS private school has chosen to implement Basic account plan in learning English as a foreign language that suits more the needs of instructors, students, and even employees.

1.4.4. Benefits of Zoom Application in EFL learning

Researchers take “Zoom Application” as an alternative and innovative medium to be used in educational system during coronavirus period. Zoom has many advantages and positive influence on learning outcomes and basic language skills. *“Many institutions in different countries use Zoom to increase students’ motivation and interest about the English language”* (Ramadani and Xhaferi, 2020:145).

Zoom Application is a popular platform used to help both teachers and learners in teaching/learning language. Zhao (2009) states that Zoom sessions can be used as a creative tool for teaching, learning and practical use of the English language. Similarly, Daiute (1985) explains briefly some advantages of zoom sessions such as a supplying means of communication used by students for interaction among each other. Also, zoom sessions can

increase students' interest and motivation. In other words, it permits students to share and exchange different pieces of information. Moreover, Zoom provides special features that allow both learners and teachers to participate, discuss, and enjoy working easily via an online course. Hastomo (2021:127) points out that “*several helpful features make learning experiences enjoyable for teachers and students alike through Zoom, such as Two-Way Video and Audio, Video Breakout Rooms, Integration, Accessibility, Sending Files, and Simplicity/Ease of Use*”. Zoom Application has an important option especially for students that is the Breakout Rooms, which are sessions that are split off from the main Zoom, they allow the participants to meet in smaller groups, with an audio and video sessions for the purpose of collaboration, discussion, communication, and interaction. Consequently, Zoom allows students to feel comfortable when studying and makes students feel comfortable while following lessons. (Ibid, 2021).

Marjanovic (1999) underlines the effect of integrating Zoom in developing collaborative learning environment. Furthermore, Blau & Barak (2012) affirm that the feedback provided in this setting can help students to find out their potentials about the process of language learning to support engagement and learning outcomes. Through sharing ideas and interacting between teachers, students and peers there is immediate feedback via Zoom sessions, Ruhuya (2020), Dharma et al, (2017) argue that Students can answer questions through the shared whiteboard, understand the lesson and collaborate effectively with peers. As a result, Zoom can reduce feelings of social isolation and foster a sense of community among students (Lowenthal et al. 2020).

Dansieh (2011) describes that through writing texts, chats and posts, students can develop their language skills and amplify their motivation and engagement. Therefore, they become autonomous and successful learners. In this sense, Mincu (2015) asserts that a Zoom session enhances the main skills that are involved in language learning such as high order thinking, critical thinking collaborating, and participating within instructional process.

Speaking is one of the four basic language skills students should master in learning English by using Zoom video conference. They use the speaking skill to communicate and speak in the target language in the classroom. Zoom increases their speaking ability and makes them more confident. In this respect, Wu et al, (2017) state that an online learning Zoom environment may also help EFL students to improve oral language proficiency when they have the opportunity to record dialogue. As a result, video conferencing may improve the motivation of EFL students to speak in English amongst peers (Wu et al, 2011).

Zoom also develops learners writing skill. (Tai, 2016) suggests that collaborative online learning experiences have been also associated with improved writing performance and self-efficacy. In this context, Mc Loughlin and Lee (2010) believe that using zoom sessions (as a synchronous) can support the learning process of syntactic and semantic cognition for students, through writing and rewriting sentences when interacting with their classmates in instant messaging.

Zoom video conference is a very effective tool for teaching and learning the English language. It is an interesting application since it has several features that allow the users to send, speak, write, communicate and share many data via online lectures. It is more helpful in teaching language process and gives the opportunity to teachers and learners to expand their knowledge better. Thus, researchers emphasize the importance of involving Zoom Application in EFL teaching, which is the case for IRISS private school.

However, instructors and students face challenges when using Zoom Application in teaching and learning process. Ramadani and Khafari (2020:145) say, “*There are disadvantages of using zoom because teachers have difficulties to assess and evaluate learners in an appropriate manner. Some of the learners are not interested in working with ZOOM or using technology in general because they are shy, and they are not able to perform their knowledge through online teaching and learning*”. Further, Kohnke and Moorhouse (2020)

illustrate that using zoom group discussion takes considerable time, which lead the instructor to find difficulties to monitor. Likewise, students face obstacles using zoom like unreliable Internet connection, lack of quiet environment, and inadequate speakers or microphones (Lowenthal et al. 2020, Ferns et al. 2020). In addition, Wiederhold (2020: 437) affirms that researchers have coined the term “Zoom Fatigue” to address the “tiredness, anxiety, or worry” that comes from excessive video conferencing sessions.

1.5. Barriers to the Implementation of Distance Learning “Zoom Lecturing Application” in EFL

Zoom Lecturing Application, as a synchronous distance education is one of the recent technological applications, with its enormous achievements, potentials and abilities to deliver education. Its implementation can be a great step in the Algerian Educational Institution. On the other hand, this implementation approach is possible only through the development of methods and tools, researchers, professors, and experts in the field of teaching and learning. (Islamian et al., 2015.)

Many studies have focussed on the barriers to the implementation of distance education. Many are based on the instructor’s experience, only one of the learning environment, and another on learning program. (Berge,1999 & Mrozouski 1999). However, it is difficult to create a picture concerning the implementation of such education. Rezabek (1999), groups the barriers to the implementation of distance education into three categories. “Situational Barriers”, which result from an individual’s general situation or environment, and include such issues as age, time, and family responsibilities. “Institutional Barriers”, are created by an institution’s programs, policies, procedures and include problem with admissions, registration, scheduling of courses, financial aid, and support. The third one is the “Dispositional Barriers”, this last

barriers result from an individual's personal background, student's attitude, motivation, learning style, and self-confidence. However, Garland's (1993) study has identified four categories by adding to the previous ones the "Epistemological Barrier", which refers to the students' lack of prerequisite knowledge, and lack of personal interest or relevance.

Among other issues to the implementation of distance education like "Zoom Lecturing Application" is Cost effectiveness, which means the true cost, or the effectiveness of distance learning programs. "*The potential cost-effectiveness of using online technologies in distance education is still uncertain*" (Phelps et al., 1991: 19). Moreover, the lack of instructor's training needs to be trained to use distance learning technology but too often are not, with other barriers of technicians and equipment.

To sum up, the implementation of Zoom Lecturing Application requires several necessary stages. Moreover, the Algerian Educational Institutions need to face these numerous challenges to adopt this new and helpful system.

1.6. Theoretical Framework

1.6.1. Technology Acceptance Model (TAM)

Davis (1986) has introduced Technology Acceptance Model (TAM), and it is one of the most widely used models to explain user's acceptance behaviour. The goal of TAM is to provide an explanation of the determinants of the computer acceptance about user's behaviour across a broad range of computing technology. Therefore, our study is to investigate whether Zoom Lecturing Application reflects this model, and its acceptance by IRISS students.

Technology Acceptance Model (TAM) is grounded in social psychology theory in general and the Theory of Reasoned Action (TRA) in particular. (Fishbein, & Ajzen, 1975). (TRA) confirms that the belief influences the attitude, which leads to intentions and; therefore, generates behaviour. (Ibid, 1975). In other words, our beliefs on particular technological model influences our attitude or behaviour. Correspondingly, Davis (1986) introduces the constructs

or the two determinants in the original TAM, as follows: the Perceived Usefulness (PU), and the Perceived Ease Of Use (PEOU). The objective of these two features is to predict his/her attitude towards the technology, which is to predict its acceptance.

Davis (1989:319) defines the Perceived Usefulness (PU) as *“The degree to which a person believes that using a particular technology will enhance his or her job performance”*. Our study is based on investigating the degree to which Zoom Lecturing Application can enhance students’ learning process. Davis (1989) also defines the Perceived Ease Of Use (PEOU) as *“The degree to which a person believes that using a particular technology would be free of effort”* (Ibid, 1989).

In addition, Davis (1989) points out that Technology Acceptance Model (TAM) has been tested with various applications in terms of studies and has become the most widely applied model of user acceptance and usage. He claims, *“Users are driven to adopt an application primarily because of the functions it performs and secondarily for how easy or hard it is to get the system to perform those function”* (Davis, 1989:333). Additionally, Davis (1993) has developed two major objectives in mind concerning TAM; first, it should improve our understanding of user acceptance processes, providing new theoretical insights into the successful design and implementation of information system. Second, TAM should provide the theoretical basis for a practical “uses acceptance testing”, a test that enables system designers and implementers to evaluate the proposed model.

To sum up, Technology Acceptance Model (TAM) shows how individuals come to accept and use a technology like Zoom Lecturing Application by students and teachers, and a number of factors influence their decisions about how and when they use it.

1.6.2. Collaborative Learning

Collaborative Learning Theory and Zone of Proximal Development by Lev Vygotsky's (1934), which highlights the importance of communication and social interaction in learning and working within groups rather than individual. The collaborative Learning Theory is a process whereby a group or groups of individuals learn from each other by working together to solve problems, complete task, create a product, or share one's thinking.

In a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual framework, and are actively engaged (Srinivas, 2011)

Indeed, Zoom Lecturing Application is used in support of collaboration and has a significant impact on students' performance since they discuss, communicate and achieve learning by using video conferencing. Chauhan (2017:1346) asserts, "*Social interaction and collaboration is the essence of synchronous learning. Organizing a series of online groups activities encourages team works and cooperation*". Thus, "*Many schools can use Zoom as a medium for collaboration and students' involvement in participating in learning activities*" (Hastomo, 2021:127).

Conclusion

This chapter is concerned with the Literature Review that is used in this research work. It defines the concept of attitudes, Zoom Lecturing Application, and its important use in EFL teaching and learning and other important aspects related to this work. Moreover, it provides some definitions concerning Computer-Assisted Language Learning and the main barriers to the integration of Zoom Application. This review also has clarified the theoretical framework upon which this work is based.

Introduction

This methodological chapter contains the specific procedures or techniques used to identify, select, and analyse information about the topic at hand. It is concerned with the research design that is intended to provide an appropriate framework for the study. Therefore, this chapter describes the research techniques used to investigate students' attitudes towards the effect of using Zoom Lecturing Application to enhance English as a Foreign Language (EFL) during Covid-19 lockdown, also to obtain a clear view on questions asked in the General Introduction. Additionally, this methodological chapter describes the procedures of data collection, which are an online questionnaire that is administered to IRISS learners. Moreover, an online interview has been conducted with four (04) of the same private school teachers. Then, it explains the methods of data analysis which are qualitative and quantitative methods.

2. Research Method

To conduct our investigation, we have adopted a mixed methods research. It is a methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research instruments in the same study. Dornyei (2007:163) defines the mixed methods research as follows: “*A mixed methods study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process*”. In the same perspectives, Jupp (2006) affirms that the combination of both quantitative and qualitative research leads to a further, deeper and complete understanding of the research question. Thus, it strengthens the research study and its conclusions. “*The combination of methods in mixed methods research, the final results can be more palatable for certain audiences than the outcomes of a monomethod study*” Dornyei (2007:166).

2.1. Context of the study

The context of a study is a key element which influences the outcomes of a research and impacts on its significance. It has two important aspects which are the “setting”, where the study is taken place and “the participants”. Therefore, the inquiry is conducted in a real setting; in the private school IRISS in Tizi-Ouzou during the academic year 2020-2021. Additionally, the participants or the population of the study consist of a representative sample of (43) learners in IRISS and these students are randomly selected, and with four (04) teachers.

Victor Jupp (2006:271) defines a sample in his dictionary of Social Methodology Research as “*Techniques used to select groups from a wider population*” and “*is the segment of the population that is selected from the research.*” In other words, it is obtaining information about an entire population by examining only part of it. The sample design for our study is a random or probability sampling. A random sampling refers to “*an approach where each element of the population has an equal and known chance of being selected for inclusion in the sample.*” (Kothar, 2004:77). Therefore, each student of IRISS has the same chance or possibility of being selected. The total number of IRISS learners is (45) and the sample made up of (43) participants.

2.2. Methods of Data Collection

Data collection is the procedure of measuring, analysing, and collecting accurate information. Therefore, in order to collect the appropriate data to answer the research questions of the study, a questionnaire and an interview are used. First, an online questionnaire is administered to learners in the private school IRISS. Therefore, through this questionnaire students are able to provide their opinions and experiences with the effect of using Zoom Lecturing Application to enhance English as a Foreign Language (EFL). Additionally, an online interview is conducted with IRISS teachers by using Zoom Application. The interview

questions are asked in relation with students' answers of the questionnaire. Therefore, the mixed methods approach is suitable for this empirical study.

2.2.1. Questionnaire to Students

A questionnaire is *“A set of carefully designed questions given in exactly the same form to a group of people in order to collect data about some topic(s) in which the researcher is interested”*(Jupp, 2006:252). Therefore, for the sake of gathering enough data for our investigation a questionnaire is designed in accordance with the Literature Review. This method is used to obtain students' perception, attitude, and opinion concerning Zoom Lecturing Application during Covid-19 lockdown. Moreover, the online questionnaire has been designed for learners in the private school IRISS. forty-five (45) questionnaires have been sent and forty-three (43) of them have been collected. The purpose of this online questionnaire is to facilitate the research and the participants' answers in comfortable and in an easy way, in relation to students' attitudes towards the effect of using Zoom application to enhance (EFL) during covid-19 lockdown.

The online questionnaire contains twenty (20) questions divided into two types: open-ended questions, in which students are asked to give their own opinions and thoughts about the research topic, and close-ended questions which contain different answers where the participant can choose simply “Yes” or “No” answer. Moreover, the questionnaire has four (04) sections or parts:

1. Students' profile, which aims to identify learners' level and the purpose of learning English;
2. Information about Covid-19. It concerns learners' psychology, worries during the pandemic quarantine and its effect on their EFL learning;
3. Students' attitudes towards distance learning during Covid-19 lockdown. It consists of five (05) questions;

4. Students' attitudes towards the effect of using Zoom Lecturing Application for EFL learning during Covid-19, which contains nine (09) questions.

2.2.2. Teacher's Interview

The second instrument that is used in our study is the structured interview. A structured interview is *"the use of a set of predetermined questions and of highly standardised techniques of recording. Thus, in a structured interview follows a rigid procedure laid down, asking questions in a form and order prescribed"* (Kothari, 2004:115). Typically, an interview represent a meeting or dialogue between people where social and personal interaction occurs. (Kothari, 2004:115). The interview has been done online through Zoom Application, with four (04) teachers. We have conducted the online interview to investigate the effect of using Zoom Lecturing Application to enhance EFL learning. It contains eight (08) questions in an audio-visual Zoom platform. The four (04) teachers have kindly answered concerning their experience and views on Zoom Application as a tool for teaching and learning. During the interview, we have received their acceptance or approval of the conversation recording. Our interview contains open-ended questions and it lasts about 20 to 30 minutes.

2.3. Processing and Analysing Data

Two different procedures are used for the analysis of our results. Statistical package for social sciences (SPSS 20.0) is used as a tool for analysing data gathered from the closed – end questions of the questionnaire that are presented statistically using tables and diagrams. While, Quantitative Content Analysis (QCA) is adopted to analyse and interpret open -ended questions and the semi-structured interview of this study. The fact that our research findings are both quantitative and qualitative have driven us to choose these two procedures.

2.3.1. Quantitative Analysis

The numerical information obtained from closed-ended questions are calculated by using a computer program named Statistical Package for Social Sciences (SPSS). It is a widely

used program by various kinds of researchers in social sciences and emphasises on analysing complex statistical data. SPSS is defined as a “*general statistical software tailored to the needs of social scientists and the general public*”. In this sense, Landau and Everitt, 2004 affirms that this computer program helps to describe the statistical analysis and to present the quantitative data.

2.3.2. Qualitative Analysis

After the analysis of the numerical data, Quantitative Content Analysis (QCA), as data analysis procedures, has been adopted to analyse the qualitative data collected from the structured interviews. These interviews have been transformed and interpreted into textual forms. Hsieh and Shannon (2005:1278) define (QCA) as “*a research method for the subjective interpretation of the content of the text through systematic classification process of coding and identifying themes or patterns*”. Indeed, “*it is a useful and important tool of documentary analysis, providing objective and rigorous methods for investigating social meaning*” (Jupp, 2006:41). Moreover, the core principle of this tool is “*to conceptualise the process of assigning categories to text passages as a qualitative -interpretive act*” (Mayring, 2014:10). Thus, the main goal of the QCA, as a scientific tool, is to provide new insights and increase the understanding of particular phenomena (Krippendorff: 2004).

Conclusion

This chapter has presented the Research Design used in the study. It has first presented the research methods, participants and sample population. Then it has presented procedures of data collection, which are the questionnaire and the interview. For the analysis of the data collected, two main scientific tools that are frequently used in social sciences have been adopted. SPSS is used to analyse the quantitative data while the Qualitative Content Analysis is adopted for the qualitative part. The use of these procedures enables us to gain new insights and understanding of the students’ attitudes towards the effect of using of Zoom Lecturing

Application to enhance EFL during the Covid-19 lockdown. In the next chapter, we present the results of our investigation.

Introduction

This chapter is mainly empirical. It allows presenting the results in a clear and logical manner. The results presented are forty-three (43) online questionnaires which has four (04) sections that are administered to IRISS private school learners. An online interview is conducted with four (04) teachers and contains eight (08) questions. Moreover, this chapter aims to investigate and determine students' attitudes towards the effect of using Zoom Lecturing Application to enhance EFL learning during Covid-19 lockdown.

Thus, for the sake of validity and visibility, the outcomes are presented in percentages and displayed in tables, pie charts, and diagrams in order to obtain reliable results for the discussion part. The chapter is organized into two (02) sections. The first part presents the results obtained from the analysis of the online questionnaire, and the second reports the results obtained from the analysis of the online interview.

3. Presentation of the Results of the Questionnaire

3.1. Section one: Students' profile

Q01: Age category

Age	Response	%
18-25	22	51.16%
26-35	15	34.88%
36-40	6	13.96%
Total	43	100%

Table 01: Students' Age Category

According to the results shown on table 01, the students' responses indicate that twenty-two (22) of them representing (51.16%) are between 18 and 25 and fifteen (15) representing (34.88%) are between (26-35) while six (6) participants that represents (13.96%) are between 36-40.

Q02: Your level in the English language is

Level	Response	%
Advanced	8	18.60%
Upper intermediate	17	39.54%
intermediate	14	32.56%
Beginner	4	9.30%
Total	43	100%

Table 02: Students’ Level in the English Language.

From table 02, seventeen (17) of the students representing (39.54%) are upper intermediate students in the English language and fourteen (14) of them (32.56%) are intermediate students. Eight (8) of the participants that is (18.60%) have responded that they are advanced, while four (4) students representing (9.30%) are beginner learners.

Q03: For which purpose do you learn English?

Purpose	Response	%
Medical purposes	10	23.25%
Educational purposes	15	34.89%
Business purposes	11	25.59%
Others	7	16.27%
Total	43	100%

Table 03: Students’ purposes for learning English

The above table shows the students’ purposes for learning English. Fifteen (15) of the learners representing (34.89%) study English for “educational purposes” and eleven (11) of them represent (25.59%) learn it for “business purposes”. Ten (10) of the students (23.25%) study English for “medical purposes”, only seven of them (16.27%) learn it for other purposes.

3.1.1. Section two: Information about Covid-19.

Q4: Have you been prepared psychologically for the emergence of Covid-19 quarantine?

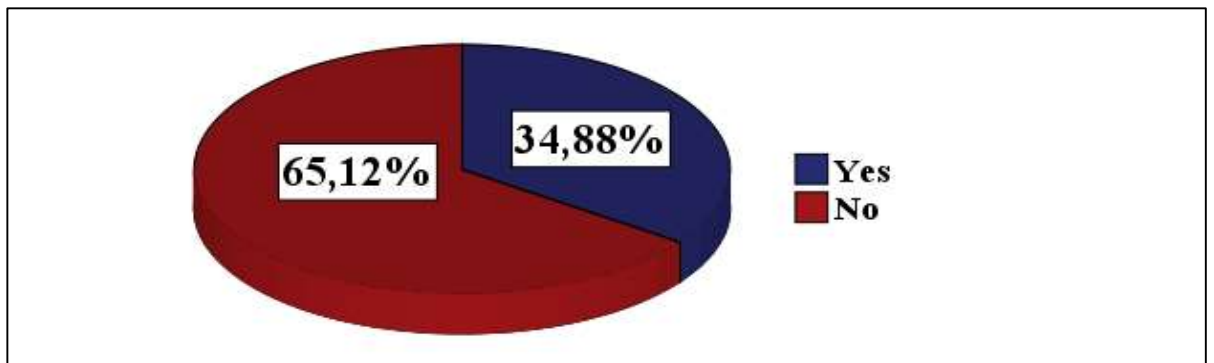


Diagram 01: Learners' Psychology during Covid-19 Quarantine.

As it is apparent in diagram 1, twenty-eight (28) students representing (65.12%) have claimed that they have not been prepared psychologically for the emergence of Covid-19 quarantine. However, fifteen (15) students representing (34.88%) have been prepared psychologically.

Q5: Have you been anxious toward moving entirely to distance learning due to Covid-19 lockdown?

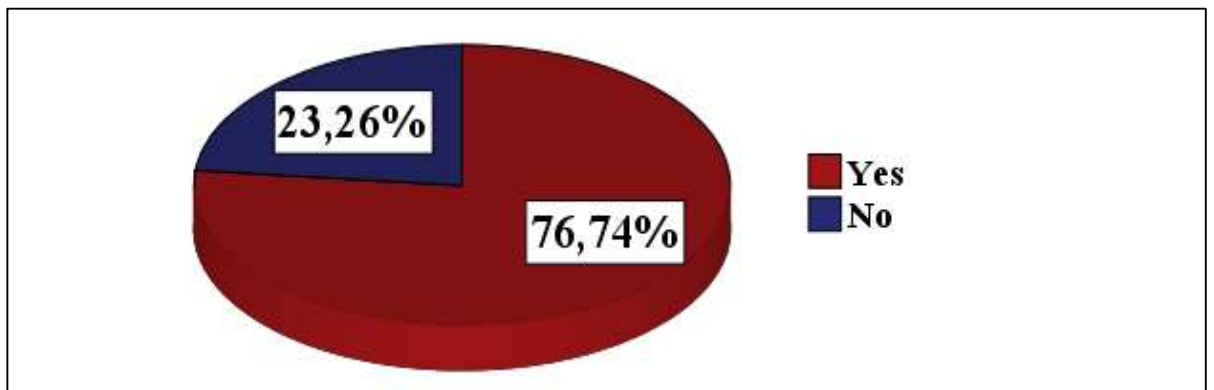


Diagram 2: Students' Anxiety of Distance Learning during the Pandemic.

As it appears in diagram 2, we notice that thirty-three (33) students representing (76.74%) express anxiety about distance learning during Covid-19 pandemic, while ten (10) participants (23.26%) are not anxious.

If yes, why?

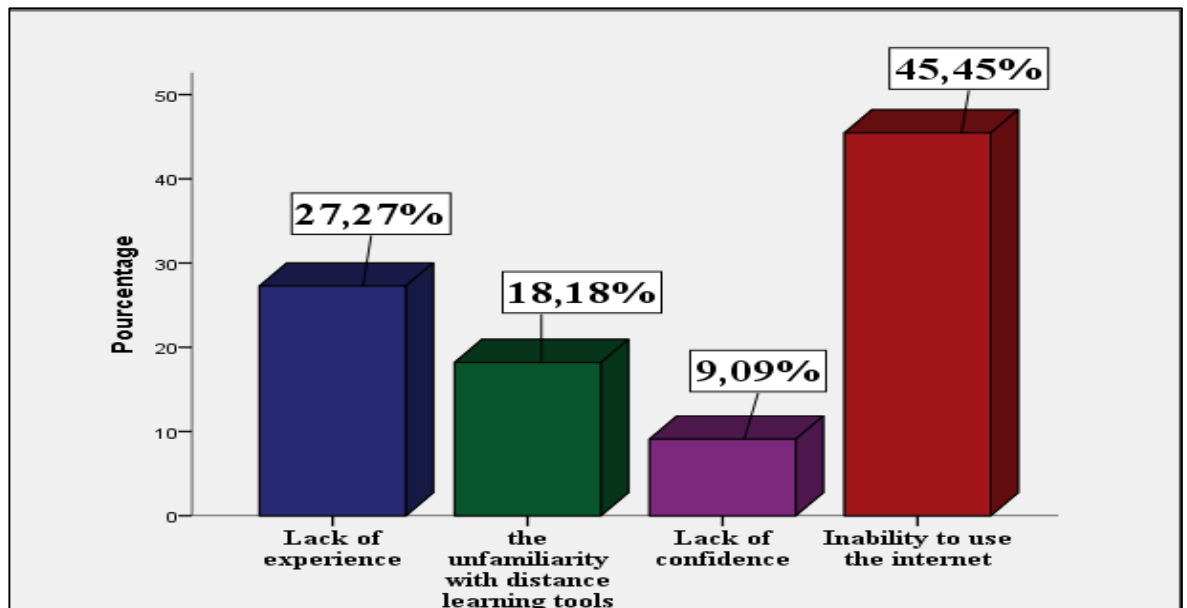


Diagram 03: Factors Inhibiting Students of Moving to Distance Learning.

According to the results of diagram 3, fifteen (15) of the participants representing (45.45%) are not able to use the internet, nine (9) of the students representing (27.27%) have “lack of experience” and six (6) of the students representing (18.18%) are not used to distance learning tools, while three (3) of the students representing (9.09%) face “lack of confidence”.

Q6: Did Covid-19 affect your EFL learning?

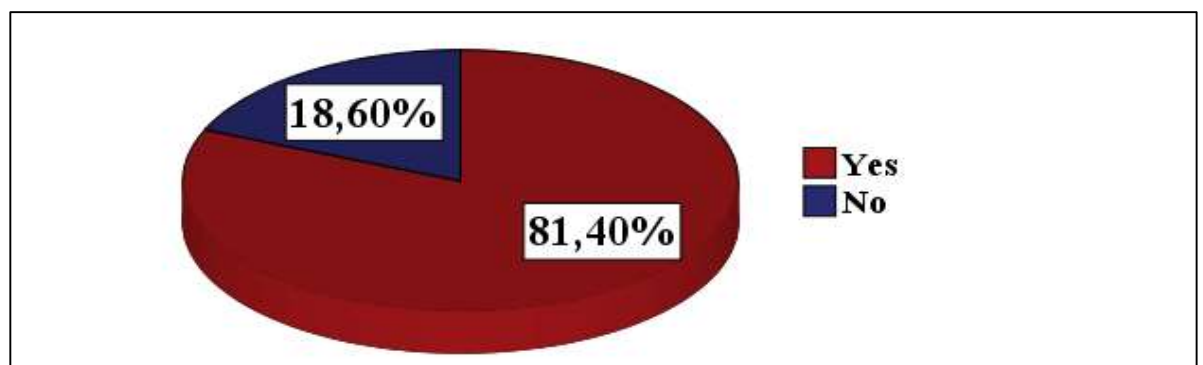


Diagram 04: Covid-19 Effects on EFL Learning.

Thirty-five (35) of the students representing (81.40%) have said that Covid-19 affects their EFL learning, while eight (8) of them representing (18.60%) have responded that Covid-19 do not affect on their EFL learning.

If yes, how?

Factors	Response	Percentage
Schools shut down	13	30.23%
The fear of being affected by the virus	11	25.58%
Lack of concentration due to the health situation	10	23.26%
The absence of meetings between teachers and students	9	20.93%
Total	43%	100%

Table 04: Factors Influencing EFL Learning due to Covid-19.

According to the results shown on table 04, thirteen (13) participants representing (30.23%) point out “school shut down” as a barrier which influences EFL learning during Covid-19 period. Eleven (11) of the students representing (25.58%) indicate “the fear of being affected by the virus”, nine (9) of them representing (20.93%) indicate “lack of concentration due to the health situation”, while ten (10) of the participants representing (23.26%) say to be in “the absence of meetings between teachers and students”.

3.1.2. Section three: Students’ Attitudes towards Distance Learning during Covid-19 Lockdown.

Q7: What is your feeling about distance learning?

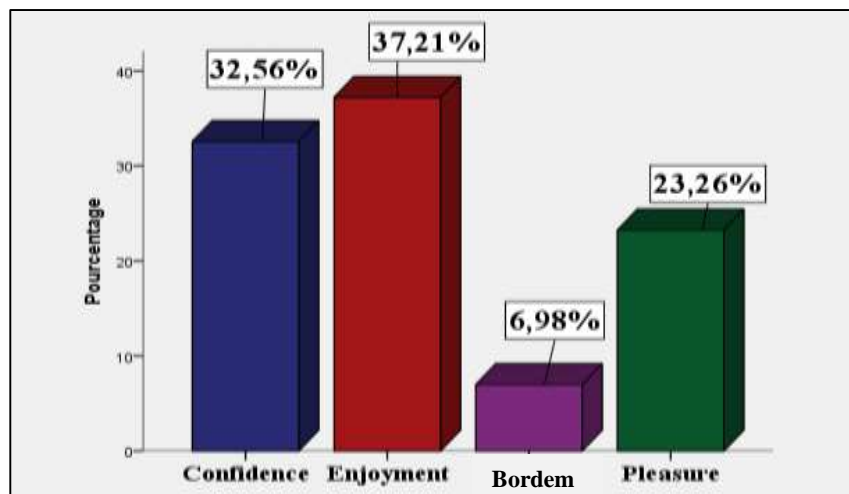


Diagram 05: Students' Emotions about Distance Learning.

As it is apparent on diagram 05, the results have shown that fourteen (14) of the students representing (37.21%) feel confident by using distance learning, whereas sixteen (16) of them representing (37.21%) enjoy distance learning, ten (10) of the participants representing (23.26%) have responded with pleasure concerning distance learning, and only three (3) participants representing (6.96%) have answered that it is a boring way of learning.

Q8: Do you have internet access at home?

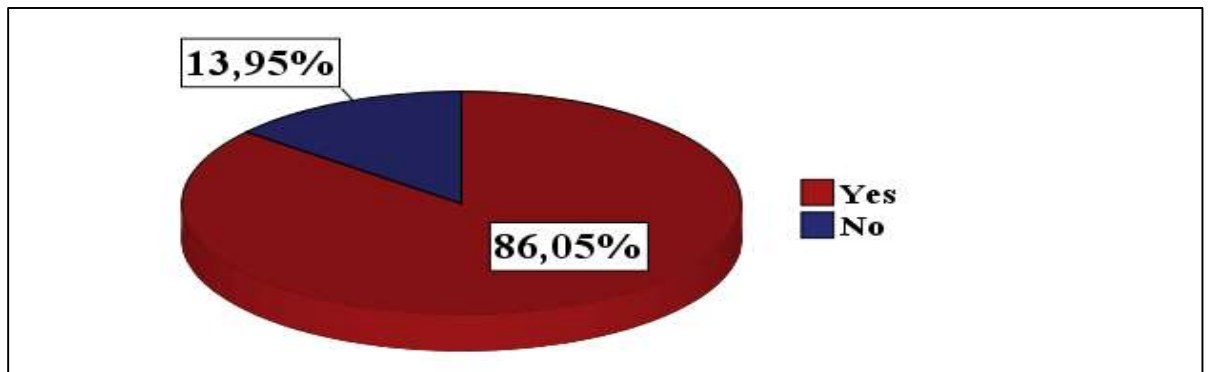


Diagram 06: Internet Access at Home.

Students' responses indicate that thirty- seven (37) respondents representing (86.05%) have internet access at home. However, six (6) of them (13.95%) are not equipped with the internet in their homes.

Q9: What device do you use for distance learning?

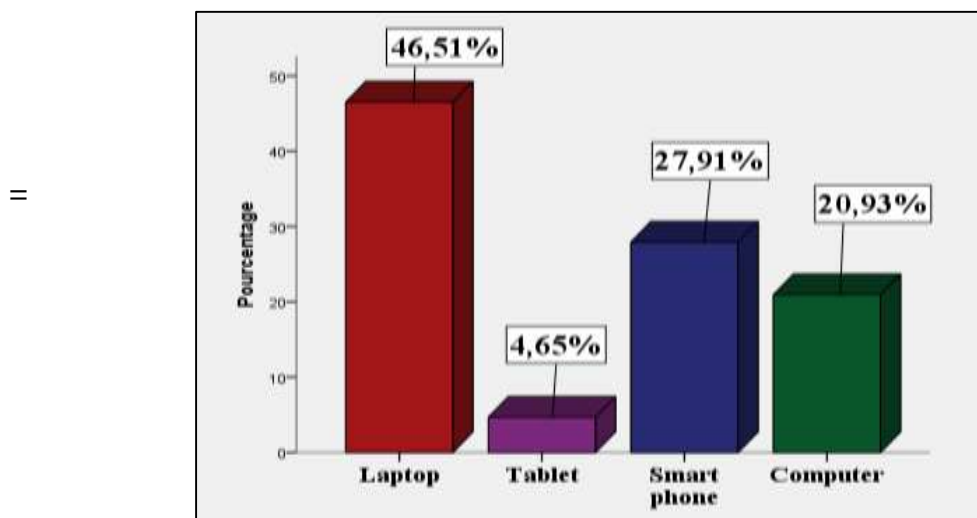


Diagram07: The Device Used for Distance Learning.

From diagram 07, we notice that twenty (20) of the learners representing (46.51%) use “laptop” for distance learning, and twelve (12) of them representing (27.91%) use “smart phone”, whereas nine (9) of the participants (20.93%) use “computer” as a device for distance learning, and only two (2) of them (4.65%) use “tablet”.

Q10: How stressful is distance learning for you?

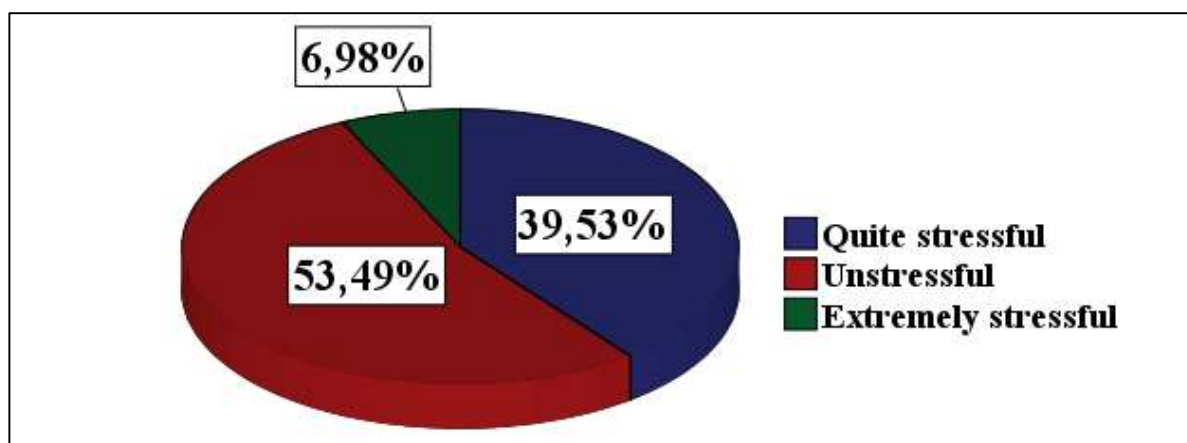


Diagram08: Students' Stress Degree of Distance Learning.

As it appears in diagram 08, the majority of the students twenty-three (23) representing (53.49%) indicate that they are “unstressful” with using Zoom, and seventeen (17) of them representing (39.53%) respond that they are “quite stressful”. However, three (3) of the students representing (6.98%) claim that they are “extremely stressful”.

Q11: Do you prefer face-to-face learning (classroom learning) to distance (online) learning? Please, explain.

Face- to -face learning	Response	%	Distance learning	Response	%
Allows for physical presence between students and teachers.	9	21%	Feeling comfortable and confident at home.	8	18.5%
Classrooms enables students' interaction in working groups.	5	12%	To be safe from Covid-19 virus.	6	13.9%
It encourages the students' focus on the learning process.	4	9%	New additional way of learning.	5	11.6%

The easiness of information transmission.	2	5%	Enjoyment tool.	4	9%
Total	20	47%	Total	23	53%

Table 05: Students’ Learning Preference (Distance or Classroom Learning).

From the analysis of the data, we notice that twenty-three (23) students representing (53%) prefer distance learning. Eight (8) of them representing (18.5%) have explained that they feel comfortable and confident while studying at home by using Zoom Application. Six (6) of the learners (13.50%) have claimed that distance learning protects learners from covid-19 virus. Five (5) students representing (11.6%) have answered that distance learning is a “new additional way of learning”, and only four (4) of them (9%) think that it is an “enjoyment tool.” By contrast, twenty of the participants (20) representing (47%) prefer face-to-face learning. Nine of them representing (21%) have confirmed that face-to-face learning “allows for physical presence of both students and teachers” and (12%) have responded, “Classroom enables students’ interaction working groups. Four (4) students representing (9%) have answered that face to face “encourages students’ focus on the learning process”, and only two (2) of them (5%) think that it is “easy for information transmission.”

3.1.3. Section four: Students’ attitudes towards the effect of using Zoom Application for EFL learning during Covid-19.

Q12: Is Zoom Application a useful tool for EFL learning during Covid-19 quarantine?

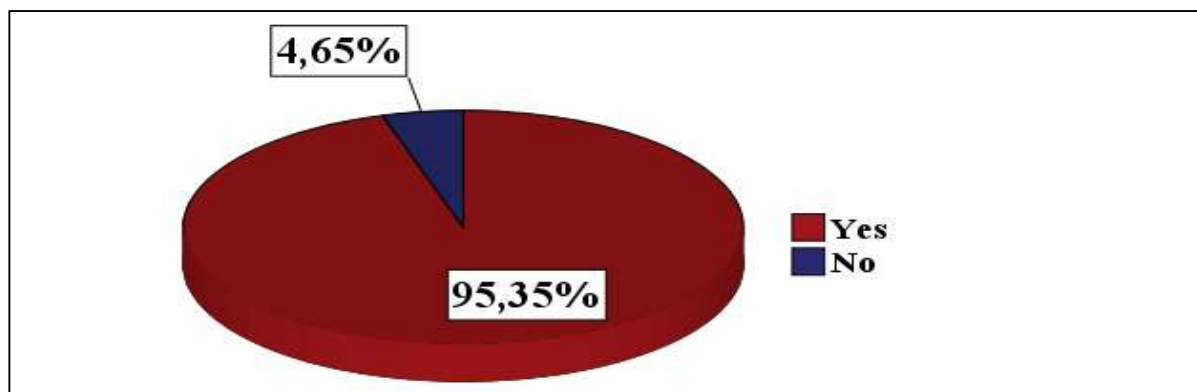


Diagram 09: The usefulness of Zoom Application for EFL learning.

The results from diagram 09 show that forty-one (41) of the participants representing (95.35%) have found Zoom application as a useful tool during Covid-19 quarantine, whereas only two (2) of them representing (4.65%) have said the opposite.

Q13: Is Zoom Lecturing an appropriate tool to enhance EFL learning?

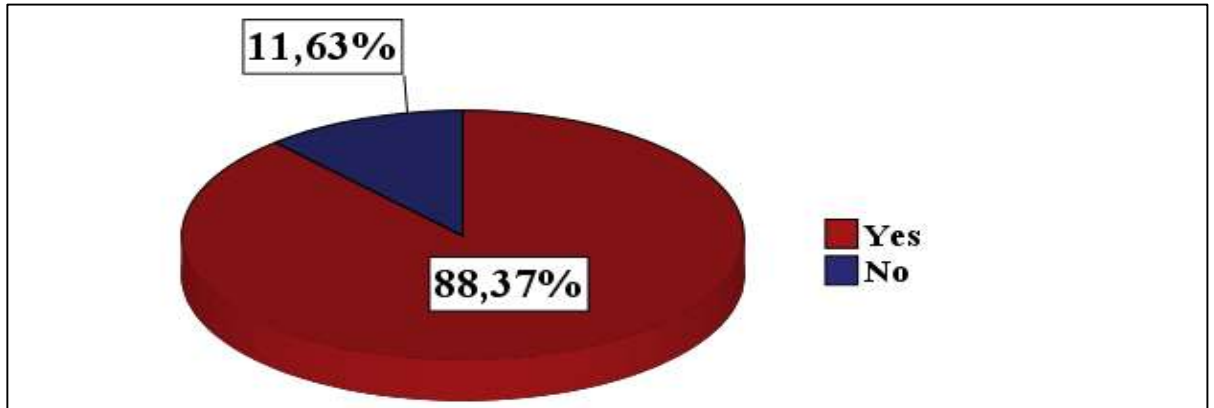


Diagram 10: Zoom Lecturing as a Tool for EFL Learning.

From diagram10, we notice that thirty- eight (38) respondents representing (88.37%) notice that Zoom Lecturing is an appropriate tool for EFL learning, while five (5) of them (11.63%) do not consider it as an appropriate one.

If yes, why?

Views	Response	%
Facilitates the learning process	15	34.88%
Allows for online communication and interaction	12	27.91%
Allows for audio and visual recording sessions	10	23.26%
Practicing the speaking, listening, and writing skills	6	13.95%
Total	43	100%

Table 06: Students’ Views Concerning Zoom Lecturing

With regards to students’ views concerning Zoom lecturing, fifteen (15) participants representing (34.88%) think that Zoom “facilitates the learning process”, whereas twelve (12) of them representing (27.91%) state that it “allows for communication and interaction”, and ten (10) of them (23.26%) have responded that it “allows for audio and visual recording sessions”.

However, only six (6) of the students representing (13.95%) are centred on “participating speaking, listening and writing skills”

Q14: Is Zoom lecturing easy to use?

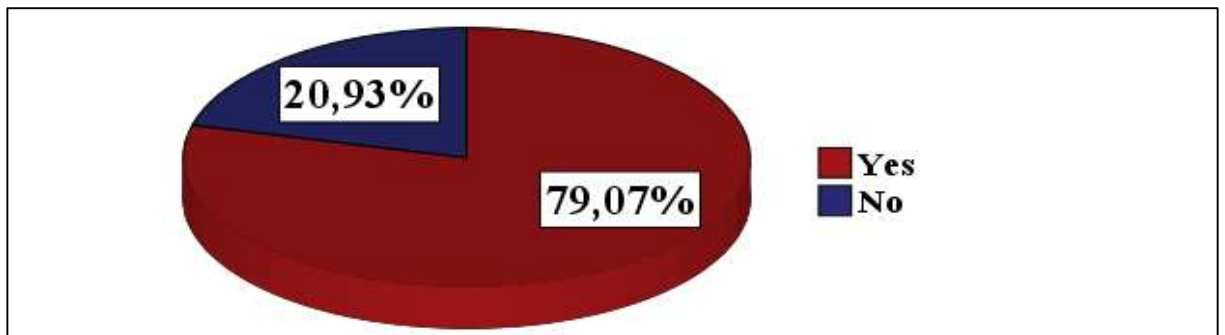


Diagram 11: The Easiness of Zoom Lecturing.

The results from diagram 11, show that thirty-four (34) of the students representing (79.07%) have found that Zoom lecturing is easy to use, while nine (9) of them representing (20.93%) indicate that Zoom is not easy to use.

Q15: Is Zoom Application safe and reliable?

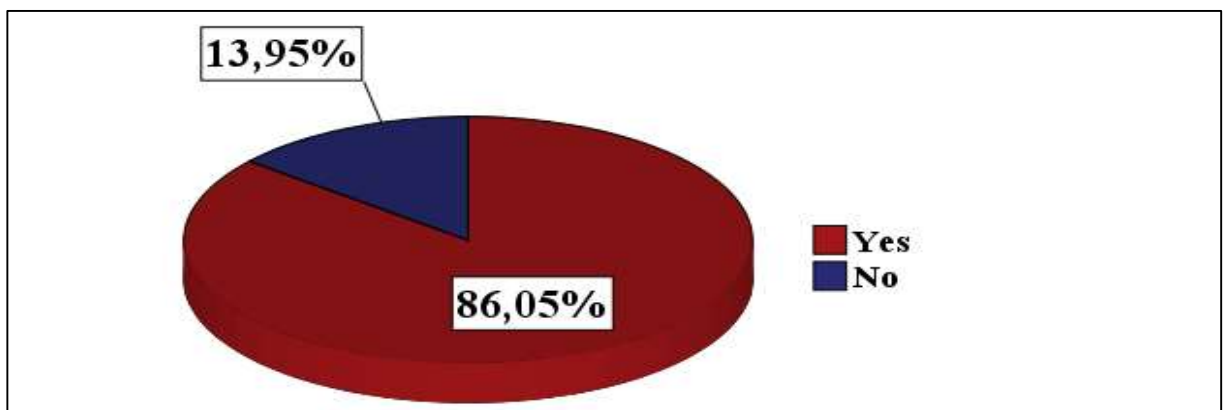


Diagram 12: The Quality of Zoom Application.

As it is apparent on the diagram 12, the findings related to the quality of Zoom application indicate that thirty-seven (37) of the learners representing (86.05%) think that Zoom is a safe and a reliable application. For some other participants representing (13.95%), they find it not safe and reliable.

Q16: For which purpose(s) do you use Zoom Application?

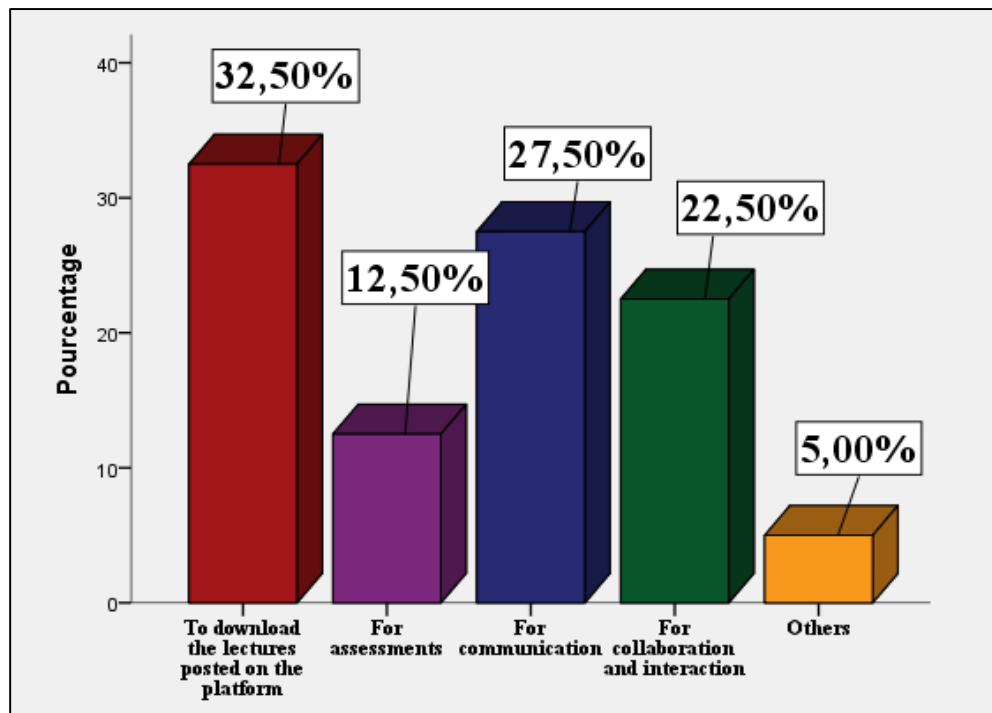


Diagram 13: Student’s Purposes of Using Zoom Application.

From the analysis of data, we notice that thirteen (13) of the students representing (32.50%) use Zoom Application “to download the lectures posted on the platform”, while eleven (11) learners representing (27.50%) use it “for communication” and (22.50%) of the students use it for the purpose of “collaboration and interaction” Five (5) of participants representing (12.50%) use Zoom Application for “assessment”, and only two (2) learners representing (5%) use it for “others” purposes.

Q17: What difficulties you might face when using Zoom Application for EFL learning?

Difficulties	Response	%
Unreliable internet connexion	17	39.53%
Lack of focus and interaction	12	27.91%
Lack of internet	11	25.58%
Stress and tiredness from excessive video conferencing sessions	3	6.98%
Total	43	100%

Table 07: Students’ Difficulties with Zoom Application.

The participants assert that Zoom lecturing show some difficulties. According to their answers, seventeen (17) of the students representing (39.53%) find “unreliable internet network

connexion” as a difficulty with Zoom Application. Twelve (12) others representing (27.91%) state that “lack of focus and interaction”. Nevertheless, eleven (11) of the learners representing (25.58%) respond “stress and tiredness from excessive video conferencing sessions” and three (3) of them (6.98%) name “lack of Interest” as a difficult aspect while using Zoom application.

Q18: Are you getting all the needed help while learning by using Zoom Application?

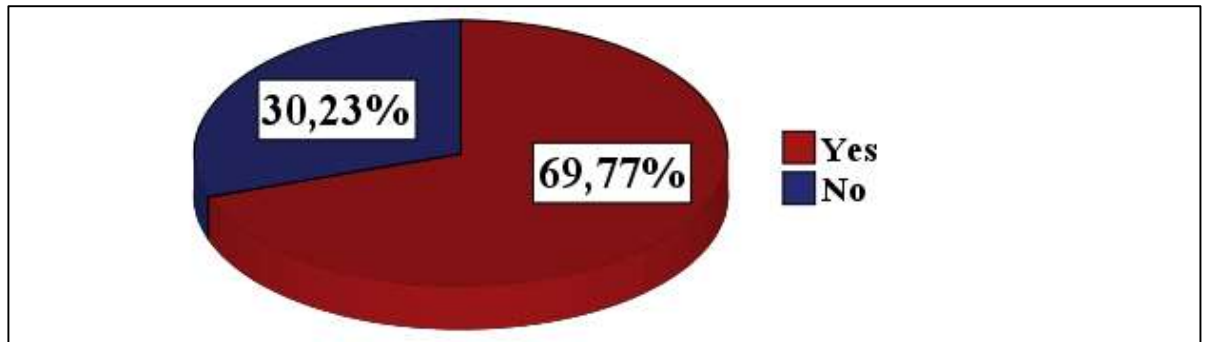


Diagram 14: Zoom Application Training while Learning.

We notice from diagram (14) that the majority of the students thirty (30) representing (69.70%) affirm that they have got all the help they needed while learning by Zoom application, while the minority of them representing (30.23%) have not receive any training.

Q19: How satisfied are you with the effect of using Zoom Application?

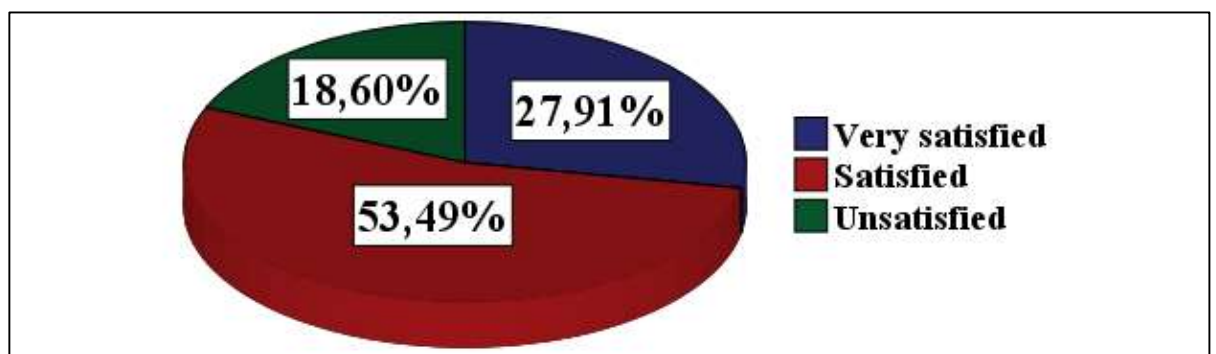


Diagram 15: Students' Degree of Satisfaction with the Effect of Zoom Application.

From diagram 15, we notice that twenty-three (23) of the learners representing (53.49%) are “satisfied” with the effect of Zoom Application and twelve (12) of them representing (27.91%) have responded that they are “very satisfied”. Only eight (8) of them (18.60%) have answered as being “unsatisfied”.

Q20: What are the effects of using Zoom Lecturing on the learning process?

Effects	Responses	%
It is a useful and accessible tool during the pandemic.	13	30.23%
Equal opportunities for students and teachers regardless of location.	12	27.91%
It improves students' learning skills.	10	23.26%
It keeps students engaged, and have access to lectures.	5	11.63%
It makes the learning process more flexible.	3	9.98%
Total	43	100%

Table 08: The Effects of Using Zoom Lecturing on the learning process.

As it is apparent on table 08, students have been asked to state the effects of using Zoom Lecturing on their learning process. Thirteen (13) participants representing (30.23%) have considered that “it is a useful and accessible tool during the pandemic”. Twelve (12) of them which represents (27.91%) have responded that “it keeps students engaged, and have access to lectures”. Others (23.26%) find that “it improves students’ learning skills”, while five (5) students representing (11.63%) indicate “equal opportunities for students and teachers regardless of location”. Only three (3) of the learners representing (6.98%) confirm, “It makes the learning process more flexible”

3.2. Results of the interview

The analysis of this section is based on the data gathered from the interview conducted with four (4) teachers of IRISS. The interview helps to gain more insight and to bring more details to be able to answer the research questions and confirm or disconfirm the hypotheses. The following are the results of the interview:

▪ **Question one: Do you think that Zoom Application is a useful tool for EFL learning?**

The teachers, who have been interviewed, have answered that they find Zoom Application as a useful tool for EFL learning and it is easy to apply by students because Zoom is more popular than other online applications, and Covid-19 has been a great opportunity to use this technological tool to teach English as a foreign language.

- **Question two: what do you think about Zoom Application as a new tool for teaching and learning?**

Three interviewees who participated in the interview have said that Zoom is a good application for lecturing since it allows for presenting and recording sessions and it has materials such as break out rooms where you can organise students into groups. However, one interviewee has expressed her view by saying that Zoom Application is a little bit difficult because the time is limited to 40 minutes for one meeting.

- **Question three: Do you think that Zoom Application lecturing improves your students' EFL learning? If yes, how?**

Among four teachers, three of them have answered that Zoom Application improves EFL learning by arguing that it is an audiovisual medium, which improves language skills and facilitates teaching for educators. Whereas, one teacher finds that Zoom Application does not improve English speaking skills but conversational club does.

- **Question four: Do you think that Zoom Application is a motivating tool for EFL Learning and teaching? If yes, why?**

From the analysis of the four answers to the fourth question in the interview, we infer that most of the teachers find Zoom Lecturing as a motivating tool because it helps to create an interactive learning environment, where students can learn from others' ideas and are excited to discover it. Then, one teacher affirms that both teachers and students diffidently feel motivated once they know how to use this tool.

- **Question five: How do your students perceive the effect of using Zoom Application?**

All of the interviewees have responded that they perceive it in a positive way because first it is a new way to keep learning during Covid-19 and to get to the new virtual world. Therefore, the world is moving for technological era to discover learning.

- **Question six: Do you think that the implementation of Zoom Application as a new tool for learning and teaching in the Algerian Educational Institution will be beneficial for both students and teachers? Could you explain how?**

Concerning the suggestion to implement Zoom application in the Algerian Educational Institutions, two interviewees have answered that its integration would be beneficial for Algeria especially in the future as we have a huge country and teaching English remotely with Zoom is very important. While, two last once have responded that Zoom Application is considered as an alternative, an additional and a support tool to traditional classroom. The combination of traditional classroom and distance learning encourage and enrich the learning process.

- **Question seven: What difficulties, if any, have you encountered when using Zoom application lecturing?**

All teachers have responded that they have encountered difficulties when using Zoom Application. One of the difficulties is the fact that both students and teachers face the problem of the internet connection, besides, they stay a long period in front of the screen that hurts their sights.

- **Question eight: Have you received any special training to teach through Zoom Application? If yes, has this helped you in using this application efficiently to increase your students' learning?**

Three teachers have answered that they have been trained about the use of Zoom application. It has helped them to know how it works and discovers materials that are available on it like breakout rooms and to show to students how to use it. However, two teachers have said that they have not received any training. So, they have relied on themselves; it means learning by doing.

Conclusion

This chapter has presented the results obtained from the two research tools which are the questionnaire and the interview that have been administered to students and teachers from the private school of IRISS in Tizi-Ouzou. Our results indicate that the majority of the students and all the teachers have used Zoom Application to enhance EFL during Covid-19 lockdown. Moreover, the questionnaire has shown that the students have positive attitudes towards the use of Zoom Application for EFL learning. These results are to be discussed in the following chapter.

Introduction

This chapter is devoted to discuss the results of the study, which are obtained from the students' questionnaire and teachers' interview. In fact, the results are discussed and interpreted in relation to the Review of Literature presented in the previous chapter and theories of education. They aim at responding to the research questions, confirming or disconfirming the hypotheses that are stated in the General Introduction. In order to further the discussion of these results, we have opted for Technology Acceptance Model (TAM) by Fred D. Davis, who focuses on the perceived ease of use (PEOU) and perceived usefulness (PU) and Vygotsky Collaborative Learning Theory.

This chapter is divided into four major sections; each section aims at providing an answer to the research questions asked in the General Introduction and check the validity of the suggested hypotheses. It opens with students' profile. Then it discusses Covid-19 impact on English as a Foreign Language (EFL) learning and teaching process. It also discusses students' use of Zoom Lecturing Application and the barriers to its integration. Finally, it discusses students' attitudes towards the use of Zoom Lecturing Application and its effects on learning during Covid-19 lockdown.

4. Students' Profile

The participants in the study are adult learners between the age of eighteen and forty (18-40). Accordingly, the analysis of the students' profile (see table1, page 29) has revealed that the majority of students use Zoom Lecturing Application. In fact, the young adults are more acknowledgeable of using technological tools such as Zoom Lecturing Application, since they are born in a digital era; this confirms the idea of Cakarwati (2017:29) "*Zoom effectively awakens students' interests and enthusiasm due to the fact that they are digital natives*". By contrast, students aged thirty-six and forty (36-40) express themselves in a different way

without any influence on the results. Moreover, there are noticeable differences in the students' perception of using Zoom Lecturing Application for their learning.

It is possible to infer that the use and the integration of Zoom Lecturing Application as a technological support for teaching and learning are dependent on age. The age variable is a barrier in the use of distance learning. In fact, the results confirm the previous study of Rezabek (1999) about Situational Barriers, which result from an individual's general situation or environment, and include such issues as age, (Rezabek, 1999). Furthermore, the level as a second variable has shown that the majority of students (93.54%) have a moderate level in the English language, (See table2, page 30)). Moreover, students' purpose of learning English differs from one to another. (34.89%) have indicated that most of the students use Zoom Application for educational purpose; whereas, the others use it for different purposes. Although, "age" and "level" variables and "the purpose" of EFL learning are important, there are other potential factors that contribute to the successful integration of technologies in teaching and learning process.

4.1. Covid-19 impact on the learning and the teaching process

Concerning question four (4) dealing with learners' psychology during Covid-19 quarantine, the findings show that twenty-eight (28) students representing (65.12%) have not been prepared for the emergence of Covid-19 quarantine. (See diagram 01, page 31). Besides, (76.74%) of the students have been anxious towards moving entirely to distance learning in that period, (See Diagram 02, page 31). Among the factors inhibit students of moving to distance learning is "the inability to use the internet" which represents (45.45%), whereas (27.72%) of them affirm to have "lack of experience" and six (6) of leaners with the percentage of (18.18%) have argued against "the unfamiliarity with the distance learning tool". Only three (3) participants representing (9.09%) face "the lack of confidence". (See diagram 03, page 32).

The results of the study, in fact, have revealed that more than half of the participants (81.40%) state that Covid-19 affects their EFL learning. (See diagram 04, page 32). The reasons that influence their EFL learning relate to their different views. The majority of the students representing (30.23%) have said that “*schools shut down*” as a major effect and eleven (11) of them representing (25.58%) face “*the fear of being affected by the virus*”, while ten (10) learners (23.26%) have been at home due to Covid-19 quarantine which results in “*the absence of meetings between teachers and students*”, and only (20.93%) have found “*the lack of concentration due to the health situation*” as a reason that influences their EFL learning. (See table 04, page 33).

4.2. Students’ use of Zoom Lecturing Application and the barriers to its integration.

The two data collection tools used in this study are a questionnaire and an interview that have been obtained from the private school IRISS at Tizi-Ouzou, which provide a rich corpus on students’ attitudes towards the effect of using Zoom Lecturing Application to enhance EFL learning during Covid-19 lockdown. The study, in fact, has revealed that the majority of the students have internet access at home. (See diagram 06, page 34). Indeed, the research has demonstrated that twenty (20) participants representing (46.51%) access internet by using “*laptop*”, whereas, others use different devices such as , “*smart phone*”, “*computer*” and “*tablet*” (See diagram 07, page 34).

Additionally, the findings (See diagram 13, page 39) show that the students use Zoom Lecturing Application for various purposes. The results have demonstrated that thirteen (13) students representing (32.50%) use Zoom Application “*to download the lectures posted on the platform*”. Eleven (11) of them representing (27.50%) use the Lecturing Application “*for communication*” which gives them the opportunity to communicate and exchange with both teachers and other students in the pandemic era. Daitue (1985) says that Zoom sessions is a means of communication that encourages interaction between students. While (22.50%)

learners have considered it as a good application for “*collaboration and interaction*”. Vygotsky (1978) who argues that learners construct their own knowledge through collaborative work with other students, teachers and the learning environment, also confirms the results.

Zoom Lecturing Application, as a new tool for EFL teaching and learning requires training for both students and teachers before applying it. Almost all the teachers have received a special training concerning the use of this distance-learning tool. In this respect, many instances are found in the teachers’ answers to the eight question of the interview.

One of the teachers has said, “*yes, I have already had a chance to be trained using Zoom and different other platforms*”, and when we have asked him if this training has helped you in using this application efficiently to increase students’ learning, he responds, “*yes, I find it very beneficial, useful and helpful for learning during the covid-19 period*”. He has received training from the help of an authentic source “Zoom manual 2020” written by Gary P. Davis and David J. Ayersman. When we have interviewed another teacher, she has affirmed “*I have not received special training about Zoom Lecturing Application*”. However, she argues that it is up to the teacher to develop his/her competency in the field through self-training. According to her, learning by doing is the best way to discover how the application works from excessive practices. The third teacher responds by “yes”, “*I have watched some tutorials on web sites <https://support.zoom.us>.*” From this web site, she has learned how to prepare breakout rooms, how to prepare the background, how to share knowledge and to organise webinars (meetings) for teachers and students. Accordingly, she finds it helpful to increase her students’ learning. The last teacher who has been interviewed says that “*yes, I have been trained how to use Zoom with the help of other teachers who experienced Zoom.*” This kind of training for her enables teachers to use it easily especially during Covid-19 quarantine.

Concerning the students’ training about using Zoom Lecturing Application, the findings demonstrate that the students in their majority (69.77%) have been trained by their teachers.

The instructors instruct students to download Zoom Application. Then, they send a link via e-mail for all students to join the meeting at a specific time; whereas, only few participants (30.23%) say the opposite. (See diagram 14, page 40)

In this study, it is attempted to determine whether students and teachers use Zoom Lecturing Application for EFL teaching and learning during Covid-19 lockdown, and if they have found it easy to use. Then, the two influential variables that are suggested in Davies Technology Acceptance Model TAM are relevant to ascertain the user acceptance. The first variable, which is stated in the literature review chapter, is the Perceived Usefulness that refers to individual belief that using a specific technology enhances her or his job. Perceived ease of use as a second variable that refers to the belief that using a particular technology is free of effort, that is to say easy. In the words of Davis, Bagozzi and Warshaw (1989) TAM posits that two particular determinants namely, Perceived Usefulness and Perceived Ease Of Use are the two relevant variables to predict user' acceptance of technology.

The results of the study (See diagram 09, page 36), have revealed that forty-one (41) students representing (95.35%) have responded by “yes”. For them, it is a useful tool to continue their learning since schools are closed to decrease the spread of the virus. Some of them (4.65%) have said “no”. Therefore, when we have asked teachers if they have used Zoom Lecturing Application in this critical situation, all of them have responded by “yes”. Their answers are followed by important explanations. In this perspective, one of the teachers has illustrated by arguing, *“covid-19 is a great opportunity to use this technological tool to teach English language in IRISS”*. Indeed, the second teacher who has used Zoom Lecturing Application states that, *“Zoom is used by many teachers because it is easier to apply by students rather than other online application.”* Another teacher affirms, *“Zoom is our main platform for distance learning and teaching, students participate with great intention and they join all the lessons”*, *“so, I do and I still do especially in the period of corona virus”*. These results confirm the idea

of Ruhuya (2020) and Dharma et, al. (2017) they argue that students with Zoom can ask and answer questions, understand the lesson and collaborate effectively with peers.

From the analysis of question twelve of the questionnaire and question one of the interview, the results of our study have revealed that most of the answers are positive, that is to say, teachers and students find Zoom Lecturing Application as a useful tool to enhance EFL learning during Covid-19 lockdown in order to support the traditional classroom learning process. Therefore, the first determinant of users' acceptance of the usefulness of distance learning technology "Zoom Application", namely perceived usefulness the degree to which a person believes that using a particular technology will enhance his/her performance is confirmed through the aforementioned results as Davis (1989) states it.

Other interesting findings about students and teachers' responses concerning "ease of use" of technological tool "Zoom Lecturing Application" are revealed from the analysis of data. An important key point demonstrated on diagram 11 is that, although some of the respondents (20.93%) have claimed that using distance-learning technology is not easy, a higher percentage (79.07%) of the other students have declared that its use is easy and helpful for them. The findings are revealed from the interviewed teachers from question two. One of the teachers says, *"It is an easy and a helpful tool for teaching since it is a practical approach ... it allows to lock students down in break out rooms where I can visit this less numerous group and gives the chance for correction, assessments and preparing workshops that create an enjoyment atmosphere. It is a brilliant tool"*. Besides, another interviewee says, *"as a teacher, I can say that Zoom is an easy platform for learning and teaching especially if you know its several features, how to use the breakout rooms, how to organise the group work between students, as a teacher I approve that it is a helpful and good tool"*. From excessive training by one teacher he argues that *"I find Zoom easy to use and helpful in the same time since it support face to face teaching and learning process"*.

The last teacher has responded simply “*I think that Zoom Lecturing Application is considered as an important new technological tool that helps learning by offering audio and visual techniques which allow teachers to interact with students easily*”. These findings confirm Hastomo (2021:127) words “*several helpful features make learning experiences enjoyable for teachers and students alike through Zoom, such as Two-Way Video and Audio, Video Breakout Rooms, Integration, Accessibility, Sending Files, and Simplicity/Ease of Use*”. Davis (1989) claims the perceived ease of use is the second determinant of users’ acceptance, is confirmed in the participants of our investigation.

As already mentioned, the majority of IRISS students and all the teachers have used Zoom Lecturing Application and they find it easy and helpful at the same time. Therefore, thirty- seven (37) students representing (86.05%) find it as a safe and reliable tool for learning. In fact, they admit that Zoom Application is an appropriate tool for EFL learning, where (34.88%) say that Zoom “*facilitate the learning process*”, and it “*allows for online communication and interaction*”. Moreover, ten (10) students affirm that it “*allows for audio and visual recording sessions*”. Here, the students consider Zoom as an appropriate tool for learning since it has the option of recording, where students are able to review and revise the lectures later that provide a more understanding of the lessons. In addition, this distance learning tool improves the learning skills, (13.95%) affirm that with Zoom, students can “*practice the speaking, listening, and writing skills*”.(See table 06, page 37).

Measuring barriers have an important role in determining the successful implementation of the new technology “Zoom Lecturing Application” in teaching and learning by measuring its integration. Consequently, it is apparent that the educational system faces lots of issues of its adaptation, since teachers are facing many technical problems related to software, hardware or internet access. One of the major barriers to distance learning integration is the “institutional barriers” as it is stated in chapter one by Rezabek (1999), that include issues of institutional

programs, policies, procedures and include problem with admission, registration, scheduling of courses, financial aid, and support. Moreover, it is also related to training and inadequate infrastructure. Therefore, the removal of institutional barriers facilitate the successful implementation of Zoom Lecturing Application.

For the sake of implementing the distance-learning tool “Zoom”, teachers’ views are considered as valuable aspects for its integration. Therefore, the majority of the teachers have admitted that the implementation of Zoom Lecturing as a new tool for learning and teaching in the Algerian Educational Institutions is beneficial for both students and teachers. One of the teachers says, *“I do think the use of Zoom and its implementation would be very beneficial in Algeria institutions as we have a huge country to teach students remotely and encourage the collaborative work.”* This idea is confirmed in the words of Marjanovic (1999) who underlines the effect of integrating Zoom in developing collaborative learning environment. Two other ones confirm the same idea by adding that Zoom Lecturing as an additional medium for face-to-face learning can be implemented by the government. Another teacher argues that the combination of traditional classroom learning with virtual distance learning would benefit and develop the educational system, while the last interviewee claims that Zoom is a good way of learning and teaching but he does not support the idea of its implementation *“I do not want Zoom to become our main application, since the time is limited and teaching in traditional classroom is more important than distance learning.”*

The user acceptance of technology is a pivotal factor in determining the information system project, (Davis, 1993:457). Therefore, students and teachers show their acceptance of Zoom Lecturing Application as an additional tool for EFL learning as a successful element of its implementation at the level of higher education at MMUTO.

In short, the findings clearly state that IRISS students and teachers have used Zoom Lecturing Application during Covid-19 lockdown, who consider it as a useful, easy, safe and

appropriate tool for learning and teaching which confirms the learning theory TAM. Therefore, its integration as a support or as an additional way of learning in the educational system would increase and ameliorate the validity of the teaching and the learning process.

4.3. Students' attitudes towards Zoom Lecturing Application and its effect on EFL learning and teaching during Covid-19 lockdown.

Attitude has an important role in determining students' acceptance of new technology by measuring its magnitude. Thus, if any teaching tool fits the students' need and satisfaction, their attitudes can be positive. Whereas, if they cannot tailor to the use of this technology since it is not adequate and have not the required teachers, students' attitudes is negative. (Betra, 2009).

Concerning question eleven (11) dealing with students' opinions about their preference on the way of learning "distance or classroom learning", the findings show that the majority of students (53%) prefer distance learning. They express their views by providing various arguments concerning distance learning. Eight (8) representing (18.5%) "*feel comfortable*" and "*confident at home*" and others (13.9%) prefer it in order to protect themselves from Covid-19 virus. The other participants find it as a "*new additional way of learning*" and they choose distance learning since it is "*an enjoyment tool for learning*", Rigo and Mikos (2021: 256) confirm that "*Zoom provides special features that allow both learners and teachers to participate, discuss, and enjoy working via an online course*". Therefore, they confirm that Zoom Application provides an enjoyment tool for learning. By contrast, face-to-face learning is the choice of (47%) of learners. Nine (9) students representing (21%) state that classroom learning "*allows for physical presence between teachers and students*" and others respond, "*Classrooms enables students' interaction in working groups*". Moreover, it encourages students' focus on the learning process and allows for the easiness of information transmission,

(See table 05, page 35). From the aforementioned findings, we notice that the percentages of distance learning and face-to-face-are nearly close since they are two important way of learning.

In an attempt to determine students' degree of satisfaction with the use of Zoom Lecturing Application, the results of the study (See diagram 15, page 40), have revealed that twenty-three of IRISS students in Tizi-Ouzou representing (53.49%) are "*satisfied*" with using Zoom Application and some of them are "*unsatisfied*". Thus, most students' answers inferred from this question are positive. Most of the learners have positive attitudes towards using Zoom Lecturing Application because it helps them to enhance their EFL learning process during Covid-19 lockdown. In the Review of literature chapter, it is stated that the "cognitive component" of attitude refers to the persons' thoughts and beliefs about any issue; while, "affective component" refers to the amount of positive and negative feelings that a person has towards something. Students' answers are reinforced by teachers' responses about Zoom Lecturing as a motivational tool for EFL learning and teaching.

The first interviewee answers that "*yes, I think that Zoom Lecturing Application is a motivating tool for learning because you can easy access to it since you know how to use it when you teach the lesson*". In addition, regarding students, he says that "*yes, younger generation has gotten this technology at their fingertips because they often use different other application which are similar to Zoom application*". Another teacher who responds with the same view by saying "*yes, it is a very good tool to motivate teachers and students because they get first to know about technological tool and they are excited to discover and explore the Zoom application.*" The last one affirms that it is a motivational tool for learning and teaching in Coronavirus period. Students meet together with Zoom. Moreover, students' responses have demonstrated that different kinds of feelings are aroused on them when using Zoom Lecturing Application such as confidence, enjoyment, pleasure and boredom (See diagram 05, page 33). The results confirm the first hypothesis in the General Introduction that IRISS students have

positive attitudes towards using Zoom Application to enhance their EFL learning, which illustrate their acceptance of this new tool.

Another important result shown in students' answers concerning question twenty, which uncovers the effect of using Zoom on the learning process, diagram 18, has shown that almost all the students find the use of Zoom is beneficial and positive for EFL learning. This supports the findings that (30.23%) of the students find it as a useful and an accessible tool during the pandemic, (11.63%) of the students confirm that Zoom allows for "*equal opportunities for students and teachers regardless of location*". Furthermore, Zoom keeps students engaged, collaborate and have access to lectures especially during the pandemic situation. Additionally, students' answers confirm that this distance learning tool improves their listening, speaking and writing skills, because Zoom Application has the of audio-visual option to practice speaking and listening and for writing it has the instant messaging option where students can write and express themselves with their teachers. Therefore, Zoom makes the learning process more flexible. (See table 08, page 41).

From the analysis of question three of the interview, the results of our study have revealed that the majority of the teachers have responded that Zoom Lecturing Application improves students' EFL learning and most of the teachers are convinced that using such a technology in their work enhances students' performance and competency. In other words, it is clear that almost all the teachers have trusted the use of distance technology in their teaching process.

Hence, as it is stated by one teacher "*yes, Zoom improves my students' English language as a foreign language*". According to him, Zoom enables students to use the audiovisual technique as a good opportunity to develop and improve the speaking and listening skills. This occurs when the teacher encourages group work in breakout rooms, where students have the chance to practice language skills. Wu et al. (2020) confirm their view by claiming that video

conferencing improves EFL speaking skills. Moreover, Tai (2006) confirms that Zoom improves the writing skills. The second teacher joins the idea of the previous teacher by adding, *“I would say that this platform is a facilitator for educators to improve EFL learning*, he also argues *“with the help of this tool it facilitates the preparation of lessons.”* Another teacher answers that *“Zoom does not really improve the EFL learning but instructors’ experience do”*. It means that the way how the teacher transform knowledge is the only reason which increases students learning not the technological tools.

The last interviewee argues that Zoom facilitates the communication and interaction between students- teachers and teachers –students. She says, *“I guess that Zoom is the best way of communication and exchange. It can also create an enjoyment environment where we discuss different topics relating to the English language.”* Therefore, Blau and Barak (2012) affirm that Zoom Application provides feedback engagement and learning outcomes. Students using Zoom Application receive and transform feedback with their peers and teachers, which helps students to improve English language skills. This feedback allows for collaboration that is important in learning any language. The findings confirm the second hypothesis stated in the General Introduction that teachers use Zoom to facilitate communication and exchange with the students during covid-19 lockdown.

As it is stated in the Review of the Literature, some factors can affect students negatively from using Zoom Lecturing Application as a new tool to enhance their EFL learning. The majority of students have found some drawbacks of using this application. In this study, it is found that the main factor that prevents students from using this new way of distance learning is the *“unreliable internet network connection”* with the percentage of (39.53%). In addition, other learners have the problem of the lack of focus and interaction in their EFL learning. Where (25.58%) struggle with using Zoom which results in stress, tiredness from excessive videoconferencing sessions. (See table 07, page 37). In our country, the quality of the internet

is not good which does not help students to use efficiently the Computer-Assisted Language Learning (CALL) tools like Zoom Application.

From the analysis of question ten of the questionnaire, seventeen (17) students representing (39.53%) are “quite stressful”, while three of them are “extremely stressful”. (See diagram 08, page 35). Furthermore, Zoom makes students feel stressed in the whole session because they spend 40 minutes in front of the screen. Tiredness is resulted from the everyday sessions. Wiederhold (2020) confirms the point that has been mentioned earlier in the Review of the Literature which says that students feel tired and stressed since they usually use Zoom.

4.4. The Drawbacks of Zoom Application

For further concerns of the research, the interviewees provide certain drawbacks they usually encounter when using Zoom Lecturing Application as a new tool for teaching at IRISS private school. The first interviewee has said *“one of the difficulties I find when I use zoom is students and teachers stay a long time in front of the computer which hurts their sights, and connectivity is not really affordable”*. The second teacher has responded, *“Among the problems I face while I am using Zoom is internet connection especially when the weather is bad”*.

According to her, when the teacher does not transmit the information to students well, due to noise, students do not receive the message and vice versa. She says that she cannot see or hear them because the sound and picture are cut down. The third teacher also says, *“due to the internet connection problem I find difficulty to access and present the lecture, some students can not join the meeting on time which leads to unquiet environment”*. She argues that there is a big difficulty in monitoring the lecture and evaluating learners in an appropriate manner. The last teacher affirms, *“When I give a topic for students to discuss in many small groups in breakout rooms, they need time”*. She explains that the time in Zoom Basic type is limited to (40) minutes, so she cannot listen to all the students responses. Therefore, all their students are not able to perform their knowledge. Ramadani et. al. (2020) confirm these findings when they

have indicated that as any technological tools Zoom has certain drawbacks while using for instance, teachers problem while assessing students. *“There are disadvantages of using Zoom because teachers have difficulties to assess and evaluate learners in an appropriate manner”*, (Ramadani et. al. 2020: 145).

To sum up the findings, the majority of the students prefer distance learning and they express their satisfaction since it is a motivating tool. Therefore, Zoom Lecturing Application has several positive effects on EFL students and teachers. Even though, Zoom provides lots of advantages but like all others technological applications this distance-learning tool has also its drawbacks.

Conclusion

The discussion chapter provides clear answers to the research questions of the study. The entire hypotheses that are suggested in the general introduction are confirmed. Therefore, the results in this study show that students have responded positively towards the use and the integration of Zoom Lecturing Application in the educational system.

Moreover, students' findings have revealed that Zoom Application is a useful tool for students' learning and teachers' teaching especially during Covid-19 lockdown. Zoom Application provides for students the sense of enjoyment, pleasure and confidence. Teachers also find it very beneficial and helpful to accomplish their teaching effectively. IRISS students are satisfied and motivated with using Zoom Lecturing Application and they find it helpful and important technology for enhancing their EFL learning. However, this application has some drawbacks but it does not really influence students' learning process. Hence, the implementation of Zoom Lecturing Application faces several problems and through the investigation, we have identified that the main barriers that inhibit its use, are mainly related to technical, infrastructure problems and unavailability of internet access. Thus, an authority investment from the Algeria Educational Institution is required for the successful

implementation of the Computer Assisted language Learning (CALL) that includes synchronous distance learning “Zoom Lecturing Application”. Although, the implementation of Zoom Lecturing Application has certain challenges, the majority of the teachers are motivated and they have favorable perception. Furthermore, students perceive the use of Zoom Lecturing Application as a useful, easy and it is accepted as a tool for learning.

General Conclusion

This dissertation has investigated students' attitudes towards the effects of using Zoom Lecturing Application to enhance EFL during Covid-19 lockdown. It attempts to determine students' attitudes towards the use of Zoom Lecturing Application. The study has focused on two major objectives. The first objective is to evaluate EFL students' Attitudes in IRISS private school towards the effects of Zoom Application as a new tool to enhance EFL learning during Covid-19 lockdown. The second objective seeks to identify EFL teachers' purposes towards the use of Zoom Application during Covid-19.

Our investigation tackles different aspects that are related to the notion of attitudes and the use of synchronous distance learning during Covid-19. It offers a pivotal insight into learning English as a Foreign Language (EFL) especially at IRISS school context. Indeed, Computer- Assisted Language Learning includes various learning application like the synchronous distance learning "Zoom Application". This application is used internationally in many fields specifically in the field of education and especially during Covid-19 lockdown to promote learning. The study is based on Fred D. Davis Technology Acceptance Model TAM (1986) and Vygotsky's Collaborative Learning theory CLT (1978) approaches to learning.

To conduct the investigation, a mixed method research has been adopted in order to answer the advanced research questions and to confirm or disconfirm the hypotheses. For the sake of analyzing data, the combination of qualitative and quantitative methods has been conducted. The results have been drawn from forty-three (43) online questionnaire, that have been collected from the young adult learners who have been chosen randomly in IRISS private school in Tizi-Ouzou. In the same perspective, four (4) teachers from the same setting have been selected to interview them by using Zoom Application. For quantitative data analysis, computer program is called Statistical Package for Social Sciences (SPSS) version20 is used to analyse the statistical data obtained from the questionnaire. In addition, for the qualitative data

analysis, Qualitative Content Analysis is adopted to interpret and explain the data gathered from the semi-structured interview.

On the basis of data analysis concerning students' use, attitudes and effects towards Zoom Lecturing Application during Covid-19 lockdown, the results provide positive answers to the research questions that have been asked in the General Introduction. The discussion of the results has revealed that learners in IRISS private school at Tizi-Ouzou have used Zoom lecturing Application for educational purpose during the pandemic. Besides, Students have been anxious towards moving entirely to distance learning due to the emergence of Covid-19 quarantine. Among the factors that have been identified by students are the unreliability to use the internet, lack of experience, the unfamiliarity with distance learning as well as the lack of confidence. As a result of the pandemic, students' EFL learning is affected. The main causes that influence their EFL learning are related to the close of schools due to Covid-19 and the fear of being affected by the virus, which results of the absence of meetings.

According to the analysis of the findings, students in IRISS private school use Zoom Lecturing Application as an additional tool to support EFL learning during Covid-19. Through the use of this distance-learning tool, students have positive feelings and they enjoy learning while using it. Thus, the majority of the students are satisfied with using Zoom Lecturing Application because it is a helpful and an easy tool to continue their learning. The results of this study have revealed that Zoom Lecturing Application as a platform where students improve their EFL learning; that is, learners in Zoom develop their listening, speaking and writing language skills, by sharing, communicating, exchanging ideas with each other. According to Collaborative Learning Theory, Zoom increases students' collaboration. As far as teachers' views are concerned, they are highly positive and most of the participants believe in the positive aspects and advantages of Zoom Lecturing Application in the educational context.

The majority of the teachers use Zoom Lecturing Application for teaching English as a foreign language during coronavirus quarantine. That is to say, they think it is an appropriate and motivating tool, which improves their students' EFL learning since Zoom is a new additional support for teaching. Teachers via Zoom encourage students' interaction, collaboration and communication with their peers and between students and teachers. Concerning training, most teachers have received a special training from different sources. Furthermore, the common shared obstacle that has been identified in this study is the unreliability of internet access for both students and teachers. Additionally, institutional and situational barriers are the major issues that impede the integration of Zoom Lecturing Application.

Indeed, it has been found that both teachers and students are convinced that the use of Zoom Lecturing Application is easy and useful, thus it does not require effort. Therefore, they accept the integration of Zoom Lecturing Application relying on the two determinants defined by Davis (1989) in Technology Acceptance Model (TAM) that are the perceived usefulness and the perceived ease of use. Moreover, the TAM theory has revealed that students and teachers find Zoom Lecturing Application as a useful and a helpful tool to enhance EFL learning during Covid-19 lockdown. Consequently, they accept to adopt this synchronous distance-learning tool in the educational process. The results confirm all the hypotheses proposed in the General Introduction that IRISS students have positive attitudes towards using Zoom Lecturing Application to enhance their EFL learning. As well as teachers use Zoom Application to facilitate communication and exchange with their students during Covid-19 lockdown.

To conclude, the results of the study have shown that students at IRISS in Tizi-Ouzou have positive attitudes towards the effect of using Zoom Lecturing Application as a tool to enhance their EFL learning during Covid-19 lockdown. Thus, the majority of them are active

participants in using Zoom Lecturing Application. The implementation of this platform can provide a motivating and an exciting learning environment in Algerian Educational Institutions specifically in the Department of English at MMUTO. Furthermore, teachers and students are willing to implement this application as an additional support to classroom learning since they accept it.

This modest study has faced a few limitations that should be considered for future research. First, it has identified students gathering from one private school, which is IRISS. Second, since we have been struggling with time, it has been difficult to investigate teachers' and students' attitudes. Third, one of us has been affected by Covid-19 virus which influences our work. Further investigation dealing with the same topic should rather concentrate on a different level of students. It could also focus on teachers' attitudes and motivation towards using Zoom Lecturing Application as a tool to enhance their students' EFL learning.

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Students' Questionnaire

Dear students,

This questionnaire is a part of a research work. Its aim is to collect data to investigate students' attitudes towards the effect of using Zoom lecturing to enhance English foreign language (EFL) learning during Covid-19 lockdown in IRISS private school in Tizi-Ouzou. It is conducted in order to prepare a master dissertation in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Your answers will be anonymous and kept confidential, and your contribution will be of great help for the completion of the research work. You are kindly requested to answer the following questions by putting a cross (X) to indicate your chosen answer(s) and by providing a full statement when necessary.

Thank you in advance for your collaboration.

Section One: Students' profile

Q1: Age category:

18-25 26-35 36-40

Q 2: Your level in the English Language is:

High Moderate Average Low

Q3: For which purpose do you learn English?

Medical purpose Educational purpose

Business purpose Others

Section Two: Information about Covid-19.

Q4: Have you been prepared psychologically for the emergency of Covid-19 quarantine?

Yes No

Q5: Have you been anxious toward moving entirely to distance learning due to Covid-19 Lockdown?

Yes No

If yes, why?

.....
.....

Q6: Did Covid-19 affect your EFL learning?

Yes No

If yes, how?

.....
.....

Section Three : Students' attitudes towards distance learning during Covid-19 lockdown.

Q7: What is your feeling about distance learning?

Confidence Enjoyment Pleasure Boredom

Q8: Do you have Internet Access at home?

Yes No

Q9: What device do you use for distance learning?

Laptop Tablet Smart phone Computer

Q10: How stressful is distance learning for you?

Quite stressful unstressful Extremely Stressful

Q11: Do you prefer face-to-face learning (classroom learning) to distance (online) learning?

Please, explain

.....
.....

Section Four: Students' attitudes toward the effect of using Zoom Application for EFL learning during Covid-19.

Q12: Is Zoom Lecturing Application a useful tool for EFL Learning?

Yes No

Q13: Is Zoom lecturing an appropriate tool to enhance EFL learning?

Yes No

If yes, why?

.....
.....

Q14: Is Zoom lecturing easy to use?

Yes No

Q15: Is Zoom Application safe and reliable?

Yes No

Q16: For which purpose(s) do you use Zoom Application?

To download the lectures posted on the platform

For assessments

For communication

For collaboration and interaction

Others

Q17: What are the difficulties you might face when using Zoom Application for EFL learning?

.....
.....
.....

Q18: Are you getting all the needed help while learning by using Zoom application?

Yes

No

Q19 : How satisfied are you with the effect of using Zoom Application?

Very Satisfied

satisfied

unsatisfied

Q20: What are the effects of using Zoom lecturing on the learning process?

.....
.....
.....

Thank you for completing this questionnaire!

https://docs.google.com/forms/d/e/1FAIpQLSc6b9nUFrflv113C8JWCw0-ITgyFNURlt64kXSiQa8xMgq-pw/viewform?usp=sf_link

Teachers' interview

Thank you for accepting this interview,

This interview forms part of our Master dissertation on EFL students' attitudes toward the effect of using Zoom lecturing to enhance EFL learning during Covid-19 lockdown. The purpose of this interview is to obtain your views on a number of aspects related to Zoom Application.

Q1: Do you think that Zoom Application a useful tool for EFL learning?

Q2: What do you think about Zoom lecturing as a new tool for teaching/ learning?

Q3: Do you think that Zoom Application lecturing improves your students' EFL learning?

If yes, how?

Q4: Do you think that Zoom lecturing is a motivating tool for EFL learning/teaching?

If yes, why?

Q5: How do your students perceive the effect of using Zoom lecturing?

Q6: Do you think that the implementation of Zoom lecturing as a new tool for learning and teaching in the Algerian Educational Institution will be beneficial for both students and teachers? Could you explain how?

Q7: What difficulties, if any, have you encountered when using Zoom application lecturing?

Q8: Have you received any special training to teach through Zoom Application? If yes, has this helped you in using this application efficiently to increase your students' learning?