

Zoom Sessions in Distant Learning: Algerian EFL Students' Perceptions and Attitudes

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Received: 2/26/2021

Accepted: 4/11/2021

Published: 4/26/2021

Abstract

During the COVID-19 pandemic, when classroom instructions are interrupted, teachers and students approach digitalization and become familiar with web conferencing. The present research aims to examine Algerian EFL students' motivation about the use of Zoom, as an asynchronous learning approach, to help 'bridge the gaps', and cope with the changes they encounter while exploring online learning. As such, the main questions that set the study are: How academically appropriate is the Zoom's integration for enhancing EFL students' motivation? How can the perceived obstacles be challenged for the proper integration of Zoom? To answer these problematic questions, the researcher conducted a case study with twenty EFL students at Oran university of Algeria. Informal, structured interviews and semi-structured questionnaires were employed. This study concluded that participant students have overall positive perspectives about using Zoom sessions with some limitations. Training students to use ICTs and developing positive perceptions about using online educational platforms and applications were the main recommendations for using zoom classes.

Keywords: attitudes, distant learning, motivation, Algerian EFL students' perceptions, Zoom sessions.

Cite as: Benmansour, S. (2021). Zoom Sessions in Distant Learning: Algerian EFL Students' Perceptions and Attitudes . *Arab World English Journal (AWEJ) Special Issue on Covid 19 Challenges*. (1) 264-280. DOI: <https://dx.doi.org/10.24093/awej/covid.20>

Introduction

Early in 2020, because of the COVID-19 pandemic, many schools and universities worldwide were commanded to close, and teaching online becomes inevitable for many teachers and instructors. It seems that this alteration was relatively trouble-free for those states that had invested in the field and moved toward digitalization in a strategic way pre-crisis (such as France, Germany, Estonia, Denmark, Finland). Countries, like Algeria, that had not adopted strategic plans are not supposed to provide support, as they had witnessed a lack of investment in higher education that wreaked significant difficulties.

Students' positive perceptions and attitudes play a crucial role in the alteration to online learning. This later is gaining acknowledgment of academic community which spotlights the significance of providing training for teachers and students. Lack of training may bring about some obstacles and barriers for students to successfully exploit ICTs in their learning. Due to some psychological factors, such as computer anxiety, or the lack of ICT competencies, students might be reluctant to use technology and become '*technophobic*' (Azarfam, 2012). Hence, integrating technology in these conditions would not fulfil the primary objectives of developing students' linguistic skills, and negatively affect their classroom motivation and learning outcomes (Gabriel & Thonda, 2020).

Motivation in learning and academic results could be significantly improved by students' positive perceptions about using ICT. Thus, providing classrooms with the latest technologies is no longer what is required to promote technology-mediated teaching. Students should be encouraged to think positively about the benefits and merits of e-learning and how the use of Zoom sessions could enhance their learning process.

To this aim, the present research work attempts to give a spindle eye on the distant learning situation in the Algerian university and considering the EFL context as a case study. It also seeks to focus on the status of ICT and its importance for the teaching and learning process. In other words, the present paper endeavors to highlight students' motivation towards e-learning, with a particular emphasis on 'Zoom' as an asynchronous learning strategy to help bridge the gaps and cope with the changes they come across while exploiting Zoom sessions. This study sets around the subsequent research questions:

- How academically appropriate is the Zoom's integration for enhancing EFL students' motivation?
- How can the perceived obstacles be challenged for the proper integration of Zoom? Another significant motive for the necessity of integrating Zoom sessions is the importance of students' positive attitudes and perceptions about the use of technology in their distant learning experience and communication (Leung, 2015).

The paper under scrutiny investigates the use of Zoom sessions in the English language department in Oran University of Algeria. Also, it tends to accentuate EFL students' attitudes and perceptions about learning in a synchronous virtual classroom. Besides, it tries to examine students' motivation to learning within Zoom classes.

Literature Review

Zoom Classes: Step towards Blended Learning

With the rapid growth of technology, the notion of e-learning is widely spread. Universities and academic institutions worldwide judge this teaching strategy extremely propitious, as it allows students to learn distantly and hence, substitute for the decreasing number of traditional classroom instruction (Dumont & Ragg, 2018). Consequently, a large variety of internet-assisted or based-courses has been emerging. The conception of 'blended learning' appears with the idea of a Learning Management System (LMS), e.g. Canvas, Edmodo, and Google classroom, to significantly improve the quality of the teaching-learning process (Dash, 2019).

Along with Dumont and Raggio (2018), teaching online can be possible with three modes: asynchronous, hybrid, and synchronous. In distance learning approach, students are not obliged to be present in the classroom with their teachers and classmates. Still, they have to learn remotely and can be engaged in any activity posted beforehand in the cloud-based LMS. Students in the asynchronous online classroom can study whenever they see time convenient. However, the teachers-students interaction in this model is interrupted by the settings (Blaine, 2019). With hybrid online teaching, teachers and students concurrently have access to internet-based classrooms using a particular online platform. Some learning activities, such as group or individual assignments, are done asynchronously, and results are posted onto LMS later on. The third mode is synchronous online teaching, also called synchronous virtual classrooms. It relies essentially on 'real-time communication' where learning tasks are done distantly through a particular internet-based platform (Martin; Parker & Deale, 2012).

A study on the synchronous virtual classroom has suggested that this instruction approach can provide students with a comparable learning experience and upshot equivalent to the traditional environments. Ngo (2019) observed that learning through a platform in an asynchronous online setting showed a constant development of students reading, writing, listening, and speaking skills of the English language, parallel to the traditional classroom environment (Martin et al., 2012). It is worth of mentioning that developing students' "sense of belonging to a learning community" could endorse their motivation and cooperation (Falloon, 2011). This showed that traditional classrooms could be replaced by synchronous virtual classes (Barbosa & Barbosa, 2019).

Many studies about synchronous virtual classrooms examine the learning outcomes of students in total "distance learning" where lectures are basically structured for educational purposes. The nearest practice could be taken from mixed-mode teaching labeled 'synchronous hybrid virtual classroom' involving two groups of students (one onsite and the other online contributing in the same course (Raes et al, 2020). Though, one should not disregard that sometimes unpredicted factors may cause uncommon breakdowns to traditional classroom environments. A study by Zevenbergen, Sigler, Duerre, and Howse (2000) stated that violent inundations in the United States pushed schools and colleges in the impacted zones to stop their classes for a long time. Power failure can also lead classes, which depend much on electronic devices, to suspend their activities. Other circumstances, like civil unrest, bring about class annulment or suspension; that impacts the lesson plans and the whole curricula of the impacted academic year (Barbosa & Barbosa, 2019).

Zoom Sessions and Students' Academic Outcomes:

Different studies recommended a relationship between positive outcomes and motivation and Zoom sessions in synchronous virtual classrooms. Watkins ;Carnell; Lodge; & Whalley,1996) declared that Zoom class promotes the primary skills required in language learning, such as high order thinking, critical thinking skills, and problem-solving skills when interacting, cooperating, and sharing information. Beside, selecting and designing activities in Zoom classes should boost students' motivation, and engagement (McCloskey& Lee, 2010). McLoughlin and Lee (2010) considered that exploiting Zoom sessions 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, students are encouraged to construct correct sentences.

With the Zoom sessions in synchronous virtual classrooms, students can ask questions to support their understanding and accomplish assignments before posting them online. Also, necessary feedback from their classmates and teacher greatly assist students in reducing the degree of anxiety perceived when collaborating with classmates (Suresh & Vishnu & Gayathri, 2018). This was made out by students learning in the Virtual University of Pakistan and thrived positive perspectives and learning outcomes in Zoom classes. Along with Pérez (2013), when students are free to decide between synchronous and asynchronous settings, they reveal preference to the synchronous settings regarding interactions and development of the content resources. That is for the reason that more communication-oriented towards language teaching is provided in zoom classes to captivate students' motivation and involvement mainly with the use of texts, videos, and voice chats to afford immediate feedback that assists students to acquire the necessary skills of language (Keegan et al., 2005).

Lots of researchers prop up the significance of Zoom sessions and students' learning achievements. Marjanovic (1999) underlined the effect of integrating Zoom in developing collaborative Learning environment. Furthermore, Blau & Barak (2012) affirmed that the feedback provided in this setting could help students to find out both their potencies and feeblednesses about the process of language learning to support engagement and learning outcomes. These results are comparable to those in an asynchronous classroom environment, which revealed that teachers make more effort in a synchronous classroom environment than in an asynchronous classroom environment regarding assignments and activities (Miles; Mesinga & Zuchowski, 2018).

Dansieh (2011) described that through writing texts, chats and posts, students could develop their language skills and amplify their motivation and engagement. Therefore, they become autonomous and successful learners. Moreover, Behjat (2011) conducted a study on how students reveal positive attitudes when utilizing a technological device through writing, like devoting more time and flexibility in structuring their ideas. Lin and Overbaugh (2007) also underlined the significance of sharing ideas, and providing feedback via Zoom sessions. Russell (2010) affirmed that Zoom could develop students' language skills in an inventive and effective way. Besides, chat texts can boost interaction and communication among students and improve their speaking and writing skills (Liang, 2006).

Zoom Sessions and Students' Perceptions

As a consequence of the COVID19 pandemic era, many universities around the globe strive today to train teachers and students to implement technologies, platforms, and applications to be utilized in the teaching-learning process; since people are accustomed to using these technologies to improve communication in a digital world (Kee, 2020). Then again, instructors implement these devices into the process of language teaching to make the material effortlessly intelligible for both personal or group levels of communication (Blau & Barak, 2012).

Several studies have inspected the significance and impacts of technology on language learning and fundamental skills. Zhao (2009) carried out a study that underscored the synchronous learning devices, such as text, chat, and video conferencing, to open topic discussions concerning culture in the English language. The results explained that these strategies assisted students' learning of the English language, and developed lexical schemata when discussing, interacting, and collaborating in synchronous settings.

Sauro and Smith (2010) examined the input of language in learning through synchronous strategies. They observed development in students' English language comprehension and lexical schemata. A study emphasized the use of chat rooms, and their impact on students' learning outcomes. It found that after the experimental period of online Learning, participant students demonstrated improved writing and speaking skills (Ochonogor, Alakpodia, and Achugbue 2012). Another study also examined the effect of using text chats. Students recognized the benefits of Zoom in developing interaction, and improving their writing and speaking skills (Suresh & Vishnu & Gayathri, 2018).

Many studies concluded that Zoom classes have many merits and positive effects on students' academic results and fundamental language skills. Zhao (2009) pointed out significance of Zoom classes to foster students' communicative competence and boost their collaboration, and interaction. The use of Zoom classes helps students to explore new ways to structure, design, and manage their studies, and hence, develops their autonomy (Thumnong, 2020).

It is essential to state that through face-to-face interaction and conversation via texts, students can comprehend the lectures posted on the platform. Moreover, Falloon, (2011) accentuated the lack of research about typing errors when communicating in chats. However, a study by Hamouda (2013) underlined the significance of word processors in second or foreign language learning; when exploring different facets of the language such as syntax, semantics, and phonology. Therefore, students use this aptitude when practicing the four skills of language in a real-life situation. He stated that word processors, in instant messaging are essential in developing students' language skills.

A distressing situation might be the origin of students' negative attitudes about Zoom sessions, where ambiguity and misunderstandings could weaken textual interaction in instant messaging. However, Croxton (2014) considered that some limitations of distant Learning are related to the length of time that some students may need to learn in virtual settings and the difficulty of interacting and collaborating with classmates.

One cannot deny that Zoom sessions in virtual classroom settings are endorsed in 'the higher institutions community' as an effective strategy to instruct autonomous Learning and support both students and teachers to remain connected (Ghounane, 2020). According to Halverson;Spring;Huyett;Henrie & Graham (2017), Zoom classes in distant learning settings are more developed than other platforms as they endorse face- to-face interaction.

Kasula (2016) stated that using other platforms could benefit the teachers more than the students. He claimed that it enables teachers "to display class objectives, activities, and assignments in an orderly, focused, a productive and transparent manner for students, teachers, and administrators" (p. 11).

Several studies brought to light the effectiveness of Zoom sessions in the EFL environment. A survey conducted by McCloskey et al. (2013) claimed that Zoom sessions could help in the EFL context when designing activities that fit with students' needs in distant Learning. Other studies underlined the strategy's significance as a central part of the synchronous virtual classroom to foster students' thinking skills, and problem-solving aptitudes. Accordingly, Chen and Lee (2011) considered that:

During the zoom session, students may ask questions to help them structure their sentences or do their assignments before posting them; they may be exposed to listening input to increase their schemata that develops their error correction system which is directly linked to conscious learning of a language. At the same time, students receive essential feedback on their work from their teacher and classmates, which can decrease the anxiety levels felt when sharing with others. (as cited in Ayoub, 2019, pp. 131-132)

Liang (2006) concluded that Zoom could improve the students' writing skills throughout text chats in instant messaging. Liang also suggested that learning via Zoom session can boost the students' motivation in online Learning and affects their communicative competence and interaction. It is crucial to underline the literary gap in this study. Despite the profusion of researches on the integration of Zoom worldwide, further investigations in the Algerian context are significantly required.

Research Design and Methodology

This study adopts a qualitative approach that involves a case study. Informal structured interviews and semi-structured questionnaires are conducted. A cyclical process of data compilation, interpretation, and analysis is highlighted in this action research. Meyer (2000) claimed that action research attempts to provide practical solutions to problems. It also strengthened experts and decision-makers, to be actively involved in the study (Bagriacik, 2019).

Instrumentation

Informal, structured interviews and semi-structured questionnaires were designed to scrutinize EFL students' perceptions and attitudes about using zoom sessions in English language learning. In this study, open-ended questionnaires were convenient to collect data and allow the respondents to stay anonymous. Six questions with definite instructions, which could be answered in roughly less than ten minutes, were processed. It aimed to reduce the time participants would need to complete them and thus, reduce the return rate. The use of questionnaires allows informants' answers to be free from any biases of the researcher. They are also deemed effective and provide structured responses. In this study, the questionnaire brings to

light students' activities in Zoom class and their perceptions, and attitudes. It tackles also the main challenges to integrating Zoom, and provides recommendations.

In the present study, the interview schedule processes the EFL students' perceptions and outlooks about learning via zoom sessions. The researcher solicited consent from the interviewees to take notes about their complete statements during the interview. Therefore, right away after the interviewing process, data were transcribed word for word and then analyzed. The interview questions highlight the significant merits of zoom class, tackle some limitations, and provide recommendations for effective integration of Zoom in the EFL context.

An undergraduate class of twenty EFL students enrolled in the English language department, at Oran university of Algeria, were selected to participate in the study. EFL students participating in the study were in their third year license studies and having oral expression lectures once a week via zoom sessions for the first time. Since November 2020, teachers need to instruct remotely and post their lessons on academic platforms such as Moodle, Team, and significantly zoom. Participant students consent to partake in this study and reveal their perceptions, and attitudes towards learning through Zoom sessions.

Data Presentation and Analysis

Students' Questionnaire

During the COVID19 pandemic, Algerian universities and higher education institutions raise the challenge to use technology and investigate an e-learning environment to benefit from the merits of technology and save the academic year. Though some of them reveal preference to the traditional classroom environment, teachers are, in some way, pushed to cope with the new situation to post lectures and even assess students via a system that provides opportunities to upload lessons. They can also accomplish their assignments, and keep in touch with their teachers virtually. Even if this innovative strategy seems to enhance their self-autonomy, training students and developing their ICT proficiencies to learn distantly may not be an easy task, mainly for students who are not adept with technology. Accordingly, through the questionnaire, the researcher underlines students' perceptions and aptitudes to be thought of via Zoom classes. Table one gives an idea about the students' experience of learning in Zoom classes and the activities required in this setting:

Table1. *Students' activities in Zoom class*

Activities	%
Download the lectures posted on the platform	65%
Assignments	44%
Communication	53%
Collaboration and interaction	47%

Table one shows that 65% of the students downloaded lectures posted on the platform. Students' answers also showed that using the Zoom sessions favored their communication (53%),

collaboration and interaction (47%), and assignments (44%). It is pretty evident that students welcome the use of Zoom and enjoy the transition to online settings.

In the second question, the researcher asked students about the merits of learning via Zoom sessions. Table two presents an in-depth look at the standpoints of students regarding the advantages of the zoom class.

Table2. *Students' views about the merits of Zoom class*

Merits	%
Increase motivation	57%
Increase Interactivities	48%
Provide a diversity of learning materials	55%
Integrate proper Assessment	47%

Table two reveals that students appreciate in the Zoom class that it increases their motivation (57%) provides a diversity of learning materials (55%). 48% of students stated that it increased interactivities. They added that in Zoom class, they interact mainly during classroom assessment. 47% of students' answers encompass integrating proper assessment. It seems that students are motivated about the use of zoom sessions.

Students were questioned about their perspectives about the use of Zoom. The following table gives an idea:

Table3. *Students' positive perspectives about the use of the Zoom*

Positive Perspectives	%
Flexibility	53%
Accessibility	49%
Autonomy	51%
Comfort	20%

Table three shows that students have, on the whole, positive perspectives about Learning via Zoom classes. More than half of students believe that flexibility in this online Learning can support the process of Learning (53%) and offer accessibility to different learning materials (49%). 51% of students stated that Learning in the Zoom class boosted their autonomy, as it favored student-centered Learning; only 20% of participants pointed out the aspect of comfort. Some psychological factors, such as stress, anxiety, or being ashamed, may make students feel uncomfortable using technology.

The researcher designed the fourth question to scrutinize the students' perceptions about what they most dislike when learning in Zoom class. The following table provides an idea:

Table4. *Students' negative perspectives about the use of the Zoom*

Negative ' Perspectives	%
Intensive	59%

Lack of interactivity	55%
Plagiarism	41%
Lack of discipline	25%

Findings from table four demonstrate that most students consider learning in zoom class as intensive (59%). Students perceive the overuse of technology in the Zoom class as demanding and burden them in such a disturbing environment. 55% of students claim that the zoom class lacks interactivity. They add that they interact less with their teacher and classmates. They also highlight the problem of plagiarism (41%). Because this system is new and relatively challenging, students can copy and paste things from the net with ease. Informants also point out the lack of discipline (25%). They claim that some students use to misbehave during lectures.

In the fifth question, students were questioned about the perceived barriers and obstacles encountered in the zoom class. Table five provides an idea about the main limitations.

Table5. *Limitations of Zoom class*

<i>Limitations</i>	<i>%</i>
Lack of motivation and negative attitudes	70%
Computer anxiety	59%
Lack of ICT skills	65%
Lack of training	69%
Resistance to change and no perception of benefits	71%
Lack of time in zoom session	35%
Technical breakdown	54%

Findings from table five demonstrate that resistance to change and no perception of benefits (71%), lack of motivation and negative attitudes (70%), lack of training (69%), lack of ICT skills (65%), and computer anxiety (59%) were the main limitations to integrating Zoom in their Learning. There is a tight relationship between factors that may prevent a successful integration of ICTs, particularly the Zoom classes. When students are not motivated and trained to use a given technology, they would deliberately lack proficiency and develop a kind of anxiety for technology and digital devices. Besides, more than half of the students' answers show that technical breakdowns can seriously hamper the teaching-learning process through zoom sessions. Lack of time in Zoom sessions is also regarded as a limitation of learning with Zoom.

The last question invites the informant students to suggest some recommendations for the effective use of Zoom.

Table6. *Recommendations for the effective use of Zoom classes*

<i>Recommendations</i>	<i>%</i>
Reducing cognitive load	54%
Training students to use digital learning	61%

material	
Ensuring an effective technical support mechanism	52%
Facilitating access to educational platforms	58 %
Providing more interactive activities	53%
Updating knowledge	55%
Experiencing the potential benefits of integrating ICT	62%

Table six shows that informants believe that experiencing the potential benefits of integrating ICT (62%), training students to use digital learning materials (61%), and facilitating access to educational platforms (58%), are highly recommended to implementing Zoom in EFL context. Students also believe that updating knowledge (55%), reducing the cognitive load (54%), and providing more interactive activities (53%) in providing an effective technical support mechanism (52%) as extremely important for the effective use of technology in their learning experience.

Students' Interview

The researcher conducted an online interview with eight EFL students at Oran University. The questions intended to give an overview of the students' perceptions and attitudes about learning in zoom classes during the Covid-19 pandemic.

Question One: How do you get in touch with your teachers and learn during the Covid-19 pandemic?

The eight students answered that from the first semester of the academic year 2020-2021, they are supposed to learn distantly, exploit educational platforms, and download lectures. They argued that thanks to these alternatives, they could have classes and use technology in the process of Learning. They maintained that they also contacted their teachers through emails to post lectures online.

Question Two: Do you think that e-learning and emerging virtual classrooms would replace the traditional classroom environment after the COVID 19?

Five informant students stated that online Learning could not substitute a traditional classroom environment, where they can distantly interact with their teachers and classmates, becomes an integral part of their daily lives during the pandemic.

They added that they were not trained to be thought with technology. They maintained that they are familiar with using the net to research, send mail, download stuff, but they had never experienced learning in a virtual classroom before. Interviewed students claimed that even if they are supposed to have access to academic platforms or applications, they are still novice users and need time to master some ICTs competencies. On the other hand, five out of eight students mentioned that, in Zoom class, they lack the sense of human interaction and focus merely on typing instant messaging to communicate with each other. One student reported: "we get used to chatting with each other, but sometimes due to some errors of typing, there is

misapprehension". Other students stated that they are inclined to use technology and explore the wave of e-learning. One student said: "I love using technology in learning. I can ask a question from my room when I do an assignment."

Question Three: How do you consider the use of Zoom in the EFL classroom?

All the interviewed students highlighted that Zoom class boosts their motivation. They maintained that it encouraged them to interact and communicate via chats and instant messaging. One student stated: "even if we are not confident, we can easily communicate through chat". In the interview, students maintained that in the Zoom classes, lectures are uploaded, and they can easily access the platform to download them and do their assignments. Besides, four students asserted that they are extremely engaged when teachers use videos. One student stated: "I can easily and comfortably listen to the lecture and learn". Also, learning in zoom classes promotes student-centered learning as it fosters them to be autonomous learners. One student said: "I believe e-learning is making students more active and self-learner". Five students claimed that it offered them the opportunity to be independent and self-directed learners. One student claimed: "It is easy for us to go back and forth through the whole video for a summary or even revising it".

Question Four: Do you prefer learning with or without zoom?

The majority of informants concurred that technology had paved the way for online education. Four out of eight students pointed out that they prefer using Zoom, primarily in the course of oral expression. They claimed that they appreciate the use of authentic learning materials such as videos and songs. One informant said: "learning with zoom in oral expression would be effective for teachers, mostly in the assessment when students are supposed to register videos and post them on the platform". Five students validated that although it is helpful for students and teachers during the pandemic, synchronous virtual classes via zoom technology can never substitute the traditional classroom environment. They maintained that they could use the platform as an extra tool for Learning. One student Said: "zoom strategy can help teachers to provide feedback and assess in the assignments". Another replayed: "zoom sessions can enhance traditional classroom environment, but it cannot replace it". Two students stated that because some teachers and learners are reluctant to use technology. They claimed that they need to perceive the benefits of using ICTs and adopt positive perceptions.

Question Five: what do you dislike most in Zoom?

Three students agreed that Zoom classes lacked communication between students and their teachers. One student said: "in this virtual class, teachers are busy checking technical stuff such as internet connection and clearness of sound and more than communicating with students". Another added: "the teacher does not have time to communicate with us". Seven out of eight students insisted that they lack the training to use the platform is a significant problem. They also affirmed that they lacked competencies in ICT skills as a consequence of not being trained. Five other students also mentioned that some students refuse change brought by technology and feel anxious to use the computer. All students pointed out that technical break-down are what they dislike most in the virtual class.

Question Six: what do you suggest to use zoom in the learning process?

Five informant students claimed that teachers should provide more interactive activities. Other students maintained that they need to be trained to access easily to the platform. Informants also reported that assuring an effective technical support mechanism is highly recommended.

Discussion and Interpretation of the Findings

The COVID 19 pandemic has impelled all the educational regulations, particularly for those who do not approve the implementation of technology in the classroom. Some teachers, mostly old ones, become *technophobic* and are reluctant to use technology in instruction. Those teachers have to deal with the innovations that the field of teaching and learning entails.

Through the analysis of both questionnaire and interviews, informant students consider the use of Zoom sessions in an oral expression class as beneficial and entertaining. They stated that they were motivated and engaged when using some English videos and songs. This result goes hand in hand with researchers like Liang (2006), who suggested that Zoom sessions could boost the students' motivation and enhance language skills.

Analysis also showed that participant students believe that the Zoom class increased their collaboration, raised their interactivities, and fostered their learning autonomy. These conclusions support McCloskey et al, (2012), which maintained that Zoom sessions could be beneficial in the EFL environment when designing activities that match with the students' needs in distance learning.

The findings disclosed that students were motivated to learn via Zoom class. Though they are not trained, students reveal a willingness to participate in the lesson and accomplish some tasks via the platform. This result confirms the findings of a study by Barbosa and Barbosa (2019), which reveal that Zoom sessions could develop students' communication, and language skills. This result may answer the first research question, how academically appropriate is the Zoom's integration of for enhancing EFL students' motivation?

Results showed that most informant students appreciate using Zoom class, though they still consider themselves trainee users as they are not used to employ ICTs in learning. This result might be the answer of the second research question, how can the perceived obstacles be challenged for the proper integration of Zoom?

Analysis divulged that students' negative attitudes, lack of training, lack of ICT skills, and computer anxiety were the significant obstacles that may prevent an effective integration of the Zoom sessions. These findings confirm the idea of Doyle (2005), who believed that such a problematic condition might be the origin of students' negative perception about the use of ICTs. Findings also reported that technical breakdown is considered a real obstacle. These conclusions get in harmony with Kasula (2016), who maintained that lack of technical support or weak internet connection might hamper Zoom class. Participant students believed that providing training to use ICTs and assuring an effective technical support mechanism were the primary enablers to integrating Zoom classes in the EFL context.

Conclusion

This study aimed to scrutinize EFL students' perceptions and attitudes about the use of Zoom classes during the Covid-19 pandemic situation. The researcher considered the English Language department of Oran University as a case study. It also endeavored to shed light on the students' motivation and standpoints about having an oral expression class via Zoom sessions throughout the first semester of the academic year 2020-2021. This paper attempts to provide a sweeping view of the situation of e-learning in the EFL context. The present study was limited to a small sample of EFL students in the English language department. Still, it could be taken as a roadmap to conduct more studies, chiefly on the use of new instructive applications like Zoom and Google Classroom in Algerian schools and institutions. ICTs become a fundamental element in the process of teaching and learning. Teachers and students need to deal with the advancement of technology in language teaching. It is now a responsibility for teachers to ensure that, taking into consideration that positive attitudes and motivation significantly affect the quality of the whole process of language teaching and learning.

The Covid-19 pandemic situation propelled institutions, universities, and teachers worldwide to approach digitalization and invest in students' attitudes and aptitudes. Attention was drawn towards the merits of technology that foster both synchronous and asynchronous teaching-learning processes. The learning and teaching ambiance becomes more enjoyable where both teachers and learners are joined to share knowledge distantly.

Most of the results showed that students are motivated to learn via Zoom classes and reveal positive attitudes and perspectives about Zoom's use of in the teaching and learning process. The analysis also showed that Zoom sessions cannot and should not replace the traditional classroom environment. Indeed, Zoom classes intend to enhance the Learning process, engage students to learn, and reinforce the teacher-learner relationship.

The use of educational platforms and new applications like Zoom is not sufficient. The process of teaching and learning would not be effective without the critical role of teachers and students' positive attitudes. The objective of this attempt is to develop students' centered Learning and endorse inventiveness in teaching. Effective integration of e-learning requires thoughtful initiatives of experts and decision-makers to train teachers and students to successfully use technologies and bring innovation in teaching and learning.

Recommendations

This study presents some recommendations that can help in integrating Zoom in the Algerian EFL context:

- Stakeholders and decision-makers should re-think the curriculum and re-consider technology in the teaching /learning processes.
- Teachers and students should receive training to use ICT in e-learning environments to develop their e-competencies.
- E-competencies can be developed by exploring students' potentials of using e-skills and knowledge.
- Students should develop competencies beyond school, and foster their autonomous and creative Learning.

- Teachers need to adopt positive perceptions about the use of different educational platforms and applications.
- Teachers and students should consider the positive outcomes of ICTs

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