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Investigating users' perspectives of using zoom for ELT: A teaching–learning lens

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ABSTRACT

This study investigates the effectiveness, potential, and challenges of utilizing the Zoom platform for online English language instruction, as perceived by EFL university students and their instructors. The research employed a mixed methods approach, integrating quantitative data from 67 student participants and qualitative insights from seven teachers. An ARCS (attention, relevance, confidence, and satisfaction) model questionnaire was used to assess students' perceptions, while teachers' perspectives were obtained through semi-structured interviews. The survey results were analyzed using SPSS v 24.0, and the interview data were thematically scrutinized. The findings indicated that Zoom effectively met students' learning needs, captured their attention, and provided relevant content. However, sustaining long-term engagement and fostering students' confidence were the remarkable challenges. From the teachers' perspective, Zoom's features, such as breakout rooms and interactive whiteboards, enhanced the learning experience. Notably, discrepancies emerged between student and teacher perceptions, particularly regarding technical difficulties, the absence of non-verbal cues, and attention retention issues. To address these challenges, the study recommends prioritizing technical support, providing orientation sessions, refining engagement approaches, and adopting blended learning to maximize the potential of Zoom. Overall, this study emphasizes the importance of addressing technical and engagement barriers to enhance the effectiveness of online platforms used for English language teaching (ELT).

Contribution/Originality: This study makes a significant contribution to the broader debate on technology use, specifically Zoom, as a platform for ELT from the perspectives of students and teachers, and attempts to determine the positives, drawbacks, and challenges of mediating Zoom.

1. INTRODUCTION

During and after the Coronavirus pandemic, education systems have changed in all countries across the world. The situation forced all educational institutions to shift swiftly from traditional classroom learning to integrating online learning platforms. This unexpected transformation from face-to-face educational methodology affected all students and has had a profound implication for the teaching and learning of many subjects, including the English language.

The use of online platforms for instruction is not completely new. It has been used before to supplement traditional teaching methods, but the unexpected and widespread adoption of online platforms such as Zoom changed how educational content is delivered. COVID-19 forced researchers to investigate how students and

teachers perceive these new methods of instruction, especially in an EFL language context where interpersonal interaction is critical. This shift is in accordance with the theories of distance learning and e-learning, which have been developing for decades. For example, Moore's theory of transactional distance highlights the psychological and communication gaps that might be created in distance learning by necessitating a scheme and pattern of interaction and active involvement to bridge these gaps. The Community of Inquiry framework, developed by Garrison, Anderson and Archer supports this transition by focusing on the interplay between social presence, cognitive presence, and teaching presence in an online learning environment. The perspectives and perception of learners are based on these theories; therefore, the establishment of an innovative and vibrant online learning community is encouraged.

Park (2011) described a pedagogical framework for mobile learning where it was pointed out that the flexibility and accessibility of mobile technologies successfully decrease the transactional distance by offering learning at any place and time. The proposed framework is consistent with Moore's principles of learner independence and expands on them through leveraging the specific features of mobile devices. Lu and Smiles (2022) looked at the various impacts of collaborative learning in minimizing transactional distance in online learning settings. They discovered that techniques such as the use of discussion forums, group work, and peer evaluations encourage communication and lead to the necessary reduction of transactional distance. To some extent this concurs with the meta-analysis by Garrison, Anderson, and Archer (2000) on social and cognitive presence constituent to an optimum online supporting learning environment.

These theories have guided this study to determine the usefulness, possibility and difficulty of implementing Zoom for EFL classes. The integration of the quantitative data from the ARCS model questionnaire along with paired interviews depicts a clearer perspective of how the features of Zoom and the transition to online education affect the subjects. The research focuses on the technical and engagement barriers in order to drive the evolution of effective online teaching strategies in the post COVID-19 education environment.

The online platform Zoom, originally a business communication tool, has been widely adopted because it offers interactive features such as shareable online whiteboards. It allows users to create and join virtual meeting rooms where they can communicate via audio and video. The effectiveness of these interactive features needs to be explored and investigated in order to understand students' perceptions of using Zoom to learn EFL and evaluate EFL students' language improvement (Siciliano, 2021).

EFL users' perceptions of Zoom play an effective role in the success of educational platforms if they are appropriately guided. As a result, students' positive feedback on such platforms can increase their engagement and motivation. On the other hand, negative feedback can lead to decreased participation and lower motivation. Nevertheless, online language learning can be affected by different factors, such as the quality of instructional design, the level of interactivity, and the availability of technical support (Chapelle, 2001). According to Hubbard (2009) effective online teaching and learning require us to design online language courses that incorporate interactive elements, such as discussion forums and video chats, in order to motivate students and help them to engage in meaningful communication that will develop their language proficiency. Therefore, the process of investigating how students and teachers perceive the use of online learning platforms such as Zoom in EFL courses is valuable and effective for successful online teaching–learning environments.

To conclude, online learning removes some of the limitations of traditional learning in terms of location and time so that students can learn in meaningful, personalized ways. It is more than just sitting in a traditional classroom; it is about autonomy, engagement, and positive relationships between teachers and students (Cheng, Yeoh, & Yang, 2023). This research highlights the positive impact of using Zoom on EFL students through an analysis of students' perceptions of such platforms.

Consequently, this research holds significant importance as it comprehensively evaluates the use of Zoom as a platform for English language teaching (ELT) at the university level, particularly in the current era of online

education. It contributes to the field of educational technology by providing critical insights into the application of Zoom in higher education, specifically within the context of language learning. It addresses the pressing challenges faced by educational institutions during and after the COVID-19 pandemic by offering practical guidance for enhancing online ELT. The research also responds to global trends in education by adapting teaching methods to diverse technological environments, and it significantly provides a comprehensive investigation into mediating Zoom as a medium for ELT in higher education, uncovering both its benefits and limitations. The integration of the quantitative data collected from students through the ARCS model questionnaire and the qualitative data set obtained from teachers allows us to understand Zoom users' perspectives of the platform's efficacy. A key finding is that Zoom has the capacity to increase student engagement. The increased level of participation highlights the potential of online platforms to create more inclusive learning environments.

The literature on online learning and language acquisition has demonstrated that digital technologies have played a crucial role in shaping the processes of teaching and learning. Zoom, being a video conferencing platform widely used across the globe, has various advantages for learning English, as reported in literature. However, some concerns have been raised. Therefore, this research was conducted to answer the following three questions:

RQ1. To what extent do students rate the motivational factors of attention, relevance, confidence, and satisfaction (ARCS) regarding the use of Zoom as a platform for the online learning of English?

RQ2. How do teachers perceive mediating Zoom for ELT?

RQ3. In what ways can Zoom be further optimized to address the specific needs and challenges faced by users?

2. LITERATURE REVIEW

Because of the COVID-19 pandemic, online learning has increasingly become a field of interest for many researchers, especially in the context of English language learning. Several studies have shown that online platforms can offer flexible and innovative learning experiences (Anderson, 2008). According to Garrison and Anderson (2003) online platforms play a critical role in the transition of classical teaching and learning methods. These platforms play an effective role in the educational curriculum as they enhance learning and develop the overall outcomes. However, challenges, such as reduced social interaction and technical difficulties, persist (Garrison & Anderson, 2003).

Anderson (2008) describes online learning as an extension of learning that is supported by the use of technologies to enable transactional communication, content transfer, and collaborative learning through the use of internet technologies. The mobility and openness of learning have been acknowledged globally as huge achievements within e-learning, with prospects to favor students with the potential to learn at a suitable pace and from anywhere (Means, Toyama, Murphy, Bakia, & Jones, 2009). The application of online learning to language education is not a completely new technology. For example, computer-assisted language learning has been the focus of extensive research for many years. It incorporates activities such as language practice exercises, multimedia resources, and virtual communication tools (Warschauer, 1996). It is widely known that the use of online platforms for language learning helps EFL students develop their language proficiency through access to authentic language materials and opportunities to practice communication with native speakers (Blake, 2013).

The literature clearly shows that embracing technology in education has been an area of interest over the last couple of years. This was made possible by the introduction of the internet and the recent trend in the use of technology, hence the shift to online learning because of the COVID-19 situation. Zoom is one of the most popular and effective amplifiers in education, as it allows video communication and is equipped with convenient functions and solid possibilities (Adedoyin & Soykan, 2023).

The Zoom learning method can be defined as the process and result of applying information technologies to inculcate knowledge and formative experiences. It is without a doubt a tool that concerns a variety of virtual processes and task execution. Since Zoom is a flexible video conferencing platform, it offers various solutions that

enable synchronous interaction, work and participation in different fields such as education, business, and social events. It is not just a video calling software but has features that include screen sharing, virtual scribe boards, small group discussions through breakout rooms, associations with other software systems for learning management systems, and shared calendars. Zoom's solid foundation and various tools means that it serves many purposes, such as conducting meetings, webinars, online classes, and workshops, proving that it is a versatile platform that strengthens connectivity and efficiency in a world where so many activities are carried out online. Zoom can facilitate synchronous learning that enables students and instructors to interact in real-time using video, audio, or chat. Furthermore, Zoom has functionalities including sharing screens, creating breakout sessions, and even the possibility for recording that can complement the learning process (Jordan, 2021).

Some research has explored the functionality of Zoom for different educational processes and the language process in particular, as acknowledged by Adedoyin and Soykan (2023). In the context of implementing online learning, several interactive options of the Zoom application allows ongoing communication and cooperation between individuals. The materialization of essential features has enabled a substantive course of events where the creation of breakout rooms, for instance, allows an instructor to conduct group discussions and activities that are crucial for language practice.

However, conducting lessons through the internet, especially through platforms such as Zoom, brings some challenges. The disconnection of services by internet service providers, coupled with audio problems, which are more common in the developing world, can be a great inconvenience, especially for students, resulting in irritation (Moorhouse, 2020). Moreover, when people interact in a virtual environment, many of the critical elements of communication are missing and there is a lack of a sense of belonging to the classroom community that students and teachers have when in a classroom setting together. Due to these issues, the potential use of technological tools in education will remain low, and it will be impossible to gauge the effectiveness of technology-mediated instruction or address the areas in which students experience difficulties and frustration. Several studies have suggested that factors such as students' past exposure to technology-enhanced learning environments, the quality of the instructional design used in online courses, and the amount of positive support from teachers could influence students' perceptions of the learning environment (Sun, Tsai, Finger, Chen, & Yeh, 2008). Bolliger and Martindale (2004) noted that actual student satisfaction with online learning was related to the perceived usefulness which was, in turn, related to the appropriateness and quality of interaction with teachers and other students. In the same regard, Al-Fraihat, Joy, and Sinclair (2020) stated that the perceived convenience of use and technical support quality were key factors that influenced students' satisfaction and acceptance of online learning solutions.

When considering the learning of English as a foreign language, EFL students' perception is therefore defined by the learning that has occurred due to interaction and communicative processes that applicable online tools facilitate. Warschauer (2002) demonstrated that effective foreign language acquisition in computer-mediated communication settings depends on the use of interactivity and meaningful and accurate tasks. Flexibility is another essential feature of technology since the students can use the medium for effective real-time communication and receiving feedback from instructors (Hampel & Stickler, 2005).

Employing Zoom as a means of learning in the context of English language acquisition is helpful as it contributes to the decrease of its rigidity, allowing students to attend classes from any location. This is particularly advantageous to learners since they can enroll in a course in their own time, and with no time or space limits. It is also advantageous to be able to record audio/video of a session and is even advantageous for learners to go over data several times, especially at a pace that they choose (Gillis & Krull, 2020). Salendab et al. (2024) reported a positive interaction of students' communication and collaboration pertaining to Zoom's interactive elements. Their research utilized structural equation modeling to analyze the relationships between the elements within the Technology Acceptance Model (TAM) and Zoom lessons completed during the COVID-19 pandemic. In their paper, the cross-sectional research method was used, in which 323 Asian EFL university students were interviewed.

The result of this research paper underlines how breakout rooms, and especially the conversation functions, bring considerably benefit communication and students' progress. These features create an interactive student experience which is helpful in the overall learning process. The most useful functions are probably the breakout rooms where you can discuss particular issues with specific groups, which is useful for completing assignments or working together on projects. The talk options, such as chat and reactions, also help the students to communicate in real time while taking virtual classes and thus they are able to build a relationship with their classmates; the creation and experience of a sense of friendship is a vital aspect of learning (Sutton-Brady, 2021). Eljack, Altahir, and Mohamed (2023) studied the approach of 40 Sudanese Ph.D. students to the usage of Zoom in English language learning during the pandemic. The results showed that the participants were satisfied with how online lectures had been delivered and they held a positive view of Zoom. For them, it was comfortable because it was open and convenient for interaction and because of the opportunities it provides and relations it allows. The conclusions also highlighted the fact that the use of Zoom helped the EFL students improve not only the quality of their relationships with the advisors, but also their productivity levels.

There are also several limitations of employing Zoom for the practice of learning the English language, such as challenges that relate to technology, including poor internet connectivity and poor feedback and audio quality, which make learning difficult and frustrating for students (Adnan & Anwar, 2020). These technical issues can lead to problems in the learning process and become the reason for lower qualifications in the studied subject. Interactive computer-aided learning environments can be noisy and confusing due to different technical failures. Another disadvantage is the absence of nonverbal cues and physical contact in virtual environments. An important aspect that must be considered when acquiring a second language is non-verbal communication, including gestures and body language, which offers further cues and explanations of the context of communication (Peachey, 2017). It is common in an online environment for cues to be almost absent, and this makes students feel more disconnected, limiting their participation and communication with classmates.

Offering clear instructions and assistance regarding the usage of Zoom can help decrease technical hurdles and enhance the learning of the course. Such measures entail preparing guides for students on the appropriate use of the available Zoom tools, which also requires the availability and accessibility of technical assistance to overcome challenges (Dhawan, 2020). Another area that holds potential for improvement in online language courses is an increased focus on a sense of community and interaction between instructors and learners. Organizing the course and being friendly and approachable can help create a supportive and inclusive learning environment. In this sense, continuous and timely communication and feedback, social presence, and the use of supplementary multimedia aids in lieu of words can help to achieve the above goals (Garrison, 2011).

In addition to technical issues, online learning has other difficulties in relation to students' motivation and attentive reaction. According to Ryan and Deci (2000) students' biggest source of motivation derives from their interest in what they do, hence it can be more challenging in online-based learning. Some of the challenges of online courses include the potential inhibition of people's consistent motivation levels and participation, since there are fewer physical social interactions that can boost motivation rates in group activities, and a reduction in direct control over the learning environment to protect it from outside interruptions (Hartnett, St. George, & Dron, 2011).

Among the useful approaches to overcome these challenges, is the ARCS Model of Motivation by John M. Keller. The ARCS model consists of four key values that concerned consumers always acknowledge: Attention, Relevance, Confidence, and Satisfaction. Thus, implementing these elements systematically in the design of online courses can contribute to the motivation of the students. In order to capture and sustain learners' attention and interest, delivery of learning through cyberspace can employ multimedia and interactivity as well as multiple modalities. For instance, including videos, animations and interactive quizzes can help increase engagement with the content. It is also important to relate the material to the learners' needs and hobbies. This can be done by

establishing connections between the content, real life cases and future career aspirations, hence making the students appreciate what is taught.

Confidence plays a critical role in the learning process as it requires learners to be comfortable in their ability to accomplish a task and avoid doubts about successfully completing an activity or their inability to perform it. Satisfaction is one of the key aspects that needs to be incorporated in an instructional design. This can be achieved through appreciation, proper incentive awards and suitable asks for students to practice what they have learnt. When used together with the concept of online course design, the ARCS model can prove useful as an educational approach that assists members in addressing the difficulties of distance learning while designing a course that keeps the students active and persistent.

From the literature on online learning and L2 acquisition, it can be concluded that the use of online platforms has greatly impacted the teaching and learning processes. The literature indicates that Zoom, one of the most popular video conferencing tools, offers many benefits for learning English; however, some issues have also been identified.

3. RESEARCH METHODOLOGY

3.1. Research Design

This study applied a two-cycle mixed methods approach, integrating quantitative and qualitative data collected sequentially to investigate the perspectives of university students and teachers regarding the use of Zoom as a platform for learning English as a foreign language (EFL) online. In other words, the mixed methods approach was meant to offer a comprehensive explanation of students' and instructors' standpoints regarding Zoom by uniting statistical rigor with deep qualitative insights. This technique provides a two-fold holistic view of how effective Zoom is from the perspectives of both teaching and learning English as a foreign language.

3.2. Research Population

The target population comprised 102 students and seven EFL instructors. The target learners were enrolled in a level four English course with Zoom as the instruction platform at a private medical college, Al-Ghad International College, in Saudi Arabia. The research, at the onset, aimed for consensus pooling of the perceptions of all student users and all the course facilitators; however, not all students completed the survey, but all teachers were interviewed.

3.3. Data Collection Instruments & Procedures

Two main instruments were utilized for data collection, and one tool was used in each cycle of this study. The first cycle entails conducting a quantitative survey adopting the model developed by Keller (2010) with the goal of obtaining data on university students' perceptions of mediating Zoom as a meeting-for-learning platform or as a virtual language classroom. The second cycle enhances the qualitative data collected in the first stage by conducting semi-structured interviews with seven teachers, which allowed for a deeper understanding of users' experiences and perceptions. This design allows a thorough analysis in which the numerical data guides the nominal phase, ensuring a strong investigation.

In the quantitative data cycle, a survey was distributed electronically through SurveyMonkey to the target population of 102 students. A 5-point Likert scale (ranging from 'Very True' to 'Not True') questionnaire with two sections (A & B) based on the ARCS model of motivational design by Keller (2010) was employed to assess students' perceptions of the effectiveness of the Zoom platform in language instruction. Section A gathered the respondents' demographic data, and Section B was the ARCS model survey. The ARCS model measures the four key dimensions of motivational design: Attention (12 statements), Relevance (9 statements), Confidence (9 statements), and Satisfaction (6 statements). A total of 67 complete questionnaires were returned, an acceptable

completion rate of 65.7%. Responses were collected and analyzed using the Statistical Package for the Social Sciences (SPSS) v 24.0 to identify key trends and patterns in the descriptive, analytical, and inferential statistics.

During the second cycle, in order to complement the quantitative results, qualitative data were obtained through carrying out semi-structured interviews with seven English teachers. The interviews comprised six open-ended questions phrased to investigate instructors' perceptions of the usability, engagement, and instructional efficacy of Zoom as a channel for teaching English synchronously. The data were then transcribed and analyzed employing a manual thematic analysis, which enabled the identification of recurring themes and provided insightful findings. The aim of this phase was to refine the students' survey responses by providing an in-depth understanding of the numerical results from the first cycle and addressing any gaps found within the learners' answers to the survey.

3.4. Validity and Reliability

Procedures were followed to ensure the results' validity and reliability. First, the validity of the instrument was established through the adoption of the ARCS model survey. Face validity was ensured through a discussion with professional figures of expertise in ELT, while construct validity was confirmed through consulting figures of expertise in the field. The internal reliability of the results was determined by calculating Cronbach's alpha, yielding an overall score of 0.703, indicating a satisfactory level of internal consistency. Similarly, actions were taken in order to ensure an unbiased analysis of the interviews' qualitative data to achieve the credibility of the scripts' thematic analysis. These rigorous procedures ensure that the study's findings are both reliable and accurate.

4. RESEARCH RESULTS & FINDINGS

4.1. Quantitative Data Analysis

4.1.1. Demographics

Participants' responses to Section A of the questionnaire brought in the demographic results (see Table 1) in five categories with different variables.

Table 1. Respondents' demographics (n = 67).

S	Category	Variables	Frequency	%
1	Age (Years)	15–17	2	2.99
		18–20	27	40.30
		21–23	24	35.82
		24–26	9	13.43
		27+	5	7.64
2	Gender	Male	25	37.31
		Female	42	62.69
3	Nationality	Saudi	65	97.01
		Non-Saudi	2	2.99
4	Internet efficiency for general use	Excellent	28	41.79
		Very good	18	26.87
		Good	16	23.88
		Fair	3	4.48
		Poor	2	2.99
5	Efficiency of using learning platforms	Expert	92	86
		Efficient	29	43.28
		Fair	22	32.84
		Beginner	14	20.90
		Poor	2	2.99

Table 1 contains the demographic data retrieved from the 67 respondents who completed the questionnaire centered around four main categories: age, gender, nationality, and internet proficiency for both general usage and

educational platforms. The age distribution of the participants showed a notable majority of younger participants, with 27 (40.30%) falling within the 18–20 age range and 24 (35.82%) aged 21–23. This indicates that the majority of the participants are in the late adolescence/early adulthood phase, which is a crucial period for being actively involved in education. Furthermore, there was a significant disparity in gender representation, with females making up 62.69% of the sample, while males accounted for the remaining 37.31%. Furthermore, the vast majority of the respondents were Saudi nationals (97.01%), highlighting the localized nature of the survey, emphasizing the need to consider the specific socio-cultural framework of Saudi Arabia when analyzing the findings while also noting the potential limitations in generalizing these results to a broader population.

Regarding internet efficiency for general purposes, the participants demonstrated a significant level of proficiency. More precisely, 28 individuals (41.79%) assessed their capacities as excellent, while 18 individuals (26.87%) rated their skills as very good. The participants' exceptional proficiency in digital literacy is essential for properly navigating instructional environments. Furthermore, a considerable proportion of the respondents showed a strong proficiency in utilizing educational platforms. Specifically, 92 of the learners (86%) defined themselves as experts, while 29 (43.28%) categorized themselves as efficient users. Proficiency at a high level is necessary to effectively use educational technologies and fully maximize the benefits of digital learning tools.

4.1.2. ARCS Findings

The findings of each of the ARCS model's four domains (attention, relevance, confidence, and satisfaction) are discussed separately, and then correlations and connections are explored.

4.1.3. Data Analysis of the Attention Domain

The analysis of the participants' responses to the statements related to the 'Attention' dimension of the ARCS model, specifically in relation to the use of Zoom as a platform for providing an online synchronous channel for teaching and learning English, uncovered significant patterns. Table 2 presents the descriptive statistics for the attention-related responses, showing a mean score of 3.17 with a standard deviation of 1.42 across 804 valid responses, which is the total number of items (12) multiplied by the number of respondents (67). This suggests a moderate level of agreement with the statements pertaining to attention, suggesting that while Zoom captures the attention of many learners, there is variation in the intensity of the participants' feelings.

Table 2. Descriptive statistics for attention (n = 67).

Domain	N	Mean	Std. deviation
Attention	804	3.17	1.42
Valid N (Listwise)	804	3.17	1.42

Table 3 provides a more detailed perspective on the variability regarding the distribution of responses. The category that received the largest frequency of responses was 'Moderately True' with 200 responses, accounting for 24.9% of the total. This was followed by 'Very True' with 191 responses, making up 23.8% of the total. The category labeled 'Mostly True' received a total of 164 responses (20.4%), 'Not True' received 159 responses (19.8%), and 'Slightly True' had the lowest at 11.2% with only 90 responses out of 804. On the other hand, the cumulative percentages indicate that 69% of responses ranged from 'Moderately True' to 'Very True', illustrating that a majority of participants find Zoom effective in maintaining their attention, but to varying extents. However, the 20% of 'Not True' responses highlights that a significant number of learners do not find Zoom effective in capturing their attention, pointing to a divergence in the effectiveness of this platform in engaging all learners uniformly. These findings underscore the importance of considering individual differences in the design and implementation of online learning interventions in an EFL context.

Table 3. Distribution of responses related to attention (n = 67).

Attention		Frequency	Percent	Valid percent	Cumulative percent
Valid	Very true	191	23.8	23.8	23.7
	Mostly true	164	20.4	20.4	44.1
	Moderately true	200	24.9	24.9	69.0
	Slightly true	90	11.2	11.2	80.2
	Not true	159	19.8	19.8	100.0
	Total	804	100.0	100.0	100.0

4.1.4. Detailed Analysis of Responses to the Attention Items

Table 4 exhibits the detailed analysis of the responses to the 12 'Attention' statements (*items 2, 8, 11, 12, 15, 17, 20, 22, 24, 28, 29 and 31*) in the ARCS model survey administered to 67 participants. The data provides nuanced insights into the efficacy of Zoom as a platform for teaching English. The mean scores for the individual items suggest varying degrees of attention and retention among students. For instance, the statement "The Zoom platform is eye-catching" received a mean score of 3.53 (SD = 1.247), and the statement "The quality of Zoom properties helped to hold my attention" scored even higher with a mean of 3.73 (SD = 1.262), both with a median of 4.00. These high scores indicate that the visual and technical aspects of Zoom significantly contribute to engaging students. Conversely, items such as "Zoom tools are so abstract that it was hard to keep my attention on it" (mean = 2.50, SD = 1.531) and "The material on the Zoom screen looks dull and uninteresting" (mean = 2.53, SD = 1.500), both with a median score of 2.00, reflect areas where Zoom falls short, indicating that a notable portion of students find the content presentation lacking with regard to engagement.

Table 4. Detailed analysis of attention items (n = 67).

Attention items	*n	Mean	Std. deviation	Median
2. There was something interesting at the beginning of learning using Zoom that got my attention.	67	3.23	1.338	3.00
8. The Zoom platform is eye-catching.	67	3.53	1.247	4.00
11. The quality of Zoom properties helped to hold my attention.	67	3.73	1.262	4.00
12. Zoom tools are so abstract that it was hard to keep my attention. (*N)	67	2.50	1.531	2.00
15. The material on the Zoom screen looks dull and uninteresting. (*N)	67	2.53	1.500	2.00
17. The way the content is arranged on the Zoom screen helped to keep my attention.	67	3.70	1.044	4.00
20. Learning materials over Zoom stimulated my curiosity.	67	3.11	1.285	3.00
22. The amount of repetition of the course material over Zoom caused me to get bored sometimes. (*N)	67	2.82	1.424	3.00
24. Through using the Zoom platform, I learned some things that were surprising or unexpected.	67	3.67	1.307	4.00
28. The variety of exercises, illustrations, etc., helped keep my attention on the course content on Zoom.	67	3.82	1.099	4.00
29. The style of presentation over Zoom is boring. (*N)	67	2.73	1.503	3.00
31. There were so many words on each screen that it was irritating. (*N)	67	2.64	1.524	2.00
Total	804	3.17	1.424	3.00

Note: *N = Negative; n = Number.

Further analysis highlights that the item "The way the content is arranged on the Zoom screen helped keep my attention" scored a mean of 3.70 (SD = 1.044), suggesting that effective content organization is crucial for maintaining attention. Additionally, "The variety of exercises, illustrations, etc., helped keep my attention on the course content on Zoom" received the highest mean score of 3.82 (SD = 1.099), emphasizing the importance of

diverse and interactive materials in sustaining student interest. Overall, the total mean score of 3.17 (SD = 1.42) with a median of 3.00 indicates a moderate level of attention engagement, with substantial variability among the responses. This analysis underscores the significance of visual appeal, technical quality, and content variety in capturing and maintaining students' attention, while also highlighting the need for improvement in reducing abstraction and enhancing the interest level of material presented via Zoom.

4.1.5. Data Analysis of the Relevance Domain

Table 5 shows the descriptive statistics for the 'Relevance' component of the ARCS model derived from 603 responses to nine statements. The mean score for Relevance is 3.65 with a standard deviation of 1.24. This relatively high mean score suggests that, on average, respondents find the use of Zoom for learning English to be relevant to their needs and goals. The standard deviation indicates moderate variability in responses, suggesting that while many students perceive high relevance, there are differences in how this relevance is experienced among the participants. This metric underscores the importance of contextual and meaningful content in enhancing the perceived relevance of educational tools in an online learning environment.

Table 5. Descriptive statistics for relevance (n = 67).

Domain	N	Mean	Std. deviation
Relevance	603	3.65	1.24
Valid N (Listwise)	603	3.65	1.24

Table 6 provides the distribution of the responses for the 'Relevance' items, further detailing the participants' perceptions. A significant proportion of the respondents rated the relevance as 'Very True' (199 responses, 33.0%) and 'Mostly True' (143 responses, 23.7%), collectively accounting for 56.7% of the responses. 'Moderately True' was selected by 163 respondents (27.0%), and lower scores were less frequent, with 'Slightly True' (48 responses, 8.0%) and 'Not True' (50 responses, 8.3%), highlighting that a minority of participants did not perceive the relevance strongly. The cumulative percentages reveal that 83.7% of the respondents found Zoom to be at least moderately relevant to their learning needs, suggesting a broad acceptance of the platform's utility in this context. These findings indicate that while Zoom generally succeeds in being relevant for English language learners, attention should be given to the minority who did not perceive its relevance as strongly to further enhance the platform's alignment with learners' needs.

Table 6. Distribution of responses related to relevance (n = 67).

Relevance		Frequency	Percent	Valid percent	Cumulative percent
Valid	Very true	199	33.0	33.0	33.0
	Mostly true	143	23.7	23.7	56.7
	Moderately true	163	27.0	27.0	83.7
	Slightly true	48	8.0	8.0	91.7
	Not true	50	8.3	8.3	100.0
	Total	603	100.0	100.0	100.0

4.1.6. Detailed Analysis of the Responses to the Relevance Items

Table 7 shows the detailed analysis of the nine 'Relevance' statements (*items 6, 9, 10, 16, 18, 23, 26, 30 and 33).* The results reveal several important insights into how participants perceive the relevance of Zoom in learning English. The overall mean score for the relevance items is 3.65 with a standard deviation of 1.243 and a median of 4.00, suggesting that, on average, the respondents find the content delivered via Zoom to be quite relevant and significant to their learning needs. Among the items, "The course's content shared over Zoom will be useful for me" achieved the highest mean score of 4.05 (SD = 1.099) with a median of 4.00, indicating strong agreement on the

practical utility of the course content. Similarly, "Completing course learning successfully over Zoom is important to me" scored a mean of 3.97 (SD = 1.072) and a median of 4.00, emphasizing the perceived importance of the successful completion of Zoom-mediated courses. Items such as "The content of courses learned over Zoom is relevant to my interests" (mean = 3.82, SD = 1.099, median = 4.00) and "There were pictures or examples that showed me how using Zoom could be important to some people" (mean = 3.70, SD = 1.154, median = 4.00) further underscore the relevance and interest alignment of Zoom content.

Table 7. Detailed analysis of relevance items (n = 67).

Relevance items	*n	Mean	Std. deviation	Median
6. It is clear to me how the content shared over Zoom in language online classes is related to things I already know.	67	3.59	1.155	4.00
9. There were pictures or examples that showed me how using Zoom could be important to some people.	67	3.70	1.154	4.00
10. Completing course learning successfully over Zoom is important to me.	67	3.97	1.072	4.00
16. The content of courses learned over Zoom is relevant to my interests.	67	3.82	1.099	4.00
18. There were explanations or examples of how people use Zoom's tools and features.	67	3.59	1.326	4.00
23. The content and style of presentation over Zoom convey the impression that the shared content is worth knowing.	67	3.68	1.157	4.00
26. The content presented over Zoom was not relevant to my needs because I have practiced most of them before. (*N)	67	3.01	1.522	3.00
30. I could relate the content shared over Zoom to things I have seen, done, or thought about in my own life.	67	3.41	1.292	3.00
33. The course's contents shared over Zoom will be useful for me.	67	4.05	1.099	4.00
Total	603	3.65	1.243	4.00

Note: *N = Negative; n = Number.

Conversely, as shown in Table 7, the item "The content presented over Zoom was not relevant to my needs because I have practiced most of them before " received the lowest mean score of 3.01 (SD = 1.522) with a median of 3.00, indicating a more mixed perception of relevance for some participants who may have found the material redundant. This highlights a need for more advanced or varied content to cater to diverse levels of prior knowledge. Overall, the consistently high medians and the concentration of mean scores around 3.65 suggest that while Zoom effectively delivers relevant content, there is room for improvement in customizing content to better suit the individual needs and pre-existing knowledge of all learners. This detailed item-level analysis confirms that Zoom generally meets the relevance criteria of the ARCS model but also points to areas where further enhancements could make the platform more effective for diverse learning backgrounds.

4.1.7. Data Analysis of the Confidence Domain

Table 8 provides descriptive statistics for the 'Confidence' component of the ARCS model based on the responses to nine statements. The mean score for Confidence is 3.07, with a standard deviation of 1.53, indicating a moderate level of confidence among participants regarding their experiences with Zoom for learning English. The standard deviation is relatively high, suggesting considerable variability in how different respondents perceive their confidence levels. This moderate mean score points to balanced but varied confidence levels in using Zoom as a learning platform, highlighting the need for targeted interventions to boost the confidence of less assured users.

Table 8. Descriptive statistics for confidence (n = 67).

Domain	N	Mean	Std. deviation
Confidence	603	3.07	1.53
Valid N (Listwise)	603	3.07	1.53

Table 9 reveals a diverse range of confidence levels among the respondents, with 25.2% rating the confidence statement as 'Very True', 19.6% as 'Mostly True', and 18.9% as 'Moderately True', totaling 63.7% who exhibit at least moderate confidence. Conversely, 26.0% indicated 'Not True,' and 10.3% rated their confidence as 'Slightly True,' indicating that 36.3% of participants have low to very low confidence in using Zoom for learning English. This distribution underscores the significant variability in confidence levels, with a substantial minority of students lacking confidence in their use of the platform.

Table 9. Distribution of responses related to confidence (n = 67).

Confidence		Frequency	Percent	Valid percent	Cumulative percent
Valid	Very true	152	25.2	25.2	25.2
	Mostly true	118	19.6	19.6	44.8
	Moderately true	114	18.9	18.9	63.7
	Slightly true	62	10.3	10.3	74.0
	Not true	157	26.0	26.0	100.0
	Total	603	100.0	100.0	100.0

4.1.8. Detailed Analysis of Responses to the Confidence Items

Table 10 provides a detailed analysis of the responses to nine statements (*items 1, 3, 4, 7, 13, 19, 25, 34 and 35*) related to the 'Confidence' component of the ARCS model, with 67 participants contributing a total of 603 responses. The overall mean score for these items is 3.07, with a standard deviation of 1.53 and a median of 3.00, indicating moderate confidence among the respondents in using Zoom for learning English. The data reveals several key insights into the learners' experiences and perceptions. For instance, the ease of initial impression (item 1) received a high mean score of 3.91, suggesting that most participants initially found the material approachable. Conversely, perceived difficulty (item 3) had a low mean score of 1.80, indicating that the majority did not find Zoom overly difficult to comprehend. Confidence after receiving introductory information (item 4) was also high, with a mean of 3.76, reflecting a strong initial confidence boost from the introductory information provided.

Table 10. Detailed analysis of confidence items (n = 67).

Confidence items	*n	Mean	Std. deviation	Median
1. When I first looked at the material shared over Zoom, I had the impression that it would be easy for me.	67	3.91	1.097	4.00
3. Using Zoom in online learning is more difficult to understand than I would like it to be. (*N)	67	1.80	1.246	1.00
4. After listening to the introductory information, I felt confident that I knew how to use Zoom for learning purposes.	67	3.76	1.268	4.00
7. The Zoom interface showed so much information that it was hard to pick out and remember the important points. (*N)	67	2.29	1.425	2.00
13. As I worked on Zoom, I was confident that I could use it to learn successfully.	67	3.86	1.126	4.00
19. Online learning over Zoom is too difficult. (*N)	67	2.37	1.603	1.00
25. After learning using Zoom for a while, I was confident that I could pass a test on the course content.	67	3.56	1.281	4.00
34. I could not understand quite a bit of the learning material presented on Zoom. (*N)	67	2.52	1.608	2.00
35. The good organization of the content over Zoom helped me to be confident that I would use Zoom the most.	67	3.58	1.244	4.00
Total	603	3.07	1.531	3.00

Note: *N = Negative; n = Number.

Further analysis of individual items in Table 10 highlights critical aspects of the learning experience on Zoom. Information overload (item 7) had a mean score of 2.29, suggesting some participants experienced this issue, though it was not predominant. Confidence in learning success (item 13) scored a high mean of 3.86, indicating strong confidence in their ability to learn via Zoom. Overall difficulty (item 19) had a mean score of 2.37, showing that most participants did not find the learning process excessively difficult. Test confidence (item 25) scored a mean of 3.56, reflecting confidence in understanding and retention of the material. Understanding learning materials (item 34) had a mean score of 2.52, suggesting that while some struggled, it was not a majority sentiment. Finally, organization and confidence (item 35) had a mean score of 3.58, highlighting the importance of well-organized content in fostering confidence. These findings underscore the necessity of a well-structured and engaging online platform to bolster learner confidence and effectiveness in online English language instruction.

4.1.9. Data Analysis of the Satisfaction Domain

Table 11 presents the descriptive statistics for 'Satisfaction' among the 67 respondents, showing a total of 402 responses. The mean Satisfaction score is 3.83, with a standard deviation of 1.186, indicating a generally high level of satisfaction with the use of Zoom for learning English. The relatively low standard deviation suggests that the responses are moderately clustered around the mean, reflecting a consistent level of satisfaction among the participants. The overall data indicates that the majority of the respondents found the Zoom learning experience satisfying, with positive perceptions outweighing negative ones.

Table 11. Descriptive statistics for satisfaction (n = 67).

Domain	N	Mean	Std. deviation
Satisfaction	402	3.83	1.185
Valid N (Listwise)	402	3.83	1.185

Table 12 details the distribution of responses regarding satisfaction, revealing that 38.3% rated satisfaction statements as 'Very True' and 24.6% as 'Mostly True', collectively accounting for 62.9% of participants expressing high satisfaction levels. Additionally, 26.1% selected 'Moderately True.' Conversely, only 4.0% rated satisfaction statements as 'Slightly True' and 7.0% as 'Not True', highlighting that a small minority were less satisfied with the Zoom platform. The cumulative percentages reinforce an overall positive sentiment, with 89% of respondents indicating at least a moderate level of satisfaction, suggesting that Zoom effectively meets the educational needs of most participants.

Table 12. Distribution of responses related to satisfaction (n = 67).

Satisfaction		Frequency	Percent	Valid percent	Cumulative percent
Valid	Very true	154	38.3	38.3	38.3
	Mostly true	99	24.6	24.6	62.9
	Moderately true	105	26.1	26.1	89.0
	Slightly true	16	4.0	4.0	93.0
	Not true	28	7.0	7.0	100.0
	Total	402	100.0	100.0	100.0

4.1.10. Detailed Analysis of Responses to the Satisfaction Items

Table 13 outlines the detailed analysis of the six 'Satisfaction' statements (*items 5, 14, 21, 27, 32 and 36*) regarding the use of Zoom for learning English. It portrays a predominantly positive sentiment among the respondents. With a total mean satisfaction score of 3.83 and a standard deviation of 1.185, the data indicates generally high levels of satisfaction across specific facets of the Zoom platform. Items such as "Managing my courses over Zoom gave me a feeling of accomplishment" (mean = 3.73, SD = 1.213) and "It felt good to

successfully complete studying my courses over Zoom" (mean = 4.00, SD = 1.167) highlight a strong sense of achievement and fulfillment among users. Furthermore, "I really enjoyed studying over Zoom" (mean = 3.92, SD = 1.077) and "It was a pleasure to study over such a well-designed platform" (mean = 4.04, SD = 1.120) received notably high ratings, underscoring positive user experiences. However, there were nuanced perceptions, as indicated by the variability in responses to items such as "I enjoyed Zoom so much that I would like to know more about it" (mean = 3.53, SD = 1.294), suggesting diverse levels of engagement.

Table 13. Detailed analysis of satisfaction items (n = 67).

Satisfaction items	*n	Mean	Std. deviation	Median
5. Managing my courses over Zoom gave me a feeling of accomplishment.	67	3.73	1.213	4.00
14. I enjoyed Zoom so much that I would like to know more about it.	67	3.53	1.294	4.00
21. I really enjoyed studying over Zoom.	67	3.92	1.077	4.00
27. The verbal and non-verbal feedback over Zoom helped me feel rewarded for my effort.	67	3.76	1.194	4.00
32. It felt good to successfully complete studying my courses over Zoom.	67	4.00	1.167	4.00
36. It was a pleasure to study over such a well-designed platform.	67	4.04	1.120	4.00
Total	402	3.83	1.185	4.00

Note: *n = number.

Overall, the analysis results presented in Table 13 reflect a strong level of satisfaction with Zoom, emphasizing its role in providing both effective learning experiences and positive emotional outcomes for students in the context of EFL. The satisfaction derived from feedback mechanisms, as evidenced by the item "The verbal and non-verbal feedback over Zoom helped me feel rewarded for my effort" (mean = 3.76, SD = 1.194), underscores the importance of interactive and responsive learning environments. Collectively, these high ratings and the consistent median of 4.00 across the items suggest that Zoom is perceived as a well-designed, enjoyable, and effective platform for learning, fostering both engagement and a sense of accomplishment among participants.

4.1.11. All Four ARCS Domains: Relations & Correlations

To answer RQ1 (*To what extent do students rate the motivational factors of attention, relevance, confidence, and satisfaction regarding the use of Zoom as a platform for the online learning of English?*), and for a more comprehensive analysis of the relationship among all four domains in the ARCS model, the mean scores for Attention, Relevance, Confidence, and Satisfaction were compared, and the results are shown in Table 14.

Table 14. Comparison of the means of the ARCS model domains.

Comparison field	Attention	Relevance	Confidence	Satisfaction
Number of items	804	603	603	402
Mean	3.17	3.65	3.07	3.83
Std. deviation	1.424	1.243	1.531	1.185
Skewness	-0.222-	-0.607-	-0.143-	-0.829-
Std. error of skewness	0.086	0.100	0.100	0.122
Kurtosis	-1.210-	-0.546-	-1.440-	-0.050-
Std. error of Kurtosis	0.172	0.199	0.199	0.243

The comparative analysis of the ARCS model domains in Table 14—Attention, Relevance, Confidence, and Satisfaction—reveals significant insights into respondents' perceptions of using Zoom for learning English. Attention scored a mean of 3.17, indicating moderate engagement, with a standard deviation of 1.424 reflecting varied responses. The slight negative skewness (-0.222) and relatively high kurtosis (-1.210) suggest that while

most responses clustered around the mean, there were notable instances of low engagement. Relevance, on the other hand, achieved a higher mean of 3.65 and a lower standard deviation of 1.243, indicating that respondents generally found the content pertinent and consistently rated it positively. The skewness of -0.607 and kurtosis of -0.546 further support this finding, showing predominantly positive ratings and fewer extreme low scores, underscoring a more consistent perception of relevance.

Confidence showed a broader spread of responses, with a mean score of 3.08 and a standard deviation of 1.53, reflecting diverse experiences among the respondents. The minimal, near symmetrical distribution with a skewness of -0.143 and a flatter distribution with a kurtosis of -1.440 suggest that while some students felt very confident using Zoom for learning English, others did not. Satisfaction emerged as the highest scoring domain, with a mean of 3.83 and the lowest standard deviation of 1.19, reflecting consistently high satisfaction levels. The skewness of -0.829 and kurtosis of -0.050 emphasize the prevalence of high satisfaction scores, suggesting consistently positive experiences and minimal extreme dissatisfaction.

In summary, the analysis reveals that students generally found Zoom relevant and were satisfied with their learning experiences. However, attention and confidence showed more variability and some challenging areas. These insights highlight the need for targeted interventions to enhance engagement and sustain confidence among students using Zoom for learning English.

Table 15. Correlation among the ARCS model domains.

Domain		Attention	Relevance	Confidence	Satisfaction
Attention	Pearson correlation	1	0.286**	0.208**	0.303**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	804	603	603	402
Relevance	Pearson correlation	0.286**	1	0.159**	0.442**
	Sig. (2-tailed)	0.000		0.000	0.000
	N	603	603	603	402
Confidence	Pearson correlation	0.208**	0.159**	1	0.216**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	603	603	603	402
Satisfaction	Pearson correlation	0.303**	0.442**	0.216**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	402	402	402	402

Note: ** denotes that correlation is significant at the 0.01 level (2-tailed).

Table 15 highlights the results for the correlations among the four ARCS model domains. The analysis provides a nuanced understanding of their interrelationships. Attention shows a moderate positive correlation with Relevance ($r = 0.286$, $p < 0.001$), Confidence ($r = 0.208$, $p < 0.001$) and Satisfaction ($r = 0.303$, $p < 0.001$). These correlations suggest that as students' engagement and interest (Attention) increase, they also perceive the content as more relevant, feel more confident, and report higher satisfaction. The relationship between Attention and Satisfaction is particularly notable, indicating that keeping students engaged can significantly enhance their overall satisfaction with the learning experience. Relevance exhibits a moderate positive correlation with Satisfaction ($r = 0.442$, $p < 0.001$) and a weaker but significant correlation with Confidence ($r = 0.159$, $p < 0.001$). This highlights the critical role of perceived relevance in fostering satisfaction and, to a lesser extent, confidence. Confidence itself has a modest but significant positive correlation with Satisfaction ($r = 0.216$, $p < 0.001$), suggesting that students who feel confident in their abilities and understanding are more likely to be satisfied with their learning experience. These findings underscore the interconnected nature of these motivational domains and emphasize the importance of fostering attention, relevance and confidence to achieve high levels of satisfaction among students in using Zoom for learning English.

The inferential and analytic test of the linear regression analysis and the collinearity diagnostics were run using the Statistical Package for the Social Sciences (SPSS), considering that they were run once for the Attention,

Confidence and Satisfaction domains with each one as the dependent variable. However, Relevance is a practical domain and is much more about the actual content shared, so it was exempt from being a dependent variable. Tables 16, 17 and 18 depict the results of one example; however, the analysis of the rest is detailed.

Table 16. ANOVA[a].

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	141.677	3	47.226	44.523	0.000[b]
	Residual	422.156	398	1.061		
	Total	563.833	401			

Note: a. Dependent variable: Satisfaction.
b. Predictors: (Constant), attention, confidence, satisfaction, relevance.

Table 17. Linear regression analysis.

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.	Collinearity statistics	
		B	Std. error	Beta			Tolerance	VIF
1	(Constant)	1.593	0.201		7.911	0.000		
	Attention	0.152	0.038	0.182	4.007	0.000	0.908	1.101
	Relevance	0.374	0.047	0.367	8.005	0.000	0.896	1.116
	Confidence	0.119	0.033	0.157	3.587	0.000	0.982	1.018

Note: Dependent variable: Satisfaction.

Table 18. Collinearity diagnostics[a].

Model	Dimension	Eigenvalue	Condition index	Variance proportions			
				(Constant)	Attention	Relevance	Confidence
1	1	3.679	1.000	0.00	0.01	0.01	0.01
	2	0.185	4.465	0.00	0.22	0.02	0.77
	3	0.093	6.297	0.09	0.76	0.27	0.17
	4	0.043	9.207	0.90	0.01	0.70	0.06

Note: a. Dependent variable: Satisfaction.

The linear regression analysis and collinearity diagnostics presented in Tables 16, 17 and 18 reveal significant relationships among the ARCS model domains in using Zoom for learning English. Firstly, Confidence as a dependent variable was significantly influenced by Satisfaction ($\beta = 0.199$, $p < 0.001$) but not by Relevance ($\beta = 0.047$, $p = 0.400$) or Attention ($\beta = -0.014$, $p = 0.792$), indicating that students' confidence was primarily driven by their satisfaction. The model was statistically significant ($F(3, 398) = 6.745$, $p < 0.001$) with an R^2 of 0.048. Secondly, Satisfaction was strongly predicted by Relevance ($\beta = 0.367$, $p < 0.001$) and Attention ($\beta = 0.182$, $p < 0.001$), with Confidence ($\beta = 0.157$, $p < 0.001$) also contributing significantly. This model explains 25.1% of the variance in Satisfaction scores ($R^2 = 0.251$) and was highly significant ($F(3, 398) = 44.523$, $p < 0.001$). Lastly, Attention was positively influenced by both Relevance ($\beta = 0.209$, $p < 0.001$) and Satisfaction ($\beta = 0.213$, $p < 0.001$) but not by Confidence ($\beta = -0.013$, $p = 0.792$). This model is statistically significant ($F(3, 398) = 19.256$, $p < 0.001$) with an R^2 of 0.127.

These results suggest that while Satisfaction is consistently influenced by Relevance and Attention, Confidence is primarily driven by Satisfaction. This indicates the importance of enhancing Satisfaction to improve overall learner confidence and engagement with Zoom for learning English.

4.2. Qualitative Data Analysis

To answer RQ2 and RQ3, semi-structured interviews were conducted with seven teachers. The interviewees were asked six questions, and the transcripts were carefully explored while encoding the data. The thematic analysis of the encoded interviews uncovered three main themes. The six questions administered to teachers are as follows:

Q1. Regarding your use of Zoom as a platform for online teaching of English, how do you rate its effectiveness and why?

Q2. As a teacher, what specific challenges and benefits have you encountered while using Zoom for teaching English?

Q3. In your view, how did your students perceive and adapt to using Zoom for learning English?

Q4. Reflecting on your experience with using Zoom in ELT, what would you do differently if you were to repeat the attempt, and why?

Q5. How has the use of Zoom impacted your instructional strategies and engagement techniques when teaching English?

Q6. Can you share any notable successes or critical feedback from students regarding their learning experiences through Zoom, and how have these insights influenced your teaching approach?

The thematic analysis of the seven teachers' responses to the six questions about using Zoom for teaching English online reveals several recurrent themes: The platform's effectiveness, its challenges, its benefits, students' adaptation, reflective improvements, instructional strategy impacts, and insights from student feedback. Each theme captures key aspects of the teachers' experiences and perspectives of using Zoom for teaching English online. However, these seven themes could be merged into three main themes discussed below.

4.2.1. Effectiveness of Zoom as a Teaching Platform

Teachers largely considered Zoom an effective tool for online English instruction due to its well-equipped interactive features such as breakout rooms, screen sharing, chat functions, and video conferencing, which facilitate engaging and interactive lessons. However, while most teachers rated Zoom highly, there were mixed feelings about its long-term viability as a replacement for in-person teaching. Some teachers highlighted that students might have felt bored and demotivated without face-to-face interaction, pointing to a preference for a blended learning model to balance the advantages of both online and in-person education.

4.2.2. Challenges and Benefits

Interviewee teachers reported common challenges, such as technological issues, including inadequate internet connectivity, disconnections and voice lagging, especially during the pandemic, and the difficulty of keeping students engaged in a virtual environment. Likewise, the lack of non-verbal cues and difficulties in monitoring student attention were frequently acknowledged as significant drawbacks.

The pros, on the other hand, incorporate flexibility in scheduling online teaching sessions, the capability to connect with students irrespective of their location, and the variety of tools that support diverse teaching methods. The ability to record sessions for review and the option to synchronously share multimedia resources were seen by the interviewees as advantageous features that enhance the teaching and learning processes.

4.2.3. Student Adaptation and Feedback

Initially, students faced a learning curve with the technology, but the majority successfully adapted with guidance and support. The teachers observed improved participation and confidence in the students who were previously anxious in traditional classroom settings. Nevertheless, several students struggled with the lack of face-to-face interaction, experienced exhaustion from excessive screen time, suffered anxiety, lacked self-assurance, and faced technical issues. Teachers utilized these observations to maintain a balance between time spent on screens and engaging in offline activities and offered a wider range of interactive activities and ensured technical readiness. Strategies such as continuous adapting and tailoring teaching techniques, incorporating more interactive tasks, and swiftly addressing technological concerns have been derived from students' feedback and teachers' comments.

Ultimately, the thematic analysis confirmed that Zoom was deemed a highly efficient tool for teaching English online. However, it is important to acknowledge the accompanying issues, which necessitate ongoing adaptation and a balanced approach integrating both online and in-person teaching elements. Teachers were found to be

dedicated to manipulating the platform's benefits while addressing its limitations to enhance student engagement and learning outcomes.

5. DISCUSSION

The shift to Zoom inspired educators to develop new skills in managing virtual classrooms and utilizing digital tools effectively. This research is an attempt to investigate this trend fully in English language teaching (ELT) contexts by implementing a mixed methods approach. The quantitative data from the ARCS model questionnaire collected from 67 students and the qualitative insights from the semi-structured interviews with the seven teachers revealed mixed effectiveness of Zoom as a platform for ELT.

The findings revealed that students generally found Zoom to be relevant and were satisfied with their learning experiences. However, attention and confidence showed more variability and some challenging areas. The comparative analysis of the ARCS model domains based on their mean scores showed that Satisfaction came first, followed by Relevance, Attention and Confidence. These outcomes highlight the need for targeted interventions to enhance engagement and uphold confidence among students using Zoom for learning English. This can be successfully accomplished once the course administrators exploit the interconnection and positive relationship found among the four domains. In brief, these findings underscore the need for tailored strategies to foster attention and confidence while leveraging the high relevance and satisfaction associated with Zoom in ELT.

In addition, students generally perceived the flexibility and convenience offered by Zoom positively. Unexpectedly, the study found a divergence in perceived effectiveness between teachers and students. The findings revealed that while Zoom satisfied users, captured students' attention, and provided relevant content, there were notable challenges in maintaining the long-term engagement and confidence of some students. Teachers reported breakout rooms, screen sharing, and interactive whiteboards as effective tools of Zoom, which enhanced the tertiary learners' experiences. However, technical issues, limited non-verbal cues, anxiety of some users, and difficulties in sustaining students' attention affected the overall efficacy of the platform.

The adaptation process for students and instructors using Zoom varied. Most students could overcome the initial learning curve through practice and support. Some students appreciated the interactive elements and had positive views, while others struggled with the lack of face-to-face interaction, and screen fatigue. Teachers, on the other hand, adapted their strategies and techniques by incorporating more multimedia resources and interactive activities in an attempt to tackle these obstacles. These findings underscore the multidimensional nature of mediating Zoom in educational settings.

The positive features highlighted by the participants in this study agree with those of some previous papers (e.g. (Al-Fraihat et al., 2020; Gillis & Krull, 2020; Jordan, 2021; Sun et al., 2008)) and regarding the drawbacks, the current research was consistent with Adnan and Anwar (2020), Moorhouse (2020) and Peachey (2017).

Technology was also highlighted as both an enabler and a barrier; Zoom's technological features provide interactive and multimedia-rich teaching–learning sessions but it is also subject to technical issues such as poor internet connectivity and device limitations.

6. CONCLUSION, LIMITATIONS AND IMPLICATIONS

This study provides a comprehensive and in-depth investigation of using Zoom as a medium for ELT in higher education, uncovering its benefits and limitations. The quantitative data collected from students through the ARCS model questionnaire and the qualitative data obtained from teachers' insights allowed us to understand Zoom users' perspectives of the platform's efficacy. A key finding is that Zoom has the capacity to augment student engagement. Further, the increased level of participation highlights the potential of online platforms to create more inclusive learning environments. Nevertheless, the results also presented notable challenges including technical issues and sustaining student attention over prolonged periods. These difficulties highlight the need for constant technical

assistance and the innovation of solutions to reduce the effects of screen fatigue. Teachers' responses highlight their adaptability and dedication to sustaining student involvement. However, the disparity in the perceived efficacy between teachers and students indicates that a one-size-fits-all approach may not be the answer.

Generalization of these findings should be done with caution due to the limitations of the small sample size and the context in which the study was conducted. However, integrating quantitative and qualitative data in the current research could strengthen the importance of this study's conclusions.

In terms of pedagogical implications, the shift to Zoom inspired educators to develop new skills in managing virtual classrooms and utilizing digital tools effectively. These findings suggest that while Zoom and similar platforms offer valuable tools for online learning, their success depends on successfully addressing technical challenges, providing adequate support and training for both teachers and students, and continuously adapting teaching strategies to maintain engagement and effectiveness. By addressing these key factors, educators can better utilize online platforms to deliver more effective and engaging English language instruction, ultimately enhancing the learning experience for students.

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