**teaching english through Zoom Video Conferencing: Some efl teachers’ experiences**

**1Muhammad Arif Sanjaya, 2Dian Indrianis Fitri, 3Rifqi Hadiyatulloh**

*1,2,3 English Department, State University of Malang, Indonesia*

*Corresponding E-mail: [1](mailto:1muhammad.arif.1902217@students.um.ac.id)[muhammad.arif.1902217@students.um.ac.id](mailto:1muhammad.arif.1902217@students.um.ac.id),* [*2rifqi.hadiyatulloh.1902217@students.um.ac.id*](mailto:2rifqi.hadiyatulloh.1902217@students.um.ac.id)*,* [*3dian.indrianis.1902217@students.um.ac.id*](mailto:3dian.indrianis.1902217@students.um.ac.id)

**Abstract**

This article attempts to explore the EFL teachers’ experiences in using zoom video conferencing platform as the technological massive changes during remote learning in the pandemic situation. The research question is how EFL teachers’ experience in the perception toward zoom video conferencing platform. The aims are to know EFL teachers’ experience toward zoom video conferencing platform in the perception of its usefulness, ease of use and satisfaction during the zoom video session. The design of this study is a mixed method analysis. The data instrument was collected using close ended questionnaire and interview. The data was gathered from 27 respondents coming from different schools specifically located in the province of East Java and North Sumatera. The findings are most of teachers have positive experience on its usefulness, attractiveness and user friendly. Only few teachers have negative experiences due to the limited internet quota and unstable connection.

**Keywords**: *EFL Teachers, Teaching Experiences, Zoom Video Conferencing*

**INTRODUCTION**

Technology development cannot be denied in this globalization era. It has impacted all sectors including education so it appears that both students and teachers should be able to adapt utilizing Information and Communication Technologies (ICT) in the learning and teaching practices nowadays. Mulyadi (2018) says that the ICT development allows people to do such activities in quick, precise and accurate ways then it will improve the productivity. Addressing this condition, there is a big chance for teachers to shift their teaching method from the traditional method into the technology integration (Haryanto & Sumarni, 2019).

In English teaching and learning process, EFL teachers can integrate their instructions with the advancement of technology. Despite the technology advancement, EFL teachers can still strive for cooperativeness and good interpersonal relationship with students; choose appropriate learning tools that support learning engagement; accelerate students’ motivation; enhance the smoothness and quality of teaching and learning process; and promote the effectiveness of classroom interaction. Moreover, EFL teachers who are good at operating computer or technological devices will easily get more valuable strength in pedagogical context to reach the better learning outcome. As language learning should not only occur face-to-face in the classroom, technological devices can be utilized by both teachers and students to facilitate language learning (Cakrawati, 2017).

In this recent time, a restriction of face-to-face learning due to the Covid-19 pandemic situation becomes a new challenge for both EFL teachers. Not only do teachers feel a new environment spending the whole class by teaching from home, but the students also feel the same way as they learn from home. It might be a new thing for some EFL teachers to run their instructions by integrating technological devices as a tool of giving instructions. However, EFL teachers should get accustomed to using technological devices in order to ease their instructions during this distance learning.

Lowenthal, Borup, West & Archambault (2020) say that the Covid-19 pandemic forced people to move the learning activities to online learning format. As a result, many teachers and educators opted to switch their courses to live synchronous web meetings using web conferencing tools like Zoom Video Conferencing. Zoom as a video conferencing tool is a form of computer-mediated communication that is likely a replication of face-to-face interaction that resembles to face-to-face classroom (Blum, 2020). Some teachers have been using this platform since the government restricts the face-to-face learning in the school. In a study conducted by Gray, Wylie, Rempel, & Cook (2020), it reveals that overall participants reported that employing Zoom video conferencing was a positive experience. Equipped with breakout rooms, Zoom can provide meeting spaces for pairs and/or groups to interact and communicate simultaneously (Ng, 2020).

Despite benefits of synchronous communication, there are still constraints with the use of synchronous live meetings such as Zoom which some teachers ended up experiencing during the pandemic. Mulyadi (2018) states the constraints regards with the lack of interaction in the real world between the learners and lectures and the lack of control for unmotivated students. Besides, as students have effortless to get the materials and information from online sources, they tend to be insensible in accomplishing their assignment (Muslem, Yusuf, & Juliana, 2018); (Pitura & Berlinska-kopec, 2018).

Nowadays, EFL teachers have been increasingly using Zoom in their instructions. Online activities become daily massive routine schedule for them. They explain the material virtually and get along with their students in different way as in face-to-face learning in the classroom. Besides, they should be responsible for the class session in making a creative way of teaching which attract students through Zoom Video Conferencing to reach the learning outcome.

Regarding with EFL teachers’ experiences in using Zoom, very little is currently explored. Some studies have only explored the use of information and communication technologies, yet few have explored the participants’ experiences either positive or negative on the use of video conferencing platforms especially Zoom Video Conferencing. Although Zoom as an innovative video conferencing platform has a number of unique features that enhance its potential appeal to qualitative and mixed-method researchers (Archibald, 2019), most of teachers might stillface a number of challenges, including isolation, lack of adequate computer science background, and limited professional development resources (Yadav, 2016).

This present study therefore set out to explore the EFL teachers’ experience in using zoom video conferencing during the class session. It aims to comprehend the usefulness, ease of use, and satisfaction of EFL teachers teaching English through Zoom Video Conferencing platform. Eventually, it will be revealed either positive or negative experiences EFL teachers feel during teaching English through Zoom Video Conferencing.

**METHODOLOGY**

In regard to the topic under investigation, the design of this present study employed a mixed method. As Malik and Hamied (2016) stated that a mixed method research design was conducted by analyzing both quantitative and qualitative data in order to obtain better understanding towards research questions investigated in this study. Moreover, both quantitative and qualitative data were collected concurrently and compared the data to figure out if there is convergence, differences, or some combinations (Creswell, 2009). Therefore, both questionnaire and interview were used as the collecting data instruments.

There were 27 English teachers who had responded to the online questionnaire distributed via Google form in this study. They come from different schools specifically located in the province of East Java and North Sumatera. They teach in different level of education. Some of them teach in primary school, junior high school, and senior high school.

The questionnaire used in this study was designed and modified from Asnawi (2018). It consisted of 20 close-ended questions using Likert Scale with 4 choices comprising (1) Strongly Disagree (SD), (2) Disagree (D), (3) Agree (A), and (4) Strongly Agree (SA). The questionnaire was used to figure out teachers’ perception on the use Zoom Video Conferencing during teaching English. Meanwhile, the interview was conducted by asking 5 questions aiming to gain in-depth explanation and description on teachers’ experiences in teaching English through Zoom Video Conferencing. The setting of the interview was held by asking virtually the selected participants for the efficiency of time.

The data obtained from the closed-ended questionnaire was statistically computed to find out the percentage of each statement and then it was interpreted descriptively. Afterwards, the data obtained from the interview were all transcribed and analyzed for gaining more detail information. The interview was also used to re-appear the participants’ opinion which was assumed as their concerns towards the issue (Cakrawati, 2017). Moreover, questionnaire was used to depict teachers’ perceptions. If the result showed more positive than negative experiences, the interview would be carried out to know further the teachers’ reasons towards their negative experiences in teaching English through Zoom Video Conferencing and vice versa.

**FINDINGS AND DISCUSSION**

This section presents and discusses the results of the questionnaire as well as the interview related to EFL teachers’ perceptions on the use of Zoom Video Conferencing in teaching English. Having been obtained the questionnaire results, it will be further analyzed and presented in form of tables and discussed descriptively.

Based on the questionnaire, there are 3 factors namely usefulness, ease of use, and satisfaction which each of them consists of several questions. The results of each factor will be explained as follows:

1. **Usefulness**

There are 8 statements that are used in the questionnaire to reveal the teachers’ perceptions towards the usefulness of Zoom Video Conferencing in teaching English. The result of the questionnaire referring to the first factor is presented in Table 1.

**Table 1. The Usefulness of Zoom Video Conferencing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Factor** | **Statements** | **Scale** | | | |
| **SD** | **D** | **A** | **SA** |
| Usefulness | This platform assists me to be more creative in teaching English. | - | 11% | 70% | 19% |
| This platform assists me to be more productive. | - | 15% | 70% | 15% |
| This platform is very useful | - | 4% | 67% | 30% |
| The use of this platform saves my effort and your time. | - | 26% | 63% | 11% |
| This platform assists my students to learn effectively. | 4% | 30% | 56% | 11% |
| The quality of learning English is excellent through this platform. | - | 37% | 59% | 4% |
| It is easy to share the learning materials through this platform. | 4% | 15% | 67% | 15% |
| This platform facilitates me in interacting and communicating with my students. | - | 15% | 70% | 15% |
| **Average** | | **1%** | **19%** | **65%** | **15%** |

As shown in the table, 80% of the respondents in average agreed that Zoom Video Conferencing was useful as it was employed in teaching English. The teachers affirmed the usefulness of Zoom because it assisted them to be more creative and productive; it saved their effort and time during the teaching; it facilitated them in interacting and communicating with the students; and the ease of sharing the materials through Zoom. Meanwhile, 20% of the respondents in average disagreed with the usefulness of Zoom in their teaching. Some of them confirmed that the quality learning is not excellent; it did not assist the students to learn effectively; it was difficult to share the learning materials; and the use of Zoom did not save their effort and their time. Whereas, using technology in the teaching practice can make teachers have more time to prepare the lessons (Beuning, Besson, & Synder, 2014).

1. **Ease of Use**

There are 5 statements that are used in the questionnaire to reveal the teachers’ perceptions towards the ease of using Zoom Video Conferencing in teaching English. The result is presented below in Table 2.

**Table 2. The Ease of Using Zoom Video Conferencing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Factor** | **Statements** | **Scale** | | | |
| **SD** | **D** | **A** | **SA** |
| Ease of Use | I find the platform easy to operate. | 4% | 15% | 59% | 22% |
| The platform has such an attractive appearance. | - | 19% | 70% | 11% |
| This platform is simple as it was initially used. | - | 7% | 81% | 11% |
| This platform is user-friendly. | - | 11% | 81% | 7% |
| I still need someone to manage this platform. | 11% | 33% | 44% | 11% |
| **Average** | | **3%** | **17%** | **68%** | **12%** |

Based on the table above, 80% of the respondents in average agreed that Zoom Video Conferencing was easy to use in teaching English. It may happen because it was simple and easy to operate. Besides, it has an attractive appearance and user-friendly as it was initially used. Meanwhile, 20% of the respondents in average disagreed that Zoom was easy to use in teaching English. Some of them affirmed that it was not easy to operate; it has no attractive appearance; it was not user-friendly; and they still needed someone to manage Zoom while teaching English. Dealing with new technology, it may not be easier for some teachers to operate. (Haryanto & Sumarni, 2019).

1. **Satisfaction**

There are 7 statements that are used in the questionnaire to reveal the teachers’ satisfactions in using Zoom Video Conferencing during teaching English. The result is appeared in Table 3.

**Table 3. The Teachers’ Satisfaction towards Zoom Video Conferencing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Factor** | **Statements** | **Scale** | | | |
| **SD** | **D** | **A** | **SA** |
| Satisfaction | I am satisfied in using this platform as teaching English | - | 26% | 67% | 7% |
| This platform is convenient to use. | - | 19% | 74% | 7% |
| This platform is worth utilizing | - | 19% | 70% | 11% |
| I obtain positive teaching experiences during the use of this platform | - | 15% | 78% | 7% |
| I prefer this platform than others | 4% | 44% | 48% | 4% |
| I would recommend this platform to other teachers from other subjects. | - | 22% | 67% | 11% |
| I think that my students enjoy learning English through zoom meeting. | - | 30% | 67% | 4% |
| **Average** | | **1%** | **25%** | **67%** | **7%** |

Overall, teachers are satisfied with Zoom Video Conferencing as platform to teach English as it brings positive experience to the teaching process. It clearly stated in the table above that 74% of the respondents felt satisfied teaching English through Zoom Video Conferencing. They affirmed that Zoom was convenient to use and worth utilizing. However, 26% of them felt unsatisfied as they used this platform in English instructions. They preferred to use another platform than Zoom. Besides, they think that their students did not enjoy learning English through Zoom Video Conferencing.

Regarding the aforementioned analysis, the teachers mostly agreed in average with the usefulness, the ease of Zoom during their instructions, and they were also satisfied with Zoom as they used it in their instructions. It indicates that most of the teachers felt the positive experiences. Meanwhile, a few of teachers were in the opposite way which means they felt negative experiences. In short, the more the teachers agreed with the options in the questionnaire, the more positive experiences they woud have. Whereas, the more the teachers disagreed with the options in the questionnaire, the more negative experiences they would have. See this following table to know who felt positive and negtive experiences. See this following table:

**Table 4. The Spread of Teachers’ Choice of Questionnaire Options**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OPTION** | **INITIAL** | **POSITIVE** | | **NEGATIVE** | |
| **SA** | **A** | **D** | **SD** |
| 1 | MM | 5% | 10% | 75% | 10% |
| 2 | LD | - | 95% | 5% | - |
| 3 | SW | 5% | 75% | 15% | 5% |
| 4 | AJ | - | 100% | - | - |
| 5 | DI | 10% | 90% | - | - |
| 6 | EK | 10% | 90% | - | - |
| 7 | MG | - | 85% | 15% | - |
| 8 | ER | 100% | - | - | - |
| 9 | AN | 15% | 55% | 30% | - |
| 10 | AT | 15% | 75% | 5% | 5% |
| 11 | NP | 40% | 35% | 25% | - |
| 12 | DL | - | 100% | - | - |
| 13 | ZH | - | 55% | 45% | - |
| 14 | NT | 10% | 65% | 15% | 5% |
| 15 | LL | 10% | 85% | 5% | - |
| 16 | KM | 25% | 65% | 5% | 5% |
| 17 | EL | - | 100% | - | - |
| 18 | WA | - | 50% | 50% | - |
| 19 | HN | - | 25% | 75% | - |
| 20 | MA | 10% | 90% | - | - |
| 21 | PA | 50% | 35% | 15% | - |
| 22 | BA | 5% | 25% | 70% | - |
| 23 | DL | - | 95% | 5% | - |
| 24 | UT | - | 100% | - | - |
| 25 | JY | - | 30% | 70% | - |
| 26 | PT | 10% | 80% | 10% | - |
| 27 | SS | - | 80% | 20% | - |
| **AVERAGE** | | **78%** | | **22%** | |

Based on the table above, 78% of the teachers in average chose the “Strongly agree and Agree” of the options given in the questionnaire which means the teachers mostly felt the positive experiences during their instructions using Zoom. Meanwhile, 22% of them in average chose “Disagree and Strongly Disagree” of the options given in the questionnaire which means only few teachers felt the negative experiences during their instructions using Zoom. Since there are more teachers who felt positive than negative experiences as using Zoom in their instructions, the interview therefore was carried out to only 5 out of 27 teachers since their percentage of “Disagree and Strongly Disagree” options is greater than or equal to 50%.

Based on the interview result, most of the teachers rarely used Zoom in their instructions. Only one teacher who used it five days in a week because the school asked her to utilize it. As an alternative, they prefer another platform in teaching English. Most of them used Google Classroom and Edmodo because they think that teaching English should not always be in a virtual meeting. Moreover, according to their perceptions, their students enjoy more the materials shared through Google Classroom and Edmodo. However, one teacher does not have choice since the school were obliged the teacher to teach using Zoom.

In terms of its assistance, they said that using zoom in teaching English made their teaching practice more complicated, and ineffective since the all participants in Zoom should have such a stable connection. Whereas, as the participants have poor signal then the troubles would always come till the end of the session. One of the teacher shared their experience using zoom with unstable signal that the screen and audio were totally interupted and it could not be improved till the end of the meeting. Whereas, using Google Classroom or Edmodo does not too depend of the signal. Despite the poor signal, the teaching English could run effectively.

The successful of using Zoom in teachin English is also influenced in where he teachers used it. Since the teachers live in a remote place where the connection or signal is poor and unstable. Using Zoom would be frequently unaccessible. The data consuming is also high as the teachers used Zoom is also one of the reasons they like the other platforms which are much cheaper which consumed less data. The students also felt the same way as the teachers did. Moreover, they did not get the internet quota aid from goverment and the school so Zoom was not a preference for them during teaching English.

In the English teaching practices, the teachers coped with some problems. They confessed that the students felt like difficult to manage a team-work project. It was also difficult to assess the students’ competences. It was also difficult to maintain the students’ focus during the learning process. Teachers mostly find the difficulties in organizing the class with limited time as Zoom offers. Due to the intricacies of Zoom, the English teaching process run ineffectively.

**CONCLUSION**

To sum up, most of the teachers perceive positively towards using Zoom Video Conferencing application in their English instructions. Teachers found its usefulness as it saved their effort and time during the teaching English, facilitated them in interacting and communicating with the students, and it eased in sharing the materials. They also confirmed that it has an attractive appearance and user-friendly as it was initially used. Therefore, they were satisfied as it brings positive experiences to the teaching and learning process.

In other hand, a few teachers perceive negatively since they felt negative experiences as they used Zoom in their English instructions. They found that Zoom is not a cheap application since it consumes much internet quota. Then, the condition of the place where it has poor and unstable connection makes them interupted in teaching English English. They also found that it was had to maintain the students’ focus and organize the class through Zoom. Due to these negative experiences, they prefer another application such as Google Classroom or Edmodo to be utilized in teaching English.

**REFERENCES**

Archibald. (2019). Using Zoom Video Conferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants. *International Journal of Qualitative Methods*, 22-31.

Asnawi, N. (2018). Pengukuran Usability Aplikasi Google Classroom sebagai E-LEarning Menggunakan USE Questionnaire. *Journal of Computer, Information System, & Technology Management, I*(2), 17-21.

Beuning, P. J., Besson, D. Z., & Synder, S. A. (2014). *Teach Better, Save Time, and Have More Fun: A Guide to Teaching and Mentoring in Science.* Arizona: Research Coorporation for Science Advancement.

Blum, S. D. (2020, April 22). *A Professor Explores Why Zoom Classes Deplete her Energy (opinion)*. Retrieved May 19, 2021, from Inside Higher Ed.: https://www.insidehighered.com/print/advice/2020/04/22/professor-explores-why-zoom-classes-deplete-her-energy-opinion.

Cakrawati, L. M. (2017). Students’ Perception on the Use of Online Learning Platforms in EFL Classrooms. *English Language Teaching and Technology Journal (ELT-Tech Journal), I*(1), 22-30.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, California: SAGE Publications, Inc.

Gray, L. M., Wylie, G. W., Rempel, G. R., & Cook, K. (2020). Expanding Qualitative Research Interviewing Strategies: Zoom Video Communications. *The Qualitative Report, XXV*(5), 1292-1301.

Haryanto, A. S., & Sumarni, S. (2019). Teachers’ Experiences on the Use of Google Classroom. *3rd English Language and Literature International Conference (ELLiC) Proceedings, III*(1), 9-18.

Lowenthal, P. R., Borup, J., West, R. E., & Archambault, L. (2020). Thinking Beyond Zoom: Using Asynchronous Video to Maintain Connection and Engagement During the COVID-19 Pandemic. *Journal of Technology and Teacher Education, XXVIII*(2), 383-391.

Malik, R. S., & Hamied, F. A. (2016). *Research Methods: A Guide for First Time Researchers.* Bandung: UPI Press.

Mulyadi, D. (2018). EFLStudent Teachers’ Perception and Challenges toward Online Platforms in Language Pedagogy. *2 nd English Language and Literature International Conference (ELLiC) Proceedings, II*.

Muslem, A., Yusuf, Y., & Juliana, R. (2018). Perceptions and Barriers To Ict Use Among English Teachers in Indonesia. *Teaching English with Technology, XVIII*(1), 3-23.

Ng, C. H. (2020). Communicative Language Teaching (CLT) through Synchronous Online Teaching in English Language Preservice Teacher Education. *International Journal of TESOL Studies, II*(2), 62-73.

Pitura, J., & Berlinska-kopec, M. (2018). Learning English while exploring the national cultural heritage: Technology assisted project-based language learning in an upper-secondary school. *Teaching English with Technology, XVIII*(1), 37-52.

Yadav, A. (2016). Expanding Computer Science Education in Schools: Understanding Teacher Experiences and Challenges. *Computer Science Education, XXVI*(4), 235-254.