
Perceptions and Attitudes of International Undergraduates Toward Zoom-Based Language Learning

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Abstract

This study investigates the attitudes of international undergraduate students in India toward Zoom-based learning and its implication on the willingness to communicate using four skill areas: speaking, reading, writing, and listening. The study was conducted at Aligarh Muslim University, sampling 46 undergraduates studying in different departments. Data were collected quantitatively through an online questionnaire and analyzed using the SPSS. Results of the descriptive statistics indicated that international students in India have positive attitudes toward Zoom-based language learning. Although they perceive it as an interesting novel learning tool, they prefer face-to-face to online learning. The results showed that Zoom is a flexible, encouraging tool, providing real-time interaction and participation and immediate teacher feedback. Based on the findings, this learning mode has a relatively high effect on reading and listening skills and a low effect on speaking and writing skills. In light of these findings, the study recommends that teachers exert effort in involving students in speaking and writing during Zoom sessions. It also suggests that teachers and learners integrate Zoom-based learning more effectively.

Keywords: Attitudes, Online learning, Perceptions, Willingness to communicate (WTC), zoom

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Introduction

The world has witnessed an unprecedented health crisis due to the spread of a deadly and contagious disease called the COVID-19 (Dhawan, 2020; Patricia, 2020). The World Health Organization declared the outbreak of Coronavirus a pandemic on March 11, 2020 (Dhawan, 2020; Rajab et al., 2020). The entire world countries expressed concerns about the speedy prevalence of the epidemic and how to contain its expansion. The educational institutions were forced to shut down temporarily (Ali, 2020; Dhawan, 2020). Online learning has been offered as a promising and utilizable solution for education worldwide during the pandemic (Abbasi et al., 2020; Akuratiya & Meddage, 2020). Therefore, most academic institutions and universities worldwide have transitioned to online learning (Abbasi et al., 2020; Ali, 2020; Dhawan, 2020; Patricia, 2020). That is to say, digital technology played a significant role in continuing the educational process, which was suspended due to the lockdown caused by the pandemic. Even before Covid-19, it has promoted and facilitated distance learning (Nurieva & Garaeva, 2020), allowing learning anytime and anywhere (Shukri et al., 2020). It enables learners to access learning conveniently using various technological tools such as tablets, smartphones, and many other gizmos (Guzacheva, 2020; Ramsook & Thomas, 2019).

In fact, many communication Apps were not invented for learning and teaching (Al-Kadi, 2020), but educators reappropriated them for delivering online, such as classes through Microsoft Teams, Zoom, and Google Meet (Ali, 2023; Al-Kadi, 2017). However, Zoom is one of the most commonly used Apps, and COVID-19 gave it a heyday over the last three years. It is described as an interactive, immersive, and easy-to-use synchronous communication tool for the teaching/learning process (Nurieva & Garaeva, 2020; Kohnke & Moorhouse, 2020). It gave way to accessible learning and teaching worldwide (Ramsook & Thomas, 2019). Compared to other synchronous tools, Zoom has good video and audio quality (Upshaw, 2019). Guzacheva (2020) describes Zoom as "an easy, reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones and room systems" (p. 458). Zoom is characterized as the most appropriate and flexible tool among several other communication tools as it "has tremendous potential for developing the second language acquisition" (Kohnke & Moorhouse, 2020). Guzacheva (2020) confirms that the features of Zoom can enable English teachers to explore, enhance and assess the four language skills through rich interactions with students.

It is, therefore, the COVID-19 pandemic that has provided us with the opportunity to invest in digital technology in learning over the passing three years more than any time before (Ali, 2020) without prior experience or preparation for students/teachers on how to use online communication technology tools for learning/teaching purposes (Ali, 2023; Patricia, 2020). Several studies have indicated that undergraduate students have adequate experience with traditional learning but lack such experience with online learning mode (Naik et al., 2021; Watkins et al., 2004; Widodo et al., 2020). The sudden transition to online learning without prior experience, familiarity, and preparation for such learning caused some confusion among students and teachers on managing online synchronous learning. Students should have positive attitudes toward online synchronous learning; otherwise, their performance and achievement will be affected. This study, however, investigates students' perceptions and attitudes toward Zoom-based language learning and its impact on students' WTC in four skill areas. It tries to achieve the following objectives:

1. To investigate the students' perceptions and attitudes toward online synchronous learning through Zoom during the pandemic.
2. To study the effectiveness of Zoom on learning from the perspective of students.
3. To examine the level of Students' WTC in four skill areas: speaking, reading, writing, and listening.

4. To measure the effect of learning through Zoom on developing students' listening, speaking, reading, and writing skills.

Literature Review

Online Learning

The rapid expansion of information technology has facilitated the process of distance learning (Al-Kadi, 2017, 2020; Nurieva & Garaeva, 2020). Online learning is a type of distance learning that usually occurs from a distance over the Internet (Al-Kadi, 2017; Appana, 2008). Online learning has recently become a significant component of education in many countries. India is no exception, which has recently switched from traditional classroom teaching/learning to online teaching/learning mode. Younesi and Khan (2020) state that over 300 million Indian students were forced to stay home and have online classes due to the national lockdown in response to the COVID-19 pandemic. They started taking their classes online synchronously and asynchronously.

Online learning can be delivered synchronously through live communication tools like Google Meet, Moodle, Zoom, Microsoft Teams, etc. (Al-Kadi, 2017; Nurieva & Garaeva, 2020; Shukri et al., 2020) and asynchronously through WhatsApp, MOOCs, Facebook, e-mails, blogs, etc. While asynchronous tools are unstructured and can be accessed at learners' convenient time and pace, synchronous learning is structured in which students can attend live lectures at scheduled times, get an appropriate environment for real-time interactions with teachers, and have the opportunity to obtain immediate feedback (Dhawan, 2020). Synchronous online learning tools proved effective in terms of their flexibility to cope with the pandemic's current situation 'by continuing learners' classes (Shukri et al., 2020). However, despite the early worldwide prevalence of synchronous online learning as a method of teaching/learning, most Indian educational institutions have recently switched to online learning mode during the national lockdown in response to the COVID-19 pandemic.

Online learning is described as a "panacea" in emergencies (Al-Kadi, 2020; Dhawan, 2020). It is also viewed as cost-effective, flexible, convenient, and comfortable for both teachers and students. Bali and Liu (2018) highlighted the influential role of online learning in terms of cost, appropriateness of educational environment, and provision of opportunities for different groups of learners to continue their learning. Dhawan (2020) argues that online learning makes teaching/learning more student-centred, innovative, and flexible. Similarly, Abu Mansor and Ismail (2014) argued that online learning is a flexible tool for learning as it meets students' needs in terms of accessing materials at their convenient times and techniques.

Previous research has indicated students' positive attitudes toward online learning (Al-Kadi, 2020; Ali, 2023). Akuratiya and Meddage (2020) explored Sri Lankan students' perception at the Advanced Technological Institute of online learning during the COVID-19 pandemic age. The results indicated that, despite some challenges, students perceived online learning as effective, enjoyable, accessible, flexible, and interactive. Zabadi and Al-Alawi (2016) investigated the attitudes of Saudi University Students of Business and Technology toward e-learning. The findings of their study indicated that Saudi students held highly positive attitudes toward e-learning. Similarly, Bali and Liu (2018) found students more comfortable using online learning as it allowed them to be innovative using computer-mediated technology. Wang and Chen (2009) examined the effect of web-based learning on engaging university students. The results indicated a significant positive relationship between web-based learning and learners' engagement and learning outcomes. Agarwal and Kaushik (2020) found that nearly 99% of Indian medical postgraduate students perceived online learning as exciting and enjoyable. Further, they concluded that online teaching is feasible and inexpensive and recommended that it continues as a part of postgraduate training after the predominant nationwide lockdown.

Synchronous Learning

Online synchronous learning refers to learning that takes place at the same time and place with real-time interaction between a teacher and students over the internet. Synchronous learning through live video conferencing is not modern; it has long been used in distance learning. However, before COVID-19, most students needed to become more accustomed to online synchronous learning. Nowadays, the situation has changed as most students worldwide take their classes through various synchronous tools such as Zoom, Google Meet, or Microsoft Teams due to the compulsory closure of educational institutions due to COVID-19. Wang and Chen (2007) highlighted the great potential of live interaction using synchronous learning management systems to address difficulties that distance language learners face (Nurieva & Garaeva, 2020). According to them, the student-teacher interaction and discussion of language issues in real-time virtual settings through online chat, whiteboard, and videoconferencing technology can all foster dynamic learning communities in second language learning.

Zoom Software Program

Out of many synchronous communication tools, Zoom is one among many Apps that is widely used in education, especially during the COVID-19 pandemic. It is defined as "a cloud-based service that offers Meetings and Webinars and provides content sharing and video conferencing capability" (Guzacheva, 2020, p. 458). Zoom has many advantages that make it popular. Kohnke and Moorhouse (2020) point out that Zoom is supplied by paralinguistic icons, which enable teachers to observe learners' interest, comprehension, and engagement. These non-verbal icons also allow learners to ask questions, raise hands, show agreement or disagreement, and ask the teacher to get faster or slow down. Such non-verbal icons are helpful for reticent learners who fear verbal communication. Besides, Kohnke and Moorhouse (2020) emphasize that Zoom is effective in developing a communicative learning environment as it is supplied by many characteristics, like annotation tools, polls, breakout rooms, and video and screen sharing, which facilitate communicative language learning through the use of authentic language instruction in interactive synchronous classes. However, despite the advantages of Zoom, it also has some disadvantages. One of the challenges is the difficulty of conducting group-work learning. Agarwal and Kaushik (2020) found the limitation of the number of participants in a free version of Zoom to 100, the time restriction of sessions, and some technical problems during the implementation of sessions as major obstructing factors of Zoom.

Willingness to Communicate (WTC)

Contemporary second language (L2) pedagogy emphasizes that using the L2 for real communication is the ultimate goal of L2 teaching and learning. Macintyre and Charos (1996) argue that "the primary reason for language learning often is to use it to communicate" (p. 4). However, the WTC is the fundamental factor for initiating communication. WTC is "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (Macintyre et al., 1998, p. 547).

Research has emphasized that developing the learners' communicative competence and promoting their ability to use the target language should be the principal goal of English language courses, and any language learning course that does not create the willingness in students to use the language is just a failed course (Macintyre et al., 1998). WTC has been conceptualized as an individual difference factor facilitating L2 instruction (Macintyre, 2007). L2 WTC investigates the L2 students' intention and volition to engage in L2 communication. Kang (2005) states that L2 WTC has recently emerged as a specialized area in L2 research concerned with studying L2 students' ability to approach or avoid L2 communication when opportunities are presented. Further, L2 WTC is also involved in studying factors that enhance or obstruct students' WTC in L2 contexts.

Macintyre et al. (1998) argue that the main reason for the learning process is to provide learners with real communication opportunities and to instil the actual WTC in such chances (p. 547). Classroom talk does not always develop L2 communication. However, providing meaningful speaking environments significantly develops students' WTC in the target language. Kang (2005) points out that in addition to the prominent role of authentic communication in enhancing L2 learning, WTC is also suggested as an essential component that contributes to L2 learning and teaching development. Macintyre and Doucette (2010) point out that the WTC is a crucial element that L2 students should attain so that they become fluent speakers in the target language. According to them, the ultimate goal of L2 students is to be willing and fluent communicators in the L2.

Method

This questionnaire-based investigation was conducted on a small sample of international undergraduates studying at Aligarh Muslim University, India, to study their perception and attitudes toward Zoom-based learning (Nurieva & Garaeva, 2020). A questionnaire is chosen as a data collection tool because it enables the researcher to gather information about subjects' attitudes, behavior, opinions, and preferences, which are not usually observable. Dörnyei (2007) explains that a questionnaire yields significant details on respondents, including factual, behavioral, and attitudinal questions. It can also measure a reasonably large number of responses in a very cheap and quick time.

Participants

The target population of this study is international at Aligarh Muslim University, Aligarh, India, during the second semester of the academic year 2020/2021. Forty-six students, sampled conveniently, responded to the questionnaire. They come from seven countries: Yemen, Jordan, Egypt, Somalia, Indonesia, Iran, and Thailand. 84.8% of them are male, and 15.2 % female. Table 1 displays some demographic information about the participants.

Table 1. Participants' Demographic Information

	Categories	N	Cumulative Percent	Percentage
Gender	Male	39	84.8	84.8
	Female	7	15.2	15.2
	Total	46	100.0	100.0
Nationality	Yemen	21	45.7	45.7
	Jordan	3	6.5	6.5
	Egypt	1	2.2	2.2
	Iran	2	4.3	4.3
	Indonesia	10	21.7	21.7
	Thailand	8	17.4	17.4
	Somalia	1	2.2	2.2
	Total	46	100.0	100.0

Instrument

The researcher designed a questionnaire of four parts to collect data with a flashback on Macintyre et al. (2001) and Shukri's et al. (2020). The first part collects demographic data about the participants regarding gender and nationality. The second investigates learners' attitudes toward Zoom-based learning consisting of only one item measured on a 5-point Likert scale ranging from strongly disagree (1) to agree (5) strongly. The third is about the effectiveness of Zoom on learning (10 items based on the Likert scale as above). The fourth section measures the willingness of students to communicate in four skill areas through Zoom sessions. It consisted of 21 items in which items 1-7 measure the willingness of students to speak in Zoom sessions, 8-12 measure the

willingness of students to read in Zoom sessions, 13-17 measure the willingness of students to write in Zoom sessions and 18-21 measure the willingness of students to comprehend audio and video content in Zoom sessions. The items are measured on a 3-point scale ranging from 1 (almost never willing), 2 (sometimes willing), and 3 (almost always willing).

Procedures

For a well-designed questionnaire, some procedures were taken. Cronbach's Alpha was used to measure the reliability of the instrument. The Cronbach's Alpha of the first variable is 0.82, and 0.88 of the second variable—both values were acceptable. The questionnaire was first piloted on ten undergraduate students to ensure clarity of the questions. It was also validated by some teachers who provided some comments that the researcher considered in the final version of the questionnaire. After that, a copy was available as a Google Form questionnaire. It consists of 3 sections and 36 items. Social networking sites were a significant source of reaching the participants. They were informed that there were no correct or wrong answers. During Zoom sessions, they were required to record their first impression regarding their attitudes toward online synchronous learning through Zoom and their WTC in speaking, reading, writing, and listening.

Results and Discussion

The data were analyzed using some statistical procedures: descriptive statistics (means and standard deviations of each item) and regression analysis. The data were analyzed using the SPSS software program Version. 'Strongly disagree' and 'disagree' were combined and treated as disagree. Similarly, 'strongly agree' and 'agree' are merged and treated as agree. Undecided remained as it is. Regression analysis was conducted to measure the effect of learning through Zoom on the willingness of students to communicate in four skill areas: speaking, reading, writing, and listening. The results are presented according to the research objectives. In this section, they are presented in sequence, beginning with the attitudes of Students toward Zoom-based learning, then students' attitudes toward the effectiveness of Zoom on learning, and finally, Students' WTC in four skill areas.

Attitudes of Students Toward Zoom-based Learning

The results of the first research objective include descriptive statistics represented by computing the means and standard deviations that measure students' attitudes toward learning through Zoom. The overall mean of students' attitudes toward learning through Zoom is 2.26, displaying a high level of positive attitudes. The majority of respondents are found to be satisfied and comfortable with Zoom as a learning tool. This result is consistent with that of Akuratia and Meddage (2020), who found highly positive attitudes of the Advanced Technological Institute's students in Sri Lanka. This result also aligns with the findings of Shukri et al. (2020), who found that Kuala Lumpur University students had positive attitudes toward synchronous learning using various Information Communication Technology tools, including Zoom Cloud. Such students reported that synchronous learning tools benefit learning during the Covid-19 pandemic. On the other hand, the results contradict the results of Abbasi et al. (2020), who found that most Pakistani students at a private college had negative attitudes toward online learning.

Students' Attitudes Toward the Effectiveness of Zoom on Learning

The second research objective involves students' attitudes toward the effectiveness of Zoom on learning. The means and standard deviations for each item are calculated and presented in Table 2.

Table 2. Descriptive Statistics of the Effectiveness of Zoom on Learning

Items	N	Mean	Std. D
1 Zoom is an effective tool for language learning.	46	2.24	0.87
2 Zoom is encouraging.	46	2.04	0.89
3 Zoom is a flexible tool for language learning.	46	2.22	0.89
4 Zoom provides a relaxing environment for learning.	46	2.04	0.99
5 Zoom promotes active participation between student-teacher and student-students.	46	1.65	0.92
6 Zoom provides real-time interaction between teachers and students.	46	2.09	0.94
7 I understand the lessons better through Zoom.	46	1.50	0.78
8 I get involved in the lessons through Zoom.	46	1.96	0.82
9 Learning through Zoom is as effective as learning in a traditional classroom.	46	1.37	0.71
10 I get immediate feedback from teachers on Zoom sessions.	46	2.22	0.84

As revealed in Table 2, the students reported a high mean score on the effectiveness of Zoom on language learning. The highest mean score was in item 1, which asked students about their attitudes toward the effectiveness of Zoom on learning. The students perceived Zoom as an effective tool for learning. This result agrees with Agarwal and Kaushik (2020), who found that their subjects enjoyed Zoom sessions too much. They found Zoom sessions enjoyable, exciting, and tailored to their needs. This result also accords with the findings of Akuratiya and Medagge (2020), who found online learning to be an effective method for learning during the COVID-19 pandemic. Further, the study results showed that students had somewhat high scores in item 3 (i.e., Zoom is a flexible tool for learning). They also reported a high mean score on item 9 (i.e., I get immediate feedback from teachers on Zoom sessions). From the mean scores, it is clear that Zoom is perceived as a flexible tool that saves students time and physical presence. Students can learn from home. Besides, students get immediate feedback from teachers on time, either through the teacher's voice or messages. The average mean scores were in items 2, 4, and 6 (i.e., Zoom is encouraging, Zoom offers a relaxing environment, and Zoom provides real-time interaction between teachers and students. Students reported lower mean scores on items 5, 7, and 8 (i.e., Zoom promotes active participation between student-teachers and student-students, I understand the lessons better through Zoom, and I get involved in the classes through Zoom).

The lowest mean score is that students do not perceive learning through Zoom as effective as face-to-face learning. The mean ($M=1.37$) indicates students' high preference for face-to-face learning and implies that online learning would only partially replace traditional teaching/learning. Students' preference for traditional classroom learning may refer to their lack of online learning experience before the age of the COVID-19 pandemic. Besides, it may be because most respondents were from science departments who needed to conduct experiments in real classrooms. This result adds corroboration to Abu Mansor and Ismail's (2014) idea that not all students are involved in online learning, especially students whose courses require a face-to-face environment, such as engineering. However, the result that the participants did not perceive online learning as effective as face-to-face learning is consistent with the finding of Shukri et al. (2020), who found similar results that the majority of Malaysian students in Kuala Lumpur disagreed that synchronous learning is as effective as face-to-face learning.

The Level of Students' WTC in Four Skill Areas

This section provides the results of students' WTC in four skill areas through the Zoom platform: speaking, reading, writing, and listening. It answers the third research

objective based on relevant responses' descriptive statistics (means and standard deviations). First, the students' WTC in speaking during Zoom sessions are outlined in the following table.

Table 3. Descriptive Statistics of Students' WTC in Speaking

Item	During Zoom sessions,	N	Mean	Std. Deviation
1	I am willing to speak with teachers.	46	2.63	0.68
2	I am willing to ask questions.	46	2.43	0.83
3	I am willing to answer teachers' questions.	46	2.46	0.78
4	I am willing to ask teachers for clarification on a difficult task.	46	2.46	0.84
5	I am willing to speak to teachers about assignments.	46	2.48	0.69
6	I am willing to interact in pair work.	46	2.13	0.88
7	I am willing to interact in group work.	46	2.17	0.90

Regarding students' willingness to speak, the results in Table 3 revealed that students were most willing to talk with teachers during Zoom sessions, as the mean score indicated in item 1 ($M=2.63$). Students were also more willing to speak with teachers about their assignments, as the mean score displayed in item 5 ($M=2.48$). Moreover, the mean scores of items 2 ($M=2.45$), 3 ($M=2.46$), and 4 ($M=2.46$) were high in which students expressed their willingness to ask questions during Zoom sessions, answer teachers' questions and ask teachers for clarifications of challenging tasks. Students reported somewhat low mean scores in the willingness to interact in pair and group work, as indicated in items 6 ($M=2.13$) and 7 ($M=2.17$). This result may indicate that teachers do not involve students in pair and group work during Zoom sessions.

Second, the results of students' WTC reading levels during Zoom are displayed in the following table. Concerning students' WTC in reading, Table 4 indicates that students were more willing to read what was provided to them in the chat box as the mean score of Item 12 was relatively high ($M=2.83$). Besides, students were more willing to read questions provided during Zoom sessions, as the mean score exhibited in item 11 ($M=2.52$), and to read instructions on completing a task, as the mean showed in item 10 ($M=2.41$). The students recorded low mean scores in items 8 ($M=2.30$) and 9 ($M=2.33$), which measured students' willingness to read literary or scientific texts and passages.

Table 4. Descriptive Statistics of Students' WTC in Reading

Item	During Zoom sessions,	N	Mean	Std. Deviation
8	I am willing to read passages.	46	2.30	0.87
9	I am willing to read literary or scientific texts.	46	2.33	0.84
10	I am willing to read instructions on how to complete a task.	46	2.41	0.78
11	I am willing to read questions and quizzes.	46	2.52	0.69
12	I am willing to read messages/responses in the chat box.	46	2.83	0.49

Third, the results of the level of students' WTC in writing during Zoom are displayed in the following table. Relating to students' WTC in writing, the results in Table 5 exhibited that students were highly willing to write answers to quizzes. This item secured the highest mean score ($M=2.67$). The results also displayed that students were more willing to write instant answers in the chat box as the mean score of Item 16 is relatively high ($M=2.54$). This result indicates that students are willing to write in the chat box

instead of speaking to teachers. Unlike face-to-face learning, where students may have chances to speak or ask teachers, students prefer to write in the chat box if they have queries in online learning mode. This strategy is helpful for all students, especially the introverted and anxious ones who fear speaking (Ali, 2023).

Table 5. Descriptive Statistics of Students' WTC in Writing

Item	During Zoom sessions,	N	Mean	Std. Deviation
13	I am willing to write down instructions on how to complete a task.	46	2.46	0.75
14	I am willing to write short notes on what is being taught.	46	2.52	0.72
15	I am willing to write answers to quizzes.	46	2.67	0.60
16	I am willing to write instant answers in the chat box.	46	2.54	0.72
17	I am willing to write on the whiteboard.	46	1.96	0.94

However, this result converges with that of Bataineh (2014), who found an essential effect of text chat on developing writing skills in his study's experimental group. The experimental group that worked with Facebook and Skype revealed significant writing development than the control group. Further, the results showed that students had the willingness to write notes on what is being taught as the mean score in item 14 is relatively high (M=2.52), and are willing to write down instructions on how to complete a task as the mean score in item 13 displayed (M=2.46). Students reported low willingness to write on the whiteboard, as the mean showed in item 17 (M=1.96). Most students expressed their unwillingness to write on the whiteboard, and this result indicates that teachers do not let students use the whiteboard provided in Zoom.

Fourth, the results of the level of students' WTC in listening during Zoom are displayed in Table 6 below. The results in Table 6 indicate that students are highly willing to understand teachers' explanations, as the mean score indicated in item 1 (M=2.67). Moreover, students reported high mean scores in their willingness to listen to teachers' instructions on how to complete a specific task (M=2.57). Finally, students exhibited an increased willingness to understand video content as the mean indicated (M=2.52), followed by a high mean score in the willingness to understand audio content as the mean showed (M=2.50).

Table 6. Descriptive Statistics of Students' WTC in Listening

Item	During Zoom sessions,	N	Mean	Std. Deviation
18	I am willing to listen to instructions on how to complete a specific task.	46	2.57	0.65
19	I am willing to understand teachers' explanations.	46	2.67	0.60
20	I am willing to understand audio-tape content.	46	2.50	0.72
21	I am willing to understand videotape content.	46	2.52	0.69

Descriptive Statistics of the WTC in Four Skill Areas

Table 7. The Scales of the WTC Degree

Scale	Degree
1.00 – 1.66	Low mean value
1.67 – 2.32	Moderate mean value
2.33 – 3.00	High mean value

The mean scores of the four skills were obtained to examine the level and improvement of each skill by learning through Zoom. Each skill's means and standard deviations have been calculated and presented in Table 8. It reveals that international students in India have high mean scores in the four skills, which indicates that students are almost always willing to communicate in the four skills. However, to organize the skills' mean scores in order, the listening skill secured the highest mean, which exhibited a relative enhancement of this skill over the other three skills. The second skill improved through Zoom is reading skill. The third skill enhanced through Zoom is writing, and the last skill enhanced is speaking.

Table 8. Descriptive Statistics of Students' WTC in Four Skill Areas

Skill Type	N	Mean	Std. Deviation
Speaking	46	2.39	0.50
Reading	46	2.48	0.54
Writing	46	2.43	0.45
Listening	46	2.56	0.44

These results showed that students are willing to communicate in listening because they keep listening to teachers' lectures. Moreover, their WTC in reading skills keeps reading visible paragraphs, questions, screen comments, etc. Their WTC in writing skills was good to some extent, as the results indicated that some students preferred to write their questions, inquiries, answers, etc., in the chat box instead of speaking or asking the teacher. Finally, the results indicated that the speaking skill got the lowest mean score, meaning that students were less willing to talk with teachers in pairs and groups during Zoom sessions.

Results of Regression Analysis

This section presents the effect of Zoom on the WTC in four skill areas. Regression Analysis using SPSS Software was used to show the impact of Zoom on students' WTC in speaking, reading, writing, and listening. The Regression Analysis results indicated significant positive correlations between Zoom and the WTC in speaking, reading, writing, and listening. The results also revealed a significant effect of Zoom on the four skill areas of WTC. The results of the Regression analysis are presented in Table 9.

Table 9. Regression Model Analysis of Effectiveness of Zoom on WTC in Four Skills

Dependent Variables	Independent Variable	R	R ²	Adjusted R ²	F	P	T	P
Speaking	Zoom	.29	.08	.06	4.049	0.05	2.012	.05
Reading	Zoom	.47	.22	.20	12.37	0.001	3.532	.001
Writing	Zoom	.31	.09	.07	4.544	.03	2.132	.03
listening	Zoom	.46	.21	.19	11.80	.001	3.436	.001

In Table 9, Results of the regression analysis ($R=.29$, $R^2=.06$, $F=4.049$, $p=0.05$; $R=.47$, $R^2=.20$, $F=12.374$, $p=0.001$; $R=.31$, $R^2=.07$, $F=4.544$, $p=.03$; $R=.46$, $R^2=.19$, $F=11.804$, $p=0.001$) indicate that Zoom explains about 6% of the variation of the WTC in speaking, 20% in reading, 7% in writing, and 19% in listening. In other words, Zoom has a statistically significant effect on students' reading and listening. Though the impact of Zoom is also significant on students' WTC in speaking and writing, as indicated by the p values, it is low in comparison with its effect on the other two skills as noted in the Adjusted R² result (.06 & .07). Thus, the result of regression test shows that the model is fit as indicated by the p-values, which are all significant at ≥ 0.05 ($p=0.05$, 0.000, 0.03, 0.001, $p \geq 0.05$). The results also

displayed that the intercept has a significant value ($\beta=.29, .20, .07, \& .46$), indicating that Zoom affects the students' willingness to speak, read, write, and comprehend.

The results showed that students prefer onsite learning to online learning. Their preference for face-to-face learning seems to refer to the sudden transition from onsite learning to online learning during the pandemic without adequate and prior experience or preparation for dealing with online learning tools. Undergraduate students are familiar with lecture-based learning and interaction with teachers in traditional classrooms. The results also revealed that students are more willing to communicate in reading and listening skills through Zoom than writing and speaking, as indicated by the mean scores and the regression analysis results. These results mean students keep listening and reading rather than speaking and writing during Zoom sessions.

Thus, based on the findings, further preparation and training for both teachers and learners on dealing with online learning tools is highly recommended. Students need to be trained well in using online learning and technological tools. Teachers should be innovative in creating an engaging online learning environment because students are not accustomed to such learning. Teachers should also be selective of activities that may engage the learners' minds and attract them to the Zoom lessons. It is also suggested that teachers should involve students in speaking and writing skills while teaching online using the Zoom program.

Conclusion

The study investigated the attitudes of international undergraduates at Aligarh Muslim University toward Zoom-enabled learning. Results generally show positive attitudes toward this learning mode. Despite the positive effect of such a technological tool on language learning, students at the university level have yet to repudiate the benefit of traditional classroom learning. ESL teachers and policymakers would be mistaken to submissively adopt online learning for everything. Given the research design, sampling technique and sample size, some limitations must be acknowledged. They restrict the generalizability of the findings. Hence, replication of the study with a larger sample is recommended to obtain more comprehensive and richer data that may produce more reliable and generalizable findings. While the present study focused on the effectiveness of Zoom, among many other Apps, other studies may investigate other tools such as Google Meet, Microsoft Teams, etc.

Disclosure Statement:

I (the author of this paper) hereby declare that the manuscript has been created by the author(s) and not an AI tool/Large Language Model (LLM). I confirm that research ethics and citing principles have been considered in all the stages of this paper. I take full responsibility for the paper's content in case of a dispute.

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