

**Teachers' Perceptions and Attitudes towards Zoom Application in English
Language Teaching**

**A Thesis Submitted to the Department of English Education
In partial fulfillment for the Master of Education in English**

**Submitted by
Indu Subedi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2022**

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Declaration

I, hereby, declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date : 20/07/2022

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Recommendation for Acceptance

This is to certify that **Mrs. Indu Subedi** has worked and prepared her M.Ed. Thesis, **Teacher's Perceptions and Attitude towards Zoom Application in English Language Teaching**, under my guidance and supervision.

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Dedication

Dedicated to

My parents who devoted their entire life to make me what I am today.

Abstract

The thesis entitled **Perceptions and Attitudes towards Zoom Application in English Language Teaching**, highlights the teachers' perceptions and attitudes toward zoom online classes during Covid-19 pandemic period. Objectives of this study were to analyze teachers perception and attitudes on using zoom in English language class during Covid -19 pandemic, and the situation of using online class in teaching English in secondary level, 40 teachers comprising 4 from each school, including 26 male and 14 female teachers from 10 schools were taken as sample population of this study through purposive random sampling. Primary data were collected through questionnaire whereas secondary data were used from different published and unpublished documents. Survey research design has been used in order to analyze and interpretation of this research. After analysis and interpretation of the study, it was found that respondents have mix perceptions and attitudes on using zoom in online class in my study area. They almost agreed that zoom application is useful, easier, cheap, and accessible for both students and teachers. Most of the respondents agreed with the challenges of using zoom in online class. They are worried with eye problems and other psychological problems that are faced by the students due to cause of mobile and computer. Students watch various unethical sites while they have access on internet. Online class is not effective in my study area because students/ teachers dislike it. It is use only for alternative of offline classes or traditional classes. Without proper access of internet and electricity online class could not be effective in my study area. Short time tripping of electricity and internet create problems in online classes as well as teachers and students are not habituated in online classes.

This study divided into five different chapters. The first chapter is introductory chapter which covers background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with the literature review including theoretical review, empirical review and conceptual framework. Similarly, the third chapter is about research method and procedure including research design, population, sampling and sampling strategy, research tools, sources of data, sampling procedures, data collection procedures, data analysis and interpretation procedures and ethical consideration. Data analysis and presentation mention in the fourth chapter. Conclusion and recommendations are also included in the last chapter. Finally, references and appendices are also presented at the last portion of this study.

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Chapter – 1

Introduction

This study entitled, **Teachers' Perceptions and Attitudes towards Zoom Application in English Language Teaching**, consists of background, objectives of the study, statement of the problem, research questions, and significance of the study, delimitations, and operational definitions of the key terms.

Background of the Study

In this study, it analyzes the teachers' perceptions and attitudes towards using Zoom in teaching language during Covid-19 pandemic. Zoom is one of the latest applications that can be used in online teaching. Zoom brought certain changes in language teaching during Covid-19 pandemic. It is a cloud based service for online meeting and videoconferencing to gather students in a single screen set and easy to communicate in group and share the screen with students. It has certain features that allow English teachers to explore and assess the four skills of language i.e. listening, speaking, reading and writing as John (2017) writes:

In addition to screen sharing, Zoom motivates English teachers to annotate their shared screen, making lessons more interactive. English teachers can record their lessons to the Cloud or locally and students can also record and turn recording on and off as many times as they like during a lesson, if the teacher enables this feature. (p.4)

Zoom application is useful to teach English language because it helps teachers to develop students skill in various way such as through replay the record , shows the passage on screen , providing homework to the students through it. Teachers can give feedback easily to the students.

Zoom application is one of the gifts for online teaching that supports teachers to present content to their students through screen sharing. Teachers can share the materials such as videos and articles, and presentations. Teachers can encourage students to use active questioning to analyze and evaluate their learning. Zoom application can be used in Smart phone, laptop, computer, Iphone iPod. In Nepal, teachers highly used Zoom during Covid-19 and conducted online class. It is useful than the other apps like face book messenger, YouTube, Skype and learning apps

because teacher and students both once appears and take part in discussion in Zoom based online classes. Most of the schools run online class thorough Zoom application because government also formulates policy to run online classes during pandemic and provides internet facilitates to all the schools in low cost.

In modern era digital technology is used in teaching learning activities that Song and Bonk (2016) notes, "Technology plays an important role in bringing innovation and motivation for the learners" (p. 4). In the age of science and technology, Information and Communication Technology (ICT) plays a significant role in classroom teaching learning. Now e-learning system plays a significant role as a learning approach at educational institutions. Mark (2003) highlight, "E-learning makes the process of learning interactive and collaborative by linking each learner with physically apart from expert, time and location flexibility, time and cost effective for students" (p.4).

Various applications can be used for online class, however, Zoom was highly used in my study area. Because of some special features it is popular than the other means. Learning Technology Center, (2018) notes that "Zoom incorporates video conferencing including online meetings and in-conference grouping chat information. It is one of the easiest method to use as a tool that provides ideas in order to conduct online classes, live chats, screen sharing and other collective tasks" (p. 1). Nowadays, it is widely being used for meeting, online classes, webinars live chats, screen sharing and other collaborative capabilities. Through different collaborative capabilities, zoom provides an easy way to use video users can also use this application to conduct meetings to video and audio conferences.

At the first time, the application was introduced in San Jose California, United States in 2011 and it was used by various organizations and companies to accommodate employees in remote area. In this regards, Terrell (2011) says, "That access to online tools increases English language learners' motivation to practice English outside the classroom" (p. 17). Romoszowski and Mason (2004) noted that:

This comes as a solution for educational researchers who are constantly trying to develop innovative means to enhance the interactivity of the learning process in order to stimulate students

'motivation and engagement in discussions for knowledge exchange, which also lead to developing general language learning.(p. 34)

It is used in all aspects of life including teaching learning process. It has also helped to improve the simplest of practices, such as the development of traditional learning techniques. Tanti, (2012) notes, "Zoom is very useful application and very effective tools for both teachers and students to learn English all the language skills appropriately"(p.7). Because of Covid-19 pandemic government has restricted physical movement of the people and they were compelled to follow online for any work. Schools and colleges also followed the online classes. Zoom was used as a tool to run online classes in Nepal as well as my study area as alternatives of offline class. In this context, most of the English teachers used Zoom as medium to teach English.

Statement of the Problem

In the context of Nepal, various online learning tools were used in teaching learning during Covid-19 pandemic. Zoom is one of the highly used computer application that are used for short time class room purpose. In my study area, schools did not managed and used app in teaching English during Covid -19 period . The school authority and municipality requested teachers to use Zoom application for online class. However, teachers faced challenges in using Zoom because they have not enough knowledge to run the program in their smart phone / laptop. It has both advantages and disadvantages for language teaching. In some cases learners may not interested in Zoom because students did not habituated on Zoom application for online class. Like that teachers like old aged also faced the same problem to handle the application. Young age teachers showed interest on using Zoom application to run class during pandemic because it has various features like sharing screen, video, join more students once at a time, however, old age teachers did not like to use Zoom because they had no sufficient knowledge about the application. In this context, it urgent needed to study the perceptions and attitudes of teachers toward using Zoom application in language class so that I have studied on the issue in the context of the teacher of Banke district.

Objectives of the Study

The objectives of this study were as follows:

- i. To analyze teachers' perceptions and attitudes on using Zoom in English language class during Covid-19 pandemic.
- ii. To find out the situation of using online class in teaching English in secondary level To give pedagogical suggestions for using online class in language teaching.

Research Questions

The research questions in order to carry out this study were as follows:

- i. What are the perceptions and attitudes of teachers using Zoom during Covid-19 pandemic?
- ii. What is the situation of online classes during Covid-19 period?
- iii. How is Zoom properly used for learning language in secondary level?

Significance of the Study

Online classes are ongoing global trend in teaching learning so that schools and colleges used various applications and tools for online class. Zoom is one of the easy applications that are highly used for online classes. The study will be significant for the people who want to know the perceptions and attitudes of the secondary level teachers using Zoom in languages class. This study will provide information about the situation of online learning that will be useful for policy makers. The study will be beneficial for the school administration and local government to solve the ongoing problems related to online learning. Furthermore, this study will also open the door to do research in the similar area.

Delimitations of the Study

The study had the following delimitations:

- i. The study was carried out in Banke district.
- ii. This study was limited to the forty English language teachers currently teaching in secondary level private boarding schools of study area. .
- iii. The respondent teachers were selected from private boarding schools.
- iv. The study was limited only to use of Zoom in classroom purpose and the perception of teachers only on using Zoom.

Operational Definitions of the Key Terms

The key terms are those keywords which help to increase the better understanding are as follows:

Secondary Level

Secondary level is known as class nine to twelve for this study.

Attitude

Attitude is a way of feeling or thinking towards a person, thing or situation such as positive and negative.

Perceptions

The ability to see, hears, or become aware of something through the senses, "The norma limits to human perception".

Attitude Scale

It is scale used to obtain the measure of an attitude or belief of an individual towards some phenomenon for e.g. be strongly agree (SA), agree (A), undecided (U), disagree (DA) and strongly disagree (SDA).

E-learning

E-learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom.

Zoom

Zoom is an application for video communication hosted in the cloud, enabling the creation of virtual meetings with video and audio capabilities, webinars, live chats, screen-sharing, and various collaborative features. One does not require an account to participate in a Zoom meeting, and it works seamlessly on Mac, Windows, Linux, iOS, and Android, making it accessible to a wide range of users. It's worth noting that while Zoom is a popular choice for video conferencing, it's not the only one available, with alternatives like Skype, Cisco Webex, and Google Meet also offering similar communication features.

Chapter 2

Review Related Literature and Conceptual Framework

Literature review is an essential task for any researcher to acquire theoretical knowledge about the related topic. This chapter includes several sub-sections like review of theoretical literature, review of related empirical literature, implications of the review for study and conceptual framework.

Review of Related Theoretical Literature

The purpose of teaching a language is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is to be directed to equip students with the language skills that they really need. The four main skills of language are listening, speaking, reading and writing. Haycraft (1978) notes, "To be able to use the language, to convey thoughts, intentions, wishes, information etc. a person needs a mastery of various elements" (p. 78). The four skills mentioned can be divided into two types i.e. skills where we take in information and skills where we create information. Listening and reading are about taking in information, so we call them "receptive skills." Speaking and writing are about creating information, so we call them "productive skills." When we listen, we understand spoken words, and when we read, we understand written words. However, it's not always easy to separate these two types of skills because sometimes receptive skills can also be productive, and vice versa. Plus, each of these main skills has sub-skills that often overlap and support each other. In teaching language, we can use computer programs and software along with traditional method.

As the time has been changing day by day, much technological progress can be seen these days. With the invention of many advanced technological media like computer, internet, mobile and so on, many bulk of message or information receive these days making easy for human communication. These kinds of sources have made the easy getting information of the things around the world. As a result technological advancements people can easily access the important message or information and can easily solve any problem in short period and also has broadened the mind. Before 21st century, people had to do more effort in getting necessary information. In fact, at that time they required to know which sources provide the reliable information and even if they knew the sources that might not be available. Now this is 21st century and now

everything has changed with the advanced development of technology. Most of finding this information depends on internet accessibility rather than person's location. Due to advancement of modern technology, people have more mobility to do multiple tasks in the world. "And also this modern technology has broadened teaching and learning process with e-learning approaches. The transformation can be seen in conventional way of learning to e-learning with the arrival of information technology and its growing use in educational sector"(Shakya, Sharma, & Thapa, 2017).

Roberts (2013) suggests that the way teachers approach teaching and their beliefs about it are linked to how they use web-based teaching methods. He classifies teachers into two groups: those who focus more on teaching the subject and those who focus on helping students learn. This classification is based on Kember's (1997) ideas. Teachers with a subject-focused approach tend to use the web for individual learning, while those with a student-centered approach use it for networked learning. The use of web technologies can expand the reach of English programs but may also limit access to those with internet access, which could be changing as computers and the internet become more widely available even in developing countries. Similarly Gonzalez (2009) said that "teachers with a content centered orientation teach with the Web in an 'informative individual learning focuses way, and those with a transitional orientaiotn or a learning centered orientaiotn teach with the Web in a communicative networked learning focused manner" (p. 3). It means use of web technologies both enables and constrains his mission by extending the reach of department of English programs while it also limiting their reach only to those learners with access to the Internet. The increasing availability of computers and the internet even in developing countries may be narrowing this particular digital divide.

Similarly, Laurillard (2020) talks about ta conversational framework for using learning technologies effectively here teaching and learning are seen as an ongoing discussion that it interactive and reflective. Both the teacher and students engage in discussion to understand each other's ideas about the subject, adapt their actions in response to the discussion, complete learning tasks, and reflect on their interactions to improve their understanding. This framework supports both conversation between people and conversations happening within an individual's mind as they learn. Students develop their academic knowledge through these conversations, which Laurillard calls "precepts" or specific ways to describing the world. In online learning,

the teacher's role in designing the learning experience becomes more critical, but this does not automatically mean they will change how they design. To make meaningful changes, teachers need to recognize the potential of learning technologies and develop their knowable and skills in designing online learning activities.

In April, 2015, Nepal faced a similar situation when a big earthquake hit the western and central parts of the country. Because of this earthquake, schools in those areas had to close for about five weeks. Nepal also has times when schools need to close temporarily in certain areas: during the monsoon season in the southern plains when there's flooding, and in the northern mountains during the winter due to the heavy snow and cold weather. But none of these situations affected learning as much as the ongoing Covid-19 pandemic. Nepal has had some of the longest school closures in South Asia because of the pandemic, and this has seriously affected children's learning. The pandemic's negative impact on learning has been connected to different factors like the gender of students, where they live, the type of school they go to, and if they have any disabilities. These factors are mostly influenced by how rich or poor a family is. Because of these problems, students have lost a lot of their learning which is likely to make inequality worse in Nepal. This will have big effects on the country's development, both for its people and its socio-economic condition.

While the Covid-19 pandemic shocked education systems throughout the world, it has also provided a unique opportunity to rethink the matter. On 30th May, 2020 the Nepali Ministry of Education, Science and Technology (MOEST) managed schools' classes in online mode. Even though not many students and teachers have visited the portal as expected, setting it up is certainly the initial action toward achieving the expected setting it up is certainly the initial action towards achieving the government's goal of increasing the use of ICT in education.

The use of online, digital, and interactive learning materials in schools is likely to continue even after the pandemic is over. The Government of Nepal should think about improving blended learning as it starts putting its new school education plan into action. To begin with, the learning portal should be improved by adding more online teaching-learning materials like audio, video, and interactive content that meets the needs of teachers and students at various levels and grades.

Next, it is important to regularly update the digital materials by carefully reviewing the existing content and listening to feedback from teachers and students. To make this happen, we need to establish a systematic process for gathering feedback and involving educators at the school level in improving these materials. The efforts we put into introducing online learning during the pandemic should make a real difference in how we teach and learn in Nepal. Third, we should create a dedicated team with the right expertise to ensure that the online learning portal can operate sustainably. This team should bring together content experts, curriculum experts, and technical experts, including those from private companies. Similarly, the fourth, we should make sure that the digital resources are available both online and offline so that more people can access them, especially in areas with poor internet connections. The online learning portal can only help with learning when teachers and students, who are the main users, know about it and have the skills to use it. Lastly, it is crucial to work together and coordinate with all three levels of government in Nepal's federal structure for the development, use and improvement of this online learning system.

The main aim of the learning portal is to be more than just a place where students and teachers find learning materials. It should grow into a system that helps with learning and assessment. This system should be able to keep track of how each student is doing and let teachers manage it in their own way. It can be a helpful tool even after the Covid-19 pandemic ends. But for this to work, students and teachers must have their right devices and technology. This means we need to make sure they can use the learning portal effectively.

The government has been trying to give schools more access to technology, but this has not been very helpful during the pandemic because schools were closed. So, we need to work together to make sure that students and teachers can afford and access technology both at home and in school. The work we did with online learning platform during the pandemic should make teaching and learning better in Nepal.

Online learning is a virtual learning system which integrates internet connection with teaching and learning process. The interaction of teaching and learning activities can be carried out from the distance with the help of internet and online media. However, this method can be difficult for those teachers who are

specialized in conventional teaching and are uncomfortable to use electronic gadgets. Also, students may not feel serious in online teaching as teachers have little control in online teaching. Online learning has become a solution for the continuity of teaching and learning process in Nepal during Covid-19 pandemic.

Advantage of Online Class

There are various advantages of online class that make teaching learning easier in difficult time like Covid-19 pandemic. Some of the advantages are as follows;

Efficiency

Using online learning, teachers can deliver lessons more effectively by incorporating various tools like vides, PDFs and podcasts into their teaching materials. This extends their lesson plans beyond traditional textbooks and enhances their effectiveness as educators.

Accessibility of Time and Place

One more benefit of online education is that it permits students to participate in classes from wherever they prefer. It also enables schools to connect with a broader range of students, breaking free from geographical limitations. Furthermore, online lectures can be recorded, saved, and shared for future use, granting students the flexibility to access learning materials at their convenience. In essence, online learning provides students with the freedom to choose when and where they engage in education.

Affordability

Another benefit of online education is its cost-effectiveness. Online learning is considerably cheaper compared to traditional in-personal learning. This is because online education eliminates expenses such as student transportation, meals, and most significantly, the need for physical classroom spaces. Moreover, all course materials are accessible online, promoting a paperless learning environment that is not only cost effective but also it is environmentally friendly too.

Improved Student Attendance

Online classes can be taken from home or the person where he /she locates according to his/her choice. There are fewer changes of students missing their classes.

Suits a Variety of Learning Styles

Each student follow a unique path in their learning process and possesses distinct preferences for how they learn. For instance, some students grasp concepts better through visuals, while other prefer auditory methods. Additionally, some students excel in traditional classroom settings, while others work best independently and find large groups distracting. Online learning systems certainly offer a wide range of choices and resources that can be tailored to accommodate these individual preferences. This adaptability allows for the creation of an ideal learning environment that caters to the specific needs of each student.

Challenges of Online Class

Distractions are a reality of online learning, a delivery or a pet running into the home and office can be disruptive for everyone involved in virtual classroom session. As a result of these distractions and possibly having additional responsibilities time management becomes more challenging. Technical issues are bound to happen in an online-only environment. This may sound obvious but technical issues and internet connection only add to the online environment's frustration and interrupt new learning sessions.

Kentno (2015) analyzed the status of online education in different parts of the world with a focus only on country-level factors. The holistic model delineates global; country, institutional; curriculum/program; and micro level factor of student, professor, course, and technology interactions. Global-level factors determine reach of online education beyond national borders. Globalization of online education can happen only if there are standard technology platforms (like Internet), bridging of digital divide, accommodation of diverse languages and cultures, standard curriculum, and evaluation processes. Country-level factors include industry (business) and governments at local, state, and federal levels. Industry and government sectors determine employability of graduates from online programs. Also, local and state

governments make regulations in regard to all educational programs, and initiatives include online education

Eventually, globalization of e-education is bound to happen, just as we have witnessed globalization of e-mail, e-commerce, and e-government. World bodies like United Nations, World Bank, and World Trade Organization (WTO) have to get involved in this endeavor to establish meaningful standards in curriculum, certifications, students screening, faculty selection, learning management systems. Ziguras (2019) studied e-learning and termed it as “educational imperialism” where transnational institutions expect students to conform to western models of education and do not understand the cultural traditions. The paper emphasizes the need for openness to new modes of education like online learning in its various modes.

Zoom plays an essential role for every students in their education, the purposes of e-learning for students are to enable them to acquire the skills that needed for the future higher studies or the digital world, which then help them to easily get a job in future. Besides, the critical thinking and analytic skill are needed for students in their future. Thus, student was no longer depended on the teacher anymore as it would transform the classroom environment from teacher- centric to student-centric. The purpose of ICT is to offer an effective learning environment for students which then increase their performance in academic. ICT enhances the existing curriculum and pedagogy for teaching and learning.

E-learning can be defined as the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance. E-Learning encompasses systems to enable information gathering, access, distribution, and communication in various forms especially the use of ICT in teaching and learning. Over the past few years, e-learning has emerged as a new tool to enable educators to make use of the internet facilities to deliver their teaching online in higher learning institution. With e-learning, traditional learning environments are transformed into more efficient and attractive learning experiences. In addition, it has overcome restrictions of space, location and time constraints by leveraging equal learning opportunities for anyone, anywhere, anytime, in any desirable mode (Haw, 2015).

Types of Online Teaching

The World Wide Web has given us opportunities to promote e-learning, which has had a big impact on how we share educational content, learning tasks, and assignments in training and distance education. E-learning is a new and very influential form of distance education that has completely changed many aspects of our lives. There are various ways to categorize the different types of e-learning. Some of these categories are based on how much they are involved in education, while others depend on when interaction happens. For instance, Alghatani (2011) divided e-learning into two main types: computer-based and internet-based e-learning classes. The internet-based learning is a further improvement of the computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors. Zeitoun classified this by the extent of such features use in education, mixed or blended more, assistant mode, and completely online mode. The assistant mode supplements the traditional method as needed. Mixed or blended mode offers a short-term degree for a partly traditional method. The completely online mode, which is the most complete improvement, involves the exclusive use of the network for learning (Zeitoun, 2008).

The e-learning has two modes such as synchronous and asynchronous. The synchronous type allows learners to discuss with the instructors and also among themselves via the internet at the same time with the use of tools such as the videoconference and chat rooms. This type offers the advantage of instantaneous feedback. The asynchronous mode also allows learners to discuss with the instructors or teachers as well as among themselves over the internet at different times. It is therefore not interaction at the same moment but later, with the use of tools such as thread discussion and emails, with an advantage that learners are able to learn at a time that suits to him (Almubarak and Almosa, 2005).

Online teaching process achieved by using digitally delivered content or interaction is e-learning. Mainly online teaching focuses on the use of computers whether in distance or in a classroom to deliver content to students. With the advancement in technology and the use of the World Wide Web the teaching process is not only limited between a teacher and student. Learning can be achieved through

reading blogs, participating in online forums, threaded email discussions, social media or through online training platforms such as the code academy. It is very common for people to use a search engine such as Google to look for information ranging from what to eat to what to wear in a particular day. People consult different blogs or online tutorials to learn about products or particular ways of doing tasks. These all are e-learning processes. Depending on the use of the source or the delivery medium, e-learning can be of different kinds: Purely online, teaching by visiting blogs, tutorials or informative websites, Self-study with subject matter expert: learning by regularly visiting some experts blogs or up-to-date sites, Web based: learning purely by looking up on the Internet with the use of search engines or social media groups such as Facebook, Computer based: learning by accessing study materials from different storage devices like CD ROM or USB in the computer, video/audio tape: learning by accessing multimedia files through YouTube or any other video/audio sharing websites (Guragain, 2016).

Online teaching is beneficial to education and to all types of learners. It is affordable, saves time, and produces measurable results. Online teaching is more cost effective than traditional learning because less time and money is spent traveling. Since online teaching can be done in any geographic location and there are no travel expenses, this type of learning is much less costly than doing learning at a traditional institute. Online teaching helps students develop knowledge of the Internet. This knowledge was help learners throughout their careers. Zoom teaching encourages students to take personal responsibility for their own learning. When learners succeed, it builds self-knowledge and self-confidence in them. Educators and corporations really benefit from e-learning. Learners enjoy having the opportunity to learn at their own pace, on their own time, and have it less costly (Bloomsburg University, 2006).

Challenges of E-learning

E-learning system is an important approach in managing knowledge and educational needs of higher education institutions creates some challenges. E-learning system as one of the important factors encourages students to learn better by creating a competitive atmosphere. One of the challenges that ICT tools and e-learning program are faced with is internet use and accessing the technology (Olaniran, 2007). Stated that the cost of access to the Internet and the World Wide Web prevents students to access the e-learning curriculum. Digital divide is defined as the gap

between those who have access to technology and those who do not. Accessing the technology is still considered as a challenge particularly in relation to online teaching (Shahmoradi, Changizi, Mehraeen, and Bashiri, 2018).

There are several problems with e-learning, such as not having good educational materials online, not enough people knowing about it, not being able to understanding foreign languages well. The things we use for e-learning activities not working together, many people are unknown that how to use computers or they have lacking skills of it. Some people not liking the ideas of e-learning, problems with the things are we need like computers and software, and cultural differences causing issues. To do e-learning, you need a good computer setup. the most important parts are the software and hardware. Having really good software is a big problem when it comes to using new technology for e-learning. this is similar to what other studies found about the challenges of e-learning in universities. They found that not having the right software and hardware, the cost of getting on the internet and the internet being too slow, ad not having enough internet bandwidth are the main issues that everyone agrees on, according to experts and researchers (Aldowah, Ghazal and Muniandy, 2015).

Using e-learning has some difficulties. It might not work well unless it gets some help from outside, like money or physical as well as mental support. If we do not think about what people need and how much money they have, only a small group who can afford it will benefit from e-learning. this can make the social differences we already have even worse. So, the cost and how much money people have may be a problem for e-learning activities.

Similarly, e-learning is not just one thing. It is like a whole system. to make it work, one needs a few things first. Two important things are electricity and the internet. But lots of places in the country don't have these things. Even in the cities, electricity is not always there, and the internet can be unreliable. Some areas are not even connected to the big power grid and use solar power and other things to get electricity. Also, when we do tests online, they can only be about things that have only one right answer. There are also worries about how safe online learning programs are. Students can not talk to their teachers as easily and they have to be really good at keeping themselves going and managing their time. It can also make

them feel lonely. Stopping cheating during online tests is hard too. Even when the lockdown ends, it might be tough to have regular classes for a long time because we need to keep our distance from each other and some teachers and students might not want to go back yet. Some schools and universities are using online tools to keep teaching, and this is a good thing that we should support. The government is also trying to do more with e-learning, and that's good step that we should all appreciate. Even though e-learning has challenges, we should keep moving forward and try to fix these problems little by little (Singh, 2020). Online learning also has some downsides, like not getting quick feedback from teaches, needing more time to get ready for class, not being easy for some people, causing frustration and confusion, making students feel isolated, not letting them talk directly to their teaches, needing certain skills, and the risk of people copying or stealing work.

Review Related Empirical Reviews

Jung (2006) notes on the inter based teaching learning situation. The internet learning system saves our time and energy. English lessons through internet without the need of travelling and without the need of leaving home or bedroom. Jung notes that "with internet, students can learn English from anywhere, any time and whenever they like. The internet offers instant feedback to the learners which enhance the learning experience of the students" (p. 3). English is international language so it use internet and computer in learning English. Raval, (2014) explain:

Audio books are applicable for English language learners and young people who are craving for learning English with stories. Audio books develop the four language systems; phonological, semantic, syntactic and pragmatic. Audio books are recordings on CD or digital file of a book which are read aloud.” The use of audio books with struggling, reluctant or second language learners is powerful since they act as a scaffold that allows students to read above their actual reading level.
(p. 7)

In these lines, Ravel talks about the internet and different computers applications that are deliberately using today. Both software and hardware components, like computer assisted language learning software, CD-Roms and office software applicants, have

become integral elements in numerous teaching and learning activities. Computers can serve as catalysts, inspiring analysis, discussion, and writing activities.

Burnett, (2017) highlights the use of computer in English language learning as, "Computer Assisted Language Learning is a broad and an ever-changing discipline. Beatty defines, CALL as "Any process in which a learner uses a computer and as a result improves his or her language and it covers the wide range of current practice in the field." (p. 6). Learning system as one of the important factors encourages students to learn better by creating a competitive atmosphere. Digital device is defined as the gap between those who have access to technology and those who do not. Accessing the technology is still considered as a challenge particularly in relation to e-learning.

Shahmoradi, et al., (2018) studied on Elearning and online learning system and noted, "The use of the e-learning system, as an important approach in managing knowledge and educational needs of higher education institutions, creates some challenges" (p. 34).

Aldowah, Ghazal, and Muniandy did a study in 2015 about how English is used in computer an online learning. They talked about some big problems in this area. They said the main challenges in e-learning are things like not having good educational stuff online, not enough people knowing about it, not being able to understand foreign languages well. The things we use for e-learning not working together, many people not knowing how to use computers or they lacking skills, some people are not liking the idea of e-learning, problems with the things we need like computers, and cultural differences causing issues (p. 4).

For e-learning to work, we need the right computer setup. Computers have two important parts: software and hardware. Having good quality software is a big problem when it comes to using new technology for e-learning. this matches with what others studies found about the challenges of e-learning in universities. They found that not having the right software and hardware, the cost of getting on the internet, slow internet and not enough internet bandwidth are the main issues that all experts and researcher agree on.

IN the cities, there are problems with electricity. It does not always come when it should, and it is not always dependable. In many places across the country, there is no connection to the big power system, so people use things like solar power and other alternative sources to get electricity for their homes. When we do e-learning, the test we can do online are limited to questions that have only one right answer. There is also a concern about how safe online learning programs are.

Singh (2020) mentions certain things about online classes and mentions, "Students do not give a lot of feedback online. It needs students to be really good at motivating themselves and managing their time. Sometimes it can also make students feel lonely. Stopping cheating during online tests it also tricky. It is clear that, even when the lockdown ends, going back to regular classes will be hard" (p. 5).

As the future remains uncertain, many schools, colleges, and universities have started using online tools to conduct virtual classes and continue with their courses. This is a good step to deal with the current crisis, and it's something we should support. It is also worth noting that the government has taken steps in this direction, and we should appreciate and back their efforts. Even though e-learning has its difficulties, it is important that we move forward and accept these challenges. We should work on solving these challenges step by step, especially during these times when it is needed the most.

Implications of the Review of the Study

The primary insight from this literature review is that e-learning is widely recognized as valuable. E-learning is particularly crucial in the present and future, especially in developing countries like Nepal, due to its efficiency, time-saving benefits, and long-term cost-effectiveness. The ability to study from anywhere globally is a significant advantage of e-learning, a feature not possible in traditional face-to-face learning. E-learning eliminates constraints related to physical locations and fixed schedules, offering the opportunity to connect with educators or institutions worldwide. The numerous benefits of e-learning not only motivate its adoption but also drive efforts to mitigate its drawbacks. E-learning is a global educational method, and Nepal has also embraced its use. On the basis of above reviews it is cleared that there has not been studied on the teachers' perceptions and attitudes of using Zoom in English language learning secondary level.

Conceptual Framework

A conceptual framework can be likened to various types of maps, and its form depends on the specific research quins being addressed. It serves as a visual representation of the central connections within the research. In the context of this study, it pertains to how secondary level private school, especially, English teaches perceive the use of Zoom for classroom purposes.

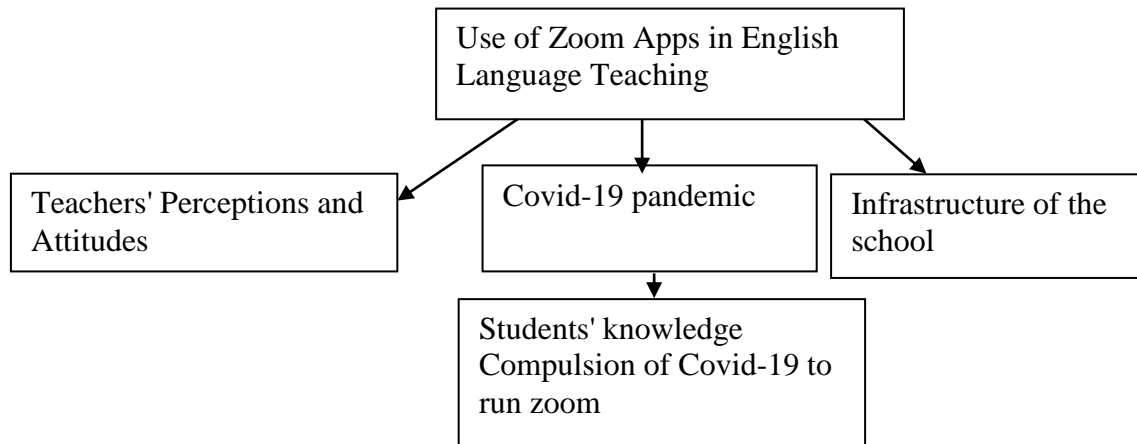


Figure 1: Conceptual framework

In above conceptual framework teachers used Zoom app to teach four language skills. Both teachers and students should have knowledge about to run the Zoom application. Teachers have certain challenges on using Zoom to teach English in secondary level. During Covid-19 pandemic, schools used Zoom for online classes. Covid-19 pandemic forced teachers and students to use Zoom in online classroom purpose.

Chapter - 3

Method and Procedures of the Study

Research Methodology is a process of arriving to the solution of problem through planned and systematic dealing with the collection analysis and interpretation of the facts and figures. Research methodology refers to the various sequential steps while conducting research work. It tries to make clear view of method and process adopted in the entire aspect of the study.

Research Design

The current study followed survey research design. Nunan (1992) states that a survey is primarily used to capture a snapshot of conditions, attitudes and events at a specific moment in time. He also outlines eight steps or procedures for conducting survey research Nunan as follows:

Step 1: Define objective

What do we want to find out ?

Step 2: Identify target population

What do we want to talk about?

Step 3: Literature review

What have others said/ discovered about their issues?

Step 4: Determine sample

How many subjects should we survey, and how will we identify these?

Step 5: Identify survey instruments.

How will the data be collected? Questionnaires?

Step 6: Research design survey procedure

How will the data collection actually be carried out?

Step 7: Identify analytical procedure.

How will the data be assembled and analyzed?

Step 8: Determine reporting procedure.

How will be written and presented? (p. 141)

Survey research is a valuable and essential method for studying the thoughts, opinions and values of a large population. It is equally effective for gathering information from a significant number of participants.

Population, Sampling and Sample Strategy

The study population of this study refers to the people, place, objects and another source of information which is essential for the study. The study population of this study were forty secondary level English teachers of Banke district. Ten different schools and four English language teachers were selected through purposive non-random sampling procedure from each school. Whereas schools were selected previously because all schools were not used Zoom application. So, I only selected the schools that used Zoom in Covid-19 pandemic. From schools all English teachers were selected from selected schools.

Research Tools

A set of questionnaires were used as the tools for data collection. These tools were used because they are supposed to be effective, appropriate and feasible. Furthermore, a set of questionnaires consisting of closed as well as open ended questions were used for data collection. Questions were focused on the objectives and research questions and asked to the respondents in natural setting. Except that I have also observed the infrastructure of schools such as computer lab that is necessary for online class.

Sources of Data

Both primary and secondary sources of data were used to achieve the objectives. Secondary data were collected through library research. Books, articles, previously published thesis were the secondary source of data. Secondary data were collected from library and internet resource and this information were gathered through desk based research. Primary sources of data were collected through open-ended and closed-ended questionnaires.

Sampling Procedures

Purposive non-random sampling was used for this study. Schools were selected previously because all school could not use Zoom application and I only selected the schools that used Zoom in Covid-19 pandemic. From schools all English teachers were selected from selected schools.

Data Collection Procedures

Before collected that data from the respondents, I had taken the consent from head teachers of selected schools. After that I had met the teachers and asked the questions. I had collected data in natural setting and I have returned back to Kathmandu. I collected filled up questionnaire sheets from email after few days later I had returned back to Kathmandu.

Data Analysis and Interpretation Procedures

Collected data were presented and by using simple mathematical and statistical tools like table, percentage. Except that perceptions and opinions were described in paragraph.

Ethical Considerations

The ethical considerations have very crucial role in the field of research. So that, while collecting, analyzing and interpreting the primary and secondary data, ethical issues has been considered very well. In the process of this study, I assured the norms and values of research. The information collected for this research will not be used for any other purpose, and the names of the respondents will also be kept confidential.

Chapter - 4

Analysis and Interpretation of Data

Data were collected from the field. This chapter was divided in three sub chapters. In the first section it was analyzed the demographic situation and in the second section, collected data were analyzed on the basis of objectives and research questions.

Demographic Features of the Respondents

Demographic features like sex, age, caste and ethnicity are important to reflect the perceptions and attitudes to use Zoom in secondary level English language class.

Sex Status of the Respondents

Sex is one of the important demographic features that play significant role to develop attitudes on certain subjects. The following table shows the sex status of the respondents.

Table 1: Sex Status

S.N.	Sex Status	No.	Percent
1	Male	26	65.00
2	Female	14	35.00
Total		40	100.00

Source: Field survey, 2022

Table 1 shows the sex status of the respondents. Data indicates that 65 percent were male and 35 percent were female. Majority of the respondents were male because female participations were less in secondary level teachers. While analyzing above data, it can be seen that there is gender discrimination. In Nepal, males are more than that of female teachers.

Age Composition of the Respondents

Age plays an important role to make perception in certain subject matter. Low age (young) teachers have different perceptions to use Zoom in class room teaching and learning. The following table highlights the age composition of the respondents.

Table 2 : Age Composition

S.N.	Age in years	No.	Percent
1	20-30	4	10.00
2	30-40	14	35.00
3	40-50	12	30.00
4	above 50	10	25.00
Total		40	100

Source: Field survey, 2022

Table 2 shows the age composition of the respondents. Data indicates that 10 percent were between 20 to 30 years age group and 35 percent were between 30 to 40 years age group. Like that 30 percent were between 40 to 50 years age group. In the same way, 25 percent were above age 50 year age group. Majority of the respondents were between 20 to 40 years age group.

Education Qualifications

Education Act 2076 mentioned minimum qualification of secondary level teacher is Bachelor degree in concerned subject, however, some of the teachers have more than minimum qualification. The following table shows the situation of education qualification of the respondents.

Table 3: Educational Qualifications

S.N.	Education Qualification	No.	Percent
1	Bachelor only	20	50.00
2	Master	14	35.00
3	Above master degree	6	15.00
Total		40	100.00

Source: Field survey, 2022

Table 4 indicates the educational qualification of the respondents. Among 40 respondents 50 percent teachers were taken Bachelor degree' 35 percent were taken master degree whereas only 15 percent respondents were taken above master degree. From table it is found that majority of the teachers have only minimum qualification and only few have higher degree like M.hil and other special degree on concerned subject.

Working Experience

Teachers' teaching experiences is one of the important aspects that determined to develop attitude toward online class and use of Zoom in online class. Experience teachers can easily hold the technology and other inexperience cannot use easily. The following table shows the attitudes of teachers on working experiences.

Table 4: Working Experience

S.N.	Working Experience	No.	Percent
1	up to 5 years	10	25.00
2	5 to 10 years	12	30.00
3	10 to 20 years	8	20.00
4	10 to 15 years	6	15.00
5	More than 15 years	4	10.00
Total		40	100.00

Source: Field Survey, 2022

Table 4 highlights the working experiences of the teachers. Table shows that 25 percent teachers have only up to five years experiences and 30 teachers have up to 10 years' experience. Like that 20 percent teachers have 10 to 20 years working experience and 15 percent teachers have 10 to 15 years teaching experience. Only 10 percent teachers have more than 15 years working experiences.

Situation of Infra- Structure for Online Class

To run online class in any school there is necessary of certain infrastructure like separate computer lab, internet facilities, computer technician and well trained teachers. In this sub section it has analyzed the teachers' opinion on the situation of infra-structure for online class.

Separate Computer Lab

After Covid-19 pandemic government bring policy of running online classes in government school. The policy ensured certain fundamental requirements for online classes in school. Separate computer lab is one of the requirements are necessary for online class. In my study area all the schools have separate lab to run online class.

Situation of Providing Computer Training to the Teachers

Some of the schools provided basic computer training to run online class, however, all the schools did not provide training for teachers. The following table shows the situation.

Table 5: Situation of Providing Computer Training to the Teachers

S. N	computer training	No.	Percent
1	Yes	28	70.00
2	No	12	30.00
Total		40	100.00

Source: Field Survey, 2022

Table 7 highlights the situation of providing computer training to the teachers from school. Data indicates that 70 percent teachers were taken training from schools and 30 percent teachers were not taken training from school till date, however, they also run online class by using Zoom application.

Sufficiency Computer /Computer Lab

Only few respondents were used schools' computer, smart phone and run the online class because there were sufficient computers in school. The following table shows the situation of sufficiency of computer in schools.

Table 6: Sufficiency Computers

S.N	Sufficient computers and smart phone/ note book in school to run online class?	No.	Percent
1	Yes	40	100.00
Total		40	100.00

Source: Field survey, 2022

The above table shows that among 40 respondents all i.e. cent percent were noted that the sufficiency of computer in school. During Covid-19 pandemic time all the private schools purchased computer and manage for online class.

Technician Facilities

Most of the schools have not computer teachers or technician. They hired the technician and repair the computers. The following table shows the situation of technician facilities in schools.

Table 7: Technician Facilities

S.N	Computer technicians to maintain computer lab	No.	Percent
1	Yes	16	40.00
2	No	24	60.00
3	Total	40	100.00

Source: Field Survey, 2022

Table 7 indicates the technician facilities of schools. Among 40 respondents 24 i.e. 60 percent were not taken technical facilities and only 40 schools were technical facilities? Without own technician some time it was difficult to run class because it takes time to hire technician.

Situation of having Device with Students

To run online class there is necessary to have devices with students. In my study area only half of the students have access on devices because poor economic background has not capacity to use smart phone and computers.

Table 8: Situation of having Device with Students

S.N	Electronic devices	No.	Percent
1	Yes	22	55.00
2	No	18	45.00
3	Total	40	100.00

Source: Field Survey, 2022

Table 8 shows the situation of students/ teachers were digital devices like smart phone, computers, tab and other etc. It was found that 55 percent were digital devices and 45 percent were not such devices for Zoom classes. Majority of the respondents were digital device to run online classes which shows the positive aspect of the students.

Proper Internet Facilities

Proper internet facilities is one of the important prerequisites of online class, however, internet system is not so good in Nepal. The following table shows the respondents opinion about internet facilities.

Table 9: Proper Internet Facilities

S.N	Sufficient internet facilities in schools /students / teachers	No.	Percent
1	Yes	24	60.00
2	No	16	40.00
Total		40	100.00

Source: Field Survey, 2022

Table 9 shows the proper internet facilities in schools. It was found that 60 percent noted that there were proper internet facilities in school and 40 percent opinions that there were not internet facilities. Majority of the respondents were not satisfied with the currently provided internet service.

Teachers' Perception on Zoom

Teachers have mixed perception on Zoom application that is highly used in online class. Before Covid-19 pandemic there has not practice of online class in Nepal but during the Covid -19 pandemic governments bring policy for online classes and schools followed the online classes by using Zoom application. In this sub section it analyzes the teachers' perception on Zoom application.

Idea about Zoom

Most of the teachers have idea about Zoom, however, some of the teachers still do not have idea about Zoom .the following table shows the teacher idea on Zoom.

Table 10: Idea about Zoom

S.N	Idea about Zoom apps	No.	Percent
1	Yes	34	85.00
2	No	6	12.00
Total		40	100.00

Table 10 shows the respondents opinions about the Zoom. Data indicates that 85 percent respondents were the idea about Zoom and 12 percent were not clear idea about the Zoom. Majority of the respondents have clear idea about Zoom application.

Learning from Zoom

Before Covid-19 pandemic online classes were hardly run in Nepal. During covid-19, Nepal government brought the policy for online classes and schools were

began online classes. Most of the teachers also learn about Zoom during the time of Covid-19 pandemic. The following table shows the learning situation of Zoom.

Table 11: Learning Situation of the Zoom

S.N	If yes, when did you learn?	No.	Percent
1	Before Covid-19	8	20.00
2	After Covid-19	12	30.00
3	During Covid-19	20	50.00
Total		40	100.00

Source: Field survey, 2022

Table 11 indicates the learning situation of Zoom. Data shows that 20 percent learn Zoom before Covid-19 pandemic and 30 percent teachers were learnt after Covid-19 pandemic. Like that 50 percent teachers were learned Zoom during Covid-19 pandemic. Majority of the respondents were learned Zoom due the cause of pandemic period.

Agency that Learn Zoom

Respondents learn Zoom from different agencies, schools, friends /relatives and institutes are the main agency from the teachers learn about Zoom. The following table shows the situation as:

Table 12: Agencies that Learn Zoom

S.N	From where, do you Have Learned?	No.	Percent
1	Friends /family	10	25.00
2	Institutes	12	30.00
3	Schools	18	45.00
Total		40	100.00

Source: Field Survey, 2022

Table 12 indicates the agencies that help teachers to learn about Zoom. Data shows that 25 percent were learned about Zoom from friends and relatives and 30 percent were learned from institutes. Like that 45 percent were learned about Zoom from schools. During covid-19 pandemic schools have provided training for teachers to handle Zoom application in teaching learning.

Situation of Running Zoom

Still some of the teachers take other helps to run Zoom application if they feel difficulties. The following table shows the situation of running Zoom by the teachers while teaching the students.

Table 13: Situation of Running Zoom

S.N	Easily run Zoom or need other supports?	No.	Percent
1	Yes	30	75.00
2	No	10	25.00
Total		40	100.00

Source: Field survey, 2022

Table 13 shows the situation of running Zoom by the teachers. Data indicates that 75 percent respondents were able to run easily run the Zoom application, but 25 percent respondents were not able to run Zoom easily. Majority of the respondents i.e. 75 percent have knowledge to run Zoom which shows the positive aspect of teachers with respect to their familiarity with ICT.

Helping Person to Run Zoom

The respondents who do run Zoom easily they take help of others during online classes. The following table shows the situation of taking help from others.

Table 14: Helping Person to Run Zoom

S. N.	If No, who has been helping you?	No.	Percent
1	Brothers/ sister	4	10.00
2	Son/ daughter	4	10.00
3	Other	2	5.00
Total		10	25.00

Source: Field survey, 2022

Table 14 indicates the persons who support the respondents to run Zoom during online class. Data shows that 10 percent were taken help from brother/ sister and son/daughter. Like that 5 percent were learned from other like husbands.

Time of using Zoom in Your Schools

All the schools began Zoom class during the time of first lockdown before 2 years and some school begin one year before. The following table shows the situation as;

Table 15: Time of using Zoom in your Schools

S.N	Begin to use Zoom for online class	No.	Percent
1	Before 1 year	20	50.00
2	Before 2 years	10	25.00
3	Just now	10	25.00
Total		40	100.00

Source: Field Survey, 2022

Table 15 shows the time of starting Zoom in school. 50 percent schools were begun Zoom class during the time of first lockdown before 2 years and 25 percent schools were begun before 1 year. Like that 25 percent were run Zoom just now after preparing the computer lab in school. Due to problem of computer lab and internet all the schools could not begin Zoom (online class once at a time)

Sufficiency of Zoom in Online Class

There are various apps and application that can be used for online class .Zoom is one of them. The following table shows the respondents opinions about the sufficiency of Zoom for online class.

Table 16: Sufficiency of Zoom in Online Class

S.N	Sufficient for online class	No.	Percent
1	Yes	22	55.00
2	No	8	20.00
3	Undecided	10	25.00
Total		40	100.0

Source: Field Survey, 2022

Table 16 shows the respondents opinions about the sufficiency of Zoom for online classes. Data indicates that 55 percent were noted that Zoom is sufficient and 20 percent were noted that the online classes were not sufficient to them. Like that 25 percent were undecided about the use of Zoom.

If no, which application

Respondents who do not satisfy with the Zoom application give the following suggestions to run online classes.

Table 17: If no, Which Application do you Suggests

S.N	If no , which application	No.	Percent
1	separate app	4	10.00
2	group face book/ messenger	2	5.00
3	other apps of Google	2	5.00
4	total	8	100.00

Source: Field Survey, 2022

Table 16 shows the respondents opinions about alternative of Zoom for effective online classes. Data indicates that 10 percent were suggested separate app and 5 percent were suggested group face book. Like that next 5 percent were suggested other Google apps.

Teachers Perceptions on Online Class

It analyzes the teachers' attitudes on online classes. Various kinds of rating scales have been developed to measure attitude directly (i.e. the person knows their attitude is being studied). The most widely used is the Likert scale (1932). In its final form, the Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement. Likert scale (typically) provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement. In five point response scale in which responders specify their level of agreement to a statement typically in five points: (1) **Strongly disagree**; (2) Disagree; (3) neither agrees nor disagrees; (4) Agree; (5) Strongly agree. The following table highlights the teachers' attitudes on online classes.

Table 18: Teachers Attitudes on Online Class

Statements	Response	No	percentage
Zoom Apps is useful for teaching in Covid-19 Pandemic period,	SA	8	20
	A	12	30
	U	10	25
	DA	6	15
	SDA	4	10
	Total	40	100

Source: Field Survey, 2022

Table highlights the teachers' attitudes on using Zoom application in online classes. Data shows that 20 percent respondents were strongly agreed with the statement "Zoom Apps is useful for teaching in Covid-19 Pandemic period" and 30 percent were agreed, 25 percent were undecided and 15 percent were disagreed and next 10 percent were strongly disagreed. By this information its can be concluded that neither they were fully agreed nor disagreed with the statement.

Table 19: *Zoom is very god platform for online teaching*

Zoom is a very good platform for online teaching.	SA	20	50.00
	A	6	15.00
	U	4	10.00
	DA	5	12.50
	SDA	5	12.50
	Total	40	100.00

Source: Field survey, 2022

While analyzing response of the respondents on the statement "Zoom is a very good platform for online teaching". It was found that 50 percent were strongly agreed, 15 percent were agreed, 10 percent were undecided, 12.5 percent were disagreed and 12.5 percent were strongly disagreed with the statement.

Table 20: Useful to control class

It is useful to control class.	SA	6	15.00
	A	8	20.00
	U	14	35.00
	DA	6	15.00
	SDA	6	15.00
	Total	40	100.00

Source: Field Survey, 2022

It shows that 15 percent respondents were strongly agreed with the statement "It is useful to control class" and 20 percent were agreed, 35 percent were undecided and 15 percent were disagreed and next 15 percent were strongly disagreed . By this information, it can be concluded that neither they were fully agreed nor disagreed with the statement.

Table 21: Useful to share screen

It is useful to share screen	SA	24	60.00
	A	10	25.00
	U	2	5.00
	DA	2	5.00
	SDA	2	5.00
	Total	40	100.00

Source: Field Survey, 2022

While analyzing response of the respondents on the statement "It is useful to share screen". It was found that 60 percent were strongly agreed, 25 percent were agreed, 5 percent were undecided, 5 percent were disagreed and 5 percent were strongly disagreed.

Table 22 : Easier to revise electronic lesson

It is easier to revise electronic lesson.	SA	4	10.00
	A	16	40.00
	U	12	30.00
	DA	4	10.00
	SDA	4	10.00
	Total	40	100.00

Source: Field survey, 2022

Data shows that 10 percent respondents were strongly agreed with the statement "It is easier to revise electronic lesson " and 40 percent were agreed , 30 percent were undecided and 10 percent were disagreed and next 10 percent were strongly disagreed . Respondents were not totally agreed nor disagreed with the statement.

Table 23: Effective for discussion

It is effective for discussion.	SA	10	25.00
	A	20	50.00
	U	4	10.00
	DA	2	5.00
	SDA	4	10.00
	Total	40	100.00

Source: Field survey, 2022

While analyzing response of the respondents on the statement, " It is effective for discussion g". It find that 25 percent strongly agreeing, 50 only agree, 10 percent

undecided, 5 percent disagree and 10 percent strongly disagree. Majority of the respondents have positive response on the statement.

Table 24 : Comfortable to share materials from the Zoom

I felt comfortable to share materials from the Zoom.	SA	6	15.00
	A	14	35.00
	U	10	25.00
	DA	6	15.00
	SDA	4	10.00
	Total	40	100.00

Source: Field Survey, 2022

Data shows that 15 percent respondents were strongly agreed with the statement "I felt comfortable to share materials from the Zoom" and 35 percent were agreed , 25 percent were undecided and 15 percent were disagreed and next 10 percent were strongly disagreed. Only few of the respondents were strongly disagreed.

Table 25: Teachers Attitudes on Online Class

Statements	Response	No	percentage
It improves the quality of study	SA	6	15.00
	A	4	15.00
	U	20	50.00
	DA	6	15.00
	SDA	4	10.00
	Total	40	100.00
It provides enough time for discussion.	SA	4	10.00
	A	6	15.00
	U	20	50.00
	DA	4	10.00
	SDA	6	15.00
	Total	40	100.00
Online class enhances the confidence of teachers /students	SA	8	20.00
	A	12	30.00
	U	14	35.00
	DA	4	10.00
	SDA	2	5.00
	Total	40	100.00

Source: Field Survey, 2022

Above table shows the attitudes of the respondents on using zoom in teaching learning. While analyzing response of the respondents on the statement, "It improves the quality of study ". It was found that 15 percent were strongly agreed, 15 percent were agreed, 50 percent were undecided, 15 percent were disagreed and 10 percent were strongly disagreed. Majority of the respondents have positive response on the statement. Majority of the respondents have undecided towards the statement.

In response to the statement "It provides enough time for discussion". Data shows that 10 percent respondents were strongly agreed with the statement and were 15 percent agreed, 50 percent were undecided and 10 percent were disagreed and next 15 percent were strongly disagreed.

It shows that 20 percent respondents were strongly agreed with the statement "Online class enhances the confidence of teachers /students", and 30 percent were agreed, 35 percent were undecided and 10 percent were disagreed and next 5 percent were strongly disagreed.

Table 26: Teachers Attitudes on Online Class

Statements	Response	No	Percentage
I think the online (Live or recorded) class system is very simple to operate	SA	6	15.00
	A	8	20.00
	U	14	35.00
	DA	6	15.00
	SDA	6	10.00
	Total	40	100.00
It makes easier to ask questions.	SA	10	25.00
	A	14	35.00
	U	10	25.00
	DA	4	10.00
	SDA	2	5.00
	Total	40	100.00

Source: Field Survey, 2022

Data shows that 15 percent respondents were strongly agreed with the statement "I think the online (Live or recorded) class system is very simple to operate" and 20 percent were agreed, 35 percent were undecided and 15 percent were disagreed and next 10 percent were strongly disagreed.

In response to the statement "It makes easier to ask questions. "Data shows that 25 percent respondents were strongly agreed with the statement and 35 percent were agreed, 25 percent were undecided and 10 percent were disagreed and next 5 percent were strongly disagreed.

Table 27 : Teachers Attitudes on Online Class

Statements	Response	No	Percentage
When I ask students to respond me, I always get a response from them.	SA	6	15.00
	A	14	35.00
	U	10	25.00
	DA	6	15.00
	SDA	4	10.00
	Total	40	100.00
I think the online (Live or recorded) class system is very simple to operate.	SA	6	15.00
	A	14	35.00
	U	10	25.00
	DA	6	15.00
	SDA	4	10.00
	Total	40	100.00
I believe on learning through Zoom is better than physical learning environment.	SA	6	15.00
	A	10	25.00
	U	16	40.00
	DA	4	10.00
	SDA	4	10.00
	Total	40	100.00

Source: Field Survey, 2022

In response to the statement, "When I ask students to respond me, I always get a response from them" data shows that 15 percent respondents were strongly agreed with the statement and 35 percent were agreed , 25 percent were undecided and 10 percent were disagreed and next 5 percent were strongly disagreed.

Table shows that 15 percent respondents were strongly agreed with the statement " I think the online (Live or recorded) class system is very simple to operate " and 35 percent were agreed, 15 percent were undecided and 10 percent were disagreed and next 5 percent were strongly disagreed. While analyzing response of

the respondents on the statement " I believe on learning through Zoom is better than physical learning environment ".It was found that 15 percent were strongly agreed, 25 percent were agreed, 40 percent were undecided, 10 percent were disagreed and 10 percent were strongly disagreed. Majority of the respondents have positive response on the statement. Majority of the respondents have undecided towards the statement.

Table 27: Teachers Attitudes on Online Class

Statements	Response	No	percentage
I believe using Zoom is improved study performance.	SA	4	10
	A	8	20
	U	18	45
	DA	6	15
	SDA	4	10
	Total	40	100
I enjoy learning and sharing materials from Zoom	SA	4	10
	A	6	15
	U	20	50
	DA	4	10
	SDA	6	15
	Total	40	100

Source: Field Survey, 2022

Data shows that 10 percent respondents were strongly agreed with the statement " I believe using Zoom is improved study performance "and 20 percent were agreed, 45 percent were undecided and 15 percent were disagreed and next 10 percent were strongly disagreed. In response to the statement "I enjoy learning and sharing materials from Zoom "Data shows that 10 percent respondents were strongly agreed with the statement and 15 percent were agreed, 50 percent were undecided and 10 percent were disagreed and next 15 percent s were strongly disagreed.

Table 29: Teachers Attitudes on Online Class

Statements	Response	No	Percentage
Zoom makes study more interesting	SA	2	5.00
	A	6	15.00
	U	18	45.00
	DA	10	25.00
	SDA	4	10.00
	Total	40	100.00
I prefer using Zoom for lessons.	SA	6	15.00
	A	8	20.00
	U	20	50.00
	DA	4	10.00
	SDA	2	5.00
	Total	40	100.00
I believe using Zoom to improve the quality of study.	SA	6	15.00
	A	10	25.00
	U	18	45.00
	DA	2	5.00
	SDA	4	10.00
	Total	40	100.00
Only using text book and blackboard is not enough.	SA	6	15.00
	A	8	20.00
	U	20	50.00
	DA	4	10.00
	SDA	2	5.00
	Total	40	100.00
Zoom bring social change in English learning	SA	4	10.00
	A	8	20.00
	U	18	45.00
	DA	6	15.00
	SDA	4	10.00
	Total	40	100.00
I prefer Zoom for group study in the e-learning environment	SA	4	10.00
	A	6	15.00
	U	20	50.00
	DA	4	10.00
	SDA	6	15.00
	Total	40	100.00

Source: Field Survey, 2022

While analyzing response of the respondents on the statement "Zoom makes study more interesting ". It was found that 5 percent were strongly agreed, 15 percent

were agreed, 45 percent were undecided, 25 percent were disagreed and 10 percent were strongly disagreed. Majority of the respondents have positive response on the statement. Majority of the respondents have undecided toward the statement.

In response to the statement " I prefer using Zoom for lessons "Data shows that 15 percent respondents were strongly agreed with the statement and 20 percent were agreed , 50 percent were undecided and 10 percent were disagreed and next 5 percent were strongly disagreed. Data shows that 15 percent respondents were strongly agreed with the statement " I believe using Zoom to improve the quality of study " and 25 percent were agreed , 45 percent were undecided and 5 percent were disagreed and next 10 percent were strongly disagreed .

It shows that 15 percent respondents were strongly agreed with the statement "Only using text book and blackboard is not enough" and 20 percent were agreed, 50 percent were undecided and 10 percent were disagreed and next 5 percent were strongly disagreed.

It shows that 10 percent respondents were strongly agreed with the statement "Zoom bring social change in English learning" and 20 percent were agreed, 45 percent were undecided and 15 percent were disagreed and next 10 percent were strongly disagreed.

While analyzing response of the respondents on the statement "I prefer Zoom for group study in the e-learning environment ". It was found that 10 percent were strongly agreed, only 15 percent were agreed, 50 percent were undecided, 10 percent were disagreed and 15 percent were strongly disagreed. Majority of the respondents have positive response on the statement. Majority of the respondents have undecided towards the statement.

It shows that 5 percent respondents were strongly agreed with the statement "Students cheat teachers in Zoom class" and 15 percent were agreed, 45 percent were undecided and 25 percent were disagreed and next 10 percent were strongly disagreed.

Challenges of using Zoom

There are various challenges of using Zoom application in class room teaching learning activities. To analyze the challenges are facing by the teachers in using Zoom were analyzed through using same Likertscale. Attitudes of the respondents on the challenges are mentioned in the following table.

Table 30: Challenges of using zoom

Statements	Response	No	Percentage
Students cheat teachers in Zoom class	SA	2	5.00
	A	6	15.00
	U	18	45.00
	DA	10	25.00
	SDA	4	10.00
	Total	40	100.00
It affects on students eye.	SA	8	20.00
	A	20	50.00
	U	8	20.00
	DA	2	5.00
	SDA	2	5.00
	Total	40	100.00
Online class (Zoomclass) makes students rude.	SA	6	15.00
	A	8	20.00
	U	20	50.00
	DA	4	10.00
	SDA	2	5.00
	total	40	100.00
Technically it is not suitable for the entire student.	SA	6	15.00
	A	10	25.00
	U	18	45.00
	DA	2	5.00
	SDA	4	10.00
	Total	40	100.00
There is no secrecy in Zoom class	SA	24	60.00
	A	6	15.00
	U	6	15.00
	DA	2	5.00
	SDA	2	5.00
	Total	40	100.00
Using computer systems requires a lot of mental effort and challenges	SA	4	10.00
	A	8	20.00
	U	20	50.00
	DA	2	5.00
	SDA	4	10.00
	Total	40	100.00

Source: Field Survey, 2022

It shows that 5 percent respondents were strongly agreed with the statement "Students cheat teachers in Zoom class" and 15 percent were agreed, 45 percent were

undecided and 25 percent were disagreed and next 10 percent were strongly disagreed.

While analyzing response of the respondents on the statement "It affects on students eye ". It was found that 20 percent were strongly agreed, 50 percent were agreed, 20 percent were undecided, 5 percent were disagreed and 5 percent were strongly disagreed. Majority of the respondents have positive response on the statement. Majority of the respondents have undecided towards the statement.

It shows that 15 percent respondents were strongly agreed with the statement "Only using text book and blackboard is not enough" and 20 percent were agreed, 50 percent were undecided and 10 percent were disagreed and next 5 percent were strongly disagreed.

Data shows that 15 percent respondents were strongly agreed with the statement "Technically it is not suitable for the entire student." and 15 percent were agreed, 45 percent were undecided and 5 percent were disagreed and next 10 percent were strongly disagreed.

It shows that 60 percent respondents were strongly agreed with the statement "There is no secrecy in Zoom class" and 15 percent were agreed, 15 percent were undecided and 5 percent were disagreed and next 5 percent were strongly disagreed. While analyzing response of the respondents on the statement "Using computer systems requires a lot of mental effort and challenges ". It was found that 10 percent were strongly agreed, only 20 percent were agreed, 50 percent were undecided, 5 percent were disagreed and 10 percent were strongly disagreed. Majority of the respondents have positive response on the statement. Majority of the respondents have undecided towards the statement.

Table 31: Challenges

Statements	Response	No	Percentage
It makes students dull.	SA	6	15.00
	A	10	25.00
	U	18	45.00
	DA	2	5.00
	SDA	4	10.00
	Total	40	100.00
Students forget physical activities like dancing, running, playing game in online class.	SA	2	5.00
	A	6	15.00
	U	18	45.00
	DA	10	25.00
	SDA	4	10.00
	Total	40	100.00
Online class (Zoom)class create boredom among students	SA	6	15.00
	A	14	35.00
	U	10	25.00
	DA	6	15.00
	SDA	4	10.00
	Total	40	100.00
Students feel psychological problem in Zoom class (online class)	SA	6	15.00
	A	10	25.00
	U	18	45.00
	DA	2	5.00
	SDA	4	10.00
	Total	40	100.00

Source: Field Survey, 2022

While analyzing response of the respondents on the statement "It makes students dull ". It was found that 15 percent teachers were strongly agreed, 25 percent teachers were agreed, 45 percent teacher were undecided, 5 percent teachers were disagreed and 10 percent teachers were strongly disagreed. Majority of the respondents have positive response on the statement. Majority of the respondents have undecided toward the statement.

It shows that 5 percent respondents were strongly agreed with the statement "Students forget physical activities like dancing, running, playing game in online class" and 15 percent were agreed, 45 percent undecided and 25 percent were disagreed and next 10 percent were strongly disagreed.

In response to the statement " Online class (Zoom) class create boredom among students "Data shows that 15 percent respondents strongly agree with the statement and 35 percent were agreed ,25 percent were undecided and 15 percent were disagreed and next 10 percent were strongly disagreed.

It shows that 15 percent respondents were strongly agreed with the statement "Students feel psychological problem in Zoom class " and 25 percent were agreed, 45 percent were undecided and 5 percent were disagree and next 10 percent were strongly disagreed.

Table 32 : Challenges

It slowly develops laziness among students and students.	SA	6	15.00
	A	10	25.00
	U	20	50.00
	DA	2	5.00
	SDA	2	5.00
	Total	40	100.00
Poor and marginalized people do not have access of internet and smart phone/computer	SA	6	15.00
	A	4	10.00
	U	20	50.00
	DA	6	15.00
	SDA	4	10.00
	Total	40	100.00
Sometime poor network connection disturbs on teaching.	SA	6	15.00
	A	14	35.00
	U	10	25.00
	DA	6	15.00
	SDA	4	10.00
	Total	40	100.00

Source: Field Survey, 2022

While analyzing response of the respondents on the statement "It slowly develops laziness among students and students". It was found that 15 percent were strongly agreed, 25 percent were agreed, 50 percent were undecided, 5 percent were disagreed and 5 percent were strongly disagreed. Majority of the respondents have

positive response on the statement. Majority of the respondents have undecided toward the statement.

Data shows that 15 percent respondents were strongly agreed with the statement " Poor and marginalized people were not access of internet and smart phone/computer " and 10 percent were agreed, 50 percent were undecided and 15 percent were disagreed and next 10 percent were strongly disagreed. It shows that 15 percent respondents were strongly agreed with the statement "Sometime poor network connection disturbs on teaching." and 35 percent were agreed, 25 percent were undecided and 15 percent were disagreed and next 10 percent were strongly disagreed.

Summing Up

Online classes were used as alternative of traditional classroom system so that teachers and students have not been habituated so online class is not so effective in my study area. Most of the respondents were agreed with the challenges that noted in the statement questions because in public there can be heard effect of using mobile phone and computer. Like that there found mixed attitudes on using Zoom in online classes. In some argument (statements) respondents were strongly disagreed and most of the statement that asked to the respondents were agreed and undecided. There found result was neither totally negative nor positive in using Zoom in online classes. It reflects the most of the respondents were satisfied with the using Zoom in online classes.

Chapter - 5

Findings, Conclusion and Implications

Findings

This study aims to examine how teachers feel about using Zoom during the Covid-19 pandemic. It also looks at the difficulties they faced when using online classes and provides teaching recommendations for using learning management tools during the pandemic. The research focuses on teachers' experiences with Zoom when teaching English at the secondary level. The data was gathered using surveys, along with information from books, articles, and reports that were previously published. A total of 40 teachers, including both males 65 percent and females 35 percent, were taken part in this study.

It was found that majority of the respondents do not take interest on online class because they were not habituated on online class. They were not enough knowledge and skill to run computer and online class thorough Zoom. Online class was used during Covid-19 period as alternative so that they were not taken keen interest on that there is lack of technician and sufficient computer for teachers. Few teachers were accessed on laptop and computers.

Majority of the respondents i.e. 50 percent were learned to operate zoom during Covid-19, 20 percent teachers were familiar before Covid 19 whereas only 30 respondents were known to operate zoom application after Covid 19 pandemic which shows the weak position of teacher. If they were unknown about zoom class, then how they operate it and provide good education to their students. Similarly, out of 40 respondents majority of them i.e. 45 percent were learnt zoom from school, 30 percent were learnt from institutes and 25 percent were learnt from friends and family. The problematic condition while running zoom was faced by 25 percent of the respondents. The respondents who were unable to smoothly running, of them 10/10 percent were taken help form brother/sister/son and daughter where as 5 percent were others it means, husband, wife, relatives and other helping hands. During Covid-19 pandemic schools were provided training for teachers to handle Zoom application in teaching learning. Respondents were mixed attitudes on using Zoom in online class. They were almost agreed that Zoom application is useful, easier, cheap, and accessible for both students and teachers. Only few respondents were strongly

disagreed in some statement. Most of the respondents were agreed with the challenges of using Zoom in online class. They were felt worried with eyes problem and other psychological problems that were faced by the students due to cause of mobile and computer. Students were watched various unethical sites while they were access on internet.

Conclusion

Online classes were not very effective in my area for several reasons. First, both students and teachers were not used to them. They were mostly used online classes as a backup class when they were not admitted in regular in-person classes. Another problem was that not everyone has reliable internet and electricity here. Sometimes, the power went out, or the internet stopped working, and this causes a lot of issues during online classes. Also, many students were not their own computers or smartphones, especially those from poorer families. They were borrowed devices from relatives or friends to attend online classes. Plus, the cost of internet was quite high, which was pretty tough for many people to afford. Our schools also were not enough money to provide devices to all students, so only a few respondents were able to join online classes. And there's no dedicated computer lab or technician in the schools, so technical problems often come up, making online classes frustrating for students. Online Zoom classes were sometimes problematic for students because there's was not always enough privacy. This was the security issue if the person hosting the class doesn't use a password. One see, Zoom allows hosts to turn the password feature on or off for their calls. If a Zoom call was not the provisioned of password, there was a risk of something called 'Zoom bombing,' which could be disruptive. Many people who were worked from home were also felt tired from all the video meetings, and this is known as 'Zoom fatigue.' Students, who were attained online classes for several hours every day, might experience this fatigue even more. While Zoom was some features that make it feel like a real classroom, it's missing some important tools that would make it even better for learning.

Implications

On the basis of findings and conclusion following recommendations can be given to the schools, teachers and Nepal government to run online class effectively.

Implications for Policy Level

The government of Nepal should be adapted to the specific needs and circumstances of Nepal and serve as a foundation for developing effective policies for Zoom online classes and online education in general.

- The government should prioritize investments in digital infrastructure, including improving internet connectivity and accessibility in rural and remote areas. Collaborations with internet service providers can help expand coverage.
- Develop and implement comprehensive training programs for teachers to enhance their digital literacy and proficiency in using Zoom and other online teaching tools effectively.
- Ensure equitable access to devices (laptops, tablets, smartphones) and affordable internet packages for students from all socioeconomic backgrounds. Explore subsidies or partnerships with device manufacturers and internet service providers.
- Develop and enforce cyber security guidelines to protect student data and privacy during online classes. Ensure that Zoom meetings are secured with passwords and that only authorized participants can join.
- Encourage the development of localized content and digital resources tailored to the Nepali curriculum to enhance the quality of online education.
- Establish a system for monitoring and evaluating the effectiveness of online education, including assessing student learning outcomes and the overall impact of Zoom classes on education quality.
- Launch public awareness campaigns to inform parents, students, and teachers about the benefits and challenges of online education, as well as best practices for effective learning.
- Develop a long-term plan for integrating online education into the national education system beyond the pandemic, with a focus on blended learning approaches that combine online and in-person instruction.
- Create technical support teams or centers to assist teachers and students with technical difficulties during online classes.

Implications for Practice Level

- Teachers have no sound knowledge on technology so that they cannot run class properly in Zoom. They only tell the story about the text. Teachers should have sound on computer technology and online classes.
- Teachers cannot prepare lesson plan for online class so that teachers should be practice on them.
- Teachers should be conscious about privacy of students and should manage Zoom properly while teaching.

Implications for Research Level

Here are some possible research topics for further researchers.

- Teacher's perceptions and attitudes towards Zoom application among Government Schools and Private School in Nepal
- Effectiveness of Zoom classes in Nepal: A Case study of Private and Public schools in Nepal
- Teachers Preparedness and Training of ICT for online classes in Secondary level education.
- Education system with e-learning in Nepal: Impact and challenges.

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Appendices

Dear Sir/Madam,

This questionnaire is a part of my research study entitled "**Teachers' Perceptions and Attitudes towards Zoom Application in English Language Teaching.**" under the supervision of Dr. Renu Singh, Lecturer of Department of English Education, TU., Kirtipur, Kathmandu. Your cooperation in responding the questionnaire and your response will have a great value in accomplishing my study. I appreciate your perception and assure you that your responses will be completely anonymous. Please, feel free to put your responses as required by the questionnaire. I honestly assure you that the response made by you will be used only for the present study and remain confidential. I assure you that the responses you make will have no harmful effects for you as well as others.

Researcher

Indu Subedi

Department of English Education

T.U. Kirtipur, Kathmandu

Name of School:

Name of the Teacher:

Qualification:

Perception

S.N	Statement	Yes	No	Undecided
1	Do you have idea about Zoom apps?			
2	If Yes, when did you learn?	Before Covid	During Covid time	After Covid
3	From where, have you got training ?	From school	From friends	From institute
4	Can you easily run C or need other supports?	yes	No	-
5	If yes, who has been helping you?	Brother /Sister	Son/Daughter	Other
6	When did school begin to use Zoom for online class?	Before 2 year	Before 1 years	Just now
7	Does Zoom sufficient for online class?	Yes	No	Undecided
8	If no , which application do you suggest?	Separate app	Face book group	Google
9	Teacher can deliver course contents more and in effective way.	Yes	No	Undecided

Perception analysis through Likertskill

Opportunities / Advantages of Using Zoom

SN	Statement	SA	A	U	DA	SDA
1	Zoom Apps is useful for teaching in Covid-19 Pandemic period.					
2	Zoom is a very good platform for online teaching.					
3	It is useful to control class.					
4	It is useful to share screen.					
5	It is easier to revise electronic lesson.					
6	It improves the quality of study.					
7	It provides enough time for discussion.					
8	Online class enhances the confidence of teachers /students					
9	I think the online (Live or recorded) class system is very simple to operate.					
10	It makes easier to ask questions.					
11	When I ask students to respond me, I always get a response from them.					
12	It is effective for discussion.					
13	I felt comfortable to share materials from the Zoom.					
14	It can improve the student's performance.					
15	I believe on learning through Zoom is better than physical learning environment.					
17	Zoom brings positive impact for learner.					

(Note: SA=Strongly Agree, A=Agree, U=Undecided, DA=Disagree, SDA=strongly disagree)

Challenges of using Zoom

SN	Statement	SA	A	U	DA	SDA
1.	Only used to run short time class in Zoom.					
2.	Students cheat teachers in Zoom class.					
3.	Technically, it is not suitable for all the student.					
4.	There is no secrecy in Zoom class.					
5.	It makes students dull.					
6.	It effects on students eye.					
7.	Online class (Zoom class) makes students rude.					
8.	Students forget physical activities like dancing, running, playing game in online class.					
9.	Online class (Zoom) class create boredom among students.					
10	Students feel psychological problem in Zoom class (online class)					
11	It slowly develops laziness among teachers and students.					
12	Poor and marginalized people do not have access of internet and smart phone/computer.					
13	Sometime poor network connection disturbs on teaching.					

Questions related to physical situation of school

1. Does your school have separate computer lab?
 - a. Yes
 - b. No
2. Does school provide computer training to the teachers?
 - a. Yes
 - b. No
3. Does your school have sufficient computers and smart phone/ notebook in school to run online class?
 - a. Yes
 - b. No
4. Does the school have computer technicians to maintain computer lab?
 - a. Yes
 - b. No
5. Do the students of your school have electronic devices like Smartphone, laptop, computer, and tablet for online class?
 - a. Yes
 - b. No
6. Have you any comments, suggestions about to use Zoom in English language class room or online mode of class room? Please explain