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POSTGRADUATE STUDIES – SECOND CYCLE

THESIS:

The Implementation of Online Teaching in Kosovo Primary Schools Using the ZOOM Platform – Teachers' Views and their Personal Experiences

Candidate: Mentor:

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Dedication

To my beloved husband and children: for their endless support and encouragement.

Thank you for always being there for me!

Abstract

During 90s Kosovo was challenged by many problems including here the educational system due to the war. In the last two years, this country was challenged by another difficult situation, which now was not caused from human conflict, but from a virus which unexpectedly spread into the entire world.

As this virus spread very rapidly, all the daily activities had to stop and almost everything closed down in order to save peoples' health. As a consequence, many significant institutions were closed, including here one of the most sensitive institutions which is the educational system. As all countries worldwide switched to online teaching, even Kosovo educational authorities recommended the implementation of Online Teaching Platforms. One of the first platforms to be implemented was Zoom Classroom, and then Google Classroom, Google Meet, and at a later stage Ministry of Education Science and Technology developed the E-learning platform.

The main goal of this research study is to analyze and review EFL teacher's and learners' experiences as well as challenges they came across by using Zoom as an online teaching platform. Considering the fact that online teaching was a new method of teaching for teachers as well as students, they were challenged with various problems, the main one being the lack of IT equipment which had a direct impact in the teaching and learning process.

Moreover, there were various opinions about Zoom as an online teaching platform as well as many educational staff claimed that aside from teaching evaluation part, using Zoom posed a real challenge.

However, this research study promises to bring reliable and valuable information, since Online Teaching is a new teaching method for Kosovo educational system, and the number of studies in this field is limited.

Key words: Zoom classroom, online teaching, learners, teachers, COVID 19 pandemic.

Abstrakt

Përderisa gjatë viteve të 90-ta, Kosova u sfidua me shume probleme duke përfshirë këtu edhe sistemin arsimorë, gjë që u shkaktua për shkak të luftës. Dy vitet e fundit ky vend u sfidua nga një situate tjetër e vështirë, e cila situatë nuk u shkaktua si pasojë e konfliktit njerëzor, por nga një virus i cili në mënyrë të paparashikueshme e kaploi gjithë botën.

Si pasojë ky virus u përhap shumë shpejt, dhe u desh që të gjitha aktivitet te ndalen dhe çdo gjë të mbyllet në mënyrë që të ruhet shëndeti i popullatës. Për këtë arsye, shumë institucione të rëndësishme u mbyllën, ku njëri nga institucionet që u përball me vështirësitë më të mëdha dhe më i ndjeshmi ishte ai arsimor. Përderisa të gjitha vendet në mbarë botën kaluan në mësim në distancë, edhe autoritetet përkatëse të sistemit arsimor në Kosovë rekomanduan implementimin e platformave për mësimdhënie në distancë. Njëra nga platformat e para qe filloi të implementohej ishte Zoom Classroom, dhe pastaj Google Classroom, Google Meet, si dhe më vonë u krijua platforma E-learning nga Ministria e Arsimit Shkencës dhe Teknologjisë.

Qëllimi kryesor i këtij studimi hulumtues është që të analizojë dhe rishikojë përvojat dhe sfidat e mësimdhënësve të gjuhës angleze si dhe nxënësve gjatë përdorimit të Platformës Zoom në mësim. Duke marrë parasysh faktin që mësimi në distancë ishte metodë e re si për mësimdhënësit ashtu dhe për nxënësit, ata u sfiduan me probleme të ndryshme, ku njëri ndër problemet kryesore ishte mungesa e pajisjeve të TIK-ut të cilat patën ndikim të drejtpërdrejtë në procesin e mësimdhënies dhe mësim-nxënies. Megjithatë, janë dhënë mendime të ndryshme lidhur me Zoom si platformë për mësimdhënie në distancë. Gjithashtu, një numër i konsiderueshëm i stafit edukativo-arsimor janë shprehur se përpos mësimdhënies, pjesa e vlerësimit të nxënësve përmes platformës Zoom ka qenë një sfidë e vërtetë.

Kështu që, ky studim hulumtues premton të sjellë informacione të besueshme dhe të rëndësishme, sepse mësimdhënia në distancë është një gjë e re për sistemin edukativo -arsimor, dhe numri i studimeve të bëra në këtë fushë është i kufizuar.

Fjalët kyçe: Zoom classroom, Mësimdhënia në distancë, nxënësit, mësimdhënësit, Pandemia e COVID 19.

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Finally, to my caring and supportive husband and kids: Thank you for your continuous support and encouragement. You have been a great motivation, and I am profoundly thankful for your endless support and love.

1.0   Chapter I

Introduction

The advancement of Information Technology has brought immense benefits to the teaching process. It enables teachers to "bring the world into the classroom" by using various IT equipment. In order to do that, teachers should also be properly trained and prepared as well as schools should be equipped with proper IT infrastructure, so the students would benefit from this type of teaching and the same would lead to a successful teaching process. Moreover, a great invention in this regard was the online teaching, whose importance was particularly seen during COVID 19 pandemic.

In the last two years, the educational system in the entire world has been challenged with difficulties in teaching, which led to an immediate use of various online teaching platforms, and the majority of the educational institutions have provided online teaching in order to overcome the consequences caused by COVID 19. They did their best not to stop the teaching process which was one of the biggest obstacles that teaching system worldwide ever encountered. This was the time when countries witnessed how prepared their educational system was. In some developed countries the teaching process was very successful due to the proper management in the aspect of IT infrastructure as well as appropriate training has been provided to the teaching staff. Whereas in some countries, mostly countries with a fragile financial status which also lacked the appropriate management and preparation to face such situation, proved to have a lower successful rate in regards to the implementation of online teaching.

When speaking about Kosovo as a country, where COVID 19 virus appeared and spread so fast, as a consequence it immediately changed every aspect of daily life. Educational institutions were amongst the most important and crucial institutions that were really challenged and the entire teaching process was shifted from teaching with physical presence to online teaching. Due to COVID-19 pandemic in Kosovo, children and adolescents were the most affected group. Due to the school closure, around 345,000 children and adolescents were deprived from daily life activities, a situation which had a direct impact in their phycological wellbeing (UNICEF, 2020).

One of the first online teaching platforms to be implemented in Kosovo educational system was Zoom Classroom. Some concrete steps were taken in order to overcome this situation and a number or training activities were organized by educational institutions, but due to the lockdown it was impossible to cover the majority of educational staff. Online teaching was a new teaching method for all educational staff in Kosovo. Another disadvantage was the fragile economic condition, where a significant number of students couldn't attend online teaching due to the inability to be provided with computers, laptops or other communication devices. Initially, schools weren't able to sufficiently provide the educational staff with IT equipment, and a very limited support was given to students who didn't possess such equipment.

Aside from implementation of online teaching platforms such as Zoom, the Ministry of Education Science and Technology launched the E-learning platform, whereby lessons were recorded at school premises and broadcasted in the public television of Kosovo. The aim was to enable each and every student to have access to the teaching process. Hence, those who couldn't attend lessons through online teaching platforms, had the possibility to attend them through public TV channels. In reference to such situation, the Acting Minister of Education Science and Technology declared that: They weren't prepared to provide distance learning. Hence, this was all they could do in such a short period, and all this was achieved by the help of many volunteers. Whereas their deeds are highly appreciated (BIRN Kosovo, 2020).

Moreover, despite the unforeseen challenges due to COVID 19 pandemic, Kosovo educational system seriously endeavored to overcome such a critical situation where in particular teachers adapted themselves to various situations and acted with maturity towards the existing circumstances.

1.1   Importance of the Thesis

Teaching as a process is a very important and crucial part when speaking about successful development of students' cognitive and knowledge level. Advancement of Information Technology has played a very positive role in the process of teaching. Lately, due to COVID 19 pandemics, teaching has become a very serious issue which has challenged a lot of countries worldwide. Since, teaching was completely shifted from physical presence to online teaching, some countries were not ready to implement such teaching method, due to their financial status or lack of management.

Hence, as an EFL teacher, I have personally experienced the difficulties of online teaching as well as the benefits of it in particular last two years. Moreover, at the beginning of pandemic Kosovo educational experts recommended using the ZOOM Platform, which later on became and integrated part of everyday teaching. During such period I have identified some difficulties using this type of Online teaching Platform, as well as based on some observations and views given by my colleagues who have used this platform, I found it profoundly important to discuss, research, and elaborate about the implementation of online teaching in Kosovo using the ZOOM Platform, by focusing on teachers' views based on their personal experiences.

Furthermore, through this research it's intended to identify, provide evidence, conclude and give recommendations about the effectiveness and implementation of this online teaching platform in Kosovo primary schools. Moreover, it is intended to find out more about challenges that Kosovo educational system had while implementing ZOOM platform, as well as other relevant factors that played an important role during such implementation.

1.2   Aims of the Research

The main aim of this research was to investigate, elaborate and finally draw conclusions regarding the implementation of online teaching at Kosovo Primary schools using the ZOOM Platform, by paying special attention on teachers' views based on their personal experiences.

As such, it was intended to identify, give evidence, conclude and give recommendations about the effectiveness and implementation of this online teaching method in Kosovo primary schools. It has also been aimed at finding out about challenges that Kosovo educational system had while implementing ZOOM platform, as well as other relevant factors that played a crucial role during such implementation.

Moreover, the literary materials, teachers' questionnaires and students' reflections, enabled me to get a clear picture about the key features of this topic as well as answers to the research questions of the thesis. Hence, accordingly the main goal was to get the approval or disproval of research paper hypothesis.

1.3   Hypothesis

H1. Kosovo Educational System managed to implement the ZOOM Online Teaching Platform in primary schools at a satisfactory level;

H2. The responsible educational authorities did not provide sufficient IT infrastructure and trainings in implementing the online teaching at primary schools in Kosovo;

H3. Based on their personal experience, EFL Teachers of Primary Schools in Kosovo aren't fully satisfied with the Implementation of Online Teaching by using ZOOM Platform.

1.4   Research Questions

Q 1. How successful was the online teaching in Kosovo primary schools using ZOOM Platform?

Q 2. Did Kosovo Educational System provide the appropriate IT Infrastructure and Trainings in order to successfully implement Online Teaching Platforms?

Q 3. Which is the EFL teachers' view about the implementation of online teaching by using ZOOM Platform, based on their personal experience?

2.0 Chapter II. Literature Review

2.1. Introduction

This chapter focuses on the Online teaching as a process itself, including the following:

- How Information Technology has impacted the teaching process and methodology;
- Zoom as an online teaching platform and its origin;
- A thorough explanation about Zoom as a primary platform to be used in schools;
- A comparison between Zoom and Google Meet.

Moreover, the main goal is to give a thorough explanation about Zoom as an Online teaching platform during COVID 19 pandemic, its crucial positive impact in the teaching process as well as its increased importance in teaching during last years.

2.2. The Impact of Information Technology in the Teaching Process - Online teaching is a process where teaching takes place over the internet by using various online platforms. "It's often referred to as "e-learning" among other terms. However, online learning is just one type of "distance learning"- the umbrella term for any learning that takes place across distance and not in a traditional classroom" (Stern, 2007, p. 1). Moreover, in a research study made by Bassou El Mansour and Mupinga.M. Davison, a report was cited made by (Western Cooperative for Educational Telecommunications, 2004), as in the following: the online learning refers to an instructional strategy in which the learners are geographically separated from the instructor, and the Instruction is delivered totally through the computer (Mupinga, 2007, p. 244). Furthermore, "Online learning is catalyzing a pedagogical shift in how we teach and learn. There's a shift from top-down lecturing and passive students to a more interactive, collaborative approach in which students and instructor co-create the learning process. The instructor's role is changing from the "sage on the stage" to "the guide on the side"" (Stern, 2007, p. 1).

> Thanks, to modern technology and the fact that all of our devices are Internet enabled means that keeping connected with friends, family and coworkers is even easier than ever. We can use our computers, tablets, and smartphones to do things such as make video calls, hold meetings and have presentations in addition to sending email and text messages…It's important to choose a platform that is easy to use and also something that people you will be communicating with can

also use without having too much of learning curve in case they are not too tech savvy. (Bernstein, 2020, p. 7).

## 2.3   Zoom as an Online Teaching Platform and its Origin

As far as Zoom software is concerned, which during COVID 19 became very famous and crucial in everyday life especially in teaching since it enabled teachers and students to communicate with each-other and was a great facilitation to the education and teaching process. Moreover. "In 2019 more than half of the 500 companies officially used ZOOM" (Korman, 2020, p. 2)."The software of ZOOM platform is quite easy to use and configure. It's quite easy to be used from an ordinary user who wants to host video calls with friends and other family members. Hence, it is also very suitable for business users in order to hold meetings and host webinars for their employees or clients (Bernstein, 2020).

The main characteristics of ZOOM are:

- "One on one meetings: host unlimited individual sessions, also with the free plan.
- Community video Conferences: Host up to 500 people (if you buy the "big group" add-on). However, the free plan lets you to host up 40-minute video conferencing and up to 100 participants.
- Sharing the screen: Connect with one-on-one of big groups and share the screen with them so that they can see what you see" (Korman, 2020, p. 5).

The ZOOM application is very suitable and easy to use since it can be installed on a computer, laptop, or phone device, and this way you can use it at any time and at any place. It also enables scheduling a new meeting, screen sharing and managing contacts by adding or removing them. However, as ZOOM provides free access to everyone who wants to use it, there are some differences between free ZOOM access and paid access. If you use free ZOOM access you have some limitations in time which is 40 minutes maximum, as well as in calendar where it enables rooms synchronization. Whereas, paying users who have business company account, have a lot of advantages such as: time of the meeting, access from the work email, synchronization of the rooms with the standard or business calendar etc. Furthermore, it's very important to emphasize

that the main tool required to get access and use ZOOM are: Internet, a microphone, camera and speaker and HDTV monitor (Korman, 2020, pp. 6,7).
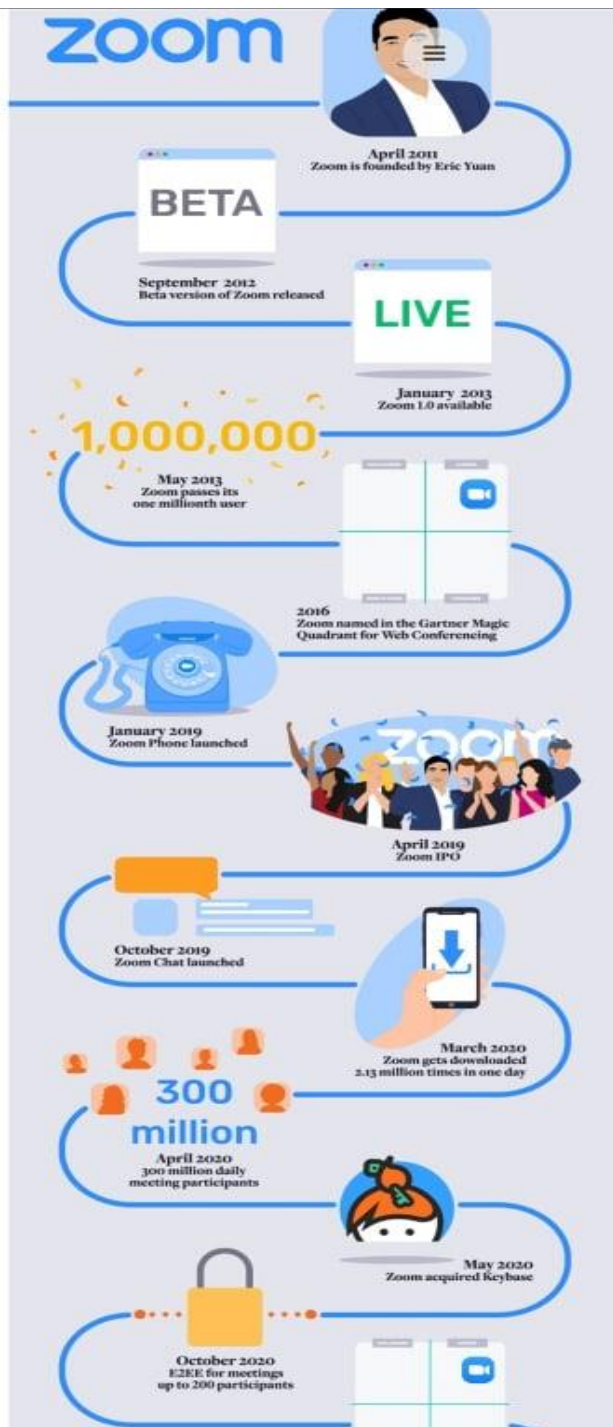
Hence, it's crucial to explain the origin of Zoom and how it started to be used at first until it became a worldwide platform with the main focus in teaching.

The founder of Zoom is Eric Yuan an Engineer from a province in China. He released Zoom for the first time in September 2012, whereas four months later in January 2013, Zoom 1.0 was available for public use. It took only five months for Zoom to reach the number of users up to one million. In 2016 Zoom was named as Leader for Web Conferencing by a Global research Company named Gartner. Hence, Zoom platform continued the advancement to reach its peak in 2020 when COVID 19 pandemic hit the entire world. Only in March of the same year, Zoom was downloaded by millions of people in one day, namely 2.13 million times. Whereas later on it became the main online platform to be used for online teaching by educational institutions worldwide (Kent, 2022).

Figure 1. Advancement of Zoom (extracted from: https://dispatch.m.io/eric-yuan-zoom/)

To summarize all what was said above, it is important to emphasize that: Zoom is a very useful platform which offers different plans, starting from: Zoom Basic, Zoom Pro, Zoom Business, Zoom Enterprise. As discussed above *Zoom Basic*, is one of the most used plans, since it's free, where the time limit is 40 minutes, with the possibility of starting another one immediately. Zoom Pro, is usually used for small teams with the possibility of having extended video conferences up to 20 hours, as well as other privileges such as: creation of IDs for scheduling reoccurring meetings as well as the possibility to record such meetings. *Zoom Business*, is usually used for medium business companies, where the minimum number of participants as hosts is 10, and accordingly the number of extra features is provided to the client such as: restoring the video meetings in cloud, as well as advanced use of reports. *Zoom Enterprise*, is usually used for large business companies where the minimum number of hosts should be at least 100. Hence, this plan offers extra features and privileges to be used such as: unlimited storage in cloud, and the capability of hosting up to 500 participants at once (Antonelli, 2020).

When speaking about the importance and usage of Zoom in teaching, it should be emphasized that ZOOM played a crucial role in teaching worldwide. Furthermore, "distance learning has become the new standard for teachers worldwide. Teachers strive to find out creative ways to reach their students and educate them. For that, zooming can be a great choice" (Korman, 2020, p. 33). Zoom enables students to meet online when meeting in person is impossible. This way all students can meet at the same time as arranged, which is a great choice especially when students are in remote areas (Harvard, 2021).

2.4. Zoom as a primary platform to be used in online teaching

The situation with pandemic has impacted all crucial institutions worldwide and numerous difficulties came to the surface. Hence, one of the most sensitive parts of society is educational system which went through a radical change when COVID 19 hit the entire world. It entirely changed the way of teaching and learning process, and for some countries it was a real challenge to deal with that situation due to: economic situation, inability to accept the new

teaching circumstances, lack of appropriate knowledge of information technology, as well as insufficient IT infrastructure.

Even though Kosovo educational system was unprepared for the online teaching, the Ministry of Science, Education and Technology acted accordingly, and in cooperation with other local and international institutions in Kosovo and abroad intensively worked to establish an online teaching platform, which facilitated the teaching process. One of the primary platforms recommended to be used was Zoom platform, which was quickly grasped by teachers and students and became one of the most preferred platforms for online teaching. Later on, the Ministry of Education supported by UNCEF (United Nations Children's Fund) Office in Kosovo launched in Zoom the digital teaching platform named shkollat.org, and as such it even increased the importance of Zoom in Kosovo educational system (Popova, 2021).

In an article published by Media Platform - Kallxo.com which also was the only platform to launch the daily video lessons broadcast by RTK - Kosovo public television, it clearly describes how Zoom became one of the most popular applications during pandemic. According to the same source: During COVID 19 pandemic, the popularity of Zoom app increased significantly, from 10 million users in December 2019 to 300 million users in 2020. Furthermore, from January to April of the same year, billions of minutes of video-calls were made in this platform. Reasoning why Zoom became so popular was that: Zoom is free of charge in comparison to other applications such as: Apple, Face Time. Zoom has another advantage since it's not mandatory for the user to have a registered account which is a must for Google applications. Additionally, Zoom is very easy to use, especially for those who don't have good IT skills (Shala, 2021).

In a survey made by Kosovo Educational Center (KEC) in 2020, and funded by European Union, one of the topics elaborated in it are the online teaching platforms. Whereas, Zoom is outlined as one of the most recommended and used platforms for online teaching during pandemic, this platform is also emphasized in official documents and instructions issued by Ministry of Education, Science and Technology - MEST. Moreover, in reference to the organization of teaching and closure of school year 2019/2020 in Kosovo Pre-University Education in 2020, MEST issued a document named Education Policies and Guidelines, where

among other recommendations, Zoom is outlined as one of the platforms to be used for online teaching (Selim, 2021).

2.5 A comparison between Zoom and Google Meet as online platforms

Both Zoom and Google Meet are the best and most frequently used applications for online communication. Thus, there are also pros and cons for each of them. In order to thoroughly explain features of each and give a clearer picture, a feature comparison table is introduced in the following:

Feature comparison

	Google Meet	Zoom
Free option	Yes	Yes
Monthly price	$6-$18 per user	$15-$20 per license
Participants	Up to 250	Up to 500 (up to 1,000 with Large Meetings add-on)
Meeting time limit	up to 24 hours	Up to 30 hours
Platforms	Windows, Mac, Android, iOS	Windows, Mac, Android, iOS

Figure 2. Feature comparison of Zoom and Google Meet (extracted from:
https://www.businessinsider.com/guides/tech/google-meet-vs-zoom)

Referring to the above figure, both Zoom and Google Meet are online tools with the free of charge possibility. When it comes to the number of participants to participate at once, the number of participants in Google Meet is up to 250, whereas in Zoom this number goes up to 500 – or up to 1000 with large meetings add-on). Hence, as far as meeting time limit concerned, Google Meet has the time limit up to 24 hours, whereas Zoom up to 30 hours. Additionally, it's

worth mentioning that only basic versions of Zoom and Google Meet are free of charge. Whereas in Zoom number of participants is up to 100 with a time limit up to 40 minutes, the Google Meet has the same number of participants up to 100, but the time limit is up to 1 hour. (Looper Christian, 2021).

This is a short comparison based on the basic features of each application, since both of them have their Pro plans with extra features, and prices vary depending on the demands. Such plans are usually used by various business enterprises or other government institutions.

As far as use of these two online tools in Kosovo educational system is concerned, Zoom was one of the first platforms to be launched and used, and as a result it continues to be one of the most popular and favorite online applications to be implemented.

3. Chapter III

Research Design and Methodology

3.1 Introduction

This chapter focusses on the methodology of Master Thesis. Hence, as the research consists of a mixed method research: it includes a questionnaire where the focus group are EFL teachers of primary schools throughout Kosovo. Moreover, there are also reflective papers written by primary school students in regards to the topic to be elaborated in this research.

3.2 Research Methodology

The research methodology used in this research paper is qualitative and quantitative approach, where a questionnaire was used in order to collect the required data. The focus group on this research were the EFL primary school teachers in Kosovo. Whereas, through the questionnaire it was discovered about their views related to online teaching by using ZOOM platform, always based on their personal experiences especially during COVID 19 pandemics when the majority of schools in Kosovo started using ZOOM as an online teaching platform. Moreover, various books, publications, journals and articles were explored in order to get a more detailed perception of scholars and teaching experts about ZOOM platform and its implementation worldwide as an online teaching platform.

Furthermore, in order to have a better perception about this topic, primary school students varying from 11 to 15 years old, were asked to write a reflective paper about "Challenges and benefits of online teaching by using ZOOM Platform" based on their personal experiences. Based on their writings it was easier to have a clearer view as to how students felt about such online teaching and found out if there were similar or opposite views comparing to teachers' views.

These research methods helped in approving or disproving the research paper hypothesis, and led to evidenced findings and conclusions. As such, they gave a clear picture about ZOOM Online Platform and its implementation in Kosovo Primary Schools by EFL Teachers.

3.3 Participants

The focus group for this research were the EFL primary school teachers in Kosovo, whereby, through the questionnaire it was discovered about their views regarding online teaching by using ZOOM platform based on their personal experiences especially during COVID 19 pandemics. The total number of teachers/respondents who responded the Questionnaire is 41. The Intention was to have over 30 participants, a number that would give more reliable results.

However, in order to have a better perception about this topic, primary school students varying from 11 to 15 years old, belonging to 6 – 9 grades, were asked to write a reflective paper about "Challenges and benefits of online teaching by using ZOOM Platform" based on their personal experiences. The reflective papers were reviewed and analyzed, and as such they served as supporting evidence about the implementation of Zoom as an online teaching platform in Kosovo primary schools.

3.4 Instruments

This research included two different instruments. The first instrument was the Questionnaire, which in total consisted of 14 questions. By drafting the Questionnaire, the main goal of such questionnaire was to find out about the implementation of Zoom platform in primary schools of Kosovo, as well as teachers' views about the same based on their personal experiences. The total number of teachers who filled this Questionnaire is 41 (forty-one) teachers form all regions of Kosovo, a number that gives this research more accuracy and reliability. The Questionnaire was created with Google forms and disseminated online, whereas the results and charts were introduced at the Results and Findings chapter.

The second instrument used in the research which had the intention to give a better and clearer view about the research questions and Hypothesis were the "reflective papers", written by students from 6th – 9th grade. They had to write about challenges they came across and their personal experiences during online learning with Zoom platform. Hence, 22 reflective papers were collected, which were analyzed and the results of such are introduced accordingly.

The Questionnaire has been introduced below:

Questionnaire

The target group of this questionnaire are the primary school teachers, from 1st to 9th grade.

Initial general questions

Name & surname

Email:

Which is your qualification level?

    a. BA degree

    b. MA degree

    c. Doctorate

1. **Which grades do you teach?**

    a. 1-5

    b. 6-9

2. **Where is your school located?**

    a. In a city

    b. In a town

    c. In a village

3. **Which online teaching platform have you used during first year of pandemic?**

    a. ZOOM

    b. Google classroom

    c. Viber

    d. FB messenger

    e. Other

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4. **Have you ever used ZOOM platform for teaching or other online communication purposes before COVID 19 pandemic?**

    a. Yes

    b. No

5. **How did you learn about ZOOM as an online teaching platform?**

    a. Ministry of education and science

    b. TV/News

    c. Social media

    d. Friends/colleagues

    e. Other

7. **At what level have you succeeded to manage online teaching classes by using ZOOM platform with your students?**

    a. Excellent

    b. Very good

    c. Good

    d. Insufficient

8. **As an EFL teacher, have you been able to organize and evaluate online exams by using ZOOM platform with students?**

    a. Yes, without any difficulties

    b. Yes, but I had difficulties

    c. No, I had to find other solutions

9. **How difficult was for your students to get used to online learning by using ZOOM platform?**

    a. Difficult

    b. Easy

    c. Very easy

10. **In general, how successful was the online teaching in Kosovo primary schools by using ZOOM Platform?**

    a. Very successful

b. Successful

c. Satisfied

d. Unsuccessful

11. Did any of Kosovo institutions offer/provide to you as an EFL teacher and/or your students Laptop, PC, Tablet and/or Smart phone for Online teaching/learning purposes during COVID 19 pandemic?

a. Yes

b. No

12. Did any of Kosovo institutions offer/provide to you as an EFL teacher free trainings in order to successfully implement Online Teaching Platforms?

a. Yes

b. No

13. Is Kosovo Educational System (Ministry, schools, teachers and students) equipped with sufficient IT infrastructure, in order to provide/receive online teaching and at what level?

a. Excellent level

b. Very good level

c. Good level

d. Insufficient level

14. Based on your personal experience and your EFL colleagues view, what is your opinion about the implementation of online teaching by using ZOOM Platform?

a. Very successful

b. Successful

a. Average

b. Unsuccessful

Table 1. Questionnaire

3.5 The administration of questionnaires, reliability and validity

As emphasized above, this research study consists of one Questionnaire made with EFL primary school teachers in all regions of Kosovo. The Questionnaire was prepared with Google forms and disseminated online. The results were received instantly, and could be reviewed at any time. This makes this questionnaire to be very reliable and its validity is unquestionable.

Furthermore, primary school students were requested to write reflective papers about: Challenges they faced during the Online Teaching by using Zoom Platform, whereas they had to emphasize the advantages and disadvantages of the online teaching. In total 22 reflective papers were collected, where the researcher collected them personally from each student.

All the above-mentioned facts, ensure the reliability and validity of this research study, which is a crucial part when conducting research.

3.6 Data Collection and Analysis Procedure

The Questionnaire conducted with EFL teachers from Primary schools in Kosovo, was prepared with Google forms and disseminated online. The results were received instantly, and could be reviewed at any time. In total 41 responses were received. Additionally, since all respondents were EFL teachers the questionnaire was completed in English language.

Secondly, primary school students belonging to the grades from 6-9 grade, were requested to write reflective papers about: Challenges they faced during the Online Teaching by using Zoom Platform, whereas they had to emphasize advantages and disadvantages of the online teaching. Hence, 22 students wrote such reflective papers, and these papers were personally collected by the researcher.

Moreover, the responses received from teachers are going to be reviewed and analyzed then Introduced with charts and interpreted accordingly. After that, reflective papers written by students are going to be analyzed and the results of such will be analyzed and interpreted by introducing every issue or concern emphasized by students.

4. Chapter IV: Results/Findings

4.1 Introduction

This chapter contains findings of the research. Gathered results from the questionnaire and findings from the reflective papers are presented as findings. Such gathered data, assisted and had a direct impact in approving or refuting the research paper hypotheses and answered the research questions accordingly.

4.2 Results from the Questionnaire made with EFL primary school teachers in Kosovo

1. Which is your qualification level?
41 responses

- a. BA degree
- b. MA degree
- c. Doctorate

56.1%

43.9%
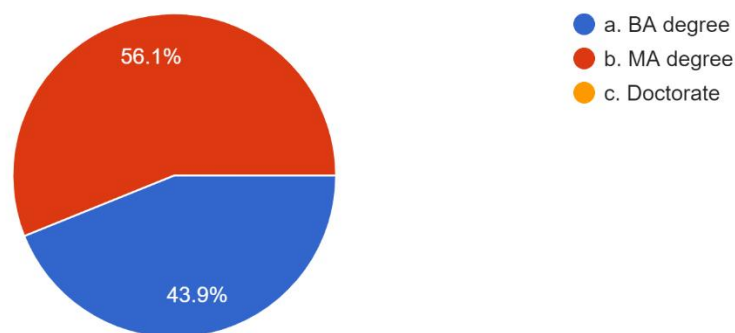
Figure 3. First question results

Based on the above chart and responses received from respondents, 43.9% of teachers have Bachelor Degree and 56.1% have completed their Master studies, which is a good indication about their professional development and their teaching capabilities in implementing online teaching.
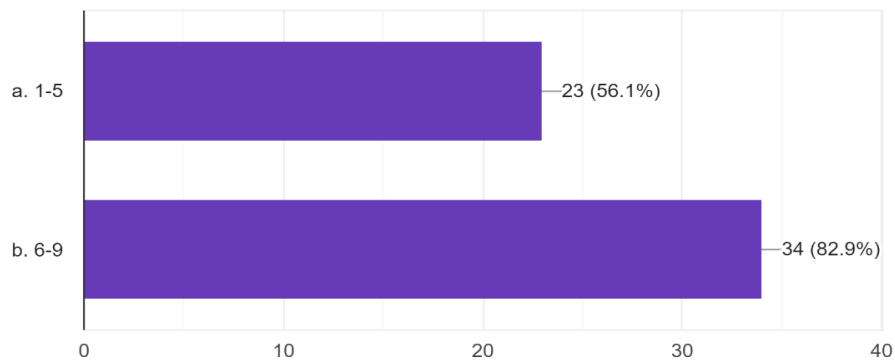
2. Which grades do you teach?

41 responses

Figure 4. Second question results

As introduced in the chart 6, teachers teach grades from 1-5, whereas 18 respondents teach grades from 6-9, and 17 teachers who responded teach from 1-9 grade. Hence, the main intention of the above question was to find out the grades of students that the respective teachers teach, since I expected that teachers who are teaching grades from 6-9 will have more positive opinion about implementation of Zoom Platform due to the age of their students. Reasoning is that, students from 1-5 grade usually have more problems with focusing in online teaching, they get distracted very easily as well as don't have very good skills with IT equipment. Whilst students from 6-9 grades are more mature, they possess better IT skills, and are more focused during online teaching.
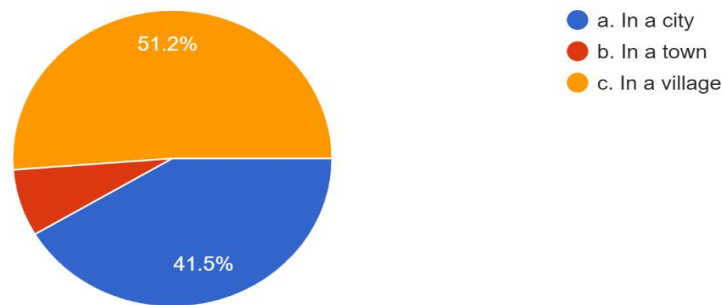
3. Where is your school located?
41 responses

- a. In a city
- b. In a town
- c. In a village

51.2%

41.5%

Figure 5. Third question results

Results received from this question show that 51.2% of teachers work in villages, 41.5% work in cities, whereas only 7% of them work in towns. The reason why this question was made, is to see whether there's a difference in regards to the implementation of online teaching using Zoom platform among schools located in the village and those in town or city. Furthermore, to find out if there is a difference in regards to IT Infrastructure and trainings, provided by Ministry of Education or other responsible authorities.

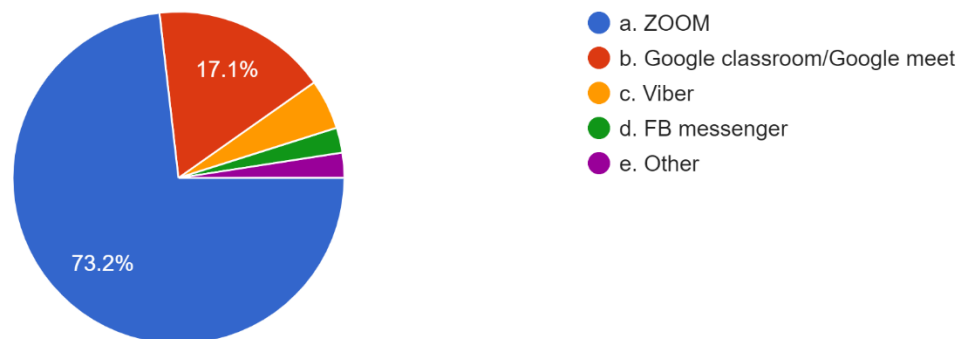## 4. Which online teaching platform have you used during first year of COVID 19 pandemic?
41 responses

- a. ZOOM
- b. Google classroom/Google meet
- c. Viber
- d. FB messenger
- e. Other

17.1%

73.2%

Figure 6. Fourth question results

This chart shows that various online teaching platforms have been used during pandemic, but the platform which was mostly used during such period is Zoom Platform with the rate of 73.2%. Therefore, this proves that Zoom was the primary choice for teachers as an online teaching platform. After that as a secondary choice was Google classroom which includes Google meet with 17.1%, followed by Viber, FB Messenger and other means of communication.

5. Have you ever used ZOOM platform for teaching or other online communication purposes before COVID 19 pandemic?

41 responses
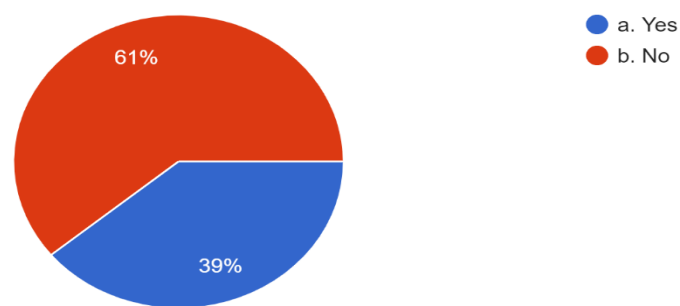
Figure 7. Fifth question results

According to the data collected through the above question, it can be outlined that 61% of the teachers have never used Zoom platform or other online communication for teaching purposes before COVID 19 pandemic. Whereas, 39% have used Zoom platform or other online communication for teaching purposes even before pandemic. This shows that 39% of them were able and had IT skills in implementing online teaching even before the respective period.

6. How did you learn about ZOOM as an online teaching platform?
41 responses

- a. Ministry of education and science
- b. TV/News
- c. Social media
- d. Friends/colleagues
- e. Other
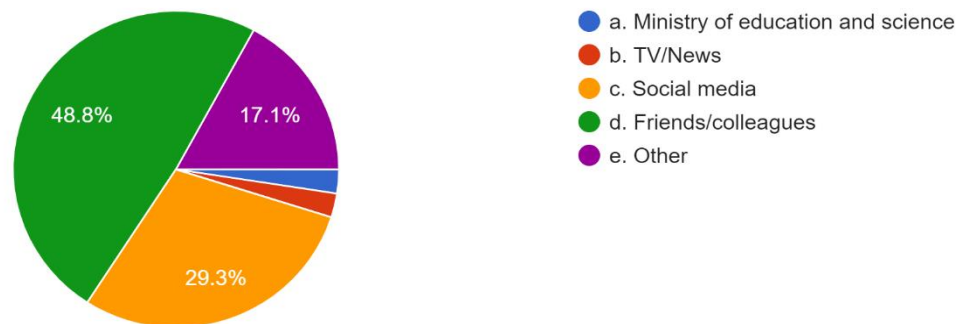
Figure 8. Sixth question results

The lockdown at the beginning of pandemic found everyone unprepared as far as online teaching is concerned, and the only way to learn about online teaching platforms was through electronic media, from the Ministry of Education or other relevant authorities, friends/colleagues, social media etc. Hence, the intention of this question was to find out as how teachers learned about Zoom as an online teaching platform. Therefore, referring to the data in the chart, 48.8% of teachers learned about Zoom from their friends or colleagues, 29.3% from social media, 17.1% from other sources, and only small percentage learned about Zoom from Ministry of Education and TV/ news.

7. At what level have you succeeded to manage online teaching classes through ZOOM platform with your students?

41 responses

- ● a. Excellent
- ● b. Very good
- ● c. Good
- ● d. Insufficient
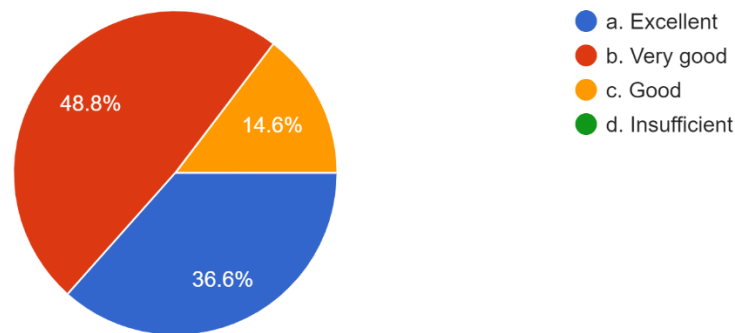
Figure 9.Seventh question results

When teachers started to implement Zoom for online teaching, different opinions were spread about the platform's capability to offer sufficient level of teaching. Therefore, through this question it would be very clear as to how suitable teachers found this platform. Despite various opinions, results show to be very positive since 48.8% of respondents answered that they managed online teaching classes at a very good level, 36.6% at an excellent level, 14.6% at a good level, whereas there's 0% for insufficient level.

8. As an EFL teacher, have you been able to organize and evaluate online exams by using ZOOM platform with your students?

41 responses

- a. Yes, without any difficulties
- b. Yes, but I had difficulties
- c. No, I had to find other solutions

41.5%
34.1%
24.4%
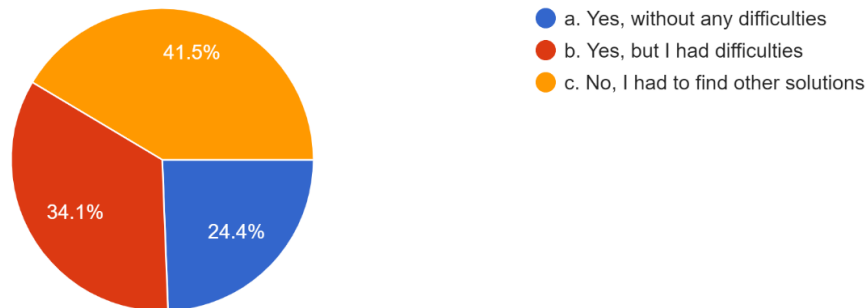
Figure 10.Eighth question results

Evaluation of students using Zoom platform was another challenging issue for teachers as well as students. However, there were different opinions about Zoom when it came to evaluation part. Hence, the received results show that there are completely different opinions among EFL teachers. Based on the results, 41.5% of teachers had difficulties in organizing online exams in evaluating their students, and as a consequence they had to use other sources, 34.1% managed to organize them but they had difficulties. Whereas 24.4% managed to organize online exams without any difficulties.

9. How difficult was for your students to get used to online learning by using ZOOM platform?

41 responses

- a. Difficult
- b. Moderate
- c. Easy
- d. Very easy

26.8%
58.5%
14.6%

Figure 11.Ninth question results

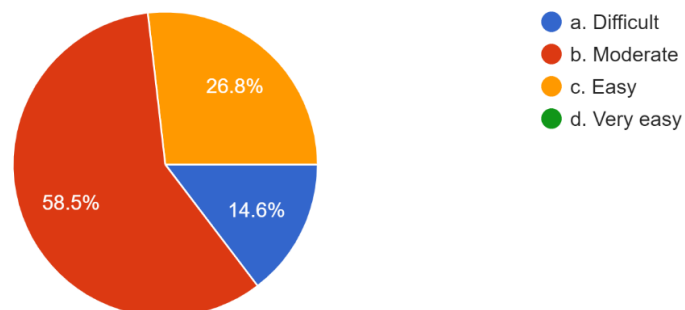Online learning using Zoom platform was a new thing even for students, especially for primary school students who seemed to have more difficulties adapting to completely another way of teaching, from physical presence to online learning. Therefore, teachers were the ones who on daily bases had to deal with their students' difficulties and tried to overcome such in cooperation with them. Received answers also show that it wasn't very easy for students to get used to such immediate shifting, but still received results are positive. Furthermore, 58.5% considered such difficulties as moderate, 26.8% as easy, and 14.6% as difficult.

10. In general, how successful was the online teaching in Kosovo primary schools by using ZOOM Platform?

41 responses

- ● a. Successful
- ● b. Satisfactory
- ● c. Partially satisfactory
- ● d. Unsuccessful
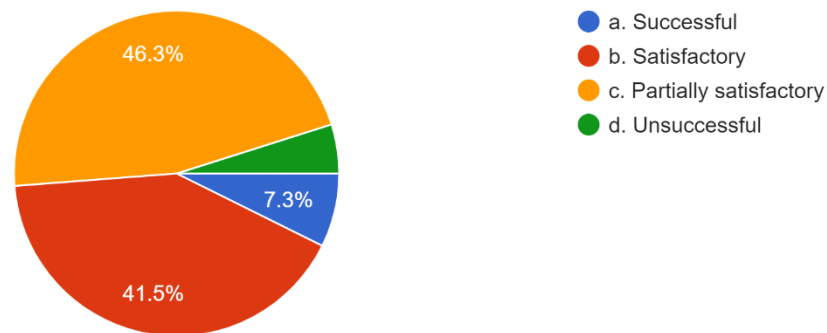
Figure 12.Tenth question results

As everywhere in the world, online teaching was an immediate and emergency method of teaching even though some countries were already aware and were implementing online teaching for special occasions. Whereas in Kosovo, for the majority of educational staff, this way of teaching was completely something new and unforeseen and as a consequence it posed a real challenge for both groups: teachers and students. Therefore, when it comes to assess the online teaching using Zoom platform and how successful was it, we encounter various opinions. Hence, 46.3% of teachers assess it with Partially satisfactory, 41.5% as Satisfactory, 7.3% as Successful, and a very small percentage consider Zoom teaching as Unsuccessful.

11. Did any of Kosovo institutions offer/provide to you as an EFL teacher and/or your students Laptop, PC, Tablet and/or Smart phone for Online...ing/learning purposes during COVID 19 pandemic?

41 responses
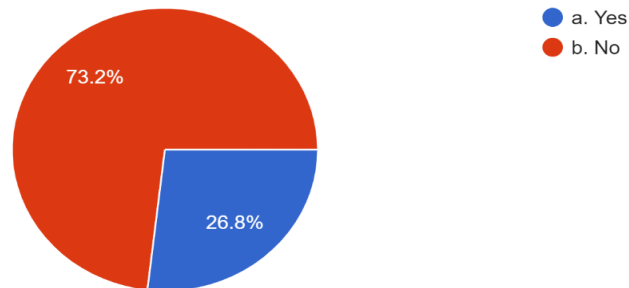
Figure 13.Eleventh question results

Results from this question clearly show how unprepared was the Educational System of Kosovo in regards to IT Infrastructure and its capability to provide EFL teachers with appropriate electronical IT devices in order to implement online teaching. Therefore, 73.2% of EFL teachers responded that neither teachers nor their students were provided with IT equipment which would facilitate the online teaching using Zoom platform, whereas 26.8% were provided and supported in regards to this issue, which still is a positive indicator that there were attempts to improve such situation.

12. Did any of Kosovo institutions offer/provide to you as an EFL teacher free trainings in order to successfully implement Online Teaching Platforms?

41 responses

Figure 14. Twelfth question results

The above question surprisingly shows quite good results when it comes to teachers' trainings in regards to implementation of online teaching platforms, in this case is Zoom. Moreover, 51.2% of teachers responded positively, where t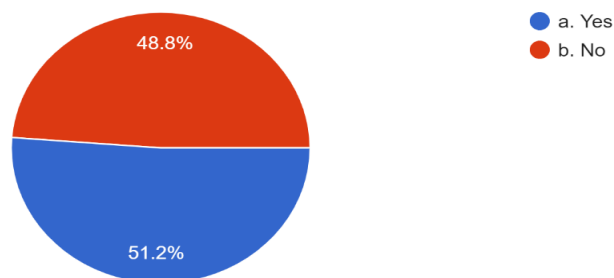hey confirmed that Kosovo institutions managed to provide them free trainings in regards to implementation of online teaching platforms. Whereas 48.8% responded that they didn't receive free training in regards to implementation of online teaching platforms, which is still a very high percentage and of course had its consequences when it came to implementation of online teaching.

13. Is Kosovo Educational System (Ministry, schools, teachers and students) equipped with sufficient IT infrastructure, in order to provide online teaching and at what level?
41 responses
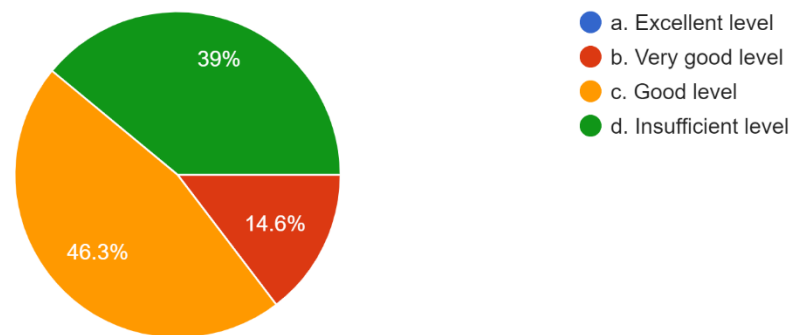
Figure 15.Thirteenth question results

The online teaching cannot be successful if there's lack of IT infrastructure in the educational system, which includes main relevant authorities such as: Ministry, schools, teachers and students. However, when we want to know the level of it, we see different results which vary from each-other. As a result, we see that 46.3% of teachers, always based on their personal perception and daily experience at their workplace believe that Kosovo educational system is equipped with sufficient IT infrastructure at a "Good level", 14.6% at a "Very good level", and 39% believe that Kosovo educational system is insufficiently equipped with IT infrastructure.

14. Based on your personal experience and your EFL colleagues' view, what is your opinion about the implementation of online teaching in Kosovo primary schools by using ZOOM Platform?

41 responses
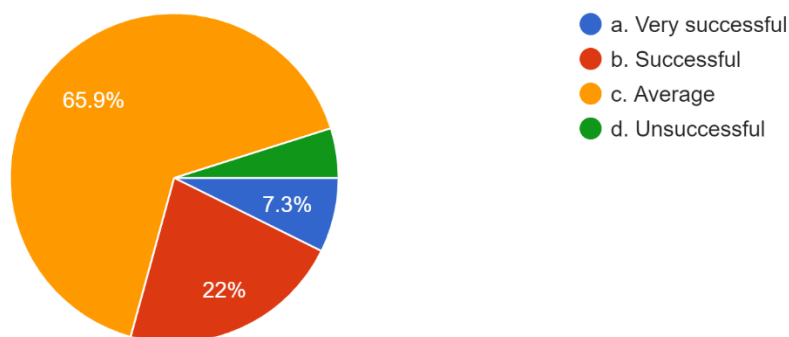
Figure 16.Fourteenth question results

As evidenced even in this Questionnaire, when it comes to the evaluation about the Implementation of Online Teaching in Kosovo, we see that Zoom was the main platform used during the Online Teaching among primary schools throughout Kosovo. However, when it comes to evaluation as to how successful the teaching was by using this platform, we encounter various opinions which of course came due to other relevant factors that had a direct impact in the successful rate of such teaching. Hence, 65.9% of EFL teachers consider the implementation of online teaching at an "Average" rate, 22% as "Successful", 7.3% as "Very successful" and a very small percentage as "Unsuccessful".

4.3 Outcomes from students' views about challenges of online teaching/learning based on their personal experiences

Following the results from EFL primary school teachers, the findings from reflective papers written by students from 6th to 9th grade with the topic" *Challenges and benefits of online teaching by using Zoom platform*" will be provided. Moreover, students were instructed that while writing their reflective papers they had to answer the following questions:

a) How successful was the implementation of online teaching using Zoom?
b) Did you have appropriate and sufficient IT infrastructure at home, in order to attend online classes?
c) What did you like or dislike about Online teaching using Zoom platform?

Based on their writing, the main problem for them was lack of IT infrastructure at home such as insufficient communication devices: Smartphones, laptops, computers or various tablets. Whereas even some of them who had such devices, very often had network problems, since Internet coverage was quite poor in some remote areas.

Another challenge for them was the immediate shift from learning with physical presence to online learning. At the beginning it was quite difficult for them to get used to the new way of teaching and it took some time to accommodate themselves. Furthermore, one of the main concerns for them was the low number of students attending classes and as such resulted in inability to have more interactive classes which would boost their interest and concentration. Therefore, at the beginning of online classes using Zoom, aside from technical difficulties, students experienced anxiety and lack of motivation. Hence, even though their teacher tried to make classes interactive and interesting, by showing online videos and online presentations, sometimes it happened that they lost their focus, and didn't have the same concentration comparing to the teaching with physical presence.

It is worth mentioning that, physical interaction was something that they really missed during that period, but whenever they met each other and communicated virtually was a very special feeling that made them feel really happy.

Moreover, in reference to their opinion about Zoom as an online teaching platform: they consider it to be a great opportunity which enabled them to continue their teaching process, a platform that has really great and useful features and is very easy to access.

After they used Zoom for few months, they felt like "A new life in teaching has begun", they saw that advancement of technology can make miracles and drastically change the teaching process in a positive aspect. Hence, when they compare Zoom to other platforms, they believe that Zoom was one of the best platforms they used for online teaching.

Those who actively attended the classes consider that Zoom is a very useful teaching platform, which at the same time enabled them to develop their IT skills. Hence, they highly recommend using this platform even when they are attending classes with physical presence. Occasionally, when they need additional explanations in a certain topic, in cooperation and consent with the teacher they attend additional classes using Zoom platform.

5. Chapter V: Interpretation of the Findings

5.1 Introduction

This chapter contains one of the most crucial parts of the research which is the analysis and interpretations of the gathered data and results. Furthermore, collected results from the questionnaire and reflective papers were analyzed and elaborated. Analysis was divided according to the questions made for respective hypothesis and research question.

5.2 General information about respondents and other relevant data

Initially, it's worth mentioning that EFL teachers who participated in the Questionnaire are from different regions of Kosovo, where 51.2% teach in villages, 41.5% teach in cities, and only 7.3% teach in towns. As far as the grades they teach are concerned: 6 teachers teach grades from 1-5, whereas 18 respondents teach grades from 6-9, and 17 teach grades from 1-9.

In reference to the use of online teaching platforms, 73.2% declared that Zoom was one of the first online teaching platforms to be used during the first year of COVID 19 pandemic. Whereas 17.1% have used Google Classroom/Google meet, and the rest have used Viber, FB messenger and other sources for the teaching purposes. Based on their responses, it resulted that 61% of teachers have used Zoom or other online communication forms for teaching purposes or other communication even before COVID 19 pandemic, whereas 39% haven't used any online communication before this period. Moreover, the fact of the high percentage of those who haven't used any online platform, is not a good indication when it comes to the implementation of Zoom from the same teachers. Reasoning is that, if they didn't attend appropriate training, implementation of Zoom platform most probably has been e very big challenge for them.

5.3Analysis regarding the first Hypothesis **1**

H1: Kosovo Educational System managed to implement the ZOOM Online Teaching Platform in primary schools at a satisfactory level, as well as the corresponding Research Question: Q 1. How successful was the online teaching in Kosovo primary schools by using ZOOM Platform?

In order to test the approval or disapproval of the first Hypothesis and research question, the following questions were made:

- At what level have you succeeded to manage online teaching/class through ZOOM platform with your students?
- As an EFL teacher, have you been able to organize and evaluate online exams by using ZOOM platform with students?
- How difficult was for your students to get used to online learning by using ZOOM platform?
- In general, how successful was the online teaching in Kosovo primary schools by using ZOOM Platform?

Based on the responses received from the first question "At what level have you succeeded to manage online teaching classes through ZOOM platform with your students?", results seem to be quite positive since 48.8% of respondents answered that they managed online teaching classes at a very good level, 36.6% at an excellent level, 14.6% at a good level, whereas there's 0% for insufficient level.

In reference to the second question:" As an EFL teacher, have you been able to organize and evaluate online exams by using ZOOM platform with students?", the received results show that 41.5% of teachers had difficulties in organizing online exams in evaluating their students, and as a consequence they had to use other sources, 34.1% managed to organize them but they had difficulties. Whereas 24.4% managed to organize online exams without any difficulties.

Whereas regarding the third question: "How difficult was for your students to get used to online learning by using ZOOM platform?", the outcomes show that it wasn't very easy for students to

get used to such immediate shifting, but still received results are positive. Furthermore, 58.5% evaluated such difficulties as moderate, 26.8% as easy, and 14.6% as difficult.

Furthermore, the last question made, which more or less gives a final word namely determines the respective hypothesis was: "In general, how successful was the online teaching in Kosovo primary schools by using ZOOM Platform?" Initially, it's worth mentioning that as everywhere in the world, online teaching was an immediate and emergency method of teaching even though some countries were already familiar with it, and were implementing online teaching for special occasions. Whereas in Kosovo, for the majority of educational staff this way of teaching was completely something new and unforeseen and as a consequence it was a real challenge for both groups: teachers and students. Therefore, when it comes to assess the online teaching using Zoom platform and how successful was it, we encounter various opinions, where 46.3% of teachers assess it with Partially satisfactory, 41.5% as Satisfactory, 7.3% as Successful, and a very small percentage consider Zoom teaching as Unsuccessful.

Although online teaching namely Zoom was something really new for EFL teachers in Kosovo, they managed quite well to implement this platform even though most of them learned about this platform from friends or colleagues, social media, and a very small percentage from the Ministry of Education and other relevant bodies. This proves that they were highly dedicated to successfully implement the new teaching method, as well as had sufficient IT skills knowledge to implement it. On the other hand, even students stated that Zoom was a very useful platform and they had no significant problems to access and use this platform. Moreover, there was an issue regarding this platform when it came to evaluation of students through online tests. A very big number or teachers had difficulties when it came to organizing and evaluating online exams with their students. Whereas over 41% had to find other solutions in order to organize them. This proves that Zoom was a very suitable platform for implementing teaching classes, but not an appropriate platform when it came to evaluation through online exams.

Furthermore, after analyzing and interpreting results from the above questions, it can be concluded that the above outcomes approve the first Hypothesis that "Kosovo Educational System managed to implement ZOOM Online Teaching Platform in primary schools at a

satisfactory level", as well as the answer to the corresponding research question: "How successful was the online teaching in Kosovo primary schools by using ZOOM Platform?". Hence, even though Kosovo Educational System can be considered as "fragile" when speaking about online teaching, namely Zoom platform, by considering all the relevant factors such as: lockdown, unstable economic situation, inability to get appropriate information as well as to be equipped with IT equipment, which had a direct impact in this matter still it succeeded to manage the online teaching by using Zoom platform at a satisfactory level. Additionally, considering the age of students in primary schools which varies from 7- 14, it was a really big challenge for teachers to implement Zoom online teaching, since they had to first teach them how to use such platform, and then to actively engage them in lessons during the classes, so they don't lose their focus and concentration. Despite that, they managed to implement this teaching method at a satisfactory level.

5.4. Analysis regarding the Hypothesis 2

H.2: "The responsible educational authorities did not provide sufficient IT infrastructure and trainings in implementing the online teaching at primary schools in Kosovo", and the corresponding Research Question, Q.2. "Did Kosovo Educational System provide the appropriate IT Infrastructure and Trainings in order to successfully implement Online Teaching Platforms?"

In order to test the approval or disapproval of the second Hypothesis and research question, the following questions were made:

- Did any of Kosovo institutions offer/provide to you as an EFL teacher and/or your students laptop, PC, tablet and/or smart phone for online teaching/learning purposes during COVID 19 pandemic?
- Did any of Kosovo institutions offer/provide to you as an EFL teacher free training in order to successfully implement online teaching platforms?

- Is Kosovo Educational System (Ministry, schools, teachers and students) equipped with sufficient IT infrastructure, in order to provide/receive online teaching and at what level?

Hence, based on the results received from the first question: "Did any of Kosovo institutions offer/provide to you as an EFL teacher and/or your students laptop, PC, tablet and/or smart phone for online teaching/learning purposes during COVID 19 pandemic?", it clearly shows how unprepared the Educational System of Kosovo was in regards to IT infrastructure and its capability to provide EFL teachers with appropriate electronic IT devices in order to implement online teaching. Therefore, 73.2% of EFL teachers responded that neither they nor their students were provided with IT equipment which would facilitate the online teaching using Zoom platform, whereas 26.8% were provided and supported in regards to this issue, which still is a positive indicator that there were attempts to improve that situation.

Whereas in reference to the second question: "Did any of Kosovo institutions offer/provide to you as an EFL teacher free training in order to successfully implement online teaching platforms?", responses received related to this question surprisingly show quite good results when it comes to teachers' training in regards to implementation of online teaching platforms, in this case being Zoom. Moreover, 51.2% of teachers responded positively, where they confirmed that Kosovo institutions managed to provide them free training in regards to implementation of online teaching platforms. Whereas 48.8% responded that they didn't receive free training in regards to implementation of online teaching platforms, which is still a very high percentage and of course had its consequences when it came to implementation of online teaching.

However, as far as the third question is concerned: "Is Kosovo Educational System (Ministry, schools, teachers and students) equipped with sufficient IT infrastructure, in order to provide/receive online teaching and at what level?". Initially it's worth outlining that, online teaching cannot be successful if there's lack of IT infrastructure in the educational system, which includes main relevant authorities such as: Ministry, schools, teachers and students. However, when we want to know the level of it, we see different results which vary from each-other. As a

result of such we see that 46.3% of teachers, always based on their personal perception and daily experience at their workplace believe that Kosovo educational system is equipped with sufficient IT infrastructure at a "Good level", 14.6% at a "Very good level", and 39% believe that Kosovo educational system is insufficiently equipped with IT infrastructure.

Furthermore, responses received from the three questions, show a clear picture that Kosovo Educational authorities weren't sufficiently prepared to handle the situation with online teaching. Even though some serious steps were taken in order to successfully overcome this situation. IT infrastructure was a real obstacle which had a direct impact in implementation of online teaching, in this case Zoom classroom. Teachers and students weren't properly equipped with the appropriate IT devices for online teaching such as: Computers, laptops, iPad/tablets, smart phones etc. Schools weren't sufficiently equipped with such equipment, which represents a situation that impacted teachers and students, since schools were the main source where teachers as well as students would be equipped with IT devices. An issue which was observed regarding this matter was that a certain number of teachers working in cities and towns answered positively, which means that some of them received such support from their schools or other relevant bodies, a thing that didn't happen with those working in villages. Although, when it comes to the issue of training regarding the online teaching, namely Zoom Platform, the percentage of teachers who received training was slightly higher than in the case with IT infrastructure. But still, it didn't sufficiently fulfill the requirements that teachers needed in order to implement the online teaching by using Zoom platform. Additionally, the last question made in reference to the same hypothesis was another evidence which complemented the Hypothesis and accordingly answered the corresponding research question. As a result, 39% of teachers consider that Kosovo Educational System (Ministry, schools, teachers and students) aren't sufficiently equipped with sufficient IT infrastructure, in order to provide/receive online teaching, and 46.3% assess it as "Good level". The number is still very high, and doesn't sufficiently fulfill the demands. Hence, after analyzing and interpreting the above results, we can conclude the approval of the Hypothesis which is: The responsible educational authorities did not provide sufficient IT infrastructure and training in implementing the online teaching at primary schools in Kosovo.

5.5.   Analysis regarding the Hypothesis 3

H3: "Based on their personal experience, EFL Teachers of Primary Schools in Kosovo aren't fully satisfied with the Implementation of Online Teaching by using ZOOM Platform" and the corresponding Research Question Q.3. "Which is the EFL teachers' view about the implementation of online teaching by using ZOOM Platform, based on their personal experience?"

In order to test the approval or disapproval of the third Hypothesis and research question, the following question has been made:

- Based on your personal experience and your EFL colleagues view, what is your opinion about the implementation of online teaching by using ZOOM Platform?

As evidenced even in the Questionnaire, when it comes to the evaluation about the Implementation of Online Teaching in Kosovo, we see that Zoom was the main platform used during the Online Teaching among primary schools throughout Kosovo. However, when it comes to evaluation as to how successful the teaching was by using this platform, we encounter various opinions which of course came due to other relevant factors which had a direct impact in the successful rate of such teaching. Hence, 65.9% of EFL teachers consider the implementation of online teaching at an "Average" rate, 22% as "Successful", 7.3% as "Very successful" and a very small percentage as "Unsuccessful".

Reasoning why these results were received was that several factors must be considered and analyzed. Initially, the lockdown due to pandemic was unpredictable so people were very confused and didn't know how to proceed with daily activities, especially the education system. As a consequence, the teaching process at the beginning of pandemic wasn't coordinated and teachers started using various methods and platforms for online teaching. In few weeks, the entire teaching system in Kosovo was advised by Ministry of Education to implement Zoom platform for online teaching. Accordingly, Ministry of Education initiated some steps in organizing

training for teachers in order to train them. Thus, due to the sensitive health situation, not many teachers managed to attend those training sessions online. Hence, a significant number of educational staff didn't manage to start using this platform. However, EFL teachers were somehow more advanced in the sense that they had no problems in learning how to use this platform even on their own since they were able to speak and communicate in English language. Despite this fact, IT equipment was a real challenge for teachers as well as for students. Since, there were cases when one family possessed only one device to have access to online teaching, whereas that family had 3-4 children who were attending online teaching/learning. As a result, it was impossible for all of them to attend lessons online. Even though, there were some attempts from educational system authorities and other relevant bodies to provide support, such support was mostly given in bigger cities and towns, where villages and other remote areas weren't lucky enough to get this support. Another important factor was the Internet coverage problem, where especially students living in villages couldn't get access to Zoom classes due to weak Internet coverage. Lastly, even though some teachers were trained how to use Zoom, students were the ones who had no training at all. So, the burden was on teachers, to train and teach them how to use the platform. Since, in this research the case study are primary school students, it was a real challenge for teachers to train them due to their young age.

However, by considering all the above-mentioned factors, it can be concluded that: it is very obvious why teachers evaluated the implementation of Zoom as an online teaching platform as "average". Therefore, after analyzing the results regarding this question, we can conclude the approval of the third Hypothesis: "Based on their personal experience, EFL Teachers of Primary Schools in Kosovo aren't fully satisfied with the Implementation of Online Teaching by using ZOOM Platform", as well as response to the corresponding research question.

6.0   Chapter VI: Conclusion

Conclusions of this research are made based on the outcomes of the Questionnaire made with teachers, whose results are brought based on teachers' personal experiences and challenges they had whilst implementing Zoom as an online teaching platform. Additionally, reflective papers written by students gave a clearer picture about the challenges they had and how they found Zoom as an online teaching platform.

Hence, after analyzing and interpreting results from the above questions, it can be concluded that such results approve the first Hypothesis that "Kosovo Educational System managed to implement ZOOM Online Teaching Platform in primary schools at a satisfactory level", as well answer to the corresponding research question: "How successful was the online teaching in Kosovo primary schools by using ZOOM Platform?". Hence, even though Kosovo Educational System can be considered as "fragile" when speaking about online teaching, namely Zoom platform, by taking under consideration all the relevant factors such as: lockdown, unstable economic situation, inability to get appropriate information as well as to be equipped with IT equipment, which had a direct impact in this matter still it succeeded to manage the online teaching by using Zoom platform at a satisfactory level. Additionally, considering the age of students in primary schools which varies from 7- 14, it was a really big challenge for teachers to implement Zoom online teaching, since at first, they had to teach them how to use this platform, and then to actively engage them in the lessons during classes, so they don't lose their focus and concentration. Despite that, they managed to implement such teaching at a satisfactory level.

However, responses received from the questions which also approve the second Hypothesis, show a clear picture that Kosovo Educational authorities weren't sufficiently prepared to handle the situation with online teaching, even though there were some serious steps taken in order to successfully overcome this situation. IT infrastructure was a real obstacle which had a direct impact in implementation of online teaching, in this case Zoom classroom. Teachers and students weren't properly equipped with appropriate IT devices for online teaching such as: Computers, laptops, iPad/tablets, smart phones etc. Schools weren't sufficiently equipped with such

equipment, a situation which impacted teachers and students, since schools were the main source where teachers as well as students would be equipped with IT devices. Although, when it comes to the issue of trainings regarding the Online teaching namely Zoom platform, the percentage of teachers who received training was slightly higher than in the case with IT infrastructure. But still, it didn't sufficiently fulfill the requirements that teachers needed in order to implement the online teaching by using Zoom platform.

Furthermore, in reference to the results received regarding the third Hypothesis, it's worth emphasizing that, teaching process at the beginning of pandemic wasn't coordinated and teachers started using various methods and platforms of teaching online. In few weeks, the entire teaching system in Kosovo was advised by Ministry of Education to implement Zoom platform for online teaching. Accordingly, Ministry of Education initiated some steps in organizing training for teachers. But, due to the sensitive health situation, not many teachers managed to attend those training sessions online. Hence, a significant number of educational staff didn't manage to start using this platform. However, EFL teachers were somehow more advanced in the sense that they had no problems in learning how to use this platform even on their own since they were able to speak and communicate in English language. Despite this fact, IT equipment was a real challenge for teachers as well as for students. Since, there were cases when one family possessed only one IT device, whereas that family had 3-4 children who were attending online teaching. As a result, it was impossible for all of them to attend lessons online. Even though, there were some attempts from educational system authorities and other relevant bodies to provide support, such support was mostly given in bigger cities and towns, where villages and other remote areas weren't lucky enough to get this support. Another important factor was the Internet coverage problem, where especially students living in villages couldn't get access to Zoom classes due to weak Internet coverage. Lastly, even though some teachers were trained how to use Zoom, students were the ones who had no training at all. So, the burden was on teachers, to train and teach them how to use the platform. Whereas, it was a real challenge for teachers to train them due to their young age. Therefore, by considering all the above-mentioned factors, it can be concluded that: it is very obvious why teachers evaluated the implementation of Zoom as an online teaching platform as "average". Therefore, after analyzing the results regarding this question, we can conclude the

approval of the third Hypothesis: "Based on their personal experience, EFL Teachers of Primary Schools in Kosovo aren't fully satisfied with the Implementation of Online Teaching by using ZOOM Platform".

Despite all challenges that appeared in the educational system of Kosovo, relevant educational institutions acted with maturity, and managed to overcome this critical situation and implemented online teaching by giving priority to Zoom platform. Even though, results do not show a very successful rate when it comes to online teaching by using Zoom, still this situation was managed and aside from Zoom there were also other platforms used in order to continue the teaching process. Therefore, respective authorities made attempts to include as many students as possible, whereas the main attention was given to primary school students.

6.1 Limitations of the study

One of the limitations I came across was the ongoing pandemic situation. Therefore, I couldn't visit schools and talk to different EFL teachers, which I believe would bring to the surface additional facts about Implementation of Zoom platform in primary schools of Kosovo.

Furthermore, the similar limitation occurred with students, due to COVID 19 pandemic measures in schools, I wasn't able to conduct interviews with them. As a consequence, I asked them to write reflective papers about the challenges they came across during online teaching by using Zoom platform.

Hence, lack of previous research studies in this field where the focus was Kosovo, was another obstacle since the literature to be based on was very limited.

6.2 Recommendations

As this study brought to surface a lot of issues regarding online teaching using Zoom platform. Referring to the results received and thorough analyses made, it is highly recommended that Kosovo educational system and other relevant managerial bodies, should take immediate measures in order to equip educational staff with appropriate IT equipment, such as: laptops, computers or other communication devices, which would facilitate the implementation of online teaching.

Moreover, school management, should identify students who do not possess appropriate IT equipment, and try to support them as much as they can in order to enable comprehensiveness of students in the online teaching.

Lastly, it is recommended that in the future, another similar study can be made where focus group would be teachers and students of secondary schools. Whereas, the results from such research might be different comparing to the results of the current study, since the age of students is older, and teachers' experiences might be more positive.

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