



# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

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FACULTAD DE LENGUAS

**“Students’ perspective on the use of Zoom for online learning in a classroom”**

A thesis submitted to the Faculty of Languages

For the degree of

**Licenciatura en Enseñanza del Inglés**

Presented by:

Christopher Alejo Estrada

October 24, 2023

Thesis Director:

Dra. Catalina Juárez Díaz

Puebla, Pue. October 24, 2023

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**“Students’ perspective on the use of Zoom for online learning in a classroom”**

This Thesis has been read by the members of the committee of

**Christopher Alejo Estrada**

And it is considered worthy of approval in partial fulfillment of  
the requirement for the degree of

**Licenciatura en Enseñanza del Inglés**

Thesis Director



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Dra. Catalina Juárez Díaz

Committee Member



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Mtra. María Elena Rincón González

Committee member



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Mtra. Nadia Angélica Muñoz Martínez

## **Dedications**

Dedications to my family for helping me in every goal that I set. Thank you for all the support that you gave every day to continue. A huge thank you to my director doctor Catalina Juárez Díaz who was always there for me, for motivating and supporting me to write my research study.

## **Acknowledgements**

I want to thank Dra. Catalina Juárez Díaz, for all the support provided, time and passion for helping me to complete my research study.

To my readers Mtra. María Elena Rincón González and Mtra. Nadia Angélica Muñoz Martínez for the dedication that they had to read, analyze, and provide proper feedback about my research. It has been a pleasure.

## **Abstract**

This research project was conducted to learn and discover Students' perceptions on the use of Zoom platform in an online learning. The data was collected from a private institution located in Puebla city. In this institution there were 16 men and 5 women. In addition, there were students from 18 to 33 years old. In this research project two questions were raised What is students' perspective on the use of Zoom for online learning in a classroom? And what motivated students on the use of Zoom for online learning in a classroom? To answer those questions the quantitative method. As a result, there was a positive conclusion in using Zoom as a learning platform in online classes. Zoom platform promotes the productive skills in students. The results showed that students preferred to use Zoom as they can improve their productive skills. Moreover, the results indicated that students felt confident when participating, speaking, and writing in English through Zoom platform as this tool provides a better opportunity to practice in online classes instead of traditional classes (face to face). Finally, it is recommended for teachers to use Zoom platform as an educational platform to teach and learn English. It is important to innovate and consider that students' learning process is changing.

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## **Introduction**

Zoom platform has become an essential tool for online education. Many institutions implemented online classes due to COVID-19 back in 2019. Nowadays, there are many institutions that still opt to provide online classes using Zoom. However, some students in Mexico are still indifferent with these sources. Traditional learning (face to face) had been used during many years and most of the students grew up with this methodology. For instance, it is difficult to them to adapt to this innovate learning process. A platform such as Zoom platform is used for many institutions to cover online English classes. Moreover, students most acquire technological skills to be part of this online learning process. Motivation is an essential key for students to develop their best English productive skills when using Zoom during online classes.

This research study is divided into two parts, the first one is presented in chapter I and II: the problem and the theoretical framework. In chapter I is presented the background, the rationale, the objectives, the research questions, and the significance of the study. Then, in the chapter II, the theoretical framework, there are vital meanings and recent studies that are link to this research. In addition, some of these studies have showed that Zoom is an educational tool that had a positive impact on students' learning process. In the second part, the empirical stage is presented in chapter III, IV and V. In the chapter III, the methodology is described, the description of the participants and their context, the data collection techniques, the instrument, the ethical consideration, the procedure, and data analysis. In chapter IV the results where there is the analysis of the results and the discussion. Finally, in chapter V the conclusions, implications, limitations, and suggestions for further research are presented.

## Chapter I Statement of the problem

### 1.1 Background

ICTs started to have more impact from the past 4 years due to COVID 19. First of all, students have to buy a computer and get internet connection in order to start their online learning from home. Basic computer skills were required to start this process. Learning through computers and internet combine a way students can have a direct interaction. In addition, students may develop technological skills. We need to consider that those skills were not fully developed by students as they do not have a particular course, it was more like daily knowledge by observing other people with those skills. English is a crucial language in a globalizing society, and it has declared its status as an international language utilized by the majority of the world's communities. The world is rapidly expanding in every aspect, and cross-national interaction is conducted in English; no country can reject English as an international communication instrument. English teaching is centered on students' capacity to master four language skills: listening, speaking, reading, and writing. (Silalahi et al., 2021).

Nowadays, there are many higher education institutions providing online learning using ZOOM platform (Juárez, 2020; Juárez & Perales 2021; Juárez et al., 2023). Most of the information found on internet is about students' perspective regarding online learning on Zoom platform; Knipe and Lee (2002) examined the concern that teaching and learning using video conferencing is not of the same quality of the one experienced in a traditional classroom environment. Wang et al. (2018) conducted a study that investigated a blended synchronous learning environment. Most of the students assisted to the course face to face while the rest joined the course using two-way videoconferencing (Zoom). The purpose of the study was to investigate

the students' learning experiences and their perceptions of the blended synchronous learning approach.

Many researchers have shown that learning in an online atmosphere requires a significant amount of discipline and self-motivation (Golladay et al., 2000; Serwatka 2003). This is because students must be more independent, self-awareness and discipline. In addition, participants should invest time in order to develop a sense of online learning through Zoom platform. Commitment from participants it is an essential key to continue an online learning through Zoom. Besides, some authors implemented questionnaires to make comparisons of student experiences before and after the online learning. For example, Revilla-Cuesta et al. (2021) created a questionnaire about the students' learning experience during the first week of online classes in order to assessed experiences of face-to face learning and again at the end of the process (to assess online learning), and at the end of the term, they analyzed both results from participants the beginning and the end.

## **1.2 Rationale**

Due to pandemic COVID 19 many institutions were forced to implement online courses. For many years we were instructed to teach the traditional way. Meaning face to face classes. However, one day everything changed. Nowadays, we have implemented face-to-face and online classes at the same time. My interest in this study was based on the observation of face-to-face and online classes. As a teacher I was required to use the Zoom platform to conduct my classes. First, during classes there were identified many aspects to consider when using this platform. I was required to show students how to use Zoom platform. Some of them were able to learn fast. However, some of them had some difficulties using that platform. The most common problems that they had were Internet connection, ZOOM platform not running, audio issues, microphone issues and so on. Due

to these types of problems, I noticed some students started to lose interest in learning. For that reason, my interest in this study was born.

The World Health Organization (WHO) on March 11, 2020, declared the novel coronavirus (COVID-19) outbreak a global pandemic and social distancing was emphasized, and these recommendations apply even to countries with no reported cases. Learning is always changing since then; people find a way to teach they knowledge. During the past 4 years we have learned that many students must develop technological skills. Schools, universities, and any other educational institution were required to accomplish student's knowledge demands. The traditional education was stopped. However, people were able to deal and acquire knowledge by their own resources. In addition, various researchers have shown that learning in an online environment requires a considerable amount of discipline and self-motivation (Golladay et al., 2000; Serwatka 2003).

Self-motivation was the key in order to some students achieved their knowledge goals. There were some distractions such as: TV, mobiles phones, social media and so on. Students must deal with this kind of distractions and is not easy. Nowadays, most of the people use technological devices to be in communication with their family, friends or even meet new people. McClain (2021). In 2024, most of the population will have a mobile device, internet connection will be expanded in the whole world. Nowadays, internet companies are promoting new internet services to the communities. Online education was changed from the pandemic and will continue changing.

The transition from traditional education to online education was a big change for most of the students. Many countries worldwide introduced various supports during the pandemic to continue the education process. Online libraries, TV broadcasts, guidelines, resources, video lectures, online channels, online courses, platforms with exercises to practice were introduced in

at least 96 countries. Online education became a pedagogical shift from traditional method to the modern approach of teaching-learning from classroom to Zoom, from personal to virtual and from seminars to webinars. These kinds of changes impacted students to develop technological skills. Students were required to acquire new abilities for the new modern online learning. Nowadays, most of the people spend much time than they used to use a technological device such as Mobile phone, Tablet, computer, laptop and so on. Of course, there was an investment to obtain at least one of those devices. Previously, e-learning, distance education and correspondence courses were popularly measured as the part of non-formal education, but as of now, it seems that it will gradually replace the formal education system if the circumstances enduringly persist over the time. This type of learning started to have a big impact from the past 4 years. For some people it was better to learn from home and for others started to have some difficulties by not having a direct relation with other people. Traditional environment in a classroom was different from it used to be. Students started to be more autonomous as they were alone in their houses.

From the teacher's perspective, many publications offer theoretical advice on how to oversee the situation. Teachers face a challenge regarding online learning. Some teachers started to question if online learning was efficient as it was in traditional learning. Teachers were required to develop more control skills of the group and they were forced to develop technological skills to use all the necessary tool to teach. Changes for students and teachers were gradually continuous. Some teachers learnt technological skills from students. Teacher started to use E-learning materials.

E-learning is "the learning supported by digital electronic tools and media" and m-learning is the "e-learning using mobile devices and wireless transmission" (Hoppe et al., 2003: 255). According to Hartley (2001), E-Learning is a type of teaching and learning that permit teaching

materials to be delivered to students using the internet or other computer network media. We can find e-learning materials from internet. People began to create material for all kind of needs and any people who have a device with internet could use those types of materials. All these types of materials were created in a big mass due to pandemic. Due to the COVID-19 pandemic and during the middle of the spring 2020 semester, many universities were forced to move from face-to-face (FTF) in classroom to remote instruction. Many institutes used Zoom as their delivery platform. Coronavirus pandemic has not only impacted human life but also impacted medical education and residency training all over. With assumptions of social distancing, all face-to-face classes were suspended due to the ongoing COVID 19 pandemic.

### **1.3 Research context**

This research is for teachers who teach through zoom platform. This will help to know about students' perspective regarding online learning. The place where this research takes place is in Puebla City. Due to Covid 19 some schools are still carry-on Online classes. Basically, the classes are performed through Zoom platform in a group of about 8 to 15 students from 16 to 35 years old students. They have already developed technological skills as they are able to manage a computer or a device. It is important to consider that students must have at least one electronic device to attend classes. It was required to create an online account in Zoom platform with all his personal information. Moreover, students are provided with an introduction on how to use Zoom platform. It is important to know student's perspective to be prepare for the future classes.



## **1.4 General objective**

The main goal of this research is to identify Students' perspective on the use of Zoom for online learning in a classroom. As we know traditional classes changed nowadays, students attend online classes from home or any other place in where they have an electronic device with internet connection. To identify Students' perspective will allow us to comprehend more on how students acquired knowledge and the experienced that they have using Zoom platform.

## **1.5 Research Questions**

- What is students' perspective on the use of Zoom for online learning in a classroom?
- What motivated students on the use of Zoom for online learning in a classroom?

## **1.6 Significance of study**

The purpose of this study is to share students' perspectives regarding online learning using Zoom platform. Nowadays, due to pandemic many students were able to participate in online classes. Teachers and students were able to teach and learn from home. This situation caused many questions from people that were not used to learn from home. There were many doubts about students' learning. One of the most important questions to make during this situation was: Are students learning from home as they used to learn from Classroom? To answer this question, we will need to discover student's perspective. For instance, this work will help us to know what are the perspective that students have regarding online classes using Zoom platform. Teachers and future teachers may find this study helpful since they will know some students' perspectives and will allow them to be prepare for future online classes. Finally, we will go deeper into this type of

perspectives as it is important to consider how students feel by learning online. The quality of the online learning needs to be investigated for the future and consider students' perspective.

## **1.7 Keywords**

**Online learning:** Online learning refers to directions that is delivered electronically through various multimedia and Internet platforms and applications. It is used interchangeably with other terms such as web-based learning, e-learning, computer-assisted instruction, and Internet-based learning.

**Traditional learning:** Traditional learning takes place in a classroom setting. There is a trainer who moderates and regulates the flow of information and knowledge. Then, the trainer expects the employees to deepen their knowledge through written exercises at home. Nowadays, technology is combined in the classroom more. However, in face-to-face instruction scenarios, the primary source of information is still the trainer.

**Perspective:** a particular attitude toward something; a way of thinking about something

## **Chapter II Theoretical framework**

### **2.1 Introduction**

The Coronavirus pandemic disease has disrupted education systems internationally, causing the close of some learning institutions, such as schools, colleges, and universities. According to The World Health Organization (WHO) on March 11, 2020, has declared the novel coronavirus (COVID-19) outbreak a global pandemic. Prior to the Coronavirus pandemic disease, web-based information services (WIBS) such as ZOOM platform, Google Hangout, Google Meet, Google Classroom, Blackboard, Moodle, and so on were used by institutions to continue with the students' learning. Nowadays, many institutions continue using these platforms. This Study provides a student vision of the challenges of the teacher-student meeting when using the ZOOM platform. This research project explored students' perspective of the mix of online and face-to-face activities of real-life situations. We focus on the most common aspects around online learning and traditional learning. As part of this we consider the blended learning approach as this is an approach that supports a range of learning using face to face and online learning.

### **2.2 Learning**

Learning is a complete process inside the human brain (CEN, 2020). The brain works with neurons that are connected. In addition, it changes depending on the situation. Humans can experience and develop activities as part of the process. According to (Brown, 2003) learning is a continuous process that humans experience through social experiences. During the Learning process we need to consider the different learning styles that a human can have. According to Hatami (2012) describes learning style as a preferred way of using one's abilities. Moreover, Sternberg and Grigorenko (2010) mentioned there are three main motivations in studying styles:

understanding, anticipating, and enhancing educational achievement. A learning style refers to an individual's potential to easily comprehend and retain information Mirza and Khurshid (2020). Additionally, to an individual's preferred ways of organizing and thinking about information. The term learning style is commonly used in schools or any institution. There have been many studies regarding this process. According to Davis (1993) a learning style refers to an individual's preferred ways of gathering, organizing, and thinking about information.

### **2.2.1 E- Learning**

According to Naidu (2006) E learning is commonly used in the educational process in where we can use technology to teach people. To describe this term and the process in educational process, we can define the Letter “e” stands for “electronic” and this would be incorporated in educational activities. For instance, we need to consider asynchronous and synchronous that would be incorporated in educational activities. E-learning can be used in a variety of settings, such as formal teaching, professional development, corporate training, and personal purposes. E - learning is a way in which can be delivered through different devices such as desktop, laptop PCs, tablets, smart phones, and other mobile devices. In addition, E-learning is commonly seen as a cost-effective and flexible choice for some students as it reduces the cost of learning as they do not have to spend money on other things such as transportation, food and so on. Finally, it can develop students' personality, abilities, and skills.

### **2.3 Platforms**

ICTs stand for information and communication technologies and are identified, for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. From the last 4 years online courses were implemented in an easy way for students around the world. Online applications such as

Zoom, Teams, Google Meets and so on were developed to connect students and teachers or even in a job environment. Many authors have investigated and proposed many topics regarding online education based on those platforms. One of the biggest companies in the world such as Google has stated that it is offering its enterprise video conferencing features such as larger meetings up to 250 people and recording functionality for free since 2020. One of the most relevant during COVID 19 was Zoom. Zoom has raised the time limit of video calls in China, Japan, Italy, and the US by request. (Rani Molla, VOX. 2020).

### **2.3.1 Zoom**

Weiner (2017) Zoom was founded in 2011 by Eric Yuan, a former Corporate Vice President of Engineering Cisco Systems and its collaboration business unit, Cisco10 Webex. Zoom was launched in January 2013, and in May 2013 there were already one million participants. During the first year of its release, zoom established partnerships with B2B collaboration software providers, such as Redbooth (then Teambox), and also created a program named "Works with Zoom", which established partnerships with multiple hardware and software vendors such as Logitech, Vaddio, and InFocus.

### **2.3.2 Beginning using Zoom.**

Catriona (2020) mentions that Zoom is a practical tool to use in the process of language learning using Synchronous activities. First of all, we must create an account using your personal email, Zoom will ask you for a verification process through your email to validate your account. It is free to create an account with zoom. However, Zoom has a premium version. The free version allows you to create a meeting for only 40 minutes long and the premium version is unlimited. Moreover, you can create your own meeting and invite your colleagues, or you can join a meeting using the direct link or with the meeting ID.

### **2.3.3 Functions and icons in Zoom**

In Zoom platform, it contains functions and icons that can provide us important details on how a student can show presence with no verbal participation. Functions such as: raise hand, Yes or No, like, applause, share screen, share video camera, mute, unmute and so on. According to Kohnke et al. (2022), with those functions and icons, we can check information regarding students' participation, agreement to the content presented or confusion during the class.

According to BestColleges.com (2023). 88% of students have a positive experience with online learning through video conferencing tools such as Zoom. In the same survey it was found that 70% of students found online learning being equal or more effective than traditional classroom learning. In some parts of the study, it was found that students also reported some challenges with online learning through Zoom. These challenges included technical difficulties, distractions while learning from home, and lack of face-to-face interaction with peers and instructors. In addition, some students mentioned feeling burnt out and experiencing fatigue due to spending long hours in front of computers during online classes. Finally, while online learning through Zoom has its challenges, many students found zoom a way to have an effective learning to traditional classroom.

### **2.3.4 Zoom for Online Synchronous Language learning**

Synchronous activities in blended learning refer to activities that are conducted in real time, where teachers and students interact virtually simultaneously. According to Garrison and Kanuka (2004), synchronous occupations, such as live online classes, webinars, and video conferencing, are critical to facilitating partnership building and social relationships among students in a blended learning environment. Additionally, Picciano (2009) highlights that synchronous occupations in blended learning have the potential to give learners the flexibility to

engage in real-time discussions and receive immediate feedback from instructors while still having access to online course materials. Synchronous activities are activities or events that occur at the same time or in real time according to Mick and Middlebrook (2015), mentioned that these activities require students to be present and engaged simultaneously, in the same space or online platform. Some examples of synchronous activities are integrating live meetings, webinars, video conferencing, phone calls, and interactive online learning activities.

## **2.4 Blended learning**

According to Oliver and Trigwell (2005) said blended learning is an integrated combination of traditional learning with web technology. The classic definition of this term is related to Traditional learning in a classroom using technologies and face to face language lessons. The delivery of the online part of the course is usually complete learning technologies, typically involving a Virtual Learning Environment (VLE) such as ‘Blackboard’ or ‘Moodle’ and comprising the use of synchronous and asynchronous electronic tools, such as, respectively, ‘chat’ and ‘bulletin boards. In addition, the use of new platforms helps us to interact with our students such as, Zoom, Microsoft teams and so on. Blended learning is used as a combination of traditional learning and virtual engagement.

According to Horn (2017) the main idea of blended learning is that technology can be used to change traditional teaching methods and make education more accessible for all students. This is because we can combine online and offline learning, students can learn at their own time and manner, they can receive personalized instruction, and interact with their colleagues and teachers in significant ways. In addition, blended learning allows teachers to track students’ progress more effectively and adjust their teaching methods accordingly. Finally, Horn (201

7) stated that the goal is to use technology to make learning more engaging, interactive, and personalized to all students. As they could find a better way to acquire knowledge. In addition, providing students with access to resources and learning opportunities. By utilizing a blend of in-person and online instruction, teachers can create a flexible learning experience that meets the needs of each student and prepares them for success in the 21st-century workforce.

According to Horn (2017) one of the most important related components in the execution of a Blended Learning is the importance of the "adequacy" of each means of delivery of the course and the related correspondence of the type of delivery with the learning activity. Therefore, the face-to-face part of the course could develop students' fluency through class discussion, while the online element could develop students' critical thinking abilities. However, in practice, students have the potential to promote one of the delivery methods (face-to-face or online) to the detriment of the other. Conducting Blended Learning can involve a plurality of approaches, such as the following: Teachers could provide students with access to platforms for their Virtual Learning Environment class. Allowing 24/7 access to digital materials supporting work in the classroom. Students use technology to do specific tasks between the face-to-face classes, to prepare or consolidate: an 'integrated' attempt.

In Blended Learning we need to identify; Learning goals: It is important and essential to identify the learning goals and objectives of the course before designing a blended learning program. Not all programs could be adapted to blended learning. Learning activities must identify the ones that are important for the students. Activities that are really engaging to them. This will take place in each delivery method, whether they will be synchronous, asynchronous, or a combination. Moreover, technology tools that will be used to support both online and face-to-face learning components. Class should be adequate for both in order to work correctly with this



approach. Another important part of the activities is the assessment we track the way and how students are learning from traditional learning and virtual learning. It is important to consider a way to assess students related to the blended learning and which assessment methods will be used for online and in-person learning components. In addition, teachers, and student roles, this is considered one of the most important as we identify the roles of teachers and students in each delivery method, such as who will be leading discussions or managing group projects. Set proper expectations about the role in the class as much as online class. Students need to be prepared for the real role that they will be playing during the sessions. Students are able to develop self-learning by interacting in online and traditional activities. The course content is where we identify what topics and activities content will be delivered online versus in person, and how it will be structured to ensure continuity between both delivery methods. It is important to consider students' perspective as they may be confused when applying blended learning. Teachers must provide proper explanation about what the tasks will be and how students will achieve the task for both online and traditional classes. Finally, what support and resources will be available to students in both delivery methods, such as technical support, access to learning materials, and tutoring services. According to Hewett and DePew (2015) in blended learning there are two important activities to take in consideration Synchronous and Asynchronous activities. This enables a more personalized learning experience for each student and accommodates various learning styles. Furthermore, Palloff and Pratt (2013) emphasize the value of synchronous activities in blended learning to produce interaction and trust between students and teachers, as well as to promote collaborative learning. Synchronous activities can encourage students to work on group projects, participate in peer review sessions, and engage in problem-solving activities, all of which promote active learning and critical thinking skills during the sessions.

According to Mick and Middlebrook (2015) asynchronous occupations can end at any time and do not require competitors to be present in parallel. Examples of asynchronous occupations integrate electronic correspondence communication, dispute forums, pre-recorded lectures, and self-paced online courses. Synchronous activities in blended learning are activities that occur in real-time and involve interaction among learners and instructors. These activities include virtual meetings: These are online meetings where learners and instructors can interact through video conferencing tools such as Zoom, Skype, Microsoft teams and so on, live lectures where instructors can deliver live lectures through virtual classrooms, where learners can participate in real-time and ask questions or contribute to the discussion. Further, discussions in blended learning can be conducted through online forums or live chats, allowing learners to interact with each other and with instructors. Moreover, collaborative activities in blended learning can include group projects, peer reviews, and other team-based activities that promote collaboration and communication. Working in a team is essential to get students' participation. As well as feedback sessions in blended learning can be conducted in real-time, where teachers can provide feedback on assignments, assessments, and other learning materials. Synchronous activities in blended learning have generally been shown to enhance student collaboration, facilitate the work of a partnership, provide flexibility, and encourage active learning. By integrating these kinds of activities into blended learning courses, instructors can produce a more interactive and engaging learning experience for their students. It is important to consider students' perspective.

Nuryanto (2021) Asynchronous activities in blended learning refer to those learning tasks that do not require real-time interaction between a teacher and students. Instead, students can access the material at their own pace and in their own time. These activities include Online

discussion boards: Students can participate in online forums to share their opinions and ask questions. It is more related to show participation and fluency during class. Recorded lectures: Lectures can be recorded and made available to students so they can watch them at their own pace. It is important to mention that students have access to this kind of material, so they can practice any time. Moreover, Collaborative group projects are relevant for the classes as students can work in groups to complete a project and submit it online, they can use zoom in order to get organized and do the activities virtually. As part of the learning project students perform self-assessment quizzes, Students can take interactive quizzes to evaluate their knowledge. Track steps by step from each student it is important to show them how they grow in their own knowledge and skills. This makes students motivated in each activity. Another activity includes reading assignments in which students can read materials and textbooks online. Most of the time students prefer to interact with textbooks online. In contrast, writing assignments permits students to complete writing assignments and submit them online. Students are assigned with some personal and real-life situation essays. Part of the process when learning online is related to self-learning, for instance research assignments are conducted in which students can conduct research and submit their findings online. Nowadays, it is better to find information easily as we have access to technology. Finally, these asynchronous activities allow students to learn at their own pace and provide more flexibility in the learning process. They also enable teachers to provide more personalized instruction to students.

### **2.4.1 Online learning**

Online learning is a form of distance learning or distance modality, which has long been a part of the US education system and has become the considerable area of distance learning in

recent years (Bartley & Golek, 2004; Evans & Haase, 2001). For the purposes of this review of the literature, both hybrid or blended learning and purely online learning are considered online learning since an important part of the literature compares these 2 formats with the classic face-to-face format. Untainted online courses are courses that are delivered entirely over the Internet, and hybrid or blended learning combines classic face-to-face classes, Internet-based learning, and learning supported by other technologies.

As an increasing number of institutions adopt e-learning tactics, their successes depend not only on the availability of technology, but also on the extent to which teachers and students are supported as they explore and develop innovative ways to integrate technology into the learning experience. Pedagogical practices have to adjust, technical competence becomes more relevant, and a reliable and robust technical infrastructure should be maintained to use e-learning positively. These requests translate into a sequence of new student and faculty support requirements that institutions need to address (Wright, 2010). The use of technology in teaching, usually referred to as e-learning, became a standard element in various courses. Technology applications are not limited to the classroom: they also continue to co-locate various classroom sessions with virtual sessions or completely replace face-to-face courses with online courses.

Wan, Wang & Haggerty (2008). The concept "e-learning" has many connotations and ways. In this review, we focus on 3 types of e-learning courses. Online distance courses where the teacher does the class sessions online, not by email or by phone. In most cases, this does not need face-to-face meetings between the students and the teacher, either in the classroom or by video clip throughout the course. However, traditional courses are supplemented with technology in which instructors teach all sessions in the classroom but incorporate technology in some or all classes (using PowerPoint, Web-based activities, online testing, etc.). Moreover, there exist hybrid

courses in which the professor combines elements of online distance learning courses and traditional courses to replace some classroom sessions with virtual sessions. In addition, Online learning has become increasingly popular in recent years, with many students finding it a more convenient and flexible option than traditional in-person classes. However, one of the biggest disadvantages of online learning is the lack of face-to-face interaction with teachers and students. This can have several negative effects on student learning and social development.

Wut (2021). One of the biggest benefits of face-to-face interaction in the traditional classroom is the opportunity for students to ask questions, clarify information, and get feedback directly from their teachers. In an online learning environment, students often have to rely on email or message boards to communicate with their teachers, which can be less efficient and less effective than talking in person. This can lead to misunderstandings, delays in getting help, and a lack of personalized support for struggling students. Another major disadvantage of the lack of face-to-face interaction in online learning is the impact it can have on students' social development. In traditional classrooms, students have the opportunity to interact with a diverse range of peers, and to learn important social skills such as communication, teamwork, and conflict resolution. In online learning environments, however, students may only interact with a limited number of peers and may miss some of the social and emotional benefits of traditional classrooms. Overall, while online learning can be a convenient and flexible option for students, it is important to recognize the limitations of this approach, particularly in terms of the lack of face-to-face interaction. To address these challenges, online learning providers may need to consider new ways to foster student-teacher and student-student interaction, using tools such as video chats, online forums, and collaborative projects to provide a more engaging and effective learning experience.

Some reported benefits of online learning for the learners include offering more flexible learning experiences, opening channels for synchronous and asynchronous communication and interaction, allowing for more collaboration and interaction with peers, providing access to learning resources in various formats, and promoting authentic and situated learning (Ally, 2008; Davies, 2014; Fuller & Yu, 2014). Bell and Federman (2013) explain that online learning has the potential to enable and advance entry into mainstream education for those with socioeconomic, academic, and health challenges that prevent them from attending face-to-face classes. They also cautiously say that they feel anonymous as another benefit of online learning. Although anonymity can have several disadvantages, it can offer students more independence to participate in learning activities. Online teachers also have the possibility to benefit from online learning. The benefits that they can obtain include greater flexibility regarding the location and hours of education; being able to quickly reuse and update learning materials; increase the proportion of ways to communicate, supervise and guide individual students; and improve their ability to decide the educational needs of students and design personalized learning experiences accordingly (Ally, 2008).

## **2.5 Students' motivation**

Students enroll in online programs and courses for reasons that are primarily related to access, convenience, and flexibility. Noel-Levitz National Online Learners Priorities Report (2010) indicates that the top three priorities for students choosing to enroll in online programs were convenience, flexible programming, and the ability to fit education into their work schedule. Moreover, Heyman (2010) states that three areas of importance in relation to student retention are student support and student connection with the institution, quality of interaction between faculty and students, and student self-discipline. Street (2010) conducted an analysis of eight studies of

online learners in which it identified some external factors such as course structure and support, personal factors such as self-efficacy and autonomy from students, and academic factors such as time and study management during the period of time it was done. These studies show that as with face-to-face learning, a number of variables are out of the control of the institution, elements such as course-structure and faculty support can make a positive difference in the retaining of online students. A well-prepared course structure helps students to take learning online seriously in institutions. A number of studies were done in order to understand the rationales behind students' success in online/hybrid learning. Duncan et al. (2013) find that student perceptions of a rigorous curriculum provide the motivations for success. A rigorous curriculum is defined as having clear definitions of goals and learning outcomes. Literature also exposes that an instructor should consider different methods than those used in traditional settings in order to engage students in online learning (Brocato et al., 2015). This research shows that a high level of frustration emerges when a course is organized poorly, and students spend too much time searching for necessary information. Unclear expectations or changing learning goals frequently during the class discourages students and causes confusion about course objectives (Duncan et al., 2013). This research identifies the prerequisites for successful online learning, which are course clarity and organization.

Warden (2013) concluded that learning takes place best when the instructor centrally controls the environment. This control minimizes many of the technical problems associated with online courses by providing training and advice to students on using the equipment properly (i.e., checking audio and video). This author also concluded that students still have significant opportunities in these controlled environments to construct their learning, and as their technical

capabilities develop, they can explore situations of greater student-centered control. An instructor is ultimately the main component behind the success of an online course (Zen, 2008).

Zoom is a web-based video conferencing tool with a local, desktop client and a mobile app that agrees users to meet online, with or without video. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform. Zoom was founded in 2011 by Eric Yuan, a former Corporate Vice President of Engineering Cisco Systems and its collaboration business unit, Cisco10 Webex. The service launched in January 2013, and by May 2013 it claimed one million participants. During the first year of its release, zoom established partnerships with B2B collaboration software providers, such as Redbooth (then Teambox), and also created a program named "Works with Zoom", which established partnerships with multiple hardware and software.

## **2.6 Teachers' preparation**

In online classes some of the factors that must be considered by teachers are they need to determine the technology they will use. It is important to determine the online platform or software that they will be using for your online classes and become familiar with how to use it. They need to be masters of that platform for example: Zoom, Microsoft and so on. Then, create a schedule or plan as part of the organization process. It is key to set up a schedule for your online class and determine what material you use in each session. In addition, design your class content: prepare your course materials such as videos, readings, and lectures electronic versions. Also, create interactive presentations that make it easier for students to understand. It is essential to get students' attention when teaching through zoom. Communication with students, create a channel of



communication with the students and encourage them to participate in online groups or discussions. Create an environment in which students can have the opportunities to ask questions, participate in discussions, and collaborate on projects. During some sessions it is important to create assessments, develop assessments that align with your course objectives and can be completed online. After assessment teachers must not forget about feedback, ensure you provide feedback to students on their progress so that they can understand their performance and improve their work. Manage your digital classroom in every session to ensure you have a strategy for managing online classroom behavior. Make sure students know what is expected of them and communicate the expectations for class participation, assignments, and assessments. It is important to set clear expectations on the teachers' and students' role. Finally, Understand the latest trends in online education and continue to learn about new and relevant technology that can be integrated into your teaching.

According to some authors such as (Abdous, 2011; Bailie, 2011; Bailey & Card, 2009; Bawane & Spector, 2009; Munoz Carril et al., 2013) teachers must prepare with online skills they need to express and master extensive knowledge of the content. Set proper learning goals and objectives that coincide with learners' levels and characteristics. Moreover, teachers must develop a learning program and develop a course outline that includes all course components and elements. Selecting appropriate and varied learning resources that facilitate different learning styles and preferences. (Abdous, 2011; Bailey & Card, 2009; Bailie, 2011; Bawane & Spector, 2009; Craddock & Gunzelman, 2013; Munoz Carril et al., 2013) in their books take into consideration the following strategies for teachers. These principles and strategies include learning theories, such as learning styles, the adult learning theory, the learner-centered approach, and collaborative learning. Moreover, designing and implementing appropriate instructional strategies, as well as

classroom assessment and student engagement techniques. Organizing and facilitating students' participation and providing guidance and support as needed. Motivation during classes is a key for online learning to get students and show enthusiasm and interest. Encourage students to go further, incorporate new vocabulary. As part of the learning process, it is important to foster learners' self-assessment and reflection. Finally, promote group interaction, collaboration, and teamwork.

In teaching online process teachers must be prepare with some technological skills (Abdous, 2011; Alman & Tomer, 2012; Bailie, 2011; Bailey & Card, 2009; Bawane & Spector, 2009; Munoz-Carril et al., 2013), although online learning relies heavily on technology, there is no need for online teachers to be technologically advanced. Online teachers have to have adequate technological literacy skills to be able to do the following: accessing various technological resources and tools, such as email, Internet browsers, and video chat applications. They must understand the learning and teaching capabilities and limitations of these tools. As they are the one in front of the class, they need to master those applications. However, they need to be aware of the technical potential of, and procedures used to create, e-content, such as e- books and instructional videos; and being alert to the latest updates and renewals of educational technology and software.

Hold a Personal Interest in Students Probably the most obvious way to communicate appropriate levels of cooperation is to take a personal interest in each student in the class. As McCombs and Whisler (1997) note, all students realize personal attention from the teacher. Although busy teachers, particularly those at the secondary level do not have the time for extensive interaction with all students, some teacher actions can communicate personal interest and concern without taking up much time. Teachers can talk informally with students before, during, and after class about their interests. This helps teachers and students to create a friendly environment and not only educational. Moreover, greeting students outside of school creates a better environment.

Teachers need to be aware of and comment on important events in students' lives, such as participation in sports, drama, or other extracurricular activities. Knowing each other will create an atmosphere in which every student feels comfortable with the class. Teachers must be able to recognize students on important achievements in and outside of school. In addition, it is important to establish clear learning goals. Teachers can also exhibit appropriate levels of dominance by providing clarity about the content and expectations of an upcoming instructional unit. Crucial teacher actions to achieve this end include establishing and communicating learning goals at the beginning of a unit of instruction, providing feedback on those goals, continually and systematically re-visiting the goals. Finally, Providing summative feedback regarding the goals.

Rules during the class are important to have an order. Students must know all rules and teachers must be careful when providing rules in order to avoid any situation related to the students' behavior. According to Wong (2009) mentioned that the function of a rule is to prevent any behavior through consequences. Moreover, Rules normally have clearly defined consequences for undesired behaviors. For instance: keep your hands to yourself or do the things that correspond to you with no consequence. However, it is important to consider the methods and procedures on how things are done in the classroom. (Wong, 2009). If procedures are not followed as expected, it is essential to verify what are some procedures that need to be changed.

## **2.7 Recent studies**

Nuryanto (2021), examined the attituded of the students using zoom to learn and develop English skills. In this study the researcher conducted a pre-test and a post- test to measure students' skills. He conducted the study in Salatiga with a group of 60 participants. The participants were encouraging to interact with the teachers and colleagues during the session. The ZOOM platform

simplifies features that allow them to work easily and be independent with the activates provided by the teacher. The findings of this study indicated that zoom improves English skills and motivation during classes. Additionally, the study shows a positive attitude to the use of learning platforms such as Zoom. According to his results Nuryanto (2021), mentioned that Zoom Meeting stimulates the involvement, motivation, and success of students in the learning process and said that Zoom improves the quality of learning and students' motivation during the learning process.

Alfadda and Mahdi (2021), conducted a study to measure students' use of ZOOM platform in language course based on the Technology Acceptance Model (TAM). The technology acceptance model (TAM) was used to get insights about students' reactions to technology for language learning. The participants of this study were 75 undergraduate English-as-Foreign-Language learners who studied in online during the COVID-19 pandemic. Participants used Zoom and Blackboard as tools for online learning in the academic year 2019/2020. The instrument used by the researcher of this study was adaptation of a questionnaire developed by Yang and Wang (2019). The questionnaire had a 5-point Likert scale "strongly disagree", "disagree", "neutral", "agree", and "strongly agree." Items of the constructs and the sources they have been included in are appended in "Appendix." The questionnaire was centered on six constructs: Computer self-efficacy, Perceived Usefulness, actual use of Zoom, perceived ease of use, attitude, and behavioral intention of using Zoom. The researchers concluded that there was a positive attitude to the use of Zoom. In addition, there was a solid positive correlation between the actual use of Zoom and the students' attitudes and behavioral intention.

Risma (2021), conducted a study related to develop speaking skill using Zoom as a way of communicating effectively with students. In the study mentions that speaking skill is one of the most important skills as he considered that these skills must be mastered by students so they can

face and communicate with the global world. However, in this research explains the lack of motivation to master this skill. This research analyzes how ZOOM platform can enhance English learners' motivation to speak in English. Risma used a descriptive qualitative method to collect the data. The researcher applied some instruments, questionnaires, and interviews in which there were 30 participants using Zoom to develop speaking skill. Risma concluded that Zoom is interesting for students as it provides motivation and stimulating activities to develop their speaking skill. In the study shows an analysis of speaking skill motivation through e-learning and it concludes that Zoom is enough to be used for e-learning due to all its characteristics such as sharing display, video chat, and text chat. Additionally, mentions that Zoom is quite stable to continue the e-learning activities.

Menggo (2021), examined the perceptions and barriers on using Zoom in speaking class during COVID-19 pandemic. He describes Zoom as an excellent tool to use for classes during pandemic as he states that Zoom promotes an attractive way to participate in classes using web camera and microphone in comparison of a traditional class or face-to-face environment. This study explores the students' perceptions of using Zoom in speaking class. In this study there were 96 participants from an English Program in Indonesia. He used a questionnaire of a four -point Likert scale. There were 18 items that contained students' perceptions and challenges of the ZOOM platform use in speaking courses. This questionnaire was shared in Google form. According to Menggo the findings were that students' perceptions of using Zoom in speaking class during the COVID-19 Pandemic was positive. However, the barriers found were more related to the infrastructure and the internet network stability. He concluded that Zoom is an excellent tool to use for online learning as students have a really good impression using it. One of the main points of this study was that students do not feel anxious about speaking in front of the class.

Kim (2020) conducted a study of the efficacy of Zoom as an educational tool for English reading comprehension in English Foreign Language classroom. The main purpose of this study was to survey learners' opinions and satisfactions regarding zoom video lectures. The participants consisted in two groups and each group there were 50 students. The first group was the control group from the Faculty of Law and Department of International Trade and the experimental group from law and economics. Kim conducted two achievement tests and a questionnaire. Moreover, there were three stages in the English reading classes a pre-reading activity, reading activities, and post reading activities. In those activities it was used a textbook of 12 chapters related to the American culture. Kim concluded that zoom video lectures have a positive effect on the students. Some of the reasons that students found using Zoom were 'increased interest in and motivation towards learning,' 'self-directed learning,' and so on.

Nuraziza et al. (2021), investigated the students' perceptions regarding ZOOM platform on the online learning process and how Zoom provides a new vision in education. This study took place in a university in Bandar Lampung and there were 87 students in total. However, only 25 answered the questionnaire. The questionnaire was distributed through Google form and used a multiple-choice format such as A (Totally Agree), B (Agree), C (Disagree), and D (Totally Disagree). Finally at the end of this questionnaire the researchers added some open questions regarding the student's opinion. The qualitative descriptive approach was used as there were some interviews and questionnaires to obtain the data. The findings showed that there were positive perceptions about the implementation of Zoom in online learning process since it was easy to use, and it can have more impact during this process. The recent studies mentioned before demonstrating that ZOOM platform it is a tool to use when online learning is required by

institutions. Students feel comfortable using it as it is something different that they can use in their classes. Students' motivation, learning and perceptions on the use of zoom for an online learning is presented in the table 1.

Table 1

*Recent studies on the use of Zoom in an online learning.*

| <b>Author</b>            | <b>Participants</b>  | <b>Purpose</b>  | <b>Instrument</b>                          | <b>Findings</b>  |
|--------------------------|--|---|--|--|
| Nuryanto (2021)          | High school students   | examined the attituded of the students using zoom to learn and develop English skills                       | Pre-test, Post-test, and questionnaire     | Zoom Meeting stimulates the involvement, motivation, and success of students in the learning process   |
| Alfadda and Mahdi (2021) | Undergraduate English-as-Foreign-Language learners                       | Measure students' use of Zoom application in language course based on the Technology Acceptance Model (TAM) | Questionnaire of a 5-point Likert scale    | The researchers concluded that there was a positive attitude to the use of Zoom. In addition, there was a strong positive correlation between the actual use of Zoom and the students' attitudes and behavioral intention.         |
| Risma (2021)             | English learners of various circles who were joined to English Zoom Club | Develop speaking skill using Zoom as a way of communicate effectively with students                         | Instruments, questionnaires and interviews | Concludes that Zoom is enough to be used for e-learning due to all its characteristics such as sharing display, video chat, and text chat. Additionally, mentions that Zoom is quite stable to carry on the e-learning activities. |

|                        |                     |   |   |  |
|------------------------|---------------------|---|---|--|
| Menggo (2021)          | University students | Examined the perceptions and barriers on using Zoom in speaking class during COVID-19 pandemic.                                 | Questionnaire of a four -point Likert scale                     | Concluded that Zoom is an excellent tool to use for online learning as students have a really good impression using it. One of the main points of this study was that students do not feel anxious about speaking in front of the class. |
| Kim (2020)             | University students | The efficacy of Zoom as an educational tool for English reading comprehension in English Foreign Language classroom             | Two achievement tests and a questionnaire                       | Kim concluded that zoom video lectures have a positive effect on the students. Some of the reasons that students found using Zoom were ‘increased interest in and motivation towards learning’, ‘self-directed learning’, and so on.     |
| Nuraziza et al. (2021) | University students | students’ perceptions regarding Zoom application on the online learning process and how Zoom provides a new vision in education | Questionnaire of a four -point Likert scale and open questions. | The findings showed that there were positive perceptions about the implementation of Zoom in online learning process since it was easy to use and it can have more impact during this process.   |

*Source: own elaboration*



## **Chapter III Methodology**

### **3.1 Introduction**

In this chapter it describes the methodology of the study in seven parts: method, research context, participants, data collection techniques, instruments, and materials, ethical considerations, procedure, and data analysis.

### **3.2 Method**

According to Kumar (2011) in quantitative research, it is possible to explore, measure, determine the intensity and combine attitudes to different aspects of an issue to arrive at one indicator that is reflective of the overall attitude. In quantitative research you can ascertain the types of attitudes people have in a community, how many people have a particular attitude and what the intensity is of those attitudes. A number of techniques have been developed to measure attitudes and their intensity in quantitative research, but such techniques are lacking in qualitative research. This is mainly because in qualitative research you do not try to measure or quantify. The concept of attitudinal scales, therefore, is only prevalent in quantitative research.

### **3.3 Context of research**

This research is for teachers who teach through zoom platform. This will help to know about students' perspective regarding online learning. The place where this research take place is in Puebla City. Due to Covid 19 some schools are still carry-on Online classes. Basically, the classes are performed through Zoom platform in a group of about 8 to 20 students from 18 to 35 years old students. According to the Common European Framework of Reference for Languages (CEFR) (2008), a B1 learner in English can understand the main points of view of a clear and standard

discourse on familiar issues that are regularly found at work, school, free time, etc. they are able to understand the essential aspects of simple texts on related topics. In addition, they can manage most situations that may arise as you travel in an English-speaking area. B1 learners can express simple and coherent ideas on related topics, this is related to a specific topic provided by a person. They must provide the main idea and support with clear content. Experiences, events, dreams, hopes, and ambitions are the most common real situations they can face when practicing the language. Students have already developed technological skills as they are able to manage a computer or a device. It is important to consider that students must have at least one electronic device to attend classes. It was required to create an online account in Zoom platform with all his personal information. Moreover, students are provided with an introduction on how to use Zoom platform. It is important to know student's perspective to be prepare for the future classes.

### **3.4 Participants**

Participants of this study are 21 students, located in Puebla, Puebla. There are 16 men and 5 women; their ages are from 18 to 33 years old. All students have technological skills to manage a computer or an electronic device. At the beginning of the classes some students mentioned that they have used Zoom before. Table 1 shows the data of the participants. The unit is the number of participants, in the second column women are represented with a "2" and men are represented with a "1". Finally, in the third column the age is presented with a number. See table 2.

Table 2

*Data of the participants*

| <b>Unit</b> | <b>Gender</b> | <b>Age</b> |
|-------------|---------------|------------|
| <b>1</b>    | 1             | <b>23</b>  |
| <b>2</b>    | 1             | <b>27</b>  |
| <b>3</b>    | 1             | <b>20</b>  |
| <b>4</b>    | 1             | <b>24</b>  |
| <b>5</b>    | 1             | <b>22</b>  |
| <b>6</b>    | 1             | <b>29</b>  |
| <b>7</b>    | 1             | <b>18</b>  |
| <b>8</b>    | 1             | <b>27</b>  |
| <b>9</b>    | 1             | <b>25</b>  |
| <b>10</b>   | 1             | <b>19</b>  |
| <b>11</b>   | 2             | <b>24</b>  |
| <b>12</b>   | 1             | <b>27</b>  |
| <b>13</b>   | 1             | <b>27</b>  |
| <b>14</b>   | 2             | <b>22</b>  |
| <b>15</b>   | 2             | <b>27</b>  |
| <b>16</b>   | 1             | <b>23</b>  |
| <b>17</b>   | 1             | <b>22</b>  |
| <b>18</b>   | 2             | <b>24</b>  |
| <b>19</b>   | 2             | <b>22</b>  |
| <b>20</b>   | 1             | <b>33</b>  |
| <b>21</b>   | 1             | <b>24</b>  |

*Source: own elaboration.*

### **3.5 Data collection techniques and instrument.**

As part of the research and to collect information about student's perspective on the use of zoom in an online learning. this study used a survey. Hernandez et al. (2014) says that a questionnaire is a set of questions that could have many variables and those questions could be open or close. For instance, with those questions we are able to collect important useful information from students.

According to Kumar (2011) in quantitative research there are three scales which have been developed to 'measure' attitudes. Each of these scales is based upon different assumptions and follows different procedures in their construction. As part of this research, it is important to understand some procedures related to assumptions since we can make some appropriate interpretations of the findings. The Likert scale is part of this research as it is the easiest to develop and interpret.

For this research, the type of questionnaire is the summated rating or Likert scale (Kumar, 2011). The added rating scale is most known as the Likert scale, assumes of each statement or item on the scale has equal attitudinal value importance or weight in terms of reflecting an attitude towards the issue in question (Kumar, 2011). This scale will help us to gather students' attitudes towards an issue of a specific topic. In this scale we will be using 5-point Likert scale (Strongly agree, agree, neutral, disagree and strongly disagree). The questionnaire items explored the perspective of using zoom during online classes. Some items are focus on the use of zoom in learning English.

### **3.6 Instrument**

The questionnaire of a five-point Likert scale is used to collect students' perceptions and challenges using ZOOM platform. 30 statements are implemented and consist of 5 options. Students are asked to choose one of the five options provided. The questionnaire is distributed in Google form. The 30 statements are classified into different components. These are related to students' factors that occur in the ZOOM platform. Statements from number 1 to 6 are related to zoom features, statements from 7 to 12 are aspects related general learning. Statements from 13 to 14 are related to vocabulary. Moreover, statement 15 and 16 are related to writing. Statements from 17 to 21 are related to speaking. Statement 22 is related to reading. From 23 to 24 are statements related to interaction. Finally, statements from 25 to 30 are more related to evaluation.

### **3.7 Ethical Consideration**

Participants are 18 years old and are considered as adults. They were invited to participated in the study and they opted to participate by they own decision. According to Kumar (2011) he mentions that it is important to first inform our possible participants about the study and before collecting any information we should obtain their consent to gather it. As part of this ethical consideration some points to consider are the following: Consent, harm, confidentiality, avoiding bias and incorrect reporting.

## **Chapter IV Results**

### **4.1 Introduction**

In this chapter we identify, analyze, and explain data collection of the results. In the following sections, the results will be presented with a graphic of each item's results and a short explanation of the findings. Finally, all the information will be described in the discussion section. The descriptive statistical analysis will be used in this study. According to () refers to the statistical description allows to organize and present the data in a way that is easy to interpretate.

For the quantitative data in unvaried analysis there are three points that we need to consider identity, order, and additivity. (Cortada de Kohan y Carro, 1968:11). There will be two levels to consider during this study: nominal and ordinal.

As part of this study, we will be using the absolute frequency in where we count the observations and data classification. In other words, the most repeated phenomenon.

### **4.2 Zoom features**

In this section are presented the sections that belong to the Zoom features related to the use of Zoom during online classes. The items were classified into some categories such as: customized class figure 1, environment figure 2, and disadvantages figure 3.

#### 4.2.1 Zoom was good because it seemed like a customized class for me.

The majority of the participants (71.43%) strongly agree that with the use of Zoom there are customized classes. The other (23.81%) of the participants selected as a neutral. Finally, the (4.76%) selected as agree. See figure 1.

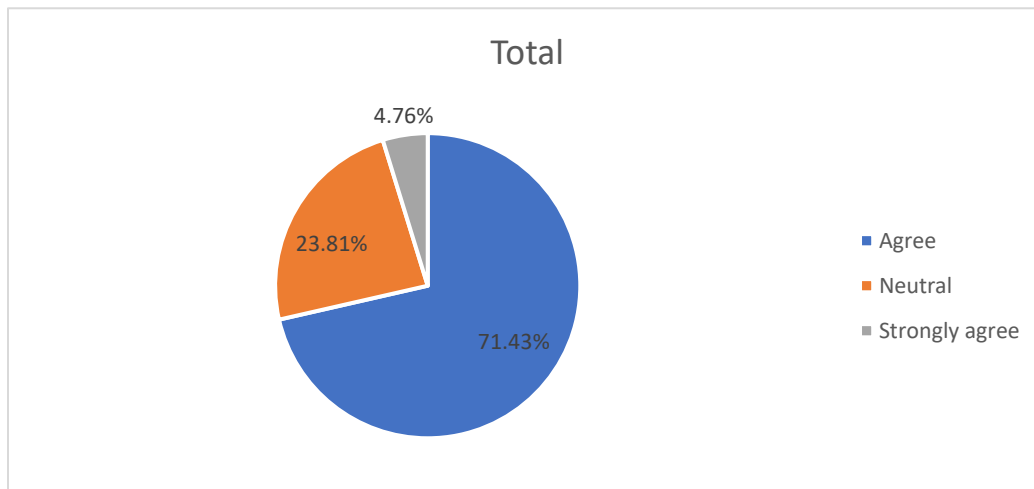


Figure 1: Zoom was good because it seemed like a customized class for me.

Source: own elaboration.

#### 4.2.2 The use of the camera in Zoom help me to feel part of the class.

In this item the (23.81%) of the participants selected neutral, other (23.81%) selected disagree. Moreover, another (23.81%) of the participants selected strongly disagree. (14.29%) of the participants selected neutral. Finally, (14.29%) selected agree. See figure 2.

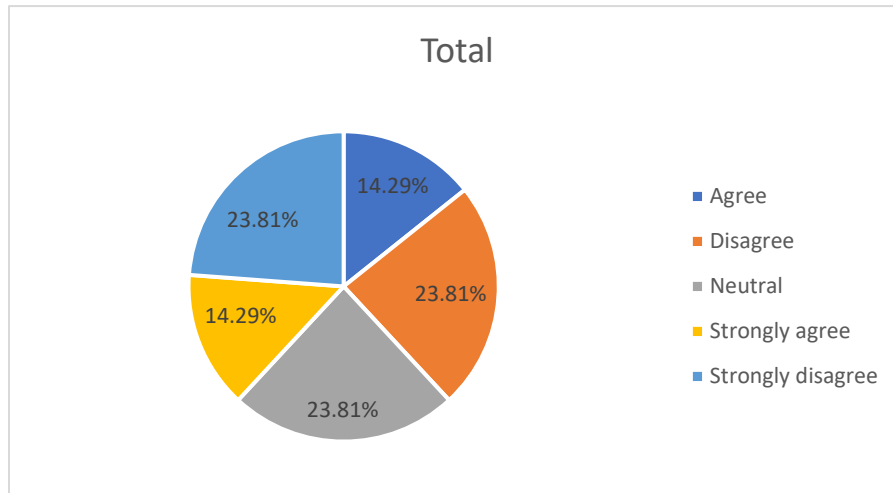


Figure 2: The use of the camera in Zoom help me to feel part of the class.

Source: own elaboration.

#### 4.2.3 I found difficulties using some Zoom features.

A group of participants with the (33.33%) selected neutral and other (33.33%) selected strongly disagree. (19.05%) of the participants are neutral to this item. Only (9.52%) agreed to have difficulties with this item. Finally, the 4.76 of the participants strongly agreed to have difficulties. See figure 3.

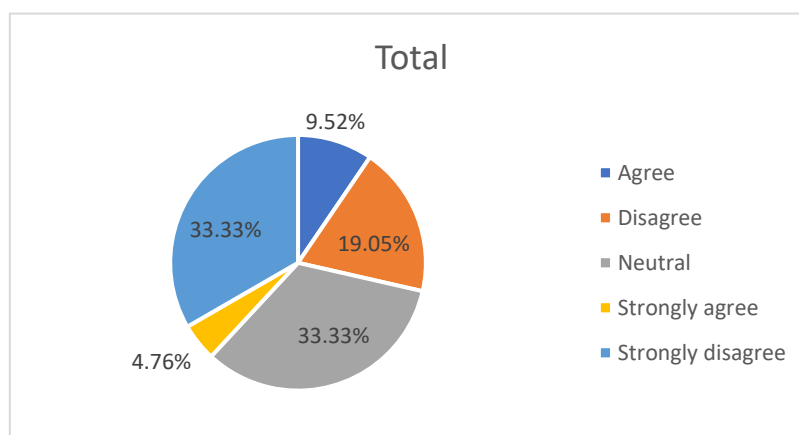


Figure 3: I found difficulties using some Zoom features.



Source: own elaboration.

### 4.3 Zoom and general learning

In this section are presented the sections that belong to the Zoom and general learning from students. This is related to the use of Zoom during online classes and how a learning process is developed. The items were classified in students' perspectives when using Zoom in online classes. See figures 4,5 and 6.

#### 4.3.1 I like using Zoom for learning perspectives.

The majority of the participants (61.90%) agreed that they like using Zoom for learning. (23.81%) strongly agree and (14.29) are neutral to this item. See figure 4.

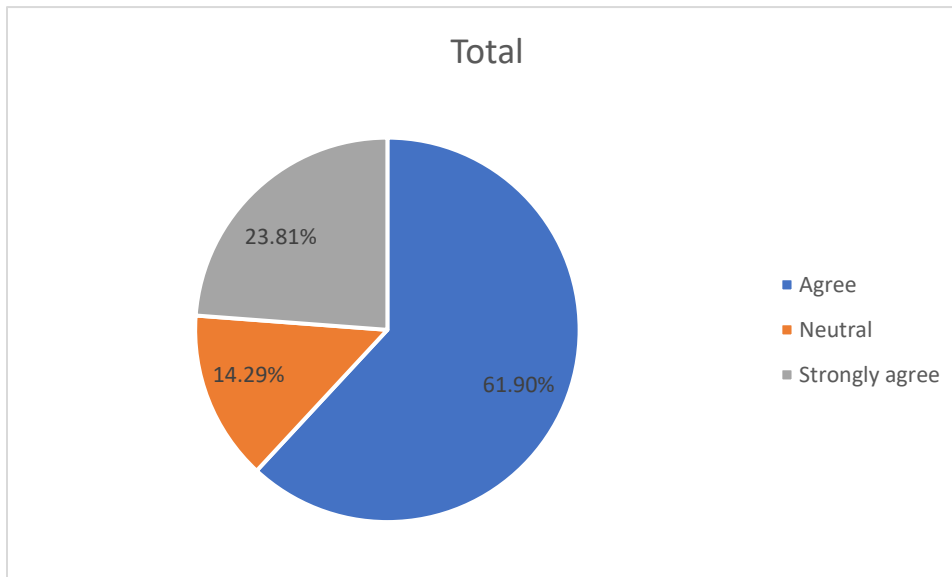
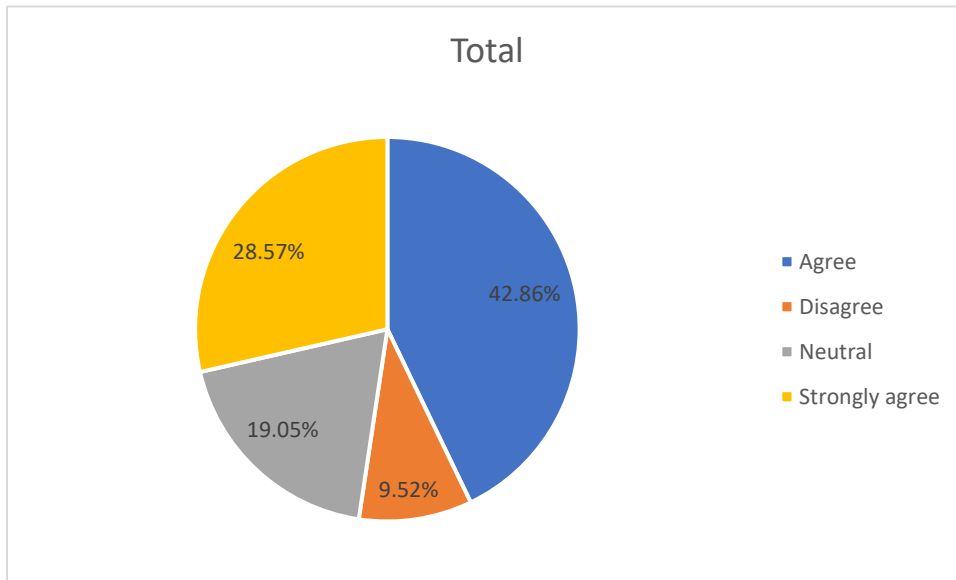


Figure 4: I like using Zoom for learning.

Source: own elaboration.

#### 4.3.2 It was interesting because it was a fresh way of learning.

The majority of the participants (42.86%) agree that it is interesting because it was a fresh way of learning. The other (28.57%) strongly agree. (19.05%) are neutral to this statement. Finally, (9.52%) disagree on this item. See figure 5.

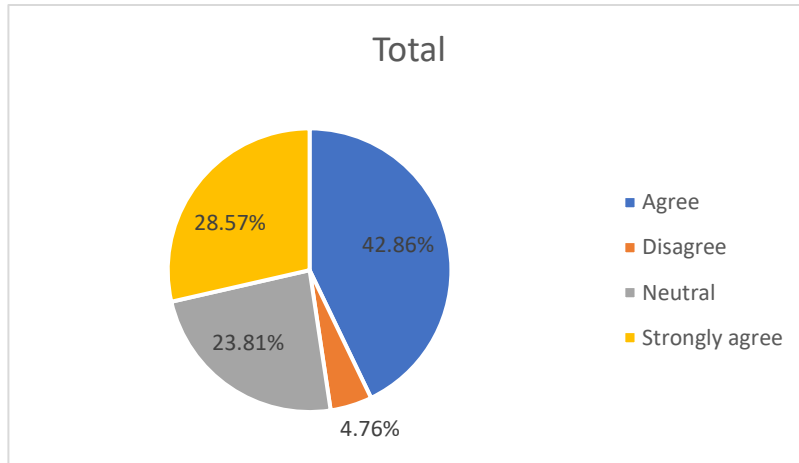


*Figure 5:* It was interesting because it was a fresh way of learning.

*Source:* own elaboration.

#### 4.3.3 It was nice to be able to concentrate well and to be more comfortable than when taking classes in the classroom.

The majority if the participants (42.86%) agreed to feel comfortable using zoom than taking classes in the classroom. The other (28.57%) strongly agree with this item. (23.81%) of the participants are neutral. Only (4.76%) disagree with this item. See figure 6.



*Figure 6: Concentrate and comfort in Zoom.*

*Source: own elaboration*

#### **4.4 Zoom and developing vocabulary.**

In this section is presented the section that belong to the use of Zoom for developing vocabulary. This is related to the use of Zoom during online classes and how vocabulary is developed. See figure 7.

##### **4.4.1 Zoom application helps me to develop vocabulary.**

Most of the participants (47.62%) agreed that Zoom helps to develop vocabulary. The (42.86%) are neutral to this item. Finally, (9.52%) disagree to develop vocabulary using Zoom. See figure 7.

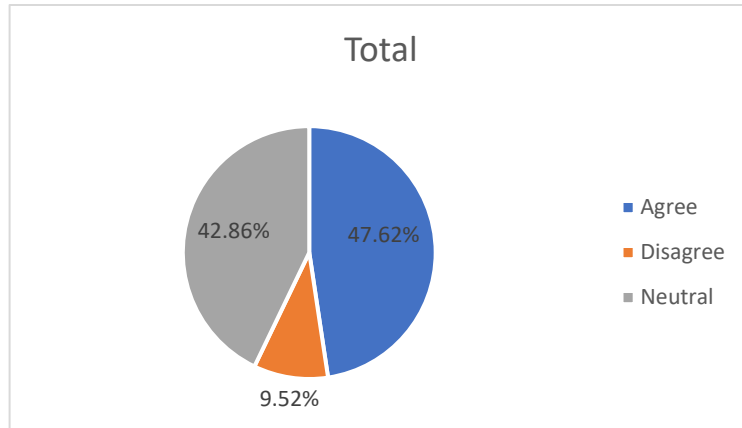


Figure 7: Zoom application helps me to develop vocabulary.

Source: own elaboration.

#### 4.5 Zoom and writing skill.

In this section is presented the section that belong to the use of Zoom and writing skill. This is related to the use of Zoom during online classes and how writing skill is use. See figure 8.

##### 4.5.1 Zoom helps to write freely.

With the (57.14%) of the participants agree that Zoom helps to write freely. The (23.81%) of participants are neutral to this item. (9.52%) strongly agree with this item. Finally, the (9.52%) disagree. See figure 8.

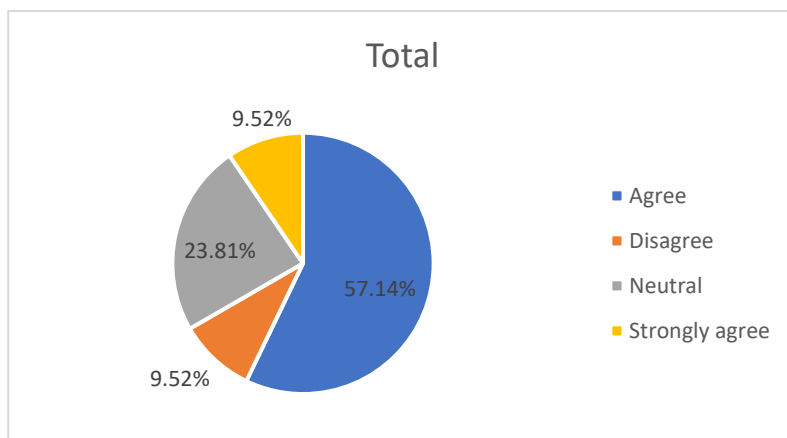


Figure 8: Zoom helps to write freely.

Source: own elaboration.

#### 4.6 Zoom and speaking skill.

In this section are presented the sections that belong to the use of Zoom and speaking skill. This is related to the use of Zoom during online classes and how speaking skill is developed. See figures 9, 10 and 11.

##### 4.6.1 Zoom helps me to develop my speaking skill.

The majority of the participants (42.86%) agreed that Zoom helps to develop speaking skill. With the (33.33%) of the participants strongly agree with this item. Finally, the (23.81%) are neutral to this item. See figure 9.

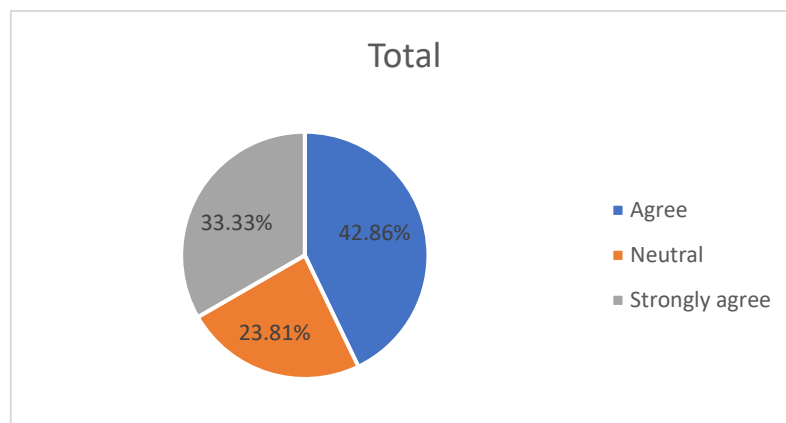


Figure 9: Zoom helps me to develop my speaking skill.

Source: own elaboration.

##### 4.6.2 I like practicing speaking using Zoom.

The percentage of the participants that agreed that like practicing speaking using zoom was (52.38%). The (28.57%) selected strongly agree and the other (19.05%) are neutral to this item.

See figure 10.

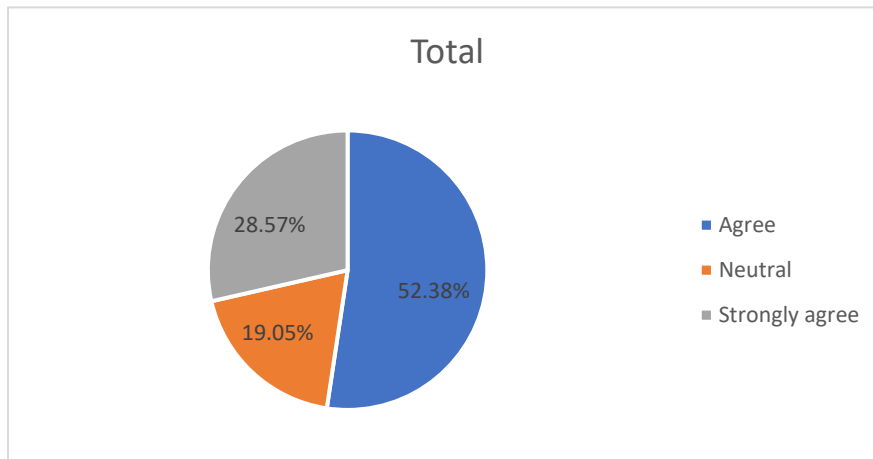


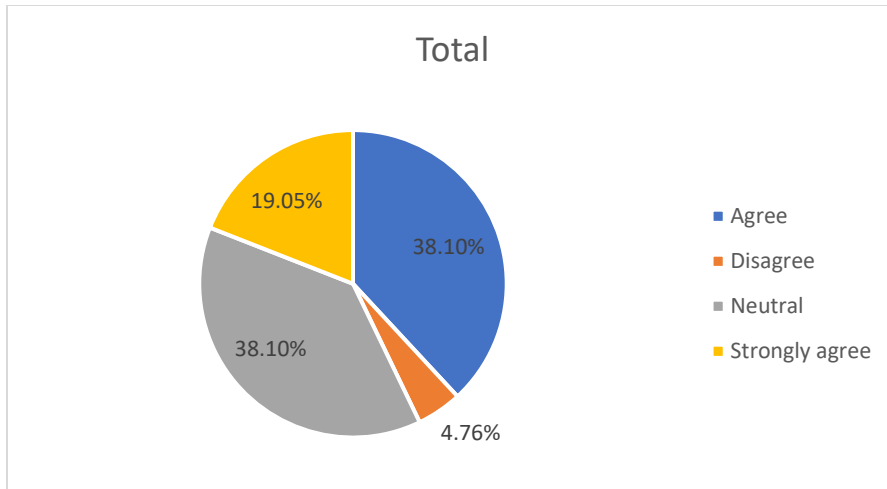
Figure 10: I like practicing speaking using Zoom.

Source: own elaboration.

#### 4.6.3 Using Zoom application improves my English fluency.

A group of participants (38.10%) selected agree due to Zoom improves their English fluency, and the same percentage (38.10%) are neutral. The (19.05%) of the participants strongly agree that Zoom improves their English fluency. Finally, the (4.76%) selected disagree to this item.

See figure 11.



*Figure 11: Using Zoom application improves my English fluency.*

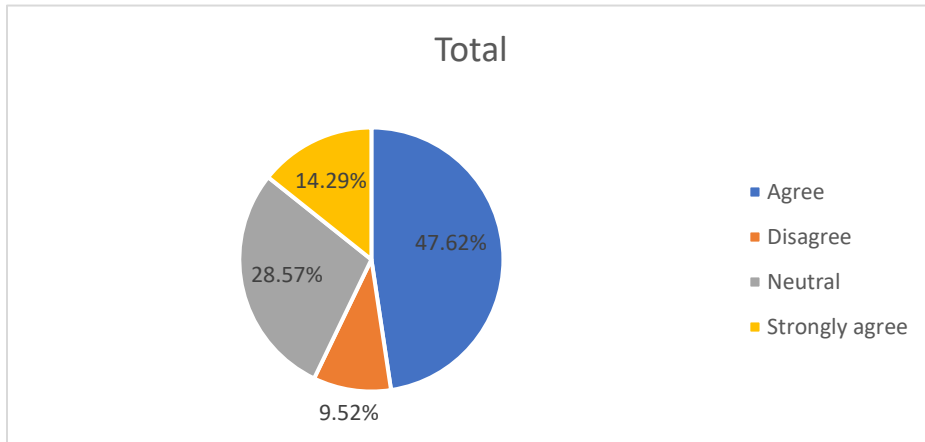
*Source: own elaboration.*

#### **4.7 Zoom and reading skill.**

In this section is presented the section that belong to the use of Zoom and reading skill. This is related to the use of Zoom during online classes and how reading skill is developed. See figure 12.

##### **4.7.1 Zoom application helps me to develop my reading comprehension skill.**

The majority of the participants (47.62%) agree to Zoom helps to develop reading skill. The (28.57%) are neutral to this item. Moreover, the other (14.29%) strongly agree that Zoom helps to develop reading skill. Finally, the (9.52%) disagree on this item. See figure 12.



*Figure 12: Zoom application helps me to develop my reading comprehension skill.*

*Source: own elaboration.*

#### **4.8 Zoom and participation in class.**

In this section are presented the sections that belong to the use of Zoom and the participation in online classes. This is related to the use of Zoom during online classes and how participation is revealed in real time. See figures 13, 14 and 15.

##### **4.8.1 It was good to communicate with the professor, and it was also good that the professor listened to my opinion.**

The majority of the participants (61.90%) strongly agree that zoom helps to communicate with the professor. The other (38.10%) agree with this item. See figure 13.



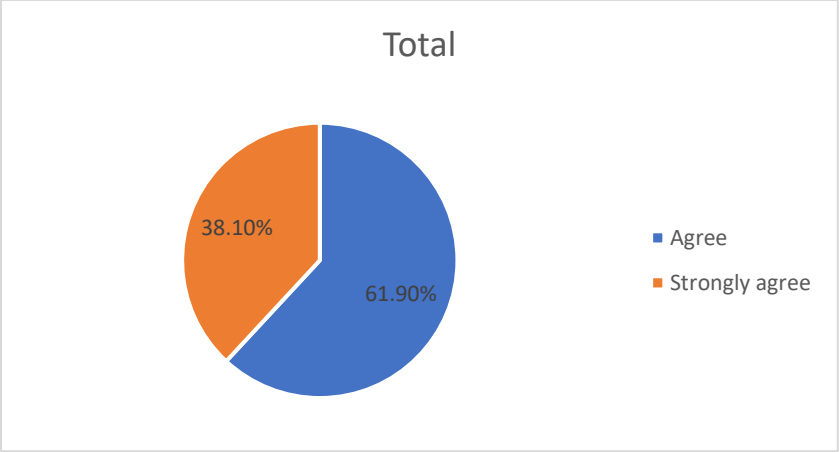


Figure 13: Student – teacher communication.

Source: own elaboration.

**4.8.2 Using Zoom improves my participation.**

The (42.86%) agree that Zoom improves participation. (38.10%) of the participants strongly agree to this item. Moreover, the (14.29%) are neutral to this statement. Finally, only the (4.76%) selected disagree. See figure 14.

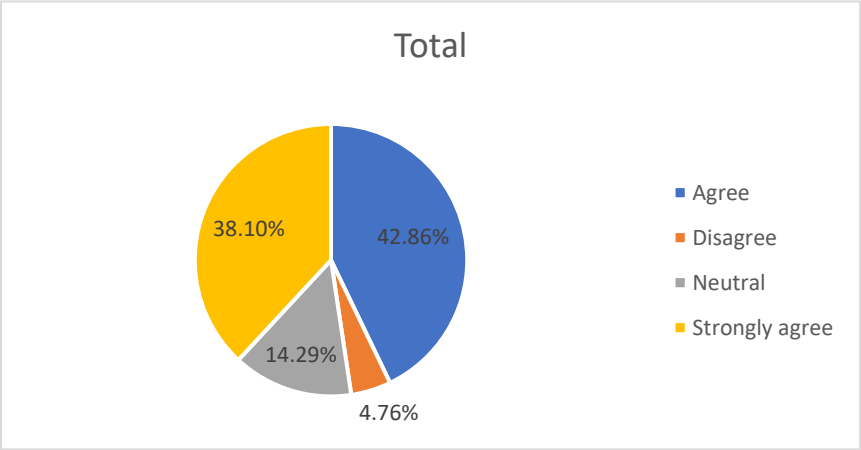


Figure 14: Using Zoom improves my participation.

Source: own elaboration.

### 4.8.3 Zoom provides real-time interaction with other students and teacher (live, same time).

One group of participants (42.86%) selected strongly agree to Zoom provides real-time interaction and at the same time other group of (42.86%) agree to this item. The (9.52%) are neutral. Finally, only the (4.76) disagree with this item. See figure 15.

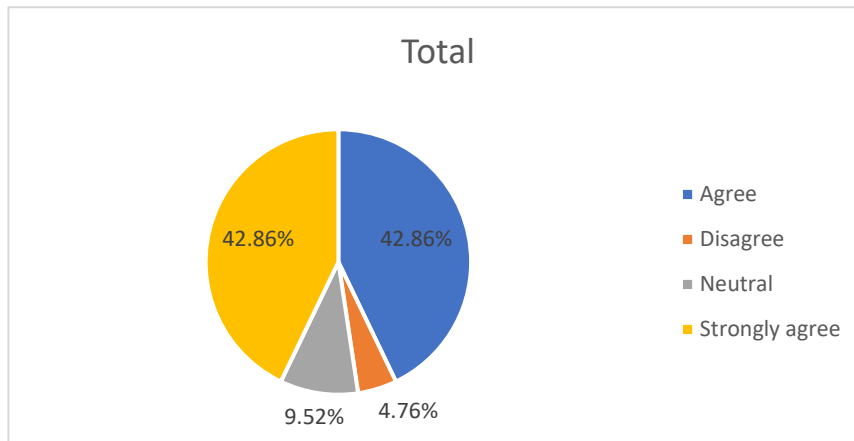


Figure 15: Student- teacher interaction (live, same time).

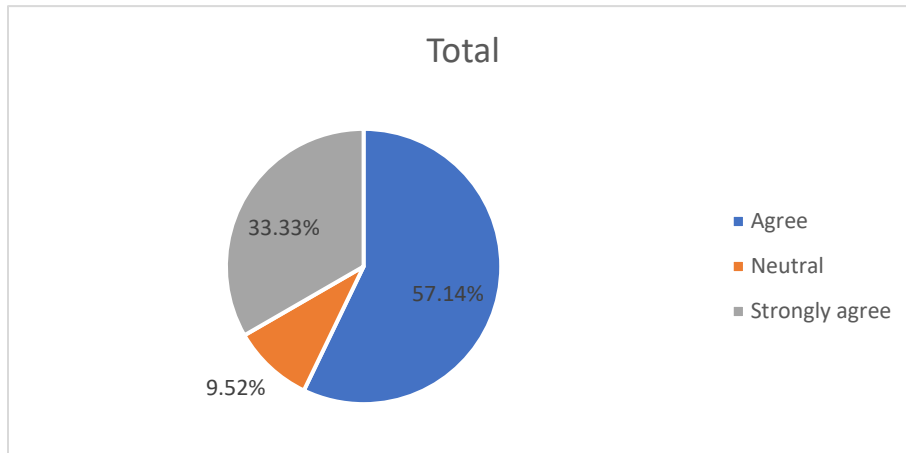
Source: own elaboration.

## 4.9 Zoom and self – evaluation

In this section are presented the sections that belong to the use of Zoom and self- evaluation. This is related to the use of Zoom during online classes and how students and teachers perform evaluation. See figures 16, 17 and 18.

### 4.9.1 Zoom provides quick feedback from the teacher.

The (57.14%) of the participants agreed that Zoom provides quick feedback from the teacher. The other (33.33%) strongly agree to this item and only the (9.52%) are neutral. See figure 16.



*Figure 16: Zoom provides quick feedback from the teacher.*

*Source: own elaboration.*

#### **4.9.2 Zoom application helps me to develop a self-assessment.**

The most participants (52.38%) agreed that Zoom helps to develop self-assessment. The other (28.57%) strongly agree to this item. Other group of participants (9.52%) are neutral. Only the (9.52%) disagree of this statement. See figure 17.

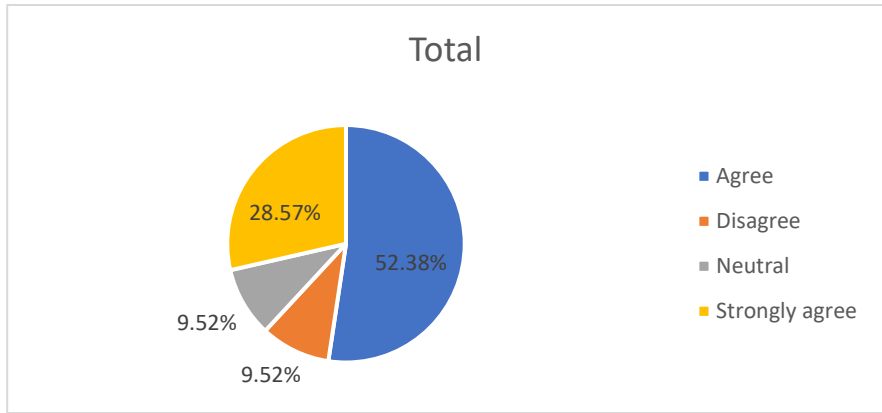


Figure 17: Zoom application helps me to develop a self-assessment.

Source: own elaboration.

**4.9.3 More proactive in learning and ease to solve quizzes by taking the Zoom video lessons.**

The majority of the participants (47.62%) agreed that they were more proactive in learning. The other (33.33%) strongly agree to this item. Other (14.29%) are neutral to this item and only (4.76%) selected disagree to this statement. See figure 18.

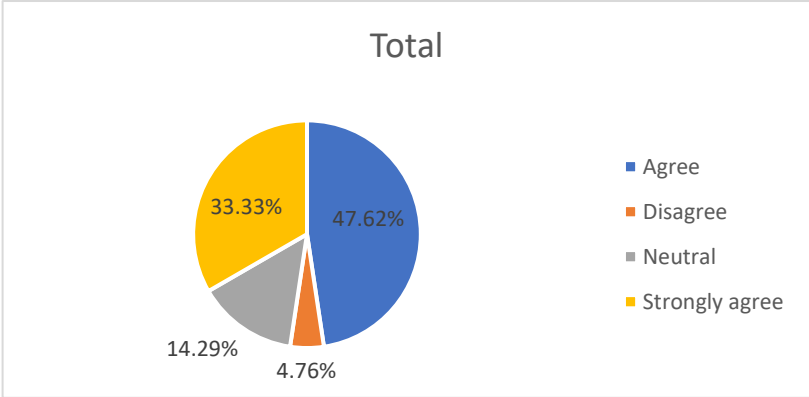


Figure 18: Proactive learning.

Source: own elaboration.

#### 4.10 Discussion

Based on the results we can conclude that 71.43% of the participants strongly agree that with the use of Zoom there are customized classes and according to Naraziza et al. (2021) in where they found that there were positive perceptions about the implementation of Zoom in online learning process since it was easy to use, and it can have more impact during this process. Moreover, (61.90%) of the participants agreed that they like using Zoom as a platform for learning and it is related to the study conducted by Nuryanto (2021) as he mentioned that students showed a positive attitude to the use of learning platforms such as Zoom due to improves English skills and motivation during classes. Additionally, according to the results by Nuryanto (2021), mentioned that Zoom meeting stimulates the involvement, motivation, and success of students in the learning process.

According to Risma (2021) mentioned that speaking skill using Zoom is a way of communicating effectively with students. Mentioned that speaking skill is one of the most important skills as he considered that these skills must be mastered by students so they can face and communicate with the global world. In this study the majority of the participants (42.86%) agreed that Zoom helps to develop speaking skill and the other (33.33%) strongly agree with this item. In addition, the (52.38%) of the participants agreed that they like practicing speaking in English using Zoom. Risma is his study concluded that Zoom is interesting for students as it provides motivation and stimulating activities to develop their speaking skill. The study showed an analysis of speaking skill motivation through e-learning, and it concludes that Zoom is enough to be used for e-learning due to all its characteristics.

In this study it was found that the majority of the participants (47.62%) agreed that Zoom helps to develop reading skill. According to Kim (2020), conducted a study of the efficacy of Zoom as an educational tool for English reading comprehension. He found some opinions and satisfactions regarding zoom video lectures. In addition, concluded that zoom video lectures have a positive effect on the students.

According to Menggo (2021) he describes Zoom as an excellent tool for the students to use in online classes as he states that Zoom promotes an attractive way to participate in classes using web camera and microphone in comparison of a traditional class or face-to-face environment. In this study the (42.86%) of the participants agreed that Zoom improves participation. Moreover, participants (42.86%) agreed that it is interesting because it was a fresh way of learning. Menggo (2021) concluded that Zoom is an exceptional tool to use for online learning as students have a really good impression using it and they do not feel anxious about speaking in front of the class.

## **Chapter V conclusions**

### **5.1 Introduction**

In this final chapter it is presented the very last part of the study in which it is explain a general conclusion of the study. The conclusion is based on the data collected and analyzed in the previous chapter. This final chapter is presented is four sections: conclusions, implications, limitations, and suggestions.

### **5.2 Conclusions**

Nowadays, Zoom is one of the most important apps or platforms used by institutions to continue their own educational programs. The principal characteristic of Zoom is a videoconference with many participants. In addition, share screen option can help people to show and present important material. Zoom application allows teachers and students to learn or practice English in a virtual classroom. For instance, students become more motivated when using this application. Nuryanto (2021) mentioned that students showed a positive attitude to the use of learning platforms such as Zoom since it improves English skills and motivation during classes.

According to the research question previously mentioned in this study "What is students' perspective on the use of Zoom for online learning in a classroom? " The answers showed that students are willing to use Zoom application. Moreover, they like zoom as it allows them to feel part of the virtual class. Zoom helps students to improve their learning process and their English language skills. During the time that they used this application students felt more conformable, motivated, and interested on how an app can help them to do the activities that they used to do in

a traditional classroom. For the second research question “What motivated students on the use of Zoom for online learning in a classroom?” In this study participants mentioned that Zoom promotes a better way to participate in online classes by using web camera and microphone in comparison of a traditional class or face-to-face environment. In addition, participants agreed that zoom as a one of the most important and interactive platforms to develop their English learning process as they then speak, write, and learn freely.

### **5.3 Implications**

In this study we found that Zoom application was useful for the students as they can develop their language skills. In addition of that there are some recommendations for teachers who want to improve students' English skills using Zoom as a tool for online learning.

Some advantages that teachers can get with Zoom are the following and are similar to the ones described by Risma (2021).

- Interest in learning processes.
- Change of conventional learning to online learning.
- Access from various gadgets.
- Easy to use.
- Share screen function.
- Sign up for free.
- Use Video camera function.
- Make student feel comfortable.
- Promotes interaction teacher-student.



There are some other advantages and benefits for students when using Zoom application to improve their English skills.

- Develops active listening.
- Promotes self-learning.
- Encourages attitude.
- Facilitates one on one interactions.
- Brings motivation.

To summarize, Zoom could be considered as a tool to develop English language skills in an online learning process. This platform has many advantages to use in online learning as an educational tool. Many institutions around the world use this app to continue with their online practices. Many students were able to continue with their education and changed the way we teach and learn English.

#### **5.4 Limitations**

In this study was used the quantitative method according to Kumar (2011) it allows to explore, measure, and determine attitudes to different aspects of an issue. A number of techniques were created to measure attitudes and their intensity in quantitative research. Some of the limitations in this research was the use of a questionnaire of a five-point Likert scale (strongly agree, agree, neutral, disagree and strongly disagree) to collect students' perceptions and challenges using Zoom application. This kind of questionnaire limited participants' answers as they only have the opportunity to choose 5 options. Therefore, participants were not able to express a complete perception of Zoom or explain why they chose that option.

## **5.5 Suggestion for further research**

Zoom is a crucial application for online learning. It is a technology that allow us to develop an education system and it is important to implement. Nowadays, many any students are in favor to use technological materials as this material is engaging for them. Teachers should consider that most of the students it is easy to use Zoom application as they already have previous knowledge on how to use similar applications. Traditional learning is changing with the Zoom implementation in institutions. Students are becoming more motivated when learning a language online. I consider that it is important to continue investigating the use of Zoom in an online learning to develop English skills. One of the main topics that could be investigated using Zoom application will be the teachers' perspective. Are they train to incorporate Zoom in their agenda? Do they need to create a new material? Are they willing to modify they education program? There are many questions that could be consider in this type of study. However, some of them will be analyze in the future.

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## Appendix 1

**Instructions:** Choose the best option that describes your perception using Zoom application when learning.

**Gender:** \_\_\_\_\_

**Age:** \_\_\_\_\_

Do you like working on Zoom? Yes

No

| No | Statement   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 1  | Zoom was good because it seemed like a customized class for me.   |                |       |         |          |                   |
| 2  | Zoom provides a nonthreatening environment  |                |       |         |          |                   |
| 3  | The use of the camera in Zoom help me to feel part of the class.  |                |       |         |          |                   |
| 4  | The stability of the Zoom app with my internet connection was helpful to participate in class   |                |       |         |          |                   |
| 5  | I found difficulties using some Zoom features   |                |       |         |          |                   |
| 6  | It is expensive to afford a good internet connection to run Zoom application properly   |                |       |         |          |                   |
| 7  | It was nice to be able to concentrate well and to be more comfortable than when taking classes in the classroom.                          |                |       |         |          |                   |
| 8  | I like using Zoom for learning  |                |       |         |          |                   |
| 9  | It was interesting because it was a fresh way of learning.  |                |       |         |          |                   |
| 10 | Zoom application changes my habit to learn English  |                |       |         |          |                   |
| 11 | With the screen sharing function, it was easy to understand the subject by taking classes while watching PPT and class materials together |                |       |         |          |                   |
| 12 | Zoom helps me to develop my academic language learning  |                |       |         |          |                   |
| 13 | Zoom enriches the vocabulary words  |                |       |         |          |                   |
| 14 | Zoom application helps me to develop vocabulary   |                |       |         |          |                   |
| 15 | Zoom helps me to develop my writing skill   |                |       |         |          |                   |
| 16 | Zoom helps to write freely.   |                |       |         |          |                   |
| 17 | Zoom helps with setting a clear plan for speaking   |                |       |         |          |                   |
| 18 | I had no pressure when speaking   |                |       |         |          |                   |
| 19 | Zoom helps me to develop my speaking skill  |                |       |         |          |                   |
| 20 | I like practicing speaking using Zoom   |                |       |         |          |                   |
| 21 | Using Zoom application improves my English fluency  |                |       |         |          |                   |
| 22 | Zoom application helps me to develop my reading comprehension skill   |                |       |         |          |                   |
| 23 | It was good to communicate with the professor, and it was also good that the professor listened to my opinion.                            |                |       |         |          |                   |
| 24 | Using Zoom improves my participation  |                |       |         |          |                   |
| 25 | Zoom provides real-time interaction with other students and teacher (live, same time).  |                |       |         |          |                   |
| 26 | Zoom provides academic interaction with other students.   |                |       |         |          |                   |
| 27 | It was nice to have a separate group room on the Zoom screen so that our teams could exchange opinions easily                             |                |       |         |          |                   |
| 28 | Zoom provides quick feedback from the teacher.  |                |       |         |          |                   |
| 29 | Zoom application helps me to develop a self-assessment  |                |       |         |          |                   |
| 30 | It seemed that I was more proactive in learning because it was easy to solve quizzes by taking the Zoom video lessons every week.         |                |       |         |          |                   |