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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS  
CARRERA DE IDIOMAS**

“Analysis of Virtual English Education through the use of the Zoom Platform in seventh semester students in Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional De Chimborazo, In Riobamba City, Chimborazo Province, During the Academic Period November 2021 – April 2022”

**Research work for obtaining the bachelor’s degree as:**  
“Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés”

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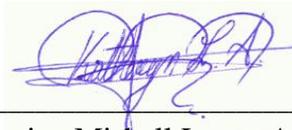
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“Analysis of Virtual English Education through the use of the Zoom Platform in seventh semester students in Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional De Chimborazo, In Riobamba City, Chimborazo Province, During the Academic Period November 2021 – April 2022”

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The undersigned, nominated professors to the Committee for the evaluation of the research work “Analysis of Virtual English Education through the use of the Zoom Platform in seventh semester students in Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional De Chimborazo, In Riobamba City, Chimborazo Province, During the Academic Period November 2021 – April 2022”, presented by Katherine Mishell Laguna Araujo, with identity card number 1724096381, under the guidance of Mgs. Daysi Valeria Fierro López; We certify and recommend the APPROVAL of this work for degree purposes. Previously, the research work has been evaluated and the author's dissertation has been listened to; having nothing else to observe.

In accordance with the applicable regulations, we signed in Riobamba, May 05<sup>th</sup>.

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## **DEDICATORY**

To my loved grandpa, Jorge Araujo, all my effort to him. ❤️

## ACKNOWLEDGMENTS

To my dear parents, Bolívar Laguna and Sonia Araujo, for all your effort and support.

To my uncle, Fanny Araujo, for giving me the opportunity to become his daughter.

To my brother, Cristopher Laguna, for be my partner in crime.

To my grandma, Isabel Tipán de Araujo, who together my grandpa taught me to love.

*With love Geanella*

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## RESUMEN

Esta investigación se planteó como objetivo analizar el impacto de la educación virtual en inglés, mediante la plataforma Zoom en estudiantes de séptimo semestre en pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Chimborazo, en la ciudad de Riobamba, provincia de Chimborazo, durante el Período Académico Noviembre 2021 – Abril 2022. El diseño de la investigación fue de tipo mixto, con modalidad no experimental, transaccional y de campo, y de nivel descriptivo. La población estuvo conformada por estudiantes y docentes pertenecientes al séptimo semestre determinados por una muestra censal. La técnica utilizada fue la observación, y se empleó un cuestionario como instrumento. Entre los resultados más importantes se encuentra que el entorno de aprendizaje del idioma inglés utilizando Zoom y la actitud hacia el aprendizaje en línea mostraron indicadores positivos, sin embargo, la metodología y la didáctica en el aprendizaje del idioma inglés por Zoom fueron regulares. La percepción de los estudiantes mostró todos los indicadores positivos. Sin embargo, la metodología y la didáctica no obtuvieron una buena calificación en la plataforma Zoom. El impacto del uso de la plataforma Zoom en el proceso de enseñanza-aprendizaje demostró que es positivo según los docentes, mostrando indicadores favorables en la mayoría de los indicadores.

**Palabras claves:** *Educación, Inglés, Idioma, Plataforma, Virtual.*

## ABSTRACT

This research is focused to analyze the impact of virtual English language education, using the Zoom platform in students of seventh semester at Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional de Chimborazo, in Riobamba City, Chimborazo Province, during the Academic Period November 2021 – April 2022. The research design was type mixed, the modality was non-experimental, transactional and field research, and the level was descriptive. The population were students and teachers belonging at seventh semester determined by a census sample, the technique used was the observation and the questionnaire like instruments. Among the most important results was that the English language learning environment using Zoom and attitude towards online learning showed positive indicators, however methodology and didactics in the English language learning by Zoom was regular. The perception of students it was shown that all the indicators were positive. However, the methodology and didactics did not obtain a good rating on the Zoom platform. The impact of the use of the Zoom platform in the teaching-learning process raises, it was shown that the impact is positive according to the teachers, showing favorable indicators in most indicators.

**Keywords:** *Education, English, Language, Platform, Virtual.*

Reviewed by:



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## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1 INTRODUCTION**

Language is the ability of human beings to share ideas and thoughts. Language separates people from other creatures. There are about seven thousand distinct languages in the world today for example: English, Spanish, Chinese, and Japanese, being English the most used language in a lot of areas such as travel, business, health, education, etc.

English teaching methods have changed over the decades. In a world where technology is predominant virtual platforms have developed with tools that serve for effective communication.

UNESCO (2020) proposes the Zoom platform as a distance learning solution because it is a collaboration platform that supports live-video communication. Zoom allows videoconferencing, chat, and teaching classes in an effortless and fast manner. Zoom has features that make the educational and communication process much more effective. This kind of platform combines the best of being in a traditional classroom and a virtual classroom, making it a hybrid classroom where the experience becomes much more meaningful, increasing student participation and learning retention. Taking this into account, students need to acquire knowledge and maintain their social relationships.

Allo (2020), showed that effective online instruction is dependent upon well-designed course content, motivating interaction between the instructor and learners, well-prepared and fully-supported instructors, creation of a sense of online learning community, and rapid advancement of technology.

Teachers and students alike struggled with the state of education in 2020, with many teachers saying that it's been the most challenging year of their teaching career. This research will demonstrate how the usage of the Zoom platform has changed English learning and its impact on the education process.

#### **SUBSTANTIATION**

The present study is relevant because of the peak in the use of digital tools in the teaching-learning process due to the restrictive measures implemented in educational institutions owing to the pandemic; however, the effectiveness of the same nor the impact that it can cause, particularly in English teaching; so, it is applicable to analyze how the experience and participation of the students have been, the level of retention and how this affects our relationships into this community. Allow for the above, by not identifying the factors that affect learning through the Zoom platform we need to analyze this tool considered as the most used instrument by educational institutions in Ecuador nowadays.

Four chapters are presented systematically:

**Chapter I.** - The problem statement, objectives, justification of the problem, and the referential framework.

**Chapter II.** - Theoretical-scientific data that supports the research, the analysis, discussion, and interpretation of the results.

**Chapter III.** - Type and level of the research, methodology, and techniques used in the data collection, analysis, and interpretation process.

**Chapter IV.** - Results of the research, conclusions, and recommendations.

## 1.2 RESEARCH PROBLEM

To analyze how Zoom platform is used and its results in the Virtual English Education in students of the seventh semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Career at Universidad Nacional De Chimborazo, in Riobamba City, Chimborazo Province, during the Academic Period November 2021 – April 2022.

## 1.3 PROBLEM STATEMENT

Currently, learning another language has become a priority and is synonymous with competitiveness among professionals of different fields. Doing so in the early stages is relevant, hence the need for spaces and activities that allow experimentation of learning the English language.

The COVID 19 pandemic has led to a rapid shift to remote teaching across all education sectors. Among the various types of teaching, synchronous online teaching through video conferencing platforms, such as Zoom, has become a common practice for many English teachers. The central axis of the new lifestyle that is being acquired in almost all the countries of the world is social distancing, which is the most effective preventive measure against the possible contagion of COVID-19. According to this new lifestyle, education has changed from a conventional (face-to-face) mode to a virtual one.

Globally, the COVID-19 pandemic prompted some schools and universities to implement a distance learning policy (Mishra et al., 2020; Oyedotun, 2020; Patricia, 2020; Purwanto et al., 2020; Sahu, 2020). The use of online learning platforms is encouraged by the current wave of school closures (Reimers, et al., 2020). The outbreak has provided us with an opportunity to pave the way for digital learning (Dhawan, 2020). Online learning appears to be a solution to situations and circumstances that make traditional learning impossible (Wargadinata, et al., 2020).

According to UNESCO (2017), about 264 million children and teenagers do not go to school, and this pandemic further aggravated this situation. As the COVID-19 pandemic spreads, there has been a growing movement towards online teaching because of the closure of schools, colleges, and universities indefinitely as the only option left (Martínez, 2020).

In the United States, Lederman (2020) rightly affirmed that owing to the COVID-19 crisis, both teachers and students are in a situation where they feel compelled to embrace the digital academic experience as the “*summum bonum*” of the learning process online. Through digital intelligence (DQ Institute, 2019), teachers can adapt the digital skills of children who are on the edge of cyber risk to educational opportunities to succeed in future endeavors, especially in this pandemic where children are completely dependent on online learning. The coronavirus is changing lives (EdSource, 2020) that caused a lasting threat to educational institutions from kindergarten to tertiary and exacerbated teaching-learning day by day. Aside from philanthropic endeavors, some people hoped to harness their entrepreneurial skills in profit opportunities.

Government agencies, schools, colleges, universities, and organizations have chosen the Zoom platform as a solution to facilitate the communication process. Its easily accessible platform has allowed teachers, students, and staff to remain interconnected. It has tools like a virtual whiteboard, meeting rooms for small collaborative workgroups, a chat room, the possibility of recording and storing video conferences; They have created an interactive learning environment. Giovannella (2020) conducted a study on the Italian school system to capture how the teachers perceive and experience online education two months after the beginning of the Covid-19 pandemic. It was found that teachers had a positive perception of using these technologies. The professional development of teachers in digital skills is needed to prepare for future teaching activities.

Institutions have to prepare their teachers with training and necessary material to work using virtual platforms in distance teaching:

“ ... in order to enhance teachers’ digital skills, training programs have to be developed and applied to teachers wherein they are trained in using digital tools for remote teaching. Teachers should also be equipped by their schools or local authorities with computer hard- and software that is necessary for distance teaching. Both supply with technologies and training how to use them could eliminate at least one important barrier that teachers were faced with during distance teaching. ”  
(Klapproth et al., 2020)

Anderson (2008) expresses that teachers have several benefits during the virtual teaching-learning process such as being able to carry out tutoring anywhere and anytime, and materials can be modified during the class, which is the change most immediately appreciated by the students. It facilitates directing the student according to their needs (p. 17); Therefore, we have to ponder designing a scheme to achieve the desired results.

Zolano and León (2020) in a study conducted at the University of Sonora, Mexico, concluded that due to the lack of knowledge in the use and management of virtual platforms by university teachers, they aren’t used virtual platforms as support tools during the teaching-learning process. In other words, the challenges for teachers are to improve research processes and work on alternative pedagogies.

In Ecuador, the research by Cazar (2016) was carried out with the objective of identifying the level of development of oral competence in students, it indicates that 77.5% of students not only present deficiencies in oral proficiency of the language, but they do not know virtual teaching-learning environments and tools that allow them to improve their command of the language. Due to the sanitary emergency decreed in the country, on Thursday, March 12, 2020, the Secretaría de Educación Superior, Ciencia y Tecnología (Senescyt) informed citizens of the suspension of academic activities in universities, polytechnic schools, and public technical and technological institutes. The decision was taken to safeguard the welfare of the students, teachers, administrative and service staff that conform the institutions of

higher education. It was also encouraged to continue working virtually once a program to work under this modality has been prepared.

According to Bonilla (2020), in Ecuador, inequity in education is aggravated by the current situation, which affects the most vulnerable. He also underlines the differences in the results of his research contrasted fiscal institutions, private institutions present more guarantees for progress in their school schedule with the use of platforms and methodologies based on virtuality, all this although both fiscal and private institutions mostly use the Zoom platform, with the difference that fiscal institutions also use Microsoft Teams.

The Universidad Nacional de Chimborazo informed the university community that the University Council in a session held on March 30 and 31, approved the reactivation of academic activities in April virtually, detailing that Pedagogy careers, Administration, Environmental Engineering and Law can be developed 100% virtually. (UNIVERSIDAD NACIONAL DE CHIMBORAZO,2020)

The National and Foreign Languages Pedagogy career at the National University of Chimborazo is not alien to the problems presented, although the use of new digital tools is evident; In this sense, virtual learning is used to develop synchronous and asynchronous activities. It is well known that this system of teaching is not the traditional one. It will present challenges for teachers and students who are not familiar with virtual platforms such as Zoom or Microsoft Teams.

## **1.4 PROBLEM FORMULATION**

What is the effect of virtual English language education through the use of zoom platform at Seventh Semester at Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional De Chimborazo, in Riobamba City, Chimborazo Province, during the Academic Period November 2021 – April 2022?

### **1.4.1 GUIDING QUESTIONS**

- What are the components that affect virtual English language education?
- What are the students' perceptions about the use of the zoom platform in the teaching-learning process of English language?
- How does the use of the Zoom Platform affect the teaching-learning process?

## **1.5 OBJECTIVES**

### **1.5.1 GENERAL OBJECTIVE**

To analyze the impact of virtual English language education, using the Zoom platform in students of seventh semester at Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional De Chimborazo, in Riobamba City, Chimborazo Province, during the Academic Period November 2021 – April 2022.

### **1.5.2 SPECIFIC OBJECTIVES**

- To describe the components that affect virtual English language education.
- To recognize the perception of students about the use of the zoom platform in the English teaching-learning process.
- To determine the impact of the use of the Zoom Platform in the teaching-learning process.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1 BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM**

In 2020, millions of students, educators, and academic faculty (and others in the world of government, business, etc. worldwide) became aware of greater emphasis on distance teaching and learning (DTL) and communication, especially given the demands being made due to the COVID-19 pandemic. (Stefanile, 2020, pp.1)

#### **2.2 THEORETICAL FOUNDATION**

Some innovative technologies have been designed specifically to bring a new coherence to the integral intersection of the teaching and learning dimensions of education, especially when focused on student-centered teaching and learning. While there may have been a grace period for educators to adjust to this paradigm shift, the online educational resources and interactive platforms for teaching need to be updated. (Stefanile, 2020, pp.1).

Since the tragedy of the Coronavirus Disease 2019 (COVID-19), all aspects of human life have been affected, especially education. According to UNESCO, over 900 million learners have been affected by the COVID-19 pandemic (including 1,184,126,508 affected learners in 143 country-wide closures as of May 2020) causing closures of educational institutions worldwide (Fig 1). In the Americas most countries have closed in-person schools' country-wide, while some, the USA in particular, have chosen to do localized closings. This is also true of Africa, while Europe and Asian countries show a mixture of policies, including widely distributed localized closings and some country-wide closings, but only a few that are fully open. Australia has adopted a policy of localized closings. (Stefanile, 2020, pp.1)

Zoom, a video and audio digital tool used primarily for collaborative conferences much like Skype, has and continues to transform how educators interact with and teach their students. Prior to the ubiquity of Zoom, most undergraduate schools used commercially available software to facilitate interaction of educators with their students, such as Canvas, Moodle, and Blackboard. (Stefanile, 2020, pp.1)

##### **2.2.1 Virtual Education.**

Since the beginning of the millennium, computer-based learning (CBL) has increasingly been used to support STEM classrooms for developing student-centered and collaborative learning, accessing data, and to develop interdisciplinary STEM skills and strategies (Freeman et al., 2014; Holmlund, Lesseig, & Slavitt, 2018). As the COVID-19 pandemic has, and continues to be, one of the greatest challenges that the education system has ever faced (Nicola et al., 2020; Sahu, 2020), students and parents are anxious and uncertain as to when school will resume back to normality. Yet, many educators have been remarkable in implementing their lessons and providing online learning resources and videos to supplement formal learning and instruction (Major, 2020)

Any video teleconferencing apps, such as Skype, Google Classroom, or Zoom, tended to be the most apparent way of offering a virtual face-to-face experience. However, in the rush to get classes online, there has been inadequate preparation for this move, especially concerning protection. (Minhas, Hussain, Ghani and Sajid, 2021)

### **2.2.2 Zoom.**

Zoom was not initially developed as an academic classroom tool, but many configurations and operational software are more targeted to corporate users than to educators or learners. This would not usually mean that Zoom cannot be used effectively in educational settings, it just means that hosts need to introduce themselves with the app and be mindful of the different configurations, especially in the free version, which does not contain any of the more effective regulatory features. The free account offers hosts a small selection of options, including the power to organize events. Sessions are oriented towards online interactive activities in which members exchange knowledge of different forms. A Zoom session enables the host to mute attendees, but all participants should be granted the option to unmute their voice, but this would not be ideal in a learning environment. Attendees in sessions will even post footage without the host's permission. (Minhas, Hussain, Ghani and Sajid, 2021, pp1)

The study was conducted to explore Zoom Application usage and importance in the students' learning during online classes. This study also aims to identify the issues and challenges faced by students during online classes. This study helps the educational institutions in addressing the identified issues through recommended strategies so that wasting of resources, time, and skills could be prevented and facilitating students during online education. (Minhas, Hussain, Ghani and Sajid, 2021, pp1)

### **2.2.3 Teaching and Learning.**

Students' sense of socializing and learning at school is a major factor in modern theories of academic learning, motivation, and engagement (Stipek, 2002). Since educators must improvise their pedagogical strategies in a virtual environment to effectively communicate with learners and promote their construction of content knowledge as well as any other particularities that arise in the classroom including, class grades, curriculum, and the various interrelations, i.e., between the teacher and their students; it would be in the best interest of educators and learners to be able to transition promptly from traditional classroom learning to DTL. Educators must design their courses to encourage effective DTL rather than assigning pointless online searching for terms and/or STEM information (Stefanile, 2020, pp.1)

Effective teaching and learning to achieve certain goals depend on the condition of each element involved in the teaching and learning process. Maybe for a teaching program at one time it is seen as more effective delivery by the lecture method, at other times it may be group discussion and at other times questions and answers may be asked. (Elihami and Ibrahim, 2019)

Large scale education in virtual worlds is an emerging phenomenon. The subject has been discussed in the literature for almost two decades but there is little agreement on how to design an effective virtual environment for learning (Cobb and Fraser, 2005). Many of the existing research projects have taken a social constructivist approach to learning in virtual worlds (e.g., Dede, et al., 2003; Dickey, 2005a; 2005b; Bronnack, et al., 2006). Social constructivist learning looks at the students as “constructors and producers of personal knowledge” (Jonassen, 1996). Knowledge, from a social constructivist perspective, is more of a social activity than an individual cognitive process. The students do not just listen and receive information to create knowledge, but they actively seek information, to build their own knowledge in collaboration with others. (Holmberg ,2018)

#### **2.2.4 Virtual Resources.**

The starting premise is simple, if the students are immersed in a society where applications and technological development always prevail in their lives, students should be able to have a critical capacity concomitant with the autonomy that they must develop when being provided with knowledge. (Iza and Melendez, 2017)

Creativity plays an important role at the time of designing the learning process, especially if any kind of media like videos are going to be used. Sometimes teachers have to face some problems like that not all the students want to watch the videos outside the class. (Schmidt, 2016).

Raths (2014) suggests that teachers should always give quizzes or tasks to complete after watching the video or the presentation. It is obvious that the teacher has to spend a lot of time designing or selecting the appropriate videos to be uploaded in the platform or the correct material to be given for each purpose according to the different stages of the classes the reward of these efforts will be compensated when the teacher being only a facilitator will have more control at the time of the teaching-learning process. (Bergmann J. &., 2014).

Students work in the e-learning environment individually or in groups watching video lectures, checking their knowledge by answering comprehension questions or studying additional learning resources. In class, they expand the material by solving practical tasks, making projects and discussing various important issues on the topic. (Evseeva, 2015)

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1 RESEARCH FOCUS**

##### **3.1.1 Mixed approach**

For the characteristics of the study, it frames itself in the mixed approach. In this kind of scientific studies, as stated by Maarouf (2019), researchers gather and analyze both quantitative and qualitative information within the same research problem. In these terms, it was determined, by the means of quantitative data, the students' and teachers' use of the Zoom platform for the teaching-learning English process using questionnaires, and then, using qualitative techniques the perspectives of the participants, about the proposal, were gathered. Thus, the research problem was approached from its complexity.

#### **3.2 RESEARCH MODALITY**

##### **3.2.1 Non-experimental**

Non-experimental investigations are those in which the phenomenon under study or variables are not altered, nor are their environmental conditions modified, but are studied in a single context and under certain conditions (Casanova, 2017). In this research variables are not manipulated but aims to analyze how Zoom platform is used and its results in the virtual English Education in students of the seventh semester at Pedagogy of National and Foreign Languages Career at Universidad Nacional De Chimborazo, as it happens, by which it is considered non-experimental.

##### **3.2.2 Transactional**

According to Hernández and Torres (2018), transactional investigations are those in which the data will be obtained at only the moment, that is, the instruments will be applied in a single cut for subsequent analysis.

##### **3.2.3 Field Research**

It is considered as a field research cause the data are collected directly from reality, taking into account that field research consists of the systematic analysis of problems with the purpose of describing them (Hernández & Torres 2018).

#### **3.3 LEVELS OF RESEARCH**

##### **3.3.1 Descriptive research**

According to Atmowardoyo (2018), descriptive research seeks to specify the most relevant properties of people. It seeks to measure and evaluate various aspects, dimensions or components of the phenomenon or phenomena to be investigated.

It will show how virtual platform usage helps English virtual education in seventh semester students in Pedagogía de los Idiomas Nacionales y Extranjeros Career.

### **3.4 POPULATION**

#### **3.4.1 Population**

The population are students and teachers belonging at Seventh Semester at Pedagogía de los Idiomas Nacionales y Extranjeros Career, in UNIVERSIDAD NACIONAL DE CHIMBORAZO located in the city of Riobamba, Chimborazo province.

### **3.5 SAMPLE**

#### **3.5.1 Census Sample**

According to Ramírez (1997), the census sample is the one where all the research units are considered as samples. Hence, the population to be studied is specified as a census because it is simultaneously universe, population and sample.

The census sample was made up of 28 students and 4 teachers that make up the entire population of the Seventh Semester at Pedagogy of National and Foreign Languages Career.

#### **Protection of participants**

During the research process, the researcher applied the Ethical Principles and Guidelines for the Protection of Human Subjects of Research. Was too important bear in mind: to obtain informed consent from participants, to protect the anonymity and confidentiality of participants, to avoid deceptive practices when designing the research, and to provide participants with the right to withdraw from the research at any time. Being respect for people, beneficence and justice the most important ethical principles.

### **3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA**

#### **3.6.1 Technique**

- **Observation**

According to Diaz (2011), Observation is a technique that consists of carefully observing the phenomenon, fact or case, taking information and recording it for later analysis.

Observation technique is used to determine how the usage of Zoom as a didactic strategy helps to develop English education.

#### **3.6.2 Instrument**

- **Questionnaires**

Questionnaires offer an objective means of collecting information about people's knowledge, beliefs, attitudes, and behavior. Questionnaires can be used as the sole research instrument (such as in a cross-sectional survey) or within clinical trials or epidemiological studies. In this study, a structured questionnaire of 14 questions will be applied to students, considering the dimensions Appropriation, Technological and Productive, a survey will also be applied to teachers composed of 10 questions on the impact of the Zoom platform on the English learning process as a foreign language.

### **3.7 ANALYSIS TECHNIQUES AND DATA INTERPRETATION**

For the analysis and interpretation of the data, descriptive statistics were used to then process them, indicate the characteristics or qualities, that is, elaborate the graphs and tables of frequency or percentages of each question of the instruments. Its statistical treatment will allow to reach conclusions in relation to the objectives set according to Tamayo & Tamayo (2007).

#### **Data Triangulation**

Triangulation type that was used in this methodological process research was data triangulation, because we were used multiple data sources to answer our research question. The basic idea for using this approach is that one was more confident and increase the credibility and validity of the findings when different methods yield the same results.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### RESULTS AND INTERPRETATION

SPECIFIC OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION	THEORETICAL CONTRAST
To describe the components that affect virtual English language education.	1. English language learning environment using Zoom.	The English language learning environment using Zoom was considered worthy, thanks to the user-friendliness that this platform provides.	Utility of Zoom in teaching English language, according to Minhas et al (2021), they consider the use of the Zoom platform important within online teaching.
	2. Methodology and didactics in the English language learning by Zoom.	About methodology and didactics in the English language learning by Zoom the results obtained indicated that they were regular, due to some limitations in their implementation.	Didactic and Methodological application in the teaching of the English language through Zoom. Is based on Minhas et al (2021) where they indicated that Zoom is not an effective educational tool, having certain limitations in the teaching process.
	3. Attitude towards online learning.	Based on the information that we obtained the attitude towards online learning as good, due to the interest presented by students and teachers in the use of virtual platforms.	Attitudes focused on virtual learning, according Stefanile (2020) pointed out that many educators have made a good transition from traditional to online education, through the use of the different existing virtual platforms.

To recognize the perception of students about the use of the zoom platform in the English teaching-learning process.	1. Using the Zoom platform helps to achieve the learning objectives of the subject and provide theoretical-practical knowledge to apply it in the real world.	According to the information received the Zoom platform usually helps to achieve the learning objectives, caused by poor connectivity on certain occasions.	The use of Zoom facilitates the achievements traced in learning English and providing theoretical-practical bases applicable in their daily life; Elihami (2019) indicated the platform helps to improve strategies for effective education.
	2. You consider that the Zoom platform is versatile, and presents organizational formulas adaptable at different levels that allow managing various nuances and learning possibilities.	Based on the information that we obtained this platform almost never could be considered as versatile, because the platform sometimes doesn't adapt to the needs required by teachers.	Zoom is a versatile application adapted to a better management of nuances and teaching possibilities, Minhas et al (2021) affirmed it and indicated that the Zoom platform can be used effectively for educational settings.
	3. The zoom platform allows you to interact because it facilitates the relationship between users, the tools used, and learning.	According to the collected data the Zoom platform facilitates the relationship between users, likewise, and others indicated that this facility is always available, all this thanks to the friendly use of the program.	Zoom enables interaction between users through different tools used in learning. Minhas et al (2021), said that the platform allows the exchange of knowledge in different forms.
	4. The Zoom platform facilitates the methodology	Based on data received the Zoom platform sometimes facilitates	Zoom favors the use of didactics and methodology according

	and didactics for teachers according to the learning style.	the methodology and didactics in online classes, by using its functions.	to teaching styles. Minhas et al (2021) confirmed that Zoom facilitates methodology and teaching, identifying problems avoiding resource losses.
	5. You think the zoom platform has tools that facilitate knowledge transfer and English language learning.	With reference to the collected data the Zoom platform has tools that facilitate knowledge, while a small group highlighted that perceive that on certain occasions a good knowledge transfer is not achieved through Zoom.	Zoom could contain tools that allow an easy transfer of knowledge within the learning of the English language In relation to Minhas et al (2021) who pointed out that Zoom is oriented to an exchange of knowledge between members.
	6. Activities on the platform are diverse and appropriate to facilitate understanding in the English learning process.	Most of the surveyed population determined that sometimes the activities on the Zoom platform are diverse for the learning process, however, others gave a rating of almost never the platform helps to achieve this, due to the minimal functions that Zoom contains.	Zoom could offer various activities that facilitate understanding in learning English. In this aspect, they have a similar opinion to Minhas et al (2021) where they determine that the free versions do not include all the benefits of the service, giving limitations in the teaching process.
	7. The methodology used in English teaching through the zoom platform makes you feel motivated.	Based on the information obtained the methodology through the zoom platform usually makes feel motivated to the students, but a few of them indicated that this was met almost never or never make feel motivated, due to	Zoom could motivate the use of teaching methodologies through the platform. According to Stefanile (2020), teachers create an environment of interest to motivate students during classes.

		connectivity problems or the low quality of the audio or video when the classes are transmitted through the platform.	
	8. Navigation through the Zoom platform is easy, which means it facilitates the movement and location of resources.	In relation to the data, navigation through the Zoom platform is easy, thanks to the friendly interface that Zoom has for its use, facilitating access to all the functions that it offers.	Zoom's ease of use helps intuitively locate and manage resources. Minhas et al (2021) indicated that the platform offers many facilities and features for their good performance.
	9. You consider that online education through Zoom favors and facilitates the learning of English as a foreign language.	The online education through Zoom usually facilitates the learning, but on the other hand, a small group of students indicated that sometimes the objectives are never achieved, due to the intermittence presented in the platform.	Zoom helps English language teaching develop through virtual education. This statement is supported by the authors Minhas et al (2021) where they point out that they help make the classes more interactive, facilitating learning.
	10. The online mode through the zoom platform allows overcoming problems that may arise during the learning of a foreign language.	Based on the data received, the online mode through the Zoom platform usually allows overcoming problems in the learning process, while others indicated that this is never achieved, due to the limited number of functions that it has to solve problems that have arisen.	Virtual classes through Zoom would help overcome difficulties that arise in learning the English language. This disadvantage was also detailed within what was observed by Minhas et al (2021), where they showed that it does not always allow an ideal teaching environment due to its limitations.
	11. You consider that online learning through zoom requires greater	In relation to the collected data the online learning through the Zoom platform usually	Learning using zoom could require greater discipline and commitment to achieve

	commitment and discipline to achieve success in the proposed objectives.	requires greater commitment and discipline, because it depends of a high self-motivation and social interaction.	the proposed goals. Minhas et al. (2021) indicated that through Zoom, the issues and challenges can be identified during classes.
	12. You consider that the Zoom platform is efficient in the English language learning process.	Most of the students who were part of this survey indicated that the Zoom platform usually is efficient in the English language learning process, but a small group indicated that never is achieved due to certain limitations found in the Zoom program.	Zoom could be considered as an efficient resource within the English language learning process. Due to its origin as a business platform, and being adapted to the student field, it could not be considered an efficient tool within the process due to its different limitations. Minhas et al. (2021)
To determine the impact of the use of the Zoom Platform in the teaching-learning process.	1. The use of the Zoom platform helps you as a teacher to improve your reflection about the subject under development.	All of the teachers surveyed indicated that this platform always helps to improve their reflection on the subject under development, since it allows them to use audiovisual material more efficiently towards students.	Use of Zoom would help teachers to improve their reflection on the subject in progress. According to Stefanile (2020), virtual environments effectively help improve their reflection of matter.
	2. Zoom has allowed you to develop your teaching skills adequately.	There was a divided opinion among the teachers, where half indicated that the platform occasionally allows them to develop teaching skills, while the other half indicated that this is always the case, being a good tool in their teaching.	Zoom could help in the proper development of teaching skills. According to Cobb and Fraser (2005), the platforms have helped to develop teaching techniques effectively.

	<p>3. The Zoom platform facilitates communication. (In your experience in conducting videoconferences.)</p>	<p>Teachers indicate that occasionally Zoom platform facilitates communication with students, that is the reason they are sometimes obliged to use other systems to achieve effective communication with their students, due to the intermittence presented when trying to establish a good interaction.</p>	<p>Zoom would help promote good communication through video conferencing. Minhas et al. (2021) highlighted that the platforms allow an interactive environment, achieving a good exchange of knowledge and a correct teaching experience.</p>
	<p>4. You use all the tools that the Zoom platform offers.</p>	<p>According to the information that we collected indicated that the teachers' opinions are divided some ever use all the tools that Zoom has available on its platform, and other don't.</p>	<p>In relation to the usefulness of the tools offered by Zoom, Minhas et al. (2021) recommended the use of each of the tools that Zoom offers, as it allows the creation of an interactive environment to improve the class experience.</p>
	<p>5. You are capable of using all the tools of the Zoom platform.</p>	<p>In relation to the data obtained the teachers ever feel capable of using all the tools of the Zoom platform, promoting the correct use of the platform, and managing to create more interactive classes.</p>	<p>In relation Ability to use the tools contained in Zoom, Stefanile (2020), emphasized that there is a great interest on the part of teachers in promoting a good virtual environment for their students through the use of platforms.</p>
	<p>6. You promote the learning of your subject.</p>	<p>All the teachers scrutinized determined that ever promotes the learning of the subject through the different modes of teaching, whether online or face-to-face.</p>	<p>With respect to whether the teachers encourage the learning of the English language, Elihami and Ibrahim (2019) said that, by promoting effective teaching, the outlined</p>

			achievements and a better development of knowledge in students are achieved.
7. You use participation techniques, seeking the interest in your students.	Teachers surveyed indicated that they ever use participation techniques, seeking the interest in their students through the use of the Zoom platform.	Teachers use techniques to motivate the participation of their students, arousing their interest. Stefanile (2020) reaffirmed that effective communication and teaching manage to encourage students' interest in learning.	
8. You give the students the chance to form workgroups.	Teachers as a whole indicated that they should give the students the chance to form workgroups, encouraging more interaction between students through digital platforms.	Teachers could give their students opportunities to form work teams. According to Holmberg (2018) highlighted that students create better knowledge when they work in collaboration with others.	
9. You use methodological strategies including technology for learning English.	All the teachers indicated that they ever use methodological strategies like technology for learning English, to enhance the experience and learning of students.	Teachers use methodological strategies where technology is used to teach English. Evseeva (2015) highlighted that the use of audiovisual material in classes helps improve performance and understanding of the subject.	
10. You think virtual classes are important in the English teaching-learning process.	The respondents indicated that ever think virtual classes are important in the English teaching-learning process, highlighting the importance of using	Teachers could consider the importance of online classes within the English teaching-learning process. According to Iza and Melendez (2017)	

		platforms such as Zoom to achieve their learning objectives.	indicated that, by taking advantage of virtual environments, we help students to be immersed in the learning process through the use of applications or platforms that help to better develop the subject.
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*Done by: Katherine Laguna*

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

According to the first objective, which consisted of “to describe the components that affect virtual English language education”, it was shown that the English language learning environment using Zoom and attitude towards online learning showed positive indicators, however methodology and didactics in the English language learning by Zoom was designated as Regular.

According to the second objective, in which it was proposed to recognize the perception of students about the use of the zoom platform in the English teaching-learning process, it was shown that all the indicators were positive. However, the methodology and didactics did not obtain a good rating on the Zoom platform, as well as diversifying the Activities for the learning process and the methodology used for student motivation.

In accordance with the third objective that “to determine the impact of the use of the Zoom platform in the teaching-learning process raises”, it was shown that the impact is positive according to the teachers, showing favorable indicators in most indicators. But it should also be noted that there are divided opinions on items such as the development of the teaching skills and the use of the tools offered by Zoom (50 ever-50 occasionally) and finally that the Zoom platform facilitates communication with students has deficiencies.

## **5.2 RECOMMENDATIONS**

Teachers should implement strategies to improve the Methodology and didactics in the English language learning through the Zoom platform, since this allows the learning objectives to be achieved.

The data obtained suggest that it is necessary to optimize the methodology and didactics on the Zoom platform, as well as to diversify the Activities for the learning process and the methodology used for student motivation, which will improve the perception of students about the use of the zoom platform in the English teaching-learning process

To guarantee the positive impact of the use of the Zoom Platform in the teaching-learning process, actions must be taken to develop the teaching skills, improve the use of the tools offered by Zoom, and establish mechanisms that facilitate communication between teachers and students.

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS



LANGUAGES CAREER

OBJECTIVES:

- To describe the components that affect virtual English Language Education.
- To recognize the perception of students about the use of the zoom platform in the English teaching-learning process.

GRADE: ..... DATE: .....

**INSTRUCTIONS:** Please answer the questions in the following questionnaire with an (X) in the answer you like the most, your information will be very significant for this work. I suggest that the answer to the items be with objectivity and sincerity, the data is confidential and for the exclusive use of this research.

Always (A), Usually (U), Sometimes (S), Almost never (AN), Never (N)

ITEMS	A	U	S	A N	N
<b>English language learning environment using Zoom</b>					
1. Using the Zoom platform helps to achieve the learning objectives of the subject and provide theoretical-practical knowledge to apply it in the real world.					
2. You consider that the Zoom platform is versatile, and presents organizational formulas adaptable at different levels that allow managing various nuances and learning possibilities.					
3. The zoom platform allows you to interact because it facilitates the relationship between users, the tools used, and learning.					
<b>Methodology and didactics in the English language learning by Zoom.</b>					
4. The Zoom platform facilitates the methodology and didactics for teachers according to the learning style.					

5. You think the zoom platform has tools that facilitate knowledge transfer and English language learning.					
6. Activities on the platform are diverse and appropriate to facilitate understanding in the English learning process.					
7. The methodology used in English teaching through the zoom platform makes you feel motivated.					
8. Navigation through the Zoom platform is easy, which means it facilitates the movement and location of resources.					
<b>Attitude towards online learning</b>					
9. You consider that online education through Zoom favors and facilitates the learning of English as a foreign language.					
10. The online mode through the zoom platform allows overcoming problems that may arise during the learning of a foreign language.					
11. You consider that online learning through zoom requires greater commitment and discipline to achieve success in the proposed objectives.					
12. You consider that the Zoom platform is efficient in the English language learning process.					



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y**  
**TECNOLOGÍAS**



**SURVEY AIMED AT ENGLISH TEACHERS**

**OBJECTIVE:** To determine the impact of the Zoom platform in the English teaching-learning process.

**INSTRUCTIONS:** Please answer the questions in the following questionnaire with an (X) in the answer you like the most, your information will be very significant for this work. I suggest that the answer to the items be with objectivity and sincerity, the data is confidential and for the exclusive use of this research. **Ever (E), Occasionally (O), Never (N).**

ITEMS	E	O	N
1. The use of the Zoom platform helps you as a teacher to improve your reflection about the subject under development.			
2. Zoom has allowed you to develop your teaching skills adequately.			
3. Zoom platform facilitates communication. (In your experience in conducting videoconferences.)			
4. You use all the tools that the Zoom platform offers.			
5. You are capable of using all the tools of the Zoom platform.			
6. You promote the learning of your subject.			
7. You use participation techniques, seeking the interest in your students.			
8. You give the students the chance to form workgroups.			
9. You use methodological strategies including technology for learning English.			
10. You think virtual classes are important in English teaching-learning process.			

**QUESTIONNAIRE:**

**SOURCE:**

Navarrete Benavides, A. G. (2021). The use of the zoom platform in the learning of natural sciences, in the students of the Eighth grade of Basic General Education, parallel "A", of the educational unit "La Inmaculada" of the city of Ambato, in the first semester of the school year 2020-2021 (Bachelor's thesis, Technical University of Ambato-Faculty of Human Sciences and Education-Basic Education Career.)

## ANALYSIS AND INTERPRETATION OF RESULTS

According to objective 1, which consisted of describing the components that affect virtual English language education, it was found:

### Chart 1

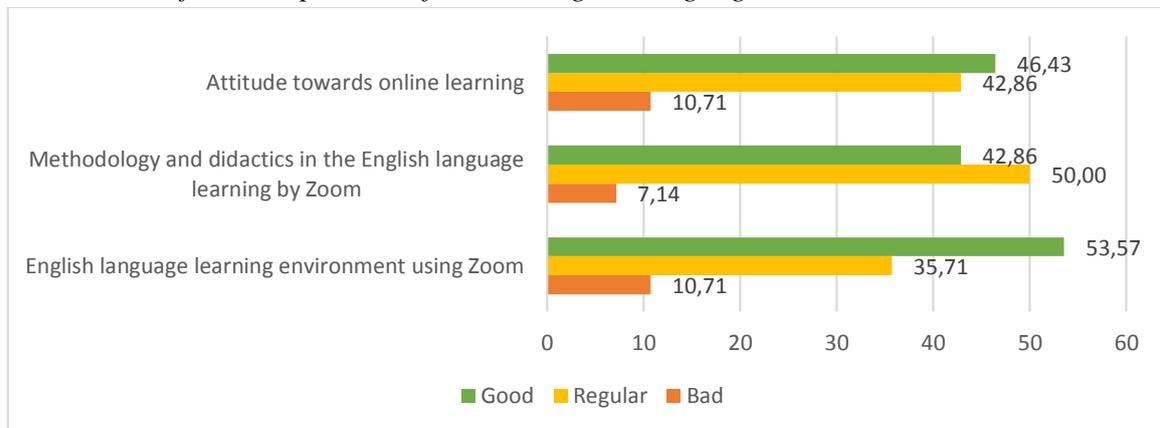
*The components of virtual English language education*

	Bad		Regular		Good	
	F	%	F	%	F	%
English language learning environment using Zoom	3	10,71%	10	35,71%	15	53,57%
Methodology and didactics in the English language learning by Zoom	2	7,14%	14	50,00%	12	42,86%
Attitude towards online learning	3	10,71%	12	42,86%	13	46,43%

**Note.** Distribution of frequencies and percentages by dimensions of the components of virtual English language education

### Figure 1

*Dimensions of the components of virtual English language education*



**Note.** Distribution of frequencies and percentages by dimensions of the components of virtual English language education

### Interpretation:

As you can see, the English language learning environment using Zoom was considered good by 54% of those surveyed. About Methodology and didactics in the English language learning by Zoom 50% indicated as regular. Likewise, 46% valued the dimension Attitude towards online learning as Good.

In which it is highlighted that the assessment in general terms of the components of virtual English language education had a good rating.

According to objective 2, in which it was proposed to recognize the perception of students about the use of the zoom platform in the English teaching-learning process, it was found:

**1. Using the Zoom platform helps to achieve the learning objectives of the subject and provide theoretical-practical knowledge to apply it in the real world.**

**Chart 2**

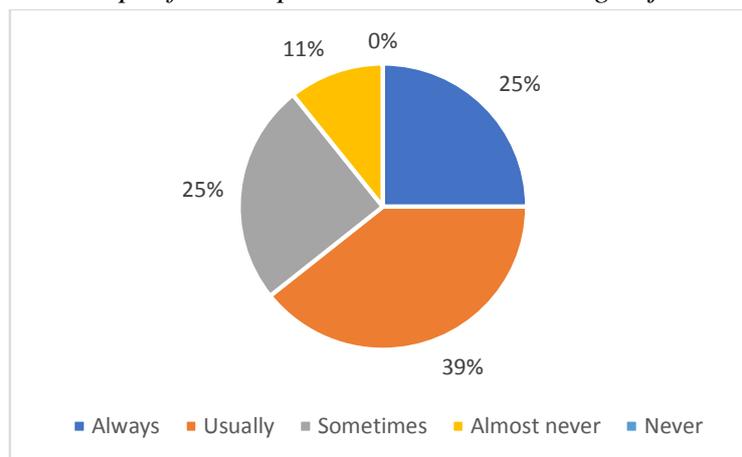
*The Zoom platform helps to achieve the learning objectives*

Alternatives	Frequency	Percentage
Always	7	25,00%
Usually	11	39,29%
Sometimes	7	25,00%
Almost never	3	10,71%
Never	0	0,00%
<b>Total</b>	<b>28</b>	<b>100%</b>

Note: Obtained from the student survey

**Figure 2**

*The Zoom platform helps to achieve the learning objectives*



Note: Obtained from the student survey

**Interpretation:**

According to the data obtained, 39% of the students indicated that it is Usually, and only 10.71% indicated that Almost Never the Zoom platform helps to achieve the learning objectives.

2. You consider that the Zoom platform is versatile, and presents organizational formulas adaptable at different levels that allow managing various nuances and learning possibilities

**Chart 3**

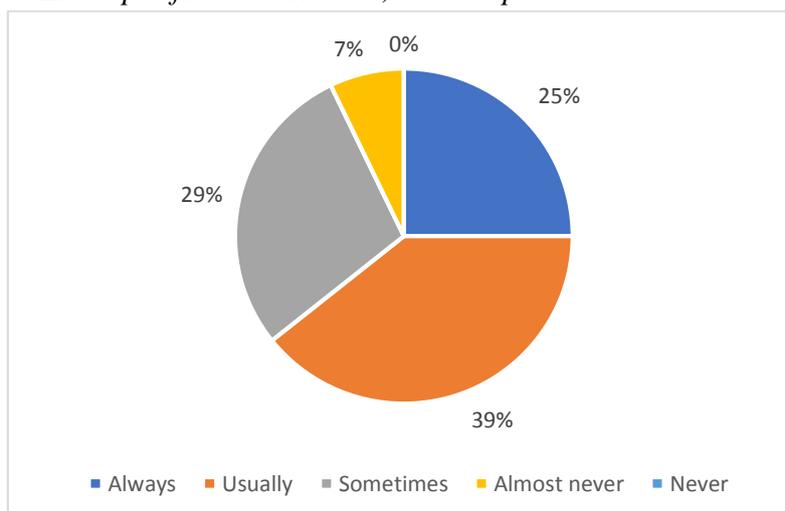
*The Zoom platform is versatile, and adaptable*

Alternatives	Frequency	Percentage
Always	7	25,00%
Usually	11	39,29%
Sometimes	8	28,57%
Almost never	2	7,14%
Never	0	0,00%
<b>Total</b>	<b>28</b>	<b>100,00%</b>

**Note:** Obtained from the student survey

**Figure 3**

*The Zoom platform is versatile, and adaptable*



**Note:** Obtained from the student survey

**Interpretation:**

It was observed that 39.29 of the respondents answered this question with the Usually alternative, while 7.14% highlighted that almost never the Zoom platform could be considered as versatile.

**3. The zoom platform allows you to interact because it facilitates the relationship between users, the tools used, and learning**

**Chart 4**

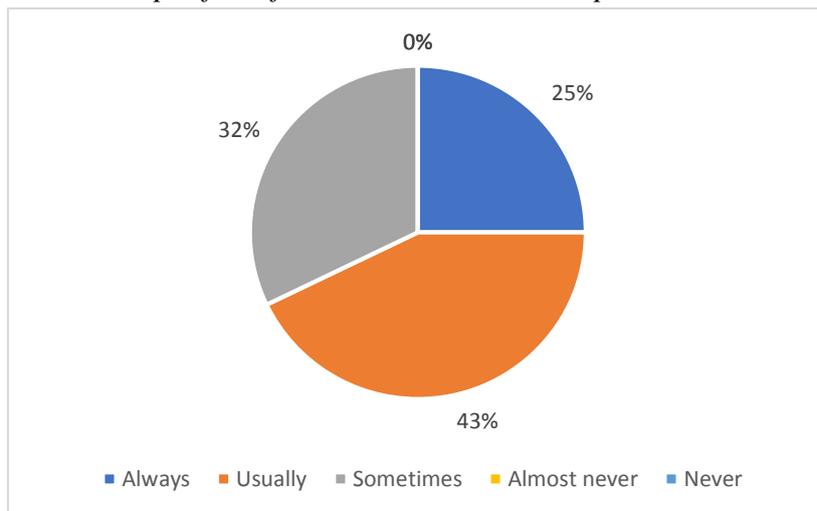
*The Zoom platform facilitates the relationship between users*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Always	7	25,00%
Usually	12	42,86%
Sometimes	9	32,14%
Almost never	0	0,00%
Never	0	0,00%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 4**

*The Zoom platform facilitates the relationship between users*



**Note:** Obtained from the student survey

**Interpretation:**

Most of the respondents, with 42.86%, answered that usually the zoom platform facilitates the relationship between users, likewise, 25% indicated that this facility is always available.

**4. The Zoom platform facilitates the methodology and didactics for teachers according to the learning style.**

**Chart 5**

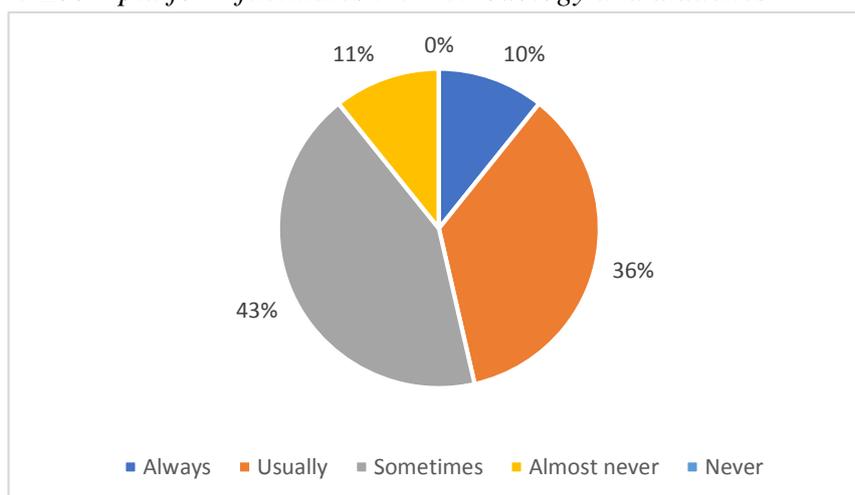
*The Zoom platform facilitates the methodology and didactics*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Always	3	10,71%
Usually	10	35,71%
Sometimes	12	42,86%
Almost never	3	10,71%
Never	0	0,00%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 5**

*The Zoom platform facilitates the methodology and didactics*



**Note:** Obtained from the student survey

**Interpretation:**

With the data obtained from this question, it can be noted that 43% indicated Sometimes as an answer, while 36% of the students indicated that Usually the Zoom platform facilitates the methodology and didactics.

**5. You think the zoom platform has tools that facilitate knowledge transfer and English language learning**

**Chart 6**

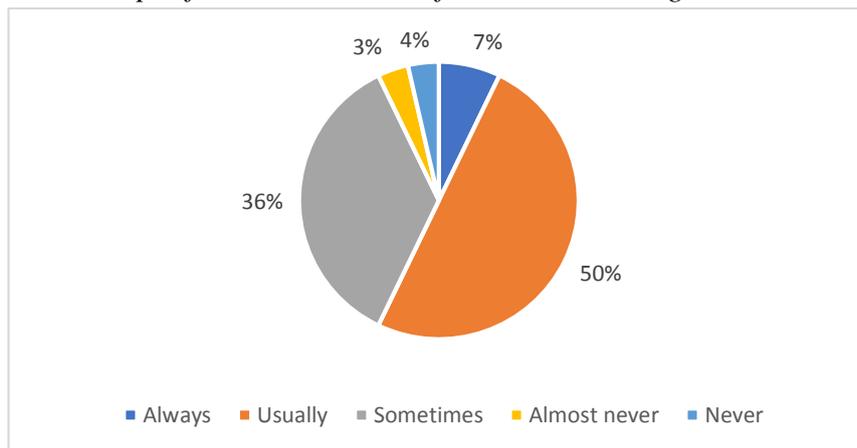
*The Zoom platform has tools that facilitate knowledge*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Always	2	7,14%
Usually	14	50,00%
Sometimes	10	35,71%
Almost never	1	3,57%
Never	1	3,57%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 6**

*The Zoom platform has tools that facilitate knowledge*



**Note:** Obtained from the student survey

**Interpretation:**

50% of the students surveyed indicated that Usually the Zoom platform has tools that facilitate knowledge, while a small group highlighted that 4% and 3.57% perceive it as Never and Almost Never, respectively.

## 6. Activities on the platform are diverse and appropriate to facilitate understanding in the English learning process

**Chart 7**

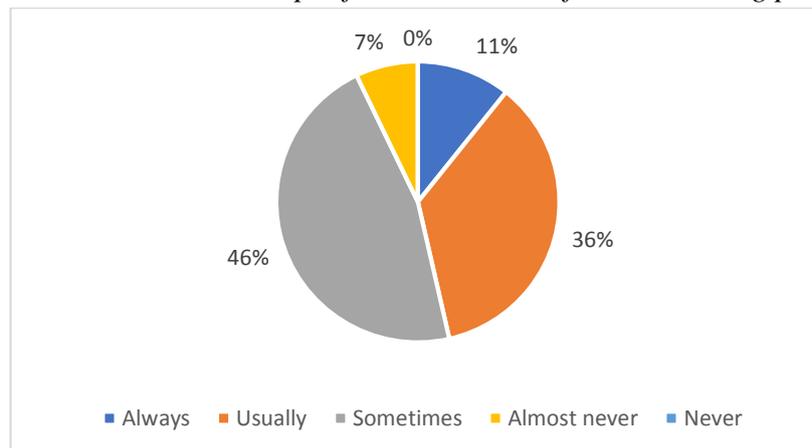
*Activities on the Zoom platform are diverse for the learning process*

Alternatives	Frequency	Percentage
Always	3	10,71%
Usually	10	35,71%
Sometimes	13	46,43%
Almost never	2	7,14%
Never	0	0,00%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 7**

*Activities on the Zoom platform are diverse for the learning process*



**Note:** Obtained from the student survey

### **Interpretation:**

46% of the surveyed population determined that sometimes the activities on the Zoom platform are diverse for the learning process, however, 7.14% of these gave a rating of Almost never.

**7. The methodology used in English teaching through the zoom platform makes you feel motivated**

**Chart 8**

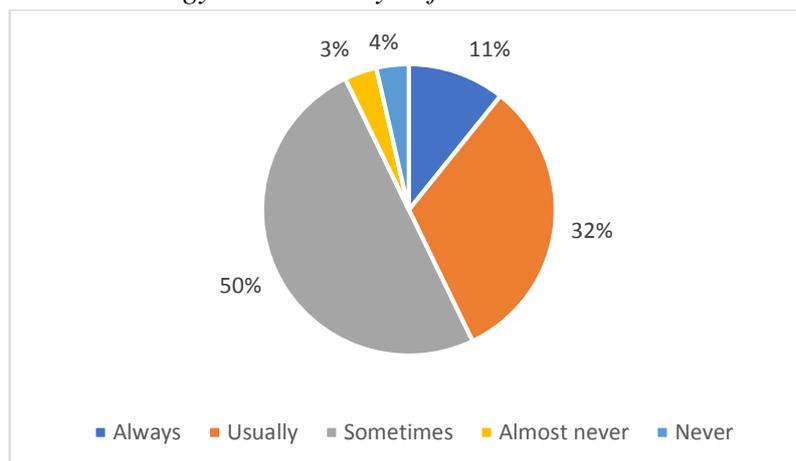
*The methodology used makes you feel motivated*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Always	3	10,71%
Usually	9	32,14%
Sometimes	14	50,00%
Almost never	1	3,57%
Never	1	3,57%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 8**

*The methodology used makes you feel motivated*



**Note:** Obtained from the student survey

**Interpretation:**

Half of the students (50%) gave a rating that Sometimes The methodology through the zoom platform makes you feel motivated, but 7.14% of them indicated that this was met Almost Never or Never.

**8. Navigation through the Zoom platform is easy, which means it facilitates the movement and location of resources.**

**Chart 9**

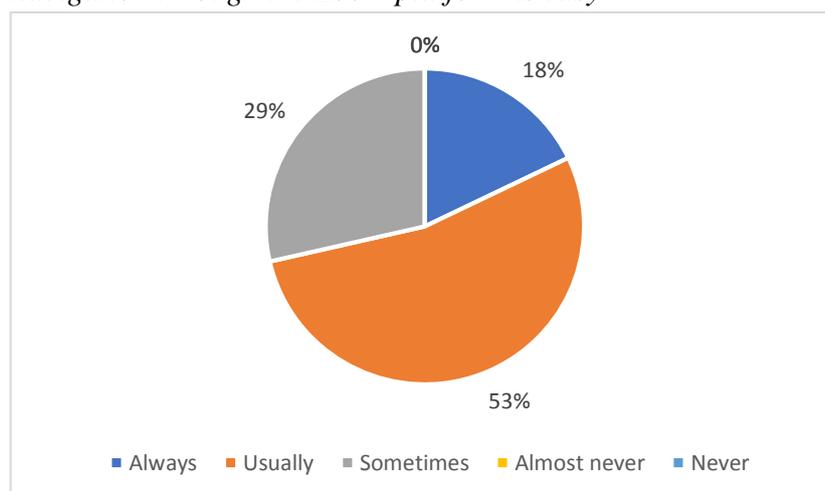
*Navigation through the Zoom platform is easy*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Always	5	17,86%
Usually	15	53,57%
Sometimes	8	28,57%
Almost never	0	0,00%
Never	0	0,00%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 9**

*Navigation through the Zoom platform is easy*



**Note:** Obtained from the student survey

**Interpretation:**

According to the results obtained, 53.57% gave an assessment that Usually Navigation through the Zoom platform is easy, but a minority (17.86%) indicated that always the use of this platform is easy.

**9. You consider that online education through Zoom favors and facilitates the learning of English as a foreign language.**

**Chart 10**

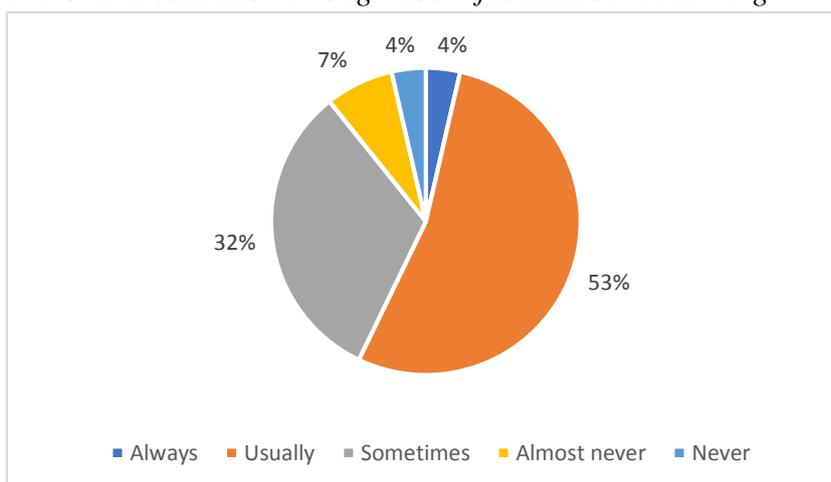
*The online education through Zoom facilitates the learning*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Always	1	3,57%
Usually	15	53,57%
Sometimes	9	32,14%
Almost never	2	7,14%
Never	1	3,57%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 10**

*The online education through Zoom facilitates the learning*



**Note:** Obtained from the student survey

**Interpretation:**

The data obtained determined that 53.57% of the respondents gave the answer that Usually the online education through Zoom facilitates the learning, but on the other hand, 3.57% of these indicated that never.

**10. The online mode through the zoom platform allows overcoming problems that may arise during the learning of a foreign language**

**Chart 11**

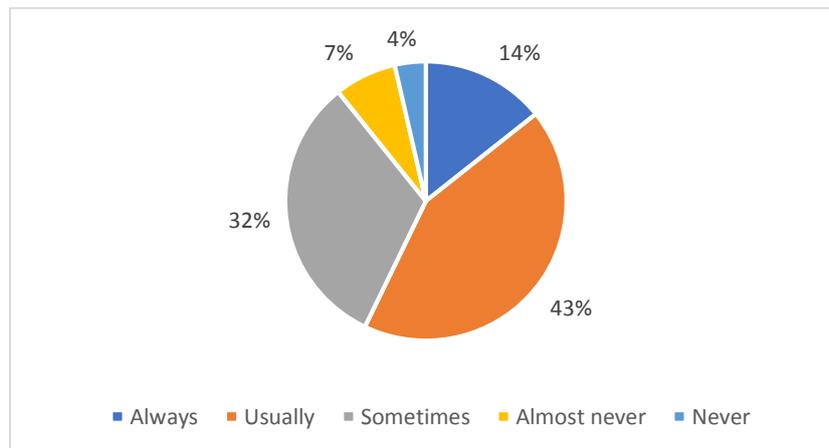
*The online mode through the zoom platform allows overcoming problems*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Always	4	14,29%
Usually	12	42,86%
Sometimes	9	32,14%
Almost never	2	7,14%
Never	1	3,57%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 11**

*The online mode through the zoom platform allows overcoming problems*



**Note:** Obtained from the student survey

**Interpretation:**

According to the information obtained in the survey, it was found that 42.86% of the respondents indicated that “Usually The online mode through the zoom platform allows overcoming problems in the learning process”, while 3.57% indicated that this is “Never” achieved.

**11. You consider that online learning through zoom requires greater commitment and discipline to achieve success in the proposed objectives**

**Chart 12**

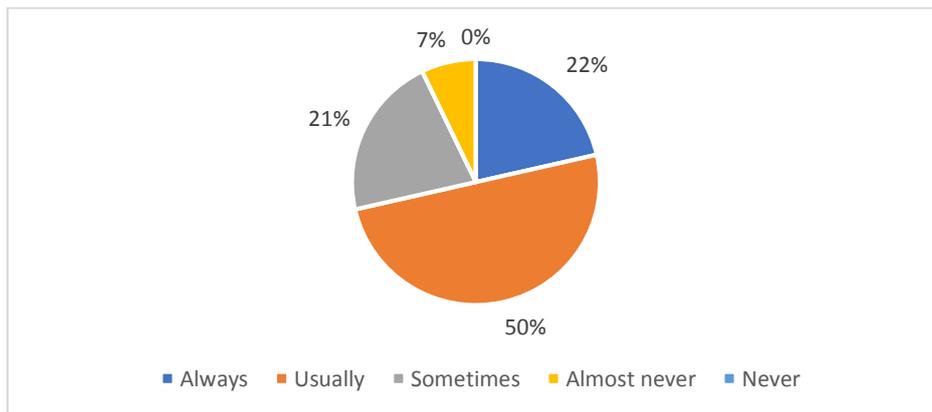
*The online learning through zoom requires greater commitment and discipline*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Always	6	21,43%
Usually	14	50,00%
Sometimes	6	21,43%
Almost never	2	7,14%
Never	0	0,00%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 12**

*The online learning through zoom requires greater commitment and discipline*



**Note:** Obtained from the student survey

**Interpretation:**

According to the resulting values in this survey, 50% of the students indicated that “Usually The online read Interpretation through zoom requires greater commitment and discipline”, in contrast to 7.14% indicate that “Never” require greater commitment.

## 12. You consider that the Zoom platform is efficient in the English language learning process

**Chart 13**

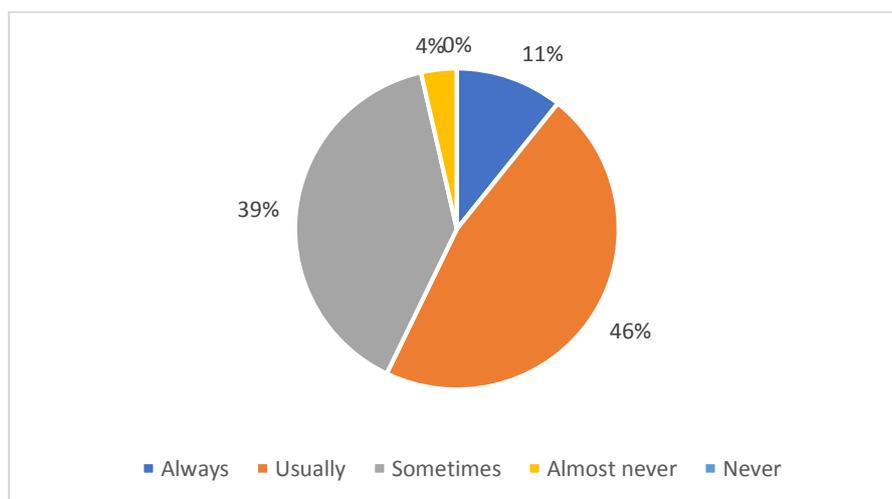
*The Zoom platform is efficient in the English language learning process*

Alternatives	Frequency	Percentage
Always	3	10,71%
Usually	13	46,43%
Sometimes	11	39,29%
Almost never	1	3,57%
Never	0	0,00%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Figure 13**

*The Zoom platform is efficient in the English language learning process*



**Note:** Obtained from the student survey

### **Interpretation:**

46.43% of the students who were part of this survey indicated that “Usually The Zoom platform is efficient in the English language learning process”, but a small group, 3.57% indicated that “Never” is achieved.

**According to objective 3** “To determine the impact of the use of the Zoom Platform in the teaching-learning process”, it was obtained:

**1. The use of the Zoom platform helps you as a teacher to improve your reflection about the subject under development.**

**Chart 14**

*The Zoom platform helps to improve the subject under development*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	4	100,00%
Occasionally	0	0,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

100% of the teachers surveyed indicated that this platform helps to improve their reflection on the subject under development, since it allows them to use audiovisual material more efficiently towards students.

**2. Zoom has allowed you to develop your teaching skills adequately.**

**Chart 15**

*Zoom allow to develop the teaching skills*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	2	50,00%
Occasionally	2	50,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

There was a divided opinion among the teachers, where 50% indicated that the platform occasionally allows them to develop teaching skills, while the other half indicated that this is always the case.

**3. The Zoom platform facilitates communication. (In your experience in conducting videoconferences.)**

**Chart 16**

*Zoom platform facilitates communication*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	1	25,00%
Occasionally	3	75,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

According to the data obtained, it stands out that 75% of teachers indicate that “Occasionally Zoom platform facilitates communication with students”, that is the reason they are sometimes obliged to use other systems to achieve effective communication with their students.

**4. You use all the tools that the Zoom platform offers.**

**Chart 17**

*Use of the tools that the Zoom platform offers*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	2	50,00%
Occasionally	2	50,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

According to the surveys carried out, 50% indicated that they “Ever use all the tools that the Zoom platform offers”, while the other 50% only use it “Sometimes”.

**5. You are capable of using all the tools of the Zoom platform.**

**Chart 18**

*Capability of use all the tools of the Zoom platform*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	3	75,00%
Occasionally	1	25,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

It is noteworthy that 75% of the teachers surveyed indicated that Ever feel capable of using all the tools of the Zoom platform, promoting the correct use of the platform, and managing to create more interactive classes.

**6. You promote the learning of your subject.****Chart 19***Promote the learning of the subject*

<b>Alternatives</b>	<b>Frequency</b>	<b>Per</b>
Ever	4	100,00%
Occasionally	0	0,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

All the teachers analyzed determined that “Ever promotes the learning of the Subject” through the different modes of teaching, whether online or face-to-face.

**7. You use participation techniques, seeking the interest in your students.****Chart 20***Use participation techniques in the Zoom platform.*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	4	100,00%
Occasionally	0	0,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

100% of the respondents indicated that “Ever use participation techniques”, seeking the interest in their students through the use of the Zoom platform.

**8. You give the students the chance to form workgroups.**

**Chart 21**

*Give the students the chance to form workgroups*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	4	100,00%
Occasionally	0	0,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation**

Teachers as a whole indicated that they should give the students the chance to form workgroups, encouraging more interaction between students through digital platforms.

**9. You use methodological strategies including technology for learning English.**

**Chart 22**

*Use methodological strategies like technology for learning English*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	4	100,00%
Occasionally	0	0,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

According to the information collected in the surveys, all the teachers indicated that they EVER use methodological strategies like technology for learning English.

**10. You think virtual classes are important in the English teaching-learning process.**

**Chart 23**

*The virtual classes are important in English teaching-learning process*

<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
Ever	3	75,00%
Occasionally	1	25,00%
Never	0	0,00%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Note:** Obtained from the student survey

**Interpretation:**

The majority of respondents (75%) indicated that “Ever think virtual classes are important in the English teaching-learning process”, highlighting the importance of using platforms such as Zoom to achieve their learning objectives.