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

"The effects of usage of Zoom Platform on the English learning process, during the Pandemic, in students at Primero de Bachillerato, at Unidad Educativa Santa Mariana de Jesús, in Riobamba City, Chimborazo Province in the academic period September 2021-February 2022"

Work presented as requirement for obtaining the bachelor's degree as
"Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés"

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Riobamba, Ecuador.
2022

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"The effects of usage of Zoom Platform on the English learning process, during the Pandemic, in students at Primero de Bachillerato, at Unidad Educativa Santa Mariana de Jesús, in Riobamba City, Chimborazo Province in the academic period September 2021-February 2022"

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DEDICATORY

I dedicate this work with all my heart to my father. Your blessing throughout my life has brought me to this point, fulfilling a dream. One day I promised to be your pride and despite my mistakes, my love for you has allowed me to continue. That's why I give you my job as an offering to all that you mean to me.

With love, your daughter.

ACKNOWLEDGMENTS

I want to express mi gratitude to the almighty God who has held me in his hand throughout my life and allows me today to fulfill a longed-for dream.

To my family for being my support on this arduous path, for giving me strength and believing in me.

To my husband for being my unconditional support throughout my university life.

To my son Dorian for being my greatest pride and at the same time my inspiration to pursue my goals and not give up.

To my Thesis Tutor Msc. Mercedes Gallegos for her unconditional guidance and emotional support in the process of carrying out this research work.

To my dear Universidad Nacional de Chimborazo and to my professors of the Languages Career, who made this possible with their teachings, their advice and their dedication.

Thanks for all.

María José Carrasco Ramírez.

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RESUMEN

La pandemia del COVID-19 que se vive a nivel mundial, ha cambiado muchos aspectos de la vida cotidiana y la educación no ha sido la excepción, ya que ha sufrido un cambio significativo dando paso a una nueva modalidad educativa, la modalidad virtual. Esta nueva modalidad se ha complementado con los avances tecnológicos. Un claro ejemplo es el uso de las plataformas virtuales, las cuales han permitido que alumnos y profesores tengan una interacción dinámica con el fin de cumplir con el proceso de enseñanza-aprendizaje. Este estudio realizado con los alumnos del primer año de bachillerato de la Unidad Educativa Santa Mariana de Jesús se ha centrado en el uso de la plataforma virtual Zoom en el proceso de enseñanza-aprendizaje del Inglés. Los resultados del estudio han reflejado respuestas positivas tanto de los profesores como de los alumnos en el uso de la plataforma. Para el desarrollo de este estudio se ha utilizado una investigación cualitativa de nivel descriptivo. Los instrumentos utilizados para obtener los resultados de la investigación fueron una guía de observación y una encuesta aplicada a los alumnos.

Palabras clave: plataformas virtuales, plataforma Zoom. Usos de la plataforma, efectos del uso de la plataforma.

ABSTRACT

The COVID-19 pandemic is being experienced worldwide, many aspects of daily life have changed and education was no exception, since it has undergone a significant change giving way to a new educational modality, the virtual modality. This new modality has been complemented by technological advances. A clear example is the use of virtual platforms, which have allowed students and teachers to have a dynamic interaction with the purpose of fulfilling the teaching-learning process. This study carried out with the students of Primero de Bachillerato at Unidad Educativa Santa Mariana de Jesús has been focused on the use of the Zoom virtual platform in the English teaching-learning process. The results of the study have reflected positive responses from both teachers and students when using the platform. Qualitative research with a descriptive level was used to develop this study. The instruments used to obtain the results of the research were an observation guide and a survey applied to the students.

Key words: virtual platforms, Zoom platform. Uses of the platform, effects of the use of the platform.

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CHAPTER I.
INTRODUCTION.

1.2. PROBLEM STATEMENT

The coronavirus disease (Covid-19) is a pandemic that has triggered an unprecedented crisis across the nations, it affects 221 countries and territories. The pandemic has especially harmed the poor nations and people, making them vulnerable, and it has pushed millions more into poverty. In the educational field, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact (OECD, 2020).

The closure of schools has made that educators need to use new pedagogical resources to achieve their labor around the world, in this sense, virtual platforms have been the ideal alternative to fulfill this objective. Therefore, the use of virtual platforms is essential in academic activities because they facilitate the entrance to multiple resources that permit students to be able to learn anything without limitations, they can access any educational material from anywhere in the world, download books, articles, documents, etc. (Kim, 2020).

Nowadays, our country faces a pandemic which the only option is to use virtual platforms for going on with the educative process, however, the closure of educational centers, according to Ministerio de Salud (2021), has made approximately 4.4 million students between children and adolescents be in a situation of vulnerability, the impact of Covid-19 reduced incomes in 84.3% of the households surveyed, increasing the risk of dropping out of school. Families have made an effort to have technological tools that help their sons and daughters to continue with their studies; However, this connectivity is deficient and only 2 out of 10 students have computers for their personal use (UNICEF, 2021).

Despite available virtual platforms as zoom, skype, teams, etc., not all students can access to them so it makes that their educational process has decreased, especially in the English language instruction.

Due to the new reality that we live in, the face to face interaction is forbidden owing to the restrictions of governments that try to preserve public health, hence, educators must be forced to find and use new pedagogical scenarios and techniques to continue with their labor (CEPAL, 2020). Consequently, professors have been operating virtual platforms as the only source to keep in touch with students with the purpose to teach their subjects (Ghavifekr & Rosdy, 2015). In spite of these efforts, they have brought new issues and difficulties in the teaching work, especially in the English instruction as a foreign language. This situation was observed in the students at primero de Bachillerato of the Unidad Educativa Santa Mariana de Jesús trough the pre profesinal practices of the researching which is located in Riobamba city in Chimborazo province. Their language instruction through the use of the Zoom platform has evidenced some problems. For instance; the few hours designated to teach this subject in an online way has provoked a lack of motivation in students making they cannot focus on learning new words or new expressions. As well, not all students have good connectivity for taking their lessons, hence, they usually miss classes. Additionally, it causes that they do not attend online classes, creating big gaps in their language learning. Finally, the constant constraints of time make students cannot focus on every lesson instruction, so they barely understand every topic and they forget them easily.

1.3 FORMULATION STATEMENT

How is Zoom Virtual Platform used to support English teaching during the pandemic in students at Primero de Bachillerato, at Unidad Educativa Santa Mariana de Jesús, in Riobamba city?

1.4 OBJECTIVES: GENERAL AND ESPECIFIC

1.4.1. General Objective:

To analyze the usage of Zoom platform in the English teaching process during the pandemic in students at Primero de Bachillerato, at Unidad Educativa Santa Mariana de Jesús, in Riobamba city.

1.4.2. Specific Objectives:

•   To recognize how useful Zoom platform is to teach English during the pandemic.

- To observe the activities that are developed from the virtual classes.

- To find out the effects of using Zoom platform in English teaching.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

After a revision of Unach repository, it was found an investigation with similar variables to this study which is: ANALYSIS OF THE USAGE OF VIRTUAL PLATFORMS AS A DIDACTIC STRATEGY IN THE DEVELOPMENT OF LISTENING SKILL OF ENGLISH OF THE STUDENTS OF FIRST SEMESTER FROM UNACH LANGUAGES CAREER ACADEMIC TERM OCTOBER 2019 – MARCH 2020 done by Cauja Guailla Noemi Alexandra, this research contributes with important definitions. This research analyzes of the usage of virtual platforms as a didactic strategy in the development of listening skill of English of the students of First Semester from UNACH Language Career Academic Term October 2019 – March 2020 (Cauja, 2020)

"THE EFFICACY OF ZOOM TECHNOLOGY AS AN EDUCATIONAL TOOL FOR ENGLISH READING COMPREHENSION ACHIEVEMENT IN EFL CLASSROOM" done by Hye Jeong Kim (2020). this study showed that real-time zoom video lectures have a positive effect on learners' English reading achievement. From the perspective of both learners and instructors, zoom must be supplemented with automatic attendance processing, convenient data uploading and downloading, and more efficient video screen management functions. Instructors, must become further aware of the efficiency of Zoom technology in the EFL classroom (Kim, 2020).

Furthermore, another investigation is "TRANSITIONING FROM FACE-TO-FACE TO REMOTE LEARNING: STUDENTS' ATTITUDES AND PERCEPTIONS OF USING ZOOM DURING COVID-19 PANDEMIC" done by Derar Serhan (2020). The purpose of this study was to investigate students' attitudes and perceptions of their learning and engagement using Zoom vs. FTF sessions. The findings of this study indicated that students were not fully satisfied with their learning experience during this transition period. Many factors may have contributed to the results of this study.

Instructors were not ready for this sudden change that required the use of a new platform and the design of alternate activities and delivery methods. Some users faced technical and unforeseen difficulties while using the new platform including internet access issues and Zoom bombings (Serhan, 2020).

2.2 THEORETICAL FOUNDATIONS /BASIS

The theoretical framework will be constructed taking international investigations into account and observations of our reality; thus, the scientific theory will support the research questions contributing with important definitions and concepts to this study.

2.2.1 Technology

Technology is a set of methods, techniques, tools, skills, and processes that incorporate all the scientific knowledge obtained through the experiences and practices of human beings in order to bring people multiple services to extend social abilities and to satisfy needs, wishes and accomplishments (Ghavifekr & Rosdy, 2015). Therefore, technology is used in different social fields such as medicine, business, economy, politic, religion, and principally education. In this regard, technology is an imminent and essential instrument in students' education because it is the medium that allows to access and share knowledge immediately (Katz, 2021).

2.2.2 Information Communication Technologies (ITCs)

Information and Communication Technologies (ICTs) are all of those electronic resources that facilitate the creation, accommodation, supervision, and diffusion of information by multiple media electronic, for example, the internet, radio, television, and social media (Kim, 2020). These informatics' implements are support channels with unlimited data that diffuse digitalized content for facilitating the general learning, and students' skill development, taking into account their varied necessities.

2.2.3 Virtual Platforms

The virtual platforms are technological tools that help to develop student instruction and teaching labor, as well as these high-tech tools, permit interaction among educators, pupils, and colleagues. Those are powerful pedagogical arms that bring learners different resources to acquire and produce knowledge (Cauja, 2020). Nowadays,

these virtual settings have implemented multiple types of instruments with the purpose of supporting the teaching instruction and its roles, for example, they facilitate the organization of contents and activities within an online course, also the management of student enrollments, evaluation of students' progress, and distance training or as a complement to face-to-face teaching.

The online teaching modality through the use of virtual platforms can be divided into two broad categories (Cauja, 2020):

- **Synchronous teaching:** Cauja (2020) claims that this kind of teaching involucrate the interaction between teacher-students in a live way, it means through the use of videoconference apps such as Microsoft teams, Jitsi meetings, Skype, and principally Zoom.
- **Asynchronous teaching:** Kim (2020) sustains that this teaching style refers to the use of other kinds of virtual media at any time when it is needed. For example: Emails, downloads, documents, forums, and recorded videos.

2.2.4 Zoom Platform

Zoom is a powerful online platform that has as the main function to make videoconference calls with the purpose of allowing interaction between people especially when the face to face meetings are not possible (Kim, 2020).

This program is the most popular app in today's world because of its versatility and availability to use on multiple electronic devices such as computers, smartphones, tablets (Serhan, 2020). Therefore, it has been utilized in different professional fields, and education is not an exception. In this regard, the zoom app is the most common app for teaching purposes, it is also used in the foreign language teaching, principally in the English dialectal.

2.2.5 Uses of Zoom Platform

Zoom is a dynamic virtual tool that has different and useful functions, its versatility makes it a multipurpose tool for all Internet professionals. Owing to the scope of this instrument, it is possible to have the chance of interviewing and interacting with members of a community, as well, it permits professors to give support to their students through virtual lessons (Serhan, 2020). Some of the principal uses of zoom platform are:

- Schedule a meeting

- Record a meeting

- Share screen

- Virtual whiteboard

- Chat

- ZOOM participant management

- Calendar integration and Live streaming on social media

2.2.6 Advantages of the Use of Zoom Platform in Education

Zoom is undoubtedly a necessary tool since more and more public meetings and events are becoming virtual, especially in education because the online modality is more present than before at different levels of education (Serhan, 2020). Taking this point into account, we can highlight that this platform has and offers different advantages to students, for example;

- Students can practice multiple listening activities in the virtual classroom at any moment of the lesson.

- Learners are able to share multiple virtual files that help them to develop their instruction.

- Pupils can interact using the chat section and make conversations about the topics treated in classes.

- They can watch videos in a simple way for practicing dialogues and knowing the culture.

2.2.7 Activities used in Zoom Platform for teaching English online

The English teaching process is a complex task because it is necessary to employ meaningful and dynamic activities that allow students to acquire enough knowledge in order to develop their language skills (Rivers, 2018). To achieve this goal, teachers can use the zoom platform for putting into practice the next activities:

Receptive skills: there are all of those activities that bring knowledge and information to students, which are: listening and reading

- Listening: this ability is one of the most important steps to learn a language because it helps learners to understand the dialect of the target language (Rivers, 2018).

- o Audios
- o Listening Dialogues
- o Put in order
- o Songs
- o Spelling messenger

- ▪ <u>Reading:</u> this process provides learners new vo0acabulary at the same moment to understand a text (Rivers, 2018).
  - o Online Flashcards
  - o Classic tales
  - o Pdfs
  - o Virtual books

<u>Productive skills:</u> there are activities that force students to use the language to produce words, phrases, sentences, and paragraphs (Rivers, 2018). These are speaking and writing skills.

- ▪ <u>Speaking:</u> it is one of the most important abilities in the acquisition of a new language because it allows people to communicate with one another (Deparment of Education of USA, 2017).
  - o Speaking Breakrooms
  - o Expositions
  - o Oral Interviews
  - o Sing songs

- ▪ <u>Writing:</u> this is an essential medium of communication of every language because it permits people to express their opinions and thoughts using the written symbols (Rivers, 2018).
  - o Emails
  - o Essays
  - o Summaries
  - o Mind maps

2.2.8 Effects of using Zoom Platform in English language teaching

Zoom is a dynamic platform that offers multiple services to its users, those purposes are from organizing a meeting at any time to sharing a screen and recording a meeting, among other useful roles (Katz, 2021). However, zoom is not a free platform since to be able to use all its functions users need to pay a monthly fee to the company, or also users can create a free account that offers limited-time per assignment.

- Free zoom version
  - Unlimited individual meetings
  - Group sessions of a maximum of 40 minutes
  - Free choice to share screen, files, and record meetings on one device
- Paid zoom version
  - Unlimited individual and group meetings
  - Free option to share screen, files, and record meetings on a device or in the cloud directly.
  - Personalization of an account and link it to a company
  - application of surveys in real-time (live) to the participants

Since this app is multifaceted, many public and private institutions utilize it to achieve their tutoring's every day, even some of those centers have the premium version, the English language teaching is not an exception, English teachers employ it for their lessons (Ghavifekr & Rosdy, 2015). Therefore, it influences students and has effects in their language instruction. To illustrate;

- Positive effects: According to new studies about the use of virtual platforms, it can be concluded some important benefits to students (Jehad Alameri†, 2020). For instance:
  - Learners are capable to use this platform and others when they need them.
  - Students have the facility to listen to dialogues and real conversations very easily and quickly.
  - Teachers can share videos and different interactive resources without the need to physically print them.
  - Classes can be recorded and archived in order to review them if necessary

- Negative effects: On the other hand, zoom and virtual media have brought new multiple and complex issues (Ghavifekr & Rosdy, 2015), such as:
    - The human contact is increasingly reduced, mainly causing a social crisis in young people and children.
    - The constant use of virtual platforms generates more stress on students.
    - The technological dependence is visible in learners.
    - Students increasingly present a lack of the ability to concentrate and pay attention to their lessons.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 Approach

This work is designed to interpret the present phenomenon in Unidad Educativa Santa Mariana; therefore, it has an interpretative design due to it is focused on the exploration and analysis of the ideas, opinions, behaviors and effects that the virtual education has on students of primer año de Bachillerato, at Unidad Educativa Santa Mariana de Jesus in their English learning.

3.2 Research design

3.2.1 Qualitative Research

A qualitative investigation refers to the analysis and understanding of a specific group in order to observe a particular phenomenon and thus establish the reasons for the behavior of that population (Suter, 2014). This project is qualitative research because it is structured to obtain and analyze qualitative data about the uses, benefits and applications of the Zoom Platform in the English language education.

3.2.2 Quantitative Research

The quantitative method is a research methodology that uses questions and surveys to collect quantifiable data and, based on these, perform statistical analyzes to derive research conclusions. (Universidad de Ancalá, 2020). This project uses quantitative research because in this case we are going to make a questionarie to obtain and analize quantitative data related to the effects of the usage of the Zoom Plataform.

3.3 Research methods

3.3.1 Descriptive Research

A descriptive investigation is that describe the characteristics of a specific population, and also the data interpretation on the object of study and the particular phenomenon (Suter, 2014)

The level of this investigation is descriptive because it will try to explore the effects of the use of zoom for teaching English in students of primer año de Bachillerato, at Unidad Educativa Santa Mariana de Jesus in Riobamba city, during the academic period September 2021 - February 2022.

3.3.2 Ethnographic Method

The ethnographic method corresponds to anthropological studies since it descriptively studies a particular culture, in addition, it allows a researcher to analyze the perceptions and behaviors of a specific group in a particular time and situation (Xu & Storr, 2012). The ethnographic method will be utilized because this method corresponds to qualitative researches and also for the opportunity to observe students and obtain data about their perceptions and proficiency at the moment of the English learning.

3.4 Study Population

The selected population are 30 students of primer año de Bachillerato, at Unidad Educativa Santa Mariana de Jesus in Riobamba city, they learn English through the use of platform zoom because this population is not big, it will not necessary to obtain a sample.

3.5 Sample

There is no sample because the population is small

3.6 Techniques and instruments for collecting data

3.6.1. Instrument: In this research, it will be utilized 2 instruments which are the survey and the observation guide, those instruments have been developed with the information of the theoretical framework, with the purpose to achieve the planned objectives.

3.6.2. Observation guide: An observation guide is an investigative instrument that contains specific parameters that allow researchers to analyze a certain situation or phenomenon, in addition, it is applied in a specific place where the object of study is being developed (Suter, 2014). The present observation guide has been elaborated with the purpose of reaching the first and second specific objectives, all of those parameters

set in the instruments will let the investigator obtain meaningful information about the use of the zoom platform and the activities applied in it.

3.6.3. Questionnaire: According to Matler (2010) a questionnaire is an investigation instrument that works with the objective to obtain accurate data about a phenomenon which denotes investigation. This instrument has also been used in this investigation because the specific questions formulated in it about the use of zoom in English teaching will be helpful to reach the main aim.

This study will benefit the students of Primero de Bachillerato of the Unidad Educativa Santa Mariana de Jesus and it will be a contribution to future researches with similar variables.

3.7 Techniques of analysis and interpretation techniques.

Interview

3.7.1. Observation

This is a research technique that allows a researcher to collect data in a non-aggressive way because the investigator joins the study population, and thus, this researcher decides what to observe and what information is useful (Xu & Storr, 2012). The observation technique will be utilized in this research with the purpose to obtain meaningful data to develop and reach the objectives about the use of zoom and the activities implemented at the moment of using it.

3.7.2 Survey

A survey is a data collection that helps a researcher to obtain particular information on particular issues, through its application to a group of specific people (Xu & Storr, 2012). This instrument is A series of questions fixed in a short questionnaire for the English teacher and his students to gather data or to detect their opinion about the effects of the use of the zoom platform for teaching English.

The observation technique will be used to know how the Zoom Platform of the english learning process is applied by teacher and students to the different activities. And survey technique will be used to obtain data about the students' opinion related to the virtual classes and its effects in the teaching learning process.

RESULTS AND DISCUSSION

The present information was obtained through the application of instruments like observation guide and survey in order to meet the objectives of this research through a descriptive analysis. It was carried out synchronously through three online English classes with the students of at Primero de Bachillerato, at Unidad Educativa Santa Mariana de Jesús with the purpose to analyze the effects of usage of Zoom Platform on the English learning process, during the Pandemic.

4.1 Analysis and description of the Observation Guide

Table 1: To recognize how useful Zoom platform is to teach English during the pandemic.

Table 1. How useful Zoom platform is to teach English during the pandemic

OBJECTIVES	GUIDELINES	ANALYSIS AND INTERPRETATION OF GATHERED RESULTS	CONTRAST WITH THEORY
Objective #1: To recognize how useful Zoom platform is to	• Students can practice multiple listening activities in the virtual	The students were able to practice listening activities proposed by the teacher throughout the class, making the listening learning process is reinforced with the	The key point in teaching Listening in virtual environments is the possibility of using videos instead of audio: fragments of television programs, new clips, documentaries, movies, or animations

teach English during the pandemic.	classroom at any moment of the lesson.	practice of audios and even videos and, therefore it was confirmed that Zoom is a platform that allows us to develop this skill in students easily.	that will provide exposure to real situations and a language alive, which is difficult to find in the Listening provided by activities in traditional textbooks. (Unir Revista, 2019). In the class the students developed these activities with interest and the intention to accomplish the teacher guidance during the class.
	• Students are able to share multiple virtual files that help them to develop their instruction.	Students share few files they prefer to use their own resources such as their written notes or books but, in many cases, students were not able to share files.	According to (Serhan, 2020) learners are able to share multiple virtual files that help them to develop their instruction. The Zoom platform is useful. However, the students present a problem because they were not able to take advantage from these platform benefits. Maybe it is because they do not know how to do that.
	• Students can interact using the chat section and make conversations about the topics treated in classes.	Students were able to interact using the chat allowing them to use the language in practice. As it was said previously, students were not able to share files,	Pupils can interact using the chat section and make conversations about the topics treated in classes (Serhan, 2020). The teacher provided activities that allowed the students to practice the English language. The students were able to complete the

		however they were able to benefit from the chat option enhancing their writing skill.	activities using the chat option of the Zoom platform. Writing is an essential productive skill and a medium of communication of every language because it permits people to express their opinions and thoughts using the written symbols (Rivers, 2018). Students were able to practice English language through the chat, improving this productive skill and also the teaching-learning process.
	• Students can watch videos in a simple way for practicing dialogues in English.	Teacher used activities that allowed students to practice their receptive skills. That is because students were able to practice their listening skill.	(Jehad Alameri†, 2020) argued some benefits of Zoom platform as: 1- Students have the facility to listen to dialogues and real conversations very easily and quickly. 2- Teachers can share videos and different interactive resources without the need to physically print them. Students were exposed to activities in which they had to practice their listening skill, and also in some

			classes they had to read practicing their reading skill.

<div align="right">Done by: María José Carrasco</div>

Table 2. To observe the activities that are developed from the virtual classes.

Table 2. Activities that are developed from the virtual classes.

OBJECTIVES	GUIDELINES	ANALYSIS AND INTERPRETATION OF GATHERED RESULTS	CONTRAST WITH THEORY
Objective #2: To observe the activities that are developed from the virtual classes.	• The teacher utilizes listening activities such as audios, listening dialogues, put in order, songs, and spelling messenger.	The teacher used activities which allow students to practice their listening skill which is one of the receptive skills.	Virtual platforms are powerful pedagogical tools that bring learners different resources to acquire and produce knowledge. Nowadays, these virtual settings have implemented multiple types of instruments with the purpose of supporting the teaching instruction and its roles, for example, they facilitate the organization of contents and activities within an online eduaction (Cauja, 2020). Teacher

			did not use these activities frequently, that is because of this current virtual modality. However, the teacher used them as much as she could in order to give student the opportunity to use the listening skill improving their learning process.
	• The teacher applies activities to develop the reading skill: online flashcards, classic tales, pdfs, virtual books.	The teacher used activities which allow students to use their reading skill which is the other receptive skill.	(Cauja, 2020) affirmed that Zoom platform facilitates to teachers organize contents and activities interactively within an online course. It could be observed that readings, books, flashcards were presented by the teacher. These activities allow students to practice and improve their reading skill.
	• The English instructor employs speaking breakrooms, expositions, oral interviews, sing songs.	Students were not so exposed to speaking interaction. Therefore, students did not have the opportunity to use and improve their speaking skill.	Speaking skill is one of the most important productive skills which allows the acquisition of a new language because it helps people to communicate with one another. Teachers can employ: Speaking Breakrooms; Expositions; Oral Interviews; Sing songs (Deparment of Education of USA, 2017). According to the observation,

			students were not able to practice their productive skill appropriately due to it was difficult to teacher to create speaking breakroom because the she cannot manage and monitor all of them at the same time, also students did not participate without the teacher guidance.
	• The teacher uses writing activities such as the board, share screens with other applications.	Students were exposed to writing practice the other productive skill. Virtual white board or shared screens were not use commonly. However, as it was said in the previous table, students practiced this productive skill through the chat section.	The English teaching process is a complex task because it is necessary to employ meaningful and dynamic activities that allow students to acquire enough knowledge in order to develop their language skills (Rivers, 2018). Students practice the writing skill using the chat section from Zoom platform. Others sections like white board or share screen were not often used by the teacher. However, the material and activities provided by the teacher were so useful to practice the skills

			making a warm educative environment. It is because of this virtual modality.

4.2 Analysis and description of the Students' Survey

The present information was obtained through the application of a survey to 36 students of Primero de Bachillerato at Unidad Educativa Santa Mariana de Jesús with the purpose to analyze the effects of usage of Zoom Platform on the English learning process, during the Pandemic. It was carried out virtually.

Objective #3: To find out the effects of using Zoom platform in English teaching.

- **The usage of zoom platform brings multiple learning benefits to students when they:**

Graphic 1. Use this platform for their everyday lessons.
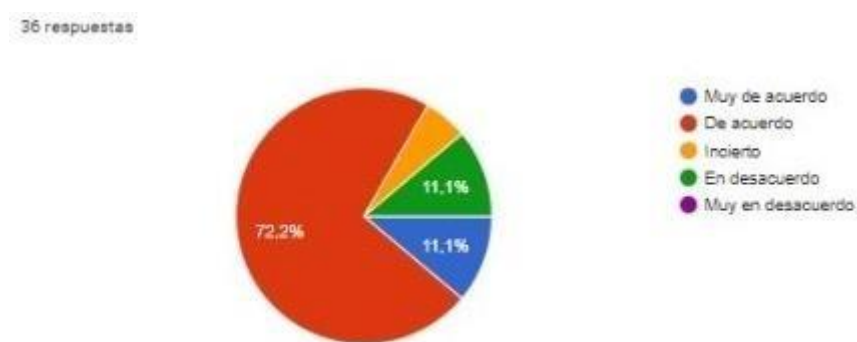
Figure 1. Use the platform for everyday lessons.

Analysis

Based on the obtained results, 4 students who represented 11.1% said they were agreed of using Zoom platform for their daily classes, 26 students represented 72.2% were strongly agreed, 4 students represented 11.1% were uncertain and 2 students represented 5.6% were strongly disagreed. Zoom is a dynamic virtual tool that permits professors to give support to their students through virtual lessons (Serhan, 2020). The most of the population were agreed of using Zoom platform for daily classes. Just 4 students were against to the statemen. It is because they can not use their computers all time because they share this tool with their relatives and they did not take advantage of this useful platform.

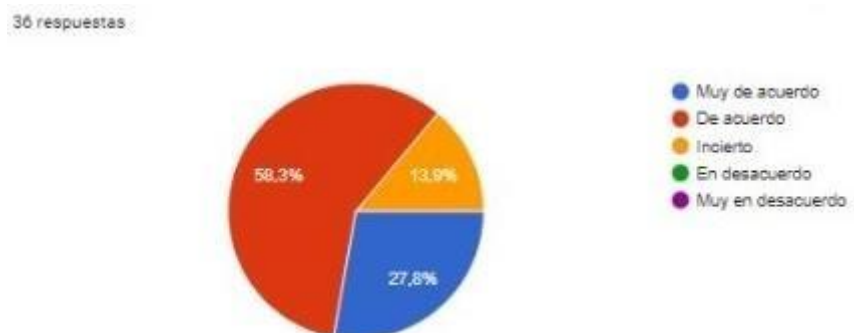**Graphic 2.** Have the facility to listen to dialogues and real conversations very easily and quickly.

36 respuestas

- Muy de acuerdo
- De acuerdo
- Incierto
- En desacuerdo
- Muy en desacuerdo

58,3%   13,9%   27,8%

Figure 2. Facility to listen to dialogues and real conversations very easily and quickly.

Analysis

10 students represented 27.3 % agreed that listen to dialogues and real conversations through Zoom platform is very easily and quickly, 21 students represented 58.3% were strongly agreed and 5 students were uncertain. According to new studies about the use of virtual platforms, students have the facility to listen to dialogues and real conversations fastly. (Jehad Alameri†, 2020). Zoom Platform is an useful tool which is commonly used to develop virtual classes. This platform allows teachers to share interactive and useful educative material. Videos, or audios can be shared by teachers making dynamic teaching- learning process.

Graphic 3. Share videos and different interactive resources without the need to print them physically.

36 respuestas

- Muy de acuerdo
- De acuerdo
- Incierto
- En desacuerdo
- Muy en desacuerdo

69,4%   19,4%
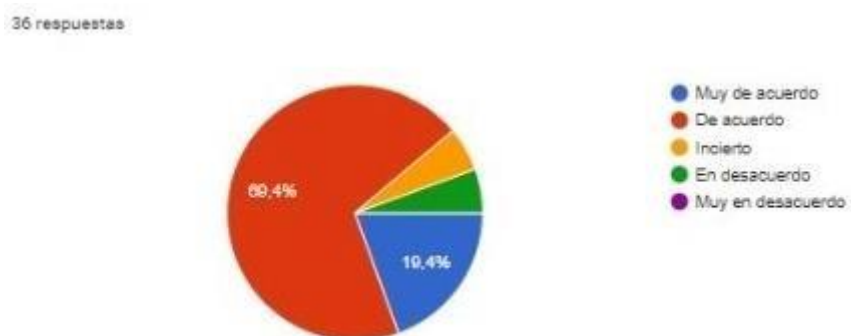
Figure 3. Share videos and different interactive resources without the need to print them physically.

Analysis

In this case 7 students represented 19.4% were agreed that share videos and different interactive resources without the need to print them physically is possible using Zoom platform. 25 students represented 69.4% were strongly agreed, 2 students represented 5.6 % were uncertain and the 2 last students were strongly disagreed. (Jehad Alameri†, 2020) argued that teachers can share videos and different interactive resources without the need to physically print them. It is a fact that technology is an important aspect to achieve the teaching-learning process in this virtual system. However, not everyone has the same possibilities to obtain an updated device and this limits students to benefit from this platform.

Graphic 4. Record lessons in order to review them to remember the most important points.
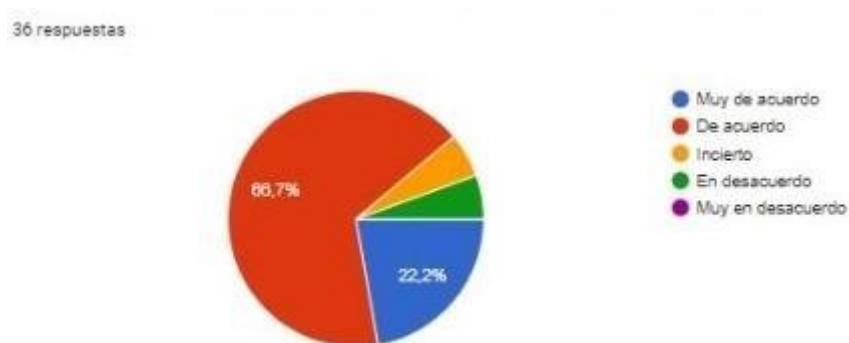
Figure 4. Record lessons in order to review them to remember the most important points.

Analysis

8 students represented 22.2% were agreed that Zoom platform allows teachers to record lessons in order to review them to remember the most important points. 24 students represented 66.7% were strongly agreed, 2 students represented 5.6% were uncertain and the last 2 students were strongly disagreed. (Jehad Alameri†, 2020) affirmed that classes can be recorded and archived in order to review them if it is necessary. Not every student is agreed. However, based on the observation to the classes, it can be said that every class were recorded and then the link of these record was sent to students.

- **On the contrary, zoom also has some drawbacks because students have developed new multiple issues such as:**

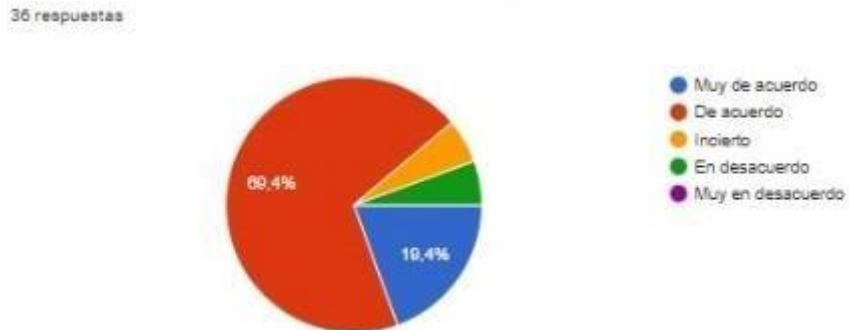**Graphic 5.** Their human relationships have increasingly reduced.

Figure 5. Their human relationships have increasingly reduced.

Analysis

7 students represented 19.4% were agreed that face-to-face human interaction is increasing. 25 students represented 69.4% were strongly agreed, 2 students represented 5.6 % were uncertain and the 2 last students were strongly disagreed. It was noticed that people have been losing face-to-face real interaction affecting social interaction and of course it has affected to achieve teaching-learning prosses affectively with the usage of this virtual modality. (Ghavifekr & Rosdy, 2015) argued the human contact is increasingly reduced, mainly causing a social crisis in young people and children.

Graphic 6. More stress because the constant use of virtual platforms generates it.
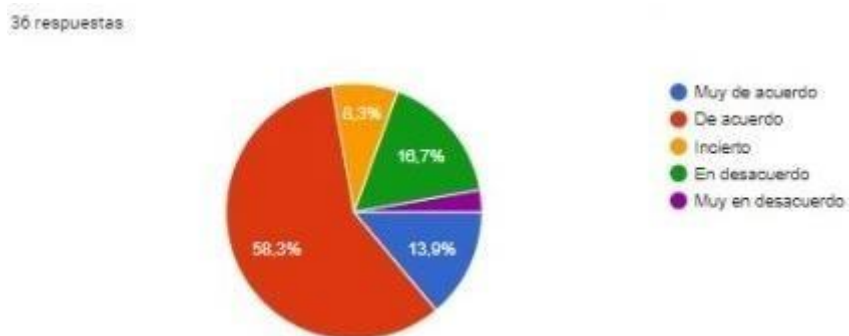
Figure 6. More stress because the constant use of virtual platforms generates it.

Analysis

Just 5 students representing 13.9% were agreed of students get stressed because the use of virtual platforms, 21 students representing 58.3% were strongly agreed, 3 students were uncertain, 6 students were strongly disagreed while 1 student was disagreed. The constant use of virtual platforms generates more stress on students (Ghavifekr & Rosdy, 2015). It may be because students are not used to study in this virtual system.

On the other hand, according to (Hue, 2020) to the students, virtual education is broadly accepted due to its utility, cost effectiveness, and easy access. Students are able to enjoy a flexible and convenient schedule with asynchronous courses. Students are not attending only to synchronous classes; they have enough time to study in asynchronous way. Therefore, students cannot get stressed easily.

Graphic 7. Technological dependence to use it, avoiding other possible contact.
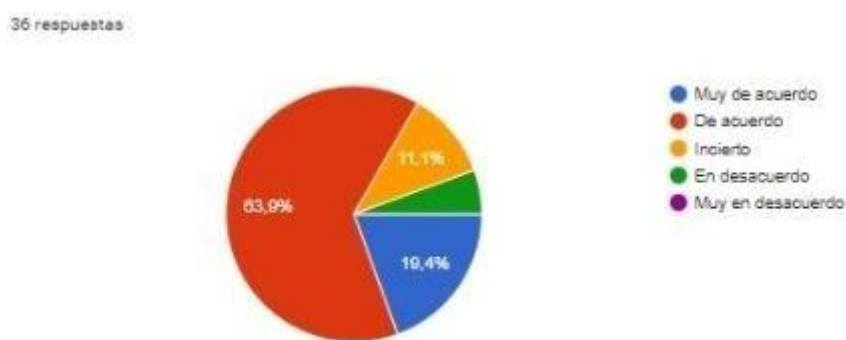
Figure 7. Technological dependence to use it, avoiding other possible contact.

Analysis

7 students represented 19.4% were agreed with the usage of Zoom platform generate a dependency avoiding other possible contacts, 23 students represented 63.9% were strongly agreed, 4 students represented 11.1% were uncertain, finally 2 students represented 5.6% were strongly disagreed. The technological dependence is visible in learners (Ghavifekr & Rosdy, 2015). Students tend to depend from the technology limiting them to have real face-to-face interaction losing social interaction. It caused to get difficultness to achieve teaching-learning process.

Graphic 8. Lack of the ability to concentrate and pay attention.
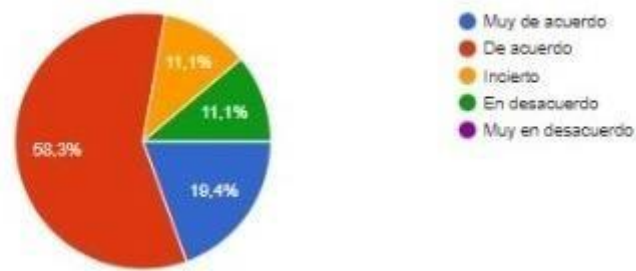

36 respuestas

- Muy de acuerdo
- De acuerdo
- Incierto
- En desacuerdo
- Muy en desacuerdo

Figure 8. Lack of the ability to concentrate and pay attention.

Analysis

7 students represented 19.4% were agreed with the usage of virtual platforms it is difficult to concentrate and pay attention to the classes, 21 students represented 58.3% were strongly agreed, 4 students represented 11.1% were uncertain, while the last four students were disagreed. Students are getting a lack of the ability to concentrate and pay attention to their lessons (Ghavifekr & Rosdy, 2015). Students are exposed to some many distractors on internet, students prefer to play video games, check their social media, watch videos or whatever they want instead of pay attention to classes. It affects significantly to develop a meaningful teaching-learning process.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- Productive and receptive skills were practiced in almost every class through Zoom Platform, the teacher provided to students useful and meaningful material in order to acquire English language easily.

- Zoom as a virtual platform is a useful tool that allow teachers and students to interact, communicate and even share information, making the teaching-learning process interactive and dynamic, according to the observation which was developed during online classes.

- The effects found during English online classes by Zoom were that interactive activities presented by the teacher tried to accomplish with a correct teaching-learning process. However, it is not enough because students do not interact as the teacher wishes. The students distracted easily, they did not want to interact without the teacher's guidance, they were not able to share resources through the platform.

5.2. RECOMMENDATIONS

- It can be recommended to teachers to continue practicing the four skills (listening, reading, speaking and writing) while the Zoom Platform is used, due to if students develop these skills effectively, they will improve their learning process and acquire English language faster.

- Because of this current virtual education, it can be recommended to teachers and students to use this useful Zoom virtual platform, since it allows both teachers and students to exchange information easily without face to face interaction.

- Finally, it can be recommended to students to do their best effort in English classes, they have to attend because if the teacher do his/her best work and students are doing other things, the teaching-learning process will be broken stopping students' English language acquisition.

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ANNEXES

OBSERVATION GUIDE

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

GENERAL OBJECTIVE: To analyze the usage of Zoom Platform in the English teaching process during the Pandemic in students at Primero de Bachillerato, at Unidad Educativa Santa Mariana de Jesús, in Riobamba city

INSTRUMENT N º: 1

Note: the indicators show the frequency of the activities applied in English lessons.

4: ALWAYS
3: USUALLY
2: SOMETIMES
1: SELDOM
0: NEVER

SPECIFIC OBJECTIVE # 1: To recognize how useful Zoom platform is to teach English during the pandemic.

GUIDELINES	INDICATORS				
	0	**1**	**2**	**3**	**4**
• Students can practice multiple listening activities in the virtual classroom at any moment of the lesson.					
• Students are able to share multiple virtual files that help them to develop their instruction.					

	0	1	2	3	4
• Students can interact using the chat section and make conversations about the topics treated in classes.					
• Students can watch videos in a simple way for practicing dialogues in English.					

SPECIFIC OBJECTIVE # 2: To observe the activities that are developed from the virtual classes.

GUIDELINES	INDICATORS				
	0	1	2	3	4
• The teacher utilizes listening activities such as audios, listening dialogues, put in order, songs, and spelling messenger.					
• The teacher applies activities to develop the reading skill: online flashcards, classic tales, pdfs, virtual books.					
• The English instructor employs speaking breakrooms, expositions, oral interviews, sing songs.					
• The teacher uses writing activities such as the board, share screens with other applications.					
OBSERVATIONS:					

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

INSTRUMENT N º: 2

SPECIFIC OBJECTIVE # 3: To find out the effects of using Zoom platform in English teaching.

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PARAMETERS	POINTERS				
	Agree	Strongly Agree	Uncertain	Disagree	Strongly Disagree
The usage of zoom platform brings multiple learning benefits to students when they:					
Use this platform for their everyday lessons.					
Have the facility to listen to dialogues and real conversations very easily and quickly.					
Share videos and different interactive resources without the need to physically print them.					
Record lessons in order to review them to remember the most important points.					
On the contrary, zoom also has some drawbacks because students have developed new multiple issues such as:					
Their human relationships have increasingly reduced.					
More stress because the constant use of virtual platforms generates it.					

Technological dependence to use it, avoiding other possible contact.					
Lack of the ability to concentrate and pay attention.					

OBSERVATIONS: