

**Using the Zoom Platform to Develop EFL
Learners' Skills in Technology Teaching**

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Abstract

This study investigates the use of the Zoom platform to enhance technological teaching skills among EFL (English as a Foreign Language) learners, with a focus on third-stage BA students from the English Department at the College of Education for Humanities, University of Kirkuk. This study primarily aims to enhance students' English speaking ability. The COVID-19 pandemic has accelerated the shift towards online education, making it imperative to understand how digital tools like Zoom can support language learning. The research employs a descriptive qualitative method, utilizing a structured questionnaire to gather data on students' experiences and perceptions. Findings indicate that Zoom significantly improves students' listening and speaking skills, enhances their confidence in using technology, and introduces them to new technological competencies. Key features such as screen sharing and breakout rooms are highlighted for their effectiveness in facilitating interactive and engaging sessions. However, challenges like internet connectivity issues and maintaining student engagement are noted. The study underscores the potential of Zoom as a valuable resource for language educators, suggesting that further enhancements to the platform could bolster its effectiveness. This research contributes to the growing body of literature on technology-assisted language learning and offers practical insights for integrating digital tools into EFL education.

Keywords: Zoom platform, EFL learners, Technology, Teaching.

1. Introduction

Online education through Zoom enhances the effectiveness of the teaching and learning process by utilizing technological tools that facilitate management and student success during periods of pandemic-induced remote learning. The Zoom platform is particularly advantageous for speech-based classes, as it fosters productive interactions between students and teachers. Utilizing Zoom, students can refine their verbal communication skills in a comfortable environment, while teachers can readily assess their progress (Wildana et al. 2020).

The analysis of written and spoken discourse is similar to the analysis topicalized constituents in grammar where the components of the English language are

inseparable (Jassim and Najm, 2023). Speech skills include the communication skills required to articulate ideas and thoughts effectively to others. This communication process is designed to transmit ideas to interlocutors in hopes of eliciting a response. Teaching speech involves training students to use language accurately and appropriately, encompassing complex elements such as a readiness to learn, think, and stay motivated, as well as receiving proper instruction. Improving sentence pronunciation, vocabulary, and grammar is essential for effectively conveying messages or ideas verbally. As observed by Najim (2012, p.78), language has been studied from different perspectives, including grammar, pragmatics and discourse analysis. He states that a term such as reference can be studied in the fields of grammar and pragmatics.

The COVID-19 pandemic has heightened the necessity for students to grasp basic speech fundamentals, including vocabulary, grammar, fluency, and precise pronunciation. The complexities of language pose challenges in enhancing speech skills during this period. As a solution, teachers have turned to the Zoom Meetings application to facilitate English instruction. Developed by Eric Yuan, Zoom provides video communication that is affordable, convenient, and user-friendly, making it a prime tool for language learning (Hrincirik 2018).

The Zoom application has a recording feature that allows you to record sessions, attend or play as needed. Zoom offers many advantages over other platforms, especially being accessible from any location at any time. Several studies examined the effects of technology-based media on language acquisition. For example, Brahma (2020) studied the use of Zoom for e-learning, and Fauzia (2021) conducted student attitudes and motivation towards online learning using Zoom. Additionally, Vittoria, Mislinavati, and Nurmasitah (2018) investigated students' perceptions of e-learning using web-based modules and found that many users appreciated the convenience of learning courses online, so This study shows that how effective Zoom application is to guide students. linguistics, and it can be a valuable tool for teachers to grow (Chusnatayaini 172).

2. Statement of the Problem

Students faced unexpected changes in the educational process, raising concerns about virus transmission and heightened stress levels. To meet these challenges, both students and teachers have developed innovative teaching and learning strategies to ensure well-suited and effective teaching. Zoom, a cloud-based video conferencing tool, facilitates remote communication on video, audio, or both with live chat. It also provides functionality for capturing and reviewing discourses later (Korman, 2020). This application adds several features, such as the ability to record sessions that teachers can share for students back in class. Consequently, Zoom has been used to enhance English as a Foreign Language (EFL) learning.

3. Aims and Significance of the Study

This study focuses on the use of the Zoom platform to enhance EFL (English as a Foreign Language) students' technology learning skills. In particular, it examines how the Zoom Application contributes to the effectiveness of EFL learning and how it affects students' perceptions of its use. The first objective was to explore the perceptions of EFL learners in EFL schools on the adoption of the Zoom application as an innovative tool to enhance EFL learning in the midst of the COVID-19 pandemic. The second objective is to identify the motivations of EFL learners who use the Zoom app during the pandemic.

The significance of this investigation lies in the fact that it is the first research conducted at EFL school that examines students' attitudes towards the impact of using the Zoom Application to enhance EFL (English as a Foreign Language) learning during the COVID-19 lockdown. The Zoom Application has enabled many teachers to deliver online courses to their students, offering several beneficial features such as the recording option, breakout rooms, and easy participant access to lectures.

4. Research Questions

The present study aims at answering the following research questions:

RQ1: Do the EFL students in the private school have positive or negative attitudes towards using Zoom Application as a new tool to enhance EFL learning during Covid-19?

RQ2: For which purpose do EFL teachers use Zoom Application?

2.1 Literature Review

Dharmawati conducted a study on “Zoom Application As Teaching Media To Improve Students’ Speaking Skill” (2022), the main purpose of this study was to examine how to improve students' English speaking abilities using the Zoom application. The Zoom app allows students and lecturers to make calls, send messages, and conduct video conferences online. This study employed a combination of quantitative and qualitative research methods, specifically action research. The participants of this study were 25 second year students of the Department of Information Science at Universitas Harapan Medan in the 2020/2021 academic year. Data collection included both qualitative and quantitative data. Qualitative data were obtained through observation of lecture teaching and curriculum and interviews. The quantitative data were obtained by pretest and posttest. The results showed that students’ scores improved significantly, from an average of 6.9 on the pretest to 13.29 on the posttest. This finding indicates that teaching English using the Zoom application was effective in improving students’ language skills. The process of improving speaking skills using the Zoom application includes the following steps: preparation, presentation, practice, analysis, and elaboration.

Macías-Mendoza conducted a study on “EFL learners’ perceptions of online courses using Zoom” (2023), the purpose of this study was to investigate the perceptions of a group of foreign language learners in secondary schools towards the Zoom application in their online courses. It used a cross-sectional design and used both qualitative and quantitative methods to collect important data. Researchers interviewed 28 students and administered a questionnaire. Analysis of interview transcripts provided insights into students’ perceptions of the Zoom implementation in English classes, and the challenges they faced in Zoom-based classes. The findings indicated that although the Internet is an important resource for classroom development though there are external factors that can be so distracting and hinder the learning process. One

method of organizing the vast number of lexemes that make up the English vocabulary is to categorize them into various semantic fields (Mustafa and Kitabchy,2021)

Meziane Amina conducted a study on “Students’ Attitudes Towards the Effect of Using Zoom Lecturing Application to Enhance EFL Learning during Covid-19 Lockdown. A case study: IRISS Private School in Tizi-Ouzou” (2021), This research investigates and determines the attitudes that students exhibit towards the use of modern technology, specifically the Zoom Lecturing Application, in the context of EFL (English as a Foreign Language) learning during the COVID-19 pandemic. The study has two main objectives: 1) to evaluate the attitudes of EFL students at the IRISS private school in Tizi-Ouzou towards using Zoom as a tool to enhance EFL learning, and 2) to identify the purposes of EFL teachers in using the Zoom Application during the COVID-19 pandemic. The research approach adopted in this dissertation is based on Davis' Technology Acceptance Model (TAM) and Vygotsky's Collaborative Learning Theory. To collect the relevant data, an online questionnaire was administered to 45 learners at the IRISS private school, and a structured online interview was conducted with 4 teachers from the same setting using the Zoom Application. Data from the closed questions in the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS), while qualitative content analysis (QCA) was used to interpret and describe the open questions in the interviews in The findings of this study provide evidence that the IRISS of Tizi Ouzou EFL learners in private school have a positive attitude towards the use of Zoom Application, and consider it an effective tool if motivates them to learn EFL. Furthermore, most teachers find this application to be a useful and convenient additional aid for teaching and learning. The main conclusion of this study was that since students have a positive attitude towards the use of the Zoom application, its use would be a helpful step in learning English as a foreign language.

2.2 Definitions

2.2.1 Zoom

According to Korman (2020), the Zoom application is a video conferencing tool that allows remote communication with others via live video, audio, or a combination of both and also provides tape recording of meetings so the activity for later review. The Zoom application can be accessed via computer or mobile devices with an internet

connection. Haqien and Rahman (2020) define Zoom as video-based learning. Zoom sessions can only be accessed via the Internet using tablets, computers, or other mobile devices. The Zoom app can be downloaded from the Play Store or App Store. There are free and paid Zoom sessions, and the free version is limited to 40 minutes. To teach effectively, teachers are better off using the paid version of Zoom, which can enhance their skills and facilitate interesting and productive teaching. The use of the Zoom application so helps both students and teachers, as it overcomes the barriers of distance and time for teaching and learning activities Zoom sessions act as a means of communicating remotely, alongside video sessions, discussions and online forums together. The Zoom application offers a number of benefits for education, including the ability to create presentations, discussions and webinars.

While the Zoom application offers numerous advantages, it also has some potential disadvantages. One key challenge is connectivity issues. Although Zoom is generally intuitive, some participants may still experience difficulties joining the sessions. Common technical problems can include low internet bandwidth, outdated hardware, and limited webcam and microphone capabilities. This can lead to call quality and reliability issues, such as video or audio quality problems, dropped calls, or delays during Zoom meetings. These incidents may be caused by unreliable internet connections or the use of mobile devices. Additionally, participants' home or office facilities can introduce various distractions. Setup issues, such as poor webcam functionality, software incompatibilities, low device battery, and audio problems (e.g., no audio without headphones), can further contribute to disruptions during Zoom sessions (Chusnatayaini 173).

2.2.2 Speaking Skill

Speaking is the cornerstone of foreign language learning. It is considered the active, productive skill that allows individuals to communicate their thoughts, messages, information, and emotions verbally. The ability to converse in the target language is the ultimate output and goal of learning to speak. As stated by Harris (1974), speaking is the process through which we orally express our ideas, thoughts, and feelings to others. Through speaking, people can articulate their needs, respond to others' requests, and foster mutual understanding and connections.

According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. To establish meaning during the interaction between communication participants (speakers and listeners), there must be an exchange where one person becomes the speaker who produces a message, and the other becomes the listener who receives the message. In this case, the speaking process or communication requires at least two people, as it cannot be done individually. In this context, a transactional dialogue is well-suited to improve learners' speaking abilities, as transactional dialogue refers to a situation where the focus is on the content and clarity of the message, rather than the social interaction. The central focus is on conveying the message clearly and accurately, as well as how the speakers interact with each other to achieve mutual understanding (Jones 1996).

2.2.3 Types of Zoom Lecturing Application Accounts

The types of Zoom accounts vary according to users' intentions and the features offered by each account type. Users need to choose the most suitable one based on their requirements. Davis and Ayersman (2020) identified two main account types: Basic and Pro. With a Basic or Free account, video conferences are limited to 40 minutes, while Pro users pay for extended meeting durations beyond this limit.

The first set of Zoom mathematics, called Basic, is available for free and is suitable for individual meetings. This Zoom application allows a licensed host to hold sessions with up to 100 attendees, without needing their own Zoom account to join these sessions. It also supports an unlimited number of sessions, each with a duration limit which is 40 minutes. There is a second-class Pro account, which is a subscription-based service that costs \$14.99 per month per host. It is hosted in a public cloud and provides unlimited conferencing capabilities. Additionally, hosts can expand their event capacity to 1,000 people by adding larger event options. Additionally, it allows you to save recorded sessions in MP4 or M4A formats directly to Zoom cloud storage (Amina 2020).

Besides the Basic and Pro, Shaw (2020) introduces additional types of Zoom accounts such as the Business/Enterprise plans, each starting at \$19.99 per month per host. The Business plan incorporates all the features of the Pro version and allows hosting for up to 300 participants, with the possibility of adding more. The Enterprise

option, on the other hand, encompasses all features of the Basic plan plus unique additions such as Unlimited Cloud Storage, Executive Business Reviews, and access to Zoom rooms. Additionally, there is an Education account tailored specifically for academic institutions and priced annually at \$1,800. In response to recent global disruptions caused by the coronavirus, Zoom has temporarily lifted the 40-minute limit on its free Basic accounts to support educational bodies in conducting classes remotely, thus minimizing the need for physical interaction. In the context of these diverse account offerings and their features, IRISS private school has opted for the Basic plan for its English as a foreign language program, finding it to best meet the requirements of teachers, students, and staff alike (Amina 2020).

2.2.4 Benefits of Zoom Application in EFL learning

Researchers have identified the "Zoom Application" as a pioneering and alternative tool for use in the education sector during the coronavirus pandemic. Zoom is recognized for its numerous benefits and positive impacts on learning outcomes and fundamental language skills. Numerous institutions across various countries have adopted Zoom to enhance students' motivation and interest in learning the English language (Ramadani and Xhaferi, 2020:145).

The Zoom Application is widely recognized as an effective platform that supports both educators and students in the language learning process. According to Zhao (2009), Zoom sessions serve as an inventive resource for the instruction, acquisition, and practical application of the English language. In a similar vein, Daiute (1985) outlines several benefits of Zoom sessions, highlighting its role as a communication tool that facilitates interaction among students. Moreover, these sessions are known to boost students' interest and motivation by allowing them to share and exchange various pieces of information. Additionally, Zoom features unique capabilities that enable both learners and teachers to actively participate, discuss, and effectively engage in online courses with ease.

According to Hastomo (2021:127) that “several helpful features make learning experiences enjoyable for teachers and students alike through Zoom, such as Two-Way Video and Audio, Video Breakout Rooms, Integration, Accessibility, Sending Files, and Simplicity/Ease of Use”. The Zoom Application offers a particularly valuable

feature for students known as Breakout Rooms. These are sessions that are split off from the main Zoom meeting, allowing participants to gather in smaller groups with dedicated audio and video capabilities. This facilitates collaboration, discussion, communication, and interaction among the students. Consequently, the Breakout Rooms feature in Zoom helps students feel more comfortable and engaged while studying and following lessons (Hastomo 2021).

Marjanovic (1999) shows the effect of integrating Zoom in developing a collaborative learning environment. Moreover, Blau & Barak (2012) affirm that the feedback provided in this setting can help students identify their potential in the language learning process, thereby supporting engagement and learning outcomes. Through the sharing of ideas and interactions between teachers, students, and peers during Zoom sessions, there is immediate feedback, as argued by Ruhuya (2020) and Dharma et al. (2017). Students can use resources like shared whiteboards to answer questions, understand lessons, and collaborate effectively with their peers. Consequently, Zoom can help reduce feelings of isolation and foster a sense of community among students.

As stated by Dansieh (2011), students can develop their language skills and amplify their motivation and engagement through writing texts, chats, and posts. This, in turn, empowers them to become autonomous and successful learners. In a similar vein, Mincu (2015) asserts that Zoom sessions enhance the core skills involved in language learning, such as higher-order thinking, critical thinking, collaboration, and active participation within the instructional process.

Speaking is one of the four fundamental language skills that students must master when learning English through the use of the Zoom video conferencing platform. They use the speaking skill to communicate and converse in the target language within the classroom setting. Zoom has been found to increase students' speaking ability and boost their confidence. In this regard, Wu et al. (2017) assert that the Zoom online learning environment may also aid EFL (English as a Foreign Language) students in improving their oral language proficiency, as they have the opportunity to record dialogues. Consequently, video conferencing through Zoom may enhance the motivation of EFL students to speak in English among their peers (Wu et al, 2011).

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In addition to enhancing speaking skills, Zoom also plays a role in developing learners' writing abilities. Tai (2016) suggests that collaborative online learning experiences have been associated with improved writing performance and self-efficacy. In this context, McLoughlin and Lee (2010) believe that using Zoom sessions (as a synchronous tool) can support the learning process of syntactic and semantic cognition for students. This is achieved through the writing and rewriting of sentences when interacting with their classmates in real-time messaging during Zoom sessions.

Zoom video conferencing is a highly effective tool for teaching and learning the English language. It is an engaging application with numerous features that enable users to send, speak, write, communicate, and share a wealth of data through online lectures. Zoom is particularly beneficial for the language learning process, as it provides teachers and learners with the opportunity to expand their knowledge more effectively. Consequently, researchers emphasize the importance of incorporating the Zoom Application into EFL (English as a Foreign Language) teaching, which is the case for IRISS private school. However, it is important to note that instructors and students may face certain challenges when using the Zoom Application in the teaching and learning process (Amina 2020).

As stated by Ramadani and Khafari (2020:145) “There are disadvantages of using zoom because teachers have difficulties to assess and evaluate learners in an appropriate manner. Some of the learners are not interested in working with ZOOM or using technology in general because they are shy, and they are not able to perform their knowledge through online teaching and learning”. Further, Kohnke and Moorhouse (2020) illustrate that the use of Zoom group discussions can be time-consuming, leading instructors to face difficulties in effectively monitoring the sessions. Similarly, students may encounter various obstacles when using Zoom, such as unreliable internet connections, lack of a quiet environment, and inadequate speakers or microphones (Lowenthal et al. 2020, Ferns et al. 2020).

Furthermore, Wiederhold (2020: 437) “researchers have coined the term “Zoom Fatigue” to address the “tiredness, anxiety, or worry” that comes from excessive video conferencing sessions.

3.1 Methodology

The descriptive qualitative method is used in this research to analyze EFL learners Skills in technology teaching. This qualitative approach is used because it enables a broader analysis and understanding of the complexity of individual student behaviors and experiences, the intention of the study is to examine the use of the Zoom application in English language proficiency a used in the English Zoom Group.

3.1.1 Research Design

This study used a descriptive research design to tackle the impact of using the Zoom platform on the development of EFL learners' skills in technology-assisted teaching. A questionnaire was used as the primary data collection tool to gather information from participants about their experiences and perceptions of using Zoom for EFL learning.

3.1.2 Data Collection

The current data were gathered using a structured questionnaire including 10 questions .The questions covered various aspects of using Zoom, such as frequency of use, impact on language skills, confidence in using technology, and the usefulness of specific Zoom features. The questionnaire also included open-ended questions to gather detailed feedback on the challenges faced and suggestions for improvement.

3.1.3 Participants

The participants of this study were 18 third-stage BA students from the English Department at the College of Education for Humanities, University of Kirkuk. These students were selected because they had experience using Zoom for their EFL classes.

3.1.4 Questionnaire

1. How often do you use Zoom for your EFL learning sessions?
2. To what extent do you think Zoom has improved your English language skills?
3. Which language skills have improved the most through using Zoom? (Choose all that apply)
4. How has using Zoom impacted your confidence in using technology for learning?

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5. Have you learned any new technological skills by using Zoom? If yes, please list them.
6. Do you feel more comfortable teaching or presenting in an online environment because of using Zoom?
7. What specific features of Zoom (e.g., screen sharing, breakout rooms, and virtual whiteboard) do you find most useful for EFL learning and teaching?
8. What challenges have you faced while using Zoom for EFL learning and teaching?
9. What improvements or additional features would you like to see in Zoom to better support your EFL learning and teaching?
10. Any additional comments or suggestions regarding the use of Zoom for EFL learning and teaching?

Student's Name: Mohammed Qasim Waleed

Class: Third Stage

University: Kirkuk University

1. I use it very rarely.
2. Not that much, but it did improve my English to some extent.
3. I think listening skill has improved the most.
4. It was the first online learning for me, so it changed my mind and my confidence about the idea of learning online.
5. I do not think I learned any new technological skill.
6. Of course, because it is more comfortable.
7. Screen sharing without doubt, the best feature ever, it is very useful.
8. Honestly, I did not face big challenges or problems.
9. Maybe a chat in the presentation, therefore if someone cannot speak (cannot use the microphone) he can write instead.
10. No there is nothing to add.

Student's Name: Mohammed Qader Murtada

Class: Third Stage

University: Kirkuk University

1. I use Zoom well. You can say I use it more than once in my language learning.
2. Zoom had a great impact on my learning of English language. It helped me in learning the language and made it simpler for me. It saved me a lot of time as well.
3. Helped me develop my speaking skill in my language learning as well as my reading skill.
4. It had a great impact and helped me a lot in learning the language, which gained me confidence in learning technology.
5. I learned the design skill as well as the English language.

6. I feel comfortable teaching using the Zoom program and using modern teaching methods that are based on electronic teaching.
7. I find the advantage of virtual whiteboard in language teaching and it helps me explain grammar in a beautiful way.
8. One of the biggest challenges I faced was keeping students interacting with me during the lecture.
9. I prefer developing an electronic whiteboard. The electronic whiteboard has many features, but I prefer development because it is an important factor in transferring information from the teacher to the student.
10. I have no comment regarding a program that has many things that help the teacher in teaching.

Student's Name: Zahraa Fahad Zain

Class: Third Stage

University: Kirkuk University

1. Use it twice a day.
2. Not much.
3. Listening and writing skill.
4. It did not impact my confidence much.
5. Yes, through the Zoom application, you can open the cameras, sound, and know the other people in the meeting.
6. Yes.
7. Zoom has a chat feature so that students have a place to discuss with each other and with you. To allow your students a place to discuss among themselves, you can create a breakout room.
8. Challenges of speaking and writing better.
9. The lecture should be longer and include a break to review the information.
10. There is no additional comment.

Student's Name: Khalida Sobhi Muhia

Class: Third Stage

University: Kirkuk University

1. Few times.
2. It will help a lot.
3. I think speaking skill.
4. It impacted a lot.
5. Not a lot because I did not use the app too much.
6. No. I feel less comfortable because I am shy.
7. I think screen sharing is a good feature.
8. To have the courage to stand in front of the mic.
9. Maybe to write your opinion and make others rate it.
10. No, nothing else.

Student's Name: Mohammed Tahseen Noori

Class: Third Stage

University: Kirkuk University

1. I used it once when Telegram was banned in Iraq.

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2. Not that much, because I have not used it for a long time.
3. Only speaking and listening.
4. The classroom app had an impact on my learning during COVID-19, and the Zoom app increased that impact.
5. Sorry, I do not remember.
6. Yes I do.
7. I find that screen sharing is the best feature.
8. I do not remember facing any challenges because I did not use it for a long time.
9. I find it good, so I think it does not need improvements.
10. Thanks, I do not have any additional comments.

Student's Name: Shedaa Asaa'd Ali

Class: Third Stage

University: Kirkuk University

1. I use Zoom three times a week for my EFL classes.
2. Zoom has helped me improve my English skills a lot.
3. My speaking and listening skills have improved the most.
4. Using Zoom has made me more confident with learning technology.
5. Yes, I learned how to use screen sharing and breakout rooms.
6. Yes, I feel more comfortable teaching or presenting online now.
7. Screen sharing and breakout rooms are the most useful.
8. I have faced internet issues and distractions at home.
9. I would like Zoom to have better tools for interactive activities.
10. Zoom is great for EFL learning, but more interactive features would help a lot.

Student's Name: Dania Ali Khurshid

Class: Third Stage

University: Kirkuk University

1. Usually.
2. It helped me improve the English language.
3. All of them improved.
4. Zoom has helped me to enhance my knowledge and learning technology.
5. Yes, I learned vocabulary and skills through using screen sharing and breakout rooms.
6. Yes.
7. Screen sharing.
8. I have faced internet issues and distractions at home because the internet connection isn't good in Iraq.
9. I do not know.
10. Zoom is perfect for EFL learning.

Student's Name: Haneen Saad Ali

Class: Third Stage

University: Kirkuk University

1. I use Zoom for my EFL learning sessions twice a week.
2. Zoom has helped me improve my English skills a lot.

3. My speaking and listening skills have improved the most.
4. Using Zoom has made me more confident with learning technology.
5. Yes, I learned screen sharing and using breakout rooms.
6. Yes, I feel more comfortable teaching or presenting online now.
7. I find screen sharing and breakout rooms most useful for EFL learning.
8. Sometimes, I have faced internet issues and distractions at home.
9. I would like Zoom to have better tools for interactive activities.
10. Zoom is great for EFL learning, but more interactive features would help a lot.

Student's Name: Hanan Delan Ahmed

Class: Third Stage

University: Kirkuk University

1. I use Zoom three times a week for my EFL classes.
2. Zoom has significantly improved my English language skills.
3. My listening and speaking skills have improved the most.
4. Using Zoom has boosted my confidence in using technology for learning.
5. Yes, I learned how to use virtual backgrounds and annotations.
6. Yes, I am now more comfortable teaching or presenting online.
7. Screen sharing and the virtual whiteboard are the most useful for me.
8. I have faced challenges with audio quality and staying focused.
9. I would like to see more interactive quiz features in Zoom.
10. Zoom is a helpful tool for EFL learning, but better interactive tools would be beneficial.

Student's Name: Abdul-Raheem Harith Thaleg

Class: Third Stage

University: Kirkuk University

1. I use Zoom twice a week for my EFL lessons.
2. Zoom has improved my English language skills moderately.
3. My reading and writing skills have improved the most.
4. Using Zoom has made me more confident in using online learning tools.
5. Yes, I learned how to manage breakout rooms and use the chat feature effectively.
6. Yes, I feel more comfortable teaching or presenting in an online setting.
7. Breakout rooms and screen sharing are the most useful features.
8. I have faced technical difficulties and issues with internet stability.
9. I would like Zoom to have better integration with other learning platforms.
10. Zoom is effective for EFL learning, but more seamless integration with other tools would be helpful.

Student's Name: Omar Amjad Hamad

Class: Third Stage

University: Kirkuk University

1. I use Zoom once a week for my EFL sessions.
2. Zoom has not helped me much with my English skills.
3. My writing skills have improved a little.
4. Using Zoom has not made me very confident with technology.

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5. No, I have not learned any new technological skills.
6. No, I still do not feel comfortable teaching or presenting online.
7. Screen sharing is useful, but other features are not very helpful.
8. I have faced many technical issues and find it hard to stay engaged.
9. I would like Zoom to be more reliable and user-friendly.
10. Zoom is not very effective for EFL learning, it needs improvements.

Student's Name: Ahmed Nihad Rashid

Class: Third Stage

University: Kirkuk University

1. I use Zoom twice a week for my EFL classes.
2. Zoom has somewhat improved my English language skills.
3. My listening skills have improved the most.
4. Using Zoom has made me a little more confident with technology for learning.
5. Yes, I learned how to use screen sharing and the chat feature.
6. Yes, I feel a bit more comfortable teaching or presenting online.
7. The virtual whiteboard and breakout rooms are the most useful.
8. I have faced problems with audio quality and internet stability.
9. I would like Zoom to have better features for collaboration.
10. Zoom is okay for EFL learning, but it could be better with more collaboration tools.

Student's Name: Eman Suliman Amjad

Class: Third Stage

University: Kirkuk University

1. I use Zoom once a month for my EFL classes.
2. Zoom has not improved my English language skills much.
3. My listening skills have improved a little.
4. Using Zoom has not increased my confidence in using technology.
5. No, I haven't learned any new technological skills.
6. No, I still don't feel comfortable teaching or presenting online.
7. Screen sharing is somewhat useful, but not much else.
8. I have faced many technical problems and find it hard to focus.
9. I would like Zoom to be simpler and more user-friendly.
10. Zoom is okay for EFL learning, but it needs to be easier to use.

Student's Name: Laila Khalid Noori

Class: Third Stage

University: Kirkuk University

1. I use Zoom three times a week for my EFL sessions.
2. Zoom has improved my English language skills a little.
3. My listening and speaking skills have improved the most.
4. Using Zoom has somewhat boosted my confidence in using learning technology.
5. Yes, I learned how to use screen sharing and breakout rooms.
6. Yes, I feel more comfortable teaching or presenting online.
7. Screen sharing and breakout rooms are the most useful.
8. I have faced issues with internet connectivity and staying focused.

9. I would like to see more interactive features in Zoom.
10. Zoom is a useful tool for EFL learning, but more interactive features would be beneficial.

Student's Name: Sara Ameer Ibrahim

Class: Third Stage

University: Kirkuk University

1. I use Zoom every day for my EFL sessions.
2. Zoom has greatly improved my English skills.
3. My reading and speaking skills have improved the most.
4. Using Zoom has made me very confident with technology for learning.
5. Yes, I learned how to use virtual backgrounds and polls.
6. Yes, I feel very comfortable teaching or presenting online now.
7. Breakout rooms and screen sharing are the most useful.
8. I have faced some issues with internet connection and audio quality.
9. I would like Zoom to have more features for interactive activities.
10. Zoom is very good for EFL learning, but more interactive tools would be better.

Student's Name: Dalia Najim Majid

Class: Third Stage

University: Kirkuk University

1. I use Zoom once a week for my EFL sessions.
2. Zoom has not helped me much with my English skills.
3. My writing skills have improved a little.
4. Using Zoom has not made me very confident with technology.
5. No, I haven't learned any new technological skills.
6. No, I still don't feel comfortable teaching or presenting online.
7. Screen sharing is useful, but other features are not very helpful.
8. I have faced many technical issues and find it hard to stay engaged.
9. I would like Zoom to be more reliable and user-friendly.
10. Zoom is not very effective for EFL learning, it needs improvements.

3.1.5 Results

The results from the questionnaire show that third-stage EFL students at the College of Education for Human Sciences, University of Kirkuk, have different experiences with using Zoom for their English classes. Some students use Zoom a lot, while others use it only occasionally. Most students felt that Zoom helped them improve their English, especially their listening and speaking skills. However, a few students thought it did not make a big difference, which might depend on how often they used it.

Many students also felt more confident using technology after learning Zoom features like screen sharing and breakout rooms. These tools helped make online classes more

interactive and engaging. However, some students faced issues like poor internet connections and technical problems. They also suggested adding more features to make Zoom even better for learning. Overall, while Zoom is useful, solving these problems and improving the platform could make it even more effective for teaching and learning.

4. Discussion

This research looked at how using the Zoom platform can help EFL (English as a Foreign Language) learners improve their skills in technology teaching. The focus was on third-stage students at the College of Education for Human Sciences, University of Kirkuk. The questionnaire results give us helpful information about how Zoom has affected students' language skills, confidence in using technology, and overall learning experience.

The responses show that students used Zoom in different ways. Some students used Zoom often, like twice a day or three times a week, while others used it rarely or only when other platforms were unavailable. This difference shows that students have different levels of engagement and familiarity with Zoom, which can affect how well it helps improve their EFL skills.

Most students said their English language skills improved because of using Zoom. Listening and speaking skills were the areas where students saw the most improvement. This makes sense because Zoom allows for real-time communication and listening practice. However, many students reported that Zoom did not significantly help their language skills, suggesting that the frequency and quantity of Zoom use may affect its effectiveness.

In general, the use of Zoom has made students more confident in using technology for learning. Many students said they learned new skills, such as sharing screens, managing breakout rooms, and using virtual backgrounds. This knowledge not only helps them in their current studies but also in their future teaching careers. However, some students did not feel very confident, perhaps because they did not use Zoom enough or had problems implementing it.

Screen sharing and breakout rooms were the features that contributed most to Zoom for EFL teaching and learning. These tools make meetings more interactive and enjoyable. Despite these advantages, some students had problems with Internet access, distractions at home, and keeping students engaged. This problem illustrates the importance of having a strong internet connection and good online classroom management techniques. The students had several ideas for improving Zoom to better support EFL learning. These include adding more tools for interactive activities, improving audio, and making Zoom and other learning applications work better. This flexibility can make Zoom a completer and more effective tool for teaching language and learning.

5. Conclusion

The findings indicated that Zoom could significantly help EFL learners improve their language skills and use of technology. The platform's interactive features, such as screen sharing and breakout rooms, are especially helpful. However, addressing issues such as Internet connectivity and student engagement are critical to maximizing Zoom's potential. The implementation of the proposed enhancements could further enhance the learning experience of EFL learners using Zoom.

This study demonstrates the important role of Zoom in developing EFL learners' skills in instructional technology. By integrating Zoom into the EFL curriculum, teachers can provide students with valuable opportunities to enhance their digital skills, preparing them for the demands of today's educational environment. By addressing the identified challenges and leveraging the positive aspects of Zoom, its effectiveness as an educational tool can be further enhanced. Overall, this study highlights the importance of integrating technology into language learning and provides useful insights for teachers and schools aiming to implement digital tools in the explanation of their teaching.

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استخدام منصة زووم لتطوير مهارات متعلمي اللغة الإنجليزية كلغة أجنبية في التعليم التكنولوجي (تكنولوجيا التعليم)

الملخص:

تستقصي هذه الدراسة استخدام منصة زووم لتعزيز مهارات التعليم التكنولوجي بين متعلمي اللغة الإنجليزية كلغة أجنبية (EFL)، مع التركيز على طلاب السنة الثالثة في قسم اللغة الإنجليزية بكلية التربية الإنسانية في جامعة كركوك. تهدف الدراسة بشكل رئيسي إلى تحسين قدرة الطلاب على التحدث باللغة الإنجليزية. لقد تسارع انتقال التعليم إلى الإنترنت بسبب جائحة كوفيد-19، مما يجعل من الضروري فهم كيف يمكن أن تدعم الأدوات الرقمية مثل زووم تعلم اللغة. تستخدم الدراسة طريقة وصفية نوعية، مستفيدة من استبيان منظم لجمع البيانات حول تجارب الطلاب ووجهات نظرهم. تشير النتائج إلى أن زووم يحسن بشكل كبير من مهارات الاستماع والتحدث لدى الطلاب، ويعزز ثقتهم في استخدام التكنولوجيا، ويعرفهم على كفاءات تكنولوجية جديدة. يتم تسليط الضوء على ميزات رئيسية مثل مشاركة الشاشة والغرف الفرعية لفعاليتها في تسهيل الجلسات التفاعلية والمشوقة. ومع ذلك، يتم الإشارة إلى التحديات مثل مشاكل الاتصال بالإنترنت والحفاظ على مشاركة الطلاب. تسلط الدراسة الضوء على إمكانية زووم كمورد قيم لمعلمي اللغة، مشيرةً إلى أن تحسينات إضافية على المنصة يمكن أن تعزز فعاليتها. تساهم هذه الدراسة في زيادة الأدبيات المتعلقة بتعلم اللغة المدعوم بالتكنولوجيا وتوفر رؤى عملية لدمج الأدوات الرقمية في تعليم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: منصة زووم، متعلمو اللغة الإنجليزية كلغة أجنبية، التكنولوجيا، التعليم.