



Integrating Video Conferencing Platforms into Language Teaching for Iraqi EFL Undergraduate Students

Assist. Lect. Dhuha Kadhim Khudhair

Karbala Education Directorate / Al-Wand Secondary School for Girls

Abstract in English

Paper Info

The intensive inculcation of digital technologies in the teaching and learning process has greatly altered the practice of language teaching aspects especially with video conferencing options. This paper explores how video conferencing systems can facilitate language learning by Iraqi EFL undergraduate students. This study is used to investigate the awareness of students about their perceptions regarding engagement, interaction, motivation, skills development, and the overall impact of these platforms in teaching language. The research design embraced was descriptive research design and the data were collected using a structured Likert questionnaire that was distributed to 100 students at the English Department of Karbalaá University. The results obtained show that the majority of students regard video conferencing as a useful tool that allows participation, understanding, confidence, and language skill development. The use of interactive features like real-time communication, multimedia integration and collaborative activities also make positive contributions towards learners' engagement in the learners. Nonetheless, there are still certain obstacles, such as technological issues and the degree of digital literacy. In general, the research proves that video conferencing platforms can be efficiently utilized in language education as auxiliary tools when are wisely combined with the other tools. This present opportunity is flexible and immersive, thus can be use to enhance supporting language learning.

Keywords

Video conferencing, Language teaching, EFL learners, Online learning, and Student engagement.

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1.1 Introduction

The move away to online learning as opposed to the usual classroom-based approach to learning has also changed the way language is learned, making it more accessible, flexible, and interactive (reference). Prior to the COVID-19 pandemic, the online learning platforms were gradually being introduced into the education system, mostly as the auxiliary means of language practice. Nevertheless, the use of digital platforms became crucial in the pandemic and video conferencing tools, learning management systems, and virtual classrooms substituted the face-to-face learning. This increased the pace of transition to digital education, which results in extensive acceptance of online learning (Anderson, 2019).

The blended learning has become a popular model in language learning where face-to-face learning is integrated with online materials so as to enhance the learning results. In this strategy, there is the increasing imperative to have synchronous communication, in which real time communication is more engaging and memorable. (reference) Direct communication between the instructor and the learners can be done with the help of such video conferencing platforms as Zoom and Microsoft Teams, which provide direct feedback, group discussion, and interactive activities. Combined with the support of second language acquisition principles, these platforms can be used to promote meaningful interaction, scaffold learning, and authentic language use, contributing to the more immersive and effective learning experience (Lightbrown, 2019).

Video conferencing was initially a business tool but was highly needed in the education sector during the COVID-19 pandemic. With the transition to online schooling, the use of such tools as Google Meet and Zoom became a necessity in the teaching and learning process. Such platforms have become important in blended learning, which integrates face-to-face and online sessions. They enable the interaction of students and teachers in a real time way and thus make the learning process much more interactive and engaging even when the two are not physically in the same room (Zhao, 2003).

In addition, language teaching tends to take advantage of the strengths of different teaching models like; task based learning, communicative language teaching and blended learning. The goals of these methods are to accommodate the various learning styles, which ensure that language acquisition is more flexible and efficient. The media to be applied in language teaching is vital in determining the learning experience and easy communication between students and instructors. Several learning systems today provide numerous features including multimedia, live sessions, activities, and other assessment tools. Through these platforms, a learning environment is created in which learners get to communicate with other people around the world, exchange knowledge as well as indulge themselves in other cultures and dialects (Lamy, 2007). Video conferencing tools are particularly useful with the English language learning. Since they enable students to speak, listen, and comprehend English interactively with the teachers and fellow students. Another opportunity that the platforms provide students with is the opportunity to interaction with native speakers and professionals and to learn how to better their language and learn about various accents and cultures (Bennett, 2021).

Video conferencing is among the most contemporary modes of language instruction (due to the fact that) it has now become a pillar of contemporary language teaching, particularly following the emergence of distance learning. It enables one to have face-to-face communication in real-time where the learners have the opportunity to apply their speaking and listening skills in a real and involving environment. Video conferencing enables teachers to provide immediate feedback, correct pronunciation, and facilitate learners with the difficult language structures (Jenkins, 2000).

Also, the video conferencing systems are flexible in both time and availability and access to language lessons by learners in various time zones and geographical locations (Gass, 2008).

2. Literature Review

The following are some selected theories of using video conferencing for language teaching which are the following:

2.1 Concept of Video Conferencing in Learning English Language

Video conferencing has also changed the way language is taught due to real-time communication between students and instructors. It is unlike the traditional classroom setting since it helps the students to enhance their speaking and listening skills. Students are able to practice language through meaningful context through live discussions, role-playing activities as well as debates. Studies indicate that video conferencing improves the skills of the learners to use language in a spontaneous manner, which builds confidence in communicating (Chik, 2014).

Flexibility is one of the best benefits of a video conferencing in teaching a language. Students are able to attend lessons anywhere regardless of geographical barriers. The availability is especially useful when the learners lack access to native speakers in their local community. According to the studies, students utilizing video conferencing as a means of language learning have a better exposure to a variety of accents and dialects, which enhances their ability to understand (Doughty, 2019).

The other major advantage of a video conferencing is the fact that multimodal learning strategies can be integrated. Visual aids, live chat, and screen sharing can be used by language educators to improve the delivery of a lesson. Such attributes accommodate all types of learning and thus the lessons become more interesting to auditory, visual, and kinesthetic learners (Brown, 2019).

Effective language learning involves collaboration which can be provided by video conferencing that allows peer to peer interaction to occur. Options such as breakout rooms can enable the students to discuss small groups, enabling students to learn together (reference). Group activities and peer feedback help to develop communicative competence since students are encouraged to use language skills in social situations. In a study, the linguistic proficiency of students that are involved into collaborative activities during video conferencing sessions was much better (Yang, 2018).

Video conferencing facilitates asynchronous learning as well where students are able to record and review lessons. This is a feature that would prove to be especially helpful when it comes to learners who require more time to process new language structures (reference). The recorded sessions provide the students with the opportunity to study the pronunciation, reconsider the main notions, and practice learning when it is suitable to them. Studies have shown a great improvement in language understanding among learners who complement live lessons along with recorded lessons (Chen, 2021).

Video conferencing has played a crucial role in the contemporary world and has become part of communication whereby individuals are able to interact in real time despite the geographical location disparity. The technology has significantly developed over the years and now people and companies can easily hold meetings, training sessions and socialize. Video conferencing is of various types and each type is designed to suit certain needs. The most widely used types include personal video conferencing, business video conferencing and web video conferencing. Each of these types has its own purpose, and it is very important in improving communication and collaboration (Yang, 2018).

There are certain types of Video Conferencing, as the below;

2.2.1 Personal Video Conferencing

This type of video conferencing targets single users who would like to communicate with friends, family members or colleagues in a virtual environment. This form of conferencing is very popular in socializing, distance learning and business conferences. It is based on the applications like Zoom, Skype, Face Time, and Google Meet that allow accessing high-quality video calls with ease. Personal video conferencing (PVC) has become extremely popular through its convenience as the user can be at any location provided he/she has an internet connection. It does not entail the use of sophisticated hardware or software in contrast to business conferencing and can reach a wider audience. The development of mobile devices has made personal video conferencing flexible as it supports professional interaction as much as it supports casual interaction (Lantolf, 2000).

Affordability is one of the major benefits of personal video conferencing PVC since its applications have free versions that are available with most of the applications and have adequate features to satisfy the impromptu user. Such free versions enable users to make video calls, screen share and send instant messages without spending any money. Even the highest quality of PVC is affordable and has improved despite its quality confidentiality. Consequently, individual video conferencing PVC has been a key to individuals who try to sustain maintain their long distance relationships. To be in communication with your loved ones in real time creates a stronger bond between them and generates less isolation (Zhao, 2003).

2.2.2 Business Video Conferencing

It is a professional type that is used in business settings where companies hold meetings, presentations, and group working. This kind of conferencing is more organized and is usually attended by several people including employees, clients,

stakeholders and partners. (Business) video conferencing is necessary in helping businesses to support remote work, enhance communication and save money on traveling. As the hybrid work model emerged, business video conferencing is now a very important tool to ensure that efficiency and productivity are maintained. It allows organizations to conduct online meetings without physical presence and the business runs smoothly without considering the geographical limitations (Yang, 2018).

The integration of business video conferencing with other digital tools is one of the key characteristics of video conferencing. Most business conferencing solutions are made to have a smooth integration with project management software, customer relationship management systems and cloud storage solutions (Lantolf, 2000). Such integrations ensure that teams work more efficiently through sharing files, real-time document editing and keeping track of progress made on projects (Jackson, 2010).

The other significant detail about business video conferencing is that it enhances communication and collaboration. Remote teams use video conferencing to hold daily stand up meetings, brain storming and review of performances (Chen, 2021). This technology enables the employees to work as a team, even when they are at different locations, facilitating the feeling of togetherness. Business video conferencing is also used by business leaders to provide motivational speeches, training programs and update the company. Such virtual contact can ensure that the corporate culture is strong, despite remote or hybrid work locations (Harris, 2022).

2.2.3 Web Video Conferencing

It is another popular form of video communication that is mostly applied in online events, webinars and large online conferences. This form of conferencing enables companies, educators and event organizers to conduct live conferences that can access worldwide. The web video conferencing is especially effective when it comes to marketing presentation, product introduction and lecture in academic institutions where information presentation is made by a speaker to a wide audience. Web video conferencing has specific features provided by many platforms, including Microsoft Teams, WebEx, and Zoom Webinars, among others, like the registration of participants, interactive polls, and question-answer sessions. These attributes increase the engagement of the audience and make it interactive (Henderson, 2022).

Web video conferencing has the potential to scale, which is considered one of its primary benefits. Web conferencing is able to host thousands of people simultaneously as opposed to personal or business video conferencing. This is why it is best suited to large organizations, educational establishments, and professional associations, which require mass targeting. Most of the platforms also have cloud based recording and on demand playback features, hence it enables the attendants to have access to the content in the future (Graham, 2006).

Another way that web video conferencing increases accessibility is the fact that individuals in various places can attend the event without necessarily having to travel. This can be useful especially in international conferences, workshops and training programs which need a wide range of participation. The attendees are able to attend using their offices or homes, which saves time and saves money (Jenkins, 1999).

2.3 Theories of Video Conferencing

2.3.1 Vygotsky's Sociocultural Theory

The Sociocultural Theory by Vygotsky stresses upon the significance of the interaction with the surrounding world in the process of learning and especially in language acquisition. Video conferencing systems offer the interactive nature whereby learners are able to interact with the instructor or fellow learners in real time. The students are involved in critical social interactions which will promote language development as they interact with one another through discussions, group projects and solving problems. Intercultural communication can also be promoted by the possibility of communicating with peers belonging to other language and cultural traditions, which can teach learners to build a more advanced view of the language use in various situations (Bennett, 2021).

2.3.2 Krashen's Input Hypothesis

According to the Input Hypothesis advanced by Krashen, acquisition of language is facilitated when the learners are presented with comprehensible input that is a little higher than their current level of proficiency. This type of video conferencing is beneficial as it increases the exposure to the language through real-time communication with the native speakers, teachers, and peers. With interactive communication, listening tasks, and multimedia integration, the learners are able to take interest in the real use of languages in a guided and highly regulated setting (Chen, 2021).

In addition, video conferencing services can be used to support the use of immersive learning, as it provides a chance to engage in spontaneous conversation and uses of language skills in the real world. Interactive features like live captions, real-time chat, and pronunciation tools can assist the learners to decode new words and phrases (Driscoll, 2005). Through exposure to the target language through constant interactions with the language and meaningful contexts, students gain better listening comprehension and retention of vocabulary. Studies have shown that video conferencing exposes the learners to more comprehensible input resulting in efficient learning of languages. (Clark, 2021).

2.3.3 Constructivist Learning Theory

The constructivist Learning Theory states that learners play a proactive role and build their knowledge using meaningful experiences. Video conferencing also promotes constructivist learning by enabling the student to engage in role-playing, interactive simulation and real world communication activities. The experiences support learners by motivating them to practice their language proficiency in real-life contexts, which helps them to think critically and communicate the target language in practice (Gonzalez, 2010).

Also, collaborative projects and problem and solving exercises that are supported by video conferencing tools are added to constructivist learning. The ability to work together, share ideas and co construct knowledge is possible because of features such as screen sharing, breakout rooms and virtual whiteboards. Such an active involvement contributes to students to achieve linguistic competence and confidence in their speaking skills. Incorporating the real life situations during the learning process, video conferencing promotes the students towards becoming self-reliant language users thus adhering to the constructivism ideology (Driscoll, 2005).

Video conferencing systems have become crucial in the field of education, business, and social communication, which have a variety of advantages that improve interaction and cooperation. Their application to enable real-time geographical communication is one of the key benefits. Video conferencing allows interactions between two or more people, unlike the system of traditional communication like emails or phone calls, which makes the interaction more interactive and effective (Lamy, 2007).

The other notable advantage is cost effectiveness. Video conferencing reduces the costs that organizations and learning institutions spend on traveling, accommodation, and logistics in holding meetings and conducting trainings. Research also reveals that organizations that adopt video conferencing save on travel expenses up to 30 percent, and it is a long-term solution to communication over global borders (Jones, 2020).

Video conferencing is also used to improve remote learning in the education sector through which students and teachers can have a live discussion, lecture, and group activity. Applications such as Zoom, Microsoft Teams, and Google Meet have revolutionized the online learning process and made it lively and available to the students across the globe (Harris, 2022).

Video conferencing has also made it flexible when scheduling since at any time, the user can join meetings anywhere. This is especially helpful in case of professionals and students who need flexibility in learning or working conditions. This is because flexible learning techniques enhance productivity and retention of knowledge among the learners (Jones, 2020).

Besides, screen sharing, file sharing, and breakout rooms increased collaboration in video conferencing and made it more productive. The features allow real-time editing of documents, which is more efficient in teamwork in the corporate and academic environment. Research indicates that productivity of businesses using video conferencing to collaborate with each other goes up by 25 percent (Yang, 2018).

Psychologically, video conferencing will assist in alleviating the sense of isolation especially in the remote working and in online learning environments. The visual and verbal communication forms a feeling of connection which increases the level of engagement and motivation with the participants. Nevertheless, artificial intelligence (AI) and technology on video conferencing have enhanced functionality like auto captions, virtual background, and real time translations (Zhao, 2003).

2.4 Technology Acceptance Model Video Conferencing

Technology acceptance model offers an understanding of the process of how the users adopt and use technology. Video conferencing tools are widely used in language education where they are being incorporated into the teaching methodologies, and Technology Acceptance Model is a suitable model to examine their acceptance. The model focuses on two factors that determine adoption, which include perceived usefulness and ease of use. The language educators will be willing to use video conferencing when they feel that it improves instruction and interaction with the students (Jones, 2022).

Perceived usefulness is important in the adoption of video conferencing in language learning by teachers and students. When teachers consider video conferencing as an efficient method of enhancing pronunciation, listening, and communication, they will tend to use it. Also, students can enjoy the advantages of real time feedbacks and of being subjected to real language input. One of the studies discovered that learners participating in video based discussions showed better fluency and understanding than their counterparts in a traditional classroom setting (Clark, 2021).

The second significant determinant of Technology Acceptance Model is the perceived ease of use which is defined as the ease at which technology is perceived to be by users. In case video conferencing capabilities are user-friendly and easy to use, teachers and students will embrace them easily. Online classes make language learning more interactive and accessible because of features like screen sharing, breakout rooms, and automated captions (Chen, 2021).

Another important element of Technology Acceptance Model is behavioral intention since it determines the readiness of users to utilize a technology and use it on a regular basis. Positive attitudes towards video conferencing by the language teachers make them part of their teaching pedagogy. Institutional support and training also increase the confidence of the instructors in using digital tools in teaching languages. Research indicates that when teachers get the necessary training, they will find it easier to apply video conferencing in creative fashion thereby enhancing student involvement (Dooly, 2008).

2.5 Video Conferencing in the Development of English Language Skills

Video conferencing is one of the important areas of modern language teaching that has led to development of English language skills. Video conferencing enables the students to acquire the skills of listening and speaking in real time, therefore provides some form of interaction that cannot be experienced in a traditional classroom environment. This type of learning introduces students to different accents, speech patterns, and other cultural peculiarities that are significant elements of language acquisition (Anderson, 2019). Students have the chance to engage in a real conversation, be it with another student or with an instructor, through applications such as Zoom or Skype, which gives them a chance to train their practical language skills in real life (Gass, 2008).

Also, video conferencing can offer instant feedback to students so that they can polish their speaking and pronunciation. Live communication improves fluency in the dialogue and increases the confidence of the students in the active use of the language.

Regarding writing, these platforms allow working on a common project, as students can work on collaborative documents, providing each other with corrections and immediate revisions, which train their writing ability. Moreover, interactive reading time can also be conducted using such platforms where students can read out loud and have prompt correction by the teachers (Graham, 2008).

Listening comprehension can also be built as a result of the ability to engage in video based language exercises. Audio-visual materials, video, podcasts, or speeches can be utilized by instructors and then discussed or a quiz can be given to enforce the listening skills. By doing so, these experiences present the students with the reality of using language in practice, so they become more sensitive to the different styles of speech and context (Brown, 2019).

Access to native speakers is also through video conferencing giving the learners a chance to listen to people who speak the language in order to talk to them in a natural manner. Language development can only be developed through interaction with native speakers as it introduces the learner to informal language, slang words, and idiomatic expressions in which none of these are provided in textbook. Research demonstrates that such exposure is priceless when it comes to the learners who are interested in attaining high standards of proficiency (Doughty, 2019).

On top of enhanced speaking and listening, video conferencing is also helpful in reading and understanding. Reading aloud in virtual classes, students will be able to simultaneously train fluency and pronunciation. Moreover, screen sharing will give the teachers the opportunity to display texts, images, or slides, which can be used in interactive reading and comprehension activities. This form of interactive learning environment enhances the level of understanding and the ability of students to react to the written material more efficiently (Davis, 1989).

2.6 The Role of Teachers and Students in Video Conferencing

The role of teachers in video conferencing for language learning is critical in guiding the learning process. Consider the following:

1. Educators will be forced to change their teaching approaches in accordance with the virtual environment so that the lessons would be more interesting and interactive. Teachers in a video conferencing environment have a role of making the real time communication a reality, providing instant feedback and ensuring that the students are motivated. They are also called upon to control the technicalities involved in the session, as well as making sure that all tools and resources are working well, factors, which might not have been a concern in a conventional classroom environment (Dooly, 2008).

2. Video conferencing language learning also reinforces the role of teachers as cultural intermediaries. They assist in closing the cultural differences between the two cultures, as well as exposing the learners to the basics of the language such as idioms, slang, regional accents, etc. It is specifically critical to do so when one has to work with a diverse population of students representing different cultures because teachers must

make sure that students not only learn the language, but they also learn about its culture (Anderson, 2019).

3. Another notable thing about teacher and student relationship in video conferencing is that personalized feedback will be provided. Instant and extensive feedback on responses of the students can be given by the teachers to correct any errors and direct the students to the right way of using the language. Besides, such feedback can be more individual than in a conventional classroom situation when teachers may not have the time to directly address concerns on an individual level (Anderson, 2019: 84). This individualistic methodology makes students feel more supported in the learning of a language (Chen, 2021).

The role of students in video conferencing in language learning is also critical in directing the learning process. As (Consider) the following:

1. The students' contribution to video conferencing is also significant. Learners would need to be self-driven in the learning process wherein they ensure that they make it their own and engage in online classes. In contrast to the traditional classrooms where students may passively receive information, video conferencing requires students to get into conversation, perform exercises and question as they feel it is important. Such participatory engagement promotes self-regulated learning where students control the rate of learning, the goals and get feedbacks both among themselves and from the teachers (Graham, 2006).

2. Besides their active engagement, students attending video conferencing classes have to acquire technical capabilities of using the platform and engaging in virtual classes. Such skills are the proper use of microphones and cameras, sharing documents or links and chats in discussions. Therefore, they have to be familiar with these tools to get the most out of their learning process, and teachers can train or teach them how to use these tools effectively (Brown, 2019).

3. The place of students in virtual classroom is not limited to personal learning. In video conferencing, students as they are able to interact with one another in the peer to peer interaction and contribute to one learning and arguably improving their language. Such interactions between peers form an adaptive learning community, in which the students are able to exercise their language skills beyond teacher-student interactions. This cooperative learning atmosphere is crucial to language development because it enables students to practice the language through communicating with each other (Zhang, 2020).

2.7 Advantages and Disadvantages of Video Conferencing Platforms

There are some selected advantages for video conferencing which are the following; (Rephrase, please) The following are some of the advantages;

1. Video conferencing allows real time communication between the teachers and students, which is essential in language learning. Immediate feedback on the speaking and listening skills enables the students to improve fast as they get instant corrections or praises which lets them develop confidence. Video conferencing is more interactive and dynamic because it is synchronous (Bennett, 2021).

2. Video conferencing has one of the strongest benefits, namely the chance to unite the students to teachers and classmates around the globe. This international presence will expose learners to different accents, dialects, and cultures of the English language. and This will improve their ability to understand the language in a wide context. This exposure is crucial in language learning and it equips the students with the world of communication (Dooly, 2008).

3. Video conferencing enables the students to attend classes regardless of their whereabouts, provided they have an internet connection. This is flexible so that students could have a chance to study and fulfill other obligations. It also enables education to be more accessible to people in remote locations and who might not be having access to conventional classroom experiences (Davis, 1989).

4. Video conferencing platforms usually have the capabilities of screen sharing, virtual whiteboards and multimedia integration which improve the interactivity of lessons. These tools enhance the learning process because they have many options available to the teacher and learner to deliver and engage with the learning process. Engaging learning also makes students interested and motivated particularly in the language acquisition (Zhang, 2020).

5. Video conferencing is cheap as there are numerous free or low-priced subscriptions on various video conferencing platforms, which are affordable both to students and teachers. Such cost-effectiveness helps to increase access to language education especially where resources are scarce. The fact that these platforms are cheap means that no physical space of the physical classroom and materials is required, and costs are minimized (Anderson, 2019).

Video conferencing, however, has the following disadvantages: that are chosen and include;

1. One of the major drawbacks of video conferencing is the technical dependency on technology that may cause technical problems like slow internet connection, audio delay, or frozen video. These problems may interfere with the course of the lessons and complicate the communication process, which can be especially annoying to both teachers and students (Clark, 2021).

2. Body language, gestures, facial expressions, and other non-verbal cues are hard to understand in a virtual setting. This disadvantage may prove to be a barrier to communication particularly in language learning processes where the cues are critical in comprehending context and tone. It can also be difficult to ensure that a teacher can determine student engagement or understanding because the interaction is not face-to-face (Chen, 2021).

3. Home learners through video conferencing can have several distractions or even the temptation to do other things including family members, household chores or even the urge to be a multitasked. The above distractions may distract the learning process making students lose their focus or miss key information during their lessons (Driscoll, 2005).

4. Video conferencing does not have the social environment of the conventional classroom where students can get to socialize before and after the classroom. The result of this restricted social interaction may be a problem in relationship building and less spontaneous language practice. Social language skills may also suffer as a result of the deficiency of face to face communication (Gass, 2008).

5. Not everybody is aware of the technology that is used in video conferencing. A few of the learners have difficulty with technical problems like installing equipment, software applications, or navigating the site. It may become a hindrance to effective learning, particularly among older learners or those who are not as digitally literate (Jenkins, 1999).

3. Methodology

3.1 Analysis and Discussion

This section presents the research methodology adopted in this study. It presents the research design, participants, research instrument, and data collection procedure. This study adopts a descriptive research design which is appropriate in such studies which aim at exploring Iraqi EFL undergraduate students' perception of integrating video conferencing platforms into language teaching. It focuses on describing students' experiences, attitudes, and opinions without manipulating any variables.

The participants of this study are 100 undergraduate students at the English Department at Karbalaá University. These students are selected because they have prior experience using video conferencing platforms in their language learning classes.

The main instrument used in this study is a structured questionnaire designed to collect data about students' perceptions of integrating video conferencing platforms into language teaching.

The questionnaire is based on a five-point Likert scale. The scale includes:

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

The questionnaire consists of statements that measure students' attitudes toward video conferencing in language learning, the effectiveness of video conferencing platforms in developing language skills interaction and participation during online sessions, motivation and engagement in virtual classes as well as teachers' use of video conferencing tools.

The researcher clarifies the objective of the study and guarantees the respondents that their replies would not be shared and would not be utilized in any other way than the academic one. Students will fill the questionnaire in the course of a lesson or online.

4. Theoretical and Practical Frameworks

Descriptive statistical tools are adopted to analyze the collected data. The Likert scale questionnaire responses are computed in frequencies, percentages, and mean scores. The findings have been tabled to find the patterns and trends of student perception of video conferencing platforms in language teaching.

Items No	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	35	20	15	11	19
2	43	22	11	8	16
3	27	25	20	16	12
4	33	27	15	11	14
5	40	22	13	10	15
6	35	22	17	12	14
7	30	22	16	12	19
8	43	22	11	10	19
9	40	22	13	9	16
10	35	24	14	11	16

Table (1): Frequencies of Responses by Iraqi EFL Learners in Integrating Video Conferencing Platforms into Language Teaching

Items No	Strongly Agree	Agree	Neutral	Disagree
1	35%	20%	15%	11%
2	43%	22%	11%	8%
3	27%	25%	20%	16%
4	33%	27%	15%	11%
5	40%	22%	13%	10%
6	35%	22%	17%	12%
7	30%	22%	16%	13%
8	43%	22%	11%	10%
9	40%	22%	13%	9%
10	30%	22%	14%	11%

Table (2): Percentages of Responses by Iraqi EFL Learners in Integrating Video Conferencing Platforms into Language Teaching for Iraqi EFL Undergraduate Students

The above two tables can be merged into one.

As a result, this study has shows that the implementation of video conferencing platforms in the language teaching process has a relatively positive effect on the Iraqi EFL undergraduate students. Regarding participation, the majority of students think that online platforms increase their participation in classes. Having 55 percent of the participants who agree or strongly agree means that virtual tools carry with them the prospects of active participation. Nevertheless, a significant number of students are indifferent or anti-seeming to indicate that the extent of engagement may depend on the personal comfort level with technologies, the knowledge of the platform, or individual learning styles.

Regarding understanding the lesson and motivation, the results indicate that students find video conferencing to be effective in facilitating the comprehension of the lesson and retaining interest in learning. More than 60 percent of the participants agree or strongly agree with the fact that these platforms enhance comprehension of the lessons and also boost motivation. The feedbacks received indicate that active web-based learning and multimedia content stimulates the attention of learners and helps to maintain their interest. However, there is still a category of students who are indifferent or do not agree. The reason might due to technical problems, distraction at home, or prefer the traditional face to face learning. Peer interaction and confidence in online classes was also a topic worth researching. Although over fifty percent of the students indicated that video conferencing helps to interact and make you feel confident, the significant percentage of students indicated the opposite or stayed neutral. Gaining in confidence has been identified to be associated with the previous experiences of the students with the use of technology, the level of participation, and the amount of instruction given to the students in online sessions by the teachers.

Speaking of the teachers' skill development and effectiveness of the teachers, the statistics indicate the fact that a majority of the students are aware of the way in which video conferencing can help them to improve listening, speaking, reading, and writing abilities. The overall agreement of these items is between 60% and 65 percent, which means that there is an actual benefit of exposure to the use of real language in the online environment as perceived by the students. Furthermore, it is emphasized that the use of video conferencing tools by the teacher is one of the key factors to achieve maximum learning outcomes. Quite the opposite, the neutral viewpoints underline that not all learners are using the platforms with equal efficacy due to the lack of interaction or an uneven use of the platforms.

Moreover, students find video conferencing platforms as worthy auxiliary tools of enhancing English proficiency. Most of them concur that these tools facilitate language development, motivation, and engagement, and the neutral and disagreeing responses indicate that online learning cannot fully substitute the traditional classroom learning. The results show that, when used properly as a part of the teaching process, video conferencing tools provide interactive and versatile learning experience, helping to combine theory and practice and improve the overall performance of learners.

5. Conclusion

To sum up, video conferencing sites have transformed language teaching in terms of its accessibility, real time learning, and ability to make learning experiences immersive. The systems (which ones?) are beneficial as they enable teachers to reach students all over the world, facilitating cross-cultural communication and encouraging more flexible and personalized learning. Screen sharing, breakout rooms, and live chat are some of the features that support collaborative activities, peer interaction, and direct feedback, which are essential factors in language learning. Besides, video conferencing increases the motivation and engagement of the learners the use of visual and auditory stimuli, recreating the real life dialogue, which is essential in language learning. Although some problems like technical difficulties and the lack of digital literacy may be noted, the advantages of implementing a video conferencing method into language learning are overwhelming. With the ongoing technological advancements, such platforms are expected to have a more prominent role to play in determining the future of language teaching and learning.

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Abstract in Arabic

أدى التوسع الكبير في استخدام التقنيات الرقمية في عملية التعليم والتعلم إلى تغيير جذري في ممارسات تدريس اللغات، لا سيما مع خيارات مؤتمرات الفيديو. تستكشف هذه الورقة البحثية كيف يمكن لأنظمة مؤتمرات الفيديو أن تُسهّل اكتساب اللغة لدى طلاب اللغة الإنجليزية كلغة أجنبية في العراق. وستستخدم هذه التقنية لدراسة آراء الطلاب حول مفاهيم المشاركة والتفاعل والتحفيز وتنمية المهارات، بالإضافة إلى الفعالية العامة لهذه المنصات في تدريس اللغة. اعتمد البحث على المنهج الوصفي، وجمعت البيانات باستخدام استبيان ليكرت مُهيكل وُرِّع على (100) طالب من قسم اللغة الإنجليزية في جامعة كربلاء. أظهرت النتائج أن غالبية الطلاب يرون في مؤتمرات الفيديو أداة مفيدة تُتيح المشاركة والفهم والثقة وتنمية المهارات اللغوية. كما يُسهم استخدام الميزات التفاعلية، مثل التواصل الفوري وتكامل الوسائط المتعددة والأنشطة التعاونية، إسهامًا إيجابيًا في تعزيز مشاركة المتعلمين. ومع ذلك، لا تزال هناك بعض العقبات، مثل المشكلات التقنية ومستوى الإلمام الرقمي. بشكل عام، يثبت البحث أن منصات مؤتمرات الفيديو تُستخدم بكفاءة في تعليم اللغات كأدوات مساعدة، وعند دمجها بحكمة مع الأدوات الأخرى، تصبح الفرصة الحالية مرنة وغامرة، مما يدعم تعلم اللغة.

الكلمات المفتاحية: مؤتمرات الفيديو، تدريس اللغات، متعلمو اللغة الإنجليزية كلغة أجنبية، التعلم عبر الإنترنت، ومشاركة الطلاب