



# Is Zoom Communicative? A Student Survey of Online Language Learning

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## Abstract

This mixed-methods research undertook a comparison of students' attitudes to various aspects of communicative language learning in both classroom and online settings. The findings show that students clearly prefer in-class language learning. They associated communicative language learning with spoken interaction, whereas the need to use ICT in online classes diminished the quality of peer-to-peer interactions and had a corresponding adverse effect on their motivation.

## Background

The ongoing Coronavirus pandemic has necessitated a sudden shift to both online teaching and online learning. This has notable implications for communicative language learning.

## Teaching Context

- Non-English majors at a science & engineering university
- Compulsory course for 2nd years
- Taught by foreign faculty
- One 90-minute class a week
- Class size of between 25 to 30 students

## Respondents

- 4 classes, total of 84 respondents (n=84)
- Weeks 1-8 online using Zoom
- Weeks 9 – 15 in the classroom

## Survey

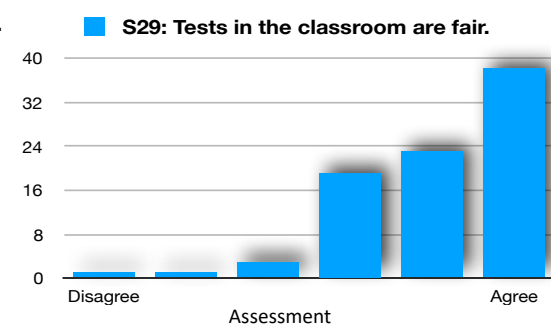
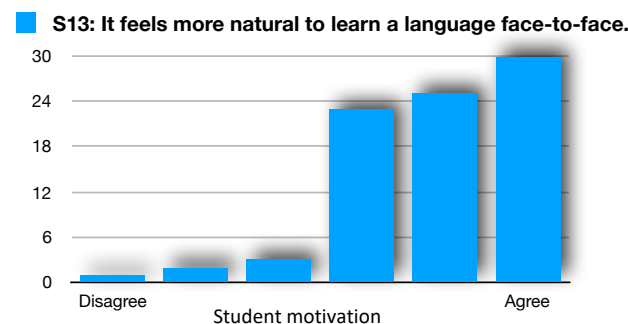
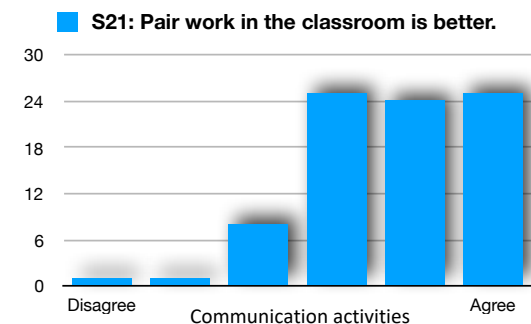
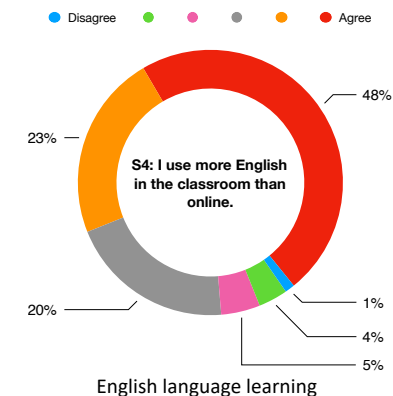
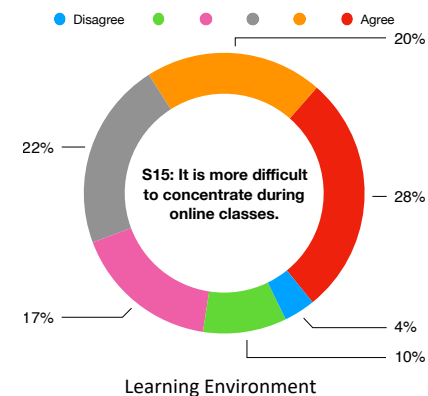
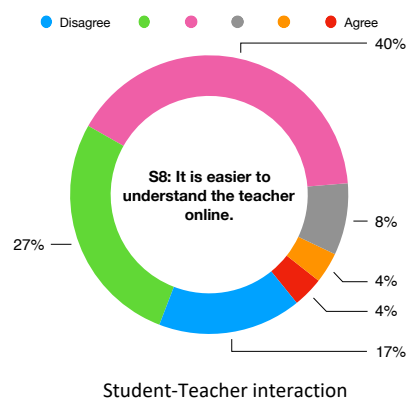
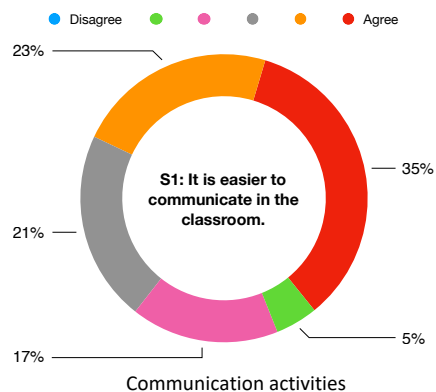
- Paper based in Japanese
- 6 variables
- 30 items (statements)

Communication activities  
 Student motivation  
 Learning Environment  
 English language learning  
 Student-teacher interaction  
 Assessment

- 6 point Likert scale

## Follow-up interviews

- 17 students
- On Zoom, 20 – 30 minutes
- Semi-structured
- Key data points transcribed and analyzed



## Interviews

オンライン授業ではペアが誰になるか分からないので不安だった / For online pair work, I was anxious because I didn't know who my partner would be.  
 Zoomのブレイクアウトルームで話をしてくれない人がいた / In the Zoom breakout rooms, some partners did not participate.  
 ブレイクアウトルームの時間が余る時と足りない時があった / In the breakout rooms sometime there was too much time and sometimes not enough time.  
 Wifiパングけっこあった / The Wifi connection often dropped.

## Conclusions

For English Communication, there is a clear preference for classroom-based learning.  
 There is more teacher talk online; English is used more in the classroom.