

The Usefulness of Zoom Platform for Teaching Business Vocabulary from the Perceptions of Second Year Students, Faculty of Commerce, Hodeidah University

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Abstract

The present study aimed to evaluate students' perceptions of the usefulness of the Zoom application in learning business English and its impact on business vocabulary acquisition. A quantitative descriptive design was employed, and data were collected via a structured questionnaire administered to 20 second-year students in the Faculty of Commerce at Hodeidah University. The findings revealed that the majority of students held positive perceptions towards the Zoom platform. They reported that the platform enhanced their business vocabulary acquisition by providing valuable business English terms, helping them to identify essential business documents and their functions, and increasing their understanding of business correspondence and procedures. The study also highlighted Zoom's flexibility and capacity in fostering students' interactive learning experiences. Based on these results, the study recommended that areas that received lower agreement should be addressed to use Zoom's breakout room and solve business problems independently by presenting various videos of professionals that illustrate key Zoom skills, and by adding additional activities in solving business problems.

1. Introduction

Technology has become an essential part of modern life and has significantly influenced the educational process worldwide. In recent decades, the integration of technology into education has transformed traditional teaching methods, particularly in language learning and vocabulary acquisition. Digital technologies provide learners with easier access to information, interactive learning environments, and opportunities for collaboration with teachers and peers regardless of time and place. According to scholars in Computer-Assisted Language Learning (CALL), technology enhances learners' motivation, engagement, and autonomy by providing authentic and meaningful language-learning experiences (Al-Khader, 2019).

The rapid development of educational technologies has introduced various digital platforms and applications that support English language learning. Online learning tools such as Zoom, Google Classroom, Moodle, and Microsoft Teams have become increasingly popular in

educational institutions across the world. These tools enable learners to participate in virtual classrooms, communicate interactively, share educational materials, and practice language skills in dynamic ways. In particular, vocabulary learning has benefited greatly from technology because students can access multimedia resources, interactive activities, and real-time communication that enrich their understanding and retention of vocabulary items (Sinaipar & Gulton, 2022).

The COVID-19 pandemic further accelerated the adoption of online learning platforms globally. During the pandemic, educational institutions relied heavily on digital technologies to continue teaching and learning processes. Among these technologies, the Zoom platform gained remarkable popularity because of its accessibility, interactive features, and effectiveness in supporting online education. Sahu (2020) states that Zoom became one of the most widely used platforms during the COVID-19 crisis, enabling teachers and students to continue the educational process despite lockdowns and restrictions. Through features such as video conferencing, screen sharing, breakout rooms, and instant interaction, Zoom created opportunities for collaborative and communicative learning environments.

Several studies have emphasized the positive role of technology in vocabulary development. Researchers argue that digital learning environments improve students' vocabulary acquisition by exposing them to multimedia input, repeated practice, and contextualized learning experiences. Technology also increases learners' motivation and participation compared to traditional teacher-centered methods. Furthermore, online learning platforms provide flexibility that allows students to learn at their own pace and revisit learning materials whenever necessary (Chen & Gong, 2025).

In the context of English for Specific Purposes (ESP), business English vocabulary is considered one of the essential components for students in faculties of commerce and business administration. Business vocabulary enables students to communicate effectively in professional and academic contexts. However, teaching business vocabulary through traditional methods often fails to motivate students or engage them actively in the learning process. Therefore, integrating technological tools such as Zoom into vocabulary instruction may provide more interactive and learner-centered approaches that enhance students' vocabulary learning and attitudes toward English learning.

The present study investigates the usefulness of the Zoom platform in developing business English vocabulary among Level Two students at the Faculty of Commerce. It explores students' attitudes toward the effectiveness of Zoom as an educational tool for learning business vocabulary. The study also aims to contribute to the growing body of research on technology-assisted language learning in developing countries, particularly in Yemen, where educational technology remains limited.

2. Statement of the Problem

Despite the rapid technological advancement in education worldwide, Yemen still suffers from serious challenges in integrating technology into its educational system. The educational process in Yemen continues to rely heavily on traditional teaching methods that focus mainly on lectures, textbooks, whiteboards, and handouts. Such methods often limit students' participation, interaction, and motivation, especially in language learning and vocabulary development (Muthanna & Karaman, 2014). Consequently, many Yemeni students face difficulties in learning English vocabulary effectively, particularly business English vocabulary that requires continuous exposure, practice, and interaction.

Globally, educational institutions have increasingly adopted digital learning technologies to improve teaching and learning outcomes. Research in language education demonstrates that online learning platforms and digital applications can enhance vocabulary acquisition, learner engagement, and communication skills. However, Yemen remains largely isolated from these developments due to weak technological infrastructure, limited internet access, and insufficient

implementation of Information and Communication Technology (ICT) in education (Alkamel & Alwagieh, 2024). Many scholars have identified Yemen's poor digital infrastructure as a major obstacle to educational development. For example, Al-Mekhlafi (2019) conducted a qualitative study in Sana'a schools and showed that only 12% of surveyed schools had functional internet access, making the implementation of online learning platforms such as Moodle and Google Classroom extremely difficult, describing Yemen as a "digital desert" where e-learning opportunities are limited mainly to urban areas and privileged groups.

In addition to infrastructural limitations, researchers have highlighted the lack of teacher training in digital pedagogy. Al-Khader (2019) surveyed 200 teachers across Yemen and reported that approximately 90% of teachers lacked adequate technological and digital teaching skills. The study further revealed that school and university curricula remain outdated and largely disconnected from modern technological developments. According to Al-Khader (2019), the disruption of professional development programs due to conflict has left many teachers unable to use online educational platforms effectively. Similarly, Al-Sharjabi (2022, p. 201) analyzed teacher training modules and concluded that only 5% included ICT-related content, resulting in what the author describes as "a curriculum blind to technological advancements."

Moreover, recent studies have warned that Yemen's educational technology deficit may have long-term negative consequences for educational quality and development. Al-Masri (2023) examined pilot e-learning programs in Sana'a and found that many initiatives failed because of limited localized digital content and dependence on obsolete teaching methods. The study emphasized the absence of locally designed educational platforms suitable for Yemeni learners. Likewise, Al-Batati (2023, p. 212) stressed that without urgent educational reforms and technological integration, Yemen risks "irreversible educational stagnation."

At the Faculty of Commerce, Hodeidah Governorate, students continue to learn business English vocabulary through conventional methods that often fail to attract their attention or motivate them to participate actively in learning. Traditional teaching strategies such as memorization, printed handouts, and teacher-centered lectures may not adequately support vocabulary retention or communicative competence. Students need more engaging, interactive, and flexible learning environments that encourage communication and active participation.

Although many international studies have investigated the effectiveness of online learning platforms in language education, few studies have explored the role of Zoom in developing business English vocabulary among Yemeni university students. Therefore, there is a need to examine students' attitudes toward the usefulness of Zoom as a tool for vocabulary learning in the Yemeni educational context. The present study attempts to address this gap by investigating whether the Zoom platform can provide a more interactive and motivating environment for learning business English vocabulary among Level Two students at the Faculty of Commerce.

3. Research Questions

The present study aimed to answer the following main question: What are the students' attitudes towards the usefulness of the Zoom application in developing business English vocabulary? From this main question, the following sub-questions were derived:

1. To what extent does the Zoom platform help students improve their understanding and retention of business English vocabulary?
2. What challenges do students face while using the Zoom platform for learning business English vocabulary?

4. Significance of the Study

This study is significant because it may provide evidence about the effectiveness of the Zoom platform in developing business English vocabulary among university students. It may help educators understand how online platforms can support vocabulary acquisition in more

interactive and motivating ways. It is also significant because it contributes to improving teaching practices at the Faculty of Commerce. Therefore, this study may encourage teachers and lecturers to adopt innovative teaching methods that increase students' participation and interest in learning business English vocabulary. Furthermore, the study may benefit teachers and lecturers who seek practical solutions to the challenges of vocabulary teaching in Yemeni universities. In addition, it is significant because it raises students' awareness of the educational value of technology in language learning. Such opportunities may enhance students' motivation, autonomy, and confidence in learning English. Finally, this study contributes to the limited body of research on technology-assisted language learning in Yemen. Since few studies have examined the effectiveness of Zoom in developing business English vocabulary in the Yemeni context, the present study may provide useful insights for future researchers, curriculum designers, and educational policymakers who aim to modernize the educational system and integrate technology into language education.

5. Literature Review

Online learning has become increasingly prevalent, particularly in language and business education where interactive tools can enhance vocabulary acquisition. This literature review examines the existing research on students' perceptions of online learning, with a focus on Zoom's application contexts, online vocabulary instruction, and business education. It also considers the effectiveness of Zoom as a tool in higher education, and the online teaching of business vocabulary, language skills, business education, and vocabulary acquisition.

5.1. Perceptions of Online Learning Platforms in Education

Students' perceptions or attitudes, as Bunkure (2012) defines, constitute "a learner's mind which influences the personal actions of individual." And, as Oluwatelure and Oloruntehbe (2010, p. 192) indicate, they represent "the judgment of good or harmful or beneficial, pleasant or unpleasant, important or unimportant." Students' perceptions of online learning platforms are crucial for their adoption. Students are often influenced by these tools' ease of use, interactivity, and accessibility. A study by Alvavi and Leider (2001, p. 112) highlights that students perceive online platforms as beneficial for collaborative learning, noting that "perceived usefulness directly impacts engagement in virtual classrooms." Similarly, Liaw and Huang (2013) surveyed 200 university students and found that 75% viewed online tools positively for flexibility, though technical issues reduced satisfaction. In another analysis, Martin and Bolliger (2018) conducted interviews with 150 learners, revealing that perceptions vary by age and prior experience, with younger students finding platforms like Zoom more intuitive. These findings underline the importance of simple usage interfaces in shaping attitudes towards digital education.

5.2. Zoom as a Tool in Higher Education

The Zoom platform has emerged as a popular video conferencing tool for remote teaching, particularly during the COVID-19 pandemic. It facilitates real-time communication and collaboration among users across various devices. Trust and Gokhale (2020, p. 134) evaluated Zoom's use in 50 classrooms, reporting that students appreciated its real-time interaction features, stating that "Zoom facilitates synchronous discussions that mimic face-to-face environments." In language education, Borup et al. (2019, p. 156) analyzed Zoom's role in K-12 settings, noting its potential for vocabulary drills, but emphasized the need for training to maximize benefits. For business students, Alavi et al. (2002) integrated Zoom in MBA courses, observing improved retention of technical terms through visual aids.

6. Research Methodology

The quantitative descriptive design was employed to investigate students' attitudes towards the usefulness of a program based on the Zoom application in developing their business vocabulary. It passed through several phases, including selecting a program that emulated the faculty's curricula, choosing the population sample, presenting the program, and collecting the data.

6.1. Program Materials' Description

The name of the selected program was "Comprehensive International Business Transaction." The program is organized into three units: the first unit serves as an introduction, presenting key workplaces, their functions, and the essential business terminology used in these areas. The second unit introduces crucial business correspondence, focusing on business letters in the form of emails. The third unit covers a sample of a completed transaction, including relevant business documents. The program extended over eleven weeks, with each week consisting of two hours of instruction including the distribution of the questionnaire for students' attitudes collection.

The communicative approach was implemented, employing interactive learning and collaborative activities such as group and pair discussions, asking and answering questions, role-plays (select a business situation and, in pairs, create dialogues), fill-in-the-blank exercises, matching terms and definitions, and completing business documents.

6.2. Study Population and Sample

The population of this study consisted of Level Two Faculty of Commerce students at Hodeidah University. A sample of 20 learners was selected through random sampling to ensure a representative group.

6.3. Data Collection (Questionnaire)

To explore learners' perceptions and attitudes towards the Zoom-based program, a structured questionnaire was employed. The questionnaire used a Likert scale format, presenting a series of 15 statements about the Zoom-based learning program followed by response options: "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree," evaluating learners' attitudes towards the usefulness of the program. For example, item number 1 stated: "The breakout room feature in Zoom facilitated focused discussions on business topics during program sessions."

7. Data Analysis

Data from the questionnaire were analyzed using SPSS Program v. 2, both as a whole—measuring students' attitudes towards the usefulness of the program indicating mean, standard deviation, and ratio%—and separately across statements individually, including frequency, mean, ratio%, and standard deviation.

Table (1) below shows the 15 statements of the questionnaire employed to test students' attitudes towards the usefulness of the Zoom-based program.

Table (1): Statements Testing Zoom-based Program Usefulness

No.	Items
1	The breakout room feature in Zoom facilitated focused discussions on business topics during program sessions.
2	The Zoom-based program equipped me with a lot of useful business English vocabulary.
3	The Zoom-based program was highly effective for teaching work procedures in business.
4	The Zoom-based program was highly effective for developing writing business messages.
5	The Zoom-based program was effective for presenting the exact meaning of business English terms.
6	The Zoom-based program was effective for developing business English communication skills.
7	The Zoom-based program learning was a practical method for applying learning skills in real-business situations.
8	The Zoom-based program enabled me to use business terminology in different contexts to build sentences, write business emails, and participate in activities.

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9	The Zoom-based program learning prepared me for real-business communication situations that require effective English speaking and writing skills.
10	The Zoom-based program has reinforced the importance of business documents in business.
11	The Zoom-based program enabled me to identify business documents and their various uses.
12	The Zoom-based program provided me with the skills necessary for business professional fields.
13	The Zoom-based program learning was a practical way to apply English speaking, reading and writing skills in real-business workplace situations.
14	The Zoom-based program helped me to recognize the significance of business correspondence.
15	The Zoom-based program improved my ability to solve business problems independently.

The following Table (2) presents the overall data of students' attitudes towards the usefulness of the Zoom platform in developing their business English vocabulary.

Table (2): Data of Students' Attitudes towards Zoom Usefulness

Items	Strongly Agree 5 marks / Agree 4 / Neutral 3 / Disagree 2 / SD 1					Mean	Standard Deviation	Ratio%
	SA	A	N	D	SD			
1	9	10	0	1	0	4.35	4.52	87
2	13	6	1	0	0	4.6	5.02	92
3	13	6	0	0	1	4.45	5.02	89
4	11	7	1	1	0	4.4	4.29	88
5	11	7	1	1	0	4.4	4.29	88
6	10	9	1	0	0	4.45	4.52	89
7	10	7	1	1	1	4.15	3.79	83
8	9	9	0	2	0	4.25	4.15	85
9	11	7	1	1	0	4.4	4.29	88
10	12	6	1	1	0	4.45	4.52	89
11	12	8	0	0	0	4.6	5.06	92
12	9	10	1	0	0	4.4	4.52	88
13	13	4	0	3	0	4.35	4.77	87
14	12	7	1	0	0	4.55	4.77	91
15	9	9	1	1	0	4.3	4.10	86
Total	164	112	10	12	2			

Table (2) above shows the results of the 15 statements employed to assess students' attitudes towards the usefulness of the Zoom-based program in equipping students with essential business vocabulary, the vital workplaces, the relevant business documents, and applicable business work procedures. The data show that the scale "Strongly Agree" gained 164 data points, "Agree" gained 112, "Neutral" gained 10, "Disagree" gained 12, and "Strongly Disagree" gained 2. It also indicates that the range of the mean is between "4.6" with a ratio of 92% and standard deviation "5.06" and "5.02" for both statement 2 ("The program equipped me with a lot of useful business English vocabulary") and statement 11 ("The Zoom-based program enabled me to identify business documents and their various uses") and "4.15" with a ratio of 83% and standard deviation "3.79" for statement 7 ("The Zoom-based learning was a practical method for applying learning skills in real business situations").

Statement 1: Table (3) displays statement 1: "The breakout room feature in Zoom facilitated focused discussions on business topics during program sessions."

Table (3): Frequency and Percentage of Useful Breakout Rooms Discussion

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
9	10	0	1	0	4.35	87	4.52

Table (3) above shows that the frequency of students' responses to the statement were 9 "Strongly Agree", 10 "Agree", and 1 "Disagree". The mean point was "4.35", with a ratio of 87%, and "4.52" standard deviation.

Figure (1) represents the frequency of students' attitudes towards the program's breakout rooms usefulness in discussions. The figure shows that 80% of students strongly agree, 57% agree, and 10% disagree.

Statement 2: Table (4) displays statement 2: "The Zoom-based program equipped me with a lot of useful business English vocabulary."

Table (4): Frequency and Percentage of Equipping with Business Vocabulary

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
13	6	1	0	0	4.6	92	5.02

Table (4) above shows that the frequency of students' responses to the statement were 13 "Strongly Agree", 6 "Agree", and 1 "Neutral". The mean point is "4.6", with a ratio of 92%, and "5.02" standard deviation.

Figure (2) represents the frequency of students' attitudes towards the program's usefulness in equipping them with various useful business English vocabulary. The figure shows that 90% of students strongly agree, 50% agree, and 10% neutral.

Statement 3: Table (5) displays statement 3: "The Zoom-based program was highly effective for teaching work procedures in business."

Table (5): Frequency and Percentage of Teaching Work Procedures

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
13	6	0	0	1	4.45	89	5.02

Table (5) above shows that the frequency of students' responses to the statement were 13 "Strongly Agree", 6 "Agree", and 1 "Strongly Disagree". The mean point is "4.45", with a ratio of 89%, and "5.02" standard deviation.

Figure (3) represents the frequency of students' attitudes towards the program's usefulness in teaching business work procedures. The figure shows that 90% of students strongly agree, 40% agree, and 10% strongly disagree.

Statement 4: Table (6) displays statement 4: "The Zoom-based program was highly effective for developing writing business messages."

Table (6): Frequency and Percentage of Developing Writing Skills

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
11	7	1	1	0	4.4	88	4.29

Table (6) above shows that the frequency of students' responses to the statement were 11 "Strongly Agree", 7 "Agree", 1 "Neutral", and 1 "Disagree". The mean point is "4.4", with a ratio of 88%, and "4.29" standard deviation.

Figure (4) represents the frequency of students' attitudes towards the program's effectiveness in improving their business writing skills. The data showed that out of the 20 participants, 11 "Strongly Agree," 7 "Agree," 1 "Neutral," and 1 "Disagree," with a mean of "4.4."

Statement 5: Table (7) displays statement 5: "The Zoom-based program was effective for presenting the exact meaning of business English terms."

Table (7): Frequency and Percentage of Understanding Business Terms

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Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
11	7	1	1	0	4.4	88	4.29

Table (7) above shows that the frequency of students' responses to the statement were 11 "Strongly Agree", 7 "Agree", 1 "Neutral", and 1 "Disagree". The mean point is "4.4", with a ratio of 88%, and "4.29" standard deviation.

Figure (5) represents the frequency of students' attitudes towards the program's usefulness in presenting the exact meaning of business English terms. The figure shows that 90% of students strongly agree, 60% agree, 10% disagree, and 10% neutral.

Statement 6: Table (8) displays statement 6: "The Zoom-based program was effective for developing business English communication skills."

Table (8): Frequency and Percentage of Developing Business Communication

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
10	9	1	0	0	4.45	89	4.52

Table (8) above shows that the frequency of students' responses to the statement are 10 "Strongly Agree", 9 "Agree", and 1 "Neutral". The mean point is "4.45", with a ratio of 89%, and "4.52" standard deviation.

Figure (6) represents the frequency of students' attitudes towards the program's effectiveness in developing business English communication skills. The figure shows that 90% of students strongly agree, 80% agree, and 10% neutral.

Statement 7: Table (9) displays statement 7: "The Zoom-based program learning was a practical method for applying learning skills in real-business situations."

Table (9): Frequency and Percentage of Focusing on Practical Application

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
10	7	1	1	1	4.15	83	3.79

Table (9) above shows that the frequency of students' responses to the statement are 10 "Strongly Agree", 7 "Agree", 1 "Neutral", 1 "Disagree", and 1 "Strongly Disagree". The mean point is "4.15", with a ratio of 83%, and "3.79" standard deviation.

Figure (7) represents the frequency of students' attitudes towards the program's effectiveness in applying learning skills in real business situations. The figure shows that 80% of students strongly agree, 60% agree, 10% disagree, 10% strongly disagree, and 10% neutral.

Statement 8: Table (10) displays statement 8: "The Zoom-based program enabled me to use business terminology in different contexts to build sentences, write business emails, and participate in activities."

Table (10): Frequency and Percentage of Developing Business Email Writing

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
9	9	0	2	0	4.25	85	4.15

Table (10) above shows that the frequency of students' responses to the statement are 9 "Strongly Agree", 9 "Agree", and 2 "Disagree". The mean point is "4.25", with a ratio of 85%, and "4.15" standard deviation.

Figure (8) represents the frequency of students' attitudes towards the program's effectiveness in enabling them to use business English terminologies in writing different correspondence. The figure shows that 90% of students strongly agree, 90% agree, and 20% disagree.

Statement 9: Table (11) displays statement 9: "The Zoom-based program learning prepared me for real-business communication situations that require effective English speaking and writing skills."

Table (11): Frequency and Percentage of Developing Required Business Skills

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
11	7	1	1	0	4.4	88	4.29

Table (11) above shows that the frequency of students' responses to the statement were 11 "Strongly Agree", 7 "Agree", 1 "Neutral", and 1 "Disagree". The mean point is "4.4", with a ratio of 88%, and "4.29" standard deviation.

Figure (9) represents the frequency of students' attitudes towards the program's effectiveness in preparing them for real business situations where speaking and writing skills are required. The figure shows that 90% of students strongly agree, 60% agree, 10% disagree, and 10% neutral.

Statement 10: Table (12) displays statement 10: "The Zoom-based program has reinforced the importance of business documents in business."

Table (12): Frequency and Percentage of Recognizing Documents Significance

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
12	6	1	1	0	4.45	89	4.52

Table (12) above shows that the frequency of students' responses to the statement were 12 "Strongly Agree", 6 "Agree", 1 "Neutral", and 1 "Disagree". The mean point is "4.45", with a ratio of 89%, and "4.52" standard deviation.

Figure (10) represents the frequency of students' attitudes towards the program's effectiveness in reinforcing the importance of business documents in business work. The figure shows that 90% of students strongly agree, 50% agree, 10% disagree, and 10% neutral.

Statement 11: Table (13) displays statement 11: "The Zoom-based program enabled me to identify business documents and their various uses."

Table (13): Frequency and Percentage of Identifying Business Various Documents

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
12	8	0	0	0	4.6	92	5.06

Table (13) above shows that the frequency of students' responses to the statement were 12 "Strongly Agree" and 8 "Agree". The mean point is "4.6", with a ratio of 92%, and "5.06" standard deviation.

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Figure (11) represents the frequency of students' attitudes towards the program's effectiveness in identifying various business documents. The figure shows that 90% of students strongly agree and 60% agree.

Statement 12: Table (14) displays statement 12: "The Zoom-based program provided me with the skills necessary for business professional fields."

Table (14): Frequency and Percentage of Effective Approaches and Strategies

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
9	10	1	0	0	4.4	88	4.52

Table (14) above shows that the frequency of students' responses to the statement were 9 "Strongly Agree", 10 "Agree", and 1 "Neutral". The mean point is "4.4", with a ratio of 88%, and "4.52" standard deviation.

Figure (12) represents the frequency of students' attitudes towards the program's effectiveness in providing them with the necessary business skills. The figure shows that 80% of students strongly agree, 70% agree, and 10% neutral.

Statement 13: Table (15) displays statement 13: "The Zoom-based program learning was a practical way to apply English speaking, reading and writing skills in real-business workplace situations."

Table (15): Frequency and Percentage of Providing Applicable Learning Skills

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
13	4	0	3	0	4.35	87	4.77

Table (15) above shows that the frequency of students' responses to the statement were 13 "Strongly Agree", 4 "Agree", and 3 "Disagree". The mean point is "4.35", with a ratio of 87%, and "4.77" standard deviation.

Figure (13) represents the frequency of students' attitudes towards the program's effectiveness in enabling them to apply English speaking, reading, and writing skills in business-like workplace situations. The figure shows that 90% of students strongly agree, 30% agree, and 20% disagree.

Statement 14: Table (16) displays statement 14: "The Zoom-based program helped me to recognize the significance of business correspondence."

Table (16): Frequency and Percentage of Recognizing Correspondence Key

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
12	7	1	0	0	4.55	91	4.77

Table (16) above shows that the frequency of students' responses to the statement were 12 "Strongly Agree", 7 "Agree", and 1 "Neutral". The mean point is "4.55", with a ratio of 91%, and "4.77" standard deviation.

Figure (14) represents the frequency of students' attitudes towards the program's usefulness in helping them to recognize the significance of business English correspondence.

The figure shows that 90% of students strongly agree, 50% agree, and 10% neutral.

Statement 15: Table (17) displays statement 15: "The Zoom-based program improved my ability to solve business problems independently."

Table (17): Frequency and Percentage of Solving Business Problems

Frequency					Mean	Ratio%	Standard Deviation
SA	A	N	D	SD			
9	9	1	1	0	4.3	86	4.10

Table (17) above shows that the frequency of students' responses to the statement were 9 "Strongly Agree", 9 "Agree", 1 "Neutral", and 1 "Disagree". The mean point is "4.3", with a ratio of 86%, and "4.10" standard deviation.

Figure (15) represents the frequency of students' attitudes towards the program's usefulness in enhancing their ability to solve business problems independently. The figure shows that 90% of students strongly agree and agree, 10% disagree, and 10% neutral.

8. Discussions

The students' responses to the study questions are discussed in two phases: the overall data and an examination of the individual data from the three sections separately.

Regarding the analysis conducted on Table (2), the students' attitudes were highly positive about the program's usefulness in developing their business English vocabulary. They strongly believe that the Zoom-based program was highly useful in equipping them with many useful business English vocabulary items (statement 2: "The Zoom-based program equipped me with a lot of useful business English vocabulary") and in identifying business documents (statement 11: "The Zoom-based program enabled me to identify business documents and their various uses"), both of which had the highest mean of "4.6" and a ratio of 92%, on a scale between "Strongly Agree" and "Agree". On the contrary, statement 7 ("The Zoom-based program learning was a practical method for applying learning skills in real-business situations") received the least agreement from students, with a mean of "4.15" and a ratio of 83%.

In an individual analysis, the highest statement frequencies of the "Strongly Agree" scale were statements 2, 3, and 13, each with a percentage of 90%. The highest frequency statement of the "Agree" scale were statements 1 and 12, with a percentage of 70%, while the lowest was statement 13 with a percentage of 30%.

Considering the figures in the individual data analysis, the frequencies of "Strongly Agree" ranged from 80% to 90%, "Agree" from 30% to 80%, "Neutral" at 10%, "Disagree" from 10% to 20%, and "Strongly Disagree" at 10% with only two responses.

The findings of the present study align with those of Alvavi and Leider (2001), who highlighted that students perceive the usefulness of online learning in terms of engagement and flexibility, a view also supported by Liaw and Huang (2013). In addition, the results corroborate Trust and Gokhale's (2020) evaluation of Zoom across 50 classrooms, confirming students' appreciation for the platform's real-time interaction features. Finally, the study demonstrates development in students' business vocabulary, enhancing Alavi's (2002) observations regarding Zoom integration in MBA courses. Furthermore, the results indicate improved retention of business terms through visual aids displayed via Zoom.

9. Findings

The students' perceptions of the Zoom platform after instruction indicated the following aspects:

3. The Zoom platform was highly useful in equipping students with a substantial amount of useful business English vocabulary and enabling them to identify business documents and their functions.
4. The Zoom platform was also highly useful in helping students to recognize the significance of correspondence in business.

5. The Zoom platform was highly useful in teaching business work procedures, developing business English communication skills, and reinforcing the importance of business documents.
6. The Zoom platform was useful in developing writing of business letters, introducing the exact meaning of business English terms, and preparing learners for real-business communication situations with effective English speaking and writing skills.
7. The Zoom platform was also useful in enhancing learners with the skills necessary for business professional fields.
8. The Zoom platform's breakout room was quite useful in facilitating focused discussions on business topics during program instruction and applying practical communications that imitate those practiced in real business workplaces and situations.
9. The Zoom platform was also quite useful in improving learners' ability to solve business problems independently, and enabling learners to use business terminology in different contexts to build sentences, write business emails, and participate in activities.

10. Conclusion

This study investigated the usefulness of the Zoom application in developing business English vocabulary among Level Two Commerce students at Hodeidah University. The findings reveal that students hold highly positive attitudes towards the Zoom platform, viewing it as a significant tool for learning business English. The data indicate that Zoom successfully overcomes the limitations of time and place, fostering engagement, flexibility, and improved retention of business terminologies, aligning with previous research confirming that interactive digital tools enhance vocabulary acquisition and prepare students for real business communication. Ultimately, the integration of Zoom into the educational system is not merely a technological update but a necessary shift to modernize business education in Yemen.

11. Recommendations

Based on the study outcomes, the following recommendations are proposed:

10. The Faculty of Commerce should officially integrate Zoom as a teaching tool. Stable internet infrastructure and technical support are essential to ensure consistent access for all students.
11. Educators should undergo training on interactive Zoom features to maximize students' engagement.
12. Students are encouraged to actively participate in virtual sessions independently outside of class hours.

12. Suggestions for Further Research

To further expand the knowledge in this field, the following areas are suggested for further investigation:

13. Further research should examine whether students better retain the business vocabulary they learned on Zoom after an extended period of time.
14. Researchers should conduct comparison studies examining other learning applications to determine which works best for business learning.
15. Since this study was limited to Level Two Commerce students, further research should include students from other academic levels and different faculties to generalize the findings across the university.
16. Since this study was conducted in Yemen, further research should investigate how internet connectivity problems affect online learning.

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