| **RESEARCH ARTICLE**

Acceptance on Using Microsoft Teams in Learning the English Language amongst Undergraduate Students

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| **ABSTRACT**

This paper examines the acceptance on Using Microsoft Teams in Learning the English Language amongst Undergraduate Students at Universiti Teknologi MARA, Seremban Campus, based on the principles of the Technology Acceptance Model (TAM). This is due to the shifting mode of teaching and learning from physical classes to online platforms during the pandemic period since March 2020. A 5-point Likert scale survey questionnaire was used to collect the quantitative data from the respective respondents. A questionnaire was used as the instrument to collect the data, which was developed using Google Forms. The sample of the study was obtained through purposive sampling. The sample consisted of 85 students from the Faculty of Administrative Science and Policy Studies. The data were then analysed by using descriptive statistics, which were the percentages, and the results were presented in charts provided by Google Forms. The results indicate that students positively accepted the use of Microsoft Teams, which is also known as a popular platform for e-learning purposes, especially to cater to English language subjects in learning the English language.

1. Introduction

In the recent Covid-19 pandemic, the mode of instruction for all courses in Universiti Teknologi MARA Malaysia (UiTM) has been switched from face-to-face to online learning, and there is no exception for English language courses. As for Fakulti Sains Pentadbiran dan Pengajian Polisi (FSPPP) students, they are required to attend English language courses which cover four language skills (reading, writing, listening and speaking) offered according to the semester given. Not only that but graduating students are also required to attend the English Exit Test (EET) in order for them to graduate. Therefore, there have been new approaches to implementing classes and assessments via online platforms during the pandemic period. This is because it is believed that the approaches would be helpful in the process of teaching and learning.

Due to the new norm, UiTM has implemented Online Distance Learning (ODL) since March 2020 until now. The shifting mode of teaching and learning from the physical mode to the virtual mode in tertiary education appears to be a new norm to cater to the students' and lecturers' needs. A variety of online platforms exist as teaching platforms for ODL, such as WhatsApp, Google Classroom, UFuture, Microsoft Teams and more. Somehow, in providing materials for the English language, Microsoft Team is seen to be one of the most functional platforms among the others as Finnigan (2021) mentioned that it allows students to work

collaboratively, involve in meeting discussions, and, most of all, it acts broadly to connect the students and their apps, especially during ODL.

Microsoft Teams is widely used by most English lecturers in UiTM. According to Divyapriya (2020), the function of Teams allows them to work across multiple devices such as Mac, Windows and mobiles, which enables an easier transition from one device to another. Besides, using Teams may also help the lecturers to keep track of the students' attendance and participation in terms of the submission of assignments. Therefore, this study aimed to examine the acceptance of Microsoft Teams for English language learners among FSPPP's undergraduate students.

2. Literature review
2.1 Overview and features of the Teams
Microsoft Teams is a platform launched on March 14, 2017, at an event in New York. Microsoft Wiki stated that Microsoft Teams is now currently led by Brian MacDonald, the Corporate Vice President at Microsoft. The use of Teams targeted administrators and teachers to set up specific teams for classes, professional learning communities (PCL) and everyone (Wiki, ND). Apart from that, Microsoft Teams is also built for a better collaboration application for hybrid work in order to ensure that people may stay connected and organised in one place.

Plumley (2020) states that Microsoft Teams is a hub in Office 365 which allows teamwork. It provides a single workspace for sharing conversations, files, meetings, and apps which can be accessed from a mobile device. In tertiary education, Microsoft Teams eventually helps to structure and organise files better, whether remotely, in class or hybrid. This platform is also seen to be one of the most helpful remote learning tools for students and lecturers to communicate and share files that allows the documents to be editable, viewed, and commented on directly through the apps. Fernandez (n.d.) also mentions that Microsoft Teams allows essential personal interaction, live exchange, breakout rooms, posting videos, recording live sessions and more.

The fact that new features are also invented in Teams to help students in supporting the teaching and learning of the English language. The features offer guidance on correct pronunciation and syllabification, share visuals to help with vocabulary recall, and provide positive reinforcement to help build a reader's confidence (Microsoft Education Team, 2022). The creation of a new feature named 'Reading Coach' is specifically created for English lecturers to help students develop strong literacy skills. Oliveira (2020) also mentioned in her article that the use of Teams also helps English learners to use the translation and read-back features in completing their assignments. Not only it helps the learners to understand the language, but it also serves as the medium of communication with those who are not familiar with or have poor proficiency in communicating in the English language, as the students can translate the prompts and questions without needing to open a translation tool. This invention is an all-encompassing tool and serves its purpose beneficially to both lecturers and students in the English language purposes.

2.2 Application of Microsoft Teams in teaching and learning
Martin and Tapp (2019) found that the use of Teams applications allows law language students to develop their knowledge of legal terms of art, vocabulary and drafting. It also specifically enables the students to cover legal English and covers the key areas of legal English usage for both written and oral legal communication in typical legal situations where the Teams is used effectively to facilitate PowerPoint presentations in group workshops, allocate required reading and grade formative assignments. This study is supported by Yen and Nhi (2021), who found that 87% of students agreed that the group performance in the lesson conducted in Teams not only benefits the teachers, but it helps students to improve their language skills, increase the diversity of activities in a virtual classroom, and make the lesson more interesting to the learners too.

Thanh Mai (2021) viewed Teams as one of the tools that facilitate better communication and collaboration in teaching and learning. It is seen to be functional in the discussion, instant texting, presentation, sharing programs, whiteboard interaction, audio/video calling and giving assignments. Krasna and Pesek (2020) believe that Moodle applications are the winner in traditional educational tasks involving assessments, peer to peer assessments, quizzes, categorization and extendibility, yet, Microsoft Teams has been seen to excel in different types of communication and function way more superior in its general content creation.

This concludes that the use of Microsoft Teams is a digital hub that seems to cater to the use of lecturers' and students' needs unanimously. Fostering deeply engaged classrooms, strengthening professional learning communities, and tailoring more effective school communication are among the main functions of Teams tools in enabling remote learning to happen. Therefore, students and lecturers are encouraged to use this medium for teaching and learning sessions.

2.3 Acceptance of Teams in teaching and learning
Ismail and Ismail (2021) conducted a case study on the teaching approach using Microsoft Teams to evaluate satisfaction versus barriers in an online learning environment. The results showed that 78% of participants felt satisfied with the use of Teams as they

found that this application was considered to be user-friendly, and they found no difficulties in using it as first-time users. Similarly, a study by Jeljeli et al. (2022) also found that the students and lecturers in the United Arab Emirates somehow agreed that Microsoft Teams was an effective study tool that united them by providing a virtual environment and governed E-learning experiences to students.

Contrastly, Zanjani and Ramazani (2012) in their study found that students showed a weak attitude towards the fact that utilizing E-Learning did not require strenuous effort, and this matter is a weakness in students in accepting information technology in the area of E-Learning. This shows that the unreadiness of some students in utilizing technology nowadays may cause them trouble in getting information and affect their performance in learning progress. E-learning has proven to be used by many countries for their educational purposes in conducting virtual learning (Al Enezi et al., 2021). In conclusion, this concerns both parties to play their role in ensuring whether they are ready for this new norm, Online Distance Learning (ODL) or not.

3. Methodology

A quantitative research method was used in this study. A questionnaire was used as the instrument to collect the data, which was developed using Google Forms. The sample of the study was obtained through purposive sampling. The sample consisted of 85 students from the Faculty of Administrative Science and Policy Studies.

Microsoft Teams was set up, and students were given the class code to join the English language class. After using Microsoft Teams for one month, a questionnaire was then given to the students through WhatsApp by sharing with them the link to the Google Form. The questionnaire contained three sections. The first section was to seek their agreement to participate in the research as participants. The second section was to obtain their demographic profile data. The final section was to rate their acceptance using Microsoft Teams as the online platform for ODL. The items for the final section were designed based on Technology Acceptance Model (TAM) (Davis, 1993) by using the items adapted from Tuan Sarifah Aini et al. (2020). All items for this section were measured by using five Likert scales, namely strong disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5).

The data were analysed by using descriptive statistics, which were the percentages, and the results were presented in charts provided by Google Forms. According to Rawat (2021), descriptive analysis helps in describing and showing data points in a constructive way such that patterns might emerge that fulfil every condition of the data.

4. Results and Discussion

This section is divided into five sections, namely the demographic profile and three components of the Technology Acceptance Model: Perceived Ease of Use (PEU), Perceived Usefulness (PU) and Attitude toward Use (ATU).

4.1 Demographic Profile

The sample comprised 85 students (23.5% males, 76.5% females) from the Faculty of Administrative Science and Policy Studies, UiTM Cawangan Negeri Sembilan Kampus Seremban. Their age ranged from 21 to 25 years old.

4.2 Perceived Ease of Use (PEU)

There were four items for this component. The results for the items are as follows.

Microsoft Teams is user-friendly.
85 responses
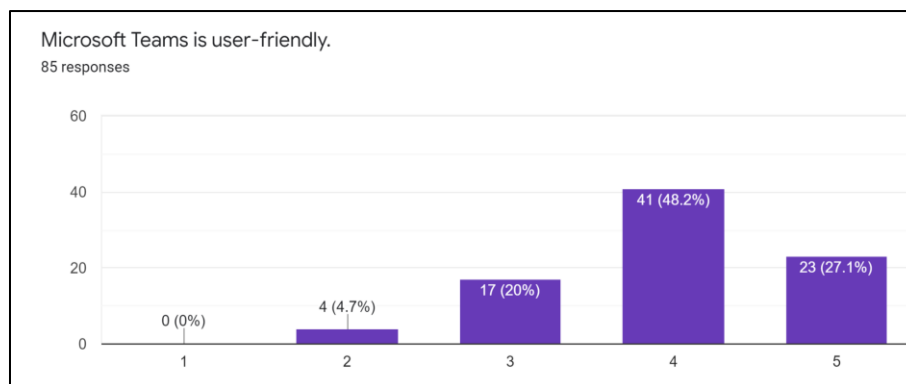
Figure 4.1 PEU 1: Microsoft Teams is user-friendly

Figure 4.1 indicates that 48.2% of students agreed, and 27.1% strongly agreed that Microsoft Teams was an application that is considered to be user-friendly. Only 20.0% were neutral, and 4.7% disagreed with the statement. None of them strongly disagreed with the statement. The results are consistent with Tran (2021), Azhagesan (2020) and Khartikeyan (2020). Azhagesan (2020) demonstrated that students found communication features on Microsoft Teams were friendly for online learning. Tran (2021)

revealed that freshmen believed that Microsoft Teams was user-friendly for learning English. Khartikeyan (2020) reported that Microsoft Teams was found to be supportive and able to fulfil crucial aspects related to teaching and learning from the student's perspectives.
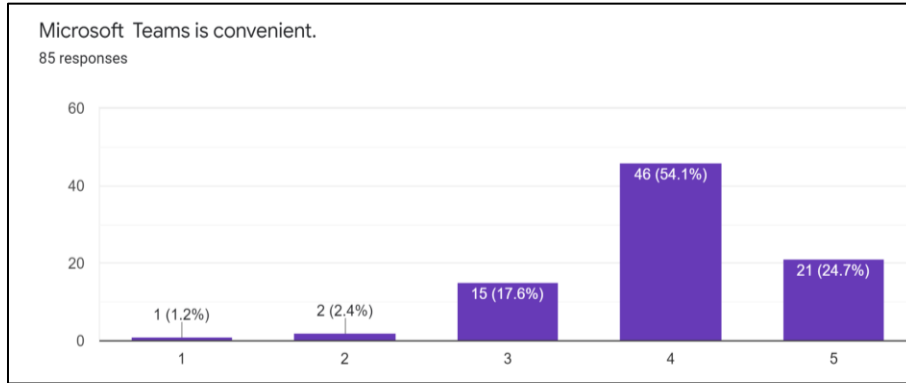
Microsoft Teams is convenient.
85 responses

Figure 4.2 PEU2: Microsoft Teams is convenient

Figure 4.2 shows that 54.1% agreed and 24.7% strongly agreed that Microsoft Teams was convenient. Only 2.4% disagreed, and 1.2% strongly disagreed with the statement. The remaining (17.6%) were neutral with the statement. The results are consistent with Thanh Mai (2021) and Rababah (2020). Thanh Mai (2021) revealed that students found Microsoft Teams convenient as it offered flexibility in learning and comfort in studying with the technological device and network connection no matter where they were. Similarly, Rabaah (2020) found that students were convenient in using Microsoft Teams for learning English as a Foreign Language.
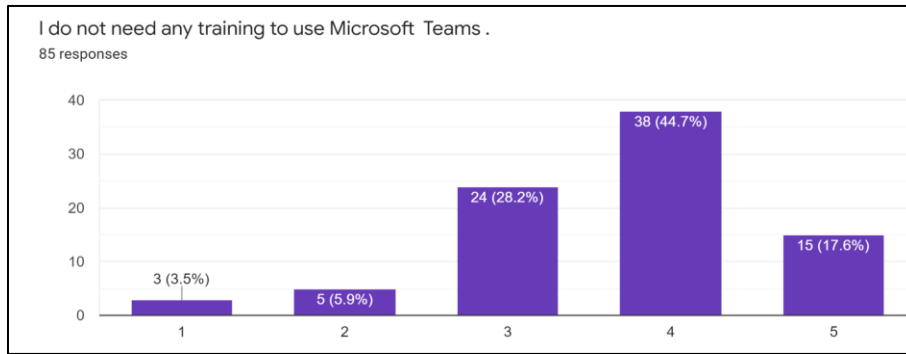
I do not need any training to use Microsoft Teams .
85 responses

Figure 4.3 PEU3: I do not need any training to use Microsoft Teams.

Figure 4.3 shows that 44.7% agreed and 17.6% strongly agreed that they did not need any training to use Microsoft Teams. Only 5.6% disagreed, and 3.5% strongly disagreed with the statement. The remaining (28.2%) were neutral with the statement. The results contradict with Rababah (2020), who believes that training by proficient instructors is necessary not only for students but also for instructors to enable them to use Microsoft Teams for e-learning.
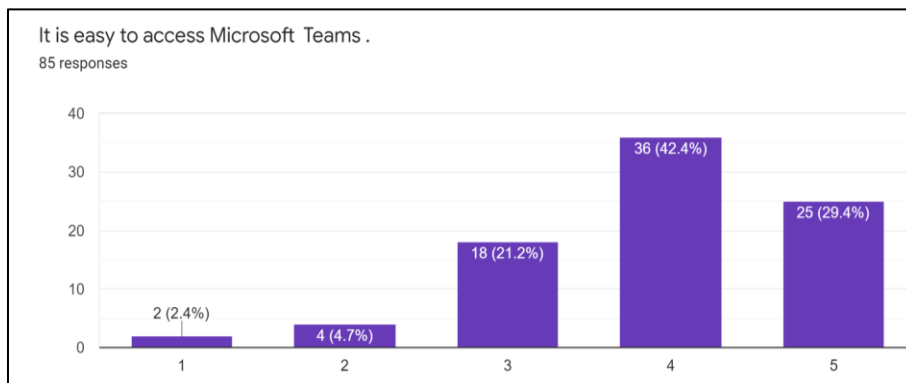
It is easy to access Microsoft Teams .
85 responses

Figure 4.4 PEU4: It is easy to access Microsoft Teams

Figure 4.4 shows that 42.4% agreed and 29.4% strongly agreed that it was easy to use Microsoft Teams. Only 4.7% disagreed, and 2.4% strongly disagreed with the statement. The remaining (21.2%) were neutral with the statement. The results are consistent with Alabay (2021) and Poston et al. (2020). Students believed that learning through Microsoft teams made it quite easy for them to reach out for the materials needed as it was accessible anywhere and anytime (Alabay, 2021). In addition, students in MBA and graduate classes composed of working professionals found that Teams was an easy application to access and enabled students who frequently missed classes to not fall behind (Poston, 2020).

The results of items PEU1, PEU2, PEU3, and PEU4 suggest that the students found Microsoft Teams easy to use for ODL. As for training, it depends on one's ability to master the advancement of technology whether they need the training or not. Microsoft Teams, more or less, is somehow a suitable medium for students to use as an online platform for accessing their materials and exploring the tools in there for education purposes due to its friendly features. Most students believe Microsoft teams, like Moodle and Zoom platforms, are going to be an essential part of the educational process and will be very crucial for universities today and in the future (Alamerit et al., 2020).

4.3 Perceived Usefulness (PU)
There were seven items for this component. The results for the items are as follows.
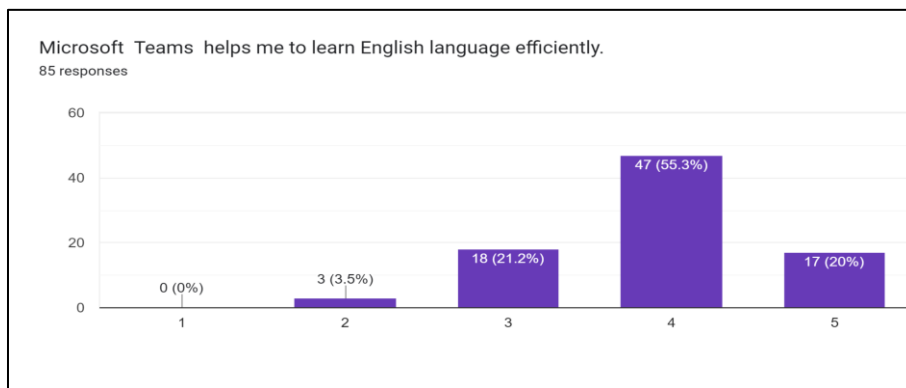
Figure 4.5 PU1: Microsoft Teams helps me to learn English language efficiently

Figure 4.5 indicates that 55.3% of students agreed, and 20% strongly agreed that Microsoft Teams helps them to learn the language efficiently. 21.2% seemed to be neutral with the statement, while 21.2% of students disagreed and 3.5% strongly disagreed that Teams help them in language. None voted strongly to disagree with the questions asked. This is because the idea of features provided in Teams is seen to cater to the students' needs in it. The result is consistent with the study found by Bsharat and Behak (2020) that the use of Teams in the English language is where the students can use Immersive Reader provided in Teams to assist them in understanding the task as well as encouraging them to contribute to it.
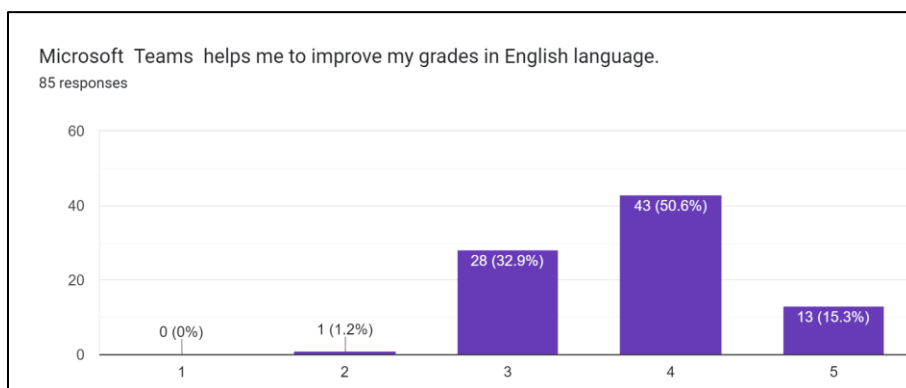
Figure 4.5 PU2: Microsoft Teams helps me to improve my grades in English language

Based on Figure 4.5 shows 50.6% agreed that Microsoft Teams help them in improving their grades in the English language, and 15.3% strongly agreed. 32.9 seems to be neutral with the statement given. The remaining 1.2% found to disagree, and 0% strongly disagreed with the statement given. Although there is no research to support the statement yet, Oliveira (2020) mentioned that using translation and read-back features helps her to complete her English assignments.
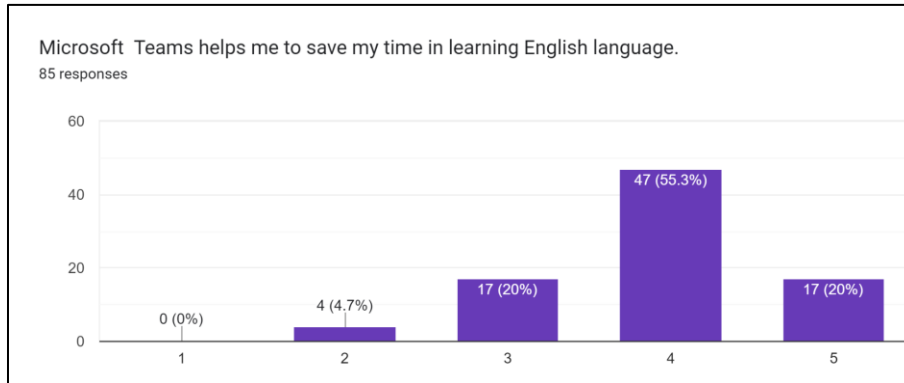
Figure 4.6 PU3: Microsoft Teams helps me to save my time in learning English language

Figure 4.6 shows 55.3% of students and 20% strongly agreed that Microsoft Teams help to save time in learning the language. 4.7% are found to disagree, and none strongly disagree with the statement. The remaining 20% is found to be neutral. Similarly, a study by Zanjani and Razamani (2012) found that software in Microsoft Teams can improve learning English, where it allows the word processor to help students in saying what they want and, at the same time, act as a dictionary. This correlates with the idea that the application helps to save time in the teaching and learning process as it gives a great advantage to the students in learning the meaning of words and phrases in English while exploring the Teams.
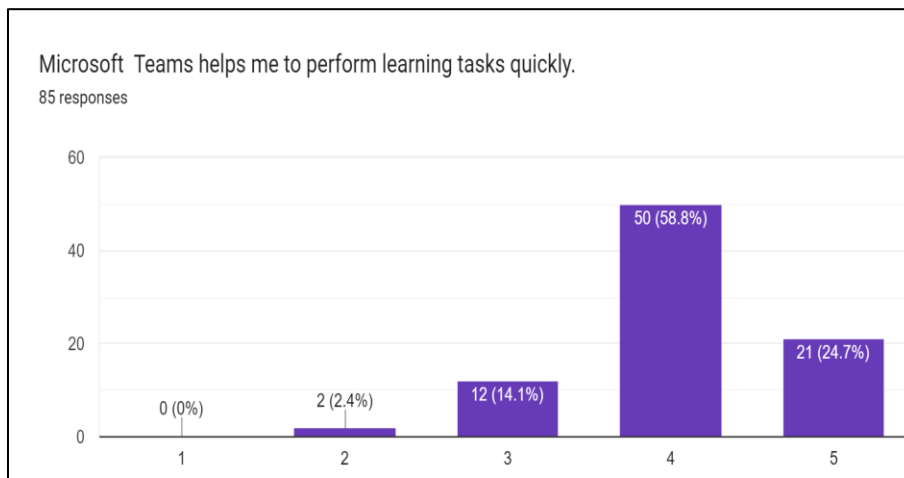

Figure 4.6 PU4: Microsoft Teams helps me to perform learning tasks quickly

Based on Figure 4.6, 58.8% agreed, and 24.7 strongly agreed that Microsoft Teams helps them to perform learning tasks quickly. 14.1% remained neutral, and only 2.4% disagreed, while none of them strongly disagreed with the statement. The results are consistent with a study conducted by Enezi et al. (2022), where they found that Teams help the students to perform their task as soon as it has been uploaded, as they may receive the notification on their phone. The features provided by Teams not only allow students to access different other applications, but students are also able to have access to many other features which may help them while trying to finish their tasks on time.

The results of items PU1, PU2, PU3, and PU4 suggest that the students perceived Microsoft Teams as useful for ODL. According to Bsharat and Behak (2020), Microsoft Teams is a cloud app digital hub that unites conversations, meetings, files and apps in its LMS, which is known as Learning Management System (Microsoft, 2018); therefore, the features provided by Teams help the educator to prepare their lesson and at the same time motivate them to have an open discussion in the Teams. This application is somehow seen to be helpful for teaching and learning to happen as it also allows educators to guide them. With Teams, students can also edit their language by using "Editor", which can suggest the correction of their grammar. This supports the idea of where Teams are clearly seen to indirectly help English language learners to improve themselves while using the application in teaching and learning.

4.4 Attitude towards Using (AT) Microsoft Teams
There were three items for this component. The results for the items are as follows.
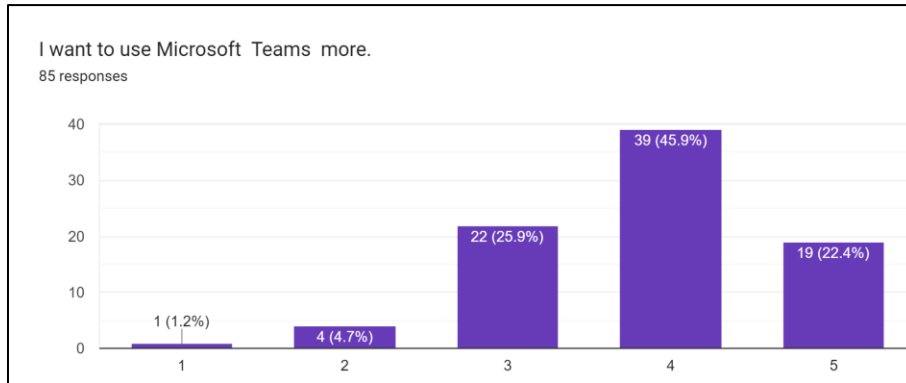
Figure 4.7 AT1: I want to use Microsoft Teams more

Based on Figure 4.7 shows that 45.9% of students agreed and 22.4% strongly agreed to use Microsoft Teams more. 4.7% are seen to disagree, and 1.2% strongly disagree with the statement given. It also shows that 25.9% respond as neutral. Similarly, the study by Jose and Jose (2022) also found an almost similar percentage which brings 46% of respondents who agreed with the statement and felt that learning to use Teams had been easy for them, while 10% disagreed with the use of Teams being easy. Besides, nearly a quarter of the respondents are neutral about the construct. Based on the findings shown, it shows that the use of Teams among students is well accepted despite some of them disagreeing with it, perhaps due to the low coverage of internet connection to support the Teams while using it.
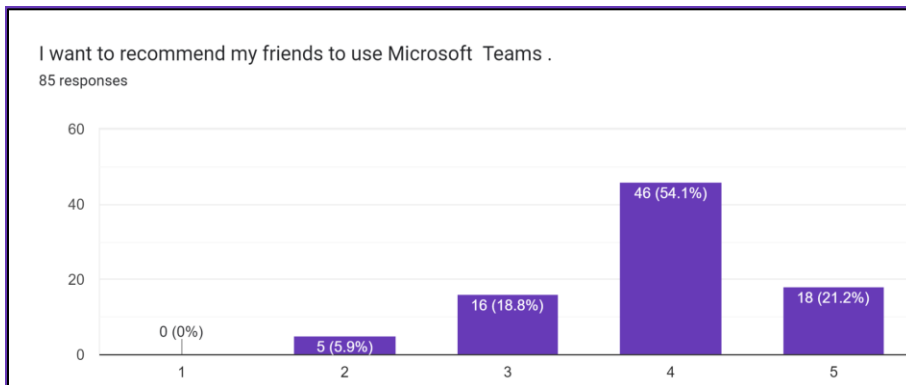
**Figure 4.8 AT2: I want to recommend my friends to use Microsoft Teams**

Based on Figure 4.8 shows 54.1% agreed to recommend their friends to use Microsoft Teams as the medium in teaching and learning, followed by 21.2% who strongly agree and 18.8% being neutral with the statement. On the other hand, 5.9% showed their disagreement with the construct given, and 0% strongly disagreed. Jose and Jose (2022), in their study, found that students agree with the use of Teams due to their usefulness and provide multiple usages (such as a medium of communication). Somehow, they also found that the main reasons why students are likely to discontinue or not recommend Teams as the medium in teaching and learning are due to low internet coverage and slow delivery (Jose & Jose,2022).
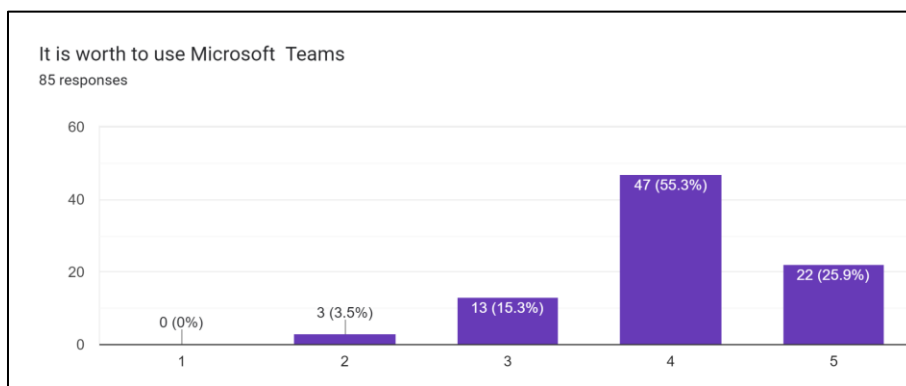
**Figure 4.9 AT3: It is worth to use Microsoft teams**

Figure 4.8 shows 55.3% who agreed, and 25.9% strongly agreed that it is worth it to use Microsoft Teams in the process of learning. 3.5% disagreed with the statement, and 0% strongly disagreed with the construct given; meanwhile, 15.3% remained neutral. Similarly, a study by Jose and Jose (2022) also found a disagreement in the statement, with a total of 20%. According to Rababah (2020), she found there are several reasons why students disagreed with the use of Teams which includes difficulties and technical problems that occur during the learning process. This issue has given a hard time for the students to catch up with classes as they need smooth access to the lecturers' videos and materials, especially when it is not recorded.

The results for items AT1. AT2, AT3 and AT4 suggest that the students had positive attitudes towards using Microsoft Teams for ODL. A study by Zanjani and Ramazani (2012) demonstrated that students had negative attitudes towards accepting technology because they were not ready to use it. The results of this study may suggest that students were ready to use Microsoft Teams since they had positive attitudes towards using the application.

Actual System Use (AS) Microsoft Teams
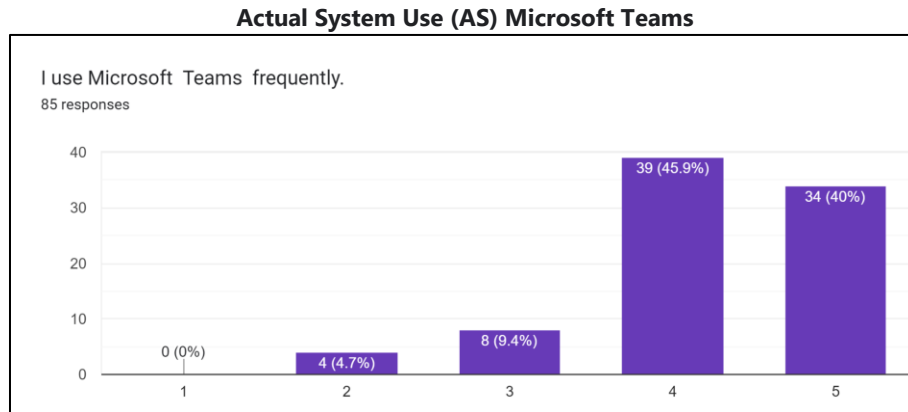
Figure 4.10 AS1: I use Microsoft Teams frequently

Based on Figure 4.10 shows 45.9% of students use Microsoft Teams frequently, followed by 40% who strongly agree to use the application. 9.4% remained neutral, and 4.7% were found not using the Teams frequently. 0% strongly disagree with the statement. The use of Teams is seen to be largely used especially by tertiary students as it is the main medium of the learning process in UiTM Kampus Seremban. Hence, many of them seem to agree with the statement given.
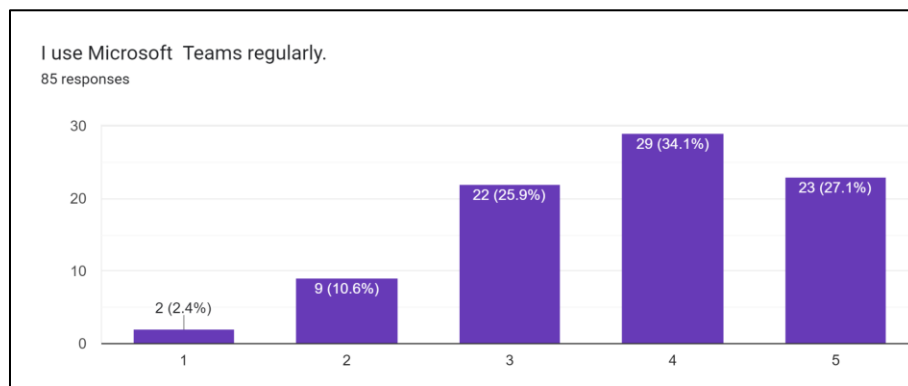

Figure 4.11 AS2: I use Microsoft Teams regularly

Figure 4.11 shows that 34.1% of students use Microsoft Teams regularly, followed by 27.1% who strongly agree and 25.9% who remained neutral with the statement. It also shows that 10.6% and 2.4% do not use Microsoft Teams regularly. The percentage to answer why students are not regularly using Teams is because, according to Allabay (2021), he stated that to look at the reality of online learning, students are profoundly to face some difficulties in adapting to the situation besides as they do not have access to the internet. Not only that, some are found to not be able to understand the features of the Teams due to a lack of exposure to the use of Teams.

I use Microsoft Teams daily.

85 responses
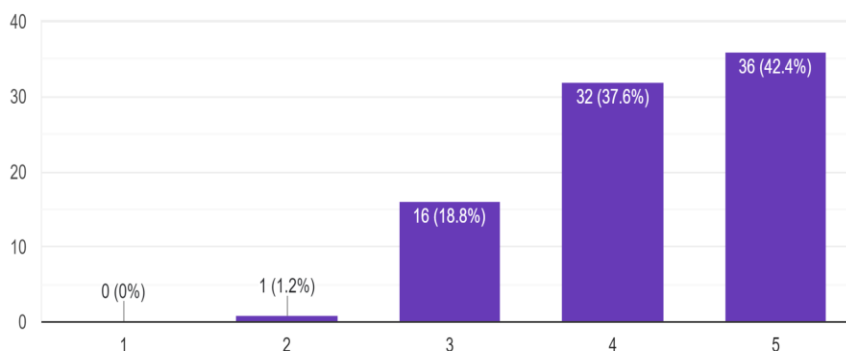
Figure 4.12 AS3: I use Microsoft Teams daily

Based on Figure 4.12 shows that 42.4% of students use Teams daily as they are using it as the main medium in the process of learning. Followed by 37.6% who agree to use Teams daily and 18.8% being neutral on the statement. Besides, 1.2% are seen to not use Teams daily. Rababah (2020) found that in the context of education, the use of features provided in Teams is compatible with catering to English language skills needs. Hence, the idea of using Teams as the main medium has brought students to use it daily in the learning process.

The results for items AS1, AS2 and AS3 demonstrated that students used Microsoft Teams regularly for ODL. This may be due to their perception that using Teams was easy (refer to PUE1, PEU2, PEU3 and PEU4) and useful to support their learning (PU1, PU2, PU3 and PU4). When users perceive an application as easier to use than another application and more useful than another application, they are more likely to accept using it (Davis, 1989). Therefore, in this study, it was reflected by the students' actual use of Microsoft Teams.

5. Conclusion

This study aims to examine the acceptance of Microsoft Teams for English language learners among FSPPP's undergraduate students during the Covid-19 pandemic. The results showed that Microsoft Teams is a popular platform for e-learning purposes, especially to cater to English language subjects. Besides, it also revealed that e-learning using Microsoft teams platforms during the COVID-19 pandemic is highly known and accepted by the respondents due to its features which are self-friendly, convenient, no training needed and easy access. In general, the use of Microsoft Teams is widely known to cater for the needs of students when it comes to Online Distance Learning. This also shows a clear link between the e-learning acceleration in technology that has been getting wider throughout the world and students are seen to be comfortable and easily adapting to the technology.

This study somehow had several limitations. One of the limitations was that the data were collected from only one campus and one course. Thus, the results cannot be applied to other UiTM campuses and other learning institutions. Second, it was conducted strictly in a public university; hence, conducting similar research in a private university would bring different views and perspectives from the respondents on the acceptance of Microsoft Teams in their e-learning. Therefore, we recommend more studies, especially regarding the acceptance of Microsoft Teams in different universities, as the results may vary.

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