The Camera-on or Camera-off, Is it a Dilemma? Sparking Engagement, Motivation, and Autonomy Through Microsoft Teams Videoconferencing

Ahmad Ridho Rojabi[(⊠)], Slamet Setiawan, Ahmad Munir, Oikurema Purwati, Widyastuti
Department of Language and Literature Education, Universitas Negeri Surabaya, Surabaya, Indonesia
`ahmadridho.21036@mhs.unesa.ic.id`

Abstract—A videoconferencing system to communicate synchronously is an indispensable tool for educators, teachers, students, parents, and administrators in online courses. One of the effective online learning platforms that can increase student engagement and motivation in online courses is Microsoft Teams. This research aimed to explore English as a Foreign Language (EFL) students' views of enacting Microsoft Teams videoconferencing. This study employed a mixed-method design complemented by observation, open-ended questionnaires as well as in-depth interviews for qualitative analysis in capturing and exploring their experience of synchronous learning using the Microsoft Teams in post-pandemic. Furthermore, close-ended questionnaires were also distributed as quantitative data. The results revealed that Microsoft Teams helped the learners to be more involved in debates with both faculty and students as a result of their participation in discussion forums. They also gained a better comprehension and knowledge of language learning. It was clear that they were highly motivated and enjoyed the online course due to its ease of use and fun features, and appreciated direct feedback in the synchronous online meeting. Thus, the learners with strong motivation can develop their learning autonomy. They can monitor and evaluate their self-progress in learning. Further research is highly recommended for exploiting Microsoft Teams to create innovations in a virtual classroom.

Keywords—Microsoft Teams, videoconferencing, students' engagement, students' motivation, learner autonomy

1 Introduction

A videoconferencing system is an indispensable synchronous communication tool for educators, teachers, students, parents, and administrators due to the pandemic. The shift from conventional learning to online emergency distance learning is required. However, this unexpected shift creates teachers' stress and anxiety. Besides, teachers do not have experience in designing, developing and implementing effective online learning. Therefore, emergency distance teaching is an option. This transition creates

difficulty for students to get equal online learning opportunities, access digital resources, and doubt data of student security and privacy [1]–[3].

Video conferencing is a synchronous communication model that allows teachers and students to communicate in real-time from different locations. Besides, video conferencing has a better level of interaction and engagement than asynchronous communication which frequently causes a delay in feedback [4], [5]. Video conferencing provides real interaction, effective communication, direct feedback, and closer involvement of teachers and students in expressing themselves by utilizing audio, visual, and verbal communication combined with others. Thus, the ambiguity that usually occurs in asynchronous text communication can be reduced [4], [6].

However, during the pandemic, the education system is still vulnerable to external dangers, and digital transformation of instructional delivery during the pandemic still experiences challenges [7], [8]. One of the challenges is related to the students' academic achievement which is influenced by several considerations: (1) Anxiety about the pandemic affects students' academic achievement, (2) Students' academic achievement can be affected by different races, economies, and resources, (3)Teachers are still unable to deliver instruction effectively [9]. Therefore, a more in-depth investigation of videoconferencing in language learning needs to be carried out to explore how students are engaged and motivated during the synchronous learning process. Besides, the learners' verbal and non-verbal behaviors can be captured, and reasons, why some students are reluctant to turn on their cameras, can also be explored. Moreover, their experience in using synchronous tools that facilitate live interaction and direct feedback can be recorded.

2   Literature review

It is undeniable that the world is now facing digital learning. Digital influence in education needs to be considered more deeply [10]. Teachers need to adapt to the transition of offline to online delivery instructions during the pandemic as they play an important role in the continuation of education quality [11]. Teachers keep going continue their responsibilities such as facilitating and motivating students during the pandemic. There is a relationship between quality of life, happiness, loneliness, and high addiction to internet needs for teachers and school administrators [12].

Online learning highly depends on technological devices and internet access; thus, teachers and students with poor internet connections often experience obstacles to access online learning. The dependence on online learning with technological devices and equipment supplies and the need for stable internet access are still major challenges for institutions, faculties, and students [13].

Three interactions are pivotal components of online learning and are compulsorily considered. They comprise the instructor-student, the student-student, and the student-content. Student content interactions include various pedagogical tools, such as streaming media, presentation slides, and hyperlinks. Besides, online learning can bring several benefits of work and flexibility. A previous study by [14] found three points: (1) Instructor-student interactions were twice as important as student-student interactions,

(2) Student-content interactions were significantly related to perceived learning, it deals with the students' experiences in understanding the content of a course, and (3) The benefits of flexible distance learning are significant but had the least importance among other interactions.

The proper use of technology can help students and teachers engage and collaborate [15], [16]. Student engagement here is defined as the learners' efforts to devote time and energy to participate in educational activities. The learners have active involvement, commitment, and a sense of belonging to take their time and effort to engage in activities aimed at educating [17]. The intention and level of user acceptance in using technology will influence the effectiveness and success of online learning [18], [19]. In brief, teachers necessarily understand students' characteristics and interest in technology. Consequently, the teachers can provide some effective online learning platforms, provide interesting materials, and online learning can run optimally.

One of the effective online learning platforms that can increase student classroom engagement, student interaction, and online learning environments is Microsoft Teams [20]. Microsoft Teams can include 250 participants in synchronous online learning in one virtual meeting. However, the duration of the meeting depends on the types of authentications. However, Microsoft Teams requires a stable Wi-Fi connection to reduce lag. Turning off video and muting audio is an alternative for students to increase connection speed and minimize lag in virtual communication [21].

The importance of synchronous learning is implemented in helping students engage and interact directly with friends and teachers. They are not embarrassed or afraid to turn on their cameras during virtual classes. They can ask questions, give opinions, or deliver arguments confidently. However, students frequently reported some problems when learning synchronously with online learning platforms, such as Teams, Zoom, or Google meet. When the students turn on their cameras, they are afraid that their photos will be screenshotted and uploaded as a status on social media by other students [22]. Furthermore, some reported that they joined virtual classes without listening to the teachers' explanations or left the classrooms but still in the join mode. Therefore, synchronous learning about academic rules, student participation in virtual classes, and camera on mode must be explained at the beginning of the lecture. In addition, the synchronous learning concerning the involvement and good verbal and non-verbal communication between students-students and students-teachers is still necessarily improved.

Quantitative research was conducted by [23]. This study aimed to determine the effects of online grammar instruction on the grammar achievement of English as a Foreign Language (EFL) students. It was also intended to reveal EFL students' attitudes towards the use of online grammar teaching to enhance their grammar ability. A quantitative study was chosen using convenience sampling and 43 students participated in this study. Pre-test, post-tests as well as a questionnaire were collected as data collection. The findings demonstrated that online grammar instruction successfully satisfied the learners and enhanced students' grammar ability.

Another research in descriptive qualitative was also explored to investigate the students' interaction and learning environment on synchronous online learning via Microsoft Teams [20]. A five-point Likert scale questionnaire was distributed to twenty-

eight students to capture their perceptions. His findings revealed that the learners gave positive perceptions regarding students' interaction as well as the learning environment in online learning through Microsoft Teams. Furthermore, the study on the effectiveness of Microsoft Teams for MBA and graduate learners was conducted [24]. The class met 210 minutes over weekends. An observation was gathered to capture the learners' activities in the classroom session. The results revealed that Microsoft Teams facilitated the learners with an interesting learning environment, provided recorded audio-video as well as PowerPoint. The most important thing is they can easily review the materials as they were professional workers who divided their time either to study or to work. Moreover, the context of the research was conducted at a university in Kuwait, investigating the perception of pre-service teachers on the usefulness of Microsoft Teams during virtual learning. Data were taken from questionnaires, the results showed that Microsoft Teams is a videoconferencing learning platform that is capable of facilitating interactive learning activities and providing immediate feedback [25].

Studies have also elaborated on student and teachers' acceptance of Microsoft Teams as a synchronous online learning platform. The context of the study that took place at a university in India was exploring Microsoft Teams as an online learning platform where its usability is perceived evaluated. For evaluation aims, a dual strategy was continued by using the System Usability Scale (SUS), which is a Human-Computer Interaction (HCI) based approach, and modified Technology Acceptance Model (TAM), which is an Information Systems (IS) based approach. From the questionnaires, the results demonstrated similarities and equivalence between the two methodologies, with the Perceived Ease of Use (PEOU) construct of TAM having a greater similarity with SUS (System Usability Scale)[26]. The context of the research was also carried out at a university in Indonesia aimed at investigating teacher acceptance of cloud-based learning technologies, especially Microsoft 365 (i.e., Microsoft Teams) which is currently being used massively in online learning. Within the theoretical framework, the Technology Acceptance Model is used by incorporating two original constructs, namely, perceived usefulness (PU), perceived ease of use (PEU), and two extensive variables, namely perceived risk (PR) and social influence. (SI) which will predict the intention of teachers to use cloud-based learning technology during the Covid-19 pandemic. Data from the online survey showed a significant relationship between factors that influence technology use, except PU (path coefficient)[27].

Many publications have already explored the students' engagement in online learning or videoconferencing system, however, to my best of knowledge, few studies that explored students' motivation as well as learner autonomy on Microsoft Teams videoconferencing. Thus, the researchers attempted to answer the following research questions:

1. How does Microsoft Teams improve student engagement?
2. How does Microsoft Teams improve student motivation?
3. How does Microsoft Teams improve learner autonomy?
4. What challenges do students face during using Microsoft Teams video conferencing?

3 Method

3.1 Research design

This study employed a mixed-method design complemented by observation, open-ended questionnaires as well as in-depth interviews for qualitative analysis in capturing and exploring their activities, experiences, and opinions of synchronous learning using the Microsoft Teams in post-pandemic. Furthermore, close-ended questionnaires were also distributed as quantitative data. Besides, the transition from the face-to-face learning method to the online learning method certainly provides a new experience for each student and their respective perspectives. Google Forms and written WhatsApp were used to collect demographic data in preparation for interviews related to gender, backgrounds of research participants, and academic experience.

3.2 Context and participant

This study involved 63 students of semester six of the Early Childhood Education Study Program, who took the language development method course at one of the Public Universities in Jember, Indonesia. 60 students or 95% are females and 3 students or 5% are males. Furthermore, the majority of students are between 16-25 years (n=30), 26-35 years (n=25), and the rest are between 36-45 years (n=8). This research collected participants' information via Microsoft Teams and asked for their consent to fill in the Google Form. The researchers explained the research objectives, research methods, and possibly emerging to the participants. The open-ended interviews, as well as close-ended questionnaires, were distributed to the learners (n=63) to retrieve information about student experiences during the online learning with Microsoft Teams. To maintain the privacy of participants, the researchers did not provide their full names. Furthermore, semi-structured interviews were also conducted via WhatsApp to provide misinformation from the Google Form. The students who participated in written interviews via WhatsApp were one female and one male. The students aged are between 16-25 years (n=1), and 26-35 years (n=1).

In this synchronous meeting, the teacher as the researcher constructed learning objectives aiming at enhancing learners' engagement, motivation as well as autonomy. Under obligation, we carefully expanded the instructions and materials delivered in Microsoft Teams videoconferencing. We posted academic rules, instructions for each task in the first meeting including group presentation so that they could plan and prepare for the topics as well as the materials for group presentation for the next meeting (meeting 2-8). We also encouraged them to have active participation, discussion, and group presentation. In addition, we gave comments as well as feedback to observe their progress in the synchronous meeting.

3.3 Procedures for data collection

In understanding how the participants exploit videoconferencing through Microsoft Teams, the data were gathered through participatory analysis. The researchers were involved in videoconferencing through Microsoft Teams with the learners over one semester in the class of language development method. The course was delivered synchronously within eight meetings via Microsoft Teams videoconferencing. Each meeting had two hours session on Teams for the lecture, discussion as well as group presentations. Besides, the student's participation in the videoconferencing course was captured whether they had a positive engagement or negative engagement during the virtual classroom session. First, after prospective participants completed videoconferencing language learning course and had willingly become research participants, the researchers distributed open-ended questionnaires to the participants (n=63) about their backgrounds, questions regarding engagement, motivation, autonomy, and obstacles using Microsoft Teams during videoconferencing language learning. Second, the virtual interviews via WhatsApp were distributed to the participants (n=2) to confirm unclear data and information via WhatsApp. The written interview agreed with the predetermined time and place and lasted for 10-20 minutes. The interview was recorded by smartphone applications, such as Google Form and WhatsApp, viewed repeatedly, transcribed, and copied into a format table to help the researchers easily identify and classify data. The interview transcript was conducted in Indonesian after being validated for content validity by two experts from one of the public universities in Jember, Indonesia. It aimed to minimize miscommunication so that the students could answer questions correctly. Moreover, adapted close-ended questionnaires on a five-point Likert scale across five domains; access to information and learning resources, support and motivation, participation in course activities, feedback, and critical reflection were also distributed to the participants. [28]. Of 63 participants, only 31 students completed the online survey. These items were separated into five domains that shape students' experience: access to information and learning resources (four items), support and motivation (four items), participation in course activities (four items), feedback (four items), and critical reflection (four items).

4 Results

4.1 Student engagement

During an observation in the synchronous class, the researcher found that the students were enthusiastic about participating in the videoconferencing class and their active engagement was increased. They became more involved in debates with both faculty and students as a result of their participation in discussion forums. They also gained a better comprehension and knowledge of language learning. Moreover, videoconferencing could encourage students to prepare content for the following meeting's discussion or presentation. Interaction with colleagues and instructors was much more enjoyable since they could interact and communicate in real time.

As seen in Table 1, data showed their responses in terms of behavioral engagement. The responses were from two students who participated in a written interview via WhatsApp.

Table 1. The students' responses in terms of behavioral engagement

No	Questions	Responses
1	Do you review the materials before the online course through Microsoft Teams?	*"I always review the materials before online classes and I always do it after class as long as I have free time."* (S1 via WhatsApp) *"Yes, I review the materials before the online class, because I need to do that to help me learn the materials easily."* (S2 via WhatsApp)
2	Do you actively ask questions in online courses through Microsoft Teams?	*"I think yes, I have actively asked questions in online classes related to materials or other activities related to the materials."* (S1 via WhatsApp) *"Yes, asking what I don't understand will help me to understand the learning materials."* (S2 via WhatsApp)
3	What do you think about the level of discussion (student and lecturer discussions) in online courses through Microsoft Teams?	*"The level of discussion is very interesting, by having a discussion forum we can solve problems related to learning materials that we find difficult to understand."* (S1 via WhatsApp) *"In my opinion, the level of discussion in an online class through Microsoft Teams is 'real level'', and it depends on the learning atmosphere of the discussion and how students and lecturers interact with each other. For example, in a student-teacher discussion, if there is feedback, then the discussion will be live and fun, but on the contrary, if there is no feedback, then the discussion becomes boring and refers to "dead level."* (S2 via WhatsApp)

Several students confirmed that Teams is attractive and provides practical features so that they are curious about exploiting the application. Therefore, participating in synchronous online learning helps them to focus on the material or presentation delivered virtually better. This condition was conveyed by students in the following interview excerpts

"The application is not complicated to use so I can focus on learning materials online." (S 36 via Google form)

"I love using Microsoft Teams during online learning as it is more effective, easy, and practical rather than other platforms." (S 38 via Google form)

The data that emerged from an interview also showed that the students gained several benefits in terms of live interaction, by doing so they are more likely engaged to participate and interact directly with fellow students and lecturers virtually. This condition is reported by students in the following interview excerpts.

"Thank God, we are still allowed to receive knowledge and receive face-to-face lectures virtually during a pandemic, even though online." (S 8 via Google form)

"There are so many benefits. I can receive the same material as during face-to-face lectures, even though I did not meet face-to-face, but I can still learn about the course well." (S 13 via Google form)

"We can discuss the course material with friends who are guided directly by the tutor even though online, receive material explanations from the tutor according to the course." (S 23 via Google form)

"Learning using Microsoft Teams is easier because we can interact directly with the lecturers." (S 37 via Google form)

"Yes, because we can discuss or ask about course material if we encounter difficulties and we can convey our arguments directly." (S 23 via Google form)

"Yes, there are many benefits for me personally, apart from being able to keep in touch with lecturers and friends, I can interact more closely with friends during online learning, I am more confident, increase my concentration in the study." (S 40 via Google form)

4.2 Student motivation

Based on the observation in synchronous learning by capturing the students' attitude during the course session, the students enjoyed participating in the course via Microsoft Teams, and they were motivated to learn and discuss together both with the tutor and the classmates as well. In the end, they were quite motivated, even when some of them were still hesitant to turn on the camera or were afraid to speak up. Hence, giving a quiz and pointing out the students who did not turn on their cameras was an effective solution. The most visible reaction occurred when the teacher provided direct feedback and awarded points to those who actively participated in the discussion or expressed their views on a given topic. It was clear that they were highly motivated and enjoyed the online course, and appreciated direct feedback that they did not get in asynchronous online learning.

Data from the interview showed the learners' voices regarding motivation. They confirmed that self-motivation is also an essential factor during online learning because it enables learners to be actively involved, increase their ability to learn something, and achieve targets or success in their learning experience. This condition is reported by students in the following interview excerpts. As seen in Table 2, data showed their responses in terms of autonomous motivation.

Table 2. The students' responses in terms of autonomous motivation

No	Questions	Responses
1	In your opinion, what makes videoconferencing language learning through Microsoft Teams important?	*"During a pandemic like this, for me, online classes are very important because by conducting online classes we don't need to delay our learning activities so that we can finish our education on time."* (S1 via WhatsApp) *"I think online classes through the Microsoft team are very important. "By applying Microsoft teams, we can discuss directly with lecturers and friends how to solve problems that we don't understand in the material, but if we only go online by applying Online Tutorial (LMS) classes, we cannot have live interaction and direct feedback."* (S2 via WhatsApp)
2	In your opinion, what makes videoconferencing language learning through Microsoft Teams interesting?	*"I think it's interesting because we can get a new learning experience, a new learning atmosphere, and in particular we get knowledge about the Microsoft Teams application which is very useful for educational development."* (S1 via WhatsApp) *"It depends on the atmosphere of the class and how the lecturer conveys the learning materials. For example, if the lecturer conveys materials in a non-monotonous method, I will feel interested and enthusiastic, especially if there is a class discussion that inspires me to be curious about solving certain problems. On the other hand, if the lecturer conveys the material monotonous, my friends and I will feel bored and become an unattractive online class."* (S2 via WhatsApp)

3	How can participating in videoconferencing language learning through Microsoft Teams provide a pleasant experience?	*"I think it's certainly fun like when I lose the signal, I have to move to try to find a signal, sometimes during online activities, it depresses me as we are afraid of missing important information conveyed by lecturers or friends."* (S1 via WhatsApp) *"In my opinion, this online class is very fun because lecturers and students can directly communicate and quickly share files. My great experience is when I can share my experiences and get solutions regarding problems in online teaching."* (S2 via WhatsApp)

4.3 Learner autonomy

During an observation in the virtual class session, it revealed that students carried out their plans by browsing the content they desired for presentations or discussions about language learning. Students employed strategies and tools to help them achieve their learning goals. For instance, accessing YouTube videos for pronunciation practice, as well as Google Translate and digital dictionaries to assist them in interpreting the reading text and difficult vocabulary as well. Students also consulted with tutors about their final project, shared their presentation topics directly. By doing so, teachers could provide direct and live feedback and could monitor their progress on the final project.

Data that emerged from the interview displayed that learners with strong motivation can develop their learning autonomy. Moreover, they can monitor and evaluate their self-progress in learning as presented in Table 3.

Table 3. The students' responses to autonomous learning in terms of the ability to monitor the usage of learning strategy and establishment of learning goals

No	Questions	Responses
The ability to monitor the usage of learning strategy		
1	How can you monitor your English progress during videoconferencing language learning?	*"I can monitor my progress and improve my digital literacy and technology experiences because I often ask friends who are technology experts."* (S 49 via Google form) *"Microsoft Teams can motivate me during online learning and develop my autonomous technology skills so that I can become more familiar with the technology."* (S 38 via Google form)
2	How do you identify and resolve difficulties in your study during videoconferencing language learning?	*"I suddenly became an independent learner; I could access modules and learn videos of language learning on YouTube independently."* (S 48 via Google form) *"We can directly share ideas and solve the problems related to the topic in live-online interaction."* (S 21 via Google form)
Establishment of learning goals		
1	How do you set your study objectives based on the class's requirements?	*"I should have high responsibility; we need to more concentrate on the activities during an online course for a better learning result."* (S 11 via Google form) *"I believe that discipline increased when we have a good responsibility or autonomy in learning*." (S 19 via Google form)

4.4 Results from the close-ended questionnaires

We surveyed EFL students' perceptions toward the use of Microsoft Teams videoconferencing by analyzing their responses to 30 items across five domains; access to information and learning resources, support and motivation, participation in course activities, feedback, and critical reflection. To discuss this particular, descriptive statistics (means and standard deviations) were computed for the students' responses toward the questionnaire domains.

Table 4 displays that the feedback domain (4.00 ± .78) was ranked first based on the mean value and the access to information and learning resources (3.98 ± .86) was ranked as the second. However, the mean score of participation in course activities (3.88 ± .86) was ranked as the least. These results indicate that the overall mean score of the students' responses was 3.94 ± .82. The students' responses toward the use of Microsoft Teams in terms of access to information and learning resources, support and motivation, participation in course activities, feedback, and critical reflection were positive.

Table 4. Means and standard deviation of students' responses

No	Dependent variables	M	SD	Degree	Rank
1	Access to information and learning resources	3.98	.86	High	2
2	Support and motivation	3.94	.83	High	3
3	Participation in course activities	3.88	.86	High	5
4	Feedback	4.00	.78	High	1
5	Critical reflection	3.90	.79	High	4
	Total	3.94	.82	High	

4.5 The challenges of Microsoft Teams as a videoconferencing

While observing videoconferencing classrooms, it showed that unmotivated students were faced with poor interaction with classmates in online classes. They were taking online courses through Teams interact with friends only when they were asked to collaborate/ make a group for presentations and discussion between groups. In addition, the fear and insecurity of speaking live via videoconferencing was also the biggest challenge. Based on the verbal expression of students, they seemed worried if their classmates would interrupt and judge when they said something wrong during the online session. Some chose to turn off their cameras so their friends cannot screenshot their pictures unless they were asked to turn on the camera by the tutor. Another reason was that most of the students were unable to take advantage of collaborative learning and they just appreciated learning from the tutor rather than from their classmates.

Students reported several challenges that frequently occurred during online learning. This is conveyed by students in the following interview excerpt. Several students reported they experienced poor signals, and sometimes the signal immediately disappears. Therefore, they need to re-login to access the video conferencing.

"Maybe there is a poor internet connection, sometimes the connection immediately disappears/leaves the conversation or application, and we have to re-login from the beginning." (S 12 via Google form)

"In my opinion, during online learning using Microsoft Teams, the obstacles are related to signal constraints and we often enter and exit the application by itself." (S 50 via Google form)

"The obstacles I experienced were bad signals as I live in the countryside." (S 52 via Google form)

"Barriers to online learning are due to signals. A weak signal causes learning to be interrupted." (S 39 via Google form)

Some students also complained about the incompatibility between the audio and visuals. Therefore, when the lecturers explained their materials or when students or small groups presented their papers, miscommunication frequently occurred.

"Obstacles due to the slow internet network, sometimes the visual and audio are not aligned so I have difficulty understanding the explanation." (S 48 via Google form)

5   Discussion

The purpose of this study was to explore Microsoft Teams videoconferencing to improve student engagement, student motivation, and learner autonomy. In addition, it also scrutinizes the challenges that students encounter during the synchronous online meeting.

Regarding the engagement in the videoconferencing courses, this present study showed that the students could be engaged in the meeting of Microsoft Teams videoconferencing, directly asked their questions or arguments in the class. This is consistent with Pal & Vanijja's findings, they claimed that Microsoft Teams provides interesting features, such as a good study room with conference facilities for direct interaction that enables the learners to become engaged in the meeting. Besides, teachers enable to record videos and upload them to the application easily. Moreover, this application provides file sharing for all file types, such as power-point, word, or PDF and this app can be combined with all features in a single application[26]. Furthermore, Microsoft Teams helped students chat and interact easily with teachers and their peers during or after learning [29]. However, this result contradicts [30], reporting that online learning using Microsoft Teams provides insufficient social interaction. The students only interacted when asked to work in pairs or groups. Moreover, they were less able to interact because they concern with expressing inappropriate opinions/arguments and taking advantage of cooperative learning. On the other hand, some students just respected the virtual learning scheduled by the teachers, not their desire to interact with their friends.

This present study also highlighted that motivation is a factor that determines the success or failure of learners. Students who motivate themselves to achieve their learning targets will always manage their time to study intensively[31], [32]. Online learning platforms are necessarily equipped with interesting and usable features adjusting with

the needs and characters of students because this adjustment becomes a factor that motivates students in the teaching and learning process. Several previous studies reported that the success or failure of learners is influenced by motivation. Motivated students will tend to do challenging activities, be actively involved, enjoy the teaching and learning process, and continuously enhance their performance. [33]–[35].

This present study showed the challenges that students encountered while joining synchronous online learning via Microsoft Teams. The students reported that they frequently encountered poor internet access. For example, the signal immediately disappeared. Consequently, they left the meeting or application and had to re-login from the beginning. The other obstacles were poor internet network and not-aligned visual and audio; thus, the learners got difficulty understanding the explanation during the virtual class. Such conditions were in line with the report of [4], asserting that students often experienced technical problems, such as network interruptions, image quality, and low sound, the time lag between sound and picture; these problems interfered with students' learning.

During an observation, it showed that some students had the anxiety to speak so they chose not to turn on the camera. this finding was supported by several studies [36], [37], confirming that if technology can create barriers and anxiety, it affects effective communication, and language learning can create fear. Language anxiety includes feelings of worry, being overwhelmed and fear stemming from learning or using a foreign language. Anxiety that arises can result in a low willingness to communicate in a foreign language [38], and a desire to quit following language courses [39]. The problem that often arises in language learning interactions through video conferencing is the monopoly of conversation by the most vocal, intelligent, and confident learners. As a consequence, there is no equal opportunity to participate and explore opinions [40]. To avoid this, teachers must be aware that equal participation becomes one of the important factors for the success of video conferencing in language learning.

6   Conclusion

This present study aimed to explore students' voices of using the Microsoft Teams videoconferencing in post-pandemic. The results revealed that the students could still enjoy the synchronous learning process, take advantage of interesting features provided, and interact directly with fellow students and lecturers. Despite the problems during synchronous learning, the students still actively participated in a videoconferencing meeting, asked questions, and discussed some issues. This research theoretically contributes to independent learning students which can be built through interaction and learning collaboration with friends. Thus, they can ask each other, discuss topics, and share assignments. Moreover, self-reflection and support from surrounding people, such as lecturers, parents, and friends, are supporting factors to develop and motivate them to learn. However, this current research has a limitation; first, it only focused on one of the public universities in Jember, Indonesia, especially in language development courses. Hence, it is suggested that these results could be examined in other institutions in different countries, different levels of users, for instance in primary or secondary

students. Second, this study is limited in capturing the learner's views on questionnaires and interview protocols only, thus, it can be considered for further studies to provide varied data collection, for instance by adding focus group responses as qualitative data. Furthermore, future research should investigate the importance of student interaction, engagement, and satisfaction to identify the impact of their success on engaging videoconferencing language learning.

7 Acknowledgments

8 References

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9 Authors

Ahmad Ridho Rojabi is a lecturer at the English education department of the State Islamic University Kiai Haji Achmad Siddiq, Jember East Java, Indonesia. His major research interests include ELT and technology-enhanced language learning. He is currently pursuing his doctoral degree at the language and literature education department of the State University of Surabaya.

Slamet Setiawan is a professor at the language and literature education department of the State University of Surabaya, Indonesia. His major research interests include linguistics and applied linguistics.

Ahmad Munir is a lecturer at the language and literature education department of the State University of Surabaya, Indonesia. His major research interests include ELT and classroom discourse.

Oikurema Purwati is a lecturer at the language and literature education department of the State University of Surabaya, Indonesia. Her major research interests include ELT, applied linguistics, and SFL.

Widyastuti is a lecturer at the language and literature education department of the State University of Surabaya, Indonesia. Her major research interests include linguistics, and translation of children's literature.