

# Microsoft Teams Usage and ESL Speaking Anxiety in Undergraduates

Sundari Subasini Nesamany<sup>1</sup>, Charrisha V. Patel<sup>2</sup>, Dr. Selvaraj Vijayakumar<sup>3</sup>

<sup>1,2</sup>Faculty of Education and Humanities, UNITAR International University, <sup>3</sup>B.S.Abdur Rahman Crescent Institute of Science and Technology, Department of English, India

DOI Link: <http://dx.doi.org/10.6007/IJARPED/v15-i1/27024>

*Published Online:* 06 January 2026

## Abstract

This study explores whether the incorporation of Microsoft Teams' camera and microphone features reduces language anxiety in speaking skills among Bachelor of Education students during the ESL lessons at a local private university. A quantitative-descriptive approach was adopted, using a questionnaire comprising both close-ended and open-ended questions. The sample consisted of 50 Bachelor of Education students currently enrolled in ESL courses. Data was collected to assess students' perceptions regarding language anxiety and the use of Microsoft Teams. The majority of participants reported a noticeable in language anxiety when engaging in speaking tasks via Microsoft Teams. This suggests that the use of a camera and microphone features positively influenced their speaking confidence in ESL lessons. However, a study also identified that learners encountered certain challenges when using the platform. The findings support the integration of Microsoft Teams as a strategic tool to mitigate language anxiety in ESL classrooms. Educational institutions are encouraged to incorporate such technologies more frequently to enhance learner engagement and speaking confidence. This study contributes to the growing body of research on the role of digital platforms in ESL education by specifically examining how Microsoft Teams features affect learners' psychological barriers in oral communication. It offers practical insight into technology-supported language learning environments, especially within higher education contexts.

**Keywords:** Microsoft Teams Camera and Microphone Features, ESL, Language Anxiety, Speaking Skills, E-Learning

## Introduction

English as a Second Language (ESL) learners often face considerable challenges in language acquisition, particularly in developing speaking skills. Speaking is a performance-based skill that demands not only linguistic competence but also self-confidence to convey messages effectively (Fitriah & Muna, 2019). Because speaking requires simultaneous control of grammar, vocabulary, pronunciation, intonation, and fluency, many learners struggle to express themselves spontaneously and accurately. These challenges become more pronounced when the mode of instruction shifts, as speaking development depends heavily on real-time interaction and immediate feedback.

In language classrooms, speaking difficulties commonly surface during class discussions and presentations. Discussion-based activities encourage learners to exchange ideas, negotiate meaning, and build deeper understanding of the content. Effective discussions, therefore, help students explore complex concepts and engage more actively with the lesson (Tis'ah & Taher, 2020). Presentations complement these activities by requiring students to articulate and organize ideas clearly for an audience, broadening their communicative competence. Since these tasks rely on active participation, any change in the learning environment such as the move to online platforms, reshapes how students practice and perform speaking skills.

The global health emergency in 2020 accelerated the transition from the traditional classrooms to online learning, compelling educators to adopt digital platforms such as Microsoft Teams. Although originally designed for professional communication, Microsoft Teams has become widely used across educational contexts, including ESL lessons. Online platforms reshape interaction patterns, meaning ESL teachers must rely on tools that support oral communication, collaboration, and instant feedback. Features such as content sharing, recording, task assignment, and chat functions enhance opportunities for speaking practice and help reduce logistical barriers. Many students perceive Microsoft Teams as an effective platform for online speaking classes due to these accessible and supportive features (Rachelinda et. al., 2021).

This transition, however, has had mixed effects on learners' psychological well-being. While some students struggle to adapt to new modes of communication and fear technological disruptions, others find the virtual environment more comfortable. Language learners in particular often experience anxiety related to miscommunication, missing lessons, or adjusting to unfamiliar interaction patterns (Kaisar & Chowdhury, 2020). Interestingly, some students benefit from the reduced pressure of virtual classrooms. The ability to revisit recorded lessons, participate from familiar environments, and control their camera and microphone settings can lessen the intensity of face-to-face scrutiny. According to Yaniafari and Rohardini (2021) online learning can lower the intimidating atmosphere typically associated with oral communication in traditional classrooms.

Speaking anxiety remains one of the most prevalent issues among ESL learners. Fear of being judged, embarrassment over mistakes, and discomfort with public speaking all contribute to heightened anxiety levels (Abdul, 2018). Because speaking requires rapid retrieval and real-time processing, it is particularly vulnerable to psychological stress. While anxiety is still present in online lessons, research indicates that it is often less severe than in physical classrooms (Yaniafari & Rihardini, 2021). This creates an opportunity to explore how specific online features like camera control, muted participation, private chat responses, and recorded presentations, may reduce the affective barriers faced by Bachelor of Education students during speaking tasks.

Therefore, this study investigates whether Microsoft Teams' camera and microphone functionalities can alleviate speaking related anxiety on ESL lessons at a local private university. By understanding how these features influence learners' sense of control, pressure, and comfort, the research aims to encourage students to use English more confidently in real-life communication. The findings will help educators refine their teaching

methods and adopt approaches that lessen language anxiety, ultimately enhancing the effectiveness of ESL speaking lessons.

### **Literature Review**

This study is guided by several foundational theories that explain ESL learners' speaking performance and anxiety. Krashen's Affective Filter Hypothesis (1982) argues that emotional variables such as anxiety can block language acquisition, while supportive and low-pressure environments lower the affective filter and facilitate learning. Cope's Foreign Language Classroom Anxiety Theory (1986) further identifies communication apprehension, fear of negative evaluation, and test anxiety as key factors that hinder learners' oral performance. Additionally, McCroskey's Communication Apprehension Theory (1997) explains learners' fear of real or anticipated communication, particularly during speaking tasks that require real-time processing. Together, these theories establish the conceptual lens through which this study examines how Microsoft Teams' camera and microphone features may reduce speaking anxiety and enhance ESL learners' confidence during online lessons.

Although there are other virtual platforms such as Google Classroom and Zoom that are used to conduct online lessons, Microsoft Teams is still the most preferred virtual platform in higher education institutions. According to Demina and Kaskova (2021), Microsoft Teams benefits tremendously in educational settings in various ways, such as follows:

1. This platform increases students' motivation and their enthusiasm for learning.
2. This platform helps to develop students' independence as well as their self-discipline in their learning process.
3. This platform allows those introverted students to express and share their ideas and opinions with the class more openly.

A study was conducted by Sobaih, Salem, Hasanein and Elnasr (2021) which studied on the use of Microsoft Teams and other social networks. At the end of this study, it was concluded that the importance of Microsoft Teams was confirmed as this platform had the same ability as other social networks to help students who used this platform to gain access to information and learning resources that are needed, widen their knowledge, enhance their critical thinking skills and express their ideas and opinions easily and voluntarily.

Although Microsoft Teams is one of the best platforms for education, it does have its own set of cons. Since everything is being conducted through a screen, it makes things difficult for teachers to observe the body language that is being shown by their students during lessons. During these online sessions, there are many times when students and teachers are not able to communicate effectively face-to-face. Despite the fact that students these days are very literate with our current technology, using digital devices such as computers to conduct online lessons can be rather difficult for some students (Fatimah, 2020). According to Demina and Kaskova (2021), there are some challenges in using Microsoft Teams. These challenges are as follows:

1. It is not considered as an effective tool for teaching practical skills.
2. Internet network problems would often occur if there were no proper Internet connection which can affect communication.
3. Students of low economic level would face problems since this platform relies heavily on the Internet.

4. Social isolation, mental and psychological problems, such as negative thoughts could potentially occur due to the lack of social interaction among the students online.

A study was conducted by Bui (2022) in Van Lang University whereby this study investigated the challenges faced by EFL learners when they had to learn to write in a course conducted via Microsoft Teams. The students were instructed to complete a 10-item questionnaire for their online writing course and the results showed that the students faced challenges such as technical problems, lack of interaction, difficulty in knowledge acquisition, motivation, psychological problems and several other challenges. This study showed that there were definitely some implications of teaching writing skills online via Microsoft Teams.

A study by Alfallaj (2013) found that students prefer using e-learning tools in online classes to communicate with native speakers, improving their fluency. The study recommends teachers incorporate these tools and teaching methods into their curriculum, with Microsoft Teams making this easier to implement. Fatima's 2020 study at Muscat College, Oman, found that students enjoyed and preferred online learning, leading to better results and increased independence. However, the study highlighted the need for effective solutions to overcome challenges and encourage changes in attitudes and technology literacy among students to fully benefit from e-learning in the 21st century.

Language anxiety, categorized into communication apprehension (CA), test anxiety, and fear of negative evaluation, are significant issues in academic and social settings. According to (Friedman, 1980), CA is characterized by fear or anxiety about communication with people and can be specific to specific settings like public speaking or daily conversations or a general anxiety trait throughout a person's life. Personality traits like shyness and reticence contribute to communication apprehension, which varies among individuals and situations (Tanveer, 2007). Test anxiety, a form of second or foreign language anxiety, occurs when language learners face oral tests or face negative evaluations in social or evaluative situations, including ESL classes and job interviews. This fear extends beyond teacher evaluations to peer reactions (Shamas, 2006).

### **Methodology**

This study uses a mixed mode research design, combining quantitative and qualitative approaches, to investigate the prevalence and severity of language anxiety in speaking skills in ESL lessons. The research design ensures accurate assessment of cause-and-effect connections between independent and dependent variables. The qualitative approach allows for a deeper understanding of the issue, as respondents' personal thoughts and opinions provide valuable insights into the students' experiences with language anxiety in their speaking skills.

This study was carried out at UNITAR International University Main Campus, which is a private university in Malaysia. The population of this study consists of students who are pursuing their bachelor's degree in education at UNITAR International University Main Campus, Malaysia. The term "Sample of Study" is a subset of the population that is selected to represent the larger group of people for the purpose to collect data from to be used in the research. This study focuses on 50 students pursuing their bachelor's degree at UNITAR International University to determine if Microsoft Teams camera and microphone features

can reduce language anxiety in speaking skills. Random sampling to select a specific group of individuals or subset of population for statistical analysis was used in this study. This method is widely accepted in research, allowing for easy comparison and replication by other researchers. It reduces bias and ensures equal chance of selection, thereby broadening the study's relevance to a wider population of ESL students experiencing language anxiety in their speaking skills.

The researchers gather insights from peers and students, focusing on their experiences and challenges in both traditional and online classes. They seek permission from their supervisor to proceed with the chosen topic, which is then explored through literature review and an online questionnaire. The questionnaire is approved by the supervisor and sent to respondents via WhatsApp. The process takes about three weeks. Data collected from the questionnaire is then transferred into SPSS for quantitative analysis. The qualitative data is analyzed by identifying similarities and differences in answers and categorizing them for better analysis. The results will be extracted and used in the following chapter of the study. The study aims to provide a comprehensive understanding of the impact of Microsoft Teams camera and microphone features on students' learning experiences.

A structured questionnaire will be used in this study to gather relevant data. After the pilot test, some of the contents will be altered and improved to ensure that there is proper consistency and an accurate version of the questionnaire will be sent out to the respondents. Firstly, the researchers will email the questionnaire to the supervisor to check if the questions and structure of the questionnaire is correct and suitable. Upon receiving approval from the supervisor, thorough checking will be done for the last time to ensure that there are no mistakes and confusion, such as ensuring that the sentences used in the questions are direct and easy to understand as well as ensuring that the instructions are clear. After that, the researchers will send the questionnaire out to the respondents through WhatsApp. The questionnaires sent out will have a cover letter that states researchers' background, the subject of study, the significance of the respondents' responses to the success of the study, the researchers' request for cooperation from the respondents and the confidentiality of the respondents' identity and responses. The questionnaire will then be officially sent out to targeted respondents, those who are taking their bachelor's degree in education. The respondents will have about two to three weeks to complete the questionnaire.

This study uses a questionnaire as an instrument of study to gather data on students' language anxiety in speaking skills during online English as a Second Language (ESL) lessons. The questionnaire, a Google Form, consists of six sections, including a cover page stating the researchers' background, the study topic, the importance of respondents' responses, a request for cooperation, and a promise to keep respondents' identities confidential. The questionnaire also includes demographic information about the respondents, questions on their use of Microsoft Teams in online lessons, and questions on students' language anxiety before and after incorporating the features. The final section focuses on the challenges of incorporating Microsoft Teams camera and microphone features in ESL lessons to reduce students' language anxiety in speaking skills. The questionnaire ensures that the research questions are addressed and that the respondents' identities remain confidential. The research will use SPSS software to analyze collected data from a questionnaire, performing frequencies, descriptive analysis, normality, and reliability tests. This crucial aspect of

research aims to identify patterns and connections, ensuring the validity and reliability of the results obtained.

### Discussion

The study reveals that respondents experienced language anxiety in their speaking skills, particularly fear of judgment, negative evaluation, and tests during physical ESL lessons before the incorporation of Microsoft Teams camera and microphone features. The highest mean score was 4.20, indicating a fear of receiving a lower grade for physical presentations. The second highest score was 4.10, indicating fear of being laughed at or teased by lecturers and classmates. The third highest score was 4.10, indicating fear of negative impressions of speaking skills due to poor performance. The lowest score was 4.06, indicating difficulty in performing well and articulating points during presentations. So, it can be concluded that respondents experienced language anxiety in their speaking skills, particularly in physical presentations. The study reveals that the incorporation of Microsoft Teams camera and microphone features has significantly reduced language anxiety in speaking skills among respondents. The highest mean scores for these features were 4.10 and 4.10, respectively. The second highest mean score was 4.04, indicating that the features have boosted confidence in speaking during ESL lessons by allowing participants to see only their face and hear their voice. The lowest mean score was 3.98, indicating that the features have allowed participants to express themselves better and explain their points better in English during presentations. Overall, the use of these features has resulted in less language anxiety and improved performance in online ESL lessons.

It is found that the most common challenges faced by respondents during their ESL lessons are the clarity of the camera and microphone, as well as fast internet connection. The highest mean score is 2.59, indicating that these issues hinder students' performance. The second highest score is 2.40, indicating that students struggle to switch between the cameras and microphones for answering questions or having discussions. The third highest score is 2.25, indicating that students are anxious to speak during online classes. The lowest score is 2.20, indicating that students struggle to concentrate well on their lessons due to the numerous screen distractions. These challenges, along with other issues, create barriers for students to participate and learn effectively during their online ESL lessons.

The normality test indicates a moderate positive correlation between the two variables. The first dependent variable has a skewness of -0.967 and a standard error of 0.333, while the kurtosis is 0.717 and a standard error of 0.656. The second dependent variable has a skewness of -0.491 and a standard error of 0.333, and a kurtosis of 0.078 and a standard error of 0.656. The results suggest a moderate positive correlation between the two variables. The study's reliability is confirmed by the Cronbach's Alpha value, which ranges from 0 to 1, indicating no correlation between items. The results show high accuracy for the dependent variables, with the highest value for the first variable being 0.966, and the lowest value for the second variable being 0.957, confirming the study's reliability.

RQ1: Will the incorporation of Microsoft Teams microphone and camera features in ESL lessons reduce language anxiety in speaking skills among Bachelor of Education students?

*First Dependent Variable*

## Language Anxiety in Speaking Skills (Before the Incorporation of Microsoft Teams Camera and Microphone Features)

Language anxiety is a prevalent issue among students, especially in ESL classes. It stems from fear of negative judgment and the ability to read others' reactions. To combat this, a safe learning environment is needed, where students feel confident in taking linguistic risks and understanding that mistakes are part of learning. Additionally, fear of being laughed at or teased can negatively impact motivation and self-esteem. The majority of respondents expressed concerns about their lack of exposure to English before starting college programs, highlighting the impact of language anxiety on academic performance. Universities can help students by offering pre-semester language classes or orientation programs to boost confidence and skills. Additionally, students often struggle with public speaking, as they fear making mistakes or not being able to articulate their arguments effectively. Institutions can help students develop confidence and manage language anxiety through strategies like progressive exposure to public speaking and constructive feedback mechanisms. The majority of respondents believe that their presentations will receive worse grades due to their language-use concerns. Educators can help students overcome performance anxiety by providing personalized support and guidance.

The researchers analyzed the emotional traits and apprehension of ESL students based on the thematic analysis are struggling with language anxiety in their speaking abilities during ESL lessons. The responses to open-ended questions revealed a range of emotions, including dread, self-doubt, and social anxiety. In an ESL classroom, effective communication can evoke discomfort, making it difficult for students to speak fluently. The apprehensive emotional environment highlights the heart of linguistic anxiety, leading to difficulties in speaking English. Students often struggle with stumbling and pauses in their speech, highlighting the internal agony they experience. Anxiety about language makes the act of speaking difficult for some students, fearing mistakes or losing composure. Language anxiety is a common issue among students, characterized by fear of linguistic clarity and language mixing. This anxiety stems from a hidden fear of misunderstandings, compromising message clarity, or negatively impacting grades. Students also fear criticism and judgement, often resulting from poor grades or censure from instructors and peers. They feel the weight of their academic success rests on their presentation skills, which can paralyze them with terror. Therefore, addressing language anxiety is crucial for students' academic success.

ESL learners often face anxiety-inducing fear of judgement, which can lead to issues with pronunciation, grammatical errors, and vocabulary restrictions. This fear prevents them from participating fully in spoken exchanges and creates a cycle of anxiety and limited expression. Additionally, they worry about comparisons and accents, which can exacerbate their language anxiety and reinforce inferiority complexes. ESL students often feel inadequate due to the fear of being misunderstood or condemned for their accents, which can further exacerbate their language anxiety. Additionally, respondents described how they feel apprehensive and under pressure from the crowd. Especially when speaking in a second language, giving a presentation in front of an audience can possibly increase anxiousness and anxiety.

Linguistic anxiety is a common issue among ESL students, causing anxiety, insecurity, and a lack of confidence. This anxiety can impact their ability to communicate effectively, leading to limited engagement and increased self-doubt. It also affects social relationships, leading to feelings of loneliness and increased sensitivity to criticism. The emotional toll can be exacerbated by laughter or unfavorable responses to language competence. However, some students express optimism and confidence, emphasizing the importance of mentality. Thorough preparation and active participation in discussions can help control language anxiety and boost motivation and confidence. Physical presentations can also positively impact self-confidence, and constant practice and active engagement in discussions can counteract the negative effects of anxiety.

### *Second Dependent Variable*

#### Language Anxiety in Speaking Skills (After the Incorporation of Microsoft Teams Camera and Microphone Features)

Covid-19 led to a shift in global educational settings from traditional to online learning. Despite initial challenges, many adapted and now use online platforms like Microsoft Teams for lessons. These platforms offer real-time interactions, including camera and microphone features, allowing for meaningful learning experiences for students through a screen. Despite initial challenges, the shift has become a part of the education world. The introduction of Microsoft Teams camera and microphone features in online ESL lessons based on descriptive analysis has significantly transformed respondents' language learning journey, especially in addressing language anxiety and speaking skills, by reshaping their perceptions, reactions, and abilities in spoken English communication. The use of Microsoft Teams features has significantly reduced language anxiety among respondents, allowing them to express themselves freely without fear of judgement. This virtual environment allows them to express ideas, share opinions, and engage in discussions, which are crucial for language development. This shift in psychological landscape has significantly improved language learning experiences. The respondents found that using Microsoft Teams camera and microphone features, they found it like having a personal language laboratory. This controlled exposure reduced distractions, allowing them to focus on honing their spoken English skills. This sense of self-perception helped them overcome language anxiety, engage more authentically in spoken communications, and ultimately improve their fluency, vocabulary, and overall communication effectiveness.

Microsoft Teams has revolutionized the way respondents practice their speaking skills, offering a more comfortable and consistent environment for experimentation with spoken English. The absence of a physical audience reduces pressure, encouraging participants to take risks and step out of their linguistic comfort zone. This controlled setting bridges the gap between apprehensions and aspirations to become proficient English speakers. Microsoft Teams' camera and microphone features have significantly reduced language anxiety associated with public speaking, allowing respondents to engage with a screen instead of facing an intimidating crowd. This has resulted in more confident, coherent, and persuasive presentations, improving academic grades and laying the groundwork for effective communication skills beyond the classroom.

The researchers analyzed based on thematic analysis the impact of Microsoft Teams' camera and microphone features on respondents' language anxiety during ESL lessons using open-

ended questions, revealing that all three open-ended questions will be addressed in this conversation. Microsoft Teams' camera and microphone capabilities have been found to help students overcome language concerns and improve their speaking abilities. The virtual learning environment offers a unique advantage, as there is no physical audience present, reducing pressure to deliver confident speaking. This creates a "virtual cocoon" that stimulates increased speaking skills in ESL classes. The platform fosters focus and engagement, allowing students to experience freedom of expression without the limitations of a physical classroom. The camera and microphone functions create a welcoming and safe environment, allowing for more fluid communication and easier absorbing new information. This increased involvement in the virtual world allows language learners to fully immerse themselves in the language-learning process, potentially combating language anxiety.

Microsoft Teams offers convenience and involvement for students, allowing them to join from any location with access to a camera and microphone, as well as a reliable internet connection. This eliminates the need for travel to classes and allows students to actively participate in ESL sessions. By controlling their learning environment, students can enhance their communication skills and lower their language anxiety. Virtual learning reduces the burden of in-person interactions, allowing students more time to express themselves. The camera and microphone elements also serve as a safety valve against prompt replies, reducing language anxiety and making it easier for learners to speak (Desi and Ryan,1987).

Microsoft Teams technology enhances students' speaking abilities by allowing real-time cooperation and engagement in a safer setting. This virtual environment fosters a sense of safety, allowing ESL students to speak fluently, attend class more with greater motivation. The recording function also aids in self-evaluation, allowing learners to assess their performances, identify weak points, and track their progress, reducing language anxiety by providing a controlled environment for performance evaluation and progress tracking.

The virtual world presents unique challenges, such as lack of physical contact, inability to predict responses, and low involvement. Communication efficacy is hampered by visual signals, potentially demotivating students. Despite these challenges, many people thrive in the virtual world. It's crucial to understand each learner's unique response to virtual tools. While most respondents reported improved language anxiety and speaking abilities, some did not see any difference, highlighting the complex interaction between technological advancements, psychological traits, and instructional techniques.

Most respondents prefer online ESL presentations for their ability to reduce language anxiety. Virtual spaces create a less intimidating environment, boosting learners' confidence and speaking skills. This encourages them to step outside their comfort zones, improving their general speaking abilities. However, some respondents prefer physical presentations for direct engagement and accountability. Face-to-face interactions provide immediate feedback, identify areas for improvement, and boost motivation and confidence. Physical classroom settings also contribute to the reduction of language anxiety, as learners can practice speaking skills with greater assurance.

**RQ2: Are there any possible challenges that could arise in incorporating Microsoft Teams microphone and camera features in ESL lessons to reduce language anxiety in speaking skills among Bachelor of Education students?**

The study based on descriptive analysis reveals that while some respondents find switching on the camera and microphone in Microsoft Teams ESL lessons to be comfortable, others feel discomfort due to increased self-consciousness and language anxiety. This increased awareness can hinder their ability to speak confidently and naturally. However, the majority of respondents are fine with using these features during their lessons, indicating that the integration of these tools can be beneficial. Focusing on lessons using Microsoft Teams can be challenging due to screen distractions like pop-ups and notifications. However, many respondents do not feel this way, as they prioritize their lessons and only entertain distractions once the lesson is over. This may be due to their familiarity with visual clutter. Microsoft Teams' camera and microphone features aim to encourage active participation in online English language learning, but they may not always be feasible for learners. They require learners to be in a private and quiet area before using them, which can disrupt the learning process and make it difficult to participate in class discussions. However, most respondents do not face this issue and can continue with lessons without concerns about background noises. Technical issues, such as poor camera quality or audio issues, can also intensify language anxiety in virtual classrooms. However, respondents seem to be fine with these issues, possibly due to their well-prepared devices.

Microsoft Teams' integration of camera and microphone technologies in ESL classes can cause language anxiety in some students. The virtual environment can increase self-consciousness and nervousness, but respondents find it a good platform for learning and self-expression. However, internet connections can cause technical problems, affecting communication and the overall learning experience. Privacy concerns and difficulty in controlling group conversations can cause anxiety when sensitive subjects are addressed or private information is disclosed. Digital tiredness during virtual ESL sessions can lead to shortened attention spans and decreased active involvement, negatively impacting students' learning experience. The perception of having little control over their learning does not help lessen language anxiety.

The study investigates the impact of integrating Microsoft Teams camera and microphone features on reducing language anxiety in English as a Second Language (ESL) sessions for Bachelor of Education students. The results suggest that these features can help students with language anxiety speak more confidently, as they provide a virtual platform for more regulated communication spaces. However, the study also highlights the challenges of adjusting to a virtual setting, technical issues, and lack of familiarity with the platform. It emphasizes the need for digital literacy skills to effectively use Microsoft Teams, allowing students to focus on their language learning goals. The study suggests that integrating these features can help students improve their ESL speaking abilities, but it is crucial to provide necessary educational support and embrace technological tools while providing necessary support.

The study on using Microsoft Teams' camera and microphone features to enhance speaking skills among ESL students at a private university has significant implications for education, research, institution management, and pedagogical approaches. The findings suggest specialized instructional strategies to address language phobias and improve speaking abilities. The study encourages deeper research into technology, psychology, and language phobia interactions, encouraging institutions to adapt and develop innovative

techniques. This approach promotes holistic language acquisition, improves quality, and boosts self-assurance among language users. The study examines the impact of Microsoft Teams' camera and microphone capabilities on language anxiety reduction among Bachelor of Education students in ESL classes. However, limitations include technical familiarity, overlooking long-term effects, and subjectivity. The study suggests the need for more extensive research with larger samples, long-term perspectives, technological expertise, and diverse contexts for a comprehensive understanding.

Broader study scope to include diverse student demographics and institutions could open more potential discussion and relevant findings. Longitudinal research can show language anxiety reduction's progression and persistent effect on speaking abilities. Comparative studies on different technology platforms can advance language learning experiences.

### Acknowledgment

The authors would like to express their gratitude to UNITAR International University for supporting this research.

### References

- Abdul, N.B. (2018). *EFL students' strategies in overcoming anxiety in speaking English: A qualitative study of freshmen students of English Department, Muhammadiyah University of Makassar*.
- Alfallaj, F. (2013). The use of linguistics in teaching pronunciation to Saudi students. *Journal of Science and Technology*, 14(2), pp.134-143.
- Al-Khalifa, H.S. and Al-Furaih, S.A. (2022). Heuristic evaluation of Microsoft Teams as an online teaching platform: An educators' perspective. *Computers*, 11(12), p.174.
- Alrasheedi, S. (2020). Investigation of factors influencing speaking performance of Saudi EFL learners. *Arab World English Journal*, 11(4), pp.66-77.
- Bui, T.K.L. (2020). The challenges of online writing learning Microsoft Teams. *AsiaCall Online Journal*, 13(1), pp.132-149.
- Deci, E. L., & Ryan, R.M. (1987). The support of autonomy and the control of behaviour. *Journal of Personality and Social Psychology*, 53(6), pp.1024–1037.
- Du, X. (2009). The Affective Filter in Second Language Teaching. *Asian Social Science*, 5(8), pp.162–165.
- Fatima, N. (2020). English Language Teaching during the Times of COVID-19, Challenges and Opportunities: A Brief Study of GFP Students in Muscat College. *Journal for Research Scholars and Professionals of English Language Teaching*.
- Fitriah, F., & Munah, H. (2019). Foreign Language Speaking Anxiety: A Case Study at English Department Students of IAIN Lhokseumawe and Al Muslim University. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 19(2), pp.140–158.
- Friedman, P.G. (1980). *Shyness and Reticence in Students*. Washington DC: National Education Association.
- Horwitz, E.K., Horwitz, M.B., & Cope, J.A. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), pp.125–132.
- Horwitz, E.K. (2001). Language Anxiety and Achievement. *Annual Review of Applied Linguistics*, 21, pp.112–126.
- Kaisar, M.T., & Chowdhury, S.Y. (2020). Foreign Language Virtual Class Room: Anxiety Creator or Healer? *English Language Teaching*, 13(11), pp.130–139.

- Kaskova, M., & Demina, O. (2021). Texts rendering into a foreign language. Distant learning experience. In: *E3S Web of Conferences*, 295. EDP Sciences.
- Krashen, S.D. (1982). *Principles and practice in second language acquisition*. Pergamom Press.
- Leong, L.M., & Ahmadi, S.M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), pp.34–41.
- Lestari, N. (2022). An Analysis of Students' Perception on the Use of Microsoft Teams Applications in English Online Learning During Covid-19 Pandemic at the Eleventh Grade SMAN 2 Sragen in Academic Year 2021/2022. Undergraduate Thesis. Raden Mas Said State Islamic University of Surakarta.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), pp.71–86.
- MacIntyre, P.D., & Gardner, R.C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44(2), pp.283–305.
- Mardhiyyah, A., Sulistyani, S., Wicaksono, A., & Khoiriyah, K. (2022). Student Learning Experience Through Microsoft Teams During the Pandemic Era. *Premise Journal of English and Applied Linguistics*, 11(3), pp.1–10.
- McCroskey, J.C. (1997). Willingness to Communicate, Communication Apprehension, and Self-Perceived Communication Competence: Conceptualizations and Perspectives. In: Daly et al. *Avoiding communication: Shyness, Reticence, & Communication Apprehension*. Hampton Press, pp.75–108.
- Qutbi, A., & Ayesha, B.U. (2013). Improving English Oral Communication Skills of Pakistani Public School's Students. *International Journal of English Language Teaching*, 1(2), pp.17–36.
- Rachelinda, K.S., Anwar, K., & Ma'rifah, U. (2021). The Effectiveness of Using Microsoft Teams in Students' Speaking Performance During Pandemic Covid-19 Outbreak. *UMGESHC Journal*, 1(2), pp.752–760.
- Rachelinda, R., Sari, R.P., & Lestari, N. (2021). Exploring ESL Students' Speaking Anxiety in Microsoft Teams Classroom during COVID-19 Pandemic. *Journal of English Education and Teaching*, 5(3), pp.408–420.
- Shamas, A. (2006). *The Use of Computerized Pronunciation Practice in the Reduction of Foreign Language Classroom Anxiety*. Unpublished Ph.D. Thesis, The Florida State University.
- Sobaih, A.E.E., Salem, A.E., Hasanein, A.M., & Elnasr, A.E.A. (2021). Responses to Covid-19 in Higher Education: Students' Learning Experience Using Microsoft Teams versus Social Network Sites. *Sustainability*, 13(18).
- Star, K. (2020, September 17). The Benefits of Anxiety and Nervousness. Available at: <https://www.verywellmind.com/benefits-of-anxiety-2584134>
- Tanveer, M. (2007). *Investigation of The Factors That Causes Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in The Target Language*. Dissertation, University of Glasgow.
- Tis'ah, J.A.R.H., & Taher, M.S. (2020). The Effectiveness of Class Discussion Learning Method by Using Cisco Webex Application in Improving Students' Speaking Skills and Learning Outcomes at The English Language Department of University of Muhammadiyah Tangerang. *International Journal of Language Education and Culture Review*, 6(1), pp.69–73.

- Toth, Z. (2008). A Foreign Language Anxiety Scale for Hungarian students of English. *WoPaLP*, 2, pp.55–78.
- Yaniafari, R.P., & Rihardini, A.A. (2021). Face-to-Face or Online Learning?: A Comparison of Students' Foreign Language Classroom Anxiety Level. *JEELS (Journal of English Education and Linguistics Studies)*, 8(1), pp.49–67.
- Ying, Y., Siang, W., & Mohamad, M. (2021). The Challenges of Learning English Skills and the Integration of Social Media and Video Conferencing Tools to Help ESL Learners Coping with the Challenges During Covid-19 Pandemic: A Literature Review. *Creative Education*, 12(7), pp.1503–1516