The Use of MS Teams' Meeting Chat in EFL Classrooms: Revealing Perceptions of Grade 10 EFL Students

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Background

- Interaction among students and teachers in the language classroom is crucial.

- However, once the instruction becomes online, teachers and students may find several difficulties during the class e.g. students not wanting to turn on their camera, instability of the internet, or malfunction of audiovisual devices.

- Teachers and students could not interact among each other adequately.

- To deal with this issue, the use of Meeting Chat is implemented in English language online classrooms to reinforce students' responses and interactions during the class.

Objectives

- To determine the EFL students' perceptions towards the use of Meeting Chat, a feature of MS Teams application, in their EFL online classrooms.

- To examine how the use of Meeting Chat influences the EFL students' responses and interactions in their EFL classrooms.

Research Procedures

- Implemented the use of Meeting Chat in the online English classrooms when possible e.g. giving answers, feedbacks, or opinions.

- Invited the grade 10 EFL students to participate in the study to have a semi-structured interview. Altogether 3 students volunteered including *Nancy, Rachel,* and *Claire* (pseudonym).

- Transcribed and analyzed the interview data with Strauss and Corbin's (1990, 1998) notions of open and axial coding techniques.

Findings

Responding to the class through Meeting Chat is good because it could reduce my shyness unlike interacting through microphone. *(Nancy)*

Advantages of the use of Meeting Chat

- Make students more comfortable to communicate

- Offer students an alternative to respond to the class

- Offer students a chance to practice vocabulary and writing skills

Students' interaction reinforcement by the use of Meeting Chat

- Partially help increase students' interactions in the classroom.

Limitations of the use of Meeting Chat

- Unable to recognize students' expressions e.g. facial expression and voice tone

- More challenging to clearly convey their messages or ideas.

Sometimes texting cannot convey the messages as clearly as what I actually thought. *(Nancy)*

Responding through Meeting chat is suitable, especially in some particular situations. For example, some students who aren't ready to turn on their microphone or camera because of the noise or their untidy surroundings will have an option to engage with the class. *(Rachel)*

Before texting, students need to check first how to spell that particular word correctly. *(Rachel)*

As I observed during the class, many classmates enjoyed giving their responses rather than responding through microphone. *(Rachel)*

The teacher might not be able to see these things from students, for example, the students' facial expression, how they feel, or if they could follow the lesson. *(Rachel)*

For responding by turning on the microphone, we can recognize whether the students enjoy the lesson, whether they want to engage in the lesson through their voice expression but texting we can't. *(Claire)*

Discussion, Conclusion, and Suggestions

- The use of Meeting Chat in the MS Teams provided some communicative and linguistical advantages.

    - Offering a convenient and comfortable alternative to the students to respond to the class

    - Proposing a chance to students to exercise their vocabulary and writing skills

- The use of Meeting Chat could partially increase students' interaction during the instruction.

- The use of Meeting Chat might not be able to fully cover some aspects of communication such as, voice and facial expression. Therefore, fulfilling theses gap by adding other interactive techniques is recommended.

References

- Strauss, A. L., & Corbin, J. M. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA.: Sage Publications.

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