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The flipped english language learning through microsoft team application: analytical post covid-19 pandemic critical study

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ABSTRACT

The increasing influence of flipped learning within these approaches has brought significant changes to transformational approaches that solve several challenges in conventional curriculum programs. The research aimed to look at how students felt about using a flipped learning paradigm in two classes teaching English as a foreign language and determine whether it was technically feasible. The Flipped Learning Experience Questionnaire results result from the Flipped Learning Experience Questionnaire were evaluated using the Wilcoxon signed ordered test. In a flipped approach, 84 participants used their Microsoft Team platform to study English as a Foreign Language class. The findings revealed that the flipped instructional material was perceived positively, especially regarding overall pleasure. The learning attitudes mean score in the flipped arrangement was significantly greater than in the traditional design, increasing throughout the study. The results suggest that participants acknowledged the ease of use of Microsoft Teams platform devices and emphasized the significance of a good video content design for successful flipped educational experiences through Microsoft Teams. Further investigation is needed since students encountered difficulties throughout the assignment.

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1. INTRODUCTION

During the pandemics Covid-19, most English instructors or lecturers use the flipped classroom as a teaching strategy, integrating online teaching and learning instead of in-person instruction. A new educational approach called the "flipped classroom" reorganizes classroom instruction and learning in novel ways. It is divided into two sections: the students' involvement is more important, in which the instructor guides and educates students using technology, and English language learners watch lessons and videos at home. As a result, the instructor arranges for an interactive session within the classroom. Students use technology-based drawback techniques in flipped learning settings, including audio and visual educational resources. A flipped classroom was a teaching strategy at all higher education levels throughout many developing countries (Al-Samarraie et al. (2020).

A flipped classroom was an effective instructional process that included lecturers, learners, and parents more actively in teaching and learning when institutions were shut down. According to Cho et al. (2021), flipped classrooms are well-liked for promoting peer-assisted learning, student engagement, cooperative learning, participation, enthusiasm, and independent learning. Additionally, teachers may identify fostered intrapersonal, management, critical analysis, and other contemporary abilities with flipped classes. The flipped classroom, on the other hand, has its

drawbacks. Clark et al. (2022) affirmed that most nations suffered from severe economic hardships and have yet to begin to educate online due to a lack of resources. Alternative learning modalities cannot replace the relevance of physical classrooms.

Using this efficient use of resource sharing, accessible files, and participants who may alter and develop their learning using their relevant pedagogical capabilities that put connectivity theory's core ideas into practice, the Microsoft Team platform helps participants are becoming more involved in the educational experience (Zainiyati et al., 2021). Some of Microsoft Team's distinctive qualities are connectivity, accessibility, flexibility, and ease. In a related manner, Tütüncü andAksu (2018) claimed that the Flipped Classroom (FC) model, characterized as an instructional program in which direct instruction transitions from the group student development to the individualized academic area, and the participation in different places is transformed into an excellent supportive atmosphere, combines the components of cognitivism (primarily teacher-centered alloying elements) and social constructivism (student-centered guidance). Thus, by incorporating online learning materials and a vibrant global online community, Rehman & Fatima (2021) found that the Microsoft Team-based FC method encouraged students to become active participants in their education and fostered collaboration and interaction among them in ways that keep pedagogy ideas. Consequently, it has become vital to include interactive e-learning modules in addition to or instead of conventional classroom instruction. Under Windows 365-based apps, Microsoft Team uses online learning. By providing fully functional digital classroom capabilities, this application continues to improve the quality of its application offerings. Lecturers may provide a link to all students registered in online study sessions to exchange class schedules. This context is referred to as pedagogical technology integration. Poston et al. (2020) authenticated that the lesson plan was designed to assist them in using distance learning through a laptop or smartphone. As a result, using cell phones allows English language learners to practice their courses outside of the classroom. Furthermore, this integration may enhance student learning freedom via a student-centered learning approach, allowing them to be more engaged in their pursuit of information.

The effects of flipped learning on pre-service instructors participating in an online course were examined by Zhao et al. (2021). Flipped learning positively affects participants' creative thinking and increased cognitive skills. Flipped learning favorably influenced the participants' creativity and higher-order thinking abilities. Students' feeling of responsibility has improved their knowledge of teaching tactics.

In their investigation of the impact of the flipped learning paradigm on a profitable correspondence course, Jiang et al. (2020) found that more significant peer contact, participation in group projects, and more practice time during class enhanced attendance and student achievement. According to Xie (2020), massive open online courses (MOOCs) have several disadvantages, including the use of a teacher-centered and focused solely learning approach, the absence of functional assessment and feedback, the restriction of learner engagement with media content, the variety of MOOC participants, and the lack of face-to-face interaction. Singh and Nagwade (2018) performed research with 800 college students. The learners were registered in a Level A university English Reading and Comprehension curriculum. Based on a study of survey findings following a one-year trial, participants' impressions of the MOOC-incorporated flipped learning teaching methodology was investigated. The findings offered compelling support for the flipped model. The results revealed that the MOOC-incorporated flipped method was highly regarded by the participants, who believed They were significantly advancing their overall English proficiency (Ranjan et al., 2021).

The study's main results indicated that the two groups substantially varied English language abilities and regions. The experimental group outperformed the control group, with the most notable improvements in listening, speaking, and communicating. According to the participant, Andone and Mihaescu (2018) affirmed that Blending MOOCs with the current curriculum may also improve autonomous pedagogical teaching techniques. Because few studies were conducted in Indonesia then, this research study significantly contributes to implementing flipped classrooms in Indonesian institutions. In post-pandemic situations, this research study aims

to identify the adaptability of Microsoft Team to conduct flipped learning, English language learners' perspective, and establish positive learning.

Despite the increasing popularity and widespread use of the Flipped English Language Learning approach and the utilization of Microsoft Teams as an online learning platform, there needs to be a greater gap in the existing research literature. Setyosari et al. (2021) exposed that they predominantly focused on the general effectiveness of the Flipped Learning approach or explored the impact of online platforms on language learning in a broader sense. While numerous studies have examined the Flipped Learning approach and its effectiveness in language education (Reflianto et al., 2021), there is a need for more research that investigates the specific use of the Microsoft Teams application within this instructional model. Pawestri et al. (2022) acknowledged the importance of learner engagement and motivation in language learning. However, there is a need for research that specifically explores how the Flipped English Language Learning approach, facilitated by the Microsoft Teams application, affects learner engagement and motivation. However, more comprehensive research needs to examine the efficacy of the Flipped English Language Learning approach through the Microsoft Teams application. Assessing learners' language proficiency development, comparing it to traditional classroom-based instruction, and examining the factors that contribute to language acquisition through the Flipped Learning approach can provide valuable evidence for the effectiveness of this methodology.

English language lecturers or instructors, particularly in pandemic scenarios, seek to abandon conventional teaching techniques in favor of digital pedagogies in the classroom. The prior research above adds to the theoretical framework of how the Microsoft Team platform and the flipped learning model usage might significantly change educational institutions. They also demonstrate that all educators and practitioners should prioritize augmenting the flipped learning model with high-quality Microsoft Team material. This situation highlights the critical need for research that may serve as models for all stakeholders in determining if a Microsoft Team-based flipped learning model might replace traditional face-to-face lectures. Before any substantial improvements or realignments can be made, however, all stakeholders should be informed of the implications of the Microsoft Team-based flipped learning model on learners' educational excellence, their perception of the framework, and their general attitudes forward toward consolidating the model into their current face-to-face initiatives, that is further than the scope of this research. As a result, the study was directed by the following research questions 1) How did English language learners adapt to the use of Microsoft Team Application in the flipped learning environment during Post Covid-19 Pandemic? 2) How did students perceive studying using Microsoft Team Application according to the flipped learning concept during the Covid-19 pandemic? 3) Does using flipped learning with English Language learners promote good learning experiences in the aftermath of the Covid-19 pandemic? 4) Do English language learners approach flipped learning better with mean scores of positive learning responses than complete online learning in Post Covid-19 Pandemic?

2. RESEARCH METHOD

The data acquired in the research were analyzed using a quantitative method. The program SPSS statistics was used. The findings were evaluated using descriptive measures, inferential statistics, effect sizes, and descriptive measurements. The researchers could conclude the groups under examination using this branch of statistics. The Flipped Learning Experience Questionnaire findings were analyzed using the Wilcoxon signed ranked test. The researchers used this statistical test to see whether individuals inclined more towards one end of the scale and the effect size. The Technology Acceptance Model (TAM) data analysis focused on the acquired descriptive measures.

The research featured two groups, 84 participants following English as a Foreign Language lectures using their Microsoft Team platform in a flipped approach. The first group (Online learners) comprised 45 English language learners, 26 females, and 19 males. They were between the ages of 19 and 21. The second group (Flipped Learners) was collected of 39 people, 18 men and 21 women, all between 18 and 21. The flipped learning sessions were held at Universitas Prof Dr. Moestopo Beragama's Political Science department, which used Microsoft Team as its remote learning system

This survey has 14 questions on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (2). (5). Regarding the questionnaire's validity, it had already been utilized in flipped learning research and had received expert validation. Concurrently, it was built on relevant flipped learning literature. The Flipped Learning Experience Questionnaire explored four distinct characteristics for this investigation's initial study aim. Motivation, efficacy, dedication, and satisfaction Adopting the TAM questionnaires, the acceptance of using the Microsoft Teams platform to implement a flipped learning technique among students was explored. This instrument, which has been frequently used in the CALL literature, addresses the essential components: Considered ease of use, recognized usefulness, perspective toward utilization, behavioral purpose, system attributes, and material features. These latter two variables have been included in past flipped learning studies [37,53] to accurately represent English language learners' technology use. Reliability coefficients were determined to ensure students correctly grasped the various elements (0.95). A Learning Related Responses (LRE) scale was used twice in the research, once at the start (M1) and once at the conclusion (M2) (LRE scale M2). The data collection instrument was based on Wilson et al. (2019). The scale uses 15 questions to assess responses experienced by respondents utilizing the flip learning approach and the traditional approach. The items are divided into two categories: class responses and test responses. The term responses refer to the range of responses that may be felt in a classroom setting, such as enjoyment and outrage

The two data first and second research question-collecting devices were administered at the project's conclusion regarding the data collection method. The researchers for the study were not the instructors who used the flipped classroom strategy, which increases the dependability of the findings. After the project, the administration of the two data-gathering devices was completed. Before administering the data-collecting instruments, participants were given a 20-minute explanation to ensure they understood the various items. For statistical analysis, the data was automatically coded. Before the study began, threats to validity, such as socioeconomic metadata, were evaluated. All English language learners as respondents had assured that their replies would remain confidential and be employed only for investigation.

3. RESULTS AND DISCUSSION

3.1 Results

Research Question 1: How did English language learners adapt to using Microsoft Team Application in the flipped learning environment during the Post Covid-19 Pandemic?

Table 1 shows the findings of the Flipped Learning Experience survey. As part of this questionnaire, there were questions about enthusiasm (1-5), effectiveness (6-9), participation (10-13), and satisfaction levels (13-14).

Table 1. The Mean and Standard Deviation Score of the Flipped Learning Experience Questionnaire

	Component	Mean	S.D
1	Effectively studying is facilitated by flipped classes.	4.06	1.11
2	It was more enjoyable to learn in a flipped classroom environment.	3.49	1.16
3	The flipped classroom model is a more efficient and effective learning method.	3.63	1.00
4	In a flipped classroom, I am more engaged.	3.88	1.16
5	My participation and involvement in the flipped classroom increased.	3.60	1.08
6	In a flipped learning situation, my engagement increased.	3.90	1.18
7	In a flipped classroom, I experienced as if my effort and time were quite well used.	3.75	1.26
8	In the flipped classroom, I was able to learn more and better.	3.94	1.23
9	The flipped classroom is better for me than a lecture-based one.	3.51	1.25
10	In my opinion, this approach helped me to comprehend the subject matter better.	3.49	1.12
11	It was fun to learn in a classroom that was flipped.	3.69	1.05
12	In the flipped classroom, I concentrated more on teaching and class activities.	3.79	1.07
13	My flipped classroom learning activities required more time and effort than expected.	3.86	1.16
14	In general, this flipped learning experience has exceeded my expectations.	3.81	1.10

On a 5-point Likert scale, which varied from "Strongly Disagree" to "Strongly Agree," nine respondents selected "Neutral." Table 1 reveals that the average score for each item is more than three, indicating that the participants had a fair judgment on using technological gadgets to conduct the flipped instructional methods with English language learners. To dig further into these findings, The Wilcoxon rank test has been used to examine how far the students' mean scores differed from the predicted median of Three for each subject. The effect size was also determined to overcome these contrasts.

Items 2, 5, 10, and 12 had the highest mean scores out of the questionnaire's many items. The first question asked students whether they thought teaching in a flipped classroom was a more effective method of instruction. With a modest effect size (r = 0.53), Results deviated significantly from the expected median (Z = 4.68, p = 0.05). In addition, Item 7 of the flipped model demonstrated significant variations from the expected median (Z = 5.51, p 0.05) and a greater impact size (r = 0.62) than Item 6, which investigated whether respondents deemed the time and effort engaged in the flipped model valuable. Finally, the flipped model's degree of student satisfaction significantly differed from the hypothesized median for Items 11 and 14 (Z= 5.31 and Z= 6.13, respectively), with moderate and strong effect sizes for Items 11 and 14, respectively. As seen from these and the other findings in Table 1, students were pleased with the flipped learning paradigm when implemented using the Microsoft Teams platform. Items were organized into four categories based on the scale's four main components to aid the data analysis. Table 2 summarizes the findings of the survey in terms of constructs

Table 2. Central Tendency Result of the questionnaire

Conception	Mean	S.D	Min	Max	N of Items
enthusiasm	2.78	1.22	2	5	5
productivity	2.60	1.59	1	5	4
involvement	3.49	1.98	2	5	3
satisfaction levels	4.02	1.16	1	5	1

In Table 2 and the answer to RQ1 of this research, participants expressed good enthusiasm, productivity, and involvement throughout the flipped educational experiences. In general, the students were comfortable with the flipped learning methodology employed in the classroom, as seen by the favorable outcomes of this study. Despite this, the standard deviation of each construct revealed substantial heterogeneity in student responses, indicating the scope for development.

Research Question 2: How did English language learners in the post-Covid-19 Pandemic perceive studying using the flipped learning style with Microsoft Team Application?

The TAM was employed to evaluate how students behaved and accepted technology while utilizing the Microsoft Teams platform inside the flipped learning experience to investigate students' experience in the study better. Table 3 represents the TAM's descriptive statistical analysis by component.

Table 3. *The Technology Acceptance Model (TAM) Measures of Dispersion (n:84)*

TAM Elements	Mean	SD	Min	Max	N of Items
System Specifications	3.62	0.95	1	5	4
Materials & Properties	3.89	0.84	2	5	5
The appearance of Convenience of Use	3.88	0.83	3	6	5
Perceived Utility	2.54	0.95	1	5	4
Perspective on Use	3.79	0.96	2	4	4
Intentional Behavior	3.61	0.93	1	4	5

According to the TAM scale results, the Microsoft Team platform was sufficiently accepted by the experiment's participants' English language learners. It is essential to notice the mean values for the variables "Materials and Properties" (M = 3.89) and "Appearance of Convenience of Use" (M = 3.81). Intriguingly, students agreed on the caliber of the resources and movies provided through their Microsoft Team platform, highlighting the need for appropriate

resources for English language learners and content creation. These results revealed that the technology used in the flipped learning paradigm was relevant to participants, and the linguistic explanations and content in the course platform were well-designed. Participants also agreed on many points, notably the ease with which the Microsoft Team platform may be used in the flipped learning process. Students noted that learning to access, utilize, and watch the lectures' material took little time. In the flipped learning paradigm, students' attitudes regarding using the Microsoft Teams platform to study English were also favorable (M = 3.43). Mobile phones were seen as a suitable instrument to enhance their language abilities. Finally, comparable findings were discovered regarding students' desire to continue utilizing the Microsoft Team platform to improve their language abilities, despite the mean score being somewhat lower (M = 3.62).

In response to RQ2, the TAM's mean scores show that students were positive about the Microsoft Teams platform and intended to use it in the flipped learning approach. To properly understand and use the possibilities of the Microsoft Team platform for flipped classrooms in foreign languages, additional investigation is essential.

Research Question 3: Does implementing the flipped learning Microsoft Team platform approach learners encourage positive learning responses in Post Covid-19 Pandemic?

The Learning Related Responses Scale is a self-report survey using a Likert scale from 1 to 5, where 1 denotes strong disagreement, and 5 represents broad agreement. Five experts verified the instrument's internal consistency. A Cronbach's alpha value of 0.90 was also established to confirm the reliability. Because statistical analysis is sensitive to non-normality, skewness and kurtosis normality tests were required (Bono et al. 2019). The permissible values for skewness and kurtosis are 3.00 and 7.00, respectively. Table 4 illustrates the sample set's skewness and kurtosis values, including the respondents' responses (84). The kurtosis and skewness levels are acceptable, as seen in Table 4.

Table 4. Normality Measurements Result

Main Variables	Skewness	Kurtosis
Responding to Learning M1	-.593	-.260
Responding to Learning M2	-.787	.271

Based on measurements, the data in the table seemed to be expected since the values for skewness and kurtosis were within reasonable bounds (+1.94, -1.95). Table 5 displays the M1 and M2 scores' mean and standard deviation. The table below provides the mean scores regarding the respondents' learning-related statements during the study. More specifically, the whole sample's learning-related answers had a mean score of (M=51.05, SD=12.26) before the trial. After the experiment, the same sample's learning-related answers obtained a mean score of (M=60.32, SD=6.12) instead. The flipped mode group's M1 scores for learning-related responses were (M=50.84 and SD=12.30), which were lower than their traditional counterpart (M=51.56, SD=12.37). On the other hand, the flipped model sample had mean M2 scores that were higher (M=64.29, SD=4.84) than those of the whole online learning group (M=56.63, SD=5.76), and they also had an increment in the mean score for learning responses through the period.

Table 5. Overview of Learning Responses Scores Information (N=84)

Variable		Experimental Group	Control Group	Total Sample
Positive reaction to learning	M1 Mean	51.81	50.82	52.27
	S.D	13.31	12.61	12.36
	M1 Mean	64.30	56.32	60.34
	S.D	4.52	5.50	6.55

According to the finding, implementing the flipped learning Microsoft Team platform approach encourages positive learning responses in RQ3. Across all the academic outcomes, students in flipped classrooms outperformed regular courses. We discovered that flipped learning had a minor beneficial effect on higher-order thinking, in addition to confirming that flipped learning has a favorable influence on basic knowledge (the most typical finding in past assessments

of the study). Students learned professional and academic skills more effectively when they used flipped learning.

Research Question 4: Do English language learners approach flipped learning better with mean scores of positive learning responses than complete online learning in Post Covid-19 Pandemic?

A paired sample test was also employed to see whether the differences between M1 and M2 were statistically significant. The results showed that the mean scores for learning-related emotions in M1 increased from (M=51.20, SD= 12.38) to (M=60.25, SD= 6.24) in M2. The total mean scores among scientific students' learning-related attitudes increased during the study, as shown in Table 6, and the paired sample test indicates that the mean difference between M1 and M2 is (M= -9.561, t=-5.538, sig=.000 0.05).

Table 6. Independent Sample T-test for Positive Learning Response

Variable		F	Sig	T	Sig.2 tailed
positive learning response	Equal variance Assumed	2.085	.156	5.862	.000
	Equal variance not Assumed		5.365	65.23	.000

Table 7. ANOVA for the effect of the favorable learning response across subjects

	Sum of Squares	Mean Square	F	Sig
Between Group	946.625	906.026	33.694	.000
Within Group	1896.365	29.542		
Total	2785.669			

Table 7 also discovered that having more is not necessarily good. Courses that mixed flipped and lecture-based or partially flipped tended to provide better academic results than courses where all class sessions followed the flipped model. Partially flipped courses may be more straightforward for teachers to deploy effectively, given the time and expertise necessary to plan good, flipped class sessions, especially if they are new to the methodology. Instructors or English lecturers may flip material that lends itself to the model while reserving more complicated or fundamental subjects for in-class teaching with partially flipped courses.

3.1 Discussion

This exploratory project aimed to see that Microsoft Team may have been used to develop blended learning models for language instruction. The participants' learning experiences in this research were like other flipped educational experiences utilizing the Microsoft Team platform. Participants expressed a high level of acceptability. Because the students in the experiment had previously mastered the technology, they saw no difficulty utilizing their Microsoft Team platform for language study. This condition has also been seen in prior research on mobile-assisted language (Pasaribu and Wulandari, 2021). From this perspective, it is not easy to understand why most flipped learning research concentrates on using fixed devices rather than using the Microsoft Teams platform's ubiquitous qualities. The constraints surrounding mobile phones in secondary and higher education centers, which are more widely utilized, might explain the lack of such a study.

This study's participants emphasized the need to create video resources and information that might improve the standard of flipped learning processes utilizing the Microsoft Team platform. Pal and Vanijja (2020) confirmed that it is important to note how an optimum multimedia content design can achieve issues commonly regarding mobile phone usages, such as small displays, lack of convenience, or audio and image reliability. Even though the findings referenced above could also be important considerations for implementing flipped learning approaches through stationary equipment. Similarly, Yen and Nhi (2021) expressed that the approach was still relatively new, and the teacher's involvement became critical to the flipped learning process's effective growth. If this strategy is implemented well, English language learners may experience

greater passion and engagement and a clearer perspective of flipped learning models facilitated by the Microsoft Team platform. In this respect, consistent with earlier research, this study's results demonstrated that mobile device use positively affected satisfaction and engagement. However, further research is required to determine how students' involvement and enjoyment in flipped learning models using the Microsoft Teams platform vary and those in stationary learning approaches to realize better each technological tool's potential and create multimedia content design usage.

As instructors have seen, students are predisposed to utilize technology in their daily lives and education. Therefore, technological integration into the flipped classroom may help their learning and encourage favorable sentiments about it. As a result, a flipped learning model application may be used to increase students' positive emotional levels toward learning. In other words, as proven by previous research, the flipped learning style enables students to participate in-class activities. For example, Subramaniam and Muniandy (2019) found that using a flipped-classroom approach increased student engagement. It also helped students achieve their learning objectives and confidently complete in-class tasks, according to Jeong et al. (2021). It also promoted good feelings. It provides a good experience for pupils, according to JEONG (2017), and enhances motivation among students. Consequently, the findings of this study back up previous research on the flipped classroom mode's ability to promote positive sentiments toward the learning environment effectively.

Chen et al. (2018) examined the effectiveness of a traditional classroom and two active learning groups (flipped/blended) courses on academic achievement and course objectives among 340 university students in the United States. Students in both active learning courses demonstrated statistically significant improvement compared to their colleagues in the traditional group. Haghighi et al. (2019) compared two groups with different teaching techniques. The first group comprised 23 learners studying in a classroom that had been flipped. The second group comprised 26 students studying in a traditional classroom. Statistically, students in the inverted classroom were more compatible with their effective learning environments and classroom experience than students in the standard class. Bond (2020) evaluated student engagement and learning outcomes when the flipped classroom approach was used to substitute lectures with activities. According to study results, students' engagement increased dramatically with a positive attitude about the learning technique. Therefore, the increase in mean expressive ratings from M1 to M2 may be attributed to the flipped classroom technique.

The comparative findings show a considerable difference in students' feelings about learning between the flipped and conventional modes groups. Compared to their conventional counterparts, pupils in the former group scored better on emotional involvement with learning. The flipped learning model group had the highest mean ratings, indicating that flipped learning model is an excellent way to encourage positive feelings in scientific students toward learning. In related research, Rodríguez-Rodríguez et al. (2019) found that favorable emotional situations promote scientific learning, which leads to students' commitment as active learners. Furthermore, the teaching technique and the subject's message may directly impact the students' intellectual and emotional experience (Jdaitawi, 2020). In other words, flipped learning style increases pupils' favorable feelings regarding learning.

4. CONCLUSION

This study investigated the adaptation of English language learners to the use of the Microsoft Teams application in a flipped learning environment during the post-Covid-19 pandemic. Additionally, it examined students' perceptions of studying using Microsoft Teams within the context of flipped learning during the pandemic. The study also explored whether implementing flipped learning with English language learners resulted in positive learning experiences compared to complete online learning. Furthermore, it examined whether English language learners demonstrated a more favourable approach to flipped learning than complete online learning. The study's findings indicated that English language learners could adapt to the use of the Microsoft Teams application in the flipped learning environment during the post-Covid-19 pandemic.

Microsoft Teams allowed effective communication, collaboration, and resource sharing between teachers and students. The flipped learning approach facilitated self-paced learning and promoted student engagement through pre-recorded instructional materials and interactive online discussions.

Students generally perceived studying using Microsoft Teams within the flipped learning concept positively during the Covid-19 pandemic. They appreciated the flexibility and convenience offered by the flipped learning model and the opportunities for active participation and interaction with peers and teachers. Microsoft Teams facilitated effective communication and feedback exchange, contributing to a positive learning experience for English language learners. Implementing flipped learning with English language learners after the Covid-19 pandemic promoted good learning experiences. Combining asynchronous learning through pre-recorded materials and synchronous interaction via Microsoft Teams facilitated a well-rounded learning environment that catered to individual learning styles and allowed for personalized instruction.

However, the study had certain limitations. Firstly, the research focused solely on using Microsoft Teams as the technological platform for flipped learning. Future studies could explore other online platforms or combinations of platforms to provide a broader perspective on the use of technology in flipped learning. Additionally, the study relied on self-reported data from students, which may be subject to biases or inconsistencies. Future research could consider incorporating objective measures of learning outcomes to validate the findings further. Future researchers should conduct longitudinal studies to assess the long-term effects of flipped learning using various online platforms on English language learners' academic performance and language proficiency. Furthermore, investigating the role of teacher professional development in effectively implementing flipped learning in the post-pandemic context would enhance instructional practices. Additionally, comparative studies examining the effectiveness of flipped learning compared to other instructional approaches would provide valuable insights for educational stakeholders.

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