Microsoft Team-Reading Progress Feature Overcome Foreign Language Speaking Anxiety

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Abstract: The study's primary goal is to determine whether Microsoft Teams Reading Progress can reduce Foreign Language Speaking Anxiety in the virtual classroom. This study employed a sequential explanatory mixed-methods strategy to gather quantitative data and explain it using qualitative data. The study included 243 International Relations majors in Political Sciences. Results showed that participants' EFL speaking anxiety decreased significantly after engaging in the Microsoft Teams Reading Progress. The quantitative findings showed that the EFL students need Microsoft Team-Reading Progress Feature to accommodate and assist their English-speaking anxiety. 53.48 % of respondents established that their anxiety decreased while practicing English speaking on the platform. The qualitative result showed that primary Reading Progress features successfully overcame the FLSA. The effect of individual variations may have been balanced by technological aid in the English foreign learners' Foreign Speaking Anxiety scale. The results indicated that the Artificial Intelligence-generated instructional feedback lowered the FLSA of the participants. Nevertheless, the findings also highlighted the irreplaceable importance of instructors as facilitators and the possibilities of adopting Virtual reality (VR) in teaching foreign language learners, especially speaking competencies.

INTRODUCTION

Many students studying a foreign language face the complex psychological condition known as foreign language speaking anxiety (FLSA). This phenomenon has been shown to interfere with language acquisition and to be an inadequate indicator of language proficiency. A high FLSA level could make it difficult for learners to speak the target language correctly. Speaking was mentioned by Presbitero, A. (2020) as the language skill that causes the most anxiety. According to Bashori et al. (2022), this anxiety affects Indonesian EFL learners' oral communication and their ability to speak in class. This finding is consistent with the evidence showing that Indonesians generally have low English proficiency (Hanifa. 2018). One strategy to improve English proficiency in Indonesia is to reduce FLSA. However, there needs to be more research on EFL students at the College of Indonesia.

The connection between anxiety and language learning conceptualized foreign language anxiety as a transfer of other anxiety types (such as anxiety symptoms, state anxiety, or speaking in public anxiety) in the context of language learning, which led to a variety of mixed, sometimes contradictory, results. Russell (2020) explained that the uniquely complicated collection of self-perceptions, attitudes, emotions, and actions associated with classroom language acquisition emerging from the distinctiveness of the language learning process is what foreign language anxiety. To better understand the nature of foreign language anxiety, they also identified three fears: communication apprehension, the nervousness of receiving a poor grade (Pascoe et al. 2020), and test anxiety (Pitoyo and Asib. 2019). They also provided a tool to quantify foreign language anxiety called the Foreign Language Classroom Anxiety Scale (FLCAS).

This anxiety often manifests during Foreign Language (FL) learning. When students are required to complete tasks in front of the class or during instantaneous or unplanned performances, FL learners frequently encounter speaking anxiety (Kelsen. 2019). Furthermore, Jerotijevic Tisma (2022) noted that learners' apprehensions about making pronunciation difficulties and their possible fear of embarrassment by their peers due to such errors are two leading causes of speaking anxiety. Studies in Indonesia have looked at the pressure that EFL-speaking students' experience. In speaking activities, many students experience anxiety, according to Miskam and Saidalvi (2019), and the speaking tasks' demands bring on this state that they deliver independently and improvisatory within the allotted time. Starke (2018) explained that some students could remain mute because they lack confidence, have little background knowledge about the discussed issues, and have no clear teacher-student connection. Wulandari and Pasaribu (2022) encouraged the help of media and technology in enabling Indonesian students to EFL learning to promote their speaking abilities since today's learners are highly acquainted with technology and the internet.

The online platform may help learn a foreign language Hussein et al. (2020), and students have favourable perceptions of e-learning websites. Web-based Language Learning (WBLL) is now getting attention within Computer Assisted Language Learning (CALL) (Prastikawati. 2019). Sayfievna (2022) added that instructions on websites for FL learning might lower learners' anxiety levels and let them do the work at their speed. Microsoft Teams-Reading Progress feature technology also has many advantages for language learners. Reading Progress-equipped equipment successfully gives students speaking practice. The student's competency with the target feature increased after the Reading Progress treatment. Savithi and Suttidee (2022) examined Apple's Siri and Google Speech Recognition (GSR), two cloud-based speech recognition engines. They found that GSR was simpler to use and more accurate at transcribing the speech of Second language learners. According to Dalim et al. (2020), learners are favorably inclined toward education that uses speech recognition, and web-based oral exercises augmented by Automatic Speech Recognition (ASR) are beneficial for EFL college students. As a result, ASR-based websites may provide significant advantages to users as a language learning aid. ASR-based language learning activities also seem to promote learner autonomy and pleasure, which may assist in lessening language anxiety (Abdullah et al. 2021). This condition necessitates significant measures to comprise the Reading Progress-based Microsoft Teams platform.

In addition, Reading Progress Microsoft Teams systems have emerged intending to help EFL students improve their speaking abilities and behavior. Krishna et al (2019) found that tools like the Speech Recognition feature creating it more manageable for students to practice speaking. It may help them overcome English-speaking anxiety and strengthen their proficiency. In addition, Rojabi (2020) demonstrated that Reading Progress tools using Automatic Speech Recognition (ASR) aid in developing students' verbal communication abilities. Learners may operate technology in the form of online learning platforms to their advantage in considerable ways. While ASR would facilitate learners' interactive speaking practice, it is only used by some advanced Microsoft Teams for Education term. Furthermore, the potential of Reading Progress Microsoft Teams can be the solution and alternative to overcome the FLSA levels have received minimal attention.

By taking advantage of the online learning platform, the contemporary approaches to language EFL learning have begun to use technology to create influential learning events that could reduce FLSA (Alnahidh and Altalhab. 2020). The current surge of interest in CALL indicates that it is an efficient and promising method for teaching and learning languages in the present and the future. Many educational institutions are looking to incorporate their traditional language courses into CALL to meet the needs of today's learners, given the potential of CALL. This research has taken the initiative to determine whether technology in virtual classrooms can be the solution to lower or decrease the anxiety level associated with developing features in the Microsoft Teams-Reading Progress feature. The researchers have used the Technology Induced State Anxiety (TISA) scale and other technology tools to quantify anxiety. Bravo et al. (2017) found a substantial correlation between the usage of electronic devices in the classroom and factors including gender, location, and socioeconomic status.

On the other hand, the studies conducted by Hudak et al (2019) demonstrated that virtual courses recreate an essential role in improving communication skills. Bedregal-Alpaca (2020) contradicted that first-time users of a virtual environment may experience a discrete owing to the public and possibly scary aspect of this virtual world, even if online courses can reduce students' anxiety. To close this gap, the current research seeks to adopt an instrument specifically focused on investigating speaking anxiety and related aspects of EFL at the university level. The following are some examples of research questions:
1. Does language teaching using the Microsoft Team-Reading Progress Feature serve the needs of English language learners in the University context?
2. Are English language learners anxious when speaking in Reading Progress-Microsoft Team Platform?
3. How can Microsoft Team-Reading Progress Feature be implemented in higher education?

METHOD

Research Design

This research used a sequential explanatory mixed-methods approach, which involves collecting quantitative results from several participants and then explaining these results by acquiring qualitative information. This methodology was chosen for the research because quantitative data and results would provide a broad overview of decreasing Foreign Language Speaking Anxiety among university students. In contrast, qualitative data gathering

was required to inquire further into the quantitative findings. Semi-structured interviews and questionnaires were the data collection techniques employed in this research. The researchers used both quantitative and qualitative methodologies during the data collection and analysis phases. Qualitative data were gathered through in-depth interviews and focus groups in the online mechanism.

Participants

Two hundred forty-three students who were majoring in International Relations in Political Sciences faculty participated in the research. They have been learning English foreign language in the online mechanism through Microsoft Teams for over two years since the pandemic Covid 19 begun. Participants were 243 (147 males, 90 females) CFL learners aged 18 to 23 (M = 20.3, SD = 4.2). These students who had taken an English placement exam were selected to determine their speaking proficiency level. To avoid having students of varying proficiency levels in the same category, an online interview was conducted with each participant through a Zoom conference meeting. The demographic participants are in the bellow table 1

Aspect	Criterion	Participants (N: 243)	Percentage (%)
Gender	Male	147	60
	Female	90	40
Reading Progress Feature Understanding	Poor	53	21
	Average	152	63
	Excellence	38	16
Speaking Skill	Advanced	24	9
	Intermediate	121	50
	Novice	98	41

Instruments

The study utilized the Foreign Language Speaking Anxiety Scale (FLSAS), which consists of 18 questions with five-point Likert scale responses ranging from "strongly agree" to "strongly disagree" to gather numerical data. Based on the Foreign Language Classroom Anxiety Measure (FLCAS), the survey was divided into three phases following the research purposes. The web-based questionnaire FLCAS is adapted to the framework of Bashori et al. (2022), and EFL anxious perspective was based on Cong-Lem (2018). The FLSAS is a highly valid and reliable instrument, with an internal consistency of.91, and has been used in several research examining EFL learners' speaking anxiety. The study's second phase collected qualitative data from reflection reports and an online focus group interview. Because this step followed the gathering of quantitative data, participants were invited to elaborate on the participants reducing anxiety inside the Reading Progress platform. Participants were split into two groups: those who wrote reflection reports and those who participated in online focus group interviews. The study built both instruments on open-

ended questions designed to stimulate participants' perspectives on the procedure, and their impact on participants' anxiety was reduced with technological collaboration.

Data Analysis

The frequencies of the answers (strongly disagree, disagree, neutral, agree, strongly agree) to the eight items on the technological reduce Foreign Language Speaking Anxiety were calculated and corresponded for descriptive analysis. In terms of the influence of background variables on reducing FLSA, three-way ANOVA analyses were used to compare
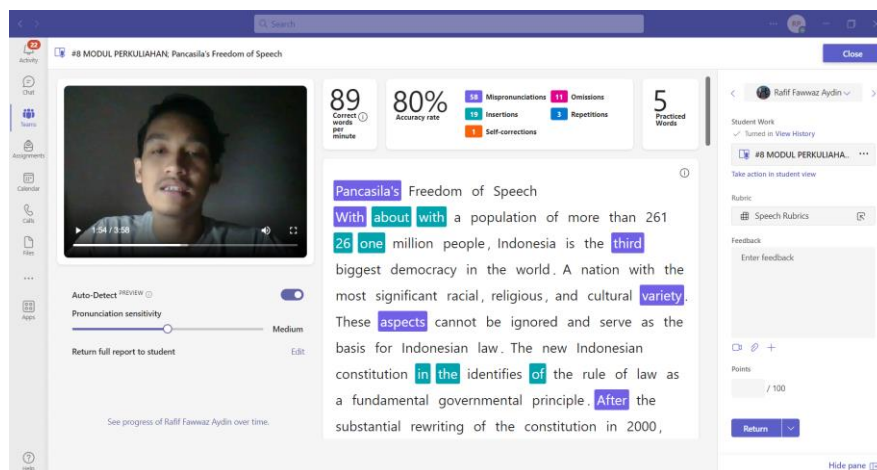

Figure 1 The Reading Progress Feature Lecturers View

the effective reduction of anxiety in Foreign Language Learning Anxiety among different subgroups of CFL learners. Before the ANOVA tests were conducted, the Kolmogorov-Smirnov test, along with skewness and kurtosis statistics, were performed with the Foreign Language Speaking Anxiety score to see whether the data were normally distributed.

RESULT

This section presents the survey results, in-depth interviews, and focus group discussion. The data results have been provided following the study questions. Since prior literature could not provide an acceptable FLVCAS, it became necessary to develop one. This scale was developed at the outset of the study's data collection considering prior research relevant to the current investigation. The researchers employed the virtual language class experience, prior Foreign Language Anxiety measures, and Technology Related Anxiety scales to create on this matter. The study collaborated with other language education instructors and scholars. A small investigation has been conducted to select and characterize the determination scale of the study objective. The current investigation specified that the scale that fulfils the study's purpose is explicit about distribution and is thus reliable. The research calculated the means and standard deviations of Foreign Language Speaking Anxiety to examine the readability of the anxiety of using the reading progress-Microsoft team platform. It calculated the item-response frequencies on the anxiety scale

Quantitative Result

Descriptive analyses are performed to consider exploring and implementing Microsoft Team-Reading Progress Feature in English Speaking classes in the foreign language context. The study objectives viewed the means, standard deviations, and frequencies (disagree, agree, and neutral) of the 19 items of the Foreign Language Virtual Classroom Anxiety Scale were calculated and compared. Table 1 displays the median and standard deviations of FLVCAS. The study divided the means by 19, acquired the mean item response for the Microsoft Team-Reading Progress Feature, and then compared it to foreign language anxiety levels observed in the prior finding. Defining the primary goals of the research questions is essential for providing context for the methodologies used in analyzing the data obtained. The first, second, and third RQs were each fitted with accompanying descriptive statistics. At Universitas Prof. Dr. Moestopo (Beragama), 243 EFL undergraduates in political science, economics, and communication science completed the foreign language Virtual Classroom Anxiety Scale concerning to utilize Microsoft team-reading progress feature. SPSS (Statistical Package for the Social Sciences) was used to investigate the data. Data from the quantitative survey are shown in Table 3. The table above demonstrates that the instruments' means were relatively high. Their level of speaking activities in the online learning situation was relatively high (x:3.12)

Element	Minimum	Maximum	Mean	SD
FLVCAS	1.31	5.00	3.47	,75

Research Question 1: Does language teaching using the Microsoft Team-Reading Progress Feature serve the needs of English language learners in the University context?

The FLVCAS has been used to determine the convenient English language learners are with online learning. Q.5 explicitly inquires about their comfort level in the speaking section. As revealed in Table 1, responses indicating their comfort in the Microsoft Team-Reading Progress Feature mechanism are ideal. Although, a sizable number of English language learners (45.2%) responded that they had experienced enthusiasm in participating in speaking activities in a virtual classroom in front of instructors and classmates through their devices. Most of them have said they feel more at ease speaking in Microsoft Team-Reading Progress Feature than on conventional method.

Table 1 Survey result of the needs of Reading Progress Platform (n:243)

No	Statements	Agree	Neutral	Disagree	Mean	Median	SD
Q1	I am comfortable speaking the English language in conventional classroom settings.	31 (13%)	14 (6%)	198 (81%)	3.15	31	,02
Q2	Participating in speaking English language exercises in front of instructors and peers in a conventional classroom is	140 (58%)	69 (28%)	33 (14%)	3.28	69	,45

	simple for me.						
Q3	Obtaining language exercises in a Microsoft team-reading progress feature is uncomplicated for me.	182 (75%)	19 (8%)	27 (11%)	3.10	27	,02
Q4	I am very engaged in a Microsoft team-reading progress feature session.	180 (74%)	23 (9%)	33 (14%)	3.16	33	,77
Q5	I like the Microsoft team-reading progress feature setting for English language classes.	163 (67%)	37 (15%)	34 (14%)	3.89	37	,12
Q6	The Microsoft team-reading progress feature atmosphere worked me better for the Speaking English language class	121 (50%)	79 (33%)	29 (12%)	3.70	79	,61

Only 31% of students (n = 13) thought they could communicate in English in a conventional classroom setting under the current conditions. The students' responses were consistent regardless of the distribution of replies to categorization. Nevertheless, 58% agree that It is possible to participate in English language activities in front of teachers and classmates in a traditional classroom. 75% find it simple to get linguistic exercises from a Microsoft team-reading progress function. In a Microsoft team-reading progress feature session, 74% were passionate about it. A significant percentage of learners did report a high degree of worry while speaking in the Microsoft team-reading progress feature. Q1 statement resulted in 198 (81%) learners disagreeing, yet Q2 had a signed agreement of 140 (58%). On the contrary to Q3 and Q4, these statements have displayed a 74% percentage on Agree correspondence. Q5 and Q6 have the predominant responses, with 67% and 50% Agree. The highest M score was indicated in Q2, revealing the tendency for a rater to place most items in the middle of a rating scale of 3.45. the 69 median value is ordered in ascending order. The dataset has 33 and 37 precisely equal numbers of Q6 items. The 81 values may be calculated by averaging Q1, Q3, and Q5. The 83.02 and 37.61 indicate the dispersion of the data relative to the mean. A 44.45 and 71.77 implies that the data are concentrated around the mean. At the same time, a 75.02 standard deviation value shows that the data are dispersed. A standard deviation near zero suggests that data points are close to the mean, even though a high or low standard deviation suggests that data points are beyond or below the mean.

Research Question 2: Are English language learners anxious when speaking in Reading Progress-Microsoft Team Platform?

Table 3 displays respondents' answers to the eight English Language Learning Anxiety Scale items. To the closest whole number, all frequencies and percentages represent the number of students who agreed, neutral, and disagreed with statements indicating appliances to the Reading Progress-Microsoft Team Platform. The sum of the percentages may not equal 243 owing to rounding.

Table 2 Survey Result of The English Language Learners Anxious

No	Statements	Agree	Neutral	Disagree	Mean	Median	SD
Q7	When speaking without preparation in Microsoft team-reading progress, I start to worry.	187 (77%)	29 (12%)	27 (11%)	3.16	29	,80
Q8	It is not very pleasant to have feedback on Microsoft team-reading progress.	39 (16%)	57 (23%)	139 (57%)	3.71	57	,30
Q9	When I am about to be started speaking in Microsoft team-reading progress, I can feel my pulse pumping.	89 (37%)	132 (54%)	19 (8%)	3.55	89	,04
Q10	I have anxiety and confusion while speaking in Microsoft team-reading progress.	119 (49%)	89 (37%)	31 (13%)	3.27	89	,74
Q11	When I speak utilizing Microsoft team-reading progress, I am frightened that the other students will laugh at me.	27 (11%)	31 (13%)	172 (71%)	3.80	31	,59
Q12	I speak freely and with confidence in Microsoft team-reading progress.	121 (50%)	74 (30%)	37 (15%)	3.36	74	,10
Q13	I always thought my classmates spoke English better than I did in Microsoft team-reading progress.	42 (17%)	28 (12%)	170 (70%)	3.50	42	,26
Q14	I am uncomfortable speaking English in Microsoft team-reading progress.	130 (53%)	16 (7%)	74 (30%)	3.08	74	,16

Incomparable 27 people (11%) disagree that speaking in front of an audience without preparation makes them nervous (Q7). It is comparable to how 16 percent of Microsoft's team readers reported feeling uneasy receiving criticism (Q8). One hundred twenty-one (50%) of respondents believe that they would have experience speaking freely and confidently on the platform (Q12), whereas one hundred thirty-two (53%) of respondents said that they felt nervous talking in English while working on the Microsoft team. Small sample numbers mean that the range from 3.15 to 3.89 is not representative of a normal M distribution, although this is still closer to the mean than most M data. Comparing the Q11 mean (3.80) to the Q14 mean (3.08), the former is considered the superior central tendency measure. The experiences of 170 (70%) Q13 respondents and 119 (49%) Q8 respondents were the same. The M-scores of 3.50 and 3.27 for the two metrics are quite close. It demonstrated that, although eliminating speech anxiety is frequently unattainable, there are many strategies for coping with it and even using them to an English learners benefit. Estimates may be made with much certainty for numbers outside and within the range of 29 (Q7) to 89 (Q10 and Q11). Quartiles are helpful in this case. The quartile measures the degree of values from 74% to 140% of the mean by dividing the distribution into four equal

halves. The standard deviation (SD) is a fixed value (between .10 and .80) that may be used to describe the variability in a dataset. It's the typical distance between each Q7 and Q10. Q12 is small (.10) is much consistency among the values, and the data points tend to bunch together close to the average. However, greater Q7 values (.80) suggest more parameter variability in the mean. Isolated incidents are more likely to occur when the spread of these numbers widens.

Qualitative Result

Fifty-three individuals were interviewed using a semi-structured technique to acquire qualitative data. Students' perspectives on FLSA and its possible to overcome by the Reading Progress platform in Microsoft Team were explored in depth throughout these 45–60 minute interviews. The interviews took place in the Zoom meeting room. The interview location has been prepared to be a sociable and friendly environment. The interview consisted of one interviewer asking the student predetermined (structured) and free-form (unstructured) questions while a second transcribed the conversation. To get the corresponding themes useful for the study, the transcripts of the interviews were coded. The interviews were semi-structured, with 20 central questions covering the subjects of Foreign Language Speaking Anxiety (FLSA), online learning, and the Microsoft Platform-Reading Progress. Those overarching ideas were broken down into 12 themes and subthemes, each with its follow-up questions. Two main themes and twelve subthemes were identified for the Reading Progress features to overcome English speaking as Foreign Language Speaking.

Research Question 3: How can Microsoft Team-Reading Progress Feature possibly overcome Foreign Language Speaking Anxiety (FLSA)?

Main Theme	Sub-Theme (Feature)	Definition
Completing Reading Progress coursework	View Assignment	learners select the reading-progress assignment created by their educator
	My work	In the My Work section of the assignment, learners are provided a link to the activity.
	Start	Reding Progress assignment need to access your camera and audio recordings.
	Immersive Reader	the Immersive Reader Icon for Immersive Reader and choose the settings that help you read best.
	I'm done	The students can review the recording made. Press Play to review the recording.
	Try again	If your educator allowed more than one try, students can choose to retry creating a new recording
	Use this recording	attach students recording to the assignment
	Turn in	select Turn in to submit the assignment to your educator
Examine the Reading Progress grades	the color-coded text	Students select the reading-progress task designed by their instructor.
	Play the video	The My Work section of the assignment provides a link to the activity.

	Jump to word	The Reading Progress assignment requires a camera and audio recording access.
	Listen to this word	The Immersive Reader Icon and choose the settings that help students read most effectively.

Completing Reading Progress coursework

The Reading Progress feature in Microsoft Teams is one way to help students with their reading comprehension. English lecturers can evaluate their students' reading fluency, pronunciation, and more by listening to recordings of their students reading aloud from Reading Progress. Most learners work with their lecturers to read aloud and be graded on a passage to improve their reading fluency. They will track students' reading rates, comprehension levels, and written responses to reading assignments during this process. Reading Progress developed this feature during the pandemic when it became apparent that teachers would have difficulty remotely assessing students' reading fluency.

See what is due soon and what you've already finished for each course or see everything at once. By clicking on a particular task, you can access its associated information, submit it, and examine your grades and comments. Your current class standings are also available for perusal. (Respondent 23)

Under the Assigned section, any tasks that have yet to be completed will be shown in chronological order. To navigate the list, click Load previous or Load more. The titles of tasks you still need to open will be in bold. You will get a Past due notice if your assignment is turned in late. (Respondent 02)

Teachers have long wished for the opportunity to submit Reading Progress assignments on students' behalf and monitor students' assignment histories in Microsoft Teams Assignments. Seeing a student's activity with an assignment, such as whether they have looked at the work, tried to finish it, or need further direction, is very helpful for teachers. Students can now see whether they saw the Reading Progress assignment. In Teams, one of the most-anticipated features is the ability for instructors to act on students' behalf by uploading files and submitting assignments.

When I open the Reading Progress task, they are presented with a video recording. Teachers can disable video recording if they prefer only to use audio. I press record, receive a countdown, and then the reading passage appears. (Respondent 13)

Before using this for the first time, students must permit Microsoft to access their devices' audio and video recording capabilities. A prompt box for input will show up. Choose Reading Progress by clicking on the file under My work. (Respondent 09)

My work may use Teams for Education's Assignments and Grades tools to give students homework or administer tests. Teachers have many tools at their disposal, including the ability to set due dates, provide detailed instructions, provide downloadable materials, and use grading evaluation criteria. The Grades section allows teachers to monitor both class and individual learner performance. Teachers and students may contribute to and access the data stored in the assignments system. Information is exchanged equally between the instructor and the student in the class for whom it is meant.

I click the start before the reading practice section. The start button could give me time and preparation. it also gave me a ready atmosphere to do the speaking practice section (Respondent 18)

If I feel that I am entirely ready to read out loud, I first press the Start button when I am in the reading practice moment. Your presentation will be more structured and focused if you outline the essential themes you want to cover. It would be helpful to build your presentation around these critical topics. (Respondent 17)

Managing a classroom full of students while attaching to strict time limits is no easy feat. Teachers need personal interaction time, data analysis and differentiation opportunities time with their students. The platform allows students more freedom to engage in self-directed reading fluency practice. Reading Progress in Teams frees teachers to focus on what they do best while collecting valuable data through assignment review and providing insightful visualizations of class and individual performance and growth through Education Insights dashboards.

In Immersive Reader, I can do one or more of the following actions based on how I concentrate on the message or assignment content. Use the Play button to listen to the document's text being read aloud while concurrently having it highlighted. (Respondent 21)

I can increase my comprehension with Immersive Reader by promoting fluency for readers of other languages or those learning the English language building up emerging readers' confidence as they progress to higher reading levels. (Respondent 08)

Due to the integration of Immersive Reader into Reading Progress, students can customize the learning environment by modifying the page settings, format, and font size. Students could have less anxiety if they use their equipment in an atmosphere where they are at ease, mainly if they can make many tries. The recordings are automatically preserved, making it more straightforward for you and your students to monitor and track their development as they go through the lessons. Based on artificial intelligence, the auto-detect function will assist you in swiftly recognizing errors, such as mispronunciations, repetitions, phrasing, intonation, and omissions, saving you time that would otherwise be spent fixing them.

The student can retake the same reading passage if the teacher decides to return the work for revision with, I am done feature. For many different types of learners, increasing reading fluency through additional practice is practical. (Respondent 28)

I can notify Teams when the teacher returns the work for resubmission. The learner is given a reading report for the activity by accessing the assignment and the associated work. (Respondent 39)

The Reading Progress experience is uncomplicated for students to use. Students choose the task their teacher made from the Class Team. Learners are given a link to the activity in the My Work section of the assignment. In a few simple steps, students video and audio record themselves reading a material. On both PCs and mobile devices like the iPad, iPhone, and Android, there are video and audio recordings accessible. Learners use helpful resources like Immersive Reader, which lets users alter the text size, theme colour, and space between letters and words before they begin reading their chapter aloud. The practice of challenging words is aided by audio clips of the words being said correctly, pictures illustrating what they imply, and syllabification, which breaks the word into smaller units.

After hearing the student read the word out, the reading coach gives quick feedback on each word segment, indicating right, near, or wrong pronunciation using colors and symbols. The customized words used in this practice help each learner's reading fluency even more. Reading Progress allows students to work on their reading fluency, test themselves while watching or listening to themselves, and obtain personalized feedback from their teachers that is targeted to meet their reading requirements.

> *You may get to the Use this recording your instructor has given you in various ways. Whenever there are new assignments, they will show up on the posts page, and the whole list will be accessible through the assignments tab. The sidebar or top of the teams' page is where you'll find this.* (Respondent 44)
>
> *You may change what you see in the Use this recording document after opening it. Launch the file in your preferred web browser or save it to your desktop.* (Respondent 51)

Reading progress Assignments that are coming up will list under the Assigned tab in chronological order of their due date. Just use the arrow keys or scroll up/down to see more items. New tasks will have a bold title. A Past due notice will be sent for tasks that are turned in late. There will be a tick next to the assignments learners have submitted. Once the instructor has returned one, learners may open it to examine their comments and grades. Choose grading criteria from the list provided to learn more about how learners were evaluated. Whenever learners submit anything, the time and date are recorded. This button will appear if the learners' instructor has given them back but is still taking contributions for an assignment. They may now hand in the revised work their professor has asked for.

Examine the Reading Progress grades

Playing the Reading Progress video uses self-assessment and self-reflection to boost a student's learning capacity and educational results. This feature gives online learning classroom tactics for implementing self-evaluation to the speaking exercises, especially in foreign language acquisition. The video feature is an effective means of enhancing English language learners in the educational experience. It recreates a crucial role in educating students on what to evaluate, how to improve, and what they can do to enhance their spoken learning results. By including exercises that challenge students to reflect critically on their work, methods, and learning style, they can detect knowledge or skill gaps and develop increased autonomy, deeper learning, and metacognition.

> *Play the video is a powerful tool for enhancing the learning experience for me to study and improve my speaking English practice in Reading Practice feature. It plays an important role again in instructing students on what to assess, how to enhance, and what they can do to better their spoken learning outcomes.* (Respondent 47)
>
> *The reading practice encourages critical reflection on students' work, techniques, and learning styles. It may help them identify areas where they need further training, leading to more learner's independence, more profound learning, and enhanced metacognition.* (Respondent 22)

The Reading Progress color coding feature delivers extra sensory information to our brain, which assists it in constructing meaningful text units from letters, letter pairings, and words. Due to this enhanced structure, the brain takes less effort to comprehend the text, resulting in more immediate reading awareness. The Reading progress evaluation feature is vital for struggling readers and children learning to read. For understanding, reading speed is critical.

Increase learners' reading awareness, and the experience will also expand. This condition results in increased motivation, which in turn increases practice. Colour coding assists struggling readers in becoming passionate readers over time. Separating words into syllables makes it simple to improve text's readability.

> *Reading practice is essential for comprehension, in my opinion. Raising my comprehension levels will give them a richer reading experience. Because of this state, the individual is more inspired to practice, which leads to even more training.* (Respondent 49)
>
> *Colour coding encourages reluctant readers to develop a love of reading over time. I can easily make the text easier to read by separating words into syllables.* (Respondent 36)

When English lecturers access the assignment, they will see the video and a highlighted text version. They may review the colour-coded text highlighting the student's mispronunciations, repetitions, omissions, self-corrections, and insertions and watch a video of the student rereading the piece. Educators may modify the auto-sensitivity detects or disable it entirely in favour of using the built-in marking tools to annotate student work. They may even "jump to" the specific moment in the video by right-clicking on an issue. This feature enables them to skip through unnecessary footage and focus on the most critical sections of the recording. Instructors may comment on, grade, and return work as they would with any other Teams assignment.

> *By right-clicking on a problem area, I can "jump to" that point in the video. This function helps me to cut out the fluff and get right to the meat of the recording.*
>
> *I can listen to a video of the student repeating the piece or reading the colour-coded text that highlights the student's pronunciation errors, repetitions, omissions, self-corrections, and insertions.*

Using the Reading Progress feature, English lecturers can easily assign and manage student-specific reading exercises inside the Teams platform. The procedure is easy to understand for learners. The Reading Progress task is posted on Microsoft Teams, where students may access it. English lecturers can use the inbuilt Read Works example library, upload a Microsoft Word or PDF file, or both, and learners use a virtual interface to input their homework. A ready button is then clicked. To begin, press the "Let's start" button. By clicking here, learners will be dispatched to a page where they may videotape themselves reading an assigned text. A video of them reading is taken using their mobile device camera. English lecturers may disable this feature entirely, although it is enabled by default. The "I'm done" and "Turn in" buttons allow the learner to listen back to their video, delete it, or submit it. English lecturers may also get more in-depth data. Statistics such as word count and percent of correctness are provided. In-depth reports highlight development over time and reveal the most often misspelled terms in a word cloud view. To make the material in the Reading Progress feature more readable, the Feature of the Immersive Reader may expand to fill the complete screen. This feature is intended to help learners who struggle with reading in the virtual classroom. Still, it may benefit anybody who wants to improve their experience reading on a digital device. With Immersive Reader, learners can add reading, arithmetic, and text comprehension features to any program. Immersive Reader aimed to create a tool to help individuals of all reading levels and linguistic backgrounds better understand what they read. Immersive Reader uses a frame to add text reading and comprehension features to preexisting Microsoft Teams for education. Immersive Reader is

a cognitive service that facilitates a welcoming classroom setting to boost students' reading comprehension, focus, and assertiveness.

DISCUSSION

English foreign language students practicing English with a Reading Progress application showed more significant improvement in their anxiety. This finding suggests that Reading Progress apps with Microsoft Teams feature impact students' acquisition of spoken English compared to traditional teaching methods. The Reading Progress apps, especially the video and audio recorders, benefit English lecturers and learners. Compared to traditional teaching methods, the teacher needs less time. On the other hand, Chen, Y. C. (2022) explicated that learners prefer the learning experience to traditional teaching. Learners' anxiousness has decreased significantly. Learners can take charge of the learning process and produce potentially high-quality, engaging content with access to video cameras. Learners' speaking skills can be improved through the Reading Progress features, as learners can revise their work before submitting it for review.

The usage of digital resources is widely praised as a valuable strategy for improving verbal skills. Xiangming et al (2020) stated that learners can access diverse collaborative and experiential learning opportunities through online learning materials and Reading Progress platforms. English language learners can be motivated to experience autonomous and discovery learning processes in which they explore, investigate, and produce their learning, in addition to social learning. The findings of this study support the claims of Borup et al (2020) and Martin and Bolliger (2018) that online learning increases learners' engagement and arouses their curiosity and enthusiasm for the material. Positively dealing with learners' emotional barriers through online tasks and discussions, Internet resources, and knowledge acquisition boosts learners' encouragement and confidence and helps them take an active role in language learning, another important benefit focused on in this study. Dumford and Miller (2018) found that they can practice their language skills in a safe and supportive environment without the constant presence of their teacher and classmates when participating in online activities and hiding behind a false identity. Students reported feeling less stressed and anxious when using the Reading Progress feature for online language practice, which helped them better assess themselves and their communication skills. Based on data from interviews with students at an Indonesian vocational school, Angelini and García-Carbonell (2019) concluded that students who used web-based learning reported improved English speaking skills.

As Dube (2020) suggested, educators can enhance their students' online learning and alleviate their foreign language anxiety by having them work at their pace in the learning environment and achieve a wide range of activities and reading capabilities assessments in the online environment. García-Morales et al. (2021) added that students were motivated and guided to use internet resources and search engines to conduct their online activities effectively, acquire knowledge, and learn essential phrases and expressions to help them explain themselves. Students who participated in the online courses reported significant behavioral changes in their use of online and other digital resources due to their participation. Van et al (2021) found that English language learners admitted to being more aware and tech-savvy when optimizing their time online for language learning. In addition,

they said they have become more discerning in their use of digital time and materials, which allows them to get better information and get more done in less time. Online learners also noted that by providing and receiving digital feedback from the instructor and peers, they were more invested in the activity and accelerated their progress in speaking in Microsoft Teams training. Learners can receive a more regular and continuous assessment from their classmates than the instructor can provide, especially considering that there are many participants and little time. Learning can also be improved in other ways, according to Hidayat et al (2022), such as through comprehensive feedback and role reversal among participants. Instructors and learners who received digital input over their spoken English via video reported feeling more cognitively and mentally engaged through the digital tasks. Students increased their motivation and participation in class discussions and interpersonal interactions after receiving positive comments from their classmates.

When teaching English skills in collaboration with technology, learners can be given a recording device and instructed to listen to their recordings to identify and correct problematic communication patterns (Sumtsova et al. 2018). Outside of class, learners can conduct discussions or chats and play them back for analysis and discussion via various virtual conferences. They can use a digital video recorder to create their English videos, which Drajati et al (2018) points out is one of the educational benefits of learning. Through this medium, students can collaborate and network globally. It can also be used as a technological substitute for times of boredom in the classroom. Students can share their perspectives with the class by participating in interactive assignments such as video blogging or audio podcasting on field trips. Students who have difficulty expressing themselves verbally in English could benefit immensely from these activities in learning a second language. Leeming (2019) studied the performance of Japanese students who used task-based mobile learning delivered through text messages, emails, and speaking exercises. They found that using smartphones to learn English was beneficial. Mospan (2018) found that student's language comprehension improved when they used the software on their smartphones as a medium in teaching English as a foreign language. The widespread use of smartphones shows that the methods by which people acquire a second language need to be constantly rethought and redesigned as a society, technology, and individual needs evolve (Aziz et al. 2018).

CONCLUSION

This study investigated how technology assisted in overcoming English foreign learners' speaking anxiousness. Since authentic speaking materials were used in the Reading Progress feature, the speaking comprehension capabilities and perspective results showed a significant improvement in self-confidence. Using computers, smart devices, displays, audio-visual materials, and electronic techniques should replace any remaining antiquated ways of teaching English. This finding highlight decreasing Foreign Language Anxiety, especially in English speaking and the importance of helping instructors overcome learners' fears of using technology in the virtual classroom to help students acquire as much English proficiency as possible and create a conducive environment. One of the ultimate aims of using cutting-edge technology in Speaking practices is to get students excited about the

confidence in using English and motivated to do so in a manner that is both realistic and practical.

Foreign language learners do not experience anxiety in online situations scenarios. More specifically, studies suggest that Reading Progress platform scenarios reduce speaking anxiety in language learners. However, when the context of foreign language teaching is considered, it is found that unprepared learners (EFL) are anxious about pedagogy when working remotely. Computer-based testing situations are perceived as anxiety-free by foreign language learners. In other words, students are comfortable using voice boards and have less anxiety when speaking and listening in exams, competency tasks, and interviews. This advancement may have been triggered by an engaging online environment in which students can record and watch their speaking video inside the Microsoft Teams platform and are embedded with artificial intelligence to evaluate the speaking result. Despite the various perspective on speaking confidence, learners' success in overcoming communication nervousness and apprehension of negative evaluation. Students should be encouraged to complete speaking exercises and closely monitored as they participate more in the individual evaluation in the system.

Even while English lecturers have thoroughly evaluated the use of Reading Progress based on two instruments, namely the outcomes of the speaking anxiety and performance evaluations, the research tools could only solve the present study's issue. Future research should consider the educators' perspectives based on their involvement in English foreign teaching training using technology-enhanced to another online platform. The practicality evaluations of the same learning technique might benefit from a further study examining the educators' perspective utilizing research tools like questionnaires and interviews.

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