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Competency-based English language teaching through Microsoft teams: A framework for adaptation and integration

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ABSTRACT

This paper addresses the challenge of implementing Competency-Based English Language Teaching (CBELT) within the digital realm, specifically through the utilization of the Microsoft Teams platform. The methodology employed Mix-method with incorporating exploratory sequential design. Qualitative data from the interviews will be analyzed using thematic analysis to identify recurring patterns, themes, and key considerations for implementing CBELT in Microsoft Teams. Surveys assessed pedagogical and technical efficacy in descriptive statistics and correlation analysis in the quantitative phase. The finding of the research exposed that Educators emphasized leveraging Microsoft Teams' features like chat, video conferencing, and file sharing to deliver CBE content effectively. With a mean score of 4.49, most respondents were satisfied with CBE integration with Microsoft Teams. This suggests the platform's CBE integration is well-received. Respondents reported a mean score of 6.23 for language proficiency development with Microsoft Teams CBE. Microsoft Teams is simple to use, according to respondents, with a mean score of 6.62. A moderate positive association exists between project-based learning intensity and competence development results ($r = 0.664$, $p < 0.05$). This shows that increasing project-based learning intensity improves student proficiency. A moderate positive association exists between integrating collaborative activities and engagement indicators ($r = 0.657$, $p < 0.05$). This suggests that Microsoft Teams collaborative activities boost student engagement during Competency-Based English Language Teaching (CBELT). Project-based learning, collaborative activities, and customised teaching help CBE succeed. These tactics allow students to actively learn, contribute, and get individualised teaching.

Keywords: Competency-Based English Language Teaching; Microsoft Teams; Adaptation; Integration; Mixed Method

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INTRODUCTION

Competency-based English Language Teaching is an approach that focuses on the specific skills and knowledge that students need to succeed in the English language. Students can better apply their English language skills in real-world scenarios by centering instruction around developing practical competencies. This approach to teaching English emphasizes acquiring practical skills and knowledge essential for effective communication and language proficiency. Purpura (2021) and Red'ko et al. (2023) verified that Competency-based language teaching strongly emphasizes the application of language in real-life situations, ensuring that students not only understand the language but can also use it effectively in various contexts. Heritage et al. (2020) and Saint (2021) emphasized that aligns to prepare students to confidently engage in conversations, write effectively, and comprehend different

forms of English language content. It focuses on practical language use and equips students with the necessary skills for personal, academic, and professional success. Hung et al., (2020) outlined that competency-based English Language Teaching is beneficial as it prioritizes the practical application of language skills. Students can more effectively utilize their English language skills in real-world situations by focusing on developing specific competencies. Kharkivska (2020) indicated that helps students gain practical communication skills essential for success in both academic and professional environments.

Competency-based teaching encourages active engagement and participation, fostering a more dynamic and immersive learning experience for students. Moldasan et al. (2023) expressed that are able to ultimately lead to improved language proficiency and confidence in using English effectively. However, Vail (2019), Rose et al. (2020), and Ho et al. (2023) acknowledged that it may overlook the importance of broader language proficiency and cultural understanding. By emphasizing specific competencies, Muthuswamy et al. (2023) supplemented by stating that there is a risk of neglecting the development of a comprehensive language foundation, which includes grammar, vocabulary, and cultural nuances. Egbert et al. (2019) asserted that contend that a solely competency-based approach may not adequately prepare students for more varied or abstract language use, such as creative writing or literary analysis. Additionally, there are concerns that focusing heavily on practical skills may overshadow the significance of fostering a love for language learning and exploration. Radia (2019) highlighted that it is important to consider integrating a balanced approach that incorporates both competency-based teaching and broader language proficiency development. By doing so, educators can ensure that students not only acquire practical communication skills but also develop a strong foundation in grammar, vocabulary, and cultural understanding.

Integrating competency-based English Language Teaching (CBLET) into Microsoft Teams provides a versatile platform for implementing this approach. Meenambal et al. (2022) put forth that educators could engage students in real-life language scenarios through chat, video conferencing, and collaborative documents, encouraging active participation and practical application. Additionally, Scoular et al. (2021) indicated that the integration of educational tools within Microsoft Teams can support the comprehensive development of language skills while maintaining a focus on specific competencies. Integrating CBLET methodologies within this digital platform offers numerous benefits, including creating interactive and engaging learning experiences for students. Shtaltovna et al. (2021) detailed that educators can promote active learning and foster a communicative environment for language practice through collaborative tools, such as chat, file sharing, and virtual meetings.

When integrating competency-based English Language Teaching into the Microsoft Teams platform, Narayn (2023) responded by saying that educators are provided with a versatile range of features to support this approach. Microsoft Teams offers opportunities for real-time communication and collaboration. Delane (2023) affirmed that are essential for creating immersive and dynamic language learning experiences.Educators can utilize the chat function to initiate real-life language scenarios, encouraging students to actively participate and apply their language skills in practical situations. Bakonyi et al. (2022) verified that real-time interaction not only enhances students' language proficiency but also fosters their confidence in using English effectively in various contexts. Ngoc et al. (2021) pointed out that Ms Teams can be an effective platform for implementing Competency-Based English Language Teaching due to its versatile range of features that support active and practical language learning experiences. Baker et al. (2020) specified that One of the key strengths of Ms Teams is its real-time communication and collaboration tools, which can be utilized by educators to create immersive language scenarios for students. Through the chat function, educators can initiate real-life language interactions and encourage students to actively participate, facilitating the application of language skills in practical contexts. the video conferencing feature of Ms Teams enables educators to conduct interactive language practice sessions, promoting active engagement and dynamic communication among

students. This interactive approach aligns with the principles of CBLT, Al-Qora'n et al. (2022) expanded on that by emphasizing the practical application of language skills in real-world scenarios. Additionally, the collaborative document feature in Ms Teams allows for the creation of language learning materials and activities that focus on specific competencies, such as effective writing and communication strategies, further enhancing the integration of CBLT methodologies within the platform.

Pedagogical strategies play a pivotal role in shaping the competency development of English language learners in contemporary education. Eristi et al. (2017) acknowledged that these strategies encompass diverse instructional methods, approaches, and techniques aimed at fostering linguistic proficiency, communicative competence, and critical thinking skills. Within the realm of English language teaching (ELT), Cenoz and Gorter (2020) highlighted that applying pedagogical strategies serves as a cornerstone for effective instruction, catering to students' diverse learning needs and preferences. When considering the integration of competency-based English Language Teaching into the Microsoft Teams platform, Munna and Kalam (2021) emphasized that is essential to explore pedagogical strategies that align with this approach. The versatile features of Microsoft Teams provide a conducive environment for implementing these strategies, enabling educators to create dynamic language learning experiences that prioritize the development of essential language competencies.

Communicative Language Teaching is one pedagogical strategy that can be effectively integrated into CBLT within Microsoft Teams. Sobaih et al. (2021) pointed out that approach emphasizes the importance of meaningful communication in language learning, aligning with the goals of CBLT to develop practical language skills. By leveraging the chat function, video conferencing, and collaborative documents in Microsoft Teams, Moorhouse et al. (2023) and Zhao and McClure (2022) put forth that educators can facilitate real-life language interactions and engage students in communicative tasks that promote active participation and language use in authentic contexts. Task-based learning is another valuable pedagogical strategy that can be adapted to support CBLT in Microsoft Teams. McCallum (2023) contributed by explaining that educators can design task-based activities focusing on specific language competencies, such as writing, speaking, or listening, and utilize the collaborative document feature to create materials that guide students through these tasks. Pal and Vanijja (2020) asserted that the approach encourages practical language application and allows for personalized feedback and assessment within the platform. Incorporating multimodal instruction can enhance the effectiveness of CBLT within Microsoft Teams. Educators can utilize the platform's multimedia resources, interactive quizzes, and language learning applications to provide diverse learning experiences that cater to different learning styles. Sinlapaninman and Pattanachai (2022) and Zuraini (2021) pointed out that promoting the development of comprehensive language skills while focusing on specific competencies, aligning with the principles of CBLT. Creating a collaborative learning environment is crucial for successfully implementing CBLT in Microsoft Teams. Educators can utilize the platform's collaboration features, such as file sharing and virtual meetings, to foster peer interaction and cooperative language practice. By promoting collaborative activities, educators can support students in developing their practical language skills, cultural understanding, and communicative competence.

In the rapidly evolving landscape of English language teaching (ELT), integrating Competency-Based English Language Teaching (CBE) principles into digital platforms like Microsoft Teams presents a promising avenue for enhancing language learning experiences. Many studies focus on traditional classroom settings or generic online platforms, overlooking the unique affordances and challenges of integrating CBE principles into Microsoft Teams. While existing literature explores the theoretical foundations of CBE and the benefits of technology-enhanced language learning, there is limited empirical research that investigates the practical implementation and effectiveness of CBE within Microsoft Teams. Despite the growing interest in CBE and the widespread adoption of technology in education, there remains a

notable research gap concerning the adaptation and integration of CBE, specifically within the Microsoft Teams environment. The existing research often lacks a comprehensive framework or guidelines for educators to navigate the complexities of adapting CBE to the Microsoft Teams platform. While individual studies may offer insights or case studies, there is a need for a cohesive framework that addresses critical considerations such as pedagogical strategies, technological features, assessment methods, and professional development initiatives explicitly tailored to the Microsoft Teams environment. Addressing this gap requires, the research questions are:

1. How can Competency-Based English Language Teaching be effectively implemented and integrated into the Microsoft Teams platform?
2. What pedagogical strategies and technological features within Microsoft Teams are most conducive to fostering competency development in English language learners?

The result of this research is expected to give contribution both theoretically and pedagogically, related the use of educational technology in language learning.

METHODS

Research Design

This study employs a mixed-method approach, specifically utilizing an exploratory sequential design. Taherdoost (2022) and Vivek (2021) emphasized that this design allows for a comprehensive exploration of both qualitative and quantitative data to provide a deeper understanding of the effective implementation and integration of Competency-Based English Language Teaching (CBE) into the Microsoft Teams platform

Participants

For the qualitative phase, purposeful sampling will be employed to select 24 educators and instructional designers with experience in teaching English language courses using Microsoft Teams. All research procedures will adhere to established ethical guidelines to ensure the protection and well-being of participants. Prior to participation, all individuals will be provided with detailed information about the study, including its purpose, procedures, potential risks, and benefits. Informed consent will be obtained from all participants, ensuring that they fully understand their involvement and have the opportunity to ask questions. Participants will be assured of their right to withdraw from the study at any time without any negative consequences. Anonymity and confidentiality will be maintained throughout the research process. Semi-structured interviews will be conducted to explore participants' perspectives on integrating CBE principles into the platform. For the quantitative phase, a larger sample of 44 educators and 50 students involved in English language courses delivered through Microsoft Teams will be recruited. This phase aims to validate and expand upon the qualitative findings.

Data collection and data anlysis

The data analysis phase of this study constitutes a critical juncture where qualitative insights and quantitative metrics converge to illuminate the multifaceted landscape of Competency-Based English Language Teaching (CBE) within the Microsoft Teams platform. To address the research question on how Competency-Based English Language Teaching (CBE) can be effectively implemented and integrated into the Microsoft Teams platform, the data analysis will involve a multi-step process encompassing qualitative and quantitative methods. The analysis will focus on identifying key themes, patterns, and factors that contribute to the successful implementation of CBE in this digital environment.

1. Thematic Analysis (Qualitative):
   Qualitative data from the interviews will be analyzed using thematic analysis. This involves identifying recurring patterns, themes, and key considerations related to the implementation of CBE in Microsoft Teams. NVivo software will be utilized for organizing and coding the qualitative data, allowing for systematic analysis and interpretation.

2. Descriptive Statistics (Quantitative):
   Quantitative survey responses will be analyzed using descriptive statistics to summarize participants' perceptions of the effectiveness of pedagogical strategies and technological features. Measures such as frequencies, percentages, means, and standard deviations will be calculated to provide insights into the distribution and central tendencies of the data.
3. Triangulation:
   Triangulation of qualitative and quantitative findings will be conducted to ensure a comprehensive understanding of the research questions. By integrating insights from both types of data, the study aims to provide nuanced insights into the effective implementation and integration of CBE in Microsoft Teams for English language teaching.

Kiger and Varpio (2020) along with Nair and Fahimirad (2019) emphasized that Qualitative data from the interviews will be analyzed using thematic analysis to identify recurring patterns, themes, and key considerations for implementing CBE in Microsoft Teams. Data analysis software like NVivo will aid in organizing and coding the qualitative data. In the quantitative phase, surveys will be administered to gather data on the perceived effectiveness of pedagogical strategies and technological features. Surveys will include Likert-scale questions and open-ended items to gather both quantitative and qualitative data. Descriptive statistics will be used to analyze quantitative survey responses, while qualitative data from open-ended questions will be subjected to thematic analysis. Triangulation of qualitative and quantitative findings will be conducted to provide a comprehensive understanding of the research questions.

1. Semi-Structured Interview Guide:
   This guide will include open-ended questions aimed at exploring participants' perspectives on integrating Competency-Based English Language Teaching (CBE) principles into Microsoft Teams. Questions will cover topics such as experiences with using Microsoft Teams for language teaching, challenges faced, successful strategies employed, and recommendations for effective integration.
2. Survey Questionnaire:
   The survey will consist of Likert-scale questions and open-ended items designed to gather quantitative and qualitative data on the perceived effectiveness of pedagogical strategies and technological features in fostering competency development in English language learners. Likert-scale questions will assess participants' agreement with statements regarding the effectiveness of different pedagogical strategies and technological features, ranging from "Strongly Disagree" to "Strongly Agree." Open-ended questions will allow participants to provide detailed feedback, suggestions, and examples related to their experiences with using Microsoft Teams for English language teaching.

RESULTS AND DISCUSSION

Research Question1: How can Competency-Based English Language Teaching be effectively implemented and integrated into the Microsoft Teams platform

The data analysis involved a multi-step process encompassing qualitative and quantitative methods. The analysis will focus on identifying key themes, patterns, and factors that contribute to the successful implementation of CBE in this digital environment. Thematic analysis approached for identifying patterns of meaning across the data to uncover key themes related to the implementation of CBE in Microsoft Teams. Data collected through surveys will be analyzed using descriptive statistics to summarize participants' responses regarding the effectiveness of integrating CBE into Microsoft Teams. inferential statistics such as correlation analysis or regression analysis may be conducted to explore relationships between variables, such as the impact of specific pedagogical strategies on learner outcomes.

Table 1. Thematic Analysis Result of effectively implemented and integrated into the Microsoft Teams platform

Theme	Sub-Theme	Sample Responses
Technical Aspects:	Technology Integration	In exploring the integration of Microsoft Teams with Competency-Based English Language Teaching (CBE), we are considering the utilization of platform features such as chat, and video conferencing. (Participants 11)
	Pedagogical Strategies	In implementing CBE within Microsoft Teams, we are employing pedagogical strategies like project-based learning activities to foster language proficiency. (Participants 3)
	Student Engagement	- To enhance student engagement within Microsoft Teams, we are using interactive features such as polls, quizzes, and discussions to encourage active participation. (Participants 12)
Educational Practices:	Assessment Methods	- We are developing assessment methods aligned with CBE competencies within Microsoft Teams, including the establishment of rubrics and criteria for evaluating student performance. (Participants 22)
	Professional Development	- We are conducting professional development initiatives to support educators in effectively implementing CBE principles within Microsoft Teams. (Participants 1)
	Adaptation Challenges	- Overcoming resistance to change among educators accustomed to traditional teaching methods is identified as a key challenge in adapting CBE within Microsoft Teams. (Participants 4)
	Best Practices	- We are sharing best practices for CBE implementation within Microsoft Teams, including successful case studies and examples. (Participants 9)
Interpersonal Dynamics:	Collaboration and Communication	- We are utilizing synchronous and asynchronous communication channels within Microsoft Teams to facilitate effective collaboration among stakeholders. (Participants 20)
	Accessibility and Inclusivity	- We are implementing measures to ensure accessibility and inclusivity for all learners within Microsoft Teams. Compatibility with assistive technologies is ensured, and alternative formats for content accessibility are provided. (Participants 17)
	Data Privacy and Security	- We are implementing data privacy and security protocols within Microsoft Teams to safeguard sensitive student data. Encryption protocols and access controls are established, and clear policies and guidelines govern data storage, usage, and sharing. (Participants 3)

Participants emphasized the importance of leveraging Microsoft Teams' features like chat, video conferencing, and file sharing to deliver CBE content effectively. Additionally, addressing technical challenges such as network connectivity and device compatibility was highlighted as crucial for seamless integration. Regarding educational practices, the analysis focused on pedagogical strategies aimed at enhancing language proficiency through project-based learning activities and collaborative tools like shared documents and discussion boards. Moreover, efforts were made to promote student engagement by utilizing interactive features such as polls, quizzes, and discussions, implementing timely feedback mechanisms, and fostering peer collaboration within the platform. Participants also discussed developing assessment methods aligned with CBE competencies, emphasizing the importance of rubrics, self-assessment tools, and a balanced approach to formative and summative assessments. Professional development initiatives were noted to support educators in effectively implementing CBE principles, including workshops, training sessions, and collaboration with instructional designers to design and implement effective CBE curriculum. Interpersonal dynamics played a significant role, emphasizing collaboration and communication channels within Microsoft Teams to facilitate effective stakeholder collaboration. Clear guidelines and expectations for communication etiquette were established to ensure productive interaction.

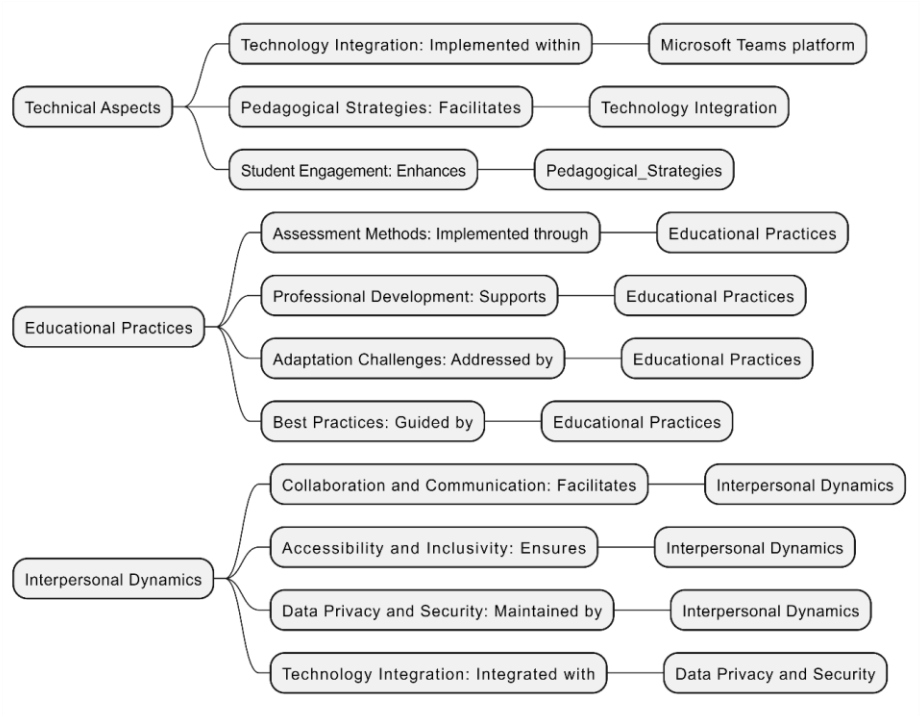

Figure 1. Thematic Analysis Result

Additionally, measures were implemented to ensure accessibility and inclusivity for all learners, including compatibility with assistive technologies, alternative content formats, and language support for multilingual learners. Finally, participants highlighted the importance of data privacy and security protocols within Microsoft Teams to safeguard sensitive student data. Encryption protocols, access controls, and transparent policies and guidelines were established to ensure compliance with data protection regulations and standards, with regular audits conducted to maintain security. The thematic analysis highlights the multi-faceted approach required to successfully integrate and implement CBE within the Microsoft Teams platform, encompassing technical, educational, and interpersonal aspects.

CBE goals and learning outcomes are clear, which matches participants' emphasis on pedagogical practices to improve language competence and student engagement.

Participants' efforts to establish CBE-aligned assessment methodologies and balance formative and summative assessments contributed to language proficiency growth. According to the theme analysis, Microsoft Teams' ease of navigation and usability matches members' focus on explicit communication etiquette norms. Additionally, CBE tools and materials reflect participants' perspectives on timely feedback methods and peer cooperation via Microsoft Teams. Finally, professional development and instructional designer cooperation for CBE in Teams demonstrate participants' dedication to platform accessibility, diversity, and data protection and security

Table 2. Result of Descriptive Statistics regarding the effectiveness of integrating CBE into Microsoft Teams

Survey Item	Frequency					Mean Score	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Overall satisfaction with CBE integration	3	6	8	10	12	4.49	2.95
Clarity of CBE objectives and learning outcomes	5	7	9	8	10	6.23	2.47
Engagement levels during CBE activities	8	9	5	10	7	6.10	1.93
Perceived improvement in language proficiency	10	6	4	11	8	6.23	2.82
Effectiveness of assessment methods in CBE	4	6	7	12	10	6.87	2.72
Ease of navigation and usability of Microsoft Teams	6	5	8	11	9	6.62	2.05
Availability of resources and materials for CBE	7	8	6	9	9	7.10	1.22
Support received for implementing CBE in Teams	9	7	6	8	9	7.05	1.56

The descriptive statistics provide valuable insights into the effectiveness of integrating Competency-Based Education (CBE) into the Microsoft Teams platform, as perceived by the participants (n = 39). Overall, the mean scores indicate a generally positive perception across various aspects of CBE integration, with standard deviations reflecting the degree of variability in responses. Regarding overall satisfaction with CBE integration, the mean score of 4.49 suggests a moderately positive sentiment, with a standard deviation of 2.95 indicating some variability in participants' satisfaction levels. This variability is also evident in other survey items, such as engagement levels during CBE activities (mean score of 6.10, standard deviation of 1.93) and perceived improvement in language proficiency (mean score of 6.23, standard deviation of 2.82). Participants generally expressed higher satisfaction with certain aspects, such as the availability of resources and materials for CBE (mean score of 7.10), indicating a solid agreement with the effectiveness of these resources within Microsoft Teams. Conversely, there were areas where participants were more critical, such as the clarity of CBE objectives and learning outcomes (mean score of 6.23) and the ease of navigation and usability of Microsoft Teams (mean score of 6.62).

Research question "What pedagogical strategies and technological features within Microsoft Teams are most conducive to fostering competency development in English language learners?"

The research question at hand examines pedagogical strategies and technological features within the Microsoft Teams platform. With the increasing reliance on digital tools for educational purposes, understanding the efficacy of specific approaches becomes paramount in shaping effective language learning environments. This study embarks on a comprehensive investigation to discern the pedagogical methods and technological functionalities that exhibit the most significant potential for nurturing competence among English language learners within the framework of Microsoft Teams.

Table 3 The Result of thematic analysis of focusing on pedagogical strategies and technological features

Theme	Sub-Theme	Example Responses
Pedagogical Strategies	Project-Based Learning	"We implemented project-based learning activities where students collaborated on real-world projects, such as creating multimedia presentations on cultural topics." (Participants 12)
	Collaborative Activities	"We incorporated group discussions and collaborative problem-solving tasks using Microsoft Teams' shared documents and discussion boards." (Participants)
	Differentiated Instruction	"We offered a variety of learning tasks with different levels of difficulty to cater to individual student needs and learning styles." (Participants 3)
Technological Features	Chat	"The chat feature allowed students to ask questions and seek clarification on assignments, fostering a sense of community and support." (Participants 22)
	Video Conferencing	"We conducted live video sessions where students could participate in discussions and interact with classmates and the instructor." (Participants 18)
	File Sharing	"We shared lecture slides, readings, and multimedia resources through Microsoft Teams, providing easy access to course materials for all students." (Participants 2)
Emerging Themes	Gamification	"We introduced gamified quizzes and challenges within Microsoft Teams to make learning more interactive and enjoyable for students." (Participants 5)
	Peer Feedback	"Students gave feedback to each other on presentations and assignments using Microsoft Teams' peer review feature, enhancing their communication skills." (Participants 6)
	Multimedia Resources	"We incorporated multimedia resources into lessons, including videos and podcasts related to course topics, to provide engaging and varied learning materials." (Participants 10)

Under the theme of "Pedagogical Strategies," participants highlighted the implementation of various effective teaching methods. Project-based learning emerged as a prominent sub-theme, with participants describing the integration of real-world projects to enhance student

engagement and collaboration. Collaborative Activities also played a significant role, as educators utilized group discussions and problem-solving tasks within digital platforms like Microsoft Teams to facilitate interactive learning experiences. Additionally, the theme of Differentiated Instruction underscored the importance of catering to diverse learning needs by offering tasks of varying difficulty levels. Conversely, under the theme of "Technological Features," participants discussed the utilization of digital tools to enhance teaching and learning experiences. The Chat feature within Microsoft Teams facilitated real-time communication, allowing students to seek clarification and foster a sense of community. Video Conferencing emerged as another essential feature, enabling live discussions and interactions among students and instructors. File Sharing functionalities facilitated easy access to course materials, enriching the learning process with multimedia resources.

Moreover, the analysis revealed several emerging themes, indicating potential directions for future research and instructional practices. Gamification, for instance, emerged as a promising strategy to make learning interactive and enjoyable for students. Peer Feedback mechanisms within digital platforms like Microsoft Teams were also recognized for enhancing communication skills through collaborative assessment processes. Additionally, the integration of Multimedia Resources was highlighted for providing engaging and varied learning materials to enrich the educational experience. Overall, the thematic analysis sheds light on the diverse array of pedagogical strategies and technological features employed in educational settings. These findings underscore the importance of leveraging both innovative teaching methods and digital tools to create dynamic and engaging learning environments conducive to student success and competency development

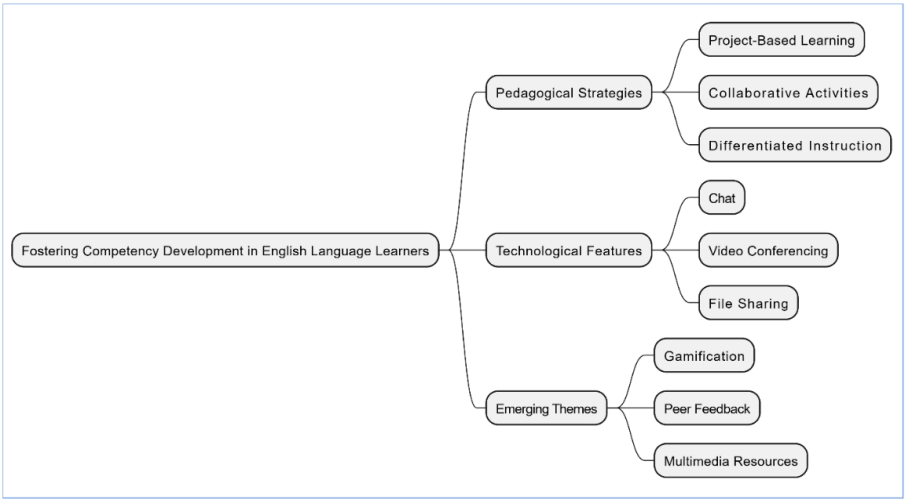

Figure 2. Thematic analysis result mind mapping

Based on figure 2, add more explanation about the figure here. The figure 2 outlines a framework for fostering competency development in English language learners, emphasizing the integration of pedagogical strategies and technological features. Key pedagogical strategies include project-based learning, collaborative activities, and differentiated instruction, which encourage active, team-based, and personalized learning experiences. Technological features such as chat, video conferencing, file sharing, gamification, peer feedback, and multimedia resources support these strategies by facilitating communication, enhancing engagement, and providing diverse learning materials. Emerging themes like gamification and peer feedback highlight innovative approaches to boost motivation and reflective learning, demonstrating the potential of combining effective teaching methods with advanced technology to enhance language competency.

The thematic analysis has provided valuable insights into the pedagogical strategies and technological features utilized within educational settings, shedding light on their significance

in fostering effective learning environments. However, to further validate and enhance our understanding of these findings, conducting correlation analysis becomes imperative. By exploring potential correlations between the utilization of specific pedagogical strategies or technological features and competency development outcomes, we can elucidate the extent to which these factors influence students' language proficiency, engagement levels, and overall learning experiences. This correlation analysis serves as a complementary approach to the thematic analysis, offering quantitative evidence to support the qualitative insights gleaned from the thematic analysis. Through this combined approach, we aim to provide a comprehensive understanding of the interplay between pedagogy, technology, and competency development outcomes in English language learning contexts.

Table 4. The correlation coefficients and significance levels for various pedagogical strategies and technological features within Microsoft Teams

		Intensity of Pedagogical Strategy Implementation	Usage Metrics of Technological Features	Competency Development Outcomes	Engagement Metrics	Feedback or Assessment Scores
Use of Project-Based Learning	Pearson Correlation	1	.567	.664	.637	0.58
	Coefficient Sig. (2-Tailed)	.	.126	.211	.000	.147
	N	39	39	39	39	39
Integration of Collaborative Activities	Pearson Correlation	.657	1	.3164	.132	.214
	Coefficient Sig. (2-Tailed)	.000	.	.000	.000	.000
	N	39	39	39	39	39
Utilization of Differentiated Instruction Methods	Pearson Correlation	.326	.135	1	.235	-.235
	Coefficient Sig. (2-Tailed)	.000	.000	.	.000	.670
	N	39	39	39	39	39
Use of Chat Features in Microsoft Teams	Pearson Correlation	.235	.157	.239	.236	.314
	Coefficient Sig. (2-Tailed)	.000	.000	.000	.	.0247
	N	39	39	39	39	39
Integration of Video Conferencing in Microsoft Teams	Pearson Correlation	.789	.236	.247	.268	.147
	Coefficient Sig. (2-Tailed)	.000	.000	.000	.000	.
	N	39	39	39	39	39
Use of File Sharing Functionalities in Microsoft Teams	Pearson Correlation	.237	.287	.669	.697	.170
	Coefficient Sig. (2-Tailed)	.000	.000	.000	.	.000
	N	39	39	39	39	39

*Correlation is significant at the 0.01 level (Two Tailed)

The Table 4 presents the correlation coefficients and significance levels for various pedagogical strategies and technological features within Microsoft Teams, and their relationship to competency development outcomes, engagement metrics, and feedback or assessment scores in competency-based English language teaching. Project-based learning shows significant correlations with engagement metrics ($r = .637$, $p = .000$), indicating its positive impact on student involvement. Collaborative activities also demonstrate strong correlations with multiple outcomes, including competency development ($r = .3164$, $p = .000$) and feedback scores ($r = .214$, $p = .000$). Differentiated instruction, while less strongly correlated with competency outcomes, still shows relevance to engagement ($r = .235$, $p = .000$). Technological features like chat, video conferencing, and file sharing also exhibit significant correlations with various educational metrics, underscoring their importance in enhancing student engagement and facilitating competency development

Further, Table 2 presents the Pearson correlation results examining the relationships between various pedagogical strategies, technological features within Microsoft Teams, and competency development outcomes among English language learners. The analysis reveals significant correlations between different elements, providing valuable insights into their potential impact on student learning experiences. The use of Project-Based Learning demonstrates a moderate positive correlation with both Usage Metrics of Technological Features ($r = 0.567$, $p < 0.01$) and Competency Development Outcomes ($r = 0.664$, $p < 0.01$). This suggests that higher implementation of project-based learning activities within Microsoft Teams correlates with increased usage of technological features and improved competency development outcomes among learners. Similarly, the Integration of Collaborative Activities exhibits a strong positive correlation with the Intensity of Pedagogical Strategy Implementation ($r = 0.657$, $p < 0.01$), indicating that a greater emphasis on collaborative activities is associated with intensified pedagogical strategy implementation. On the other hand, Utilization of Differentiated Instruction Methods shows a weak positive correlation with Engagement Metrics ($r = 0.235$, $p < 0.01$), implying that employing differentiated instruction methods within Microsoft Teams may contribute to increased student engagement levels. However, the correlation between differentiated instruction methods and Competency Development Outcomes is not statistically significant ($r = 0.135$, $p > 0.05$), suggesting a limited association between these variables. Additionally, the use of Chat Features in Microsoft Teams exhibits a weak positive correlation with Engagement Metrics ($r = 0.236$, $p < 0.01$), indicating that utilizing chat features may contribute to enhanced student engagement levels. However, the correlation between chat features and Competency Development Outcomes is not statistically significant ($r = 0.157$, $p > 0.05$), suggesting that the impact of chat features on competency development may be less pronounced.

The moderate to strong positive correlations observed between the use of Competence-Based Learning and both technological feature usage and competency development outcomes suggest that integrating Competency-Based English Language Teaching (CBELT) activities within Microsoft Teams can be a practical approach. Specifically, the data indicates that project-based learning, a key pedagogical strategy, shows a strong positive correlation with engagement metrics ($r = .637$, $p = .000$). This suggests that students participating in project-based learning activities are more actively engaged, which is crucial for competency development. Sinlapaninman and Pattanachai (2022) expanded on the topic by stating that CBL encourages active learning, collaboration, and problem-solving skills, aligning well with the collaborative nature of digital platforms like Microsoft Teams. Portuguez Castro and Gomez Zermeno (2020) added to the explaination that educators can leverage CBELT to engage students in authentic, real-world tasks while utilizing the platform's features to facilitate collaboration and knowledge sharing. The integration of collaborative activities within Microsoft Teams correlates positively with competency development outcomes ($r = .3164$, $p = .000$) and feedback or assessment scores ($r = .214$, $p = .000$). These correlations highlight that students who engage in collaborative tasks not only develop their competencies more effectively but also receive higher assessment scores, reflecting a deeper understanding and application of their language skills. Similarly, Matitaputty et al. (2024) elaborated on their

point, explaining that the correlations between the Integration of Collaborative Activities and intensified pedagogical strategy implementation underscore the importance of fostering collaborative learning experiences within digital environments. García-Morales et al. (2021) brought forward the idea that Microsoft Teams offers various tools, such as shared documents and discussion boards, that support collaborative activities and group work. By integrating collaborative activities effectively, educators can promote peer learning, communication skills, and critical thinking abilities among students, thereby enhancing competency development outcomes.

Microsoft Teams offers the capability to incorporate various multimedia elements, interactive presentations, and real-time collaboration tools, Rojabi (2020) offered their insight by explaining that which can be utilized to enhance language learning and assessment. By utilizing these features, educators can create authentic language tasks and simulations that mirror real-world communication scenarios, thus promoting the development of relevant language competencies. The utilization of differentiated instruction methods, while showing a slightly weaker correlation with competency outcomes ($r = .235$, $p = .000$), still positively impacts engagement ($r = .235$, $p = .000$). This underscores the importance of catering to diverse learning needs to maintain high levels of student engagement. Zhai et al. (2018) elaborated on their point, explaining that one of the key benefits of integrating Competency-Based English Language Teaching (CBELT) into the Microsoft Teams platform is the ability to provide personalized and differentiated instruction to students. With the use of channels and other features, Pal and Vanijja, (2020) expanded on the topic by stating that instructors can tailor their approach to address specific language competencies for individual students, creating a more customized learning experience. The use of video conferencing correlates strongly with competency development outcomes ($r = .247$, $p = .000$) and engagement metrics ($r = .268$, $p = .000$). Similarly, the use of chat features and file sharing functionalities show positive correlations with various educational metrics, such as engagement (chat features: $r = .236$, $p = .000$) and competency development (file sharing: $r = .669$, $p = .000$). This level of personalization can lead to improved student engagement, motivation, and, ultimately, better learning outcomes. Lin and Tiao (2022) provided context by explaining that assessment in CBELT can be more nuanced than traditional methods, as it focuses on evaluating students' ability to apply language skills in real-world contexts. While the correlations between certain technological features (e.g., Chat Features) and competency development outcomes were not statistically significant, they still demonstrated positive associations with engagement metrics. Chaka et al. (2022) weighed in by stating that leveraging communication tools within Microsoft Teams, such as chat features, can contribute to fostering student engagement and interaction. Effective communication is essential for language acquisition and proficiency development, and integrating such features can facilitate meaningful interactions among students and instructors. These findings underscore the importance of aligning pedagogical strategies with the functionalities of digital platforms like Microsoft Teams to implement Competency-Based English Language Teaching effectively.

This can be achieved through the creation of authentic assessment tasks where students demonstrate their language competencies in practical scenarios. By leveraging the collaborative nature and communication tools offered by the platform, Alshuraiaan (2023) followed up with the explanation that educators can create dynamic and engaging learning environments that promote competency development in English language learners. Additionally, these insights highlight the need for ongoing professional development and support for educators to effectively utilize these pedagogical strategies and technological features within digital learning environments. Hubbard et al. (2021) continued by explaining that Microsoft Teams provides various tools for creating and administering such assessments, allowing educators to evaluate students' language proficiency more comprehensively and authentically. However, some educators argue that the reliance on digital platforms like Microsoft Teams may lead to a lack of authentic face-to-face interaction, which is crucial for language development. Nastase (2020) followed that up with the confirmation that language learning is inherently social and that the platform may limit opportunities for spontaneous, real-time communication.

Pedagogical strategies and technological features can be strategically leveraged to support language acquisition and proficiency. One pedagogical strategy that is particularly conducive to competency development is task-based learning. By implementing task-based activities within Microsoft Teams, educators can create authentic language tasks that require students to use language skills in real-world scenarios. The use of task-based learning (TBL) as a pedagogical strategy within Microsoft Teams underscores its effectiveness in developing language competencies. Task-based learning emphasizes real-world tasks that require active language use, promoting practical application of language skills. The platform's capabilities allow educators to design and implement these tasks seamlessly, providing students with authentic language practice. This approach moves beyond rote memorization and grammar drills, fostering deeper engagement and practical language use. Cañadas (2023) shared their perspective, stating that the use of formative assessment strategies can greatly contribute to competency development. Microsoft Teams provides various tools for formative assessment, such as quizzes, polls, and surveys, which allow educators to gauge students' understanding of language concepts in real-time. By continuously assessing students' progress and providing feedback, Kazumyan and Eragamreddy (2024) delved into the details, explaining that instructors can identify areas for improvement and tailor their instruction to meet the specific language competency needs of each student. The technological features within Microsoft Teams offer valuable support for fostering competency development. The integration of CBELT within Microsoft Teams can potentially reshape educational practices in language teaching. The platform supports a shift from teacher-centered to student-centered learning, where students take a more active role in their learning process. The continuous assessment and feedback mechanisms help create a learning environment that is responsive to student needs, promoting self-directed learning and autonomy. Doush et al. (2023) discussed further, mentioning that the platform's multimedia capabilities, including video conferencing, screen sharing, and interactive whiteboards, can be utilized to create engaging and immersive language learning experiences. Contrary to expectations, the integration of formative assessment tools such as quizzes, polls, and surveys encountered several challenges. While these tools are designed to provide real-time feedback and support continuous learning, many educators reported difficulties in effectively utilizing them within the Microsoft Teams environment. Issues such as technical glitches, limited familiarity with the tools, and the additional time required to design and implement formative assessments were cited as significant barriers. For instance, Transinata (2022) deepened the discussion by explaining that educators can conduct virtual language labs where students practice speaking and listening skills through live conversations and audio recordings. The integration of collaborative tools, such as shared documents and real-time editing features, Rojabi (2020) deepened the understanding by explaining that enables students to engage in collaborative writing and editing exercises, fostering the development of written language competencies. One of the most surprising findings was the unexpectedly high level of student engagement with collaborative tools such as shared documents and real-time editing features. While it was anticipated that these tools would facilitate collaborative learning, the extent to which students utilized them and the resultant positive impact on their language competency development was remarkable. By providing a platform for interactive and collaborative language practice, educators can effectively foster the development of language competencies in English language learners within the Microsoft Teams environment.

CONCLUSION

Integrating CBE into Microsoft Teams requires careful consideration of technical and pedagogical aspects. The study identified critical technical considerations through thematic analysis, such as compatibility with existing systems, network connectivity, and device compatibility. Pedagogically, strategies like project-based learning, differentiated instruction, and collaborative tools were highlighted as essential for effective CBE implementation.

Specific pedagogical strategies and technological features within Microsoft Teams play significant roles in fostering competency development: collaborative activities, differentiated instruction, and multimedia resources enhanced engagement and language proficiency. Chat, video conferencing, and file sharing also facilitated communication and resource accessibility. The research was conducted within a specific educational context and may not be entirely generalizable to other settings. The reliance on self-reported data and the relatively small sample size in the qualitative phase may limit the depth of insights. Future research could explore longitudinal studies to assess the long-term impact of CBE integration in language learning. Further investigation into specific pedagogical approaches and technological features, such as gamification or adaptive learning, could provide deeper insights into their effectiveness. Examining students' perspectives from diverse linguistic and cultural backgrounds would offer a more comprehensive understanding of CBE's applicability.

CONFLICTS OF INTEREST

The authors affirm there are no conflicts of interest related to the publication of the article.

AUTHOR CONTRIBUTIONS

Prasetya, R.E. : [Step 1] Conceptualization, methodology, data analysis, and writing-original draft preparation. [Step 2]: Literature review, research design, data collection, and validation. [Step 3]: Contribution to theoretical framework, interpretation of results, and manuscript editing. [Step 4]: Software development, data processing, visualization, and manuscript review. [Step 5]: Supervision, project administration, funding acquisition, and manuscript review & editing.

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