Enhancing Student Engagement and Learning Outcomes in Online Medical English Courses: The Impact of Microsoft Teams at University of Medicine and Pharmacy at HCMC

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Abstract

The transition to online learning has emphasized the importance of digital platforms in enhancing student engagement and learning outcomes, particularly in specialized fields such as English for Medical Purposes (EMP). This study examines the impact of Microsoft Teams on student participation and academic performance in online medical English courses at University of Medicine and Pharmacy at Ho Chi Minh City (UMP-HCMC). Using a mixed-methods approach, the research primarily employed multiple-choice question (MCQ) surveys to collect quantitative data from 120 students, equally divided between freshmen and second-year students, along with 10 English lecturers from the Department of Foreign Languages. The findings indicate that Microsoft Teams fosters interactive learning through features such as video conferencing, chat-based discussions, file sharing, and collaborative document editing, which enhance student engagement, motivation, and accessibility while supporting the development of essential medical English skills. However, challenges such as technical difficulties, internet connectivity issues, and varying levels of digital literacy among students and instructors highlight the need for continuous technical support and pedagogical training. Overall, the study highlights the effectiveness of Microsoft Teams in EMP instruction while emphasizing the necessity of ongoing improvements to maximize its benefits in an online learning environment.

Keywords: Microsoft Teams, online learning, English for Medical Purposes, student engagement, learning outcomes, University of Medicine and Pharmacy at HCMC

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1. INTRODUCTION

The rapid advancement of digital technology has transformed higher education, particularly in response to the growing demand for flexible and accessible learning solutions. In Vietnam, Circular 08/2021/TT-BGDĐT on undergraduate training regulations has provided a legal framework for integrating online teaching into higher education. This regulation allows institutions to conduct online classes while ensuring that their quality is equivalent to in-person instruction. Additionally, it permits up to 30% of the total program workload to be delivered through online learning in formal education, with further flexibility in exceptional circumstances such as pandemics or natural disasters.

At University of Medicine and Pharmacy at Ho Chi Minh City (UMP-HCMC), online learning has been strategically implemented to support medical education, particularly in English for Medical Purposes (EMP). To facilitate this, all students are provided with UMP institutional email accounts to access official e-learning platforms. Among these, Microsoft Teams has been designated as the primary platform for online classes, offering a range of interactive tools such as live video conferencing, real-time collaboration, and structured content management.

Given the increasing reliance on Microsoft Teams for online medical English instruction, it is essential to evaluate its effectiveness in enhancing student engagement and learning outcomes. This study explores how Microsoft Teams impacts student participation, interaction, and academic performance in EMP courses at UMP-HCMC. By analyzing student experiences, instructor perspectives, and academic performance data, the study aims to provide insights into the benefits and challenges of using Microsoft Teams in online medical English

education. The findings will contribute to the ongoing efforts to optimize digital learning strategies in medical training programs.

2. LITERATURE REVIEW

2.1. Technology and English Language Education

The integration of technology into English as a Foreign Language (EFL) education has significantly transformed traditional teaching and learning approaches. Since the advent of the Internet and the World Wide Web in the 1980s, both teachers and students have had access to various digital tools and resources, enhancing the learning process (Warschauer & Healey, 1998). The incorporation of technology into English language instruction has reshaped the role of EFL teachers, shifting from textbook-based teaching to a more dynamic and interactive approach that leverages digital platforms, multimedia content, and online collaboration tools (Blake, 2011).

Numerous studies highlight the benefits of technology in EFL classrooms, including increased student engagement, enhanced language acquisition, and greater access to authentic materials (Chapelle, 2003). Digital platforms facilitate self-paced learning, real-time feedback, and personalized instruction, helping students develop language skills more effectively. Research has shown that students using technology-enhanced language learning environments exhibit higher motivation levels and greater retention rates than those in traditional classroom settings (Stockwell, 2012; Golonka et al., 2014).

However, challenges such as digital literacy gaps, technological limitations, and the need for teacher training must be addressed to maximize the benefits of technology in language education (Hampel & Stickler, 2005). Additionally, educators must consider issues such as access to reliable internet connections, institutional support, and pedagogical adaptation to digital learning environments (Hubbard, 2009).

2.2. Comparing Microsoft Teams with Other Online Learning Platforms for English Language Instruction

With the increasing demand for online education, various digital platforms have been adopted for virtual English language instruction. Microsoft Teams, Zoom, Google Meet, and Moodle are among the most commonly used tools, each offering distinct advantages and limitations.

Microsoft Teams provides a comprehensive learning environment with seamless integration of Microsoft applications such as OneNote, Word, and PowerPoint. It supports real-time collaboration, file sharing, structured discussions, and interactive breakout rooms. Additionally, its ability to record lessons and store learning materials ensures students have continuous access to course content. However, Teams has a steeper learning curve, requiring users to familiarize themselves with its extensive features (Wang, 2021).

Zoom is widely praised for its high-quality video and audio conferencing and ease of use. However, it lacks the integrated learning management system (LMS) features found in Teams, requiring additional tools for file sharing and assignment management (Serhan, 2020). While Zoom offers breakout rooms and screen-sharing functionalities, its limitations in collaborative document editing and long-term content storage make it less effective for comprehensive English language instruction (Raes et al., 2020).

Google Meet is a lightweight and user-friendly platform, offering smooth video conferencing with real-time captions. While beneficial for live discussions, it lacks advanced collaboration tools and structured content organization, making it less suitable for comprehensive language courses (Trust & Whalen, 2020). The absence of built-in assessment tools and integration with document-based assignments limits its effectiveness in structured EFL learning environments (Bokolo, 2021).

Moodle is an established open-source LMS that provides customizable learning modules, quizzes, and progress tracking. However, it is primarily asynchronous, making it less interactive than Microsoft Teams for real-time engagement (Sun, 2020). Despite its extensive resources for self-paced learning, the platform's lack of live communication tools can create barriers to student engagement in language courses that require immediate interaction (Al-Samarraie, 2019).

In comparison, Microsoft Teams stands out as a versatile platform for language learning, especially when structured interaction, collaborative projects, and integrated educational resources are essential. Its ability to combine synchronous and asynchronous learning elements makes it particularly suitable for English language courses that require both real-time discussion and ongoing content access (Wang et al., 2021).

2.3. The Application of Microsoft Teams in Online Medical English Classes

Given the increasing need for learner-centered education and quality assurance in higher education, the use of Microsoft Teams in online medical English courses aligns with modern educational strategies. At University of Medicine and Pharmacy at Ho Chi Minh City (UMP-HCMC), Microsoft Teams has been adopted as the official platform to facilitate interactive learning and track student progress effectively.

2.3.1. Learner-Centered Approach

Microsoft Teams enables active participation through interactive discussions, group projects, and real-time feedback. The ability to record lectures, provide instant responses, and encourage collaborative problem-solving supports a student-centered learning experience, allowing learners to engage at their own pace while maintaining structured guidance from instructors (Schmid & Petko, 2019).

2.3.2. Competency-based Approach and E-portfolios

The integration of Microsoft Teams in online medical English courses has significantly enhanced the application of e-portfolios, providing medical students with a structured, interactive, and reflective learning experience. Medical English courses are designed to equip students with essential linguistic and communicative competencies required for professional healthcare settings, including patient interactions, medical documentation, case presentations, and interdisciplinary collaboration. Within this context, e-portfolios serve as a personalized learning repository, allowing students to systematically compile various forms of academic work such as written assignments, recorded patient consultations, simulated role-plays, and self-reflection journals. This approach aligns with competency-based education, where students actively track their progress in mastering specialized vocabulary, medical discourse, and communication strategies relevant to clinical practice. Microsoft Teams facilitates the efficient organization and management of these e-portfolios by providing dedicated folders for each student, enabling seamless submission, retrieval, and assessment of learning materials. Furthermore, instructors can provide real-time feedback, guiding students in refining their language use, pronunciation, and overall communicative competence in medical contexts.

The platform's collaborative features further enable peer review and interactive discussions, reinforcing the development of medical terminology, clinical communication, and presentation skills essential for future healthcare professionals (Joyes, Gray, & Hartnell-Young, 2010). Research has shown that peer review fosters critical thinking, enhances self-regulated learning, and promotes deeper engagement with course content by encouraging students to evaluate and reflect on their peers' work (Topping, 2009). In the context of medical English instruction, peer interactions play a crucial role in improving communicative competence, as students gain exposure to diverse perspectives, language structures, and terminology used in real-world medical scenarios (Hyland & Hyland, 2006). Additionally, collaborative discussions within Microsoft Teams facilitate situated learning, where students develop linguistic and professional competencies through authentic, context-driven interactions (Lave & Wenger, 1991). The integration of threaded discussions and live interactions allows students to refine their reasoning, articulate complex medical concepts with greater clarity, and build confidence in professional communication settings (Garrison, Anderson, & Archer, 2000). Furthermore, research suggests that structured peer feedback enhances motivation and accountability, as students become more invested in the learning process when engaging in reciprocal evaluation (Nicol, Thomson, & Breslin, 2014). Despite these benefits, successful implementation requires clear guidelines for peer assessment, training in constructive feedback techniques, and active instructor facilitation to ensure productive and meaningful exchanges. Addressing these factors can maximize the potential of Microsoft Teams as a collaborative learning platform, ultimately strengthening medical students' language proficiency and communicative effectiveness in professional healthcare environments.

2.3.3. Education Quality Assurance

A critical aspect of higher education is the ability to provide learning evidence and measure expected learning outcomes. Microsoft Teams allows instructors to track student engagement, assess assignments digitally, and store class records, ensuring compliance with educational quality standards. Additionally, its integration with AI-powered tools and data analytics provides valuable insights into student performance, facilitating continuous improvement in course delivery (Castañeda & Selwyn, 2018). The ability to generate reports and analyze student participation helps educators refine teaching methods and address learning gaps in medical English courses (Hrastinski, 2019).

The application of Microsoft Teams in online medical English courses enhances both engagement and learning outcomes, making it an effective tool for modern technology-driven education. However, ongoing support,

digital literacy training, and infrastructure enhancements are essential to ensure the platform is fully utilized for optimal learning experiences.

The integration of technology in EFL education has revolutionized language learning, providing students with engaging, flexible, and interactive learning opportunities. Microsoft Teams, compared to other platforms, offers comprehensive collaboration features, structured learning management, and effective tracking of learning outcomes, making it well-suited for medical English instruction. At UMP-HCMC, the application of Microsoft Teams aligns with learner-centered approaches and quality assurance measures, ensuring that students achieve the required competencies in medical English. However, to maximize its impact, institutions must continuously train educators, enhance technical support, and refine digital teaching strategies.

3. THE STUDY

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to provide a comprehensive analysis of the impact of Microsoft Teams on student engagement and learning outcomes in online medical English courses at the University of Medicine and Pharmacy (UMP). The primary focus was on quantitative data collection through multiple-choice question (MCQ) surveys, which allowed for statistical analysis of students' and lecturers' perceptions of the platform's effectiveness. To gain diverse perspectives, two separate MCQ surveys were conducted: one targeting 10 English lecturers from the Department of Foreign Languages, and another administered to 120 students, evenly divided between freshmen and second-year students. The inclusion of both faculty and student responses ensured a well-rounded understanding of how Microsoft Teams supports learning activities, facilitates communication, and addresses challenges in an online medical English setting. While the study was primarily quantitative, qualitative insights were also considered through open-ended responses within the surveys, providing additional depth to the analysis. This mixed-methods approach enabled a more nuanced evaluation of the platform's benefits and limitations, ultimately contributing to a more informed discussion on its role in medical English education at UMP.

3.1. Multiple-Choice Questions for the 10-UMP-English lecturers Survey on Microsoft Teams for Online Medical English Courses

The survey was conducted among 10 English lecturers from Department of Foreign Languages at University of Medicine and Pharmacy (UMP) to gain their professional insights on the use of Microsoft Teams for online medical English courses. These lecturers, who have extensive experience in teaching medical English to students at UMP, provided valuable perspectives on how the platform supports or challenges their teaching methods. The survey explored various aspects of their experience, including the effectiveness of Microsoft Teams in delivering course content, fostering student engagement, and facilitating communication and collaboration. The lecturers were also asked to identify the platform's strengths, such as its ability to manage online classes and share resources, as well as any challenges they faced, including technical issues or limitations in interactive features. Additionally, the survey aimed to gather feedback on how the platform influenced student learning outcomes and what improvements could be made to optimize the teaching and learning experience in medical English courses. Overall, the insights from these lecturers offer a comprehensive understanding of the practical implications and overall effectiveness of using Microsoft Teams as a tool for teaching medical English at UMP.

1. How do you primarily use Microsoft Teams in your medical English courses?				
T o conduct online teaching (live classes) and manage self-study activities	Mainly to manage students' self-study and monitor performance indicators	Oc casionally for specific tasks like file sharing and discussions	R arely, as I prefer other platforms for online teaching	Ne ver
40%	30%	20%	10%	0%
2. How user-friendly do you find Microsoft Teams for conducting online medical English classes?				
V ery easy to use	S omewhat easy to use	Ne utral	S omewhat difficult to use	Ve ry difficult to use
20%	40%	20%	20%	0%
3. Which feature of Microsoft Teams do you find the most beneficial for teaching medical English?				
V ideo conferencing	F ile sharing and document collaboration	Ch at and discussion functions	C lass recording and playback	As signment and grading tools
30%	20%	20%	20%	10%
4. What is the biggest challenge when using Microsoft Teams for online teaching?				
T echnical issues (e.g., connectivity, software bugs)	S tudents' lack of digital literacy	Dif ficulty in keeping students engaged	L imited interactive features for language learning	Ot her (please specify)
40%	30%	20%	10%	0%
5. How effective is Microsoft Teams in promoting student engagement in online medical English classes?				
V ery effective	Effective	Ne utral	In effective	Very ineffective
10%	40%	30%	20%	0%
6. How does Microsoft Teams compare to other online platforms (Zoom, Google Meet, Moodle) in terms of its suitability for medical English instruction?				
M	S	Ab	Slightly worse	Much worse

uch better	lightly better	out the same		
20%	30%	30%	20%	0%

7. Do you believe Microsoft Teams helps students achieve their expected learning outcomes in medical English?				
Strongly agree	A gree	Neutral	Disagree	Str ongly disagree
20%	50%	20%	10%	0%

8. Which aspect of Microsoft Teams needs the most improvement for online medical English teaching?				
M ore interactive features	B etter integration with language learning tools	Improved technical stability	More training for lecturers	Ot her (please specify)
30%	20%	30%	20%	0%

9. Would you recommend Microsoft Teams as the primary platform for online medical English courses at UMP?				
Definitely yes	P robably yes	Ne utral	P robably no	Definitely no
30%	40%	10%	20%	0%

10. Overall, how satisfied are you with Microsoft Teams for teaching medical English?				
Very satisfied	Satisfied	Neutral	Dissatisfie d	Very dissatisfied
10%	50%	20%	20%	0%

Table 1. Results of the English lecturers' survey

1. Usage of Microsoft Teams

Microsoft Teams is widely used among lecturers for both live teaching and self-study management. The survey shows that 40% use it for both live classes and student self-study, while 30% primarily utilize it for managing self-study and monitoring performance indicators. Another 20% use it occasionally for specific tasks, and only 10% rarely rely on it. The results indicate that Microsoft Teams is an essential tool for most lecturers, especially in ensuring students meet performance indicators and engage in independent learning.

2. User-Friendliness

Regarding ease of use, 60% of lecturers find Microsoft Teams easy or somewhat easy to navigate, while 20% remain neutral. However, 20% report difficulties in using the platform, suggesting that while the majority find it accessible, some lecturers may require additional support or training. This highlights the need for further professional development opportunities to enhance user experience.

3. Most Beneficial Feature

Among the various features of Microsoft Teams, video conferencing was rated the most beneficial (30%), followed by file sharing, chat functions, and class recording (each receiving 20%). Assignment and grading tools were the least preferred (10%). The results suggest that real-time communication and collaboration are key advantages of the platform, allowing for more interactive and engaging language instruction.

4. Biggest Challenge

The most commonly reported challenge was technical issues (40%), such as connectivity problems and software bugs. Student engagement was another major concern (30%), while 20% cited students' lack of digital literacy as a barrier. Limited interactive features for language learning (10%) was also noted. These findings indicate that while Microsoft Teams provides many benefits, technical difficulties and student motivation remain significant challenges that need to be addressed.

5. Effectiveness in Engagement

When asked about student engagement, 50% of lecturers found Microsoft Teams effective or very effective, while 30% remained neutral. However, 20% felt it was ineffective in engaging students. While the platform offers multiple features for interaction, there is room for improvement in making lessons more dynamic and participatory to maintain students' interest.

6. Comparison with Other Platforms

Opinions on Microsoft Teams compared to other platforms (Zoom, Google Meet, Moodle) were mixed. While 20% believed it was much better and 30% rated it slightly better, 30% found it similar to other platforms, and 20% found it slightly worse. This suggests that while Teams is valued for its integrated tools, some lecturers feel other platforms may provide comparable or even better experiences in certain aspects.

7. Effectiveness in Learning Outcomes

Regarding its impact on learning outcomes, 70% of lecturers agreed or strongly agreed that Microsoft Teams helps students achieve their expected learning outcomes, while 20% remained neutral, and only 10% disagreed. This suggests that most lecturers recognize the platform's role in supporting student progress, though continuous improvements may be needed to maximize its effectiveness.

8. Most Needed Improvement

The two most commonly suggested areas for improvement were more interactive features (30%) and better technical stability (30%). Additionally, 20% called for better integration with language learning tools, and another 20% emphasized the need for more training for lecturers. These results indicate that enhancing engagement tools and addressing technical issues should be prioritized to optimize Microsoft Teams for medical English instruction.

9. Recommendation as Primary Platform

The majority of lecturers (70%) would recommend Microsoft Teams as the primary platform for online medical English courses, with 30% stating "definitely yes" and 40% responding "probably yes." However, 20% had reservations and responded "probably no," while 10% remained neutral. These responses suggest strong support for Teams, though concerns persist that may require further improvements or alternative solutions for certain aspects of online learning.

10. Overall Satisfaction

Overall, 60% of lecturers reported being satisfied or very satisfied with Microsoft Teams, while 20% were neutral and another 20% were dissatisfied. No respondents were very dissatisfied. This indicates that while the majority are content with the platform, there are still areas that need refinement to enhance user experience and effectiveness in teaching.

The survey findings reveal that Microsoft Teams is a widely used and valued platform for online medical English instruction at UMP. While most lecturers appreciate its features, particularly video conferencing and collaboration tools, technical issues, student engagement, and the need for more interactive features remain key challenges. Most lecturers agree that Teams supports student learning outcomes and would recommend it as the primary platform, though improvements in digital literacy training, platform stability, and interactive tools could enhance its effectiveness further.

3.2. Survey on Student Learning Outcomes and Enhancement with Microsoft Teams in Medical English Courses

The survey was conducted among 120 students at the University of Medicine and Pharmacy (UMP) to assess the impact of Microsoft Teams on their learning experience and outcomes in medical English courses. The sample consisted of an equal number of freshmen and second-year students, with 60 participants from each group. The purpose of the survey was to understand how these students are utilizing Microsoft Teams to enhance their learning, particularly in the context of medical English, a critical component of their academic training. By including both freshmen and second-year students, the survey aimed to capture a broad spectrum of experiences,

ranging from initial exposure to the platform to more advanced use over time. The responses provided insights into students' primary use of Microsoft Teams, their perceptions of its ease of use, the features they found most beneficial, and the challenges they faced. Additionally, the survey sought to determine how Microsoft Teams influenced their medical English proficiency and engagement in the course, allowing for a comprehensive evaluation of the platform's effectiveness in supporting their academic development.

1. How do you primarily use Microsoft Teams for your medical English course?

Attending live classes and managing self-study	Mainly for live classes	Mainly for self-study and assignment tracking	Occasionally for specific tasks	Rarely
50 %	25%	15%	5%	5%

2. How easy is it for you to navigate and use Microsoft Teams for learning medical English?

Very easy to use	Somewhat easy to use	Neutral	Somewhat difficult to use	Very difficult to use
25%	40%	15%	15%	5%

3. Which feature of Microsoft Teams is the most useful for your medical English learning?

Live classes (video conferencing)	File sharing and document collaboration	Chat and discussion forums	Class recordings and playback	Assignments and quizzes
40%	20%	15%	15%	10%

4. How does Microsoft Teams help improve your medical English skills?

Significantly improves my skills	Somewhat improves my skills	No noticeable change	Slightly hinders my learning	Significantly hinders my learning
30%	40%	20%	5%	5%

5. What is the biggest challenge you face when using Microsoft Teams for learning?

Technical issues (e.g., slow connection, login problems)	Difficulty in understanding lessons online	Lack of interaction with teachers and classmates	Difficulty managing assignments and deadlines	Other (please specify)
35%	25%	20%	15%	5%

6. How effective is Microsoft Teams in keeping you engaged in medical English lessons?

Very effective	Effective	Neutral	Ineffective	Very ineffective

20%	35%	25%	15%	5%

7. Compared to traditional in-person learning, how effective is Microsoft Teams in improving your medical English proficiency?

Much better	Slightly better	About the same	Slightly worse	Much worse
20%	25%	30%	15%	10%

8. Do you feel that Microsoft Teams provides sufficient opportunities for interaction and communication in medical English courses?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25%	35%	20%	15%	5%

9. What improvements would you like to see in Microsoft Teams for better medical English learning?

More interactive activities	Better technical support and stability	More structured learning resources	Easier access to teachers and faster feedback	Other (please specify)
35%	25%	20%	15%	5%

10. Overall, how satisfied are you with Microsoft Teams as a learning platform for medical English?

Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
15%	40%	25%	15%	5%

Table 2. Results of the students' survey

1. Primary Use of Microsoft Teams

The majority of students (75%) use Microsoft Teams primarily for attending live classes, while 15% focus on self-study management. A smaller proportion of students use it mainly for live classes (25%) or for self-study and assignment tracking (15%). Only a few students (5%) use it occasionally for specific tasks, and a similar number report rarely using it at all.

2. User-Friendliness

A significant portion of students (65%) find Microsoft Teams easy to use, with 25% rating it as "very easy" and 40% as "somewhat easy." However, 20% of students face challenges with its usability, with 15% finding it "somewhat difficult" and 5% reporting it as "very difficult." This suggests that there may be a need for improved training and support to enhance the user experience.

3. Most Useful Feature

The most appreciated feature of Microsoft Teams is live classes, with 40% of students highlighting it as the most useful. File sharing (20%) and chat functions (15%) also receive positive feedback, indicating that these features are crucial for communication and resource sharing. Class recordings and assignments/quizzes are less frequently cited as the most useful aspects, at 15% and 10%, respectively.

Useful Features of MS Teams
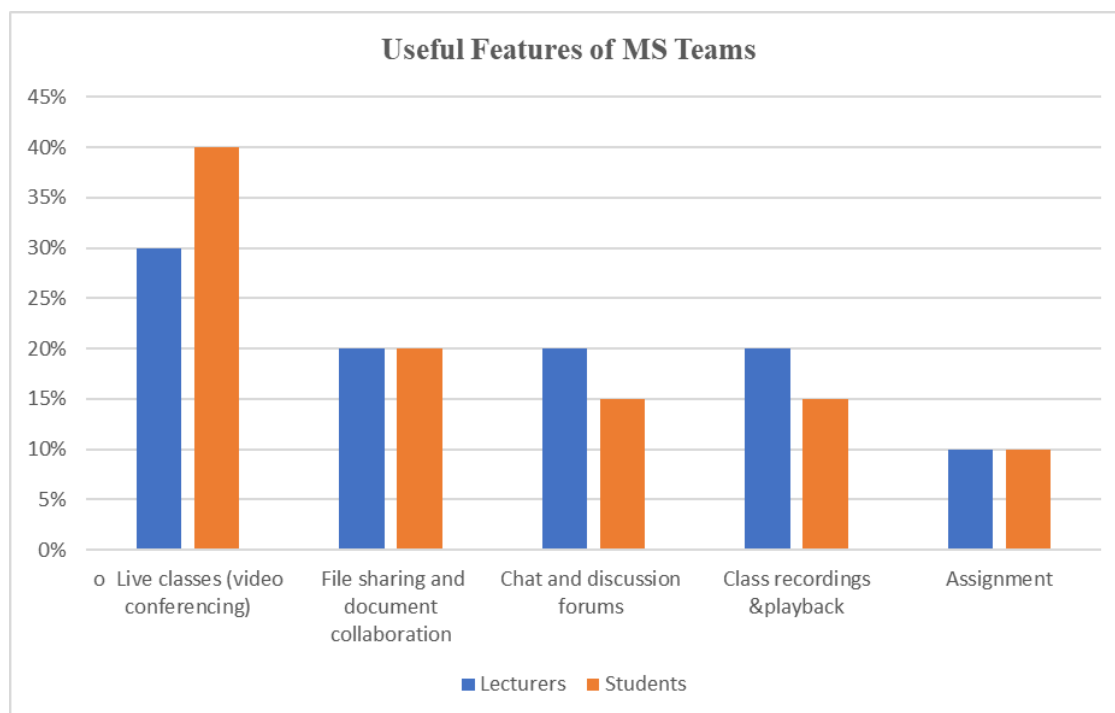
Figure 1. Percentage of MS Teams' useful features

4. Improvement in Medical English Skills

Seventy percent of students feel that Microsoft Teams significantly or somewhat improves their medical English skills, with 30% reporting significant improvement. However, 20% of students do not perceive any noticeable improvement, and a small minority (10%) feel that the platform slightly or significantly hinders their progress.

5. Biggest Challenge in Using Microsoft Teams

The most common challenge faced by students is technical issues, cited by 35% of respondents. Additionally, 25% of students find it difficult to understand lessons, and 20% feel that the platform limits interaction. Managing assignments is a concern for 15% of students, while 5% identifying other issues not specified.

6. Effectiveness in Student Engagement

A majority of students (55%) believe Microsoft Teams is effective in engaging them, with 20% rating it as "very effective" and 35% as "effective." However, 20% of students feel that the platform does not foster engagement effectively, and 5% consider it "very ineffective." This points to a need for more engaging features to increase interaction and involvement.
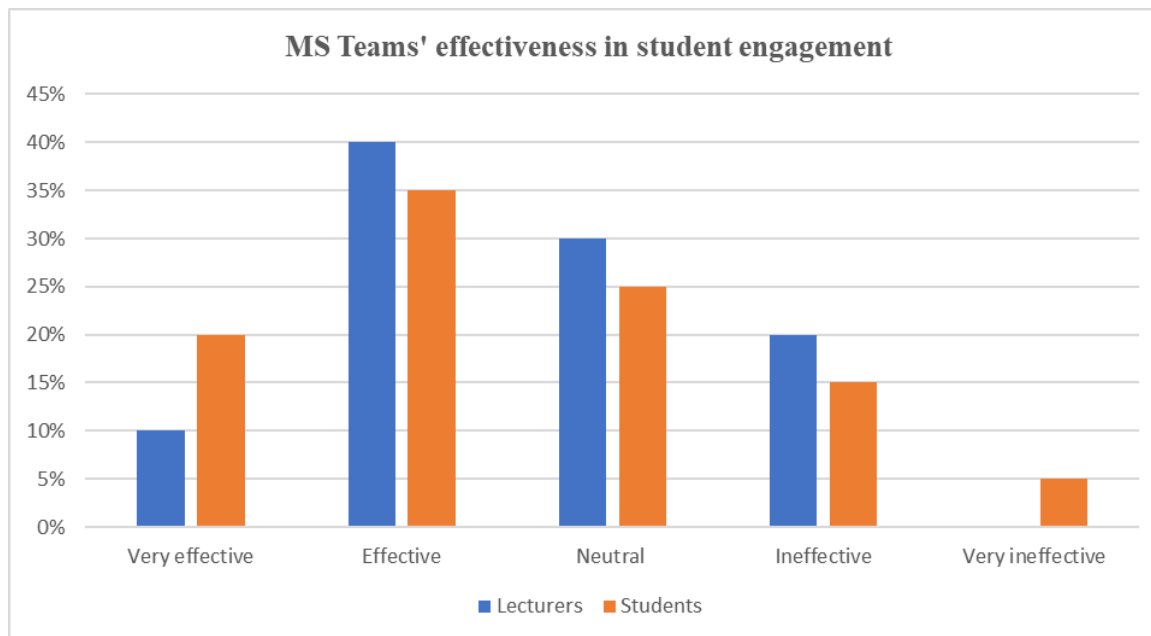
Figure 2. Percentage of *MS Teams' effectiveness in student engagement*

7. Comparison with Traditional Learning

When comparing Microsoft Teams with traditional in-person learning, 45% of students believe it is better or slightly better. However, 25% feel that it is worse or slightly worse than traditional methods, indicating mixed perceptions of its effectiveness in replicating or enhancing traditional learning experiences.

8. Opportunities for Interaction and Communication

Most students (60%) feel that Microsoft Teams supports communication and interaction, with 25% strongly agreeing and 35% agreeing. However, 20% of students are neutral or disagree, suggesting that more opportunities for meaningful interaction and communication may be necessary for a more inclusive learning environment.

9. Most Needed Improvement

The most frequently mentioned improvement is the addition of more interactive activities, cited by 35% of students. Better technical support (25%) and more structured resources (20%) are also important areas for improvement, while 15% of students request easier access to teachers. These results highlight the importance of enhancing the interactive and technical aspects of the platform.

10. Overall Satisfaction

Overall, 55% of students express satisfaction with Microsoft Teams, with 40% being "satisfied" and 15% "very satisfied." However, 20% of students are dissatisfied, indicating room for improvement. Only 5% of students are "very dissatisfied," suggesting that while there are positive aspects to the platform, further enhancements could lead to higher overall satisfaction.

The survey results reveal a generally positive reception of Microsoft Teams among students at UMP, particularly in its role in facilitating live classes and enhancing communication. The majority of students find it user-friendly, with 65% rating it as easy to use, although 20% encounter difficulties that highlight the need for better training and technical support. Live classes stand out as the most valued feature, indicating the importance of real-time interaction in medical English learning. Additionally, 70% of students report some improvement in their medical English skills, further underscoring the platform's effectiveness.

However, challenges remain, particularly related to technical issues, which are the most common difficulty reported by students. Furthermore, while Microsoft Teams is perceived as effective for student engagement by most respondents, 20% find it lacking in this area, suggesting that more interactive features may be required to

foster deeper involvement. Students also expressed a desire for more interactive activities and better technical support, pointing to key areas for improvement.

In comparison to traditional learning methods, opinions are mixed, with 45% of students favoring Microsoft Teams over in-person learning, while 25% find it less effective. Overall, the survey indicates that while Microsoft Teams offers significant benefits, there is room for improvement in user experience, interaction, and technical reliability to better support students' learning needs.

4. FINDINGS AND DISCUSSION

The results of the surveys conducted among both English lecturers and medical students at the University of Medicine and Pharmacy (UMP) provide valuable insights into the role of Microsoft Teams in enhancing student engagement and learning outcomes in online medical English courses. The findings are discussed below, highlighting both the strengths and challenges of using the platform in this educational context.

4.1. Findings from English Lecturers

The survey results from the 10 English lecturers indicated a generally positive view of Microsoft Teams as a tool for delivering medical English content and engaging students. A significant majority of lecturers found Microsoft Teams effective for managing online classes and distributing learning materials. The platform's ability to share files, host live classes, and record sessions for later review was highlighted as a key strength. Additionally, lecturers appreciated the real-time communication features, such as the chat function, which allowed them to interact with students during classes and provide immediate feedback.

However, the lecturers also noted several challenges. Technical issues, particularly related to connectivity and platform stability, were the most commonly cited problems. Some lecturers expressed concerns about the limitations in interactive features, such as the lack of opportunities for spontaneous group discussions or more engaging collaborative activities. Furthermore, a few lecturers felt that the platform's structure sometimes hindered the depth of interaction with students, which is particularly important in a subject as complex as medical English.

4.2. Findings from Medical Students

The survey results from the 120 medical students provided further insight into how Microsoft Teams was perceived from the student perspective. A majority of students (75%) reported using Microsoft Teams primarily for attending live classes, which underscores the importance of real-time interaction in the learning process. Additionally, 15% of students used the platform for self-study management, indicating that Microsoft Teams also served as a tool for organizing and tracking assignments.

The students' feedback on the user-friendliness of Microsoft Teams was mostly positive, with 65% finding it easy to use. However, 20% of students encountered difficulties, citing issues such as navigation challenges and technical glitches. Despite this, 70% of students felt that the platform improved their medical English skills, with 30% reporting significant improvements. This suggests that Microsoft Teams has a positive impact on learning outcomes, especially in terms of facilitating access to course materials and providing opportunities for real-time engagement.

The most appreciated feature among students was live classes, with 40% of respondents highlighting this as the most valuable aspect of Microsoft Teams. This aligns with the lecturers' views, reinforcing the importance of live, interactive sessions in maintaining student engagement and improving learning outcomes. However, 20% of students felt that Microsoft Teams lacked sufficient interactive activities, which may explain the mixed perceptions of engagement effectiveness.

4.3. Discussion

The combined results from both lecturers and students suggest that Microsoft Teams plays a significant role in enhancing student engagement and learning outcomes in online medical English courses. The platform's strengths lie in its ability to facilitate live, interactive classes, share resources, and provide a structured environment for managing assignments and communication. Both lecturers and students highlighted the value of real-time interactions, which are essential in a subject like medical English, where immediate clarification and discussion of complex terms and concepts are necessary.

However, the surveys also identified areas for improvement. For lecturers, technical difficulties and limited interactive features were the primary challenges. These issues could hinder the full potential of Microsoft Teams as an effective tool for teaching and engaging students. For students, while the platform was generally easy to

use, 20% reported difficulties, and 20% felt that the platform lacked enough interactive elements to maintain their interest and involvement throughout the course.

To enhance the effectiveness of Microsoft Teams in online medical English courses, both lecturers and students emphasized the need for improvements in technical support, more engaging interactive activities, and better opportunities for student-teacher interaction. Providing additional training for both instructors and students on how to fully utilize the platform's features could address some of the technical challenges. Moreover, incorporating more collaborative and interactive features, such as virtual group discussions or peer reviews, could improve engagement and create a more dynamic learning environment.

In conclusion, while Microsoft Teams is an effective tool for online learning in medical English courses, its potential can be fully realized through continuous improvements in its interactive features, user support, and overall engagement strategies. The results of this study provide a strong foundation for making data-driven decisions to enhance the learning experience for both students and lecturers.

5. CONCLUSION

In conclusion, the adoption of Microsoft Teams for online medical English courses at the University of Medicine and Pharmacy (UMP), Ho Chi Minh City, offers a promising and transformative approach to enhancing student engagement and improving learning outcomes. As a comprehensive and dynamic platform, Microsoft Teams provides significant advantages in supporting the diverse needs of both lecturers and students in a medical English context. Through features such as video lecture uploads, the ability to organize materials by course units or weeks, and easy access to both course content and peer presentations, Microsoft Teams facilitates a flexible learning environment where students can revisit lessons at their convenience, ensuring they are well-prepared and engaged in their studies.

Moreover, the collaborative capabilities of Teams, such as shared documents, discussion boards, and real-time communication tools, encourage active learning and interaction among students, which is particularly important in medical English courses where real-world application and communication skills are vital. The platform's ability to support group work, peer interactions, and prompt feedback creates a highly interactive and responsive learning environment. This, in turn, fosters deeper student engagement, motivating them to take ownership of their learning and connect course content to practical, clinical contexts.

For lecturers at UMP, Microsoft Teams offers an efficient method for delivering course materials, tracking student progress, and providing timely feedback. The ability to monitor students' learning journeys throughout the semester enables lecturers to identify challenges and offer targeted support when needed. The platform also promotes a transparent and continuous assessment process, which helps ensure that students remain on track with their learning objectives and achieve the necessary proficiency in medical English.

Additionally, the opportunity for students to create e-portfolios to track their progress in real-time helps them stay organized and motivated. This personal archive of learning achievements allows students to reflect on their development, providing both them and their lecturers with a valuable tool for identifying areas of improvement and celebrating progress over time.

Moving forward, the continued implementation of Microsoft Teams across all medical English courses at UMP will significantly contribute to the modernization and enhancement of the learning experience. To maximize its impact, it is crucial that the university maintains a focus on fostering interaction through interactive activities, live discussions, and collaborative projects. By ensuring that students are consistently encouraged to engage with the platform's full range of tools and features, and by providing ongoing training for both students and lecturers, Microsoft Teams can play an integral role in developing medical English proficiency, improving learning outcomes, and preparing students for real-world communication in their future healthcare careers.

Ultimately, the application of Microsoft Teams in online medical English courses at UMP represents a significant step toward improving the quality and effectiveness of education. By embracing technology that supports both learning and teaching, UMP can enhance the overall academic experience and help students develop the essential communication skills needed in the medical field, which are critical for their success in the global healthcare environment.

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