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Unveiling university students' acceptance of Microsoft Teams in English courses

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ABSTRACT

This research investigates university students' perspectives on Microsoft Teams as a digital platform for English language learning, using the Technology Acceptance Model (TAM) to guide the analysis. The study focuses on four core constructs: perceived usefulness, ease of use, attitude toward using the system, and behavioral intention. Data were gathered from a sample of 270 non-English major students enrolled in various English courses at a Vietnamese university. Quantitative analysis revealed a high overall level of acceptance, with perceived usefulness emerging as the most influential factor. The relationships among TAM components were found to be statistically significant, with perceived usefulness showing a strong effect on students' attitudes and intentions to continue using the platform. Additionally, students in online learning environments demonstrated more favorable perceptions in terms of ease of use and intention to adopt the tool, compared to those in traditional face-to-face settings. While the findings offer important insights into students' interaction with Microsoft Teams, the study is limited by its single-site context and reliance on self-reported responses, which may introduce bias. To gain a more comprehensive understanding of this learning management system (LMS) adoption, future research should expand to other institutions and explore additional influencing factors such as teaching methods and course content.

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1. Introduction

The rapid integration of digital technologies has fundamentally reshaped educational practices, particularly in language education. Platforms such as Microsoft Teams have emerged as vital tools, offering interactive, accessible, and collaborative learning environments that support diverse pedagogical needs (Halili, 2019; Zhang & Zou, 2020). The global shift toward online and hybrid learning, intensified by the COVID-19 pandemic, has driven higher education institutions to adopt learning management systems (LMS) for continuity and flexibility in teaching and learning (Cao, 2023; Le et al., 2021; Qaddumi & Smith, 2024). Within this transformation, Microsoft Teams has become increasingly favored for its multifunctionality – combining video conferencing, file sharing, discussion channels, and task management in a single platform (Albaaly, 2022; Ayar, 2023; Tran & Nguyen, 2021).

In Vietnam, the adoption of Microsoft Teams aligns with national efforts toward educational digital transformation (Microsoft, 2020). Many universities have employed Microsoft Teams as a primary LMS for both offline and online English courses, given its integration into the Office 365 suite and its institutional accessibility. Studies have recognized Microsoft Teams as beneficial for enhancing learning outcomes, fostering self-learning, improving classroom communication, and facilitating more engaging English instruction (Al-Shboul, 2024; Faisal et al., 2022). However, challenges remain, including students' limited technical skills, internet accessibility issues, and varied levels of user engagement (Bui, 2022; Nguyen & Duong, 2021; Khrisat & Fakhouri, 2024). These mixed experiences highlight the importance of examining student acceptance of such tools for effective and sustainable implementation.

To understand user acceptance of educational technologies, the TAM developed by Davis (1989) provides a robust theoretical framework. The TAM has been widely adopted in educational technology research due to its parsimony and predictive power across different settings (Pal & Vanijja, 2020; Teo, 2011). It posits that users' acceptance is determined primarily by two beliefs: perceived usefulness (PU) and perceived ease of use (PEOU), which in turn influence their behavioral intention (BI) to use the system. These constructs are particularly relevant for LMS tools like Microsoft Teams, which combine functional complexity with pedagogical utility. Numerous studies in educational technology have validated TAM's effectiveness in diverse contexts, including mobile learning (Aljasir, 2023; Hsu & Lin, 2021), language learning platforms (Craig, 2018; Dizon, 2016; Peng et al., 2023; Sulistiyo et al., 2022), and AI tools like ChatGPT (Liu & Ma, 2023; Vo & Nguyen, 2024). PEOU refers to the degree to which users believe using the system is free of effort (Davis, 1989), influenced by factors like interface design and functionality (Craig, 2018). In language learning, PEOU plays a crucial role in reducing barriers to technology adoption, particularly among students with limited digital literacy (Chen & Yang, 2024). PU describes the belief that a tool enhances learning performance and productivity. Research consistently demonstrates that PU is one of the strongest predictors of student engagement and sustained use of platforms such as Microsoft Teams (Fathali & Okada, 2018; Abidin et al., 2023). ATU and BI capture users' affective responses and future use intentions, respectively. Al-Shboul (2024) and James (2022) found that when students feel positive about the tool's relevance and usability, their likelihood of adopting it increases.

Recent empirical studies provide insights into students' levels of acceptance of Microsoft Teams in English-as-a-foreign language (EFL) contexts. Rababah (2020) and Abidin et al. (2023) reported high levels of student satisfaction and engagement, with students particularly appreciating Microsoft Teams' collaborative features. Prasetya (2023) highlighted its effectiveness in flipped English language learning settings, where it promoted autonomy and pre-class preparation. Similarly, Faisal et al. (2022) found that students viewed Microsoft Teams as a productive tool for communication and task coordination. However, some research has pointed to difficulties in using the platform for certain language skills, such as listening comprehension, especially among less experienced users (Ha & Ngo, 2021).

Regarding relationships among TAM constructs, numerous studies validate TAM's assumptions in the educational technology domain. PU and PEOU have consistently shown strong predictive relationships with ATU and BI (Dizon, 2016; Hsu & Lin, 2021). Studies also have confirmed strong positive correlations among PU, PEOU, and BI (Teo, 2011; Venkatesh & Davis, 2000). Al Enezi et al. (2022) found that both perceived usefulness and ease of use significantly influenced instructors' and students' intention to adopt Microsoft Teams. Craig (2018) also emphasized the importance of these constructs in shaping students' motivation to continue using e-learning platforms. These findings suggest that tools like Microsoft Teams must be both valuable in supporting academic goals and easy to navigate in order to gain broad acceptance. Moreover, researchers have investigated whether demographic and contextual differences affect technology acceptance. With respect to gender, the literature remains mixed. Ong and Lai (2006) found males to exhibit higher technological confidence. Ghazal et al. (2022) suggested that male students may feel more confident navigating digital tools, whereas Nguyen and Le (2023) found that female students were more likely to appreciate Microsoft Teams' communicative and interactive features. Meanwhile, Abidin et al. (2023) reported no significant gender-based differences in Microsoft Teams acceptance, emphasizing that user experience may be more influential than gender alone. Findings regarding gender remain inconclusive; while some report higher acceptance levels among male students (Gefen & Straub, 1997). Studies examining learning modes (online versus face-to-face) have identified important

trends. Students in fully online environments tend to report higher PEOU and BI levels due to their greater reliance on LMS tools for content access and peer interaction (Pham & Tran, 2020; Khrisat & Fakhouri, 2024). And students in online settings tend to show stronger intention to use LMS platforms due to reliance on digital tools (Liu, 2023). In contrast, students in offline settings may show lower engagement with these tools unless explicitly required. Nguyen and Duong (2021) argued that offline learners often need more support to transition successfully into digital learning platforms. Such differences suggest that user support and orientation should be tailored to learning contexts.

Building on these findings, the present study applies the TAM framework to examine the acceptance of Microsoft Teams among Vietnamese university students in English courses. The study is guided by three research questions:

1. What is students' acceptance level of Microsoft Teams in learning English?
2. Are there significant relationships among the TAM constructs?
3. Are there any significant differences among students regarding gender and learning modes?

By addressing these questions, this study provides a significant contribution to the growing body of research on technology acceptance in EFL contexts by offering a contextual validation of the Technology Acceptance Model (TAM) within the underexplored environment of Vietnamese higher education. While previous studies have confirmed TAM relationships in various educational settings, this research extends the model's applicability by examining Microsoft Teams as a fully integrated learning management system (LMS) for non-English majors studying English, rather than as a supplementary or emergency tool. In particular, the study investigates how university students across two instructional modes – online and offline – differ in their perceptions of usefulness, ease of use, and behavioral intention toward Teams, providing comparative insights that remain scarce in the literature. Furthermore, by exploring whether gender differences play a role in shaping students' acceptance of this institutional LMS, the study addresses an important but often inconclusive area of inquiry in TAM research. Beyond theoretical validation, the findings offer practical implications for LMS integration strategies, digital pedagogy, and curriculum design in the post-pandemic era, especially in contexts where Microsoft Teams is being normalized as the default digital infrastructure for English language instruction.

2. Method

2.1. Context and Participants

This study was carried out at a university in the north of Vietnam during the second term of the 2023 – 2024 academic year. Since 2018, the university has adopted Microsoft Teams as its primary technological platform for both online and offline teaching. As the institution does not have its own dedicated LMS, the free Microsoft A1 plan in Office 365 Education has been used to provide accounts for all faculty and students.

A total of 270 students participated in this study. They were enrolled in different compulsory English courses. Participation was voluntary and based on informed consent. The sample represented a mix of learning contexts, with 196 students taking classes offline and 74 attending online classes. The demographic distribution showed that males constituted the majority of the sample (89.3%), while females accounted for 10.7%. The observed gender imbalance in the participant sample - where females significantly outnumbered males - can be attributed to the institutional context of the study. As a university with a strong reputation in pedagogical training, especially in fields such as preschool, primary, and secondary education, the institution naturally attracts a higher proportion of female students. Therefore, the predominance of female respondents in this study is not a sampling error but reflects the authentic gender distribution of the population under investigation. As such, the study provides meaningful insights into how students - particularly females in pedagogically oriented programs - perceive and accept Microsoft Teams as an educational platform in the EFL context. Students were enrolled in a variety of English courses, including General English 1, 2, and 3, English for Primary Education, and Business English 3. General English 3 had the highest number of participants, followed by English for Primary Education. By involving learners from different course levels, the study captured a diverse range of experiences with Microsoft Teams. This diversity

provided a meaningful basis for analyzing student acceptance of the platform within an English-language learning context.

Table 1. Participants' Demographical Information (N = 270)

Categories		Frequency	Percent
Gender	Male	241	89.3
	Female	29	10.7
Mode	Offline	196	72.6
	Online	74	27.4
Course	Business English 3	15	5.6
	English for Primary Education	77	28.6
	General English 3	104	38.5
	General English 2	34	12.5
	General English 1	40	14.8

2.2. Data Collection Tool, Administration and Analysis

The study utilized a 15-item questionnaire that assessed PU with 5 items, PEOU with 4 items, BI with 3 items, and ATU with 3 items (see Appendix). All items were modified from Hu & AlSaqqaf (2021) deploying a 5-point Likert scale that spans from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire's reliability was assessed using Cronbach's alpha (α) through SPSS. The values of PU (α = .934), PEOU (α = .906), BI (α = .951), and ATU (α = .914) exceed 0.7, indicating that the internal consistency of the four subscales is deemed acceptable (Taber, 2018). The Cronbach's alpha for each construct is presented in Table 2.

Table 2. Cronbach's Alpha of PU, PEOU, BI, and ATU Constructs

Constructs	Number of Items	Cronbach's Alpha
PU	5	.934
PEOU	4	.906
BI	3	.951
ATU	3	.914

At the beginning of the courses, the students were informed about the research including the research purpose and plan. The participation in the research was voluntary. Prior to participation, students were informed of the study's purpose, assured of confidentiality, and gave their voluntary consent. The study followed institutional ethical guidelines for research involving human subjects. The questionnaire was created using web based tool Google Forms which were distributed online to the participants at the last week of the courses. The question items were written in English along with Vietnamese to make convenience for respondents. The overall response rate was 100% for the questionnaire (270/270). Data collected were analyzed using SPSS version 20 with descriptive statistical analyses (mean and standard deviation). Independent Sample T tests and correlation tests were also employed to examine if there were significant difference among students in terms of gender and learning modes, and the relationships between TAM constructs.

3. Findings and Discussion

3.1. Findings

1) Research question 1: What is students' acceptance level of Microsoft Teams in learning English?

Table 3 displays the mean, standard deviation, and overall level of acceptance for four essential constructs: PU, PEOU, BI, and ATU. The findings indicate that each construct garnered significant approval from the respondents. PU demonstrates the highest mean score of 4.59, accompanied by a standard deviation of 0.63. This suggests a robust user perception of the system's usefulness,

characterized by relatively low variability in the responses. ATU has a mean of 4.57 and a standard deviation of 0.64, indicating a favorable attitude toward the system with a moderate level of consistency in the responses.

Table 3. Level of acceptance

Constructs	Mean	SD
PU	4.59	.63
PEOU	4.44	.70
BI	4.43	.76
ATU	4.57	.64
Overall	4.51	.68

PEOU, with a mean score of 4.44 and a standard deviation of 0.70, indicates that users generally perceive the system as easy to use, although there is slightly more variability compared to PU. BI, with the lowest mean of 4.43 and the highest standard deviation of 0.76 among the constructs, still reflects a high level of acceptance, albeit with greater variability. This suggests that while most respondents have strong intentions to use the system, individual responses show more variation. The mean score across all constructs is 4.51, with a standard deviation of 0.68, indicating that the level of acceptance is consistently high. The data implies that most participants share positive views of the system, with PU being the most highly rated, emphasizing the importance of perceived benefits in user acceptance. The strong results for ATU further highlight a favorable overall attitude toward the system. The slightly lower mean and higher variability for BI suggest that there may be some factors influencing users' intentions that could benefit from further exploration.

2) Research question 2: Are there significant relationships among the TAM constructs?

Table 4 presents the Pearson's correlation coefficients (r) between PU, PEOU, BI, and ATU. The data shows that PU has a perfect correlation with itself at 1.00, as expected. PEOU demonstrates a strong positive correlation with PU (r = 0.822), and this relationship is significant at the 0.01 level. BI is positively correlated with PU at r = 0.753 and with PEOU at r = 0.762, both significant at the 0.01 level as well. ATU shows the highest correlations with other variables, correlating with PU at r = 0.856, PEOU at r = 0.810, and BI at r = 0.782, all significant at the 0.01 level. These strong positive correlations imply that as one variable increases, the other variables tend to increase as well. The strongest relationship observed is between PU and ATU (r = 0.856), indicating that students' perception of the usefulness of the technology greatly influences their attitude toward using it.

Table 4. Pearson's Correlation Matrix for PU, PEOU, BI, and ATU

	PU	PEOU	BI	ATU
PU	1			
PEOU	.822**	1		
BI	.753**	.762**	1	
ATU	.856**	.810**	.782**	1

**. Correlation is significant at the 0.01 level (2-tailed).

The significance of all correlations at the 0.01 level confirms that these relationships are statistically meaningful and not due to random chance. This suggests that perceived ease of use and perceived usefulness play a significant role in shaping users' attitudes and intentions to use the technology. The strong correlation between PEOU and PU implies that when students find the system easy to use, they are more likely to perceive it as useful. Additionally, the correlation between BI and ATU (r = 0.782) highlights that a positive attitude toward using the system is associated with a stronger intention to use it. Hence, these findings support the principles of TAM, demonstrating that PU and PEOU are critical factors influencing users' attitudes and behavioral intentions.

3) *Research question 3: Are there any significant differences among students regarding gender and learning modes?*

Table 5 presents the mean, standard deviation, standard error mean, p-value, and the significance of differences for four constructs – PU, PEOU, BI, and ATU – based on gender. The sample sizes are 29 for males and 241 for females. The average score for PU among males is 4.35, accompanied by a standard deviation of 0.65. Conversely, females exhibit a mean score of 4.62 with a standard deviation of 0.62. The p-value for PU is 0.029, indicating a statistically significant difference between genders at the 0.05 level. This suggests that females assessed the system's utility more favorably than males. The average score for PEOU in males is 4.38, accompanied by a standard deviation of 0.63. Conversely, females exhibit a mean score of 4.45 with a standard deviation of 0.71. The p-value for PEOU is 0.596, indicating no significant difference between genders. This suggests that both males and females have a similar understanding of the system's usability. The average score for males in BI is 4.28, accompanied by a standard deviation of 0.68. Conversely, females demonstrate a mean score of 4.4537 with a standard deviation of 0.77. The p-value for BI is 0.233, indicating no significant difference between genders, suggesting that both males and females demonstrate similar intentions to utilize the system. At ATU, the average score for males is 4.40, with a standard deviation of 0.61. In contrast, females have a higher average score of 4.59 and a standard deviation of 0.64. The p-value for ATU is 0.117, suggesting no significant difference exists between genders. This suggests that all genders demonstrate a comparable positive attitude towards the use of the system. It is noted that the only construct with a statistically significant difference between genders is PU, where females rate it significantly higher than males. The results for PEOU, BI, and ATU do not show significant gender differences, indicating that gender does not play a substantial role in these constructs. This analysis points to potential areas of focus for improving user acceptance and highlights that while perceived usefulness may vary by gender, other aspects of technology acceptance are consistent across male and female respondents.

Table 5. Independent Sample T Test Results on Gender

Constructs	Gender	N	Mean	SD	P-Value
PU	Male	29	4.35	.65	.029
	Female	241	4.62	.62	.042
PEOU	Male	29	4.38	.63	.629
	Female	241	4.45	.71	.596
BI	Male	29	4.28	.68	.270
	Female	241	4.45	.77	.233
ATU	Male	29	4.40	.61	.123
	Female	241	4.59	.649	.117

Table 6 presents a comparison of four constructs - PU, PEOU, BI, and ATU - based on the learning modes (online and offline). The number of participants (N) for the online learning mode is 74, while for offline learning mode, it is 196. The online group for PU has a mean score of 4.70 and a standard deviation of 0.73, while the offline group has a mean score of 4.5490 with a standard deviation of 0.58. The p-value for PU is 0.064, indicating no significant difference at the 0.05 level, though it is close to significance. This indicates that although there is a minor variation in the ratings of perceived usefulness between online and offline learners, the difference lacks statistical significance. PEOU demonstrates a notable difference across learning modes, with the online group achieving a mean score of 4.61 and a standard deviation of 0.77, while the offline group reports a mean of 4.38 and a standard deviation of 0.67. The p-value for PEOU is 0.017, signifying a statistically significant difference at the 0.05 level. Participants in the online learning mode perceive the system as more user-friendly than those in the offline learning mode. The online group for BI exhibits a mean score of 4.62 and a standard deviation of 0.77, whereas the offline group shows a mean of 4.36 with a standard deviation of 0.751. The p-value for BI is 0.014, signifying a statistically significant difference between the two groups. This finding indicates that participants engaged in online learning exhibit greater behavioral intentions to utilize the system than those participating in offline learning. ATU indicates no significant difference in learning modes, with the online group achieving a mean score of 4.67 and a standard deviation of 0.75, whereas the offline group reports a mean of 4.54 and a standard deviation

of 0.60. The p-value for ATU is 0.146, suggesting a lack of significant difference. This indicates that online and offline learners exhibit a comparably positive attitude towards the utilization of the system.

Table 6. Independent Sample T Test Results on Learning Modes

Constructs	Learning Modes	N	Mean	SD	P-Value
PU	Online	74	4.70	.73	.064
	Offline	196	4.54	.58	.097
PEOU	Online	74	4.61	.77	.017
	Offline	196	4.38	.67	.026
BI	Online	74	4.62	.77	.014
	Offline	196	4.36	.75	.016
ATU	Online	74	4.67	.75	.146
	Offline	196	4.54	.60	.189

3.2. Discussion

The analysis of this study on Vietnamese university students' acceptance of Microsoft Teams as a learning tool for English courses highlights significant insights about the roles of PEOU, PU, and BI in shaping students' attitudes toward using this platform. These elements align with the established constructs of TAM, confirming their relevance and impact on user acceptance in educational technology settings. PEOU, which measures the ease with which users believe they can use a technological system, significantly contributed to the students' attitudes toward Microsoft Teams in the study. With a high mean score of 4.44 and significant correlations with PU (r = 0.822), ATU (r = 0.810), and BI (r = 0.762), it is evident that when students perceive the system as easy to use, they are more inclined to accept and utilize it for learning purposes. This finding aligns with previous research emphasizing the critical role of PEOU in technology adoption for education. Studies by Chen & Yang (2024) and Hsu & Lin (2021) in the EFL context reported that user-friendly interfaces and intuitive navigation significantly enhance learners' engagement and willingness to integrate digital platforms into their learning routines. The strong association between PEOU and ATU in this study underscores that simplifying the learning experience through user-friendly interfaces can bolster students' positive attitudes toward using the system. However, it is also essential to consider that while PEOU plays a significant role, challenges related to user training and support could affect this perception. Nguyen & Duong (2021) highlighted that students accustomed to face-to-face learning might find it difficult to transition to digital tools if they perceive them as complex or unfamiliar. Therefore, for Microsoft Teams to maintain high acceptance rates, continuous training and support should be provided, especially for students transitioning from offline to online learning environments.

PU was found to be the most significant construct in influencing students' attitudes toward Microsoft Teams, with a mean score of 4.59 and high correlations with ATU (r = 0.856) and BI (r = 0.753). This result suggests that students who perceive Microsoft Teams as beneficial for enhancing their learning outcomes are more likely to develop positive attitudes and intentions to use the platform. The positive relationship between PU and ATU supports the hypothesis that students' acknowledgment of the technology's utility directly influences their overall satisfaction and willingness to use it in educational settings. The study's findings resonate with previous research by Al-Shboul (2024), who demonstrated that the perceived benefits of Microsoft Teams, such as facilitating collaboration and providing access to learning materials, were critical factors in students' acceptance. Similarly, Dizon (2016) found that Japanese EFL students' adoption of online language assessments was significantly influenced by their perception of the technology's ability to improve learning efficiency. These parallels indicate that PU is consistently a driving force in students' acceptance across different contexts and educational technologies. For educators, these results underscore the importance of demonstrating and communicating the tangible benefits of using Microsoft Teams in English learning. Incorporating features that highlight the platform's value—such as collaborative tools, interactive assignments, and feedback mechanisms—can enhance students' perceptions of its usefulness.

BI, representing the likelihood of students' future use of the technology, also demonstrated a high level of acceptance with a mean score of 4.43. Although it had the highest variability among

constructs, the strong correlations with ATU (r = 0.782) and PEOU (r = 0.762) indicate that students' intention to continue using Microsoft Teams is influenced by their attitudes toward the ease of use and perceived benefits. The findings align with studies such as James (2022) and Nguyen & Le (2023), which highlighted that a positive attitude toward using educational technology significantly predicts continued use. The study confirms that fostering a supportive and beneficial experience with Microsoft Teams contributes to students' intentions to use the platform for future learning activities.

While BI showed strong acceptance, the variability suggests potential influencing factors that might affect students' future use. This aligns with Ha & Ngo (2021), who reported that challenges such as technical issues or difficulties in adapting advanced platform features could deter students' intentions despite overall positive attitudes. Addressing these challenges through user training and enhanced support can mitigate potential barriers to sustained use. The findings from this study parallel several previous studies that explored LMS acceptance in education, particularly in EFL learning. Abidin et al. (2023) and Khrisat & Fakhouri (2024) found that features promoting collaboration and interaction were pivotal for students' acceptance of LMS platforms like Microsoft Teams and Moodle. The present study corroborates these findings by showing that students valued the system for its collaborative tools and overall functionality in supporting English learning.

The findings indicate no statistically significant gender-based differences in students' acceptance of Microsoft Teams across PU, PEOU, and BI. This result is consistent with Abidin et al. (2023), who reported that gender was not a determining factor in Microsoft Teams acceptance, suggesting that actual usage experience and system familiarity may outweigh gender-related influences. Although previous studies have shown that male students may exhibit higher technological confidence (Ong & Lai, 2006; Ghazal et al., 2022), and that female students tend to value communicative and collaborative features more strongly (Nguyen & Le, 2023), such differences were not observed in the present study. One plausible explanation lies in the gender imbalance of the sample, which reflects the institutional context rather than sampling bias. As the university is well known for its pedagogical training programs - particularly in preschool, primary, and secondary teacher education - it naturally attracts a higher proportion of female students. Consequently, female students receive systematic and continuous exposure to Microsoft Teams through coursework, which may contribute to comparable levels of confidence and acceptance across genders. This finding supports the view that gender effects in LMS acceptance are context-dependent and may diminish in pedagogically oriented environments where technology use is normalized for all learners.

Furthermore, the study highlighted that online students had higher mean scores for PEOU and BI compared to offline learners, indicating a more favorable perception of the platform's ease of use and a stronger intention to continue its use. This finding aligns with Pham & Tran (2020), who reported that students in fully online learning environments showed greater reliance on LMS tools due to the necessity of remote communication and resource access. The significant differences observed in the study imply that while both online and offline learners benefit from LMS platforms, online students might perceive these tools as more integral to their educational experience. The findings also support Rababah (2020), who noted that Microsoft Teams' interactive and collaborative features contributed to high acceptance rates among university students. However, as observed by Jeljeli et al. (2022), usability issues could still arise when more complex features are involved, potentially impacting BI. The present study's results on the high but variable scores for BI suggest that while students may intend to use the platform, factors such as feature complexity and technical challenges could influence their ongoing commitment. Educators aiming to foster positive attitudes toward LMS platforms like Microsoft Teams should prioritize demonstrating their utility and simplifying the user experience. Training sessions focused on familiarizing students with key features and providing continuous support can enhance PEOU, PU, and ultimately BI. Integrating pedagogical practices that leverage collaborative tools, real-time feedback, and interactive content will further emphasize the platform's benefits, making it more appealing and valuable to students.

The study reinforces that PEOU, PU, and BI play pivotal roles in shaping students' attitudes toward using Microsoft Teams for English learning. The high levels of acceptance for these constructs indicate that students value the ease of use, utility, and potential for future engagement that the platform offers. These insights align with previous findings on LMS acceptance, highlighting consistent themes across different educational contexts. The strong emphasis on perceived usefulness as a determinant of acceptance underscores the importance of ensuring that LMS platforms are not only easy to use but also enrich the learning experience by offering clear educational benefits.

Addressing technical challenges and ensuring comprehensive support can sustain positive behavioral intentions and foster greater integration of LMS tools in education. These findings are particularly relevant in the post-COVID educational landscape, where hybrid and digital learning have become institutional norms. Educators and administrators should consider enhancing students' technological training and aligning LMS design with their perceived needs to boost adoption and engagement.

4. Conclusion

This study investigated the acceptance of Microsoft Teams among Vietnamese university students learning English, guided by the Technology Acceptance Model. The results revealed a generally high level of acceptance, with PU receiving the highest mean score, indicating that students perceived Microsoft Teams as a valuable tool that supports their English learning. Strong positive correlations were found among all TAM constructs, particularly between PU and ATU, and between ATU and BI, confirming that students' perceived utility of the platform significantly influences their intention to continue using it. Additionally, students in online learning environments reported higher levels of Perceived Ease PEOU and BI than those in offline contexts, suggesting that the more frequent or necessary use of digital tools in online settings fosters stronger acceptance. Despite these findings, the study is limited by its single-university scope and reliance on self-reported data, which may be subject to response bias and reduce the generalizability of the results. Future research should include multiple institutions across regions and student profiles, and consider additional influencing factors such as teaching style, course content, digital literacy, and institutional support. These broader investigations will help educators and administrators optimize the implementation of LMS platforms like Microsoft Teams to improve engagement, usability, and effectiveness in technology-integrated English language education.

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Declarations

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Conflict of interest	:	We declare that there are no competing interests.
Ethics Declaration	:	We as the authors acknowledge that this work has been written based on ethical research that conforms with the regulations of our university and that we have obtained the permission from the participants when collecting data. We support ELTEJ in maintaining high standards of personal conduct, practicing honesty in all our professional practices and endeavors.
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