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The Effectiveness of Teaching Using the Applications (Zoom, Microsoft Teams) in Developing the Academic Achievement of the Arabic Language Subject among the Tenth-Grade Students in Al- Karak

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Abstract
This study aims to reveal the effectiveness of teaching using the Zoom and Microsoft teams applications in developing the academic achievement of the Arabic language subject among the tenth-grade students in al-Karak . The study sample consisted of (49) students who were selected intentionally from (Al-Qatrana Comprehensive Secondary School for Girls)), and they were distributed to two experimental groups in a simple random way: the first experimental group studied a unit of childhood memories using the Microsoft Teams application, and the number of its members was (26) students, and the second group studied the same unit using the Zoom application, and the number of its members was (23) students, in the second semester of the academic year 2022/2021 and adopted the semi-experimental approach, and the results of the study showed statistically significant differences in the pre- and post-test for the two study groups, in favor of the post-test, and also showed statistically significant differences between the group that studied using the The Microsoft Teams application and the group that studied using the Zoom application, and for the group that studied using the Microsoft Teams application. The study recommended activating the use of the Microsoft Teams application and the Zoom application.
Keywords: application (zoom, Microsoft teams), achievement, Arabic language subject.
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INTRODUCTION

Teaching methods are the first step in which the school curriculum is put into practice, and it is also the first practical test of the suitability of the curriculum in terms of its objectives and content for the learner for whom it was developed. Knows the nature of each teaching method, the foundations on which it is based, and its consistency with the students' educational goals.

The technological boom has caused a qualitative leap in the educational field. In terms of the ease of communicating and storing knowledge, and achieving communication between all parties to the educational process, it also opened new horizons for education with the electronic learning environments it provided based on the use of computer technology and the use of Internet networks, which is known as E-Learning. This technology is a means that helps students to access scientific material with ease and ease, through the use of different and diverse educational software and websites, which contribute to the transfer and exchange of ideas and experiences, and allows interaction with the outside world, and increases students' motivation to learn, especially when it is interactive (Al-Ajmi, 2015).

One of the websites that provided giant free services in the field of education on the Internet is Google, and the most important of these services is the Microsoft teams service, which provides many advantages in the educational process such as: interactive chat, multimedia, and the exchange of documents and data between learners, Or between the learners and the teacher transcending the limits of time and space, and one of the features of the Google classroom is that it resembles a blank canvas, as the teacher can add students and courses, assign his students assignments, and follow them, and therefore it is similar to the functions of learning management systems (Zhang, 2016).

Keeler and Miller (2017) indicated that the educational platform enables learners to simplify the digital transformation process with their students. Students about the lesson, assigning assignments and documents, and because the Microsoft Teams classroom platform is part of the Google Learning suite of apps, Microsoft Teams apps integrate other Google apps to make the learning experience smoother.

The Microsoft Teams Classroom platform is a great leap towards the development of educational processes in our educational institutions today. It is available in multiple languages, including Arabic, and is characterized by its characteristics: it is free, easy to use, and does not require any other form or modification. On its own website, it enables individuals to post advertisements on the profile at any time, provides students and teachers with an e-mail in (G-mail), and has an application on smart phones to facilitate access to students and teachers (Al-Amour and Alimat, 2016).

But due to the need to cover the gap between students' social lives outside educational institutions, and to try to find a tool similar to social networking sites in its content, method of use and interaction on it, and at the same time that it can be used for education and knowledge acquisition, the Zoom platform has emerged, which competes with social networking sites such as Facebook, and provides content Educationally, like other educational platforms, as the zoom platform is one of the platforms that has been used very extensively in the management of learning systems, and has provided very large services in the educational process and distance learning, and the development of this platform has been a necessity for all activities related to the platform The world, and the zoom platform is a safe social media for students and teachers who use social networks such as: (Facebook), it contains features similar to Facebook, and it can be said that it is a school on (Facebook), and parents can also join and communicate with Teachers and other parents, and with their children, and to monitor their children's progress in my work Learning includes (zoom) many learning activities, such as: competitions, assignments, survey, file or links to websites, online library, closed group space, and awarding prizes to students (Putri, Wahyuni, &Suharso, 2017).

Given the importance of (Microsoft teams) and (Zoom) platform in the educational process, this study came to reveal their effectiveness in developing the achievement of tenth grade students in the Arabic language subject.

1.2 STUDY PROBLEM AND QUESTIONS:

The Arabic language is one of the subjects whose teaching requires special skills in teaching some of its subjects, which sometimes constitutes a difficult point for students. Self-learning through some educational programs and websites, as this reduces the gap between the teacher and the student and some concepts that parents cannot understand and analyze, and provides the largest possible number of students to repeat exercises and activities and simulate some exercises, in addition to the possibility of students working in groups and conducting discussions and dialogues from afar.

And because today all countries of the world are going through health crises such as the Corona pandemic, which imposed special measures on all sectors, including the education sector, which has been greatly affected, so that distance learning has become a must, which prompted educators to use educational platforms for the progress of the educational process Learning and its continuity, and one of the electronic educational sites or platforms that can be used in teaching is the classroom service on the Microsoft Teams website, which provides many advantages in the educational process without being tied to the link of time and place. multimedia, and the exchange of documents and data between learners.

Hence, this study came to use two learning platforms: (zoom and Microsoft teams) in order to develop students' learning of the Arabic language and contribute to acquiring its concepts, by answering the following study questions:

1- Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the achievement of tenth grade students in the Arabic language subject in the pre and post application of the study group that was studied using the Microsoft Teams platform?

2- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the achievement of tenth grade students in the Arabic language subject in the tribal and remote application of the study group that was studied using the zoom platform?

3- Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the achievement of tenth grade students in the Arabic language that are due to the method of teaching using the Microsoft Teams classroom platforms and the zoom ?

1.3 OBJECTIVES OF THE STUDY:

This study aims to achieve the following:

- Finding out whether there are statistically significant differences in the achievement of tenth grade students in the Arabic language subject who studied using the Microsoft Teams classroom platform in the pre and post application.
- Finding out whether there are statistically significant differences in the achievement of tenth grade students in the Arabic language subject who studied using the zoom platform in the tribal and remote applications.
- Finding out whether there are statistically significant differences in the achievement of tenth grade students in the Arabic language subject due to the method of teaching using the Microsoft Teams and Zoom platforms in the al- Karak district.

1.4 THE IMPORTANCE OF THE STUDY:

THE IMPORTANCE OF THE STUDY LIES IN THE FOLLOWING:

THEORETICAL IMPORTANCE:

- The importance of the study stems from keeping pace with scientific and technological development, introducing computerized materials to schools, and employing technology in education for all subjects, including

the Arabic language.
- Zoom and Microsoft teams are both modern and free applications, and they are somewhat similar to social networking sites, which helps improve student achievement.
- It facilitates the automatic assimilation of theoretical aspects by students of humanities subjects in general and the Arabic language in particular.

PRACTICAL IMPORTANCE:
- It could be one of the solutions to the crisis that struck the globe since the first months of the year 2020, and after the unprecedented spread of the Corona virus (COVID-19) causing great loss of life, which disrupted all facilities in the countries of the world, especially educational institutions that started looking for solutions and alternatives Effective for e-learning and distance learning, represented by the application of virtual classes (Microsoft teams, and Zoom), which is the most reliable tool in educational institutions (Jakkaew&Hemrungrote, 2017).
- This study comes as a response to the recommendations of a number of Arab and foreign studies to conduct more empirical research on the effectiveness of teaching using the Microsoft Times Classroom platform and the Zoom platform in different courses and at various educational stages (Lutfi, 2019), (Dash Bervell, 2019) Kumar & Kumar 2019).
- It is hoped that this study will contribute to drawing the attention of supervisors, school principals in general, and teachers in particular, to the use of these two platforms in the educational process.
- To the extent of the researcher's knowledge, this study is one of the first studies that used the Microsoft Teams and Zoom platforms in teaching Arabic language. Therefore, this study can have an impact on adding quality to the use of two new teaching methods.

1.5 CONCEPTUAL AND PROCEDURAL DEFINITIONS OF THE STUDY TERMS:
The current study deals with the following concepts and terms:
Microsoft Teams Classroom platform: It is one of the free educational applications that allows the teacher to build an integrated classroom, through which the study material, assignments, and tasks are published, students follow up and discuss, and provide reinforcement and feedback (Google 2019).
It is defined procedurally with the significance of this study: that it is one of the educational applications, which is an educational platform that allows building an electronic classroom for the first scientific secondary grade. Commenting on it and opening the door for discussion, as well as obtaining feedback for each student from his teacher or from his colleagues.
ZOOM PLATFORM: A free, interactive educational platform that enables the teacher to publish the study material, assignments, tasks and activities, conduct electronic tests, exchange ideas between the teacher and the learner, and share electronic content (zoom 2019).
IT IS DEFINED PROCEDURALLY WITH THE SIGNIFICANCE OF THIS STUDY: it is an educational platform through which the content of the first unit of the Arabic language book for the tenth grade is published, by creating a classroom on it, comprising (23) students, providing assignments, feedback, and conducting tests.
ACHIEVEMENT: The set of cognitive and skill experiences that the student acquires as a result of studying the Arabic language, and it will be measured in this study through the test that will be prepared for the purposes of this study.

1.6 STUDY VARIABLES:
The study addressed the following variables:
FIRST: The independent variable has two levels:
Teaching method using the Microsoft Teams platform.
Teaching method using the Zoom platform.
SECOND: the dependent variable (academic achievement).

1.7 LIMITATIONS AND LIMITATIONS OF THE STUDY:
This current study was determined in light of the following limitations and limitations:
1- **HUMAN LIMITS:** The study members are limited to a group of students of the tenth grade of basic education, from Al-Qatrana Secondary Comprehensive School for Girls, and their number is (49) students.
2- **TIME LIMITS:** The study tools will be applied in the second semester of the 2022/2021 school year.
3- **SPATIAL BOUNDARIES**: the tenth grade at Al-Qatrana Secondary Comprehensive School for Girls in al-Karak Kasbah.
4- **OBJECTIVE LIMITS:** This study is related to the first unit (from childhood memories) of the Arabic language book through its teaching using Microsoft Teams and Zoom and its impact on achievement.
5- **DETERMINANTS OF THE STUDY**: The results of this study were determined by the extent of response of

the study members to the study tools, in addition to the validity and reliability of the tools used in the study.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

THEORETICAL FRAMEWORK:

The current chapter deals with a review of the effectiveness of physics teaching using electronic platforms, specifically Zoom and Microsoft teams, in terms of their effectiveness in the educational process. It also deals with previous studies related to the subject of the study.

The educational process occupies a great place in the countries of the world, through which it is possible to judge a country and its people of progress and advancement, as it directly affects the emergence of generations, so that their upbringing is based on advanced and modern scientific foundations (Al-Dad 2009).

And because there is a long discussion about teaching methods and methods, it must be said that the teaching method is directly related to the nature of the educational material, the nature of the objectives, and the characteristics of the learners, in addition to the personality of the teacher, which indicates the absence of specific methods for the teacher, which pre-selected the method that suits the teacher. The educational situation, by means of technology techniques (Al-Hija, 2011).

Modern educational trends focus on reconsidering educational programs and curricula at all stages of education, and preparing them so as to provide the individual with many opportunities to practice different thinking skills, which help him to keep pace with modern developments, innovative ideas, and decision-making options. He faces it in his daily life (Shukla&Dungsungnoen, 2016)

Al-Mousa and Al-Mubarak (2005) believe that the integration of different technologies in e-learning such as smart phones, tablets, and arithmetic computing applications supports e-learning and achieves the desired goals.

E-learning is considered one of the most important means in education for several reasons, including: its help in solving the problem of the great knowledge explosion that occurred with the emergence of the communications revolution, and the great demand for education, and its use in an interactive multimedia technology environment; To achieve the educational goals, and to deliver the educational content to learners with sound, image, and movement, without regard to time and place barriers (Al-Halfawi, 2006).

Educational technology contributes to the teaching process by changing the teacher's job and mission from indoctrination to other tasks and functions; Where he plays the role of the educational designer, who uses all the data of technology for educational purposes, and the success of the teacher is measured by his ability to design educational situations based on the field of educational technology (2014).

There was a need to activate and invest in the latest technologies of the age to reach effective learning and teaching, through the use of innovations at the level of technologies and communications, and using them to develop the teaching of scientific subjects; Because many of the methods and methods of teaching are no longer sufficient to meet the needs of the learners for many reasons, and thus the education system in educational institutions does not depend only on traditional methods within the classrooms, where the development of information and communication technology helps in modern education. Abilities, skills and knowledge necessary and necessary for the success of learners in social and career life in the era of the knowledge revolution (Ghanim, 2016).

Teaching science subjects using the computer is considered a qualitative leap in teaching and learning, because it has proven its ability to teach students, and give them the ability to discover concepts related to these subjects. The computer has given the educational process vitality, and a new technical dimension, to transfer it from the traditional method, as it helps students and teachers to achieve their educational goals, acquires educational skills, and makes education more effective (Mitchell & Forer 2010).

Institutions and companies are racing to produce learning management systems (LMS) applications, and among these applications are (Blackboard) application, (Moodle application), and (Zoom) application, and among the modern applications are (Microsoft Teams) application. Distance learning platforms have a number of advantages, including: they achieve the objectives of learning and teaching, and ensure that students obtain knowledge that must be constantly enhanced, and provide feedback, whether from the teacher (Franco & Co, 2018 educating content, or peer sharing).

ZOOM INSTRUCTIONAL PLATFORM:

In the past years, a huge revolution has emerged in educational computer applications, and the uses of computers and the information network in the field of learning are still increasing day by day. Line (Learning).

Hayek (2013) considers that the Microsoft Teams educational platform has contributed since its appearance in the field of e-learning, as most of the Microsoft Teams applications provide schools and universities with virtual data centers accessible to all, including faculty, staff, and students, anytime and anywhere they are. Which made it easier for educational institutions to continue e-learning.

MICROSOFT TEAMS PLATFORM

The Microsoft Teams service is a great leap towards the development of educational processes, and it is an effective tool in using technology instead of papers to present scientific content to students, follow up on them and manage learning. What distinguishes this service is also the addition of a page (About) in each course in which information can be written, and the scientific content of the subject can be placed in it for viewing, in addition to the fact that the service is available in 42 different languages, including Arabic, and works on mobile phones, personal computers, and tablets. And he can start using the platform after the user goes to the service site, and it is registered with the personal account of Google applications (Google, 2017).

When a teacher creates an assignment for students, he can attach documents from the cloud (Microsoft teams) of any kind, text files, spreadsheets, or presentations, and then choose to have the file copied for each student. Characteristics, including: (Al-Qadi and Muhammad, 2010).

• It is free in general, and easy to use.
• It is based on the principle of "facilitating the educational process".
• The platform does not require any software modification, or otherwise, it is ready to work directly on its own site.
• The platform is fully available in Arabic.
• The platform has an application in smart phones to facilitate access to students and teachers.

Bell (2015) defined Microsoft Teams as one of the free Google applications, which was launched in (2014), and aims to manage the educational process, and provides the teacher with all services that help him deliver content in different ways to learners. It allows communication between teachers, learners, administration, and parents. It also helps the teacher to conduct the assessment in different ways, and is characterized by ease of use, and its ability to link all other applications, and adapt them to learning with ease.

There are several characteristics of the Microsoft Teams platform application, according to (Google, 2017) (Teodora & Ioana, 2017) (Google, 2017):

• Internet-based application: The application is used directly through the Internet, which allows its users to access their classrooms, and manage the process from anywhere or anytime the user desires.
• A cloud-based application: Cloud computing allows application users to download files, access them from anywhere in the world without cost or special equipment, and benefit from all other cloud computing features.
• It does not require special equipment (central devices, special infrastructure) or specialized technicians: where educational institutions suffer from the high cost of preparing the infrastructure for learning management systems, but it is necessary to provide a cadre, with a specialized application management, to implement a specialized application. (Microsoft teams) does not need all this, and any teacher can deal with it, he only needs a personal email on (G Mail), which is free, and you can enter the system directly.
• Support for all languages of the world, especially Arabic: The application supports all languages of the world, especially Arabic, without the need for subscriptions or special updates.
• The application interface is easy to use, and familiar to users of modern applications.
• It allows downloading all types of files.
• An easy-to-use control panel for the learner, teacher, and system administrator.
• A high-quality protection system: it allows the distribution of powers to users at levels that ensure data protection, according to these powers.
• The privacy of the learner: it allows the teacher to deal with the students individually, each student separately, and allows each student to create his own page, in which he lists all the ideas required of him, in order to help teachers and students to easily and easily familiarize them with the work of the class. It should be noted here that there are filters that the teacher and the student can use in order to display the contents based on them, to facilitate the follow-up of assignments, and their correction.

Organizing classrooms: It allows the teacher to arrange the classrooms according to a timetable, and based on priorities, and the study load, and allows the learner to present the materials based on the priorities set by the teacher so that the special presentation of the material is presented according to what is taught in the subject and the subject matter is most important. He sees fit and appropriate for the job.

• Uses the decimal system: One of the things that teachers suffer most in learning management systems is the mark systems, so the application allows teachers to deal with the signs in the decimal system with ease and ease, which allows them to make assessment using the correction of these assignments.
• Transferring the responsibility of the classrooms: The application allows the administration to transfer powers, and manage classes from one teacher to another without any complication or loss of material or information.
• Privacy in the general appearance of the teacher and the student: The application allows the teacher and learner to design their pages with colors, and add their own pictures as easily as they want.
• Cooperation and integration between teachers: The application allows cooperation between teachers through the exchange of files, sharing, or pages, so that it ensures integration, and reduces repetition in scientific content. school, or between teachers.

Joining classes: The application allows the teacher to add learners to classes in more than one method or method, thus ensuring the diversity in educational institutions, and allowing the institution to follow the way it wants.
Collaborative learning: The application allows the use of a cooperative learning strategy and the participation of students in content, assignments and assessment.
• It allows teachers to make advertisements, calendar, and download assignments, and the possibility of solving them either directly, or by re-downloading them, and taking exams directly.
• Communication between students among themselves and with the teacher, and blogs and groups can be conducted.
• Also, using the platform does not require many and long steps, as it is possible to enter the Microsoft Teams platform after logging in by personal mail (Gmail), and the main panel of the platform appears.

PREVIOUS STUDIES:
The researcher reviewed many studies to enrich his study, in addition to making use of them in interpreting the results. The following is a review of previous studies arranged on two axes, the first with respect to the Zoom platform and the second with regard to the Microsoft teams platform.

STUDIES DEALING WITH MICROSOFT TEAMS:
In a study conducted by El-Sayed (2022). Which aimed to identify the effectiveness of using simultaneous virtual classrooms Microsoft Teams in teaching scientific writing skills to students of the College of Pharmacy in acquiring these skills and satisfaction with their learning. Derayah for New Minya, in the scientific thinking and scientific writing course for the academic year 2020/2021, using the use of simultaneous virtual classrooms Microsoft Teams, and the research sample consisted of (40) male and female students, as one experimental group. The two measurement tools were prepared and then applied, namely: Test The cognitive aspect of scientific writing skills, and the learning satisfaction measure, on the members of the research sample, before and after, and the results were processed statistically using arithmetic means, standard deviation, t-test and Wilcoxon test. The research found the effectiveness of using the virtual classroom Microsoft Teams in acquiring the cognitive aspect of scientific writing skills and satisfaction with learning among the research sample, and in light of these results, the research presented a set of recommendations and proposed research.

In a study conducted by Al-Thuwaibi (2021), which aimed to identify the effect of the self-learning method using the Microsoft Teams platform on learning motivation and digital achievement for the 100m sprint competition, the researcher used the experimental approach through the experimental design of one group that depends on the tribal and remote measurements. Due to its relevance to the nature of the research, the research sample included (65) students. (15) students were excluded to conduct the exploratory experiment on them, so that the basic research sample became (50) students, and one of the research tools was the exploratory study - physical tests - the learning motivation scale - the educational program, and the research tools were used The researcher has the following statistical treatments: arithmetic mean - standard deviation - median - skew coefficient - simple correlation coefficient - "t" test - equation of percentage improvement %. The most important results were: 1- The self-learning method using the Microsoft Times platform has a positive, statistically significant effect at the level (0.05) on learning motivation and digital achievement for the 100m sprint competition. 2- All the students in the experimental study sample had the ability to develop their skill levels. 3- Teaching using self-learning positively affects the skill level of students in the pilot study sample. 4- Self-learning is one of the possible and successful solutions in teaching skills without restrictions, as is the case in traditional education.

Al-Bawi (2019) conducted a study aimed at identifying the effect of using the educational platform (Microsoft teams) on the achievement of students of the Computer Department for the subject (Image Processing), and their attitudes towards e-learning, and to achieve its objectives. The research experiment was implemented in the academic year (2017-2018) over a full academic year, one day per week, in which the experimental group consisting of (47) students was taught using the educational platform, and the control group (48) was the control group. . After preparing the requisites for the experiment, ensuring the internal and external safety of sciences, and building two tools, the achievement test and the trend scale towards e-learning, and its properties were confirmed by the psychometric test, the statistical data was completed by means of the psychometric test and the application of the statistical data from the package. (Spss), which showed the positive effect of using the educational platform (Microsoft teams) on the achievement of the experimental group, and their attitudes towards e-learning compared to the traditional method, and in light of that, the researchers presented a number of recommendations and recommendations.

STUDIES THAT DEALT WITH THE ZOOM PLATFORM:
In the Al-Ghunaimi study (2021), which aimed to investigate the effectiveness of using the expanded motivational teaching model, and some interactive distance learning applications in teaching geography to

develop cognitive processing skills, and the ability to self-regulate among first-year secondary students, and in order to achieve this, cognitive processing skills were identified. The information and self-regulation skills necessary for first-year secondary students in two lists that were judged by specialists, and relying on them in determining the objectives of teaching the Egyptian population unit to first-year secondary students, and then addressing the educational unit using the expanded motivational teaching model ARCS-V, which is An abbreviation of five dimensions that represent its main axes: Attention, Relevance, Confidenc, Satisfaction, and Volition. The unit was implemented using some interactive distance learning applications, which were represented in the Zoom Meeting cloud application, the Jamboard application, and the Wall application. The electronic padlet, and the research sample consisted of 70 female students of the first year of secondary school, who were divided into two control groups. , and their number is (34) female students, and their number is (36) experimental students, as well as the research tools represented in the cognitive processing of information test, and the self-regulation scale for first-year secondary students. The control group in the post application of the cognitive processing of information test, and the scale of the ability to self-regulate in favor of the experimental group, in addition to the presence of a statistically significant difference between the mean scores of the experimental group students in the pre and post measurement of the cognitive processing of information test, and the scale of self-regulation in favor of the post application. His recommendations for the need to take into account the foundations and principles of achieving motivation when designing e-learning environments of various models

Al-Omari (2019) conducted a study to investigate the effectiveness of using the zoom platform in developing self-organized learning skills and achievement among students of the design and production of educational aids course at Mutah University and their attitudes towards it. The study sample consisted of (45) students enrolled in the course of designing and producing educational aids. , which were randomly distributed to the two study groups into an experimental group of (25) students, and a control group of (20) students. The quasi-experimental approach was used to collect data by means of an achievement test and two questionnaires, and the results indicated that there is a significant statistical difference in favor of the experimental group in achievement and post-measurement On the scale of self-organized learning skills, and that their attitudes towards the Zoom platform are positive, and in light of this, the study recommended the necessity of teaching some courses through the Edmodo platform.

2.3 COMMENTING ON PREVIOUS STUDIES

By reviewing previous studies, it can be noted that most of the studies that dealt with the issue of educational platforms were descriptive studies, such as the study of Abdul Rahman and Al Shaya (2017), a study that aimed to introduce the platform (zoom), Ghaith, Youssef and Al-Ajami (2016), and Casula study (Kasula, 2015), which aimed to To determine the extent of the readiness of (Microsoft teams), and this is in contrast to the method of the current study, which adopted the quasi-experimental method, which is what distinguishes this study by choosing this method.

This study was also unique in that it was applied in an educational environment (Kasbah of Karak District), and within the researcher's knowledge that no previous study was applied in this environment using these two platforms.

STUDY METHODOLOGY

This chapter presents the method and procedures used in the design of the current study. It presents the study methodology, the sample, and the tools used in data collection. It also deals with the method of conducting the exploratory study, the field study, and how to verify the validity and reliability of the tools used in data collection and analysis.

3.1 STUDY METHODOLOGY:

This study adopted the quasi-experimental approach to identify the impact of the independent variable Microsoft Teams platform and the Zoom platform on developing the achievement of tenth grade students in Karak Governorate.

STUDY COMMUNITY

The study population consisted of all tenth-grade students in Karak Kasbah in the second semester of the 2022/2021 academic year.

THE STUDY SAMPLE

The study sample consisted of (49) students who were selected intentionally from (Al-Qatrana Secondary School for Girls), and they were distributed into two experimental groups by simple random method: the first experimental group was taught using the Microsoft Teams platform, and the number of its members was (26)

students, and the second group She studied via the Zoom platform, and the number of its members was (23) students.

TABLE (1): STUDY GROUPS.

Group	Teaching Method	Number
1	**Microsoft teams**	**26**
2	**Zoom**	**23**
Total		**49**

3.4 STUDY TOOLS

FIRST: THE ACHIEVEMENT TEST

The researcher built an achievement test for the pre and post measurement for the two experimental groups based on content analysis and the derivation of behavioral educational goals, with the aim of revealing the significant differences - if any - between the use of Microsoft Teams room and zoom in the achievement of tenth grade students in a subject Arabic. Based on these objectives, a specification table was built, as shown in Table (2).

TABLE (2): SPECIFICATIONS TABLE.

Lesson Title	Remember 24%	Understand 37%	Apply 13%	Analyze 14%	Create 12%	Total 100%
Childhood Memories	5	8	2	3	2	20
Total	**5**	**8**	**2**	**3**	**2**	**20**

In light of the specification table, the achievement test was built in its initial form, and the test might consist of (20) items of a multiple-choice type.

VALIDITY AND RELIABILITY OF THE STUDY TOOL:

To verify the apparent validity of the achievement test in the Arabic language subject, the test was presented in its initial form to a group of (8) faculty members and specialized teachers, and they were asked to make their observations about the test items in terms of clarity, language safety, and their suitability for educational goals, and a suggestion Or modify what they deem appropriate, and their comments and modifications have been taken, and a paragraph has been deleted and replaced with another paragraph with a reformulation of some paragraphs so that the achievement test appears in its final form.

ACHIEVEMENT TEST STABILITY

With regard to the stability of the achievement test in the Arabic language subject for tenth grade students, the test was applied to an exploratory sample consisting of (25) students from the study community and outside its sample. It was also applied after two weeks, and the Pearson correlation coefficient was calculated between the responses of the exploratory sample to the first application and the second application, as the value of the Pearson coefficient was (0.84).

TABLE (3): THE STABILITY OF THE ACHIEVEMENT TEST.

Test	Pearson's correlation coefficient
Pre-test	0.84
Post-test	

Table (3) indicates that the calculated value of the correlation coefficient is high, and indicates a statistically acceptable degree of stability for the achievement test and its validity for conducting the actual study.

THE EQUIVALENCE OF THE TWO STUDY GROUPS:

The achievement test was applied to the two study groups before the study was implemented, and the t-test was conducted for independent samples to verify that there were no statistically significant differences between the two groups before conducting the study. (Table 4) displays the results.

TABLE (4): PARITY TEST BETWEEN THE TWO STUDY GROUPS IN THE PRE-EXAM.

Teaching Groups	Arithmetic mean	T	D.f	Statistical significance	mean difference	standard error
Microsoft teams	8.5385	-.24	41	0.811	-.158	0.65879
Zoom	8.8696					

It is clear from Table (4) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the achievement of tenth grade students in the Arabic language subject in the pre-exam, depending on the values of the arithmetic averages, which amounted to (8.53) for the first experimental group that It was studied using the Microsoft room platform, and (8.86) for the second experimental group that was studied

using the zoom platform, where the t-value was (-0.24) at the significance level (0.811).

3.5 STUDY PROCEDURES

- Visiting the school in which the study was applied, and meeting with the school administration to discuss ways of cooperation and facilitate the procedures for implementing the study.
- The test was applied to the two study groups before starting the study.
- He trained the students on how to use each of the two platforms through the WhatsApp program through video clips, then provided each student with the secret code (code) for the classroom on each platform.

The unit that will be taught for the two groups is designed through the (ADDIE) design model, which consists of the following stages:

1- Analysis: At this stage, the general objectives of the study unit, the educational content, and the characteristics of the target group were determined.

2- Design: At this stage, the specifications of the educational material were determined on paper in the form of charts and drawings. These charts included the objectives of behavioral education, the arrangement of educational content, and assignments, activities, and tests were determined in different styles, and a specific date was set for their delivery.

3- Development: At this stage, the educational unit to be taught on both platforms (Zoom and Microsoft teams) was converted into an electronic format that was uploaded to the zoom library (and the Google Drive cloud).

4- Implementation (Usage): The instructional material was taught in this stage as it was determined in the design stage on an exploratory sample consisting of (10) students. To find out the problems and difficulties facing the students. The program has been modified in light of these difficulties.

5- Evaluation: In order to evaluate the two platforms, they were presented to three faculty members specialized in educational technology, two of them with the rank of professor in educational technology and the third with the rank of associate professor in educational technology and the amendment was made in light of their observations.

THE TEACHING PROCESS WAS CARRIED OUT ACCORDING TO THE FOLLOWING:

The educational content of the unit is scheduled to be published on both platforms at the same time, the part to be taught, supported by educational media such as images, videos, and scientific experiments using simulation programs. Followed by the worksheets and tests. The implementation of the study took (4) weeks.

DISCUSSING FINDINGS AND RECOMMENDATIONS

RESULTS:

This chapter presents the results of the study related to the effectiveness of teaching using the Microsoft Teams platform and the Zoom platform on the achievement of tenth grade students in the Karak kasbah, as follows:

FIRST: The results related to the answer to the first study question, which states: Are there statistically significant differences at the level and significance ($\alpha \leq 0.05$) in the achievement of tenth grade students in the Arabic language subject in the pre and post application of the study group that was taught using the Microsoft Teams platform)?

To answer this question, the arithmetic means and standard deviations of the two study groups were found, and Table (5) shows the results.

TABLE (5): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE RESPONSES OF THE MEMBERS OF THE FIRST STUDY GROUP THAT WERE STUDIED USING THE MICROSOFT TEAMS PLATFORM ON THE PRE- AND POST-TEST.

Group	Number	Pre-test		Post-tes	
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation
Microsoft Teams	26	8.8696	2.02447	16.8846	1.50537

Table (5) indicates that there are apparent differences between the results of the experimental group that was studied using the Microsoft Teams method in the pre- and post-test, where the arithmetic mean in the pre-test was (8.53), and in the post-test (16.88).

In order to find out if these differences were statistically significant, a t-test was conducted, and the table (6) shows the results.

TABLE (6): THE RESULTS OF THE T-TEST FOR THE RESPONSES OF THE MEMBERS OF THE FIRST EXPERIMENTAL GROUP THAT WERE STUDIED BY MICROSOFT TEAMS PLATFORM ON THE PRE- AND POST-TEST.

Microsoft teams	Arithmetic Mean	Standard Deviation	Standard Error	t	Freedom degree	Statistical significance
Pre & Post	-8.34	1.35	0.265	-31.41	25	*0.000

* Statistically significant at the level of significance (α ≤ 0.05).

It is evident from Table (6) that there are statistically significant differences at the significance level (α≤0.05) between the results of the experimental group in the pre- and post-test, after they were studied using the Microsoft Teams platform, and in favor of the post-test. This indicates the effectiveness of the teaching method using the Microsoft Teams platform in improving female students' achievement in the Arabic language subject.

The results showed that the use of Microsoft Teams in teaching Arabic language has contributed to improving the students' achievement in the post-test with statistical significance compared with the pre-exam. The researcher attributes this result to the effectiveness of the Microsoft Teams method in presenting educational content as well as activities in an interactive environment available to students inside and outside the classroom. Where the student can choose the time that suits him to review the electronic content with a high level of motivation towards using modern technology tools that have become an integral part of educational tools. This finding is consistent with several studies such as Al-Bawi's study (2019), Tayseer, Plumber and Jarrah study (2018), and Kasula study (2015).

SECOND: the results related to the answer to the second study question, which states: Are there statistically significant differences at the level and significance (α≤0.05) in the achievement of tenth grade female students in the Arabic language subject in the pre and post application of the study group that was studied by the zoom platform?

To answer this question, the arithmetic means and standard deviations of the second experimental group were found, which were studied using the Zoom platform (Wiki) and Table (7) shows the results.

TABLE (7): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE RESPONSES OF THE MEMBERS OF THE SECOND STUDY GROUP THAT WERE STUDIED USING THE ZOOM PLATFORM ON THE PRE- AND POST-TEST.

Group	Number	Pre-test		Post-tes	
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation
Zoom	23	8.8696	2.15964	14.1739	2.47996

Table (7) indicates that there are apparent differences between the results of the experimental group that was studied using the zoom. The arithmetic mean in the pre-test was (8.86), and in the post-test (14.17).

To find out if these differences were statistically significant, a t-test was conducted, and Table (8) shows the results.

TABLE (8): THE RESULTS OF THE T-TEST FOR THE RESPONSES OF THE MEMBERS OF THE SECOND EXPERIMENTAL GROUP THAT WERE STUDIED BY APPLYING THE ZOOM TO THE PRE AND POSTTEST.

Zoom	Arithmetic Mean	Standard Deviation	Standard Error	t	Freedom degree	Statistical significance
Pre & Post	-5.304	1.57	0.32	-16.11	22	*0.000

* Statistically significant at the level of significance (α ≤ 0.05).

It is clear from Table (8) that there are statistically significant differences at the significance level (α≤0.05) between the results of the second experimental group that was studied using the Zoom platform and in favor of the post test. This indicates the effectiveness of the method of teaching using the zoom in improving the achievement of female students in the Arabic language.

The results showed that the use of the zoom method in teaching Arabic language has contributed to improving the achievement of female students in the post-test with statistical significance compared with the pre-exam. The researcher attributes this result to the same previous reasons, that the Zoom platform provides attractive design and interaction means for students and teachers alike, and the student can review it through electronic links at any time and anywhere. This result is consistent with the study of AL Kathri (2015), and the study (Al-Omari, 2019).

THIRD: The results related to the answer to the second study question, which states: Are there statistically significant differences at the significance level (α≤0.05) in the achievement of tenth grade students in the Arabic language subject due to the method of teaching using the (zoom, Microsoft teams) platforms?

In order to answer this question, the arithmetic averages and standard deviations of the responses of the individuals of the two study groups were extracted, and Table (9) shows the results.

TABLE (9): ARITHMETIC MEANS, STANDARD DEVIATIONS, AND T-TEST FOR THE RESPONSES OF THE TWO STUDY GROUPS TO THE POST-TEST.

Teaching Groups	Arithmetic mean	T	D.f	Statistical significance	mean difference	standard error
Microsoft teams	16.91	4.06	47	*0.000	2.45151	0.602
Zoom	14.46					

It is clear from Table (9) that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the achievement of tenth grade students in the Arabic language subject due to the method of teaching (Microsoft Teams platform, Zoom platform), and in favor of teaching using Microsoft Teams platform, depending on the values of the arithmetic mean, which reached (16.91) for the group that studied using the Microsoft Teams platform and (14.46) for the group that studied using the Zoom platform.

The results showed that teaching using the Microsoft Teams platform contributes better to improving female students' achievement compared to using the Zoom platform, with statistical significance. The researcher attributes this result to the students' familiarity with using Google tools and their prior knowledge of the user interface, which increases their motivation to follow electronic content without considering how or the need to learn to use a new type of service even if it is similar as is the case in the Zoom platform. The common tendency to use the Microsoft Teams platform, whether in field use or in research studies, where there is - within the researcher's knowledge - any study that addresses the difference between the two platforms.

RECOMMENDATIONS

-In light of the results that have been reached, the study recommends activating the use of e-learning platforms in the process of teaching Arabic language, such as the Microsoft Teams platform and the Zoom platform, due to their great contribution to improving the level of students and their academic achievement.
-Holding training courses for teachers on how to use the Microsoft Teams and Zoom platforms.

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