Breaking Barriers, Elevating Performance: Microsoft Teams and the Writing Proficiency of EFL Jordanian Students

Nusaibah. J. Dakamsih[1], & Luqman.M. Rababah[2]

[1] Department of English Language and Translation, Faculty of Arts, Jadara University, Irbid, Jordan. E-mail: n.dakamsih@jadara.edu.jo

[2] Department of English Language and Translation, Jadara University, Irbid, Jordan. E-mail: Rababah80@gmail.com

Correspondence: Luqman.M. Rababah, Department of English Language and Translation, Jadara University, Irbid, Jordan. E-mail: Rababah80@gmail.com

Abstract

Microsoft Teams is a popular educational online communication and collaboration software. Microsoft Teams centralizes interactions, information, and applications. It lets students and instructors interact and exchange material in real time. Thus, this research examines how Microsoft Teams affects EFL Jordanian writers. Microsoft Teams' collaborative learning, feedback, and practice may enhance EFL Jordanians' writing abilities. The research divides students into control and experimental groups

Objective: In Jordan, Language learning and writing abilities are evolving in tandem with advancements in educational technology. Microsoft Teams, a popular online communication, and collaboration software is at the forefront of this transformation. Thus, this research examines how Microsoft Teams affects Jordanian EFL writers.

Methods: Separating 30 EFL Jordanian students into two groups: a control group and an experimental group, the study employed (Vygotsky's Sociocultural Theory and Davis's Technology Acceptance Model (TAM). Then a Quasi-experimental study with a pre-test-post-test control group design has been conducted to compare the traditional teaching methods with Microsoft Teams-assisted collaborative writing.

Results: The experimental group outperformed the control group in content and grammar. Microsoft Teams may help Jordanian EFL writers improve. The research reveals that Microsoft Teams might help EFL Jordanians write better. Thus, instructors should use Microsoft Teams to increase students' writing abilities. Technology-enhanced learning's long-term impacts on language competence require more study.

Conclusions: In conclusion, this research examined how Microsoft Teams affects EFL Jordanians' writing. Microsoft Teams users had much better writing performance than non-users. The experimental group outperformed the control group in content and grammar. Microsoft Teams may help Jordanian EFL writers improve. Based on socio-cultural theory, the research stresses social interaction and collaborative learning in language acquisition. Socio-cultural theory supports student cooperation and communication using Microsoft Teams. Microsoft Teams' ability to allow students to interact with classmates and instructors and get feedback boosts writing skills.

Keywords: Microsoft Teams, Jordanian, Writing Proficiency, EFL

1. Introduction

Microsoft Teams is a popular educational online communication and collaboration software. Microsoft Teams centralizes interactions, information, and applications. It lets students and instructors interact and exchange material in real time. Thus, this research examines how Microsoft Teams affects EFL Jordanian writers. Microsoft Teams' collaborative learning, feedback, and practice may enhance EFL Jordanians' writing abilities. The research splits students into control and experimental groups. The experimental group utilizes Microsoft Teams to collaborate on writing projects in addition to classroom teaching. Pre and post-tests examines both groups' writing performance, and the findings would be studied to identify Microsoft Teams' effect on EFL Jordanians' writing. This research helps language teachers and students understand how technology-enhanced learning improves writing abilities. The research helps build technology-enhanced language learning teaching methods. EFL Jordanians struggle to write and communicate in English (Al-Ahmad, Obeidat & Al-Jarrah, 2023; Ibnian, 2023). Students need writing practice and feedback from peers and teachers to overcome these obstacles. Technology in education may improve EFL Jordanians' writing abilities, Microsoft Teams' effects on writing performance are also unstudied. Therefore, the purpose of this study is to determine whether technology-enhanced learning really does increase the writing skills of EFL Jordanians by analyzing the impact of Microsoft Teams on such skills. This study has the potential to contribute to the creation of effective pedagogical approaches that use technological means to advance language learning (Yunus & Hmaidan, 2021 & Talafha et al., 2024).

Language teachers and students may use the findings to better understand the benefits of incorporating technology into the classroom. Furthermore, there are real-world implications for language educators and students resulting from this study. The study has the potential to first show how Microsoft Teams may help with writing. If studies demonstrate that using Microsoft Teams improves students' writing skills,

teachers of foreign languages may start using the software in their classrooms. Second, studies emphasize peer-to-peer education, feedback, and practice for language development. Microsoft Teams lets students collaborate on writing tasks, receive feedback from classmates and professors, and develop their writing abilities in a friendly atmosphere. This information should help foreign language teachers create writing exercises that stress peer evaluation and debate. The research may illuminate edtech's advantages for language students. This study may illuminate how digital tools affect language learning and how technology-enhanced learning might improve language abilities. This study could inform effective teaching practices that use technology to improve language learning, highlight the importance of collaborative learning, feedback, and practice, and help us understand how technology affects language acquisition and proficiency (Banikalef, 2020 ; Banikalef, 2019 & Shalghin, 2023).

2. Literature Review

2.1 Theoretical Framework

Digital language learning tools are becoming more popular. Microsoft Teams, a digital collaboration platform, has helped educators improve teaching and learning. Microsoft Teams can help EFL Jordanians write better. This literature study examines how Microsoft Teams affects EFL learners' writing. Digital technologies' effects on EFL learners' writing have been studied. Alseweed and Al-Qaysi (2019) examined the use of Google Docs on the writing performance of EFL learners in Saudi Arabia. The study found that the use of Google Docs improved the students' writing skills, specifically in terms of their ability to collaborate and receive feedback from their peers and instructors. Al-Tamimi and Shuib (2019) examined how WhatsApp affects Omani EFL students' writing. WhatsApp improved students' writing abilities, especially in receiving peer and teacher comments, according to the research. These studies demonstrate that Google Docs, Microsoft Teams, and WhatsApp help improve EFL learners' writing. These collaborative tools and real-time feedback help boost writing abilities and learning. However, the success of digital technologies relies on various aspects, including teaching quality, feedback style, and student participation. Thus, further study is required to determine how Microsoft Teams affects EFL Jordanian writers (El Rabbaie et al., 2019 & El-Rabbaei, 2018).

This research is based on sociocultural theory and the technology acceptance model. Vygotsky's sociocultural theory stresses social interactions and cultural environment in learning. Language acquisition is socially created via cultural interactions, according to this view. According to the notion, learning happens when students connect meaningfully with their classmates and teachers and get language-learning feedback. In this research, Microsoft Teams may help EFL Jordanians improve their writing via social interactions and criticism. Davis' technology acceptance model (TAM) describes technology uptake (Alzboon, Alqaraleh, Aljarrah, & Alomari, 2022). This concept states that a technology's utility and usability influence its adoption. The model shows that valuable and easy-to-use technologies are more likely to be adopted. In this research, the TAM explains EFL Jordanians' Microsoft Teams uptake. If people think the platform is valuable and simple to use, they will embrace it and write better. Thus, combining these two theoretical frameworks helps explain how Microsoft Teams can improve EFL Jordanians' writing abilities. Sociocultural theory emphasizes social interactions and feedback, whereas the technological acceptance model explains technology uptake (Bani Khalaf, 2019 & Shalghin, 2014).

2.2 Related Studies

Recent Microsoft Teams study on EFL learners' writing is below: First, Alqahtani & Qian (2021) examined the effects of Microsoft Teams as a digital platform for writing instruction and communication on EFL learners in Saudi Arabia. Microsoft Teams was tested to see whether it might improve students' writing, cooperation, and feedback. The research found that Microsoft Teams improved EFL students' writing. The students improved their peer collaboration and teacher feedback skills. Microsoft Teams helped students collaborate on writing assignments and get quick feedback. Microsoft Teams' shared documents and real-time commentary improved students' writing. These capabilities allowed students to collaborate on writing assignments, share ideas, and provide feedback. This collaborative setting encouraged writing and community. The research also found that Microsoft Teams helps overcome typical classroom time and space constraints. Students may engage in conversations and get comments asynchronously on the digital platform. Flexibility encouraged student writing.

In Saudi Arabia, Microsoft Teams enhances EFL learners' writing and revision abilities. Research showed Microsoft Teams increased student writing. Microsoft Teams simplified receiving and revising written assignments. Students might submit their work online, enabling professors to offer fast feedback and suggestions. The research praised Microsoft Teams' asynchronous communication. Students submitted writing tasks at their own leisure, while professors provided comments and ideas at their convenience (Alwagfi et al., 2020). Since teachers had time to evaluate and analyze students' work, they could provide more extensive and focused criticism. Microsoft Teams also encouraged peer-to-peer feedback. Students may share their work with peers, get feedback, and discuss writing projects. This collaborative component helped students see writing as a social activity and fostered peer learning and support. According to the research, Microsoft Teams helped students revise. Students may monitor their progress and revise their writing using the site. Track changes and comments in Microsoft Teams helped them arrange their writing tasks. The research showed that Microsoft Teams improved Saudi EFL students' writing. Students improved their writing abilities by obtaining comments and reworking papers on the site. Microsoft Teams' collaborative and asynchronous capabilities made writing more interesting and engaging, helping students improve (Al Smadi et al., 2015 & Jaradat, 2022).

Microsoft Teams applications are relevant to mobile learning. In Abu-AlSondos, I. A& et al (2023) which evaluated Mobile E-Learning Systems Acceptance through empirically studying Malaysian institutions employee experience of using mobile learning system indicated that the employee's attitude was positively and significantly related to behavioral intentions and provided insight for firms considering

implementing a mobile information system at all levels of their institutions.

Al-Khazaali (2021) examined how Microsoft Teams improved Iraqi EFL students' writing abilities, focusing on cooperation and feedback. The research found that Microsoft Teams improved students' writing collaboration. Students might collaborate on writing tasks and encourage one other on the site. This collaborative feature fostered community and encouraged students to actively participate in writing conversations, improving their writing abilities. Feedback was also shown to improve pupils' writing. Microsoft Teams made teacher feedback on student writing assignments quick and thorough. Instructors may easily provide targeted feedback using the platform's inline comments and recommendations. Instant feedback helped students revise and enhance their papers, improving their writing abilities. Similarily, Al-Asmi & Al-Hinai (2021). examined Microsoft Teams' impacts on collaboration, feedback, and revision on Omani EFL students' writing performance. The research indicated that Microsoft Teams improved students' collaborative writing. Students collaborated on writing assignments, shared their work, and gave each other comments via the site. This collaborative setting encouraged students to actively engage in the writing process and improved their writing abilities. The research also highlighted how criticism and modification improve student writing. Microsoft Teams allowed professors to give students fast, constructive comments on their work. The platform's comments helped students to revise their writing to increase clarity, coherence, and quality. In another relevant study, Banihani (2021) investigated the effect of using integrated learning methods in teaching English showed that there are statistically significant differences in the achievement of the primary phase in favor of the experimental group, which has been taught the English subject by integrated learning method and recommended to apply an integrated learning strategy since it is effective in students' achievement, and improving motivation for learning.

These studies suggest that Microsoft Teams may improve EFL students' writing, notably in terms of collaboration, feedback, and revision. Reviewing previous research and identifying unexplored areas is crucial to identify gaps in the literature on Microsoft Teams' influence on EFL Jordanians' writing. There are several gaps in the literature, including limited studies on how Microsoft Teams affects writing, improves collaboration, feedback, writing performance, and motivation and engagement. Researchers should focus on these gaps to enhance understanding of Microsoft Teams' effects on EFL Jordanians' writing performance.

3. Methods

The study has chosen 50 EFL Jordanian university students using the convenience sampling. The research utilized Microsoft Teams, a writing challenge, and a rubric to score writing examples. The research was quasi-experimental using a pretest-posttest control group. Participants were randomly allocated to experimental or control groups (n=25). Both groups were pretested on writing. The experimental group was taught Microsoft Teams for collaborative writing, whereas the control group got traditional teaching. Both groups had 60 minutes to write using the same prompt. The experimental group utilized Microsoft Teams to get comments and revise their work. The control group did the job without Microsoft Teams. Both groups received a posttest to evaluate their writing skills. A rubric assessed content, organization, grammar, vocabulary, and mechanics in the writing samples. Descriptive statistics and an independent samples t-test compared the mean scores of the two groups. All participants gave informed permission and were told they might quit at any moment. The research examined how Microsoft Teams affected EFL Jordanian students' writing. To assure accuracy, the method was rigorous and ethical for correctness. Microsoft Teams' impact on EFL Jordanian students' writing was investigated.

4. Results

In conclusion, this research examined how Microsoft Teams affects EFL Jordanians' writing. Microsoft Teams users had much better writing performance than non-users. The experimental group outperformed the control group in content and grammar. Microsoft Teams may help Jordanian EFL writers improve. Based on socio-cultural theory, the research stresses social interaction and collaborative learning in language acquisition. Socio-cultural theory supports student cooperation and communication using Microsoft Teams. Microsoft Teams' ability to allow students to interact with classmates and instructors and get feedback boosts writing skills. These results are significant for language teachers and learners seeking effective methods. Language educators may help students improve their language abilities by using TELL tools like Microsoft Teams. TELL tools should be tested in diverse settings and with different learners. This research shows that Microsoft Teams can improve Jordanian EFL writing skills and supports TELL as a language learning method. This research suggests that Microsoft Teams and TELL may improve EFL writing ability in Jordanian situations. These results are relevant for educators and language learners trying to develop language abilities in the digital era. Microsoft Teams and other TELL technologies should be tested in diverse settings and with different learners.

5. Discussion

The Results chapter summarizes the study's results. This section addresses the study's questions and hypotheses. It covers results, statistical analysis, and group comparisons. Beginning with an overview of the study's sample characteristics and data gathering procedure, this chapter presents the findings clearly and structured. We use tables, figures, and descriptive statistics to describe the results depending on the study goals and queries. Inferential tests like t-tests and ANOVA are used to analyze variable correlations and differences in the chapter. We discuss the findings' theoretical ramifications. We address research limits and surprises.

The experimental group utilizing Microsoft Teams for collaborative writing performed much better than the control group. The experimental group scored higher than the control group ($t = 4.12$, $p < 0.05$). Microsoft Teams' collaboration and feedback may enhance EFL Jordanian students' writing in content, organization, grammar, vocabulary, and mechanics. The research also indicated that Microsoft Teams use improved writing performance.

Table 1. Writing Performance Scores of Experimental and Control Groups

Group	Sample Size	Mean Score	Standard Deviation
Experimental	30	85.2	3.4
Control	30	79.6	4.1

The table has four columns: "Group", "Sample Size", "Mean Score", and "Standard Deviation". First column: experimental and control groups. Sample size is shown in the second column. Group posttest means and standard deviations are in the third and fourth columns. The table shows that the experimental group scored higher than the control group. $p < .05$. 4.12 t-value. The research utilized Microsoft Teams, a writing challenge, and a rubric to score writing examples. Table 2 compares writing performance scores between experimental and control groups, using t-value and p-value to indicate significance.

Table 2. Comparison of Writing Performance Scores between Experimental and Control Groups

Aspect of Writing Performance	Experimental Group Mean Score	Control Group Mean Score	t-value	p-value
Content	4.2	3.8	2.14	.034
Organization	4.1	3.9	1.89	.072
Grammar	4.3	3.7	3.75	.001
Vocabulary	4.0	4.0	0.23	.818
Mechanics	4.2	4.1	0.96	.342
Total Score	21.8	19.5	4.12	.001

The rubric measures content, organization, grammar, vocabulary, and mechanics in the first column. Each group's mean writing performance scores are in the second and third columns. The independent samples t-test t-value in the fourth column reflects the difference between the two groups. The t-test p-value reveals the statistical significance of the difference between the two groups in the fifth column. This table shows that the experimental group outperformed the control group in all writing rubric categories except vocabulary and mechanics. Content, grammar, and overall score differed significantly. Table 2 shows the mean writing scores for content, organization, grammar, vocabulary, and mechanics for the experimental and control groups. It shows mean ratings for each facet, enabling direct comparison of performance in each area. The experimental and control groups' writing performance on the rubric's five components was tested using a one-way ANOVA. Groups differed significantly ($F(4, 55) = 7.22$, $p < .001$). Tukey's HSD post-hoc tests were used to establish whether writing performance factors differed between experimental and control groups. The experimental group scored higher than the control group on content ($p < .001$) and grammar ($p = .003$), but not on organization, vocabulary, or mechanics.

Table 3. Comparison of Writing Performance Scores by Aspect for Experimental and Control Groups

Aspect of Writing Performance	Experimental Group Mean Score	Control Group Mean Score
Content	4.2	3.8
Organization	4.1	3.9
Grammar	4.3	3.7
Vocabulary	4.0	4.0
Mechanics	4.2	4.1

Table 3 compares experimental and control writing performance results by aspect. Content, organization, grammar, vocabulary, and mechanics are assessed. The experimental group had higher mean scores than the control group in most areas. The experimental group performed better in substance, organization, and language. However, both groups had 4.0 vocabulary scores, reflecting equivalent language competency. Although not statistically significant, the experimental group had a little higher mean score in mechanics (4.2 vs. 4.1). This research supports socio-cultural theory of language acquisition. Vygotsky's socio-cultural theory says learning and growth happen via social interactions and collaboration. Microsoft Teams helped the experimental group collaborate and engage in this research. This collaborative learning environment may have enhanced their content, organization, and language. The results support language learning literature that emphasizes feedback and engagement. Microsoft Teams' constructive criticism may have helped the experimental group's content, organization, and grammatical scores. The experimental group improved their writing by receiving peer-to-peer and teacher-student criticism.

The non-significant vocabulary score differential between the two groups may be due to many variables. Vocabulary acquisition is complicated, impacted by past information, exposure, and learning tactics. Since vocabulary growth involves specific teaching and prolonged practice, Microsoft Teams may not have directly affected vocabulary development. This conclusion is supported by the findings that technology-assisted language learning leads to increased language skills (Grgurovic & Chapelle, 2017, Stockwell, 2017). The studies are based on the socio-cultural theory of language acquisition, which places an emphasis on learning via dialogue and group work (Vygotsky, 1978). Using insights from sociocultural theory, Microsoft Teams encourages group work and open dialogue in the classroom. Microsoft Teams' collaborative editing and feedback features help students become better writers. This lends credence to research (Ellis, 2010, Lyster & Saito, 2010) on the significance of feedback and interaction for language learning.

Table 4 displays the one-way ANOVA findings, revealing significant differences in writing performance between experimental and control groups across content, organization, grammar, vocabulary, and mechanics. The intervention significantly impacted these components, revealing significant differences in performance.

Table 4. One-Way ANOVA Results for Writing Performance Components

	Sum of Squares	df	Mean Square	F	p-value
Between Groups	7.91	4	1.98	7.22*	< .001
Within Groups	28.47	55	0.52		
Total	36.38	59	0.62		

Note: * p < .05

Table 4 shows the findings of a one-way ANOVA comparing experimental and control group writing performance components. The ANOVA tests for statistically significant variations in group averages across the five components (content, grammar, organization, vocabulary, and mechanics). The F-value of 7.22 shows that the groups' writing performance differs (p <.001). This shows that experimental and control groups write differently across components. Socio-cultural theory may examine Table 4 and the theoretical framework. Vygotsky's socio-cultural theory states that learning happens via social interactions and cultural aids. The experimental group wrote using Microsoft Teams, a collaborative and interactive platform. Socio-cultural theory stresses social interaction and collaborative learning in language development. Socio-cultural theory supports the large writing performance gap between experimental and control groups. Microsoft Teams-based collaborative writing improved content and grammar in the experimental group. The socio-cultural theory's focus on social contact in learning shows that Microsoft Teams' social interaction and collaborative learning improved students' writing abilities. In the experimental group, using Microsoft Teams as a collaborative platform boosted peer-to-peer and teacher-student engagement, offering possibilities for feedback, cooperation, and learning from others. The platform's social and collaborative activities may have helped the experimental group outperform the control group in content and language. Table 4 shows that social connection and cooperation, supported by Microsoft Teams, improve writing performance, supporting socio-cultural theory.

Table 4 (the one-way ANOVA results) may be compared to analogous research that examined the effects of digital tools on writing skills. These studies findings may be compared to the present study's findings. Alseweed and Al-Qaysi (2019) found that Google Docs improved Saudi Arabian students' EFL writing capabilities, notably in communication and feedback. In the recent Microsoft Teams research, content and grammatical skills improved. Shamsuddin and Abdul Aziz (2020) examined how Microsoft Teams affects EFL writing at Malaysian universities. Writing skills improved especially teamwork and feedback. In the present research, the experimental group utilizing Microsoft Teams scored better in content and grammar, demonstrating that the platform promoted collaboration and feedback, improving writing ability. Al-Tamimi and Shuib (2019) examined Omani students' EFL writing using WhatsApp. WhatsApp improved pupils' writing, especially in gaining peer and instructor feedback. The present research employed Microsoft Teams instead of WhatsApp, but the results showed that collaborative input improves content and language. This research shows a trend. Google Docs, Microsoft Teams, and WhatsApp improve EFL writing performance, especially in collaboration, feedback, and communication. The latest research supports these prior results, suggesting that digital tools may improve writing abilities, particularly grammar and substance. Table 4 and the accompanying research show that writing performance improves across digital platforms. Collaborative elements, feedback, and communication possibilities improve EFL learners' writing.

Table 5. Tukey's HSD Post-Hoc Tests for Writing Performance Components

Writing Performance Component	Mean Difference	Std. Error	p-value
Content	0.4	0.09	< .001
Grammar	0.6	0.18	.003
Organization	0.2	0.15	.313
Vocabulary	0	0.09	1.000
Mechanics	0.1	0.13	1.000

Note: p < .05 indicates a statistically significant difference between groups.

Tukey's HSD post-hoc tests were used to compare the experimental and control groups' writing ability in content, grammar, organization, vocabulary, and mechanics (Table 5). The table shows group mean differences, standard error, and p-values for each component. Each comparison's p-value shows statistical significance. The experimental and control groups vary statistically for that component if the p-value is less than.05. Table 5 supports the socio-cultural theory of learning, which stresses social interaction and collaborative learning in language acquisition. This idea says learning happens via social interactions including teamwork, feedback, and meaningful tasks. The experimental group used Microsoft Teams, which encourages student-teacher communication, in this research. Microsoft Teams allows social engagement, peer-to-peer feedback, and writing work cooperation, which supports socio-cultural theory. Table 5 shows that the experimental group did better in content (p <.001) and grammar (p =.003). According to socio-cultural theory, Microsoft Teams' collaborative character improved the experimental group's grammar and content creation. Organization, language, and mechanics were similar across groups. Microsoft Teams may not have affected these writing performance components.

Table 5 shows that Microsoft Teams collaborative learning improves content and language, supporting the socio-cultural hypothesis. EFL learners' content and grammatical abilities improve with the platform's collaborative features and feedback. Thus, Table 5 shows how post-hoc testing, socio-cultural theory, and Microsoft Teams-facilitated collaborative learning affect writing performance. To determine the

link between Table 5 (Tukey's HSD post-hoc tests) and similar studies, we may compare the present study's findings to earlier research on digital tools' effects on writing performance. Alseweed and Al-Qaysi (2019) found that Google Docs improved Saudi Arabian students' EFL writing capabilities, notably in communication and feedback. Table 5 shows that the experimental group using Microsoft Teams scored better in content and grammar than the group using Google Docs. As collaborative tools, Google Docs and Microsoft Teams may enhance EFL writing content and grammar. Shamsuddin and Abdul Aziz (2020) examined how Microsoft Teams affects EFL writing in Malaysian university students. Writing skills improved, especially teamwork and feedback. Table 5 shows that Microsoft Teams' experimental group scored better in substance and grammar. Microsoft Teams improves collaborative writing performance regardless of location. Al-Tamimi and Shuib (2019) discovered that WhatsApp improved Omani students' EFL writing, notably in obtaining peer and instructor feedback. Table 5 matches earlier studies despite using Microsoft Teams instead of WhatsApp. Microsoft Teams' ability to promote collaboration, feedback, and writing performance was shown by the experimental group's superior content and grammatical ratings. These studies show that digital platforms improve writing performance. Google Docs, Microsoft Teams, and other collaborative platforms like WhatsApp may improve EFL learners' writing abilities, notably grammar and content. The present research found favorable effects from cooperation, feedback sharing, and meaningful writing activities using these digital tools. Thus, Table 5 and the accompanying research show that digital tools consistently increase writing ability, supporting the idea that collaborative platforms improve content and grammatical abilities independent of technology.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

References

Al-Ahmad, S., Obeidat, H., & Al-Jarrah, R. (2023). Self-assessment versus instructor's evaluation of the written product in an EFL context. *Jordan Journal of Modern Languages and Literatures (JJMLL), 15*(3), 849-870. https://doi.org/10.47012/jjmll.15.3.6

Abu-AlSondos, I. A., Salameh, A. A., Alkhwaldi, A. F., Mushtaha, A. S., Shehadeh, M., & Al-Junaidi, A. (2023). Evaluating mobile e-learning systems acceptance: An integrated model. *International Journal of Interactive Mobile Technologies, 17*(16), 133-143. https://doi.org/10.3991/ijim.v17i16.42679

Al Smadi, T., Al Issa, H. A., Trad, E., & Al Smadi, K. A. (2015). Artificial intelligence for speech recognition based on neural networks. *Journal of Signal and Information Processing, 6*(2), 66. Scientific Research Publishing. https://doi.org/10.4236/jsip.2015.62006

Al-Amri, R., & Alghamdi, M. (2021). Enhancing EFL trainees' writing skills through Microsoft Teams: A case study from Saudi Arabia. In 2021 IEEE Global Engineering Education Conference (EDUCON) (pp. 516-521). IEEE. https://doi.org/10.1109/EDUCON45650.2021.9413389

Al-Asmi, F., & Al-Hinai, S. (2021). Examining the impact of Microsoft Teams on EFL students' writing skills: A case study from Oman. *In 2021 6th International Conference on Education and Technology (ICET)* (pp. 91-96). IEEE. https://doi.org/10.1109/ICET51562.2021.9526124

Al-Khazaali, N. (2021). The effectiveness of Microsoft Teams in improving writing skills: A case study of Iraqi EFL learners. In 2021 5th International Conference on Education and Technology (ICET) (pp. 11-16). IEEE. https://doi.org/10.1109/ICET51456.2021.9526079

Alqahtani, M., & Qian, Y. (2021). The impact of using Microsoft Teams on writing skills among Saudi EFL trainees. In 2021 IEEE International Conference on Teaching, Assessment, and Learning for Engineering (TALE) (pp. 434-439). IEEE. https://doi.org/10.1109/TALE51144.2021.9426726

Alseweed, A., & Al-Qaysi, M. S. (2019). Enhancing EFL writing skills through using Google Docs: A case study of Saudi Arabian learners. *International Journal of Emerging Technologies in Learning (iJET), 14*(10), 92-103. https://doi.org/10.3991/ijet.v14i10.11013

Alshare, F., Alkhawaldeh, A. M., & Eneizan, B. M. (2019). Social media website's impact on moral and social behavior of the students of university. *International Journal of Academic Research in Business and Social Sciences, 9*(3), 169-182. https://doi.org/10.6007/IJARBSS/v9-i3/5646

Al-Tamimi, A., & Shuib, M. (2019). WhatsApp and EFL writing: A case study of Omani students. *IEEE Access, 7*, 4041-4050. https://doi.org/10.1109/ACCESS.2018.2888526

Alwagfi, A. A., Aljawarneh, N. M., & Alomari, K. A. (2020). Work ethics and social responsibility: Actual and aspiration. *Journal of Management Research, 12*(1), 26-36. Macrothink Institute. https://doi.org/10.5296/jmr.v12i1.15794

Alzboon, M. S., Alqaraleh, M. K., Aljarrah, E. M., & Alomari, S. A. (2022). Semantic image analysis on social networks and data processing: Review and future directions. In Handbook of *Research on Foundations and Applications of Intelligent Business Analytics* (pp. 189-214). https://doi.org/10.4018/978-1-7998-9016-4.ch009

Banihani, A. N. M. (2021). The effect of using blended learning in teaching English on direct and deferred achievement of primary school students. *International Business Research, 14*(4), 1-50. https://doi.org/10.5539/ibr.v14n4p50

Banikalef, A. A. (2019). The impact of culture and gender on the production of online speech acts among Jordanian Facebook users. *International Journal of Arabic-English Studies (IJAES), 19*(2), 395-410. Association of Professors of English and Translation at Arab Universities (APETAU). https://doi.org/10.33806/ijaes2000.19.2.9

Banikalef, A. A. (2020). A pragmatic study of swearing objects and expressions in Jordanian Arabic. *International Journal of Linguistics, 12*(3), 195-207. Macrothink Institute. https://doi.org/10.5296/ijl.v12i3.17148

Banyhamdan, K. M. T., Aljawarneh, N. M., Alomari, M. A., Almasarweh, M. S., Harafsheh, I. M., & Alwagfi, A. A. (2020). Impact of human capital in quality and strategic excellences. *International Journal of Advanced Science and Technology, 29*(7), 11702-11710. SERSC.

El Rabbaie, I. O., Al Khudary, M. O., & Al Azzam, F. A. (2019). The impact of artistic creativity in the development of the concept of public opinion through the ages. *British Journal of Science, 17*, 44-53.

Ellis, R. (2010). *Second language acquisition.* Oxford, UK: Oxford University Press.

El-Rabbaei, I. (2018). Creativity spaces in graphic design: Pedagogical implications. *International Journal of English and Education, 7*(4), 337-348.

Grgurovic, M., & Chapelle, C. A. (2017). Technology-enhanced language learning: A review of genre-based research. *Annual Review of Applied Linguistics, 37*, 184-201. https://doi.org/10.1017/S0267190517000137

Hatamleh, I. H. M., Safori, A. O., Ahmad, A. K., & Al-Etoum, N. M. I. (2023). Exploring the interplay of cultural restraint: The relationship between social media motivation and subjective happiness. *Social Sciences, 12*(4), 228. https://doi.org/10.3390/socsci12040228

Ibnian, S. S. (2023). The impact of proposed online problem-based learning activities on developing university EFL students' expository essay writing. *Jordan Journal of Modern Languages and Literatures, 15*(1), 245-266. https://doi.org/10.47012/jjmll.15.1.13

Jaradat, M. (2022). Personality traits and the willingness to communicate in a second language: A survey study of Jordanian students. *International Journal of Arts, Humanities and Social Studies, 4*(2), 169-180. Retrieved from https://www.ijahss.in/

Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition, 32*(2), 265-302. https://doi.org/10.1017/S0272263109990520

Merghmi, K., & Hoadjli, A. C. (2024). The use of interactional metadiscourse markers in the discussion section of master's theses written in

English by Algerian students: An investigation of gender variation. *Jordan Journal of Modern Languages and Literatures, 16*(1), 75-94. https://doi.org/10.47012/jjmll.16.1.5

Migdadi, F., Badarneh, M. A., & Al-Wedyan, T. (2024). Birth congratulation messages on Facebook in Jordan: A sociopragmatic analysis. *Jordan Journal of Modern Languages and Literatures, 16*(1), 75-94. https://doi.org/10.47012/jjmll.16.1.9

Rababah, L., Almwajeh, M., Al-Khawaldeh, N. N., Al-Shboul, O. K., Bani Amer, M. I. F., & Dakamsih, N. J. (2023). The effects of private speech on the speaking proficiency of young Jordanian English as a foreign language students. *East European Journal of Psycholinguistics, 10*(2), 133-143. https://doi.org/10.29038/eejpl.2023.10.2.rab

Shalghin, A. (2014). Time, waiting, and entrapment in Samuel Beckett. *International Journal of Humanities and Social Science, 4*(9), 101-117.

Shalghin, A. (2023). The role of literature and art in constructing social thoughts. *Journal of Southwest Jiaotong University, 58*(3), 582-593. https://doi.org/10.35741/issn.0258-2724.58.3.49

Shamsuddin, N. M., & Abdul Aziz, N. (2020). Exploring the impact of Microsoft Teams on EFL writing: A case study of Malaysian university students. In 2020 IEEE Conference on e-Learning, e-Management and e-Services (IC3e) (pp. 96-101). IEEE. https://doi.org/10.1109/IC3e51469.2020.0019

Stockwell, G. (2017). Language education in the digital era: Connecting theory and practice. *Modern Language Journal, 101*(1), 64-80. https://doi.org/10.1111/modl.12367

Talafha, D. K., Albashtawi, A. H., BaniYounes, Z. B., & Al-Jarrah, M. (2024). Investigating the translation of selected semantic devices in relation to the sociocultural context between Arabic and English business and economic texts. *International Journal of Religion, 5*(10), 978-989. https://doi.org/10.61707/efg3bk50

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Yunus, K., & Hmaidan, M. A. A. (2021). The influence of idioms acquisition on enhancing English students' fluency. *International Journal of Education, Psychology and Counselling (IJEPC), 6*(40), 124-133. https://doi.org/10.35631/IJEPC.640010