

Developing Writing Skills among EFL Prospective Teachers through Web 2.0

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# Abstract

The present study aimed at investigating the effectiveness of a suggested web 2.0-based program in developing writing skills among EFL prospective teachers. The design of the present study was a pre-post, one experimental group. The participants of the study were forty-five EFL prospective teachers (Primary Education) at Faculty of Education, Aswan University. The instruments of the present study included an EFL writing skills checklist, and an EFL writing test, with a rubric for assessing the participants’ EFL writing skills. Participants studied writing lessons and practiced writing activities and tasks through a Facebook group “Think and Write” which created for the purpose of the current study. Data were collected and participants’ scores in the EFL writing test were used as measures of their development in writing skills. Results revealed that the participants’ EFL writing skills were developed as a result of participating in the Facebook group. Accordingly, the web 2.0-based program was found to be effective in developing writing skills among EFL prospective teachers.

**Key Words:** Web 2.0, EFL Writing Skills.

# Theoretical Background

## EFL Writing Skills

Writing is an important skill and helps our students learn. First, writing reinforces the grammatical structures and vocabulary that the EFL students are learning. Second, the EFL learners also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language and they need to find the right word and the right sentence or a new way of expressing their idea (Chang, 2001).

Writing requires thinking and cognitive processes to be produced. It is considered the most complex skill because it goes through different stages i.e., prewriting, writing and editing to reach its final product. It involves different aspects such as spelling, punctuation, and organization. It is very important for communication, creates a communication channel between the writer and the reader, helps and motivates learners to generate more ideas (Franco, 2008, p. 50).

Chen (2000, p. 15) defined EFL writing as the ability to discover what one wishes to say and convey one's message through language, syntax and content that are appropriate for one's audience and purpose. Also, EFL writing can be seen as cognitive problem-solving and consists of a complex set of problems which a writer is required to solve using his/her cognitive strategies.

Writing as a language skill is an active and productive skill through it students learn to write in a foreign language. It is an individual process requires thinking strategies that allow individuals to express themselves competently in the other language. It is a complex activity that requires a certain level of linguistic knowledge, writing conventions, vocabulary and grammar (Conroy, 2009, p. 5; Erkan and Saban, 2011, p. 2).

## Ryu (1997, p. 13) listed four characteristics of writing as follows:

* The process of writing is best understood as a set of distinctive thinking process which writers orchestrate or organize during the act of composing.
* The writing processes have a hierarchical, highly embedded organization in which any given process can be embedded within any other.
* The act of composing is a goal-directed thinking process guided by the writer's own growing network of goals.
* Writers create their own goals in two key ways: by generating both high-level goals and supporting sub-goals which embody the writer's developing sense of purpose, and then, at times, by changing major goals, even establishing entirely new ones based on what has been learned in the act of writing.

## Web 2.0:

The rapid progress of computer technology has introduced a new culture of innovative teaching and learning in schools and higher education, and via lifelong learning. Multimedia technologies implemented in computer-based learning environments provide new opportunities to enhance traditionally taught courses. Web-enhanced features (synchronous and asynchronous communication, document sharing) in particular, grant access to education at any time or place (Ifenthaler and Pirnay-Dummer, 2011).

Today, a new set of easy to use tools represented by a new concept in programming called Web 2.0 has allowed millions of users to publish their ideas and collaborate with an audience that spans the globe. According to O’Reilly (2005), Web 2.0 is participatory, scalable, and cost effective. It is a platform of services that is built on collective intelligence. In Web 2.0, users customize and control their own data. Software applications are server based and developed, shared, and maintained collectively by programmers from around the globe.

Collis and Moonen (2008, p. 97) defined Web 2.0 as the web-based services that emphasize online collaboration and sharing. These web services have resulted in platforms with architectures of participation that allow users to contribute and share data. These services support the production, organization, and dissemination of vast amounts of knowledge that is generated and monitored by a user community. These technologies can help create environments of real-time participation and collaboration.

Davis (2009) stated that the ideas behind Web 2.0 include fostering collaboration among users, encouraging people to have more interaction with the Web and sharing content with others on the Web. O’Reilly (2005, p. 1-5) listed and described the seven principles behind the concepts of Web 2.0 design patterns, including:

* The Web as Platform.
* Harnessing Collective Intelligence.
* Data is the Next Intel Inside.
* End of the Software Release Cycle.
* Lightweight Programming Models.
* Rich User Experiences.

Web 2.0 tools encourage students to create, communicate, and publish online content. Although Web 2.0 tools are new to education, many teachers have developed innovative ways to use them with their students through creating collaborative subject-specific projects, literature circles, math solutions, and guidebooks. Web 2.0 tools foster engaged learning principles in which students build their own understandings by working on extended collaborative investigations that require creativity and higher order thinking (Solomon, and Schrum, 2007).

A number of Web 2.0 tools have been used for educational purposes for years. Researchers and educators have shared their experiences and ideas to put Web 2.0 into practice in classrooms to enhance learning. These Web 2.0 tools can be categorized as social networking software, multimedia sharing, Rich Site Summary (RSS), Google applications, blogs, wikis, podcasts, video casts and so on (Anderson,2007; O’Reilly 2005). For the purposes of the present study, the most common Social networking site "Facebook” will be discussed.

## Facebook

According to González-Ramírez, Gascó and Taverner (2015, p. 66), among all social networks, “Facebook” is the most often used one. Facebook is an example of Web 2.0 technology which has an enormous potential in the field of education, though it was not created to construct or handle learning experiences. It operates within an open platform, unlike other systems organized around formally structured courses. As a matter of fact, although Facebook is not a learning environment, it can act as very valuable support for the new social orientations which are currently appearing in educational processes. Facebook represents a great opportunity to generate knowledge and cohesion within groups.

Halawati and Soh, (2013, p. 195) stated that Facebook may become a tool to help students learn and educate themselves simultaneously. It can actually be used to perform the same type of functions that were already carried out by other information and communication technologies, such as communicating students with one another, or with their teacher, receiving announcements or updates, and also managing projects and collaboration schemes outside the classroom. Many students have already become familiar with Facebook which help them develop a greater motivation to learn. Bringing Facebook and teaching together makes it possible to break the four walls of a classroom and gives students a place where they can interact with one another in order to effectively improve their learning.

Terantino and Graf (2011, p. 44) mentioned that Facebook provides a target-language-friendly interface created for and used by native speakers in a format familiar to students. As users connect, they are able to share internet links and multimedia such as photos or videos with ease. This allows the instructor to facilitate discussion among students of target language and culturally relevant material. Utilized as a communicative tool in the language classroom, Facebook can also serve to promote collaboration through target language discussions, comments, and questions.

Ellison, Steinfield and Lampe (2007) argued that Facebook has a variety of interactive features and it provides a convenient environment for the development of discourse communities with its varied participatory mechanisms. The students can create their personal profile page allowing them to list interests and activities and share with others. They also belong to a group, which is a feature that is available on the social networking site Facebook. This feature allows for an unlimited number of members to participate, communicate and interact via post and chat style for a specific purpose.

Grosseck, Bran, and Tiru (2011, p. 1425) confirmed that Facebook has become a significant part of students’ life. Consequently, more and more university teachers embrace the idea that it can also be used at an academic level and not just at a social level, and that it can be used for many different things / purposes connected to (formal) education.

Moreover, Kirschner and Karpinski (2010, p. 1239) confirmed that facebook is a web 2.0 tool that helps students to:

* Foster positive relationships with peers of similar age and interests, and encompass motivation and engagement.
* Get involved in achieving the learning tasks and the successful transfer of knowledge.
* Develop a positive attitude towards learning to improve the quality of learning.
* Increase individual responsibility and autonomy; develop interpersonal intelligence, critical thinking, communication, and cognitive and social competencies.
* Consolidate self-confidence and self-esteem.
* Communicate with the teacher outside the classes.

Different studies investigated the effect of using Facebook in language teaching and learning. Melor et al. (2012) revealed that Facebook can be embedded in writing activity as the participants utilize the features in Facebook to learn new vocabulary by reading the comments of the other students in the group, discussion in getting ideas for writing, and spell-check by peers. The study also proves that using Facebook actually can help the students in completing their essays easier by participating in the Facebook group discussion.

Yunus and Salehi (2012) investigated the students’ perceptions on the effectiveness of Facebook (FB) groups for teaching and improving writing. Participants included 43 third year TESL Malaysian students. The students’ perceptions were measured through a questionnaire comprising 10 close-ended items and 3 open-ended ones. Respondents were required to participate in a Facebook group created by the researchers called “Write Out Loud”. The findings showed that ‘Facebook groups’ is an effective tool in improving students’ writing skills, especially in the brainstorming of ideas before the actual writing.

Alias, Ab Manan, Yusof & Pandian (2012) examined using Facebook notes as the medium of providing peer feedback to students’ written work. Planning, drafting, revising, and editing are the four stages involved in a writing process. It was found that the students, with guidance from the teacher, were able to provide constructive feedbacks to their peers. The comments and suggestions posted on the Facebook Notes were found to be useful in helping their peers improve their outlines and their first draft. So, language teachers could benefit this new tool in giving feedbacks to the students.

Suthiwartnarueput & Wasanasomsithi (2012) examined the use of Facebook as a means by which users can participate in discussion boards about grammar and writing. Data was collected from student discussion boards concerning explanations about grammar, in addition to participant scores in three phases. Most postings were shown to involve sentence structures, word meanings, parts of speech and relative clauses. Findings revealed that participants expressed attitudes supportive of utilizing Facebook as a method of language instruction.

Bani-Hani, Al-Sobh and Abu-Melhim (2014) investigated the effect of Facebook group on enhancing the writing performance, perceptions, and attitudes of Jordanian EFL students’ towards teaching writing. The participants were 42 EFL students. Findings revealed that Facebook groups can be effective in teaching EFL writing. Furthermore, results illustrated that students can develop their vocabulary by being exposed to fellow group members' posts, in addition to checking for misspelled words.

Abd- Elfatah (2016) conducted a study aimed at exploring the effect of Facebook on grammar discussion and writing skill among EFL Saudi university students. The study sample included 60 students who were divided into an experimental group, taught using Facebook, and a control group, taught using the traditional method. An EFL grammar and writing test was used. Results of the study showed that the experimental group outperformed the control group in the post-test of EFL grammar and writing. This difference can be attributed to using Facebook

In the present study, a Facebook group will be created specifically for providing students with a space where they practice the offered writing activities and tasks, and the opportunity to practice their writing. In other words, students post their written pieces, receive comments, write and post their own comments, and reply to other Facebook group members. The researcher acts as a facilitator for the group and provides immediate feedback and interaction to motivate students in improving their writing.

## Problem of the Study

Problem of the present study can be stated as follows: the majority of EFL prospective teachers (Primary Education) at Aswan Faculty of Education are not able to write organized essays and clarify their written content. Moreover, there are some problems considering grammar, spelling, style, and formatting of their final drafts. So, students need to develop their EFL writing skills.

## Questions of the Study

This study is an attempt to answer the following questions:

1. What are the writing skills required for EFL prospective teachers (Primary Education) at Aswan Faculty of Education?
2. What is the effectiveness of the suggested web 2.0-based program in developing EFL prospective teachers' writing skills?

## Hypotheses of the Study

1. There is a statistically significant difference between the mean score of the study sample in the overall EFL writing skills on the pre and post administrations of the EFL writing test in favor of the post administration.
	* There is a statistically significant difference between the mean score of the study sample in the pre-post assessment of EFL writing organization and content skills in favor of the post assessment.
	* There is a statistically significant difference between the mean score of the study sample in the pre-post assessment of EFL writing the language use skills in favor of the post assessment.
	* There is a statistically significant difference between the mean score of the study sample in the pre-post assessment of grammar and mechanics skills in favor of the post assessment.

## Significance of the Study

Significance of this study can be stated as follows:

* Helping EFL prospective teachers to develop their writing skills to be able to communicate and describe their ideas by transforming these ideas into written words.
* Providing EFL specialists with the suggested web 2.0 based program as a new tool that can be implemented in both in-service and pre-service programs for English teacher education.
* The scarcity of research addressing the use of web 2.0 technologies in Egypt in higher education enhances the significance of this study.
* The EFL writing test that will be prepared and used in this study might be useful for both teachers and other researchers.

## Delimitations of the Study

The present study is delimited to the following:

1. A sample of fourth year EFL prospective teachers (Primary Education) at Faculty of Education, Aswan University.
2. Some writing skills required for fourth year EFL prospective teachers (Primary Education).
3. Some web 2.0 tools (Facebook, Grammarly).

## Procedures of the Study

The following procedures were followed to carry out the present study:

1. Reviewing literature and previous studies related to EFL writing skills and web 2.0.
2. Preparing a checklist of EFL writing skills required for EFL prospective teachers at Faculty of Education, Aswan University.
3. Developing an EFL writing test to measure EFL prospective teachers’ writing performance.
4. Preparing the web 2.0 based program using the selected web 2.0 tools (Facebook, Grammarly) through identifying the objectives, activities, and evaluation methods of the program.
5. Applying the EFL writing test to the study participants to measure their level in EFL writing skills before implementing the web 2.0 based program.
6. Administering the web 2.0 based program to the study participants.
7. Applying the EFL writing test to the study participants to measure their level in EFL writing skills after implementing the web 2.0 based program.
8. Comparing the findings statistically.
9. Analyzing and interpreting the findings of the study.
10. Recommendations and suggestions.

## Definition of Terms

### Writing Skills

Writing skills are defined as "rhetorical and other necessary abilities by which a writer explores and clarifies his/her intended meaning through writing" (Ryu, 1997, p. 10).

Rahilly (2004, p. 11) defined writing as “a process of communication that uses a conventional graphic system to convey a message to a reader".

 The researcher defines writing skills operationally as "the ability of EFL prospective teachers to produce organized and coherent essays using selected web 2.0 tools (Facebook, Grammarly)".

### Web 2.0

Web 2.0 defined as "Web technology that allows for user interaction within an online community via shared content of text, graphics, audio, and video, rather than just the passive reading of online text that characterizes Web 1.0." (Gardner, 2011, p. 5).

Chiou (2011, p. 19) mentioned that Web 2.0 refers to "web-based applications that foster collaboration, user participation, interactivity, and content sharing; includes blogs, wikis, social networks, tagging and bookmarking, , multimedia and file sharing, syndication, and podcasts".

Shafi, Gul and Tariq (2013, p. 704) defined Web 2.0 as a “web-based platform which allows users to gain access, contribute, describe, harvest, tag, annotate and bookmark web mediated content in various formats, such as text, video, audio, pictures and graphs".

The researcher defines web 2.0 operationally as "using web-based applications and tools (Facebook, Grammarly) and other internet resources in developing EFL prospective teachers’ writing skills ".

## Method and Procedures

### Sample of the Study

The subjects of the present study were the EFL prospective teachers (Primary Education) at Faculty of Education, Aswan University, in the academic year 2016-2017. The study sample consisted of forty-five students (N= 45).

### Instruments of the Study

Instruments of the present study included EFL writing skills list and test prepared by the researcher. The test was used to assess the participants’ EFL writing skills before and after implementing the web 2.0-based program.

### Reliability of the EFL Writing Test

The reliability of the EFL writing test used in this study was measured by using the test-retest method. The test was administered to a group of EFL prospective teachers at Faculty of Education, Aswan University (N=32). Then it was administered to the same group again after two weeks. The Pearson correlation between the two administrations was (.78) which is significant at the 0.01 level. This means that the EFL writing test is a reliable tool to measure EFL prospective teachers' EFL writing skills.

## The Suggested Web 2.0-based Program

### Sources of the Web 2.0-based Program

The program consisted of some EFL writing activities and tasks prepared by the researcher and other activities and tasks derived from different sources such as (White, 2009; Kabilan, Ahmad and Abidin, 2010; Kirschner and Karpinski, 2010; Grosseck, Bran and Tiru, 2011; Shih, 2011; Terantino and Graf, 2011). Also, the following online resources were used:

* <http://www.techbeamers.com/improve-writing-skills-with-grammarly/>
* <http://www.luc.edu/media/lucedu/firstandsecondyearadvising/pdfs/writing_process.pdf>
* <http://www.capella.edu/interactivemedia/onlineWritingCenter/downloads/TheWritingProcess.pdf>
* <http://www.nus.edu.sg/celc/research/books/cwtuc/chapter03.pdf>
* <http://www.learningstorm.org/wp-content/uploads/2015/01/essay-map.pdf>

## Description of the Web 2.0-based Program

The web 2.0-based program consisted of fourteen sessions. The first of which was devoted to the introduction of the program for the EFL prospective teachers. The remained sessions were instructional sessions through which EFL writing skills were presented to the study sample using selected web 2.0 tools (Facebook, Grammarly, and Essay Map).

## Objectives of the Web 2.0-based Program

By the end of the program, the EFL prospective teachers were expected to:

* Identify the importance of using technology in language learning in general.
* Identify the importance of using web 2.0 tools (Facebook, Grammarly, and Essay Map) in EFL writing instruction.
* Identify the importance of writing skills.
* Improve their writing skills such as organization and content skills, language use skills, and grammar and mechanics skills.
* Convey the idea of collaborative learning by exchanging ideas and experiences through writing.
* Learn to reflect one’s learning and ideas when writing about different topics.
* Write in non-threatening, encouraging, motivating atmosphere using technological tools.
* Have the opportunity to choose interesting topics they want to write about.

## Time Duration of the Web 2.0-based Program

The web 2.0-based program was implemented in the first semester of the academic year 2016-2017. It was lasted for 2 months and consisted of fourteen sessions.

## Evaluation of the Web 2.0-based Program

The researcher evaluated the EFL prospective teachers’ progress during the implementation of the program by giving students writing tasks at the end of each session to make sure that they achieved the objectives of the sessions **(formative evaluation)**. In addition, at the end of the program, the researcher administered the EFL writing test to measure the development and improvement in the EFL prospective teachers’ writing skills **(summative evaluation)**.

## Findings of the Study

The findings of the current study are presented in the light of the hypotheses of the study using the Statistical Package for Social Sciences (SPSS). The first hypothesis states that “there is a statistically significant difference between the mean score of the study sample in the overall EFL writing skills on the pre and post administrations of the EFL writing test in favor of the post administration”. The following table presents students’ mean scores, standard deviations, t -value and level of significance in the pre and post administrations of the EFL writing test.

**Table (1)**

**the t –value, mean scores, standard deviations, and level of significance in the pre and post administrations of the EFL writing test.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **Measurement** | **N** | **Mean** | **S.D** | **T- Value** | **D.F** | **Sig.** |
| **Overall EFL Writing skills** | **Pre** | **45** | **34.51** | **5.36** | **25.19** | **44** | **0.05** |
| **Post** | **45** | **52.86** | **4.88** |

As table (1) indicates, the mean score of the study sample in the post administration of the EFL writing test is higher than their mean scores in the pre administration of the same test, where “t-value” is (25.19 ) which is significant at the (0.05) level of significance. Consequently, the first hypothesis was confirmed.

## Sub-hypotheses of the First hypothesis

The first hypothesis has the following sub-hypotheses:

1. A. There is a statistically significant difference between the mean score of the study sample in the pre and post assessment of the organization and content skills in favor of the post assessment.
2. B. There is a statistically significant difference between the mean score of the study sample in the pre and post assessment of the language use skills in favor of the post assessment.
3. C. There is a statistically significant difference between the mean score of the study sample in the pre and post assessment of grammar and mechanics skills in favor of the post assessment.

The following table presents the students’ mean scores, standard deviations, t -value and level of significance in the pre and post assessment of the organization and content skills, language use skills, and grammar and mechanics skills:

Table (2)

the t-value, mean scores, standard deviations, and level of significance in the pre and post assessment of (organization and content skills,
 language use skills, and grammar and mechanics skills).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sub-Skills** | **Measurement** | **N** | **Mean** | **S.D** | **T- Value** | **D.F** | **Sig.** |
| Organization and Content | Pre | 45 | 19.73 | 3.07 | 12.31 | 44 | 0.05 |
| Post | 45 | 28.66 | 5.17 |
| Language Use | Pre | 45 | 7.15 | 1.47 | 34.35 | 44 | 0.05 |
| Post | 45 | 11.86 | 1.27 |
| Grammar and Mechanics | Pre | 45 | 7.64 | 1.73 | 23.32 | 44 | 0.05 |
| Post | 45 | 12.40 | 1.38 |

Table (2) indicates that “there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of the organization and content skills in favor of post assessment”, where “t-value” is (12.31 ) which is significant at the (0.05) level of significance. Consequently, the first sub-hypothesis was confirmed. Moreover, table (2) shows that “there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of language use skills in favor of the post assessment”, where “t-value” is (34.35) which is significant at the (0.05) level of significance. Based on that, the second sub-hypothesis was confirmed. Finally, it has been indicated that “there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of grammar and mechanics skills in favor of the post assessment”, where “t-value” is (23.32) which is significant at the (0.05) level of significance. Based on that, the third sub-hypothesis was supported.

# Discussion

The findings of the first hypothesis revealed that there was a statistically significant difference between the mean scores of the study sample in the pre-post assessment of the overall EFL writing skills in favor of the post assessment. Thus, the study sample showed more development in their overall EFL writing skills in the post assessment than in the pre assessment and the t-value was significant at (0.05) level. This proved and confirmed the first hypothesis statistically.

The first hypothesis has sub-hypothesis related to the EFL writing sub-skills. The findings of the first sub-hypothesis revealed that there was a statistically significant difference between the mean scores of the study sample in the pre-post assessment of the organization and content skills in favor of the post assessment. This result is due to the writing activities, tasks, and exercises that were used through the selected web 2.0 tools (Facebook groups, Essay Map) in order to develop students’ organization and content skills. Using the selected web 2.0 tools, the EFL prospective teachers began to write a clear, logical, relevant, and well developed essays through planning their writing, thinking about the topic and generating as many ideas as they can, using their general knowledge and the information from lectures, tutorials and subject readings, and using straightforward language through avoiding long and over-complicated sentences. Moreover, the EFL prospective teachers began to use impersonal language and avoiding ‘emotionally loaded’ words or phrases. As a result, the post assessment has indicated that the EFL prospective teachers’ writing organization and content skills were developed due to the influence of the web 2.0 based program.

The findings of the second sub-hypothesis revealed that there was a statistically significant difference between the mean scores of the study sample in the pre-post assessment of the language use skills in favor of the post assessment. The study participants showed more improvement in their language use skills in the post assessment of the EFL writing test. This improvement is related to the use of the web 2.0 based program. Also, findings showed that t-value was significant at 0.05 level. This proved and supported the second sub-hypothesis statistically.

The present study focused on developing EFL prospective teachers’ language use skills through the incorporation of the web 2.0 based program. Different writing activities, tasks, exercises were used through the selected web 2.0 tools (Facebook groups, Grammarly) in order to develop students’ language use skills. Using the selected web 2.0 tools and materials, the EFL prospective teachers began to use formal vocabulary, use appropriate transitions, write precisely and concisely, use only as many words as are necessary to convey the meaning, avoid generalizations, be careful with abbreviations or acronyms, and beware of commonly misused words. Moreover, the EFL prospective teachers began to choose words deliberately by using synonyms and simple words. As a result, the post assessment has indicated that the EFL prospective teachers’ language use skills were developed due to the influence of the web 2.0 based program.

The findings of the third sub-hypothesis revealed that there was a statistically significant difference between the mean scores of the study sample in the pre-post assessment of grammar and mechanics skills in favor of the post assessment. The study participants showed more improvement in grammar and mechanics skills in the post assessment of the EFL writing test. This improvement is related to the use of the web 2.0 based program. Results indicated that t-value was significant at 0.05 level. This proved and supported the third sub-hypothesis statistically.

The present study focused on developing EFL prospective teachers’ grammar and mechanics skills through the incorporation of the web 2.0 based program. Different writing activities, tasks, exercises were used through the selected web 2.0 tools (Facebook groups, Grammarly) in order to develop students’ grammar and mechanics skills. These activities, tasks, and exercises helped the EFL prospective teachers to use the grammatical rules correctly (e.g. verb tenses, subject\ verb agreement, pronouns, articles, conjunctions, prepositions and plural form), write correctly without spelling mistakes through using dictionaries, create their own "difficult-to-spell" lists, and learn the standard pronunciations for frequently misspelled words. As a result, the post assessment has indicated that the EFL prospective teachers’ grammar and mechanics skills were developed due to the influence of the web 2.0 based program.

##  Conclusions

Based on the findings of the statistical analysis of the data, it can be concluded that the study participants’ EFL writing skills were developed after the implementation of the web 2.0 based program. This means that the web 2.0 based program is effective in achieving the aims of the present study. The effectiveness of the web 2.0 based program may be due to the various activities and tasks that the researcher presented to the students.

To sum up, the web 2.0-based program developed the EFL prospective teachers’ ability to produce a clear, logical, relevant, well developed content, give main ideas that are clear and well supported by sufficient and relevant details, divide the essay into introduction, body and conclusion, write good cohesive and coherent paragraph, use transition words and phrases, lexical connectors and adequate coherence marks, use appropriate words and phrases, use correct and appropriate idioms and expressions, and use the grammatical rules correctly (e.g. verb tenses, subject\ verb agreement, pronouns, articles, conjunctions, prepositions and plural form.

## Recommendations of the Study

In light of the findings of the present study, the following recommendations are suggested:

1. EFL writing skills; organization and content skills, language use skills, grammar and mechanics skillsshould be given more attention when designing English language program.
2. Training English language teachers on the use of the web 2.0 based program in teaching EFL writing to their students.
3. Using and implementing web 2.0 tools in teaching EFL writing course to students at the faculty of Education, English section.
4. More attention should be paid to EFL writing skills as these skills are important for EFL prospective teachers.
5. EFL university instructors should clarify the importance of EFL writing skills to their students. In addition, they should illustrate the importance of the web 2.0 based program as it offers chances to keep up with the recent TEFL approaches.
6. EFL university instructors should encourage their students to apply and use the web 2.0 based program.
7. Providing faculty laboratories with suitable and required hardware and software to help EFL students and instructors access the internet and use the offered web 2.0 technologies.

## Suggestions for further Research

Within the delimitations and findings of the present study, the following points are suggested for further research:

* Investigating the effect of the web 2.0 based program on English language learning among preparatory and secondary school students.
* Finding out the effect of other web 2.0 tools on developing the language skills (listening, reading, writing and speaking).
* Studying the effect of the web 2.0 based program on developing students’ attitudes towards EFL writing instruction.
* Following up the effect of the web 2.0 based program on reducing EFL prospective teachers’ writing apprehension.

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