THE EFFECT OF WEB 2.0 WRITING TOOLS (BLOGS/ WIKIS) ON DEVELOPING WRITING SKILLS

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ABSTRACT: *This study aimed to compare the effect of using web 2.0 writing tools blogs to wikis on developing third preparatory students' English language writing skills. A two-group experimental design was used: the first experimental group studied through the blog application while the second one studied through the wiki application. The sample consisted of 30 students, fifteen of them were in the first experimental group, and the others resembled the second experimental one. The sample was randomly contributed to the both groups. The research instrument was a writing skills test to measure students' writing skills. T-Test was used to compare between the two groups and to determine the significance of the differences. Findings revealed the effect of the two writing tools blogs and wikis on developing third preparatory students' writing skills and there is no significant difference between blogs and wikis.*

KEYWORDS: Web 2.0 Writing Tool, Blogs, Wikis, Writing Skills, EFL, ESL.

INTRODUCTION

Before web 2.0, web 1.0 was prevailed over the world. Web 1.0 generally indicates to static web pages, which are hardly to allow users to participate in the content. Web 1.5 indicates to dynamic web pages, which generate the content automatically through databases by content management systems. Contrary to web 1.0, web 1.5 allowed users to participate in the content. After that, web 2.0 has been prevailed, and in fact, it is more than dynamic web pages. Web 2.0 offers a large social network, which depends basically on users. Web 2.0 aims to transform the internet to a social system. This transformation changes the role of the learner from a consumer to a producer. In web 2.0, the user has become the responsible for producing the content. Also, web 2.0 focuses more on the learner participation in the content production process, this responsibility gives the user an opportunity to be creative, which couldn't find in the real world.

Blog applications are the most important applications of web 2.0, these applications allow the learners to interact with the educational content through allowing the learner to add various articles and comments. We can say that by using blog applications, science does not need devoted servants to publish the necessary educational materials.

Through blogs, learners have the opportunity to read other learners' posts and comment or add some materials to the existing articles. This interaction makes students motivated in learning, while provides a competition for learning with other learners. Since the Internet is the only place that users can access to different sources and skills simultaneously, it is observed that students can improve their language learning (Noytim, 2010). Weblog has been reported as an excellent communication tool for small teams or groups through which

students share their thoughts and work together to express their ideas collaboratively (Iida, 2009).

Based on the proposed possibilities for classroom application, one might expect blogs to offer many reading and writing incentives for English learning and writing because blogging places emphasis on content, the possibility of speedy feedback, the option of working with both words and images, and the ability to link one post to another. Scholars who use blogs also say that because students know they are going to have an audience by publishing their writing on the web, they often produce higher quality work than students who write only for the teacher or for others in the class. Several scholars have reported on how they use blogs to support their classroom instruction and have found that blogs offer many reading and writing. (Zhang, 2009)

There are some studies that proved the effectiveness of using blogs in developing students' writing skills such as Foroutan, Noordin & Hamzah (2013); Karlsson (2014); Sun (2010); Sun & Chang (2012); Sharma & Xie (2008); Tekinarslan (2008); Zainuddin & Ghaleb (2012).

Also, wikis, as one of the incentives web 2.0 social networking tools, have been increasingly integrated into second language (L2) instruction to promote collaborative writing. According to Leuf & Cunningham (2001), the word "wiki" is derived from a Hawaiian word "wiki wiki" which means "fast, quick; to hurry, to hasten". It is used to describe something which can be both formal and informal, with a sense of being speedy.

The features of a wiki offer the potential to incorporate it into educational contexts. These key features include a user-friendly interface for editing the content, history tracking, defining the size of authoring groups and a non-linear structure for editing. (Coniam & Kit, 2008)

Wikis provide teachers with potentially significant opportunities for creating socially engaged tasks that require active student participation and collaboration. Wikis allow students to work together to develop content on the web, giving them a sense of how writing can be carried out collaboratively. Collaborative writing offer opportunities not only to practise reading and writing, but also to stimulate reflection, knowledge sharing, and critical thinking. However, despite the potential capabilities of wikis, true collaborative writing does not work by itself as the research literature clearly reveals. To foster collaborative writing, participation and active involvement in wiki development, there is a need for a systematic approach to the construction of wikis. (Hadjerrouit, 2011)

Wikis may be able to enhance students' writing experience and further develop their writing skills; adequate preparation needs to be in place before applying wikis to the teaching of writing. McPherson (2006) suggests that teachers need to equip students with the skills of negotiation, cooperation, collaboration and respect for others' work and thoughts. As students will be involved in a considerable amount of interaction with group mates, they need to learn how to get along with others in the writing process.

There are some studies that proved the effectiveness of using wikis in developing students' writing skills such as Coniam & Kit (2008); El-Salmy (2015); Franco (2008); Khodary (2013); Lee (2010); Mak & Coniam (2008); Wheeler & Wheeler (2009).

LITERATURE REVIEW

Blogs in EFL/ ESL writing skills:

The term blog as initiated by Barger in 1997 refers to a personalized webpage which is arranged according to the reverse chronological diary form. Campbell (2003) suggests that blogs can be used for personal, educational, journalistic and commercial purposes. In terms of blogs in education, Campbell states that there are three types of blogs that can be used in ESL classrooms: the tutor blog, the learner blog and the class blog. He suggests various positive and possible uses of these weblogs. The integration of blogs in English classes report that web publications provide the learners with a real audience and a collaborative environment where students interact by proving and receiving feedback and thus, enhancing their writing skills.

According to Darabi (2006), "The core principles of learning communities focus on integration of curriculum, active learning, student engagement and student responsibility..." (p. 53). Blogging activities realize these principles. To illustrate, Pinkman (2005) writes that blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as writers who write and post, as readers/reviewers who respond to other writers' posts, and as writer-readers, who returning to their own posts and react to criticism of their own posts. Dieu (2004) reaffirms this by stating that blogging gives a learner the chance to "maximize focused exposure to language in new situations, peer collaboration and contact with experts" (p. 26). Within the scope of classroom-based blog activities, assignments can require the student blogger to communicate closely with a particular group of student bloggers. Moreover, the exchange can be almost instantaneous (during class time) or at the leisure of the student bloggers. This combination of planned and spontaneous communicative exchanges inside and out of the classroom makes blogging a meaningful and engaging social exercise. It is within this context that Williams and Jacobs (2004) contend that blogging has "the potential to be a transformational technology for teaching and learning" (p. 247).

The usage of blogs in education depends on many theories. The Constructive theory principles support the use of blogs applications. These applications aim - in their own structures - to find a type of social interaction among learners and to show current changes in learning society continuously. This helps to build a learner's cumulative knowledge which is the main purpose of the structural theory that considers knowledge is a result of social interaction among learners. (Witts, 2007)

According to Warschauer (1997), the potential of collaborative learning though CMC is related to the Social Constructivist Approach which was developed by Lev Vygotsky. Lev Vygotsky claims that the construction of knowledge is socially oriented. He believes that learning occurs through interactions with and within the environment in which these interactions take place and cultural tools influence learning to a great extent. One of Vygotsky's (1998) major claims, Zone of Proximal Development (ZPD) refers to the distance between the actual development level of a learner and the level of potential development under adult guidance or in collaboration with more capable peers. (Kalafat, 2007) In view of this, the applications of weblogs with the Process Writing Approach appear to offer additional benefits to the ESL learners.

Arani (2005) conducted a research on using weblogs to develop writing, reading and communication skills in English for Specific Purposes among non-native speakers of English

at Kashan University of Medical Sciences in Iran. And the results showed that students preferred to write on weblog than the traditional ways and weblogs can improve English in the context of ESP.

Tekinarslan (2008) conducted a study on the experiences of an instructor and an undergraduate class who used blogs in their teaching and learning in Turkey. He reports that blogs as web publishing tools can be used to improve the students' writing skills while improving other skills such as information searching and literature review skills. Similar results were shown in the study conducted by Davi, Frydenberg and Gulati (2007). The researchers affirm that blogs can be used in various disciplines as they enhance liberal learning, critical thinking skills and reasoning skills etc. in classrooms.

Wikis in EFL/ ESL writing skills:

Leuf & Cunningham (2001) define the concept of the wiki as a "freely expandable collection of interlinked Web pages" A wiki is therefore a hypertext system for storing and modifying information - a database with each page being easily editable by any user through a standard Web browser.

Wikis have great potential as educational tools as they provide a format for the collaborative construction of knowledge (Achterman, 2006a). Students can add or delete content on the wiki; some of these changes reflect newly-added ideas or feedback to others' ideas or reflections on others' work. In addition to the collaborative side of students editing their own wiki content, teachers can also participate by posting comments or evaluations of students' work. Both teachers and students can therefore collaborate to create content throughout the learning process, as all parties are effectively contributors.

There are many researchers conducting the studies to provide the implications on the use of wikis in second/ foreign language classes. Highlighting students' interaction and engagement in collaborative writing, Mak and Coniam (2008) examined authentic writing through the use of wikis by Year 7 ESL learners in a secondary school in Hong Kong. The wikis were used as a collaborative writing platform to produce a school brochure that describes the different facilities and features of their school. Over a period of two months, as an integral part of their ESL homework, groups of students designed and put together, through a series of successive drafts, a description of their secondary school which they had joined from primary school a few months previously. This study presented the overview of how wikis function in terms of editing and revision. Samples of the students' intermediate and final drafts were provided, as well as snapshots of the amount and the types of writing produced at each stage. The students' final draft became a printed brochure of their "new" school to be distributed to parents. To investigate how wikis could develop their students in terms of cooperative skill and language proficiency, Franco (2008) used wiki for peer correction, in a group setting and found that students had positive perceptions of wiki activity, and the pre-/post-peer correction data indicated progress in language acquisition.

Lee (2010) used wikis with 35 university students at the beginning level who contributed to wiki pages over a period of 14 weeks. The results showed that creating wikis had a positive impact on the development of students' writing skills through collaborative engagement.

Writing skills:

Hohn (1995, p. 241) defined writing skills as a "process that includes a set of distinctive thiking processes."

Abi samra (2001, p. 1) defined writing skills as "it is the communication between writer and the reader. The writer is conveying meaning through the use of words and expressions to reader."

Al Shara'h (2003, pp. 399- 410) defined writing skills as a "process that includes several phases where the writer arranges and organizes ideas then revises and finally editing."

This study defined writing as a means of communication based on organizing ideas. It is a highly complex mental process which is composed of different stages.

There have been numerous approaches to the teaching of writing in the history of language teaching. These writing approaches have evolved with the development of different approaches to teaching in general, which have in turn contributed to the changing role and status of writing. The pedagogical approaches to second language writing emerged at different times since 1960's. They are Product, Process, Post-Process, Socio-cultural and genre approaches which have contributed to the development of the writing skills.

The rise of the process approach marks the beginning of a new era for second language writing skills. The traditional product-oriented view of writing which regards writing as linear and fragmented procedure is thus contrary to the actual writing process. In process-oriented writing, writers are able to make modifications to the written text or make changes in their original plans as they review their writing.

Writing, as one of the key components of language learning is undoubtedly essential in tertiary education. However, studies have shown that students consider writing as an extremely difficult area in learning English. Students lack writing skills and they are de-motivated to write in English. Thus, discovering new ways of teaching and learning would be beneficial to all involved in teaching and learning. Information and Communication Technology (ICT) and Computer Mediated Communication (CMC) in teaching and learning have offered many ways of improving the learner's writing skills such as using online forum, wikis and weblogs.

Noël and Robert (2004) have listed the requirements for selecting an ideal collaborative tool: a) easy access to the document, b) easy to navigate and to deal with, and c) easy to differentiate between texts and comments as well as old and recent contributions. Moreover, wikis can be described as a resource for computer-mediated communication given that they are social tools that encourage communication of multiple writers, in the same way that blogs and other social networking tools do. However, blogs tend to be different since they do not show the entire reviews and edits, and often convey one author's message to many readers. As such, they do not allow for the exchange of thoughts or ideas amongst many- or many-to-many communication (Woods & Thoeny, 2007).

Statement of the problem:

There are some studies that verified the problem of preparatory students' weakness and shortage in writing skills such as Abdel Fatah (2003); Abdel Salam (2004); Ali (2001);

Badran (1995); El-Said (2002); Evenhouse & Zenhom (1995); Mohammed (2010) and there are some studies that proved the effectiveness of using blogs in developing students' writing skills while others proved the effectiveness of using wikis, but the question is which one of them (blog or wiki) is the best in developing preparatory students' writing skills?

Questions of the study:

The present study attempts to answer the following questions:

1- What is the effect of using blogs on developing third year preparatory students' writing skills?

2- What is the effect of using wikis on developing third year preparatory students' writing skills?

3- What is the difference between blogs and wikis in developing third year preparatory students' writing skills?

Hypotheses:

The study hypotheses are as follows:

1. There's a statistically significant difference at the level of (0.05) between the mean scores of blog group on the pre-post writing tests in favor of the post-test.

2. There's a statistically significant difference at the level of (0.05) between the mean scores of wiki group on the pre-post writing tests in favor of the post-test.

3. There's no statistically significant difference at the level of (0.05) between the mean scores of blog and wiki groups on the post writing tests.

METHODOLOGY

Design

This research belongs to the quasi-experimental researches to measure the effect of independent variables on some dependent variables. The researcher used a two-group experimental design. The first experimental group (blog group) studied through blogs application while the second group (wiki group) studied through wikis application. Figure (1) shows the experimental design of the study:

Figure (1): The experimental design of the research

Groups of the research	Independent variable	Dependent variables
First experimental group	Blogs	Writing Skills (content, organization, language and mechanics)
Second experimental group	Wikis	

Sample

The sample consists of (30) preparatory students. They were chosen among (45) students participated in a questionnaire about the usage of blogs and wikis applications. Questionnaire showed that the students have the skills of using them. Students were divided into two experimental groups, (15) students for each one.

Instrument

1- A writing skills test: The test consists of some writing activities that look like what they wrote on blogs and wikis such as, paragraphs, pictures to comment on and some questions to be answered.

Procedures:

The Analysis Phase:

In this phase, the learners' characteristics were determined, and blogs and wikis applications were defined. Also, the general purposes of the systems were defined which focused on developing writing skills.

The Design Phase:

This phase focused on defining the procedural purposes, the appropriate content to these purposes and the strategies and activities which will be used, and contributing them across a structural map for blogs and wikis systems, finally designing blogs and wikis tools as the following:

- Creating an account on Blogger under the name of "English writing skills" available at: https://writingskillsprep3.blogspot.com. To make the students write their thoughts and ideas in paragraphs, answering some questions and commenting on some pictures.

- Creating an account on Wikispace under the name of "English Writing skills" available at: http://writingskillsprep3.wikispaces.com. To make the students write their thoughts and ideas collaboratively.

- Both accounts were configured based on their special settings to allow students to post and share according to the instructions declared on the tool.

The rules of blogs and wikis were prepared to achieve the purposes of the research. The researcher prepared some posts about some general topics included some activities such as match, rearrange, paragraphs, pictures and determine the main idea and the secondary ones then allowed students to participate in those activities.

The Development Phase:

This phase focused on developing each account (blogs and wikis), also producing the digital text and pictures. In addition to the technical and educational review processes for blogs and wikis system components.

The Implementation Phase:

During this phase, the pre-test was applied. A meeting with the students was held to explain the nature of the experiment, and then blogs and wikis processes were activated. The connection and the interaction among learners were done. The students were encouraged to write posts, in addition to watching the varied posts and giving the feedback. Finally, the post- writing skills test was applied. The findings were collected to be analyzed.

Findings:

The findings of pre- and post-test writing skills:

To investigate whether the students improved significantly in their writing skills, the pre- and post-test mean scores were compared by using paired samples t-tests. Before the intervention, the writing mean scores of students in blog group and wiki group were 20.20 and 20.46 from 50 points, and those scores increased to 37.86 and 40.46 respectively after the intervention. It is noticed that standard deviation of the two groups also increased. From a t-test analysis, the post-test mean scores of students in both groups were significantly higher than the pre-test mean scores.

Table 1 A comparison of pre-test and post-test mean scores of blog group students in writing skills

Writing sub-skills	Pre-post Tests	N	M	SD	T	P
1- Presenting an introductory sentence that states the main idea.	Pre	15	2.53	0.74	7.8	Sig. at (0.05)
	Post	15	4.73	0.79		
2- Using a clear, well- developed content.	Pre	15	0.73	0.45	9.4	Sig. at (0.05)
	Post	15	2.4	0.50		
3- Writing a concluding sentence that reflects the writer's point of view.	Pre	15	0.26	0.45	6.2	Sig. at (0.05)
	Post	15	1.0	0.00		
4- Identifying main idea, relevant supportive ones and cohesive ties.	Pre	15	2.5	.639	10.8	Sig. at (0.05)
	Post	15	4.7	0.45		
5- Sequencing supporting details logically and meaningfully.	Pre	15	0.53	0.51	4.57	Sig. at (0.05)
	Post	15	1.36	0.48		
6- Using suitable words that reflect the topic of the paragraph	Pre	15	4.06	0.88	11.3	Sig. at (0.05)
	Post	15	7.7	0.88		
7- Applying grammatical rules correctly.	Pre	15	5	1.30	7.4	Sig. at (0.05)
	Post	15	8.6	1.35		
8- Using spelling words correctly.	Pre	15	2.5	0.74	8.9	Sig. at (0.05)
	Post	15	5.06	0.79		
9- Using punctuation marks correctly.	Pre	15	2.04	0.63	14.3	Sig. at (0.05)
	Post	15	4.9	0.25		
Pre-post total	Pre	15	20.46	3.02	17.9	Sig. at (0.05)
	Post	15	40.46	3.09		

Table (1) indicates that there is a difference at 0.05 level in writing skills between the mean scores of blog group on the pre-post tests in favor of the post test scores; as the mean scores of blog group in the post test is (40.46), and the mean scores in the pre-test is (20.46) and T value is (17.92).

Also, table (1) indicates that there is a difference at 0.05 level in each writing skill between the mean scores of blog group in the pre-post tests in favor of the post test scores. Thus, the t-test results proved to be statistically consistent with the first hypothesis. Therefore, the first hypothesis was accepted.

Table 2 A comparison of pre-test and post-test mean scores of wiki group students in each writing skill

Writing sub-skills	Pre-post Tests	N	M	SD	T	P
1- Presenting an introductory sentence that states the main idea.	Pre	15	2.26	0.88	5.9	Sig. at (0.05)
	Post	15	4.26	0.96		
2- Using a clear, well- developed content.	Pre	15	0.73	0.45	9.4	Sig. at (0.05)
	Post	15	2.40	0.50		
3- Writing a concluding sentence that reflects the writer's point of view.	Pre	15	40	0.50	4.58	Sig. at (0.05)
	Post	15	10.00	0.00		
4- Identifying main idea, relevant supportive ones and cohesive ties.	Pre	15	2.33	7.2	7.09	Sig. at (0.05)
	Post	15	4.33	8.1		
5- Sequencing supporting details logically and meaningfully.	Pre	15	0.66	0.48	4.03	Sig. at (0.05)
	Post	15	1.40	0.50		
6- Using suitable words that reflect the topic of the paragraph	Pre	15	4.13	1.59	6.04	Sig. at (0.05)
	Post	15	7.40	1. 35		
7- Applying grammatical rules correctly.	Pre	15	4.7	1.22	6.37	Sig. at (0.05)
	Post	15	7.8	1.45		
8- Using spelling words correctly.	Pre	15	2.46	0.74	7.3	Sig. at (0.05)
	Post	15	4.66	0.89		
9- Using punctuation marks correctly.	Pre	15	2.46	0.74	7.1	Sig. at (0.05)
	Post	15	4.53	0.83		
Pre-post total	Pre	15	20.20	4.24	11.16	Sig. at (0.05)
	Post	15	37.86	4.42		

Table (2) indicates that there is a difference at 0.05 level in writing skills between the mean scores of wiki group on the pre-post tests in favor of the post test scores; as the mean scores of wiki group in the post test is (37.86), and the mean scores in the pre-test is (20.20) and T value is (11.16).

Also, table (2) indicates that there is a difference at 0.05 level in each writing skill between the mean scores of wiki group in the pre-post tests in favor of the post test scores. Thus, the results proved to be statistically consistent with the second hypothesis. Therefore, the second hypothesis was confirmed.

The findings of post-test writing skills of the two groups:

To investigate the third hypothesis, T-Test was used to define significantly the difference between blog group and wiki one. Table (3) shows T value for the both groups:

Table 3 A comparison of the mean scores of the blog group and the wiki group on the post-test in each writing skill

Writing sub-skills	Pre-post tests	N	M	SD	T	P
1- Presenting an introductory sentence that states the main idea.	Pre	15	4.66	0.81	1.2	Not Sig.
	post	15	4.26	0.96		
2- Using a clear, well- developed content.	Pre	15	3.33	0.89	3.5	Not Sig. at (0.05)
	Post	15	2.40	0.50		
3- Writing a concluding sentence that reflects the writer's point of view.	Pre	15	0.96	0.12	1	Not Sig.
	post	15	10.00	0.00		
4- Identifying main idea, relevant supportive ones and cohesive ties.	Pre	15	4.73	0.45	1.65	Not Sig.
	Post	15	4.33	0.81		
5- Sequencing supporting details logically and meaningfully.	Pre	15	1.36	0.48	1.85	Not Sig.
	Post	15	1.40	0.50		
6- Using suitable words that reflect the topic of the paragraph	Pre	15	7.73	0.88	0.79	Not Sig.
	Post	15	7.40	1. 35		
7- Applying grammatical rules correctly.	Pre	15	8.6	1.35	1.42	Not Sig.
	Post	15	7.8	1.45		
8- Using spelling words correctly.	Pre	15	4.93	0.70	0.90	Not Sig.
	Post	15	4.66	0.89		
9- Using punctuation marks correctly.	Pre	15	4.93	0.25	1.77	Not Sig.
	Post	15	4.53	0.83		
Pre-post total	Pre	15	40.46	3.09	1.86	Not Sig.
	Post	15	37.86	4.42		

The findings in table (3) indicate that there is no statistically difference at the level of (0.05) between the mean scores of blog group and wiki one; as the mean scores of the blog group is (40.46), and the mean scores of the wiki one is (37.86) and T value is (1.86). Thus, the results proved to be statistically consistent with the third hypothesis. Therefore, the third hypothesis was verified.

DISCUSSION

The effect of blogs on developing writing skills:

This result, which indicates to the effect of blogs on developing writing skills, is due to the large social interactions on blog applications. Most of these interactions connected to build and participate in writing contents and commenting on the topics and pictures. This reflected significantly to develop writing skills of the blog group. Also, the learners participated in reading and writing many articles about some general topics through blogs, this led to develop learners' writing skills.

The permanent nature of publishing online encourages students to pay more attention to the content and language in their blogs. And the feedback received from the various sources as well as the different types, critical and non-critical; also affects the quality of their writing.

Due to the scientific theories, the researcher related this finding to blogs system designed on the principles of the structural theory which considers that knowledge cannot be taught negatively but it is built positively through the learners' interaction. In addition, blogs offer varied opportunities of expressing learners' ideas and thoughts depending on their interaction and the connection among them. It gives longer time for students to interact and participate in building the content and they learn from each other and participate in writing the content which reflected on developing students writing skills. Also, it reflected on learners' motivations, self-commitments and their social commitments to participate in building the content. Thus, the open discussions which were held through blogs systems played a part in developing learners' writing skills.

Also, this result was consistent with the findings of some researches such as Foroutan, Noordin & Hamzah (2013); Karlsson (2014); Sun (2010); Sun & Chang (2012); Sharma & Xie (2008); Tekinarslan (2008); Zainuddin & Ghaleb (2012).

The effect of wikis on developing writing skills:

This result, which indicates to the effect of wikis systems on developing students' writing skills, is due to wiki system that gives a great role to the learners to build learning content. Wiki could develop students' cooperative skill and language proficiency.

Also, wikis played a great role in sharing knowledge and information exchange to form a knowledge management store. Wikis encouraged students' interaction and engagement in collaborative writing.

The researcher divided the wiki group to 3 groups that managed the students to interact more effectively together and to write their topics collaboratively. Wikis were used as a collaborative writing platform and that allowed learners to be more interactive.

Students not only helped each other organize the content but also made error corrections for language accuracy. In addition, the results indicate that task type affected the amount of writing produced.

Wikis allow students to work together to develop content on the web, giving them a sense of how writing can be carried out collaboratively. Collaborative writing offer opportunities not only to practise literature review and writing, but also to stimulate reflection, knowledge sharing, and critical thinking.

In short, wikis had a positive effect on the development of students' writing skills through collaborative engagement.

Also, this result was consistent with the findings of some researches such as Coniam & Kit (2008); El-Salmy (2015); Franco (2008); Khodary (2013); Lee (2010); Mak & Coniam (2008); Wheeler & Wheeler (2009).

The difference between blogs and wikis in developing writing skills:

In fact, the researcher noticed that blogs help students to express their thoughts and ideas freely in an independent page and there were a lot of linguistic errors while wikis help each student to write collaboratively in the same topic, which gives the students the opportunity to review their mates' writings and to modify if they want or complete their writings.

Wikis encourage communication of multiple writers, in the same way that blogs and other social networking tools do. However, blogs are different since they do not show the entire reviews and edits, and often convey one author's message to many readers. As such, they do not allow for the exchange of thoughts or ideas amongst many- or many-to-many communication.

Thus, it is very important to benefit from both patterns of web 2.0 writing tools blogs and wikis in developing writing skills of language particularly in ESL or EFL.

CONCLUSION

The findings of this research confirmed the effect of using web 2.0 writing tools blogs and wikis on developing learners' writing skills. Also, they help to avoid all the obstacles and problems facing traditional education environments. However, the researcher suggests that the future trends related to blogs and wikis studies should be related deeply to studying the relationship between the blogs and wikis and a varied number of learners' learning styles in different grades.

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