WIKISPACES AS A MEANS TO DEVELOP ACADEMIC WRITING SKILLS OF EFL UNIVERSITY STUDENTS AND THEIR ATTITUDES TOWARDS IT.

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Abstract :

This study aimed at investigating the effectiveness of Wikispaces on developing the academic writing skills and its attitude of EFL University students. Fifteen student teachers from fourth year English department at Mansoura FOE represented the sample of the study. Four Instruments of the study an academic writing skills questionnaire to determine the academic writing skills necessary for the students, an academic writing skills test, an academic writing rubric and an academic writing attitude scale were used to collect the data of the study. The research was based on a one group pretest-posttest design for the selected target subject. Four academic writing skills were integrated on wikispaces in a form of an online academic writing course were administered in the treatment. The four selected academic writing skills were writing a thesis statement, summarizing, data interpretation functions and documentation. During the treatment, the participants were asked to complete four main phases with different tasks. After experimentation, the group was tested using the academic writing skills test and the Academic Writing attitude scale to compare the results with the pre-application. Findings revealed that the integration of the selected academic writing skills on wikispaces was effective in developing the participants' academic writing performance and their attitudes towards academic writing. The participants improved considerably in, documentation; data interpretation functions; summarizing and writing a thesis statement respectively. Participants' use of wikispaces helped them to use various internet resources to research for data, summarize, draft, document and interpretation results. That showed that wikispaces seemed to enhance the students' academic writing skills. This study recommends using wikispaces as a tool in teaching academic writing workshops.

Keywords: Academic Writing skills, Wikispaces, Attitudes, EFL university student.

Introduction

The transmutation of technology over the last two decades directs the call of a pedagogical change within the educational settings. The internet has offered various tools which have been widely used for educational purposes. Institutions of higher education, colleges, and universities throughout the world have increasingly embraced online education which raises the number of students enrolled in distance programs. In response to these changes in enrollment demands, many universities, institutions, and organizations should work on strategic plans to implement online education.

Godwin-Jones (2003) classified the internet first and second-generations; the first includes e-mails and discussion forums but the second includes more recent tools like blogs and wikis. So, many tools enable subscribers to broadcast their ideas and create aspirations to a potentially worldwide audience. The advent of new technologies has opened new approaches for designing advanced writing programs. Consequently, Social software tools enable learners to create their personal contact spaces, share ideas, photos, videos and documents with their social community, and at a more formal level, as a serious educational resource that facilitates

learning in the form of discussion and collaboration (Wheeler, 2009).

In this study, the web-based application Wikispaces was used to develop EFL college university students' academic writing skills and their attitude towards it. Most educators attempted to improve students' independent production of academic writing through students' use of technology in social communication Khodary (2008); Franco (2008) & Leuf & Cunningham (2001).

Review of Literature:

Definitions where varied to cover the meaning of academic writing, Wikispaces, attitudes towards Academic Writing;

Academic writing is formal form of writing. Many EFL university students who study at English‑medium colleges and universities have trouble practicing formal writing. They tend to informal writing, since it's easier and more familiar. In comparison, the most formal writing can be found in scientific papers, conference presentations, business proposals and legal documents.

Bowker (2007) revealed the overlapping between academic writing and many of the other kinds of writing. Firstly, the complex structure is required, like a beginning, middle, and end in a form of "Discussion," "Conclusions" ,and "Recommendations". Secondly, difference is based on the idea of citing the selected data for any published materials. Thirdly, the writer has to follow the rules of the academic style as well as punctuation and grammar. Academic writing differs from informal writing that is written between friends in non-academic.

Mohasseb (1998) divided the academic writing skills as follows: Statement of titles and definitions, description of research material, procedure and methods. Data listing comprehends classification, tabulation and designing graphical illustrations (figures, diagrams). Data interpretation contains functions, discussions, generalization arguments, comparison and contrast, interpretation of the results, justification, explanation, expressing cause and effect, summarization and drawing conclusions. Abstracting and documenting entails editing, making entry, references (bibliography), listing other functions. Text editing and formatting consists of drawing up of minutes, agendas, announcements, and invitations, filling in forms, letter writing, and correspondences. He also classified academic writing subskills into grammar, vocabulary, mechanics, fluency, and form (organization).

Writing a thesis statement

Any research paper must contain a thesis statement. It is the most vital components of the paper as it guides the writer and grabs the reader during and after writing (Eby, 2012). Most formal academic writing contains a thesis statement. It often comes near the end of the introductory paragraph, where the reader searches for it by conventions (Blakesley & Hoogeveen, 2011). The thesis statement is the most important sentence in any academic piece of writing that each body paragraph must be linked to the thesis statement as well as the concluding paragraph (Chin et al., 2012). A thesis statement is also a complete thought that can be defended or explained during an essay and its location is invariably in the introductory paragraph (Wilson & Glazier, 2015).

Data interpretation function

Data and its interpretations are two dichotomies that are important in the academic inquiry. In other words, it means discussing the presented data in an objective way. The first step would be selecting the data by choosing the appropriate source and engaging further

sources with each other in what is called data comparison.

Choosing the academic source to support the target idea, in a university paper, depends on the nature of the content and the topic itself. Scholarly sources differ from the public press in many ways. First, they are sometimes the results of researches conducted by the writer. Secondly, they are usually intended for a unique and specific audience made up of professors and researchers in the specific field. Thirdly, they typically contain lots of charts, tables, and graphs. Some learners face difficulties in using the university library and electronic database resources to support their papers. Some learners might lose a large amount of data because of the lack of mastering data interpretation skill. That is why outlining a critical well-organized paper is essential to organize them and tie everything together in a coherent and meaningful way (Weir, 2008).

Documentation

"No academic writing would be complete without detailed documentation. There are many types of style for documentation sources used in academic writing, including footnotes, endnotes, internal citation, and so on. This section provides an overview of one of the most common documentation styles" (Hahn, 2010, p.82).

It also depends on the field of researching. System variation in documentation can be found both in styles of reporting, in the body texts, and in styles of listing, at the end of the text. Documentation provides three essential points of data that must be included. These points are the name of the writer, the title of the study, and the publishing information necessary to identify the publication from all other publications (Giltrow et al,. 2014).

Summarization

Fogarty & Pete (2015) mentioned that Summarizing is putting ideas in your words after reading something or listing to someone. It also means, crystallizing the essence of an idea presented. Good summarizing does not copy exactly the words or phrases from the printed page or the spoken word. It is "taste" of a hearty and robust idea. Summarizing is a subskill in both writing and reading. It mainly involves the meaning of various words by keeping the same significance of the original text. It is also the process of restating the content of the essay by finding the thesis statement of it (Chin, 2012).

Attitudes toward academic writing

Attitudes towards academic writing express the writers' behavior towards the content of an academic writing course. The presented knowledge in the course and the experience of the person, whether they were positive or negative, change the performance of the skill. Attitudes take the time to develop by altering every day of academic writing experience, workshops practices, and support. Assisting the students to respond positively towards academic writing requires straightforward healthy writing habits and well-organized steps to achieve a tension- free production of academic writing (Goodson, 2013).

Wikispaces

"Wikispaces.com is the place where you can create a wiki using in your classroom and your university. Wikispaces for educators have given away more than 433,614 free, secure advertising-free wiki spaces for k-12 education."(Crane, 2012, p. 49). Wikispaces are platforms that allow collaborative digital workspace in a learning process or during a project. Educators brainstormed a series of actions they could take to examine who the stakeholders were and the target audience they wanted to teach via methodology they wanted to use (Bencze & Alsop, 2014).

Many researchers investigate how web-based tools could help in developing collaboration, language learning, writing and peer correction, attitudes towards the educational technologies and independent learning. According to Al Khodary (2008), wiki was proved to be an effective tool to develop writing performance and reduce writing apprehension among EFL learners. Wikis proved to be ideal for collaborative writing assignments because they enable the experimental group to review rough drafts, post comments, and publish a final essay. Thus wikis may motivate participants to collaborate with each other as well as learn from each other's work Researchers focused on writing skill problems in classes in general and the academic writing skills problems in higher education in particular.

Related studies

Many scholars asserted the effect of technology in developing academic writing skills such as;

Lundin (2008) investigated the effectiveness of wikis in first-year composition classes. The research was an assumption of challenging the traditional pedagogy of teaching writing by wikis. These assumptions were organized into four classes of interest to composition studies. These classes were new media composition, collaborative writing, critical interaction and online authority. Results showed that wikis were effective in helping facilitate improvement in composition classes.

Franco (2008) used wiki based peer-correction to develop writing skills of Brazilian EFL learners. Learners are empowered with different technological tools as a means of promoting student-centered approach, which contributes to their being less dependent on the teacher, fostering an autonomous learning. Results also suggested that wikis provided learners with many benefits in developing their writing skills.

Summarization as an academic writing skill was examined by wikis in the study of Pei Wu (2013) investigated the effect of wiki on summary writing for seventy-two L2 learners at a university in southern Taiwan participated in this study. The study implemented five-stage computer-mediated collaborative writing process. The highlighted skills were: comprehending the text, drafting the summary tasks, and peer-editing, peer-revising, and individual publishing in English composition courses. Instructor's procedural and collective scaffolding foster learners' writing summary skills. The researcher utilized text analysis, survey, and interview used for triangulation. Yields of the study showed students' positive perceptions towards writing through wiki pages. Another yield is that the tasks that were designed for wiki summary writing provide students with constructive opportunities for communication between each other and improve their writing proficiencies.

Chen (2008) examined the effectiveness of applying wikis regarding students' learning outcomes and the changes regarding students' attitude towards language learning, and explored the communication channels in wikis that facilitate learners' interaction in the e-learning environment as well as students' experience of utilizing wikis. Results showed that there existed statistically significant difference between the group with and without wikis, which means the group applying wikis performed better in listening and reading abilities. When compared with the non-wiki group, the wiki group had a more favorable attitude towards the class, their English ability improvement, and cooperative learning.

Results and recommendations of the aforementioned studies helped the researcher to formulate the study's hypothesis. This study investigated whether wikispaces as an online web-

based tool could develop the pre-service teacher's academic writing skills and their attitudes towards academic writing.

Statement of the Problem:

Based on the results of a pilot study and the review of related studies, it was evident that student teachers' academic writing skills were mediocre and needed improvement. Using Wikispaces was, therefore, suggested to develop the Academic Writing skill through developing some academic writing activities.

Questions of the study:

1. What are the Academic Writing skills necessary for fourth-year students?
2. How far did teaching Academic Writing through Wikispaces affect students' Academic writing skills?
3. How far did teaching Academic Writing through Wikispaces affect students' attitude towards Academic Writing?

Hypothesis of the study:

The following hypothesis has been formulated to test the research questions.

- There is a statistically significant difference at the level of (0.05) among the mean ranks of the experimental group students in the two applications for pre and post-academic writing skills test scores in favor of the post application.
- There is a statistically significance difference at the level of (0.05) among the mean ranks of the experimental group in the pre and the post application of the academic writing attitude scale score in favor of the post application.

Purpose:

The purpose of the current study was to

1. Improve the academic writing skills of fourth EFL students.
2. Keep up with the modern trends of implementing technology in EFL College classes like wikis, Wikispaces, Wikipedia, MyWikiBiz...etc.

Significance:

The present study aimed at:

1. Developing the academic writing skill through wiki spaces
2. Assessing wikispaces effectiveness in university EFL classes.
3. Giving a practical example of teaching Academic Writing through online applications.
4. Investigating the value of Wiki Spaces

Limitations of the study:

The present study was limited to:

1. Fourth-year Faculty of Education Mansoura University Department of English Language
2. Academic writing skills that will be appropriate for the students' level: writing a thesis statement, summarizing, data interpretation function and documentation.
3. Wikispaces for Education as a teaching aid for improving academic writing skills during 2015 version.

Methods:

The method of the current research included subjects, instruments, design, and the procedures followed to carry out the study.

Design:

The design was a one group pretest-posttest design. The experimental group consisted of fifteen students who would be taught Academic Writing skills by using wikispaces. A pretest and posttest were administrated to the group before and after teaching Academic Writing to the experimental group.

Participants

Participants of this study were 15 students selected from the fourth-year Faculty of Education Department of English, General (English) Mansoura University.

Instruments:

The following instruments were designed and used by the researcher:

- **Academic Writing Test:**

A Test was designed and used as an assessment tool to assess on the experimental group's Academic Writing skill before and after the treatment.

- **Academic Writing Attitude questionnaire:**

A questionnaire was designed to assess students' motivation towards using web based applications and students attitude towards Academic Writing. The questionnaire was administered to the experimental group before and after the treatment.

- **Academic Writing Skills Questionnaire:**

A questionnaire was designed to determine the appropriate Academic Writing skills necessary for fourth EFL student FOE.

- **The Academic Writing Performance Rubric:**

An Academic Writing Performance Rubric was used in rating the performance of the experimental group pretest and posttest scores.

Definition of terms:

Academic Writing

In this research, Academic Writing was defined as collective subskills like a citation of published authors and following the rules of grammar and punctuation, unlike informal usage of language. Academic Writing is a complex process that can be learned. A number of its complexities is the vocabulary of academic English in addition to series of conventions in writing a thesis statement, summarizing, interpreting data and documentation.

Wikispaces

Wikispaces online Classrooms are social writing platforms for educational purposes. They are easy to be created where students can have their workspaces.

This online platform enables the students and the teachers to communicate and work on writing projects alone or in teams. Rich assessment tools power the students to measure contributions and engagements in real-time. Wikispaces Classroom works great on various modern browsers, tablets, and phones. Wikispaces is an educational, active free web-based tool that can help the instructor to monitor, feedback, present and do workshops with the learners in a free and flexible access.

Academic Writing Attitude:

In this research, the attitude towards academic writing was described as a predisposition or a tendency to respond positively or negatively towards Academic Writing. Attitude a writer of writing in general and Academic Writing in particular to challenges, and.

The Academic Writing Course

Aims and objectives of the program

The course was constructed to serve a general aim which is developing The Fourth Year Faculty of Education Student Teacher Academic Writing Skills using Wikispaces.

Construction of the Academic Writing Course.

Stages one: the basic content

The academic writing course was initially designed as a printed material by selecting the Academic Writing subskills mentioned in the academic writing skills rubric and support it with some extra data from books. The course classified the skills in a form of phases each phase is specified for a certain academic writing skill that contains the number of subskills in a form of lessons. At the end of each lesson, the researcher powered it with a discussion question and some tasks. All the tasks share the same objectives like encouraging the learners to search for information individually and assess how much they could apply the skills in real assignments.

Stage Two: Online Transformation

In this stage, the researcher transformed all the content of the Academic Writing course into Wikispaces. Consequently, the study aimed at stressing the Educational features of Wikispaces. In the following table a classification of the wikispaces' features. The researcher named it as hands for the purpose of helping the instructor to build up an effective program. The researcher combined all of these to her program as will be stated later.

Table (1)

Wikispaces.com features

Organization	Content hands	Communication hands	Admin's hands	Educational safety hands
• WYSIWYG (what you see is what you get) page editor • Easy Linking • Navigation Sidebar • Themes and Stylesheets • Autosave • Automatic Merging	• Picture and File Manager • Embedded Media • Web Folders (WebDAV) • Powerful Search	• Easy Page Reverting • Email Notifications • Discussion forums • Blog Integration • Tags	• Variables • Space Statistics • Custom Domain Names • Visual Page Histories • RSS Feeds • Space Histories	• Creative Commons and Custom Licensing • Wikispam Protection • Space Backups • SSL Encryption

In the input part that contains the content of the course or the target skills, that was organized using the organizing hands. The interaction desired required the features of communication hands. Better communication requires better monitoring and interaction, and that was done by using the features of admins' hands. The final product must be in good form to be assessed accurately for better feedback. This process is a combination of the features and the aims of the study. Figure (1) summarizes it.

Results and statistical analysis:
Answering the First Question:

The basic question of the study was fundamentally based on choosing the Academic Writing skills necessary for fourth-grade students' Faculty of Education Department of English. To determine the Academic Writing skills required for the sample, a preliminary list of 28 skills gathered from the course description, related studies, and books. The instrument was administered on 11 EFL professors to select the appropriate skills. Table (2) shows the relative weighted mean of the skills.

Figure (1)
Principals of the academic writing course
by the researcher

Table (2)

Academic Writing Skills Questionnaire Relative Weighted Arithmetic Mean and Ranking

Academic Writing Skills	Arithmetic mean	Weighted Arithmetic mean	Percentage
Documentation	3.818182	0.95454545	95.4545
Summarizing	3.727273	0.93181818	93.1818
Surveying a book	3	0.75	75
Incorporating source material	2.818182	0.70454545	70.4545
Synthesizing from different sources	2.909091	0.72727273	72.7273
Critical reading	3.090909	0.77272727	77.2727
Layout of written work	3.454545	0.86363636	86.3636
Collecting data	3.181818	0.79545455	79.5455
Proof reading	3.090909	0.77272727	77.2727
Writing thesis statement	3.727273	0.93181818	93.1818
Writing a topic sentence	3.909091	0.97727273	97.7273
Writing introduction	3.818182	0.95454545	95.4545
Writing conclusion	3.818182	0.95454545	95.4545
Writing supporting details	3.909091	0.97727273	97.7273
Identifying the parts of paragraph	3.545455	0.88636364	88.6364
Data listing	2.545455	0.63636364	63.6364
Data interpretation functions	3.727273	0.93181818	93.1818
Results interpretations	2.909091	0.72727273	72.7273
Abstracting	3.181818	0.79545455	79.5455
Note taking	2.909091	0.72727273	72.7273
Citation skills	2.363636	0.59090909	59.0909
Revising	3.272727	0.81818182	81.8182
Using writing mechanics	3.636364	0.90909091	90.9091
Organizing agendas	3	0.75	75
Summarizing previous studies.	3.272727	0.81818182	81.8182
Reviewing literature.	2.909091	0.72727273	72.7273
Following the rule of academic style	3.727273	0.93181818	93.1818
Using linking words	3.545455	0.88636364	88.6364

It is apparent from table (2) that Academic Writing skills most necessary for fourth-year faculty of Education according to the jury's opinion are Documentation (m=0.95 & % = 95.4) , summarizing (m= 0.93 & % =93.18), Writing thesis statement (m=0.931& %= 93.1) , Writing a topic sentence (m=0.977 &%= 97.7), Writing introduction (m=0.954 & %=95.4) , Writing conclusion (m= 0.95 &%= 95.4), Writing supporting details (m= 0.977 &%= 97.7), Data interpretation functions (m= 0.931&%= 93.1), Using Writing Mechanics (m= 0.909&%= 90.9), and following the rules of academic style (m= 0.93&%= 93.1).

To be more precise the researcher conducted a pilot test on the selected ten skills to minimize the number of skills and mark the weakest skills among those. Table (3) represents the most important Academic Writing skills for the target sample.

Table (3)
The pilot Academic writing skills Test Mean and Ranking

Academic writing skills	N	Maximum	Minimize	Mean	Std. deviation
Using writing mechanics	20	1.00	3.00	2.3000	.73270
Writing supporting details	20	1.00	3.00	2.1500	.58714
Writing conclusion	20	.00	3.00	2.1000	.78807
Writing introduction	20	1.00	3.00	1.7500	.71635
Writing a topic sentence	20	.00	3.00	1.6500	.93330
Following the rules of academic style	20	.00	2.00	.8500	.58714
Writing thesis statement	20	.00	1.00	.4000	.50262
Documentation	20	.00	2.00	.2500	.55012
Summarizing	20	.00	2.00	.2500	.55012
Data interpretation functions	20	.00	1.00	.1500	.36635

Table (3) illustrates the results of the pilot Academic Writing test, which was administered to 20 participants in fourth-year Faculty of Education Department of English. These results were collected using an academic writing rubric based on the selected ten academic writing skills. The results clarify the weakest Academic Writing skills of the sample. Results show that the mean scores of using writing mechanics were the highest (m= 2.3) followed by writing supporting details (m=2.1), writing conclusions (m=2.1), and writing introduction (m=1.7). To be more precise the study would focus on the weakest Academic Writing skills. These skills are writing a thesis statement, Documentation, summarizing, and using data interpretation. In other words, the researcher chose the weakest academic writing skills which scored lower than 0.5 on the mean score. These four skills were selected for the treatment using Wikispaces.

Answering the Second Question

The academic writing test was designed to answer the second question of the study and its hypothesis. It stated, "How far did teaching Academic Writing through Wikispaces affect students' Academic writing skills?" Consequently, the research first hypothesis assumed that" There is a statistically significant difference at the level of (0.05) among the mean ranks of the experimental group students in the two applications for pre and posttest grades for the post application."

To validate this hypothesis, the researcher used the (WILCOXON) test to measure the significance differences between the mean ranks of indices, (pre- and post), as the researcher calculated (η^2) to mark the amount of wikispaces' impact on the Academic Writing skills. Table (4) and table (5) summarize the results.

Table (4)

Table (4)
(Z) Value and the statistical significance of the difference between the mean ranks of the experimental group arranged in two applications pre and post.

Skills	Ranks	N	Mean Ranks	Sum of Ranks	Z	significance level
Writing a thesis statement	Negative Ranks	3	2.67	8	2.44	Significant at 0.05
	Positive Ranks	9	7.78	70		
	Ties	3				
	Total	15				
Summarizing	Negative Ranks	1	2.5	2.5	3.2	Significant at 0.05
	Positive Ranks	13	7.88	102.5		
	Ties	1				
	Total	15				
Data interpretation function	Negative Ranks	1	3.5	3.5	3.22	Significant at 0.05
	Positive Ranks	14	8.32	116.5		
	Ties	0				
	Total	15				
Documentation	Negative Ranks	0	0	0	3.4	Significant at 0.05
	Positive Ranks	15	8	120		
	Ties	0				
	Total	15				
Total	Negative Ranks	1	1	1	3.36	Significant at 0.05
	Positive Ranks	14	8.5	119		
	Ties	0				
	Total	15				

Table (4) clarifies the difference between the pre and posttest mean ranking of the Academic Writing for the fourth year Faculty of Education students. The table shows that data interpretation function improved significantly where the mean ranks were 8.32 (z= 3.22) which is significant at 0.05. Documentation improved significantly where the mean ranks were 8 (z= 3.4) which is significant at 0.05. Summarizing improved significantly where the mean ranks were 7.88 (z= 3.2) which is significant at 0.05. Writing a thesis statement improved significantly where the mean ranks were 7.78 (z= 2.44) which is significant at 0.05. The overall Academic Writing skills improved significantly where the mean ranks were 8.5 (z= 3.36) which is significant at 0.05 for the post application.

Table (5)
Value of (η2) and Levels of Effect Size

Skills	Z	significance level	η^2	effect size
Writing a thesis statement	2.44	Significant at 0.05	0.63	high
Summarizing	3.2	Significant at 0.05	0.83	high
Data interpretation function	3.22	Significant at 0.05	0.832	high
Documentation	3.4	Significant at 0.05	0.88	high
Total	3.36	Significant at 0.05	0.87	high

In order to determine the effectiveness of the Wikispaces based program on each Academic Writing Skill the effect size was calculated using Z

value and η2. Results in table (5) illustrate that the Wikispaces based program had a high effect in improving each of the four Academic Writing skills. Accordingly, the research hypothesis can be accepted partially and agreed with the main conclusions of other studies namely Khodary, 2008; In Li & Swanson, 2014; Lundin, 2008; CHEN, 2008.

Answering the Third Question

To answer the third question, How far did teaching Academic Writing through Wikispaces affect students' attitude towards Academic Writing skills? The following hypothesis was formulated: There is a statistical significance difference at the level of (0.05) among the mean ranks of the experimental group in the pre and the post applications of the of the academic writing attitude scale for the post application. Consequently, the data of the both application were gathered and the statistical analysis revealed the following results.

Table (6)

WILCOXON value for difference in mean ranking between the pre and the post-administration of the academic writing attitude *scale*

Levels	Ranks	N	Mean Ranks	Sum of Ranks	Z	Significance	η^2	Effect size
Total score	Negative Ranks	0	0	0	3.4	Significant at 0.05	0.87	High
	Positive Ranks	15	8	120				
	Ties	0						
	Total	15						

Table (6) explains that Fourth year Faculty of Education attitude towards Academic Writing was significantly enhanced where the mean ranks value was 8.00 (z = 4.3) and (η^2 = 0.87) which is significant at 0.05 for the post application. That prove the effectiveness of the Wikispaces based program in enhancing the sample attitudes towards Academic Writing. As a result, the research hypothesis can be accepted partially and agreed with the main conclusions of Leung and Chu, (2009); Cobb (2007); and Chen (2008).

Discussion of the results:

Based on the previous results, it was clear that wikispaces.com has proven to be an effective tool to enhance academic writing skills of the fourth-year Faculty of Education Department of English with the help of some useful wikispaces features for enhancing the self-learning process. It was proven that the students' interests and production evolved by integrating collaboration in the dynamic learning process with continued feedback.

Firstly, the statistical analysis of the results proved that wikispaces improved learners' Academic Writing skills. Moreover, it helped them to communicate not only during the program but also in the feedback process in the electronic workshop. The differences between the mean ranking of the academic writing test results of the experimental group before and after the treatment have shown a remarkable improvement in many ways. The improvement was basically in the way they deal with the term academic writing during sections and lectures.

Secondly, participants as non-native speakers of English need more attention while teaching Academic Writing which means that the more the learner makes a mistake, the better he will improve during feedback. Students at this age have to be more independent in learning by seeking for knowledge so that the academic community would be a

different setting to build accurate Academic Writing habits. The researcher at the beginning found it difficult to instruct them towards independent searching while most of them asked the researcher to have a set of predetermined topics. Gradually, the participants enjoyed academic writing especially the feedback. The amount of public discussions helped them to pay more attention during the editing process of writing. Meanwhile, wikispaces revealed the hidden editing trials of the participants to the researcher as she was monitoring their progress during the treatment.

The most interesting thing about the course is the free time access. This feature is remarkable because the students would like to enjoy the learning process in a comfortable environment, home for example, with no internet contradictions or any other external variable that may block their workshop section. After a long day of faculty lectures, the student now can surf the net and link all data in the course as much as he like, the more he interact, the better he will be.

It is evident after testing the hypotheses of the study that the level of the participants after using wikispaces has changed in the post-test. The experimental group had shown a clear progress over their academic level. The differences were significant and implicated that the participants of the experimental group learned more compared to their results in the first application.

Findings

1. The integration of wikispace.com proved to be effective in developing academic writing skills for fourth year FOE Mansoura University students.
2. Collaboration and continuous online feedback proved to be effective in raising the students' attitudes towards writing academically.
3. Self-learning, internet searching skills, and online discussions proved to be effective in increasing the academic writing skills of students.
4. Drafting, revising and researching proved to be effective for increasing the students' academic writing processes.

Conclusion:

After conducting the study and having a real interaction with the experimental group, some conclusion were shaped:

- Using wikispaces offered a chance for the users to monitor and evaluate their production in the light of peer feedback as proved in the previous studies
- Using wikispaces helped the participants to develop a positive relationship with writing in general and academic writing in particular.
- Modifying an academic writing online course increases the awareness of educators about the importance of embedding technology in the learning and teaching process as well as the methodology of instruction that is used to apply it.
- Using wikispaces directed the students to a new behavior which is self-assessment that is crucial for Academic Writing process.
- Wikispaces could be a successful tool for professors to use it as their official writing workshops sections during the academic term to post their assignments.

Recommendations:

In the light of the findings in the study some recommendations must be raised for educators to do further studies:

- Wikispaces web-based tool should be powered through Android applications to be easier and faster in its responses
- Wikispaces should be generalized as it can save time and effort for parents and teachers as well as increasing the learners' outcomes.
- Wikispaces should be integrated into the modern educational system to cope up with the new trends in education.

- All English future prospective teachers must be well equipped with the internet researching skills as well as the skills of using any technological tool.

Suggestions for Further Research:

The following are recommended to be considered for further research:

1. Studying the effectiveness of a Wikispaces training program for EFL prospective teachers to develop the students' Teaching English as foreign language skills.
2. Investigating the effect of wikispaces in developing the other academic writing skills at different stages (e.g. postgraduate students).
3. Testing the effectiveness of wikispaces in developing the other language skills

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