



**The Effect of Using the Tools of the Second Generation of Web
(2.0) for Developing the Scientific Concepts and Skills of
Writing English Correspondence among Students
of the Higher Institute of Administrative Services
at The Public Authority for Applied Education
and Training in Kuwait.**

Prepare

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Volume (75) Third Issue Part (I) July 2019

Introduction:

In fact, the current era is characterized by a great number of discoveries, scientific theories and its technological applications, such discoveries and theories, that were earlier some sort of imagination, have become a reality leading to advancement of science and the development of nations in all fields.

Technology innovation is one of the most important tools that provide solutions to the problems of education and contribute to its reform through its modern tools that develop the learner's abilities, stimulate his thinking, bring it closer to reality and enrich the learning environment, The philosophy of E-learning focuses on the techniques of communication for helping Learners to keep in touch and considering their characteristics and methods of learning, so that the learner can rely on himself and perform the tasks of education relying on himself. ⁽¹⁾

Since the advent of the Internet, for the first time, it has gained great importance in various fields, including education, until it becomes an essential tool for teaching and learning through its services in classroom teaching or as a means of distance learning ⁽²⁾.

Many studies highlight the vitality of functioning internet for upgrading the educational outputs, the first generation of the Internet (Web 1.0) has emerged and refers to non-interactive static pages that are rarely updated, They are read-only sites, At the time, there were several services such as e-mail, Mailing lists, newsgroups, chat and discussion forums ⁽³⁾

This philosophy is reflected in a number of tools that bring out the features of Web 2.0, most notably Blogging, Free Authoring Wiki, Content Tagging, Social Networking, RSS ⁽⁴⁾, Students are encouraged to participate in teaching and learning more strongly by participating in Web 2.0 technologies or by inventing a similar new technology, This enables students of judging the extent to which these technologies are used and the de facto of its actual use ⁽⁵⁾.

In the light of the afore-mentioned review, it is crystal clear that the second-generation Web 2.0 is used to develop knowledge and skills, meet the requirements of the digital age, support the teaching and learning process, In addition, the English-language curriculum needs to employ such techniques, Therefore,

Correspondence in English based on the economic and technological changes in society needs to be improved due to the great role played by this type of education, adapting it to the era of communication and information revolution, and preparing students to live in and adapt to the coming time.

The Problem of the Research:

The researcher observed the development of the Internet, the spread of high-speed Internet access through high-speed digital subscriber lines in Kuwait, the spread of the use of tools of the second generation of the Web 2.0, which combines diverse tools, including blogs, free authoring Wiki, content tagging, Online social networks, The changes in the concept of e-learning and its presentation and interaction including more interactive and specialized aspects influenced on the students of the Higher Institute of Administrative Services in The Public Authority for Applied Education and Training in Kuwait, They are not using them in their learning, students' lack The use of modern technology to develop their practical and cognitive skills, in addition to their weak training in technology in general and their use in education, with the availability of material and technological resources can be viewed as a problem the needs to be investigation,

In order to ascertain this phenomenon, the researcher conducted a survey on the students' opinion on their use of Web 2.0 tools, the results of the survey showed that more than (93%) of students do not use these tools and use them to develop scientific knowledge and skills, as such Students meet difficulties in learning since the subject is taught in a foreign language.

The results of the I showed studies urge for the use of second-generation web tools, especially in the administrative fields, and the inclusion of tools that allow social participation to achieve constructive social interaction between students such as Hernández & Muñoz (2009)⁽⁶⁾ and Dawson (2006) ⁽⁷⁾ (2008) that explores the relation between the use of Web ,2 for recognizing the degree of cognitive awareness among the students, The study recommended the integration of Web 2.0 applications in the development of knowledge and skills for students such as the study of(Jane Secker, 2008) ⁽⁸⁾, and the study of Castaneda Vise (2007),(9) which

stresses the need to identify the impact of the use of second-generation social tools such as wiki and blogs on the cognitive aspects, The Klamma & Others (2007) ⁽¹⁰⁾ study also examined the use of Web 2.0-based learning design in informal learning for lifelong learning.

In addition, the Fourth International Conference on e-learning and distance education organized by the Ministry of Education in Saudi Arabia in March 2015 stressed the need to provide Web 2.0 applications to develop the knowledge and skills required for students, as illustrated Attwel, Graham (2007) ⁽¹¹⁾ states in The Association of Learning Technology's on the use of Blogs as a second-generation application 2 to meet the educational needs of the students, Based on the above-mentioned review, it can be concluded that there is a noticeable reluctance among the students of the Higher Institute of Administrative Services in the Public Authority for Applied Education and Training in Kuwait In writing English correspondences by the use of second-generation tools and the vulnerability of private content using traditional methods have been explored, The current research seeks to answer the current main question: To what extent is the use of the second-generation Web tools (2.0) effective in developing the concepts and scientific skills of writing correspondences in English for students of Higher Institute of Administrative Services in the Public Authority for Applied Education and Training in Kuwait? This question has the following sub-questions:

1. What are the educational requirements for the course of writing correspondence in English in the light of the second-generation tools of the Internet (2.0)?
2. What is the appropriate model of educational design of a learning environment based on the second-generation tools of the Web (2.0).?
3. What is the image of a Web 2.0-based site to develop the knowledge of the experimental group in the development of the knowledge aspect of the students of the Higher Institute of Administrative Services?
4. What is the image of a Web 2.0 based site to develop the knowledge for the experimental group in the development of the skills aspect of the students of the Higher Institute of Administrative Services?

The Objectives of the Research:

This research aims to achieve the following objectives:

1. Recognition the effectiveness of using the second-generation tools of the Web (2.0), including blogging as a second-generation application.
2. Verifying the effectiveness of the use of the second-generation tools of the Internet (2.0) I have experimental group in the development of the cognitive aspect of students of the Higher Institute of Administrative Services.
3. Verifying the effectiveness of the use of the second-generation tools of the Internet (2.0) I have experimental group in the development of the skills of the students of the Higher Institute of Administrative Services.

The Hypotheses of the Research:

1. There is no statistically significant difference at level (0.05) between the mean grades of the experimental group members and the mean scores of the group members in the post-measurement in the test of the cognitive achievement in favor of the experimental group.
2. There is no statistically significant difference at level (0.05) between the mean grades of the experimental group members and the mean scores of the group members in the evaluation card of skills in favor of the experimental group.

The Importance of the Research:

The research derives its importance from:

1. Contributing positively to the development of the skills of students of the Higher Institute of Administrative Services.
2. Contributing to the detection of the impact of the second-generation tools of the Web 2.0 to achieve the educational objectives required in writing correspondences in English.
3. Guidance the attention of the educational officials in the Public Authority for Applied Education and Training to employ Web 2.0 tools in language and management curricula.
4. Providing educational institutions and curriculum-makers with an alternative strategy to continue the educational and process to meet the increasing challenges resulting from the

rapid scientific, technological and economic developments and transformations taking place in the world.

The Research Borders:

The current research was limited according to the following:

1. **The borders of the topic:** measuring the effectiveness of the environment based on some of the tools of the second generation of the web in the design of an electronic environment including the following tools (blogs, YouTube, Google tools participatory); to develop the concepts and skills of writing correspondences in English in the fourth level.
2. **The borders of the Place:** The research was conducted on a random sample of the students of the Higher Institute of Administrative Services at the General Authority for Applied Education and Training. The first class was chosen at the same level and the teaching method was used in the traditional method of teaching, while the second is taught by some second-generation tools (experimental group).
3. **The borders of time:** the research was conducted during the second semester of 2017/2018.

The Terminology of the Research:

The Second Generation of the Web2.0:

The second generation of the Internet is defined as: a new way or style in which the provision of second-generation Internet services depends on supporting communication between students, maximizing the role of students in enriching digital content on the Internet, and collaborating in building educational communities⁽¹²⁾

The researcher defines it as an educational method based on the use of Web 2.0 tools and relies on some tools (blogging, YouTube, and Google participatory tools) and linking them in a participatory learning platform to interact with and interact with the educational content of an English writing material.

Concepts:

defines it as a classification of events, objects or symbols on a tangible physical level or at a purely cognitive level. The concrete concept is a concept that can be observed directly, and the abstract concept is not directly observable, but the person learns and assimilates it according to certain definitions and rules.⁽¹³⁾

The researcher defines it procedurally as: the set of concepts necessary to write correspondence in English and will identify it through the grade that will be obtained by the student in the cognitive test.

Skill:

It is a method that teaches the individual to perform easily, efficiently and accurately with an economy in time and effort, whether this performance is mental, social or dynamic.⁽¹⁴⁾

The researcher defines it procedurally as: the skills which required to achieve writing correspondence in English and will identify it via the degrees which the student will receive in the evaluation card.

Firstly: The Literature of the Research:

Part One: The second generation of Web 2.0 and its applications

Web 2.0 Techniques and Tools:

Web 2.0 refers to the second generation of Web services that allow users to collaborate and share information on the Internet, The Web is an environment where there are many relations for content creation in many ways, sharing information, communicating in different ways, and easily collaborating with other people around the world, self-expression through publication.

For instance, Al-Qahtani puts that ⁽²⁾ Web 2.0 is a new version of the Web that transforms the Internet into a platform instead of just a site, it includes a host of sites, services and applications with a number of features:⁽¹⁵⁾

- Providing a high degree of interactivity with the user
- participating in content with the user
- Possibility to describe content

The second generation of Web 2.0 is an innovative way to create a well-designed, learner-centered, interactive environment for anyone anywhere, at any time - by optimizing the use of multiple digital technologies, along with other forms of educational media appropriate to the learning environment. The flexible learning environment is the environment that allows the learner to communicate and interact with the teacher and colleagues at any time and from anywhere through the communication: (Online

dialogue) and asynchronous communication (e-mail) in order to send assignments and projects share experiences.⁽¹⁶⁾

The Features of Web 0,2 Application Tools:

The following are the characteristics of E-learning based on Web 2.0 applications, which must be relied upon in the design of education:

1. Collaborative: Education through Web 2.0 is linked to learner collaboration in content production, the learner is a participant rather than a receiver, this is done through a combination of active learning processes that motivate learners to produce their own learning environment.
2. Reflective thinking: E-learning through Web 2.0 depends on the contemplative thinking of the content so that the user can present opinions and propose new ideas, so he plays a positive role that helps him to think and create.
3. The continuous evaluation of performance: The through the tools of the Web 2.0 and is judged on what the learner produces and develops such as ideas and suggestions in the blog, and comments through Facebook, and also information through wiki, All these products form a clear picture of the learner's activity, through which he can judge his knowledge, skills and attitudes.⁽¹⁶⁾

Web 2.0 tools can help you create collaborative content, create an educational content such as blogging, wiki, mini-blogging, social networking tools such as Facebook, Twitter, and multimedia sharing tools such as podcasting),(YouTube and Flickr, and online conference tools such as ESCAPI, and tools to increase the effectiveness of Web 2.0 tools such as Social Book marking.⁽¹⁷⁾

The tools of the Second Generation of Web 2.0:

The advent of the Web 2.0 has contributed to the emergence of the second generation of E-Learning 2.0, In this mode of learning, the learner becomes the focus of the learning process, the learner receives instruction within an integrated learning environment where he interacts and participates in content creation.

In this concern, Stephen Downes (2005) identified some aspects of change that accompanied the emergence to development of the second generation of the Web, which were reflected in educational practices, including:⁽⁷⁾

- The emergence and spread of Learning Objects, which act as templates to build that content.
- Content synergy and its relationship with learning elements associated with the course automatically, so that any change in the original element of learning will change the content of the learning.
- Designing personal learning environments for learning experiences so that they are centered around the learner.
- Increasing communication between learners with each other.
- The growing role of social networks on the Internet.
- Giving the learner the freedom to select or ignore multimedia in the educational content.

Via these various applications, the second generation of the Internet between the forms and technology and characteristics of this technology in terms of increasing the individualization and customization resulting from the interactive feature unique to such tools will rely on the researcher in the current search on the three tools (blogs, YouTube, Google tools participatory).

Blogging is one of the services offered by the Internet in order to allow users to publish content through the Internet, Herring et al. ⁽¹⁸⁾ notes that blogs are one of the applications of Internet running through the content management system, which are simply a web page, Through which, entries are dated and arranged in ascending order, accompanied by a mechanism for archiving the old entries, Each entry has a permanent address that does not change from the moment of publication, The reader can refer to a specific note at a later time when it is not available on the first page of the blog.

In the same vein, Green & Pearson ⁽¹⁹⁾ defines it as a dynamic web page that changes chronologically according to the topics at which it is displayed.

Basically, there are many types of blogs, including video blogs, photo blogs, and personal blogs, Lindahl & Blount ⁽²⁰⁾ mentions a set of common characteristics of blogs that make it the most suitable application for a non-professional user:

- Separating the user from the technical complications associated with creating pages on the web.
- Easiness of managing information.
- Informing participants of additions and updates to the published content.

Blogs in Education

The educational blog is an educational web page that contains information about the course (in terms of content, lesson summaries, exercises and references), as well as providing links to other web sites relevant to the course's nature, widely used in the publication of research and duties, Dickinson University in the United States, for example, has created blogs to publish its students' research and duties in electronic form instead of publishing them traditionally, Blogs are excellent communication tools with students and have many educational benefits:⁽²¹⁾

1. Easiness of use and requires only a little knowledge of technology and its presentation is flexible and can be changed easily as desired by the person.
2. It allows teachers to communicate with their students even outside the classroom walls because they do not need to have learners in the same room.
3. It provides the opportunity for any reader of the blog to be co-author when he interacts with what he reads, commenting on it and thus develop interaction between the reader and the writer.
4. The teacher is given the opportunity to give collective feedback to all the blogs of the class if there are frequent errors and can give individual feedback to individual student blogs.⁽²²⁾
5. It provides students with a great opportunity to practice reading and blog skills.
6. It facilitates guidance between teacher and student.

In essence, most of the blogs available on the Internet are personal or informational blogs, and there are blogs in the field of education that are used to monitor and evaluate the work of learners, as well as to encourage interaction between each other and between them and their teachers. **(23)**

The study of (Wan, Juida; Tan, Bee Hoon, 2011)⁽²⁴⁾ and (Martindale & Wiley, 2005),⁽²⁵⁾ emphasized the importance of the use of the blog in teaching and reached the extent of its constructive influence in raising students' cognitive and skills, In addition, the study of (Storch, 2005)⁽²⁶⁾ aims to identify the extent to which blogs contribute to learners' understanding of knowledge in the initial stage of teaching and learning to impart knowledge gained to their ranks, The results suggest that blogs provide students with an opportunity to exchange ideas and provide

feedback to each other, Blogs are therefore a useful tool for teachers to create and promote virtual discussion, self-development and enhancing the thinking of their students.

Both (Godwin-Jones, 2008)⁽²⁷⁾ and (Arnold & Ducate, 2006)⁽²⁸⁾ as well as the study of Azari, Hosein (2017)⁽²⁹⁾, noted that the rapid development of ICT over the past decade, the linking of multimedia to network documents, technological innovations and educational programs lead to the activation of such sites.

YouTube in Education

The first outsets of YouTube were in February 2005, when PayPal's three employees, Chad Hurley, Steve Chen and Jawad karim, set up a website to download animations using the Adobe Flash Video technology, In May of the same year, the site launched its trial version, the official opening followed by about six months - November 2005 - In October of 2006, Google officially announced its ownership of YouTube.⁽³⁰⁾

The educational potential of video technology in the classroom is promising, especially in light of the learning framework of the 21st century (Siegle, 2009), Studies show positive gains in student outcomes as a result of the integration of video technology into education, These studies explore the potential uses of YouTube as educational aids in lessons and planning, Focus on using YouTube directly in Study Help As a teaching source in the classroom, You also have an interest in evaluating YouTube videos.⁽³¹⁾

You Tube, as one of the Web 2.0 outputs and its technologies, plays an important role in scientific and public communication processes, You Tube is a video-sharing site for public use, It contains a variety of video files provided by users, including original product offerings and short authentic videos, and contains a set of videos and can be linked with any educational site or blog or placed on Google tools, This is what the current research seeks to achieve and connect the Web tools 2.0 with each other.

Providing lectures` content, free videos-on- web site platforms are being adapted for a variety of educational uses: the creation of subject-specific play-lists, the classroom (where the students do the work outside class, then meet to discuss), student-produced reflective videos, assessment and feedback and various blended learning formats, All of these possibilities allow for very flexible

access to smart-phones and tablet computers as well as the more traditional desktop PCs and laptops⁽³²⁾

Many theoretical and qualitative studies have sought to explore You Tube, including analysis of the videos available through the site, their nature and techniques⁽³³⁾, and other studies have analyzed the substantive content of YouTube videos that have been highly watched to determine the purpose of these videos and their motivation to record⁽³⁴⁾ However, despite the enormous electronic presence, the diversity of academic studies on the use of YouTube videos in the published academic research, and then this study seeks to discover the size of the quoting YouTube officially in the intellectual production directly and that is explored within the Scopus database, working to assess the differences in nature, size and quality of use among different scientific sectors.

The study of Soaad Al-Enezi, Abdullah Al-Failakawi (2017)⁽³⁵⁾, which sought to identify the impact of the use of YouTube site with traditional teaching in the collection of students of the Faculty of Technological Studies for mathematics course, and the importance of YouTube in enriching the teaching of mathematics course (1) The results of the research showed that the integration between the use of the YouTube site through the explanatory videos with the traditional method of teaching mathematics (1) for students of the Faculty of Technological Studies - General Authority for Applied Education and Training - Kuwait, has Significantly contributed to improve the level of female students compared to the traditional method alone.

Google Interactive Applications:

James Petersen (2013)⁽³⁶⁾ has confirmed the use of various Google applications in the development of teachers' educational skills, especially 21st century skills, which can produce digital content and use information technology to communicate, collaborate and network with others, In the light of the technology, a set of Google Apps, which are collaborative tools can be used extensively in education.

Digital skills provide easy possibilities for organizing and managing the information offered by these media by integrating their elements and linking them together in educational programs in the second-generation applications of the Web, they can be controlled in an electronic environment where the written digital

text gives the learner an explanation, The digital voice provides comments and directions, the digital image presents the material in an optical form, and the digital video controls the moving events, The integration and collation of these elements and their arrangement in a specific arrangement within an educational system that meets specific needs can make learning effective and making the learner more involved and interactive.

It is considered a platform that provides services through the Internet, hence it is far more than just a search engine, despite its strength and effectiveness to a range of services and diverse applications that can benefit the process of instruction, Of the most important tools that will rely on the current research are Google Video, Google Drive, These services store and share individual files and group discussions or folders in full with specific people or with all your classmates or even with partners, parents and other classes, It includes a set of office software such as word processor, spreadsheet program and power-point program, This service allows users to work on and edit one document at the same time, Google Docs enables you create and collaborate on real-time text documents, Users can: **(37)**

- Import Word files and convert them to Google Docs.
- Edit and format documents.
- Invite others to collaborate with you in a particular document, by allowing them to edit or comment.
- Online collaboration in real time, chatting with colleagues.
- View the revision archive of the document and restore any previous version.
- Upload a Google document to your computer with different extensions: Word, RTF, PDF, HTML or ZIP.
- Translate a document to another language.
- Email the document to others as an attachment

Marianna Girgis (2016)⁽³⁸⁾ sought to determine the effectiveness of a communication-based program using some of Google's interactive applications in digital skills development, Of which digital repository, digital text, digital audio, digital image, video and digital presentations, lessons and classes, digital tests and questionnaires, and engage in learning in a sample of students of the second division Mathematics Division, Faculty of Education, Assiut University, following the experimental method for the same

group, The research found statistically significant differences between the average scores of students in the research group between the pre and post application of the evaluation cards for their performance in digital skills, the digital product evaluation card with the digital achievement file and the learning engagement scale at the level of (0.01).

However, the technological progress and information has been called the digital era in opposition with the current era, Given that the importance of the use of digital technology in the areas of life in general, the importance increases with the ability of the link between these tools and each other, The current research aims to benefit from three tools from the Web 2.0 In order to sustain the cognitive and skilled aspect in writing the English correspondences among the students at the Institute of Management in light of the digital skills that include the use and production of digital media, processing and retrieval of information, and participation in social networks to create and share knowledge to understand and use information in multiple formats from a wide range of sources provided through the computer.

The second Part: writing Correspondences

The communication occurs once the message is sent from the sender to the source and received by the recipient or consignee via a communication channel, and stops at this level, such as advertising, speech, or work messages that come from the president to the subordinate and which carry an order or confirmation and do not wait for a response, In case of the receiver refusing to communicate with the sender, his message cannot be responded, Communication occurs if the message is sent from a sender to a receiver via a communication channel, and it is answered using the same communication channel, When the broadcaster broadcasts the news on television, the viewer receives it without returning and the process here is a communication, If the viewer sent a message to the broadcaster about the news broadcast and received by the broadcaster (as sending first) mentioned it, the concept here shifted from the connection to interaction.

The message is the means by which the communicative goal is determined, It is the code: the words, sentences and appropriate structures defined with the type of message and the number of

knowledges conveyed by this message, In order to reach the learner in a clear and simple, the content of the message should be simple and clear ⁽³⁹⁾.

The message is the sum of meanings that the sender sends in order to influence the addressee and to create a response in his behavior towards the sender, In other words, it is the linguistic material he sends to the addressee in the form of a set of symbols subjected to interpretation at the ends of the linguistic communication ⁽⁴⁰⁾, The communication process requires the presence of common codes between the sender and the addressee, which is formulated in a clear and effective manner to ensure a successful process, The messages vary in the diversity of communication, its form, purpose, and type of channel in which it was used ⁽⁴¹⁾

It is necessary to achieve the cognitive competence required for achieving the writing of correspondences in the language, the information and skills necessary for the students to write correspondences in English, and performance competencies, It refers to the performance competencies shown by students and includes the self-dynamic skills as the functioning of tools and applications of the second generation of Web 2.0 and making presentations, The performance of these skills depends on what the individual has previously acquired such as cognitive competencies. ⁽⁴²⁾

The second-generation technology of the Web provides the opportunity to send and receive from the part of the sender, Still, the system of tools in the second-generation applications of the Web ,2 specifies both the sender and the handling of the message, the date and time of reading the message, the date and time of sending the receiving the message, Such specifications during writing the message are: -

1. letter planning careful.
2. Reader's Interests.
3. Clearness.
4. Sincerity and naturalness.
5. Preciseness.

The study (Rabi Younis Radwan, 2011)⁽⁴³⁾ sought to shed light on the subject of electronic correspondence in general and its reality in Syria in particular, in order to uncover the reasons behind the late use of this method, and the most important suggestions that

may help accelerate the development of this new method to complete the various business processes, the testing of research hypotheses and reaching a scientific vision of the components, strategies and tools that should be used in developing the role of electronic correspondence to market the services of private universities, It also aimed at identifying the most important factors affecting the application of the e-commerce method, marketing strategies and competitiveness used in each.

In addition, the study of Ahmed Al-Otaibi (2013),⁽⁴⁴⁾ sought to identify the nature of the rules governing electronic commercial correspondence: as a comparative study in the Jordanian and Kuwaiti laws, as well as the identification of electronic commercial messaging systems and the most important laws regulating electronic transactions in the State of Kuwait.

In the same vein, the study Shen, Jiang; Zhao, Zhenhua(2011)⁽⁴⁵⁾ aims at the requirements of the maritime English correspondence, The language characteristics of marine English correspondence are analyzed in this article, and the factors influencing the written English correspondence skills are discussed, The contents are included in full free English correspondence, along with their functions, which can help enhance the written ability of the naval personnel.

This study (Bugawa, Afaf Mubarak; Mirzal, Andri,2018) ⁽⁴⁶⁾ describes how the use of Web 2.0 technologies in the field of learning, by their nature, Web 2.0 technologies increase interaction among users where interaction is the key to success in traditional classrooms, This study reviews recent studies in the field of Web 2.0 technologies for learning and their Affect learning experiences and investigate the relationship between Web 2.0 techniques and teaching methods in higher education on student learning, Findings about the impacts of using social networks like Facebook, Twitter, blogs and wikis on learning experiences are also discussed, Web 2.0 technologies' characteristics and the rationale of Web 2.0 technologies in learning will also be explored.

Secondly: The Procedures of the Research:

To achieve the objectives of the research and verify the validity of its hypotheses, the following procedures were followed:

First: Preparing the theoretical framework for research through conducting an analyzing research and literature related to the subject and the current research variables.

Second: Preparing a list of standards for the design and production of environments and tools according to Web 2.0 techniques through the following:

1. Identifying the basic aspects of the list of criteria in its different axes, and the indicators contained therein, through the following sources:
 - The literature and previous research related to the subject of the research.
 - Viewing many electronic environments that have been integrated with the second-generation tools of the Internet, in addition to defining a set of procedures with some specialists in the field of computer and educational techniques.
2. Preparing the list of criteria in its initial form, which may include (6) criteria, and (35) indicators.
3. Presenting the list of criteria in its preliminary form to the reviewers specialized in the field of computer and educational techniques to control them and to determine the relative importance of the standards and their indicators.
4. Finalizing the list after making the necessary adjustments in the light of the opinions of the viewers. The list in its final form consists of (6) basic criteria and (30) indicators indicated in the following table:

Criterion	The criteria of designing Learning environment based on some Web 2.0 tools	Number of indicators
Criterion 1	The educational criteria for the tools of web 2.0	5
Criterion 2	The technical criteria for the tools of web 2.0	5
Criterion 3	The multimedia criteria for the tools of web 2.0	5
Criterion 4	The feedback criteria for the tools of web 2.0	5
Criterion 5	The environmental designing criteria for the tools of web 2.0	5
Criterion 6	The activity criteria for the tools of web 2.0	5
Total sum of 6 criteria		30

The Final Image of the Web 2.0 Toolkit Design Kit

By this way, the first research question has been answered fully.

Thirdly: The Variables of the Research:

The current research includes the following variables:

First: Independent variable: Learning environment based on some Web 2.0 tools.

Second: dependent variables are:

- The cognitive aspects of writing correspondences in English.
- Performance aspects of writing skills in English.

Fourthly: Experimental Processing Resources and Research Tools:

The tools of experimental processing of an environment based on some Web 2.0 tools in the current research includes:

- A list of good Criteria for designing an environment based on some Web 2.0 tools.
- List of writing skills in English.
- Test to measure the cognitive aspect of writing correspondence in English.
- Evaluation Card to measure the performance aspect of writing skills in English.

Fifthly: Designing an environment based on some Web 2.0 tools:

The researcher applied the stages of the model of Abdul Latif Al-Jazzar (Al-Jazzar, 2002, 59) as follows:

The first Phase: Analysis:

1. Identifying the Characteristics of Learners: Students of the Higher Institute of Administrative Services at the Public Authority for Applied Education and Training in Kuwait, the fourth level. Students have basic computer and Internet skills and have a G-mail account.
2. Identifying the educational needs: The educational need for this environment was the need of the students of the Higher Institute of Administrative Services in the Public Authority for Applied Education and Training in Kuwait of the knowledge and skills in writing the correspondences in English, considering the proliferation of tools of the second generation of the Web 2.0.
3. Setting the general goals for the environment: The process of setting general goals is one of the most fundamental processes when designing a Web 2.0-based environment. The general objectives of the course should be defined in general terms explaining the subjects of the course that will be taught without going into detail. The overall objective of the environment is to develop the knowledge and skill of writing correspondences in English. The formulation of the general objectives includes: identifying and organizing of the educational content of each educational unit, the type of performance or behavior that students should successfully complete once they have completed the study of the environment, identifying appropriate criteria for measuring different educational outcomes and building of appropriate measurement and evaluation tools.
4. Defining a list of skills: Through the previous procedures, a group of skills were developed to write the correspondences in English, classified into main skills and sub-skills, then arranged and prepared in the form of a list to be judged, and the relative importance of the skills contained therein, In the initial form to

the reviewers. It was amended in the light of their views and suggestions. Thus, the final formulae of the list of the Knowledge skills can be developed to write correspondences in English:

- a. Developing and improving students' understanding of the fundamentals of commercial communications.
 - b. Ability to acquire skills related to correspondences, its types, commercial correspondence and its importance.
 - c. Ability to acquire skills related to student knowledge of the main and secondary parts of the message (structure of the message) and the way in which it is formulated.
 - d. Ability to identify the different types of commercial messages as well as some commercial models used in trade.
 - e. Acquiring the skill of writing CV.
 - f. Obtaining the skill of writing scientific reports and preparing them for presentation using PowerPoint.
5. Study the the reality of resources and educational sources in a Learning environment based on Web 2.0 tools: The designed environment does not need classrooms and has been identified (blog and linked to a group on Facebook as well as a participatory environment and does not adhere to a specific place or time, where students can study anytime anywhere, The educational content was first discussed in an environment designed on the Blogger blog, including the educational content of the English writing course, consisting of the skills, supported by text and fixed images showing the steps of performing the skill accompanied by written commentary, and a video explaining the steps of performance has been placed on a channel on YouTube
 6. Resources: Students can refer to the educational content through 10 educational topics placed on the educational blog, Plus, many links had been added to the content, interactive video files, and pages of activities designed on Google's participatory tools.
 7. Constraints: These obstacles were the result of the high burden and pressure on students.
 8. Borders of the Study: The research was applied to a sample of 25 students representing the experimental group in the academic year 2017/2018, in the second semester of the year.

Phase II: Design phase:

This phase included the following sub-steps:

1. **The formulation and sequencing of the educational objectives:** The educational objectives of each subject were formulated in the form of behavioral statements describing the behavior of the learner.
2. **Determining the elements of the educational content of the program:** Elements of the educational content that achieve the general and specific educational objectives of the designed environment have been identified after reviewing the books, references and research in this field.

NO	Subject	Number of weeks	Hours
	Defining correspondences, its types and development	1	3
	Defining commercial correspondences and its importance	1	3
	The content (main and secondary parts) of the commercial correspondence, its content and formulation	2	6
	Inquiry correspondences and replies	2	6
	Correspondences of offers, demands, shipping, prices, transferring and insurance	2	6
	Correspondences of excuses and complaints	1	3
	Correspondences of expenditures and accounting	1	3
	Correspondences of advertisement	1	3
	Writing CV and completing recruitment requests	1	3
	Writing scientific reports and presenting it through Power-Point shows	2	6

3. **Building tests with audited References and research Tools:** In this step the research tools were developed to evaluate the environment and measure the extent to which the objectives were achieved, the researcher will tackle the steps in preparing each tool.
4. **Analysis of the learning environment:** The analysis of the educational environment aimed at identifying the following:

presenting the course in an environment that includes three tools for second-generation technologies and classrooms: This type of learning does not require classrooms; if necessary, a tablet lab and a computer room, The selected sample is connected to the Internet, the Data Show, or the Smart-board.

5. **Selecting media elements and educational materials:** In this step, the selection of materials and educational media suitable for the environment and the characteristics of students, and the media in a set of text media, images and video clips have been achieved.
6. **Designing the Educational message based on media elements:** The educational message was formulated considering the content elements identified with good standards in the design of text, sound, still images and video, by reference to research and studies on the educational design of web-based programs.
7. **Designing of educational events and elements of the education process:** the model of Abdul Latif Al-Jazzar (2002) in this step identified several elements of the learning process that should be addressed, as follows:
 - Acquisition of the attention of the learner.
 - Introducing students to learning objectives
 - Call previous learning.
 - Show stimuli for the learner.
 - Directing learning.
 - Editing and activating learner response.
8. **Providing feedback:** Feedback is the information that the student obtains to find out the result of her response (correct or false - appropriate or inappropriate), The researcher provided feedback in the blog environment, by supporting the correct answers provided by the student accompanied by some pictures (a bouquet of roses - a sign of truth ...) expressing the correct answers, or some words of praise, thanks, praise, or know the correct answer if the response is wrong.
9. **Measurement of performance, diagnosis and treatment:** It includes the environment and its performance and measurement tools, each module has an electronic score (pre-post), which determines the level of student performance and the evaluation card.

10.Designing navigation methods and interface with the used environment:

It was designed on the blogger as a basic tool for the presentation of educational content, and linked to the site of YouTube, as well as a participatory environment with Google tools.

11.Designing the strategy for the implementation of education:

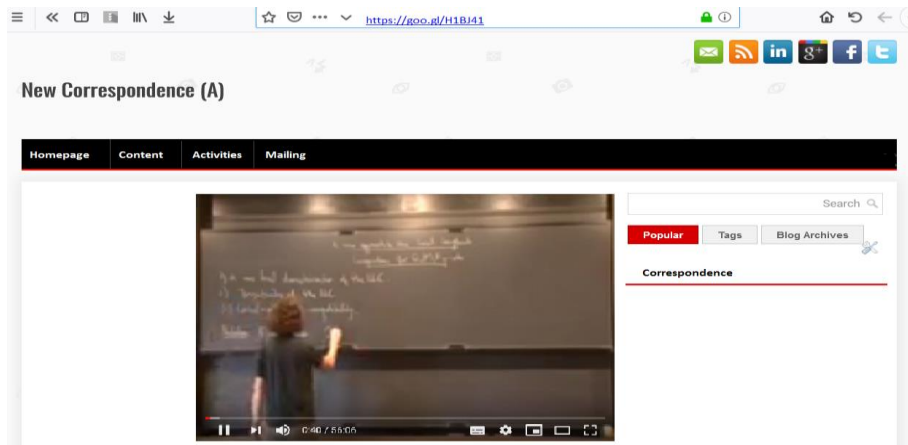
The plan of work in the educational units have been changed into a set of procedures when dealing with the content of educational units through the Internet and the basic principles of learning in the environment, self-learning to a number of procedures to be followed:

- Each individual student has access to the blog separately, and a review of the content of the modules.
- Achieving learning tasks from those designed through the available educational activities and searching for the information to be accessed.
- Dividing the students into small collaborating working groups, ranging from 5-6 students.
- Students will collaborate with each group to achieve learning tasks through dialogue and discussion in the electronic environment, or through the dialogue and discussion room directly.

Phase III: Production Stage:

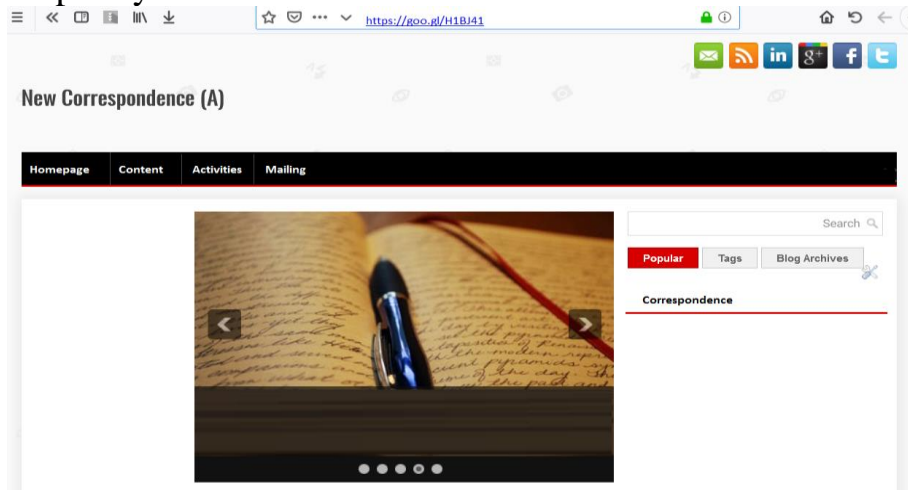
The researcher employs a specialist in:

1. Developing educational sites and programming to build blog pages and link them to more than one tool of Web 2.0.
2. Identifying programs and programming languages used in the production of multimedia and content programming in the blog, the most important programs and languages are: Interactive video program (use of programs for presentations), (programs for image preparation), animation programs.



Gmail's email has been created.

4. A blog has been created in which the educational content is located and the link <https://goo.gl/H1BJ41> has been identified. The following illustration can be illustrated in the second-generation web 2.0 environment, which includes YouTube and Google's participatory tools.



Phase 4: The Stage of program evaluation:

First: The Structural evaluation of the program:

1. Presenting the blog to a group of experts in the field of educational techniques, and the necessary amendments were done in the light of their opinions and guidance, and thus became valid for the final evaluation.
2. Experimenting the environment on a survey sample consisting of (15) students of the Institute, their notes were taken, the amendment was made in the light of their opinions, the experiment determined the appropriate time period for applying

each unit, in addition to the appropriate time to apply the research tools for the final application.

Second: The Final Evaluation of the Program:

This phase aimed at the effectiveness of an environment based on the tools of the second generation in achieving its objectives, this was done through the following application of the measuring tools: the test of achievement and the list of performance Observation.

Sixth: Preparing the measurement tools used in the research: Research Tools:

The current research uses the following tools:

A – The cognitive test has been designed according to the following steps:

- 1- The purpose of the test is to measure the extent of achievement of the students of the Higher Institute of Administrative Services (the research sample) to identify the effect of designing a Web 2.0 environment in the English writing correspondences on cognitive performance.
- 2- Specifying the type of the test and formulating its items: The cognitive test was prepared in the form of multiple-choice expressions.
- 3- The validity of the reviewers: according to the objectives, the comprehensiveness of the questions for all elements of the course, the relevance of the questions to the sample of the research, the suggestions to amend the test items, Then the suggested amendments on the cognitive test were made in the light of the opinions of the arbitrators and the validity of the test, and to determine the validity of the test is to measure what it meant to measure through the clear views of the arbitrators.
- 4- All the reviewers have agreed on the sub-goal objectives of the main objective and the appropriate test questions for each goal, clarity of objectives, the test was completed, and the number of test words was 40, including multiple choice.
- 5- The pilot experiment of the cognitive test: The researcher conducted the pilot experiment on a sample of 15 students of the fourth level to conduct the cognitive test related to the current study aiming at:

- Determining the time of answering on the cognitive test with Total number of responses $900/15 = 60$ minutes.
- Calculating of coefficient of easiness and difficulty for each of the test items: To calculate the coefficient of easiness and difficulty of the test items, it is clear that the ease of test parameters ranged between 0.21: 0.75.
- Calculating the stability coefficient of the cognitive test to confirm the stability of the test. The researcher tested the stability by using the internal consistency of the test items on the students of the survey sample using Cronbach's alpha with the statistical analysis program spss and the stability result was equal to 0.86 and the correlation coefficient ranged between 0.87 and 0.92, The test is consistent and acceptable to apply.
- The final image of the cognitive test: After the researcher to verify the validity and stability of the test became the test consists of 38 questions and is used to measure the extent of achievement of students of the Higher Institute of Administrative Services of the knowledge of the decision to write correspondence in English and the final grade of 38 degrees.

B – The evaluation Card of Performance:

The evaluation card is an appropriate way to collect data about the learner and is in the usual behavior, the current research is concerned with providing the students of the Higher Institute of Administrative Services with the skills of writing the correspondence in English, The main objective is to achieve a distinguished level of students so that they can achieve the objectives of the course after completion,, It is important to choose the most appropriate way to measure the performance of each student, The skill is concerned with the ease of doing a work, In light of the above, the researcher used the evaluation card to measure the accuracy of performance, This card is designed according to the following stages:

1. The objective of **the evaluation Card of Performance** is to identify the extent to which the students of the Higher Institute of Administrative Services have the skills required for the writing correspondences in English, and the impact of

designing an environment based on the second-generation tools of the Internet 2.0 on students' skillful performance of writing correspondence in English.

2. The instructions of **the evaluation Card of Performance**: The card's instructions are clear and comprehensive, For non-intruders, the goal of the card is specified in the instructions and a standard is determined to determine the performance of the students.
3. Card`s Building Resources: The card was built through the educational content of the university book on the students of the Higher Institute of Administrative Services, in addition to some Arabic and foreign references and books in the same subject that were mentioned in advance.
4. Identifying skills and crafting the notes of the card Note of the skill performance: The terms of the card were formulated in the form of behavioral statements that include the skills of writing correspondences in English for students of the Higher Institute of Administrative Services and included 6 main skills.

Table (1): The main and sub-skills of Writing correspondences in English

No	The main skill	Sub-skill
1	Developing the students understanding of the basics of communication.	4
2	Ability to acquire the skills of writing correspondences.	5
3	Ability to recognize the main and minor components of the message and forming its content.	4
4	Ability to recognize types of commercial correspondences and the different modes of commerce.	5
5	Acquiring the ability of writing cv .	6
6	Acquiring the ability of writing scientific reports.	6
Total sum of skills		30

5. Method of Estimating Performance: The Performance Appraisal Method Following a survey by the reviewers on the use of the three-way division to estimate skill, Level 2 for correct performance and level 1 to detect and correct the wrong answer at the same time, The answer shall be the "zero" score for the wrong performance and non-performance, and that the evaluation is immediate in the sense that the observer to follow the behavior of students in the course and thus the final grade 60.
6. The primary image of the skill performance note card was shown to the arbitrators in order to express an opinion on the following: the extent to which the master and subsidiary skill of the objectives, the extent of the card's relevance to the research sample, the validity of the card for the application.
7. The validity of the evaluation card: The researcher relied on the credibility of the card on the veracity of the card, and the general appearance of the card in terms of type of items, and how to formulate, and clarity of instructions, and accuracy, and by presenting the evaluation card to the reviewers and their opinion on the previous items. The virtual honesty of the card was calculated through the proposed amendments agreed upon by the arbitrators, which consisted of:
 - Modifying the wording of some items of the note card to be clearer and more consistent with the procedural method.
 - Add some formulations that show how to perform the skill so that the card is ready for the exploratory experiment.
8. The pilot experiment of the skill performance note card: The researcher applied the card to the survey sample to calculate the stability of the observation card.
9. The calculation of the stability of the observation card was calculated by the method of agreement of the observers on the performance of one student and the calculation of the coefficient of agreement between their performance assessment by using the Cooper (1974, 175) equation to determine the proportions of the agreement. The researcher and two of her colleagues By observing the performance of three students, and then calculating the coefficient of agreement on the performance of each of the three students using the equation "Cooper", and the following table shows the coefficient of agreement between the observers in the cases of the three students in the following table:

Table (2) the coefficient of agreement among reviewers of the evaluation card:

The first Student	The second student	The third student
96%	92%	95%

It is clear from Table (2) that the evaluation card is valid for measurement. In the three cases, the average of the agreement coefficient was 94%, which means that it is very stable. The researcher also obtained the correlation coefficient using the spss, v22 program. The final version of the evaluation card: After completion of the assessment of the validity and stability of the card, the card is finally ready for use in evaluating the performance of the students of the Higher Institute of Administrative Services to teach some of the skills of writing correspondence in English.

Fourth: The Procedures for implementing the basic research experience:

After completing the pre-application of the research tools, the basic research experiment was carried out from 6/2/2018 to 20/4/2018. The trial period included all days including Fridays and public holidays, where learning was ongoing from the students' place of residence, without requiring their presence of the Institute, has been carried out the experiment according to the following procedures:

1. Experiment Setup: Approved for experiment implementation.
2. The two groups of the research group: (25) for the controlling group and the experimental group (25) of the students in the fourth level and those who study the writing correspondences course in English.
3. The researcher presented the idea of the application to the main sample in the activity room (face to face). In this session, the purpose of using the Web 2.0 applications, its importance, the content included, how to study it, In the code environment used.
4. Provide students with a guiding booklet for using the second-generation environment of the Web 2.0 Blog.
5. To inform the students about the environmental e-mail as well as the site, through which the duties will be received.

6. The pre-application of the research tools (cognitive test - note card).
7. Applying on the research sample.
8. The post-application of the research tools, monitoring grades.
9. Results were monitored, processed and analyzed.

Fifth: Presentation and interpretation of the results:

The research results, discussion and interpretation:

A. Answering the first and second questions of the research:

The researcher has previously dealt with the answer to the first question of the research, "What is the list of skills required to write correspondences in English?", Where he explained in detail the procedures and steps that have been followed to that, and the list in its final form consists of (6) the main skill falls under the number (30) indicators or sub-skills.

In addition, the researcher also discussed in the research procedures the specifications of the environment of the second-generation applications of the Web 2.0. Three tools (blogging, YouTube, Google tools for participatory environment support) were used by the researcher to use the blog in developing the skills of writing the correspondences in the English language. The second question was answered: "What are the environmental specifications used by the web-based GIS applications developed by the researcher to use the blog in developing the skills of writing in the language?"

B. Answering the third question to search for the impact of Web 2.0 applications prepared by the researcher:

The researcher used statistical and descriptive statistical methods through the statistical program (SPSS), the coefficient of impact size, and the average effectiveness; to analyze the results of the sample scores on the test and evaluate their performance of the skills of the research plan, in order to answer the third question about the impact of Web 2.0 applications in developing these skills . The results can be presented, discussed and interpreted as follows.

Investigating the first hypothesis:

There is no statistically significant difference at level (0.05) between the average grades of the experimental group members and the average scores of the group members in the post-

measurement to test the cognitive achievement in favor of the experimental group.

The researcher applied the test and used the T-test to compare two independent samples. SPSS for windows (V 22) to calculate the significance of the differences between the average scores of the students in the test. The results were as follows:

application tool	Groups	N	Mean	Std. Deviation	df	t value	Sig. (2-tailed)	Level of significance
Pre	Control	25	16	3.18	48	0.08	0.94	non-significant
	Experimental	25	16.1	3.83				
Post	Control	25	25.5	2.14	48	11.8	0.05	Significant
	Experimental	25	33	2.37				

Table (3) shows statistically significant differences at the 0.05 level of significance between the average scores of the students in the experimental group and the controlling group. The experimental group obtained a higher general average (33.04) than that obtained by the control group (25.52) in the post application. Where the result of the $t = 11.76$ test and the difference is significant at 0.05. The researcher rejects the zero hypothesis and accepts the alternative hypothesis as "there is a statistically significant difference at (0.05) between the average grades of the experimental group members and the average scores of the group members in the Post application cognitive achievement measurement in favor of the group Experimental group".

The results of the present study, after analyzing this hypothesis, supported the fact that there is a statistically significant difference at the level of (0.01) on the behalf of the "experimental group".

Investigating the second hypothesis:

There is no statistically significant difference at (0.05) between the mean scores of the experimental group members and the average scores of the group members in the post-measurement of the skills card for the experimental group.

The test was applied, and the T test was used to compare two independent samples. (S SPSS for windows (V 23) to calculate the

significance of the differences between the average scores of the students in the test and the results were as follows:

Table (4) Means and standard deviations and value (v) to indicate the difference between the average scores of the students of the experimental and controlling groups in the pre and post application of the test with the skills evaluation card .

application tool	Groups	N	Mean	Std. Deviation	df	t value	Sig. (2-tailed)	Level of significance
Pre	Control	25	6.28	2.85	48	0.79	0.43	non-significant
	Experimental	25	6.96	3.21				
Post	Control	25	16	2.21	48	16.2	0.05	significant

Table (4) shows statistically significant differences at the 0.05 level of significance between the average scores of the students in the experimental group and the control group. The experimental group obtained a higher general average (25.24) than that obtained by the control group (15.96) in the post application. The result of the t-test shows that the value $t = 16.17$ and the difference is significant at 0.05. The researcher rejects the zero hypothesis and accepts the alternative hypothesis as "there is a statistically significant difference of (0.05) between the average scores of the experimental group used, Group in telemetry with observation card on the behalf of the experimental group."

The results of previous assumptions can be explained as follows:

The use of second-generation web applications and tools in the study of the writing of correspondences in English contributed to the development of knowledge and skills. This also helped to increase the motivation of students to learn and collect, and the development when using the applications and tools of the second generation of the Web 2.0, namely, blogs. The results of this study are consistent with the results of the study (Wan, Juida; Tan, Bee Hoon, 2011) The study of Jones, Troy, 2011), as well as the study (Martindale & Wiley, 2005) that Web 2.0 applications, blogs,

YouTube and sharing tools increase cognitive attainment, as well as skill performance. The researcher considers the effectiveness of the environment used to:

- Providing a free environment for writing and sharing between students and each other and the researcher from another direction helped students to increase the cognitive aspect of performance.
- Web applications are a diverse environment and include a variety of tools that have been used to write in the English language, methods that were not used in the method used in teaching.
- Giving the students new skills while interacting with an environment designed with Web 2.0 applications, including blogging, having the skills to communicate with others they have never been able to access.
- Contributing of Web 2.0 applications to students' understanding of knowledge and the transfer of knowledge gained to peers through the environment.
- Diversity used in content delivery and sharing tools provided students with tools for open dialogue and discussion and feedback in a variety of formats.
- Graduation of the content format and the availability of the environment for interactions through the possibility of suspension, in addition to links linked to the YouTube site to emphasize on the cognitive side or skill performance.
- Diversity in the delivery of existing digital media in the Web 2.0 environment has provided a range of educational options and alternatives to students in delivering and responding to educational activities.

The results of previous assumptions can be explained as follows:

The use of second-generation web applications and tools in the study of the writing of English correspondences contributed to the development of knowledge and skills, which also helped to increase the motivation of students to learn and collect and develop when using the applications and tools of the second generation of the Web 2.0, namely, blogs, Youtube and google drive. The results of this study are consistent with the results of the

study (Wan, Juida; Tan, Bee Hoon, 2011) The study of Jones, Troy, 2011), as well as the study (Martindale & Wiley, 2005) that stress that Web 2.0 applications, blogs, YouTube and sharing tools increase cognitive attainment, as well as skilled performance. The researcher attributes the effectiveness of the environment used to:

- Providing a free environment for writing and sharing between students and researcher which helped students to increase the cognitive aspect of performance.
- Web applications are a diverse environment and include a variety of tools that have been used to write in English through unconventional methods.
- Giving students new skills while interacting with an environment designed with Web 2.0 applications, including blogging, having the skills to communicate with others they have never been able to access.
- The contribution of Web 2.0 applications to students' understanding of knowledge and the transferring of knowledge gained to peers through the environment
- Diversity used in content delivery and sharing tools provided students with tools for open dialogue and discussion and feedback in a variety of formats.
- Graduation of the content format and the availability of the environment for interactions through the possibility of suspension, as well as links related to YouTube site to emphasize on the cognitive side or skill performance.
- Diversity in the delivery of existing digital media in the Web 2.0 environment has provided a range of educational options and alternatives to students in delivering and responding to educational activities.

The Recommendations of the Research:

In light of the findings of the research, we can draw the following recommendations:

1. Benefiting from the results of the current research in the Department of English at the Higher Institute of Administrative Services.
2. Using the Web 2.0-based learning portal to teach language as it increases interaction between students and teachers within the classroom.

3. Benefiting from the results of previous studies and research on the study of variables of educational technology innovations in the presentation and production of Web 2.0 environments.
4. Utilizing Web 2.0 applications when providing courses in the Higher Institute of Management Services programs.
5. Paying attention to the use of second-generation tools Web2.0 to improve the teaching of other skills.
6. Holding training courses to raise the awareness of the faculty members at the Higher Institute of Administrative Services and encourage them to benefit from the technology of tools of partnership.

Suggested Research:

- C. Conducting a study similar to the current study on students in different stages of education.
- D. Studying the impact of the independent variable of the current study with motivation for learning and achievement of tasks.
- E. Studying interaction in Web 2.0 environments in improving language skills in management.
- F. Using language tools in the Web 2.0 application environment to develop critical thinking skills.

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