The Effect of Using a learning Environment Based on Participatory Web Editors in Developing English Writing Skills Among Students of The Higher Institute for Specific Studies in Cairo During the Corona Pandemic.

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Abstract

The aim of the current research is to measure the effect of using a learning environment based on participatory web editors in developing English writing skills for students of the Tourist Guidance Division at the Higher Institute for Specific Studies in Cairo to reduce educational loss during the Corona pandemic, and the research group consisted of (22) students and students in the third year, division. Tourist guidance at the Higher Institute for Specific Studies for the year 2021-2022, and used the experimental design, which depends on one group with a pre- and post-measurement, and a list of writing skills in English was prepared for the third year students of the Tourist Guidance Division, then the scientific content was built in light of the previously identified list, and the Designing a learning environment based on participatory web editors, including scientific content in it, and preparing a guide for using the learning environment. Then, the research tools of testing writing skills in English were built, and the test was applied to the research group first, then a research experiment was conducted, and the test was applied remotely, and the results were confirmed. There is a statistically significant difference between the average scores of students in the pre and post application of the English writing skills test This is at the level of significance (0.001) in favor of the post test, which confirms the effectiveness of using participatory web editors in developing English writing skills for the research group. Technological innovations and modern applications of educational technology in teaching this category in line with the developments and requirements of the age.

An introduction

Today, the world is witnessing challenges and radical changes in many areas, perhaps the most prominent of which is the Corona pandemic, which faced institutions worldwide to take measures that limit the negative effects of this pandemic in various fields and at various levels, especially the field of university and pre-university education, as it is one of the areas most affected by the Corona pandemic. Where it was directed to adopt methods and practices that reduce educational loss and address its negative effects on learners in the stages of education at all levels, including the trend towards e-learning and distance learning systems, as these systems help achieve learning goals without the obstacles of time and place imposed by the pandemic .

English writing skills are among the necessary skills for students of higher education in general and for students of the Tourist Guidance Division in particular, as they include skills through which ideas can be expressed and information written using words, vocabulary and sentences as a medium to convey their ideas and present them to others in the form of a brief and concise written topic that any reader can understand. . Where (Eunson B, 2012, 246) defines writing skills as: "writings related to the field of specialization and appear in written works such as summarizing, writing scientific reports, research and articles".

The writing is characterized by a concise scientific style that does not contradict the completeness of the information. It is a written style specialized in providing information in a direct, clear and easy-to-understand manner for the reader, with the aim of conveying a specific purpose and a specific message. Among the studies that emphasize the importance of developing writing skills in the English language (the study of each of Dalal Al-Sufyani, 2017, 2) (Ali Al-Rubai and Soraya Al-Alami, 2005, 164) (Mohammed Farraj, 2012, 179) (Ali Megali, 2016, 209) (Hashem Al-Sadaani and Dhaif Allah Al-Thubaiti, 2005, 2) (Samiya Al-Harthy, 2, 2014).

   With the recent evolution of technological applications and tools, participatory web editors have emerged and become the most used in the development of skills learners and supporting their knowledge with greater engagement and interaction with each other and with the learning environment.
   Enhancing learners' English writing skills is linked to the need to adopt modern learning methods and tools that ensure that learners can access these skills, including the use of participatory web editors.
   Information and skills are provided to its users with greater pleasure, participation and cooperation to improve the outcomes of the educational process, through participatory activities and tasks that facilitate learning for content with a personal interaction that fits learners, achieves educational goals and meets learners' needs

Participatory web editors contribute to giving their users the ability to participate in content making and uploading content-related files. This is reflected in how long the site learner stays and interacts with the content. It relies on a content management system that has several functions, including enabling the user to edit and add content easily and generalizing format on the site using templates.

Changes to content can also be tracked over time, and users' powers to use its multiple capabilities can be regulated, so the wiki is a content management system, and the wiki word means faster or faster, so this word has been used to indicate how quickly content can be changed and deleted. (Walid al-Halfawi, 2011:52).

Participatory web editions have many uses in the educational process, including the possibility of creating a knowledge base for learners, adding ideas for content, exchanging different views on a subject and managing files. They are also one of the tools through which electronic projects can be produced, developed and disseminated. (Hanan Abdussalam, 2014, 170).

Information is shared electronically between students and each other. The implementation of projects here depends on students exchanging information and opinions with their colleagues in small groups, and they are responsible for searching for information, formulating it and knowing new topics, which develop their thinking.

Projects are implemented and disseminated through a learning environment where interaction tools and techniques are available that enable students to engage and interact electronically, whether in discussion of ideas or exchange of views and information.

In the project-based e-learning model, working groups are formed according to student levels so that each group is assigned a particular project that is implemented, and the work is divided within the same group so that each individual plays a specific role, and therefore all group members interact together after a specific period to assemble and deliberate on the work.

There must be a leader for each group elected by its members who is responsible for accessing collective decisions and is responsible for organizing discussion, organizing interaction and communicating electronically among members. (Abdelaziz Talba, 2014:2)

The advantages of e-learning based on participatory web editors include developing the spirit of teamwork and collaboration in collective projects, developing the spirit of free competition directed at individual projects, also providing the opportunity to encourage students to work and produce and link theoretical aspects to their practical applications, as well as supporting Maha Art's higher thinking.

Developing participatory learning skills among students, the goals and philosophy of participatory learning are consistent with the principles and foundations of constructive, learner-based theory and new knowledge-building through his existing knowledge experience as a result of his interaction with the external environment .

With its multiple opportunities for students to engage with colleagues in various activities, mental processes and projects, and with a careful view of constructiveness, learners can build knowledge and develop models and systems for them. ، Through the interaction in the learning process between past and new learning experiences, this interaction leads to the interpretation of information and knowledge in the light of past experience, thus building meaning according to learners' need, knowledge background and interests. (Hanan Abdussalam, 2014, 172)

While it is important to develop English writing skills, it can be said that there is a deficiency in the level of English writing skills. The results of the exploratory study were confirmed by the students of the Tourism Guidance Division.

The results have resulted in a poor level of students' English writing skills. Therefore, in the light of the findings of Dr. Arsat and the results of the study, the need to develop this oryx is demonstrated by the students of the Tourism Guidance Division in the light of the needs and requirements of the labour market. (Annex 1).

Statement of the Problem

The problem with current research is the weakness skills in English language writing with the Tourists Guidance Division. To address this problem, the current research attempts to answer the following question:
What is the impact of using a learning environment based on participatory web editors to develop English-language writing skills? The following sub-questions follow :

1- What English language writing skills are needed for Tourist Guidance Division students?

 2- What is the proposed vision of a learning environment based on participatory web editors to develop skills in English language writing among the students of the Tourism Guidance Division?

 3- What is the impact of the learning environment on skills in English language development for students of the Tourism Guidance Division?

Search Limits

1. 3rd Division of Tourism Guidance Division of the Higher Institute of Qualitative Studies in Cairo, Hijaz.

2. Writing skills in English that are suitable for the student of the Tourism Guidance Division.

Terminology:

Learning Environment: Procedurally defined in this research as: "A learning system compatible with the needs of the students of the Tourism Guidance Division provides opportunities for participatory learning through activities and projects that facilitate learning and achieve goals and develop their English writing skills"

Participatory Web Editors:

An online digital content management system, containing files, information, photos, videos, articles and various learning sources in skills, can be modified in English by deletion or in addition to the students of the Tourism Guidance Division, is defined as:

English writing skills: procedurally defined in this research as:

"The ability of tourist counselling students to perform written work such as summarizing and writing scientific reports that meet academic requirements.

<u>Procedures</u>:

To answer research questions the search will proceed according to the following steps:

<u>First. Building the list of English writing skills needed for students of the Tourism Guidance Division through:</u>

1. Study literature and previous studies that develop English language writing skills.

2. Prepare a preliminary list of English writing skills.

3. Set the list and finalize it.

Second. Designing a learning environment based on participatory web editors to develop English-language writing skills among Tourism Guidance Division students through:

1. Review research and studies associated with the design of learning environments and participatory web editors.

2. Build scientific content for English writing skills.

3. Choose a suitable educational design model to design the learning environment.

4. Design the learning environment in light of the model identified.

5. Prepare a guide to use the learning environment.

<u>Third ": To measure the effectiveness of the learning environment in developing English language writing skills among the students of the Tourism Guidance Division through:</u>

1. Prepare a test to measure and adjust English writing skills

2. Choose a search group.

3. Pre application to English Writing Skill test.

4. Study the research group of scientific content across the learning environment.

5. Post application of the English writing skill test.

6. Monitoring of results, analysis and interpretation of data.

7. Make recommendations and proposals.

Hypotheses

1.There is a statistically significant difference between the average FRD scores in both Pre and Post applications to test English language writing skills as a whole, in the direction of the average FRD scores in the Post application.

2. A statistically significant difference between the average FRD scores of the experimental group in Pre and Post applications to test English language writing skills at each skill, in the Post of the average FRD scores of the sample in the post application.

The importance of research. Research may contribute to:

1- Pay attention to the need to include English writing skills in the training programs of students of the Tourism Guidance Division.
2- Provide a list of English language writing skills suitable for students of the Tourism Guidance Division.
3- Offering a learning environment based on participatory web editors to develop English-language writing for students of the Tourism Guidance Division.
4- Provide a guide to use the learning environment.
5- Offer English writing skills test.

Research objectives.

The current research aims to learn about the impact of using a learning environment based on participatory web editors in the development of some of English-language writing skills among students of the Tourism Guidance Division.

Research curriculum

The descriptive curriculum is used for making the theoretical framework of the research . The experimental curriculum is used for measuring the impact of the use of the learning environment in the development of English-language writing skills among the students of the

Tourism Guidance Division, and the use of the experimental design known as the "one-group" curriculum for both Pre and Post individual measurements.

Theoretical framework for research

The framework will address two parts, <u>**First**</u> being learning environments based on participatory web editors, <u>**Second**</u>: English-language writing skills.

<u>**First Axes: Participatory web editors**</u>

It is based on the idea of participatory projects, and the project is any work done by the student under the supervision of the teacher, be meaningful and serve the scientific content and achieve its goals, and be done in the social environment . Through which science is moved from theory to practice, discovery and collective action are hallmarks of educational projects, defined by Abdelaziz Talba, 2014:2 as: "An activity or set of manual and intellectual activities carried out by learners in a socially interactive atmosphere and under the guidance of the teacher in order to achieve the specific goals"

The project-based learning model provides many advantages for students and teachers, including encouraging students to explore, accountability, search for solutions, increase self-reliance responsibility, gain more experience and increase collaboration among colleagues, shift from redundancy to ability to detect, link and display, and from listening and non-interaction to communication.

Responsibility, from knowledge of facts, terminology and content to understandings, from theory to application, from teacher dependence to self-reliance. E-learning is project based when it comes to completing educational projects and tasks in the e-learning environment. The project and associated scientific content are studied and the task force is identified via the web. This helps students to make decisions related to the implementation of the project collectively. Project-based e-learning has the potential to employ and use online interaction tools to achieve collaboration and participation in the implementation of these projects. Making use of all available online sources to access and share information electronically. It is also characterized by its centrality around the learner and the development of their participatory learning skills. The implementation of projects electronically depends on dividing learners into groups where each individual searches for information and exchanges views and information. So that each member of the group plays a specific role and then all the members of the group interact together after a specific period to gather work and exchange views to solve problems and to complete various projects via the web, This contributes to providing learners with different experiences using electronic interaction techniques that help learners to quickly communicate between team members, constantly analyze ideas, conclude relationships, make decisions, and even exchange ideas and ideas quickly and continuously among project team members.

The teacher's role is to be an observer and supervisor without interference in the interaction between students unless requested to do so. (Hanan Abdussalam, 2014, 180)

Many studies emphasize the importance and effectiveness of project-based e-learning in achieving many cognitive, skill and conscientious learning outcomes, including: (Haifa Al-Saayri Study 2010) .

It emphasizes that e-project learning through the Web develops problem-solving skills and leads to increased attainment in computer subjects, as the results of a study (Majdi Akkal, 2012) indicate the effectiveness of e-project learning strategy in developing achievement and developing skills to design elements of e-warehouse education in university, and confirms the study (Lou & Mac, 2004). On the effectiveness of e-learning strategy learning in developing students' attitudes towards participatory learning.

A study (Bas & BEYHAN, 2011) emphasized the effectiveness of project-based learning and multiple intelligence in improving students' achievement and trends towards English.

The project-based e-learning strategy is implemented in the web learning environment where it is characterized by interaction tools and techniques that enable students to engage and interact electronically both in the discussion of ideas and information exchange, as there are modern social-based applications and participation in content enrichment. The user has become the primary focus of content making and addition, having relied on access and reading only the information made available to him by the site, called the Second Generation Web Apps or Web 2.0 (Abdulaziz Talba, 2014:2)

Participatory web editors are one of the web content management systems and a second-generation tool that focuses on content, how it is displayed, quality, and how it is modified in addition to or deleted from it through student engagements in content building and the work of individual or collective projects. (Walid Al-Halfawi 52, 2011).

Web Wiki is a set of web pages linked together based on super text links and a database so that the user can access those pages to view or add to them.

In another definition of participatory web editors, it is defined as: "One of the online content management systems, which includes a series of web pages containing files, information, photos, videos, articles and various learning sources that are editable by deletion or in addition by the group of participating students, with the wiki pages serving a specific theme" (Hanan Abdul Salam, 2014, 175)

Procedurally, this research is defined as: "One of the online digital content management systems, containing files, information, photos, videos, articles and various learning sources in English language writing skills can be modified by deletion or in addition to the students of the Tourism Guidance Division."

The characteristics of participatory web editors are defined below

(Bristow,2005,4) (Bartolome,2008,7) **：**

(Brun,A & Humphrey,2005,3) (Adams,J&Gareth,M,2007)

1. Give users the opportunity to create new pages in the wiki easily.

2. Based on participatory learning that provides an opportunity for Asht Ark learners to build and edit content.

3. Opening a dialogue and discussion between students and their teachers through pages of discussion enables each one to interact with the subject.

4. Easy to create hyperlinks outside or inside the wiki...

Wiki allows for individual or collective project work.

The wiki allows its users to follow the TGT occurring on PASTM Arar   pages where the web editors keep a history record of the pages, allowing the learner to refer to a previous edited page where any modification takes place.

The learner can also delete non-meaningful posts by following the pages and expressing opinions in them and, if necessary, amend it
Developing teamwork and participatory skills .

Uses of participatory web editors in education:-

process Wiki uses are multiple in the educational process where (Godwin,2004,20) identifies educational uses of participatory web editors in three areas: education and learning, scientific research and academic publishing، Although important, this division involves a great deal of inclusiveness and universality, and many literature and studies emphasize the multiple uses of the web and wiki in the educational process, including (Lund,2006, 46). These are: (Barley&David,2008 ,170) (Bartolome,2008,7) (Michel,2008,87).

1. Raising educational sources, making it easier to produce a more efficient electronic course.

2. Collect and edit information easily on a private page in a participatory group.

3. A collective project work through participatory web editors.

4. Students can raise their wiki achievements and consult them to review them continuously.

5. Develop different skills of its users such as writing and reading skills, collaborative skills...

The results of the study (Franko, 2008) point to the importance of participatory web editiors in skills development of higher thinking in learners, especially in the pattern of interaction between learners, where participatory learning supports learners' experiences and helps them shape the different knowledge structure. The results of Mohammed Shawki's study were also confirmed. Education ", 2009 highlighted the importance of participatory web editing as a second-generation

web tool in providing teachers with Internet learning skills in teaching, and of studying (Hmet Attia) 2013 to web effectiveness as a participatory e-learning tool in developing problem-solving skills and leaning towards the learning environment of education technology students.

Raitman & Zhou2005, 89 summarizes the importance and features of participatory web editiors as follows:

1. Support participatory learning skills and collaborative skills with their colleagues to solve problems and perform tasks that require them.

2. A group of learners can carry out individual and collective projects.

3. It allows students to learn some of the necessary skills such as social and collaborative skills and teamwork.

4. Suits different levels of students and different stages of education.

5. Easy to refer to any information at the time of need.

 6. Wiki does not require high technical expertise technology.

   Second Axe : English writing skills.

Language skills are classified with reception skills (listening, reading, production skills) speaking and writing. Writing skills are one of the basic skills in learning English،It promotes grammar learning and vocabulary collection, develops other language skills such as reading, listening and speaking, and helps to practice language and express opinions outside the academic educational framework. (92,1002 , Reid)

The writing is defined as "an ability to visualize ideas and the process of conceptualizing them in letters, words, sentences and paragraphs that are correct in a varied way. The style is harmonized in a beautiful-looking format in which ideas are presented in clarity and processed in an audit and refinement that increases fine-tuning, tightening and deepening thinking"

 (Abdelmadjid Aisani, 2011, 15) Gratitude of (Samadi, Khalil Ibrahim, 2008, 304) defines writing as: "A communication activity carried from the sender (writer) to the future (reader) that includes a set of general foundations and principles, the essence of which is the ultimate purpose of using the language"
Writing is therefore a way of thinking and producing language by transforming ideas into texts on a particular topic. Writing is linked to skills related to generating words and sentences for the future. Writing skills are defined as: " :Installation and analysis, composition by invoking the meanings contents and delaying the words expressing those meanings and contents, and then composing the last words in sentences compositions and then organizing the sentences in paragraphs "(Mubarak Najmuddin and Hariba Osman, 2013, 11)

another definition of writing skills, ideas and perspectives were expressed (Maher Abdul Bari, 2010, 27) as: "Structured performance by which self-expressed thoughts, opinions and desires He presents information about him, his news, perspectives and everything he has in mind as evidence of his thinking, vision, feelings and reason for the recipient '

While (Ebhal Kashmiri, 2022, 11) defines English writing skills as: "the art of expressing thoughts and feelings and views using English as a second language and presenting them to others in the form of a written subject containing an introduction, toughness and ring using sound grammatical vocabulary grammar and language compositions appropriate to content",

The writing skill is the key factor in the language and it transfers the level of students to the best possible. It is the pot in which the learner interacts with all his or her opinions, ideas, experiences and skills to produce high-quality writing works in terms of form and content. (Hamza al-Mahdi, 2016, 10)

Through the foregoing, English writing skills can be procedurally defined in this research as: "The ability of Tourism Guidance Division students to perform written work such as summarizing and writing scientific reports that meet academic requirements.

Features of writing skills

Writing skills with speaking skills share some characteristics and differ from them in others. Differences characterizing writing skills include: (Ebhal Kashmiri, 2022, 11, Lee J & Van B)) 2003,245) (Raheem A, 2011,47) (Brown H, 2004, 222).

- Writing Pre-Planned Activity .
- Subjectivity is done by a person who can revise his writings before they are adopted.
- Dictation , grammar, punctuation and vocabulary are required.
- Requires the organization of the writing text in an effective manner.
- It includes sub-skills of producing correct patterns of sentences, acceptable words, accuracy in writing, use of paragraphs, review and editing, and correct use of capital letters and other sub-skills monitored by literature and research in this area. Sub-writing skills can be divided into micro- skills and major skills, where micro-skills include the following:

(Brown H, 2004, 222) (Shastri P, 2010, 85) (Raheem A, 2011,47)

- • Sound use of language rules and regulations to express meaning.
- • Use the tools of linking written texts and paragraphs and communicating ideas in a convincing way.
- • Production of writing at a speed appropriate for the purpose of writing.
- • Production of intact letter patterns and language formats.
- • Order words and use key words intact and acceptable.

The main sub-skills are the use of rhetorical images in the written text, clarification of the main idea through the use of appropriate linkages, supporting ideas and examples, differentiation between prima facie and implied meaning, taking into account the cultural background of reading in written text contexts.

The current research included three main English-language writing skills, namely planning, organizing and reviewing, and derived from sub-skills with a total of 20 sub-skills suited to the research subject, its variables and the nature of the target group.

- **Types of writing can be classified into classifications associated with their function and purpose as follows:**

- (Knapp & P Watkins M, 2005, 101) (Shastri P, 2010, 85)

- Descriptive writing includes writing about characters, places, objects, events or writing a report about an image or an animal and others.

- **Explanation**: Explanation of a topic means that illustrative writing is linked to illustration and examples of how and why it is a type that requires high linguistic organization and intellectual abilities.

- **Guidance**: This type is linked to the writing pattern of persuasion, including the field of media and propaganda campaigns, and the orientation of a person to a place, idea or subject, which requires high skills to convince and direct the recipient.

- **Controversy**: It relates to interpretative writing. This type relates to clarification of opinion and views on a topic, issue or extent.

Novel: Fiction writing is characterized by writing about fictious events or organizing events , facts and is associated with storytelling and entertainment.

1.Search Procedures:

First: "Build the list of English writing skills needed for the students of the Tourism Guidance Division, to answer the **second:** research question: Which English language writing skills are needed for students of the Tourism Guidance Division? This is in accordance with the following steps:

1. Definition of the objective of the list: the aim is to determine the English language writing skills that should be developed among the students of the Tourism Guidance Division.

2. Identification of sources of derivation of the list: The research based on a number of sources, namely:

- Previous studies and research and literature on study and analysis of English language writing skills.
- The characteristics and needs of the students of the Tourism Guidance Division among English writing skills .
- Expert and specialist opinions.

In the light of the above elements, a preliminary list of English writing skills for the students of the Tourism Guidance Division was drawn up, presented to the arbitrators (Supplement No. 1, 2 and amended in the light of their recommendations.

(Appendix No. 2 List of the names of the arbitrators.)

To arrive at the final list, the final list included three key MtTTs, namely planning, organization and review, from which sub-skills emanating with a total of 20 sub-skills suited to the subject matter and variables and the nature of the target group. (Annex 3).

Second: Building a learning environment based on participatory web membranes To answer the second research question: "What is the proposed perception of a learning environment based on participatory web editors? "The following steps have been followed:
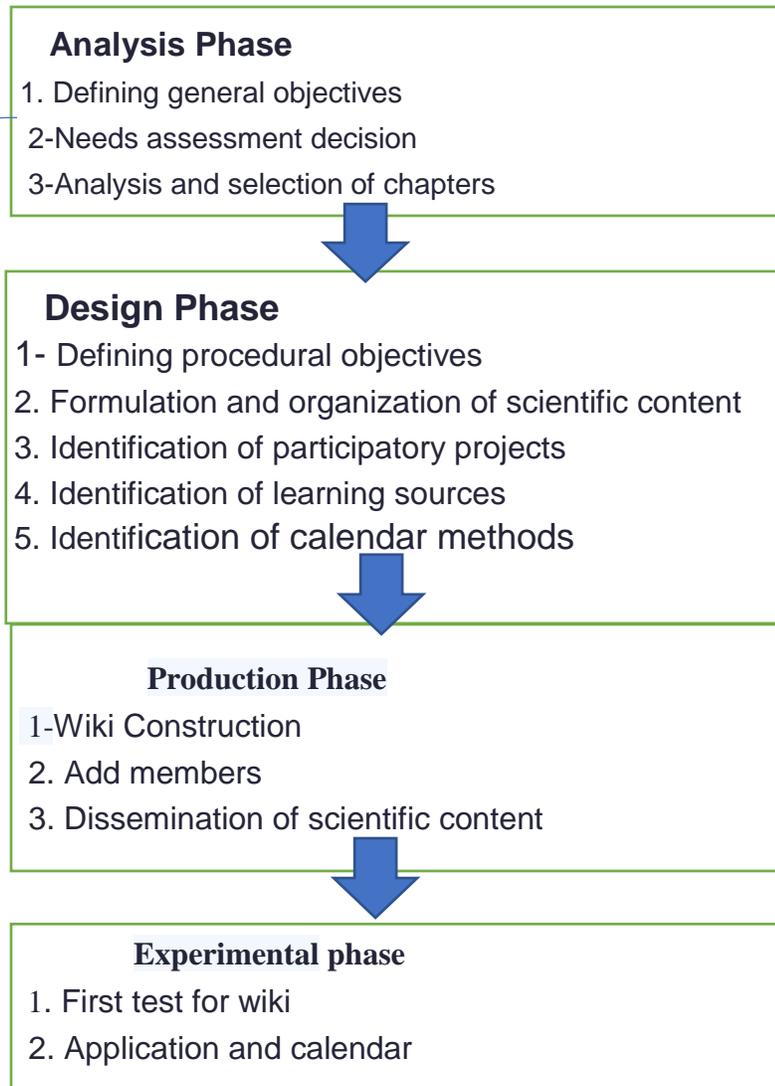
Analysis Phase	1- Selecting an appropriate aducational model.
1. Defining general objectives	
2-Needs assessment decision	
3-Analysis and selection of chapters	

Design Phase

1- Defining procedural objectives
2. Formulation and organization of scientific content
3. Identification of participatory projects
4. Identification of learning sources
5. Identification of calendar methods

The design models of the decision and software were found to share together some of the following key steps: analysis, design, production and development, experimentation, and fall under each stage a set of steps

.

Production Phase

1-Wiki Construction
2. Add members
3. Dissemination of scientific content

2 (Appendix 3) English Writing
Skills List

Experimental phase

1. First test for wiki
2. Application and calendar

The following figure illustrates those steps after adjusting research.

2-Designing the learning environment in the light of the model identified, including:

The analysis phase including:

a- General objectives: The overall objective of the current learning environment is to "develop English language writing skills among the students of the Tourism Guidance Division"

B- Needs Assessment: The student of the Tourism Guidance Division needs to develop English language with its different skills, including writing skills, so appropriate scientific content has been built that includes English language writing skills to suit students and meet their needs.

c- Scientific Content Identification: Scientific content has been identified in the light of building a list of English-language writing skills to include participatory projects implemented in the learning environment.

Design phase, including:

a. Defining procedural objectives: In formulating them, account shall be taken of the general objectives, content and characteristics of students.

B-Building and organizing scientific content: The content was built in the light of the general objectives previously defined and in the light of the pre-prepared list. A general outline of the content was prepared. The outline included the subject's title, procedural objectives, subject elements, learning sources for each subject, participatory projects and evaluation methods (Annex 4). Scientific content was built in the light of the outline (Annex 5).

c-Identification of learning sources: a number of e-learning sources, such as educational websites, some thematic videos and a number of hyperlinks, have been relied upon.

D. Identification of evaluation methods: Both the formative and summative evaluation have been relied upon.

Production phase, including::

A. Building a learning environment based on participatory web editors: where it was built using Wiki Spaces.

B. Adding members and dividing teams: Members were added using each member's email, and participatory groups were divided.

C. Publishing of scientific content: Scientific content has been raised on the learning environment and projects have been gradually lifted.

Experimental phase, including:

A. Initial experimentation with the site: in order to ensure its validity by accessing and testing it individually once as a director and once as a member.

B-Application and evaluation: After the initial experimentation of the site and ensure that the site is valid for the application, the site is ready to apply.

C. Preparation of the student guide for the learning environment Use Manual:

The Student guide was prepared with the aim of assisting the student of the Tourism Guidance Division to use it. It includes: Introduction of the manual, objective of the manual, content of the manual. The content of the manual includes:

1. How to use the learning environment (participatory web editors).

2. General objectives of the learning environment.

 3. Introduction about English skills and its importance to students.

 4. Timing for project Implementation.   (Annex 6)

Preparation of a test to measure and control English writing skills.

Determining the objective of the test: This test aims to measure the English language writing skills of the students of the Tourism Guidance Division.

Determining the type of test vocabulary: The short essay questions, which include writing short thoughts and articles, were based on the objectives of the current research.

Preparation of test specification table: The test specification table is prepared in accordance with the items identified in the final list of English-language writing skills, comprising three main skills. The total test vocabulary is 10 items. The following table shows the distribution of test vocabulary on topics of scientific content according to the three cognitive levels of remembrance, understanding and application.

- **Table 1** shows the distribution of English skills test vocabulary on the subjects and objectives of scientific content and cognitive levels (Remember - Understand - Application)

Topic	to remember		understand		application		Set of objectives	Set of Question	Weight of Goals	Weight of Questions
	goals	Question	goals	Question	goals	Question				
First	2	5	2	6	2	2-1	6	4	%30	%40
Second	2	7	2	9	3	8	7	3	%35	%30
Third	2	4	2	10	3	3	7	3	%35	%30
Total	6	3	6	3	8	4	20	10	%100	%100

From the previous table, the relative weight of the subjects' objectives is close to the relative weight of the test questions in each subject, and the representation of the test vocabulary for the subjects' objectives at each knowledge level, which increases the reliability of the test.

- Test instructions: After drafting the test vocabulary, a set of instructions has been developed to help students understand the nature and purpose of the test. When drafting the test

instructions, account is taken to be clear, easy and direct so that students can accommodate and adhere to them.

- Pilot experiment for the test: The pilot experiment was conducted on a sample of the students of the Tourism Guidance Division with the aim of calculating the ease and difficulty of the test vocabulary, calculating the test's stability and time.

- Verification of the validity and reliability of the test: the test was presented to a group of arbitrators in the field of curriculum and teaching methods English to express their opinion on the appropriateness of the test phrases for the desired objective and scientific content. Some adjustments were made. The test stability was measured by applying the same test twice to the same group of learners with a interval ‹The correlation coefficient was calculated between the first and second time intervals of two weeks (the result of the correlation coefficient between the first and second application of the test was approximately 0,89 an appropriate reliable ratio).

- Ease and Difficulty Factor for Test Vocabulary: The ease and difficulty factor for each test vocabulary is calculated by applying the following formula: (ease factor = number of correct answers ÷ number of correct + wrong answers)

- The ease factor was applied for each of the 10 collectible test items, and the ease factors ranged from 0.15 to 0.29, which are ease factors in the test limit.

- Test time: The right time was calculated to answer the test by applying the following formula: Test time = (faster student time + slower student time ÷ 2) (30 + 90) ÷ 2 = 60 minutes).

- Final picture of the test: After completing the pilot study for the experiment and calculating its validity and reliability , the final test became applicable to the search sample, and consisting of ten vocabulary, three scores were determined for each question, bringing the total test scores as a whole to 30 degrees, and the test was converted into the digital version and raised to the learning environment using Google Form. (Annex No. 7.6)

Fourth: The experiment.

1- Aim of The Experiment: The research experiment aims to learn about the impact of participatory web editors-based learning environment on the development of English-language writing skills among 3rd division students.

2. Experimental design of the research: This research used the experimental design which includes one group by pre measurement and post measurement.

3. Research group: The research group was selected from the students of the Tourism Guidance Division of the Higher Institute for specific studies (for the 2021- 2022 year). The research group included 22 students.

4- Pre - application of research tools. The English writing skills test was applied to the research group in the second semester of 2021-2022 on Sunday 24 April and the results were monitored.

5. Implementation of the experiment: The research experiment was carried out through some steps: Students' e-mail was collected to enroll them in the learning environment.
    6 7 English Writing Skills Test

The guide to using the learning environment has been lifted for use at the time of need, and scientific content has been raised according to the schedule.

All students' questions and comments were answered to facilitate the handling of the learning environment. The presentation of the topics began on 4 April 2022 and lasted for three weeks as the application continued until 24 April 2022 .

Post application of research tools. Where the English writing skills test was applied research group on , April 24, 2022, then the data was analyzed statistically.

Presentation, discussion and interpretation of results:

The main findings are as follows: Results of the First Research hypothesis: It states: "There is a statistically significant difference between the average FRD scores of the experimental group in pre and post applications to English writing skills test , as a whole, in the direction of the average FRD scores in the post application. "To verify the validity of this hypothes, the results of the measure have been analysed and tests of" Paired Samples Test "have been used to accept the hypothesis or reject. the assignment. The following table shows the results.

Table (2) shows the results of the "t" test analysis of the differences between pre and post application of the English writing skills test in the research group

Measurement	No.of students	average	standard deviation	Value of T	significance level	Impact Size
Before	22	10	5.300	12.1	0.001	Big
After	22	26	3.013			

It is clear from the previous table that there is a statistical difference between pre and post measurement of the English writing skills test as a whole in favour of post measurement where the value of "t" was a statistical significant at from the level of 0.001.

To determine the strength of the relationship between the two variables, the ETA square was calculated, and it was found to be greater than 0.15 indicating that the size of the effect was significant.

 Results of the Second Research hypothesis: States: "There is a statistically significant difference between the average FRD scores of the experimental group in pre and post applications to test English writing skills at each skill ، This is in the direction of average FRD scores in post application. " To verify the validity of this hypothesis, the results of the metric have been analysed and the "t" tests of the Paired Samples Test associated groups have been used to accept the hypothesis or reject it. The following table shows the results.

(Table 3) shows the results of the "t" test analysis of the differences between pre and post application of the English writing skills test at each skill of the research group

skill	Measurement	No.of students	standard deviation	Value of 't'	significance level	effect size
First	Before	22	5.300	12.1		
	After	22	3.013			
Second	Before	22	5.300	11.6	0.001	Big
	After	22	3.013			
Third	Before	22	5.300	12.1		
	After	22	3.013			

It is clear from the previous table that there is a statistical difference between pre and post measurement of the English writing skills test at each skill in favour of post measurement where the value of "t" was a statistical function at the level of 0.001. To determine the strength of the relationship between the two variables, the Eta square was calculated, and it was found to be greater than 0.15, indicating that the size of the effect was significant.

Discussion and interpretation of results: After the statistical analysis of the results of the field experiment has been completed, the results can be explained by the following points:

1-The results of the students in the English Writing Skills Test indicate that there are statistically D teams while the average grades of the pilot group students in the post measurement of the test as a whole and at each of the three English writing skills in favour of the post application, which indicates a clear and tangible improvement in students' English language skills. This can be traced back to:

Using participatory projects through participatory web editors provided students with the opportunity to work together, collaborate, search for solutions , proposals and discuss them with each other.

- The learning environment also helped students to use technology to study scientific content, increasing their enthusiasm and motivation for work.
- Providing opportunities to exchange views and participate in the production of projects electronically has helped to develop their skills more interactively and enthusiastically.

Research recommendations:

 In the light of the results of the research, the following recommendations may be made:

- Developing English language skills at various levels of education, especially higher education.
- The need to employ technological innovations in higher education.

- Preparation of training courses for undergraduate students to employ technological innovations in the development of English language skills subjectively.
- Use learning environments and strategies that support teamwork and participation.
- Employing participatory web editiors at various levels of education.

Research proposals:

In the light of the research's findings and recommendations, the following research may be proposed:

- The effectiveness of the technological entry in developing the English language audiovisual skills of tourist counselling students.
- A program in listening and speaking English to develop the higher thinking skills of the students of the Tourism Guidance Division.
- Using second-generation web tools to develop hyper think and reader understanding skills in English.
- A program based on active learning strategies to develop English language writing skills among the students of the Third Division of Tourism Guidance.

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