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**Using Word Office365 as an Online Collaborative Learning Application for  
Developing EFL Writing Skill of Freshmen Students at The Faculty of  
Education**

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## Abstract

The present study aimed at developing EFL writing skill using Word Office 365 as an online collaborative learning application. The study followed the one-group pre-posttest design. The participants of the study (n=30) were EFL freshmen students enrolled in the English section at Benha university at the Faculty of Education. The instrument and materials of the present study were EFL writing skill checklist, an EFL writing skill test (a pre & post equivalent form), a rubric to score the test, and a teacher's guide for using Word Office 365. A pretest was administered to the study group to determine their levels within EFL writing skills. Then, the post-test was re-administered to the study group after using Word Office 365. Paired sample t-test was conducted to compare the means of the students' scores on the pre-posttest. The results revealed that there is a statistically significant difference between the mean score of the study participants in the pre- and post-administration of the EFL writing skills in favor of the post administration. Therefore, it can be concluded that using Word Office 365 is effective for developing the EFL writing skill.

**Keywords:** *Word Office 365, online collaborative learning, EFL Writing skill*

## المستخلص باللغة العربية

### مستخلص الدراسة

استهدفت الدراسة الحاليه تنميه مهارة الكتابة باللغة الإنجليزيه كلغة أجنبية بإستخدام تطبيق وورد اوفيس 365- كأحد تطبيقات التعلم التشاركي عبر الإنترنت . وقد استخدمت الدراسة التصميم التجريبي ذو المجموعة الواحدة وقياس قبلي- بعدي وتكونت مجموعته الدراسة من ثلاثين طالب من طلاب الفرقة الأولى شعبة اللغة الإنجليزية بكلية التربية جامعة بنها ،بمحافظة القليوبية. وأشتملت أدوات الدراسة علي قائمة بمهارات الكتابة باللغة الإنجليزية كلغة أجنبية واختبارين قبلي-بعدي متكافئين في مهارات الكتابة باللغة الإنجليزية كلغة أجنبية ومقياس أداء متدرج لتقديره ودليل معلم لإستخدام تطبيق ورد اوفيس 365. وقد تم اختبار مجموعة الدراسة قبل إجراء المعالجة لتحديد مستواها في مهارات الكتابة باللغة الإنجليزية كلغة أجنبية ،ثم تم تطبيق الإختبار البعدي علي مجموعة الدراسة بعد استخدام وورد اوفيس 365. وقد تم استخدام إختبار ت لعينتين مرتبطتين لمقارنة متوسطات درجات الإختبار القبلي والبعدي لمجموعة واحدة ، وكشفت نتائج التحليل عن وجود فروق ذات دلالة احصائية بين متوسط درجات الطلاب في القياس القبلي والبعدي في مهارات الكتابة باللغة الإنجليزية لصالح القياس البعدي كلغة أجنبية ولذلك يمكن القول بأن استخدام ورد اوفيس 365 كان فعالا في تنمية مهارة الكتابة باللغة الإنجليزية كلغة أجنبية لدي طلاب الفرقة الأولى شعبة اللغة الإنجليزيه.

الكلمات الإفتتاحيه : وورد اوفيس 365 ، التعلم التشاركي عبر الإنترنت ، مهارة الكتابة باللغة الإنجليزية  
كلغة أجنبية

## **Introduction**

Although all species have their ways to communicate, language characterizes the communication between human beings. It is considered as an important part of human connection. In other words, it provides humans with an identity. Therefore, language is a form of social behavior that enables people to communicate their thoughts and feelings in spoken and written forms. Nowadays, a great deal of communication takes place in written forms. Therefore, knowing how to write effectively is one of the skills that language learners need to develop.

Writing is one of the four language skills. It is a system of written symbols, representing sounds, syllables or words of language, with different mechanism, capitalization, spelling and punctuation, word form and function. It is one of the ways that people use to communicate. However; it is a complex process which includes cognitive and meta cognitive activities. Some of these activities include brainstorming, planning, outlining, organizing, drafting and revising (Durga & Rao,2018). It is not a passive process , but an active one . In other words, writers must think about how to express themselves and the subject matter of the text through language (Hassan,2021).

Writing is a worthy skill to consider. Its development changes from just being an expression for ideas to be a communicative activity. In this sense, the expressionist approach views writing as a solitary activity that enables individuals to express their inner feelings. Hence, teachers need to create an environment that encourage students to write freely (Connor, 1996). In addition, topics that students write about should be based on their interests. The cognitive approach to writing, on the other hand, as indicated by Deane et al. (2008) views writing as a problem-solving experience that requires organizing ideas, finding the right words, and using correct punctuation and spelling. It requires different processes such as generating, developing and organizing ideas, revising and editing (Kashinath & Raju, 2020).

The socio constructivist approach, on the other hand, views learning as a recursive process that involves analyzing, practicing and improving the knowledge content in a consistent manner. Learning a language is learning how to make meaning. That meaning is constructed through the interaction among the learner, the text, and context around them rather than being transmitted from teacher to learner. Therefore, good learning is collaborative and social, not competitive and isolated. Working with others increases involvement in learning. Sharing one's own ideas and responding to others' reactions improve thinking and understanding. Consequently, learning is

enhanced when it is more like a team effort than an individual race (Lee & Smagorinsky 2000 , Lima , 2007 , Kumar & Sharma , 2021 ).

Similarly, Lebow (1993) and Gilbert and Driscoll (2002) asserted that this constructivism's orientation indicates a fundamental change in education where classrooms are turned into knowledge-building communities in which students support each other's learning through the social construction of communal knowledge. Therefore, learning exists when knowledge is constructed through interaction with others and the outside world. Students, according to constructivism, need to use their prior knowledge to build knowledge. They need to be active participants rather than passive ones. Learning, thus, must correlate with students' life experiences. This requires a change in focus from knowledge constructed individually to knowledge jointly constructed by students. Therefore, to highlight the view of learning and writing as a social activity, collaborative writing can be an alternative way of teaching writing in classrooms ( Lee , 2004 ; Mitchell , 2004) .

Begum (2016) clarified that collaborative writing is the production of a shared document where group members engage in substantive interaction, connection, and communication to create a shared document. Fung (2010) enumerated features of collaborative writing. Shared expertise is an important feature of collaborative writing. He clarified that collaborative writing can help students add their strength points to the group. Developing a sense of commitment is another important feature that determines the success of the group in collaborative writing (Ness et al., 2014). The most prominent feature of collaborative writing is the mutual interactions among the members. Because students involved within collaborative group have different abilities and point of views, a kind of cognitive conflict is created. Therefore, collaborative writing promotes a kind of mutual interactions that helps the group members to reach a kind of agreement and support each other ideas. In other words, by suggesting different ideas and viewpoints, students interact and clarify their points and their understanding to each other. ( Dale , 1997 , Tocalli-Beller , 2003) .

Despite the importance of collaborative learning, using collaborative learning in traditional classroom has some limitations. For example, students may not have much time to practice skills and build on each other's 'work. In this sense, Kirschner et al. (2009) indicated that face to face collaboration cannot achieve all expected outcomes in all situation. Additionally, there are different constraints for traditional collaborative learning. For example, in traditional collaboration, participants should exist at the same place and the same time. This can be exhausted and time consuming. Moreover, traditional collaborative learning may hinder full

participation to the whole group (Appavoo et al.,2019). Therefore, each participant has one chance to have his say. Therefore, Badr (2020) presented some modifications suggested to handle these challenges among them the use of technology.

Farmer(2009), Al-washmi(2010) and Lu (2021) indicated that the development of technology has paved the way for more applications that enable users to construct, share, exchange content ,communicate and collaborate synchronously and asynchronously. Cheung and Vogel (2013:161) clarified that collaborative learning applications refer to a set of applications for task-specific collaborations and are associated with goal and work-oriented” activities. Alahmari (2019) clarified that using technology applications is based on Vygotsky's notion of 'tool mediation” i.e using collaborative technology applications to achieve the goals of a social constructivist learning. Consequently, she defined online collaborative learning applications as technology applications that enable individuals and groups to communicate, collaborate, and interact in online environments to accomplish a common task, share or exchange information, and construct knowledge.

Altowairiki (2013) clarified that web 0.2 applications are popular in fostering students’ collaboration. Moore and Kearsley (2011:313) defined web 0.2 applications or "Read-Write Web.” Applications as “a new generation of web applications that allow collaboration and sharing for information such as social network sites and shared media sites”. Hew and Cheung (2013) clarified that web 0.2 applications can be classified according to the degree of synchronicity into synchronous and asynchronous applications and according to functionally into social spaces and online collaboration. For online collaboration, most web2 applications are used for online collaboration. Based on social spaces, web 0.2 applications are related to social network as Facebook, Twitter, Linked-in, Skype, and Google Plus (Jacobs, 2013; Leafman, 2015).

Office 365 applications play an important role in enhancing online collaboration. Word Office, an important Office 365 application, plays an important role in fostering online collaboration. Hofbauer et al. (2023) indicated that Word Office 365 as a Word web is distinguished from Word as a standalone application for fostering online collaboration. This Word web application allows for live collaborative editing. Yeh et al. (2013) clarified that this cloud based collaborative editing allows users to synchronously collaborate on the same documents without having incompatible Word versions that can affect the editing process. Moreover, this cloud-based environment enables users to store their documents on OneDrive to access it from everywhere.

Adler et al. (2006) and Liu and Tsai (2007) clarified that word processor pave the way for collaborative writing with features such as change tracking, commenting, and document comparison. Tracking changes enables its users to compare the modified document with its original one through clarifying the changes made by authors. These changes are marked, stroked-through and the newly inserted texts are underlined. Also, changes can be displayed at the right-side margin of the page in the form of comments. Abdelrahman(2013) concluded that using Word Office enables students develop their writing skills. It enables them to be engaged into a collaborative work in which they can exchange their ideas and edit their writings. Zainia and Mazdayasna's study (2014) indicated that Word Office enables students to automatically correct their own mistakes concerning grammatical structures, word choice, tenses, verbs etc. This automatic feedback enhances a sense of logic to correct their errors in their own writing.

## **Context of the problem**

In spite of the importance of EFL writing skills, freshmen students enrolled in the English section at Benha Faculty of Education are low in them. Their writings have a lot of errors concerning the organization and mechanics skills. Some of them lack the skill to form correct sentences and use appropriate vocabulary. Many studies have indicated that there is such deficiency such as (Abdel-Maksoud, 2007, El-Serafy, 2008, AbdelHack, 2009 , Helwa ,2013, Nagy 2018 , Hassan ,2021). They confirmed that most EFL students have difficulties in writing because they have no experience , no ideas , a slender vocabulary or skewed grammar. Students tend to memorize vocabulary and grammar without using it an authentic situations. Also, students do not produce their own pieces of writing , instead they tend to memorize pieces of writing to avoid low marks.

To document the problem of the study, the researcher conducted a pilot study on a random sample consisting of 20 freshmen students enrolled at the English section at Faculty of Education, Benha University during the first term of the academic year 2021-2022. The researcher used a writing skill test adopted from Helwa (2013) and a rubric to score it. The writing test consisted of four questions about writing an essay. The researcher measured the grammar, mechanics, vocabulary and organization skills. The result of the test revealed that freshmen students face

problems in their writing. Students get scores below 50%.

### **Statement of the problem**

The problem of the present study could be stated as follows:

The level of EFL writing skills of freshmen students enrolled in the English section at faculty of education is low. Thus, this study aimed at investigating the effectiveness of using Word Office 365 in developing EFL writing skills.

### **Questions of the study**

**To overcome this problem, the present research was an attempt to answer the following questions:**

- 1- What are the EFL writing sub-skills required for freshmen students at Faculty of Education?
- 2- What is the effectiveness of using Word Office 365 application on developing EFL writing sub skills?

### **Delimitations of the study**

The present study will be delimited to the following:

- 1- A group of freshmen students enrolled in the English section at Faculty of Education, Benha University(n=30)
- 2- Some EFL writing skills that are required for freshmen students ( word choice- grammar- content- organization and mechanics skills) .

### **Participants of the Study**

The participants of the study were chosen from the first year students during the second semester 2022-2023 academic year. Thirty students enrolled in the English section at Benha faculty of Education participated in the study.



## **Instruments and Materials of the Study**

1. A checklist of some EFL writing skills.
2. An EFL writing skills test (pre-post equivalent form) , a rubric to score it and an answer key .
3. A teacher's guide for using Word Office 365 for developing freshmen students' EFL writing skills

### **1) The Checklist of the EFL Writing Skill**

The EFL writing skill checklist was designed to determine the EFL writing skills required for the freshmen students in the English section at the faculty of Education. The checklist included five main-skills and seventeen sub-skills. The checklist of the EFL writing skills was submitted to a panel of jury members; EFL specialists in the faculty of education (n=14) to determine the degree of importance of each skill to freshmen students. Moreover, the jury members were asked to add, omit or modify to the writing skills any comments they considered important. They accepted the checklist adding that it does not need any modification.

### **The EFL Writing Skills Pre-Post-Tests**

Based on the checklist of the EFL writing skills, the EFL writing skills pre-post-tests were designed to measure the 17 sub-skills before and after using Word Office 365 to estimate its effectiveness on developing these skills. They consisted of five parts that measured some EFL writing skills (word choice, grammar, content, organization, and mechanics skills). Within part one, students were asked to write an essay about one of two topics. Within part two, students were asked to write a topic sentence and a suitable body for a given incomplete essay. Within part three, students were asked to write a suitable conclusion for a given story. Within part four, students were asked to choose sentences with the correct punctuation. Within part five, students were asked to fill the gaps with the correct words.

### **Test Validity**

**1-Face validity:** To measure the tests' face validity, the EFL writing skills pre-post-tests were submitted to a panel of EFL specialists in EFL curricula and instruction (n=14). They were asked to judge and show their opinions of the following points:

- Do the test items cover all the intended writing skills?
- Do the test items suit the students' levels?
- Are the test items clear enough for the students? If not, specify areas that might cause some confusion.

The jury members pointed out that the tests are appropriate for measuring the definite EFL writing skills, and that their items are clear and appropriate for measuring what they are intended to measure. In addition, they have clear instructions. Accordingly, the EFL writing skills tests have face validity.

## **2-Content validity**

To identify the content validity of the EFL writing test, a panel of EFL members were asked to determine whether the tests' items measure skills that they are supposed to measure. Finally, they agreed that the test could be interpreted as being valid and having content validity

## **Test Reliability**

For estimating the reliability of the EFL writing skills test, the following two methods were used:

### **A) Alpha Cronbach method:**

It was used to measure reliability co-efficient of the EFL writing skill test using SPSS (V.18). Cronbach's Alpha coefficient is 0.922 which is an acceptable value revealing that the test is reliable and has internal reliability.

### **B) Test-retest reliability:**

The test was administrated to the same group after two weeks. The correlation coefficient between the findings of the first and second administration was measured by Pearson correlation. The correlation represented between the findings is high (0.937) and is significant at 0.01. Therefore, the whole test with its mainskills are reliable.

**Rubric for scoring students' essay writing:** The rubric consisted of five parts. Part one focused on word choice skills, part two grammar skills, part three dealt with content skills, part four focused on organization skills and part five

handled mechanics skills. The writing skill test was scored on a three-point Likert scale. Each skill in the rubric was rated from “3” to “1”. Where “3” referred to the highest performance level, while “1” indicated the lowest performance level.

### **Description of the answer key**

An answer key was used for measuring objective questions. These questions measured word choice skills: Choosing words that convey the meaning and mechanics skills: Applying the rules of punctuation marks. The correct answer within these questions is given “1” while the incorrect one was given “0”. Therefore, the total scores for questions measured word choice skills: Choosing words that convey the meaning were “4” while the total scores for questions measured mechanics skills: Applying the rules of punctuation marks were “5”. Consequently, the total score for the writing test was 54.

### **The Teacher’s Guide for using Word Office 365**

To achieve the aim of the present study, the researcher used Word Office 365 for developing freshmen students’ EFL writing skills. A teacher's guide was prepared in order to help teachers and researchers to use Word Office 365 for developing freshmen students’ EFL writing skill through presenting the detailed steps of their implementation. The implementation of Word Office 365 was presented through fifteen online sessions. Session one and two were introductory sessions. The rest of the sessions aimed at developing some EFL writing skills. At the beginning of each session, the researcher presented the skills, objectives, procedures, teaching aids and materials and the role of the teacher and students. Within each session, the researcher used formative assessment focused on measuring students progress during sessions.

### **Principles for using Word Office 365**

- Knowledge is a product of interaction between experts, learners and Word Office 365
- Learner’s role is more than a constructor of knowledge; he/she is, also, a seeker for that knowledge.
- Knowledge’s organization is the role of students as individual as well as a group.
- Word Office 365 is a good application for students to collaborate with each other to write their documents as well as saving/ archiving the documents. Also, it is used to add comments, and modify mistakes. In addition, the teacher

can track and know what and when exactly each student writes or edits in the document through “version history”.

### **Administering the Pre-Post-Test of the EFL Writing Skill**

The EFL writing skill pre-test was administrated to the study group on the 6<sup>th</sup> of March 2023, that is, 7 days prior to the experiment. The post test was administrated to the study group on the 1<sup>st</sup> May 2023.

### **Duration of Administration of Word Office 365**

The treatment of Word Office 365 started at the second semester of the academic year 2022-2023 from 6<sup>th</sup> of March to 28<sup>th</sup> of April. It lasted for 15 sessions. Each session ranged from 90-120 minutes.

### **Results of the Study**

Results of the present study confirmed that the participants' EFL writing skills were significantly developed as a result of being taught using Word Office 365. There was a statistically significant difference between the mean scores of the study participants in the 17 sub-skills of writing on the pre and post-test in favor of the post-test. There was a statistically significant difference between the mean scores of the study participants' pre-post EFL writing skills test in favor of the post-test.

**Table 1: Results of the t-test between the pre-test and post-test in the overall EFL writing skills**

Main Skills	Full Mark	Test	N	Mean	Std. Deviation	DF	t-value	$\alpha$ Sig	$\eta^2$
EFL Writing	54	Pre	30	21.97	2.94	29	29.137	0.01	0.967
		Post		48.50	3.85				

Table (1) clarified that

- There is a statistically significant difference between the mean scores of the study participants in the pre-post assessment in favor of the post assessment at the level of  $\alpha \leq 0.01$ . Thus, this hypothesis was verified.

- The effect size of the experimental treatment was(0.967). It is a large value and greater than (0.14), which indicates a significant effect of experimental treatment.

**Table (2 ). Findings of the t- test between the mean scores of the study participants in the the pre-post assessment of the EFL writing mainskills**

Main Skills	Full Mark	Test	Mean	Std. Deviation	t-value	α Sig	η2
Word choice	10	Pre	4.53	1.61	11.761	0.01	.827
		Post	8.50	1.25			
Grammar	3	Pre	1.77	0.43	6.595	0.01	.600
		Post	2.57	0.50			
Content	9	Pre	3.03	0.18	29.704	0.01	.968
		Post	8.50	1.01			
Organization	21	Pre	7.30	0.70	33.015	0.01	.974
		Post	19.50	1.85			
Mechanics	11	Pre	5.33	1.45	12.427	0.01	.842
		Post	9.43	1.01			

**Table (2) clarified that**

- There is a statistically significant difference between the mean scores of the study participants in the pre-post assessment of the EFL writing mainskills in favor of the post assessment at the level of  $\alpha \leq 0.01$ . Thus, this hypothesis was verified.
- The effect size of the experimental treatment on the EFL writing subskills ranged from (0.600 -0.974). It is a large value and greater than (0.14) and indicated a significant effect of experimental treatment.

**Table (3). Findings of the t- test between the mean scores of the study participants in the pre-post assessment of the EFL writing subskills**

**N=30      DF=29**

Sub-Skills	Full Mark	Test	Mean	Std. Deviation	t-value	A Sig	$\eta^2$
1	4	Pre	1.67	1.35	5.401	0.01	.501
		Post	2.90	.96			
2	3	Pre	1.83	.59	5.572	0.01	.517
		Post	2.73	.45			
3	3	Pre	1.03	.18	26.492	0.01	.960
		Post	2.87	.35			
4	3	Pre	1.77	.43	6.595	0.01	.600
		Post	2.57	.50			
5	3	Pre	1.03	.18	26.492	0.01	.960
		Post	2.87	.35			
6	3	Pre	1.00	.00	24.233	0.01	.953
		Post	2.80	.41			
7	3	Pre	1.00	.00	26.492	0.01	.960
		Post	2.83	.38			
8	3	Pre	1.00	.00	29.571	0.01	0.968
		Post	2.87	.35			
Table (3) Continued							
9	3	Pre	1.03	.18	15.832	0.01	.896

		Post	2.50	.51			
10	3	Pre	1.00	.00	24.233	0.01	.953
		Post	2.80	.41			
11	3	Pre	1.00	.00	34.106	0.01	.976
		Post	2.90	.31			
12	3	Pre	1.00	.00	29.571	0.01	.968
		Post	2.87	.35			
13	3	Pre	1.27	.58	10.785	0.01	.800
		Post	2.70	.53			
14	3	Pre	1.00	.00	29.571	0.01	.968
		Post	2.87	.35			
15	5	Pre	1.97	.81	6.312	0.01	.579
		Post	3.63	1.00			
16	3	Pre	1.93	1.01	5.574	0.01	.517
		Post	2.93	.25			
17	3	Pre	1.43	.50	10.785	0.01	.800
		Post	2.87	.35			

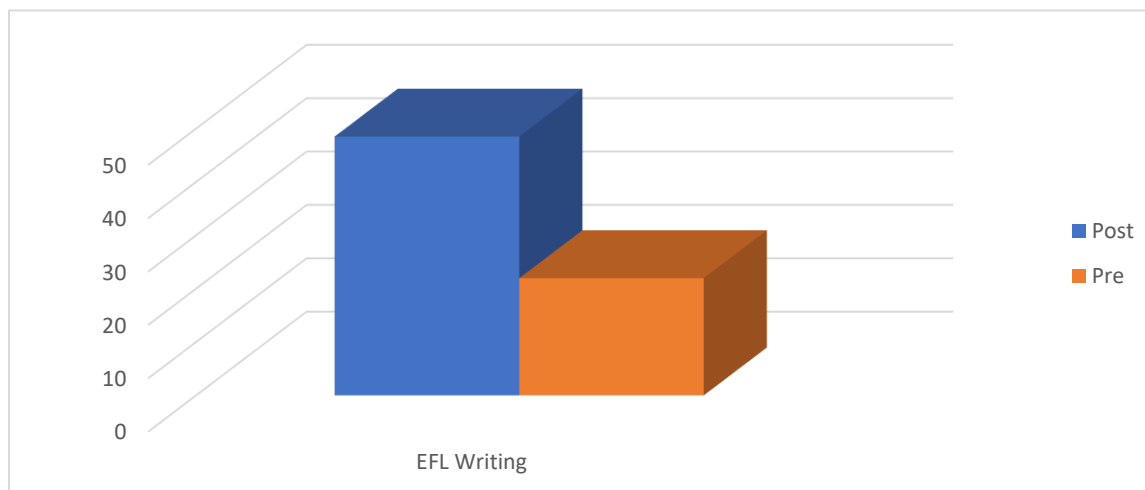
Table(3) clarified that

- There is a statistically significant difference between the mean scores of the study participants in the pre-post assessment of the EFL writing subskills in favor of the post assessment at the level of  $\alpha \leq 0.01$ . Thus, this hypothesis was verified.
- The effect size of the experimental treatment on the EFL writing subskills ranged from (0.976 – 0.501) . It is a large value and greater than (0.14) and indicated a significant effect of experimental treatment.

## Discussion and Interpretation of the Results

Based on the previous results, it was clear that using ( Word Office 365) as an online collaborative learning application proved to be effective in developing EFL writing skill of the freshmen students at the faculty of education. The results indicated that there was a significant difference of the mean score of the study participants in the pre-post assessment in favor of the treatment experiment. The participants' scores on post-test reflected more improvement than that of the pre-test. Hence, results clarified that using Word Office 365 can positively affect students' EFL writing skills.

**Figure (1)** The difference between the mean scores of the study participants in the pre-post assessment of the EFL writing as a whole.



From figure (1), it is obvious that there were remarkable developments from the pre-to the post assessment in the EFL writing skills of freshmen students. These differences in the post assessment could be attributed to different reasons such as, the nature of online collaboration and the nature of the Word Office 365 .

First, for the nature of online collaboration, from the first day, students were told that they would collaborate with each other. Consequently, a sense of individual responsibility and mutual responsibility were enhanced. Additionally, they were told that there is no permanent leader who would be responsible for the tasks.

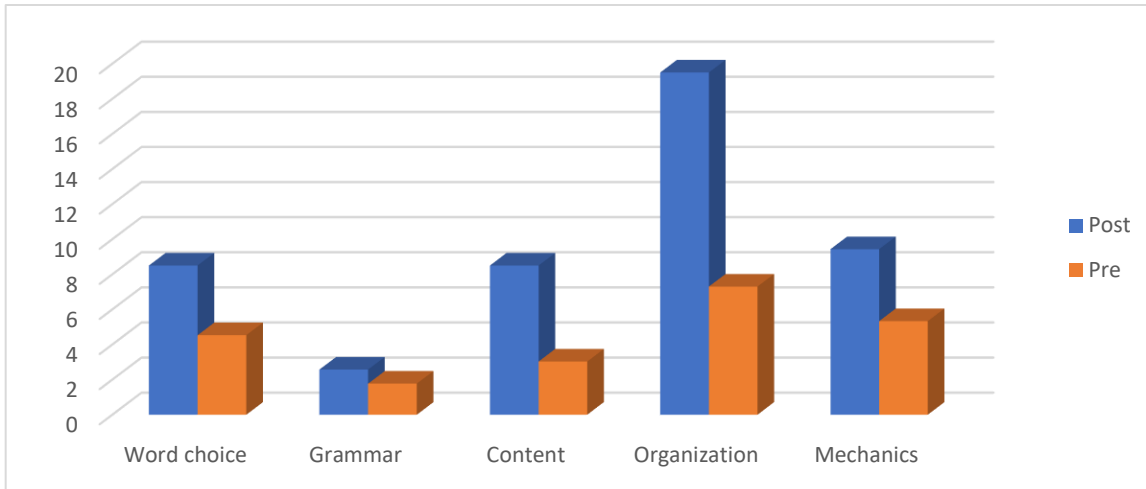


Consequently, each student knew that he/she would take a part in the writing process. They, also, knew that there will not be a problem to help each other and each one would be a leader within each new task. Moreover, finishing one's writing assignment did not mean finishing the task. Therefore, the teacher asserted the importance of "I and you are co-partners".

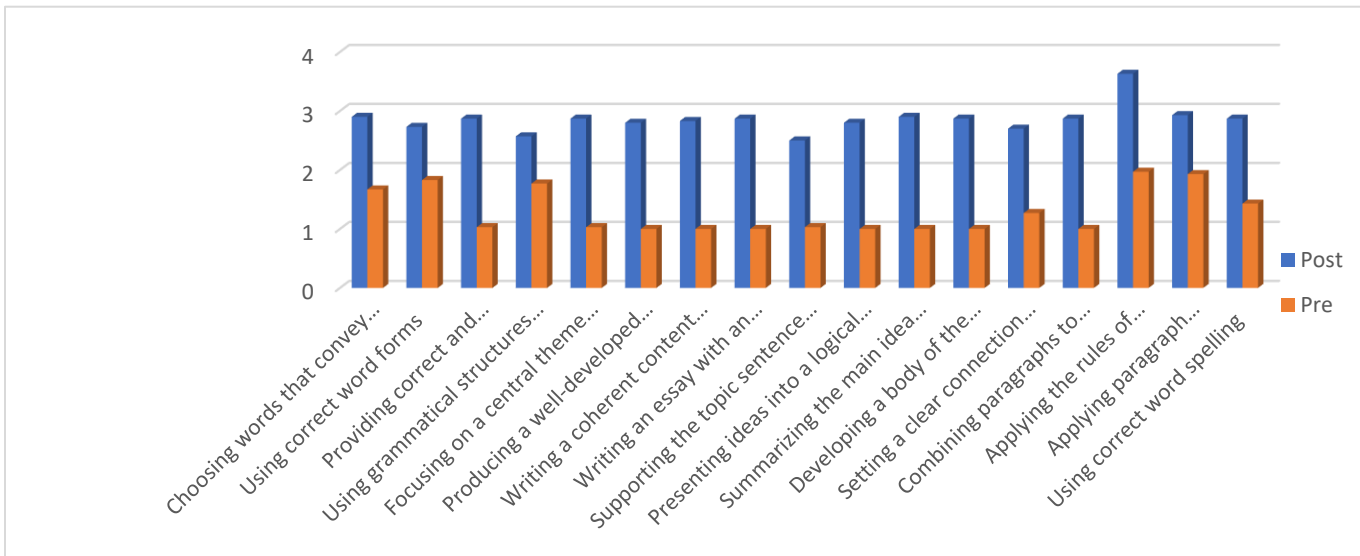
Constructive feedback provided by both teacher and students enhanced students' writing. When peers were engaged into the assessment process, they became able to identify what they would focus on within their writings. Therefore, students did not only gain a better understanding of their mistakes, but also, they became more cognizant about others' mistakes. Therefore, online collaborative learning started from a scaffolding and ended with independence in learning. Moreover, feedback was enhanced through students' ability to have access to their documents at any time and any place. This in return, helped them to read, edit and provide feedback to their peer's writings before their documents being finally evaluated by the teacher. This is consistent with Hamidun et al. (2012), Rababah et al (2023), Tran(2023) who confirmed the importance of using constructive feedback in developing EFL writing skill.

Second, the nature of Word Office 365 enhanced students' writing skill. For example, Word Office 365 enabled the teacher to track changes through history version. In this way, the teacher could make sure that students revised their ideas more than once, and the students collaborated with each other. For students, tracking changes helped them to edit each other drafts. They could edit grammar, punctuation and their peers' word choices. Within their ability to accept these changes, students felt that they still had control on their writing. Therefore, tracking changes did not deface their drafts. Moreover, adding comments, another important feature of Word Office 365, enhanced writing. Through comments, students did not only receive feedback, but they also understood the given feedback. Also, students could engage into a beneficial discourse that ranged from simply written discourse to reactions through emojis.

**figure(2)** The difference between the mean scores of the study participants in the pre- post assessment of the EFL writing main skills.



**Figure(3)** The difference between the mean scores of the study participants in the pre- post assessment of the EFL writing sub skills.



From figure (2) and (3), it is obvious that students' EFL writing main skills and EFL writing sub skills were developed due to the use of Word Office. Word Office 365's thesaurus button enabled students to develop their word choice skills. Students could search for more related synonyms. In this way, students could have different types of vocabularies that express different meanings. Moreover, through check document button, students could check their document's spelling, grammar and punctuation. Once students check their document, each incorrect spelling, grammar or punctuation is highlighted with red or blue color with different suggestions for

correct choices. Consequently, students became more cognizant with their mistakes and its correct forms.

For content skills, Word Office365 was helpful in providing authentic content to help students improve writing the main idea and support it with specific information. Additionally, through sharing button, students engaged into a collaborative writing that helped them to have a good elaboration in their writing with other students. Developing organization skills was considered a natural result for developing grammar, word choice skills and other writing skills. Additionally, the researcher's focus to develop students' paragraph writing skills enabled students to develop their essay writing. This helped the researcher's students to have a transmission effect of learning.

These results are consistent with studies that proved the great contribution of using Word Office in developing EFL writing skills such as AbuSeileek (2006), Darus et al (2008) , Abdelrahman (2013) , Zaini and Mazdayasna (2014) , Tzotzou and Tourabelis(2015) ,Yilmaz and Erkol (2015) , and Octaviani and Sari(2022). The results of the study are contrary with that revealed by studies such as Mohammed and AL-Jaberi (2021) and Asih et al. (2022) that revealed that Word Office is not the same as other applications in supporting synchronous and immediate edits or comments or that Word Office does not help study's participants to get effective feedback or enhance grammar or word choice skills when compared to other applications.

## **Conclusion**

The results of the study indicated that the participants' EFL writing skills were developed after using Word Office 365 as an online collaborative learning applications. The effectiveness of this treatment may be due to the nature of online collaboration and nature of Word Office 365. The importance of this study exists in using a more advanced form of word office; word office 365. What distinguished such application from other word Office versions is that it tackles what other researchers considered to be deficiency in the application.

## **Recommendation of the study**

**In the light of the study results, it is recommended that:**

- EFL curriculum designers should pay attention to the efficacy of online collaboration and its related applications in general and EFL writing skills in particular.
- EFL curriculum designers should integrate online collaborative activities in designing courses to increase students' learning outcomes
- Teachers should be well trained about using online collaborative applications.
- Students need to view technology as a helpful tool for developing their language skills in general and developing their writing skill in particular.

### **Suggestions for further research**

The results of the present study point out the need for conducting the following research:

1. Identifying the effectiveness of using some online collaborative learning applications on developing writing at different educational levels.
2. Investigating the effect of using web 3.0 tools on developing students' writing skills.
3. Comparing the effectiveness of Word Office 365 with other word versions for developing EFL writing skill.

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