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**The Effect of Using Wikis on Improving Palestinian
9th Graders' English Writing Skills and their
Attitudes towards Writing**

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صدق الله العظيم

**Nun. By the pen and that which they write
(Quran, Al-Qalam, verse 1)**

Dedication

This thesis is dedicated:

To my great teacher and messenger, Mohammed (may Allah bless him and grant him salvation), who taught us the purpose of life.

To my homeland Palestine, the warmest womb.

To my mother for her endless patience and unwavering support that she has shown to me during this long, arduous process.

To the soul of my father and to the soul of my beloved brother, Abdullah.

To my dear brothers and sisters ; particularly my dearest brother, Abu Al Adham, who stands by me when things look bleak.

To all the people in my life who touch my heart.

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In the Name of Allah, the Most Merciful, the Most Compassionate

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Abstract

The Effect of Using Wikis on Improving Palestinian 9th Graders English Writing Skills and their Attitudes towards Writing

This study aimed at investigating the effect of using wikis on improving Palestinian ninth graders' English writing skills and their attitudes towards writing. The targeted skills were writing an email from notes, ordering events into a paragraph as well as writing a report from notes. To achieve this aim, the researcher employed a representative sample of 39 EFL students studying at Bureij Prep. Girls School 'A' which is run by UNRWA in the Gaza Strip. It was divided into two groups: experimental group consisted of 20 students and control one consisted of 19 students. The two groups were equivalent in their previous learning, achievement in English language in general and achievement in English writing in particular. Regarding the instrumentations, the researcher used three tools: an observation card to explore students' performance in utilizing Wikis and practicing writing skills and activities, a questionnaire to reveal students' attitude towards using Wikis in teaching and learning writing skills and pre/ post writing test. Being used as a pre-test, the writing test was meant to prove groups equivalence. Besides, it was used as a post test to measure any possible differences between the target groups. The collected data were analyzed and treated statistically through the use of SPSS. The findings of the study revealed that there were significant differences in participants' performance before and after implementing wiki project in the favor of the post-performance. The findings also pointed toward the presence of significant differences between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop their writing skills in the favor of after experiment. Moreover, the study findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group. This was due to the wiki technology. Additionally, implementing the effect size equation, the study revealed that wiki project had a large effect size favouring the experimental group. The study recommended that teachers are asked to use the wiki technology in teaching writing skills in order to develop and improve their students' ability in writing skills. Also, it suggested that further researches should be conducted on the effects of wikis on different English skills and other school subjects.

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Chapter I

Study Background

Introduction

Need for the Study

Statement of the Problem

Research Questions

Research Hypothesis

Purposes of the Study

Significance of the Study

Methodology

Sample of the Study

Tools of the Study

Research Procedures

Definition of Terms

Limitations of the Study

Challenges

Summary

Chapter I

Introduction

Writing is one of the four language skills that requires special attention, as it is a productive language process. It is the process of transforming thoughts and ideas into written communication. Writing proficiency plays a great role in conveying a written message accurately and effectively. Writing has an Islamic concept, where it receives special emphasizes in the Holly Quran and Sunnah. The Holy Quran devotes special emphasis to writing where Allah says in Surah Al Qalam, verse 1 " *Nun. By the pen and by what they (the angles) write (in the Records of men).*"Allah swears in three letters "nun" then in the pen which is the tool of writing and finally in what the angels write in the records of men. This verse shows the importance of writing in Islam. Also, in a long Hadith, Al Albani (1982, p. 286) narrated that, Prophet Mohammed (Peace and blessings of Allah be upon him) said, "*The first thing that Allah created was the pen...*" Furthermore, Prophet Mohammad (peace and blessings be upon him) encouraged his followers (Al Sahaba) to broaden the horizons by seeking knowledge even to the depth of China (Bukhara). He enthusiastically welcomed traders from different countries to stop-by in Madinah to have his followers learn and appreciate their cultures. The first battle Muslims fought was the battle of Badar, Muslims captured some men of Quraysh who had once tortured them in their homeland Makkah, instead of punishing them, Prophet Muhammad (Peace and blessings be upon him) allowed them to buy their freedom through ransoms or to teach 10 Muslims how to read and write. Upon doing so, they would be free. This incident and many others emphasize the importance of writing in Islam.

Writing is an ongoing process that continues from early childhood to university and beyond as Applebee (1984, p.1) said,

Learning to write is a complex and ongoing process. It begins early, with a child's first scribbles on the nearest table or wall, and continues (at least for the academically inclined) through the dissertation and beyond. For most of us. Writing remains a difficult process, avoided at some length, and enjoyed most (if at all) only in the completion.

Furthermore, writing is a productive skill and an active means of communication. It is equated with speech because both of them are used for conveying ideas, notions and information.

Writing is an important language activity and a major classroom procedure. It is an effective technique for reinforcing the oral language material. It is important for providing evidence of our students' achievements.

It is a communicative skill to send, store and retrieve messages with the help of written symbols. Writing can be expressive, poetic, informative and persuasive. Depending on the type of writing, the writer concentrates either on the subject matter of the written piece, on the reader or on one's own feelings and thoughts. (Millrood, 2001, p.134)

It is a well-known fact that online learning has a great role and helps in facilitating and stimulating teaching and learning English as a foreign language. Online learning provides major benefits to both students and teachers. The benefits include convenience, time and geographic flexibility. The internet makes resources more accessible at a low cost. Moreover, multimedia tools simulate real task environments which can motivate learners as well as facilitate learning. However, the adoption of technology in development, delivery, and administration is not a simple process which requires minor modification. Educators and educational institutions must be aware that it is a fundamental shift of philosophy, policy, and instruction (Bates, 2000).

A key aspect of using technology centers on students using technology in their writings. Research performed over several decades encourages teachers to use technology as a method for developing such skills as communication, critical thinking, and retention advancement. Cochran-Smith (1991) showed that elementary students involved in computer-based writing projects increased the level of their communication skills when paired in collaborative writing assignments completed in a technology-based setting. Moreover, he indicated that learning to write is not just a mechanical process in which students manipulate grammar and words on a page in order to produce literary works. Young children are often encouraged in writing to invent spellings, to write for a variety of audiences, to participate in peer editing, and to produce a number of drafts of the same writing.

The most common applications of e-learning include weblogs and wikis which serve as valuable tools for improving writing skills in a foreign language. Their advantages in language classes comprise instant publishing online, having a leadership and creating an online portfolio of student written work (Kavaliauskiene, 2010).

To sum up, writing is a means of communication. Writing together is a process of negotiating for meaning and content of a text. In the past decade, the rapid progress and expansion of the internet has provided several new ways for collaboration at regional, national and international levels. One emerging tool used to serve this increased online discussion and interaction is wiki. In particular, wiki has emerged for the teaching and learning of writing. However, there are few existing wiki projects related to the teaching and learning English as a foreign language in Palestine and no study has explored the efficacy of using wiki on improving EFL collaborative writing skills in primary, Prep., secondary and higher education Palestinian writing class. To that end, the purpose of this study was to explore to what extent wikis can improve the Palestinian 9th graders' English writing skills and their attitudes towards writing.

Need for the study

There are many studies that dealt with improving collaborative writing skills through using wikis (e.g. Coniam and Wai Kit (2008), Woo et al.(2009) and Wichadee (2010)). However, this study is distinctive because all of the previous studies were applied to native English speakers.

The need for this study springs of the following resources. Firstly, the researcher interviewed English supervisors and teachers who have wide knowledge about students' levels and results, especially in 9th exams. Most of them agreed on the idea that students suffer from weak main writing skills. Secondly, the lack of researches in this field takes our teachers and students far away from technology contemporary life. So, the new tendency in English language education focuses on integrating technology to teaching and learning process.

To the best of the researcher's knowledge, this study is the first of its kind to examine the effect of using wikis on improving the writing skills of Palestinian learners of English as a foreign language and their attitudes towards writing.

Statement of the problem

In the age of globalization, the world of technology, information and internet, written English becomes a critical demand for any individual who intends to follow up the vast change in our modern world. However, teaching and learning writing is not an easy job for both teachers and learners. Moreover, the researcher believes that the problem of the present study springs from students' low achievement in writing part of English language achievement tests, lack of motivation and weak participation in class.

In addition to common observation of many teachers and specialists, this problem was documented through 9th grade exam-marking experiences and consultation of 9th grade supervisors and teachers as well.

Hence, the importance of using wikis technology on developing learners' own writing appears. The wikis could help 9th graders transfer the learned words into daily writing tasks such as emails to a friend, a short paragraph or a report. Also, wikis could assist 9th graders become more effective communicators through writing.

Research questions

The study addresses the following major question:

To what extent can wikis improve the Palestinian 9th graders' English writing skills and their attitudes towards writing?

The following minor questions emanated from the above major one:

1. Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of writing an email from notes among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of ordering events into a paragraph among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach?

3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of writing a report from notes among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) between the results of the post test of experimental group and the result of the post test of the control group?
5. Are there statistically significant differences between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop their writing skills?
6. Are there statistically significant differences between the level of the experimental group performance in the beginning and the end of utilizing wikis to develop their writing skills?

Research hypotheses

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of writing an email from notes among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of ordering events into paragraph among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of writing a report from notes among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) between the results of the post test of experimental group and the result of the post test of the control group.
5. There are no statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop their writing skills.

6. There are no statistically significant differences at ($\alpha \leq 0.05$) between the level of the experimental group performance in the beginning and the end of utilizing wikis to develop their writing skills.

Purposes of the study

The study aimed at achieving the following objectives:

1. Examining the impact of using wikis on the 9th graders' improvement of writing skills and their attitudes towards writing at UNRWA schools in the Middle Area in Palestine.
2. Observing and recording the change in the 9th graders' improvement in their own daily writings as a result of implementing wikis for teaching writing skills.
3. Suggesting wikis project for writing lessons in the first term of school year in English for Palestine (9) as an enrichment material based on the aims mentioned in English language curriculum for Palestine.

So, this study aims at enhancing English language teachers competencies in using wikis on improving their students' writing skills. Additionally, the researcher aims at making a sort of distinction via the effect of wikis on 9th graders writing skills. Thus, the results of the study will decide the type of recommendations and conclusions to be mentioned.

Significance of the study

The significance of this study springs from the fact that wiki technology has been newly introduced to the field of education. Moreover, it is the first study, as far as the researcher is concerned to be conducted in the field of English language in Palestine. For this reason, the study may be highly significant for:

1. English language teachers intending to implement new steps, procedures, activities and techniques based on technology (i.e. wikis) to improve students' writing skills.
2. Encouraging and motivating students to use wikis to improve their writing skills.

3. Stimulating specialists' and supervisors' interests in conducting training courses for teachers to sustain their skills in using wikis in their teaching.
4. Encouraging syllabus designers to modify, organize and enrich English language curricula with various instructions, techniques and activities for teaching based on technology tools; such as wikis.

Methodology

To investigate the impact of using wikis on improving the writing skills of ninth graders and their attitudes towards writing, a pretest and posttest experimental group design as well as a questionnaire were used. The wiki was used in teaching the participants of the experimental group while the traditional approach was used with the control group participants.

Sample of the study

The sample of the study comprises of (39) female students, distributed into two groups: The experimental group consisted of (20) female students and the control one composed of (19) female students.

Tools of the study

To achieve the aims of the study, the researcher used three tools outlined below:

1. Pre-post writing test to measure the impact of using Wikis on improving 9th graders' writing skills.
2. Observation card to explore students' performance in utilizing Wikis and practicing writing skills and activities.
3. Questionnaire to reveal students' attitude towards using Wikis in teaching and learning Writing skills.

Research procedures

The following steps were followed:

1. Reviewing of literature related to the topic of the research to get full understanding of the impact of using wikis in teaching and learning English as a Foreign language in different contexts, especially on developing writing skills.
2. Designing the tools of the study.
3. Consulting a number of language teaching and information technology (IT) experts and specialists to verify the validity and reliability of the tools.
4. Taking permission from the UNRWA administration in Gaza to carry out this study.
5. Applying experimental method in collecting and analyzing the data.
6. Setting some practical suggestions and recommendations based on the results of the study.

Definitions of operational terms

1. Effect

The change in the learners' achievement level in English language that may result from implementing the suggested wiki project.

2. Wiki

Erben et al., (2009, pp.133-135) defined a wiki as a collaborative website that many people can work on or edit. It allows a group of people to freely create and edit web page content i.e.an online resources for which content can be created collectively. Photographs and video recordings can also be embedded in a wiki.

3. Improvement

An expected change in the learners' level of achievement that may result from implementing the wiki technology.

4. Writing skills

4.1 Writing skills in English for Palestine-grade 9

According to the table content of 9th grade student book (2008, pp.3-4), writing skills for grade 9 are the ability to:

1. Write an email from notes.
2. Order events into a paragraph.
3. Write a report from notes.
4. Summarize of a conversation/ opinions and reactions.
5. Write a story.
6. write an informal letter.
7. Make a project proposal.
8. Write your own message.

4.2 Writing Skills in this study

They refer to the main three objectives of 9th grade writing skills in the first semester of school year. They check 9th graders' ability to:

1. write an email from notes.
2. order events into a coherent paragraph.
3. write a report from notes.

5. Attitudes

Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993).

Limitations of the study

1. The study is limited to a sample of (39) Palestinian female ninth graders from Bureij Prep. Females School that is an UNRWA school located in the Middle Area of Gaza Strip.
2. The study was applied in the first semester of the school year (2010-2011).
3. The study is limited only to writing skills in English language textbooks *English for Palestine 9* through using wikis for improving students' writing skills.

Challenges

Using the wiki in conducting this study faced several challenges:

1. If the teachers' class wiki is public; as it would be if they used some of the wiki sites such as pbwiki.com, wikispaces.com and Mediawiki.com, then it is possible for anyone to enter it and make any changes they like. Therefore, there is a possibility of vandalism from inside or outside the class.

To overcome this challenge, there are some wiki sites allow teachers to restrict entry to the site by means of a password so that if they give their students the password, only they will have access to the wiki. Also, this can prevent the effect of any damaging edits by going to the ' History tab' and restoring a previous version of the page.

2. It is difficult to give individual evaluation grades for collaborative writing activities.

To overcome this problem, teachers can give group writing grades for wiki project and use other tasks to give individual grades. They can look at some literature of collaborative and cooperative learning to find ideas about how collaboration helps students.

3. Wiki sites such as wikispace.com and mediawiki.com are public and commercial social networking sites. UNRWA and government school districts may have policies that prevent teachers using them on school computers.

To overcome this challenge, there is software available so that UNRWA and governmental schools server can host wiki. This need to be discussed with school administrations.

4. It is tempting for teachers to try to control what students write and include on their wikis. Perhaps because teachers are afraid that their students will not use the application well. This might restrict students in what they produce on the wiki and limit the amount of ownership they take over their product.

In order to overcome this problem, teachers can give their students familiarization sessions about wiki and how its benefit in helping them achieve their writing activities and give them ownership of their wiki. By this way, students will be less likely to vandalize it. Teachers can also give students complete editorial control. This gives students a sense of responsibility and ownership for the site and encourages them to produce good quality work.

5. If four students work on the same wiki at the same time, one student will probably save the wiki page first. When the second student saves the work, the first student's work will not be saved and so on.

To avoid this problem, if teachers click the "history" link at the bottom of the page, they can see previous versions of the page. They can also use these previous versions to combine the four students' work.

Summary

This chapter provided a preliminary introduction to the issue of wikis and writing. In addition, it introduced the potential need for conducting this current study and shed light on the long-run aims beyond integrating wiki based technology for ELT in general and English writing in particular. This chapter also presented the questions of the study, the study statement of problem, the purpose, the significance, the outlined methodology, definition of terms, and the limitations of the study. The next chapter will tackle the review of literature and related studies.

Chapter II

Review of Literature

Introduction

Section 1: Theoretical Framework

Section 2: An Overview of Related Previous Studies.

Chapter II

Introduction

This chapter reviews the relevant literature that informs the research work and provides background information on the research questions. On this ground, Nunan (1992, p.216) stated that "the literature review, if carried out systematically, will acquaint you with previous work in the field, and should also alert you to problems and potential pitfalls in the chosen areas".

This chapter is presented in two sections: the theoretical framework and the previous studies. The first section falls into two fundamental areas. The first area is concerned with wikis included(history of wikis, types of wikis, characteristics of wikis, learner motivation across wikis, applying wikis in educational institutions, guidelines for working with wikis and the major principles of designing the wiki project). The second area sheds light on writing included (teaching writing, purposes of teaching writing, writing as a process approach, writing process stages, why writing is difficult, the role of the teacher in writing lessons, writing: assessment and evaluation, L2 writing and wikis). Meanwhile, the second section throws light upon the previous studies that are related to applying wikis in teaching and learning English as a foreign language and its impacts on developing the writing skills.

II Wiki

1. History of Wikis

The first wiki precursor dates back to 1945 when Vannervar Bush published an article explaining his vision of a microfilm hypertext system that he called the "mexmex" (a blend of the words memory and extender (Bush, 1945). Another precursor of the wiki concept emerged in 1972 when researchers at Carnegie- Mellon University created the ZOG (an early hypertext system) multiuser database. The ZOG interface consisted of text- only frames; each frame contained a title, a description, a line with standard ZOG commands and a set of hypertext links leading to other text- only frames (Abrams, 1998).

In 1981, two members of the ZOG team at Carnegie Mellon Spun off a company and developed an improved version of ZOG called Knowledge Management System (KMS), a collaborative tool based on direct manipulation, allowing users to modify the contents of frames, freely intermixing text, graphics and images, all of which could be linked to other frames (Abrams, 1998).

Deans (2009,p.167) mentioned that KMS database was accessible from any workstation on a network. Thus, changes became visible immediately to other users; which enabled multiple users to work concurrently on shared documents and programs.

In 1985, the ZOG system was the model for Janet Walker's Document Examiner; which was created for the operation manuals of symbolic computers. Document Examiner was then used at the model for the Note Cards System, released that same year box Xerox Note Cards, a hypertext system, featured scrolling windows for each note card combined with a separate browser and navigator window. Note Cards inspired Bill Atkinson's WildCard, later called Hyper Card. In the late 1980s, Ward Cunningham wrote a Hyper Card stack that was the impetus to the wiki idea. After obtaining access to Hyper card, Kent Beck joined Apple computers and introduced Hyper Card to Ward Cunningham. Cunningham used Hyper Card to make a stack with three kinds of cards: cards for ideas, cards for people who hold ideas and cards for projects where people share ideas. Next, Cunningham made a single card with three fields (name, description and links) that served all three purposes.

The Hyper Card fields were WYSIWYG (What you see is what you get) editors; however, linking between multiple cards was still a hassle. Cunningham deserted the regular stack links and instead used search on demand (Cunningham, 2008).

Only through the hypertext capabilities of the World Wide Web was Cunningham's first wiki made possible. In 1990, Tim Berners- Lee of CERN (Centre European Pour La RechercheNucleaire) built the first hypertext server (info.cern.ch). The next year, Berners- Lee posted a short summary of this project on the alt. hypertext newsgroup, marking the debut of the Web as a publicly available service in the Internet. Enough momentum generated over the next few years that organizations were forming to capture the power of World Wide Web.

By April 1994, Mosaic Communications Corporation had changed its name to Netscape and continued development of Netscape Navigator. That same month, CERN allowed any user to use the Web protocol and code for free (Abrams, 1998). Finally, the stage was set for the appearance of Ward Cunningham's WikiWikiWeb.

In 1994, Ward Cunningham started developing the WikiWikiWeb as a supplement to the Portland Pattern Repository, a Web site that contained documentation about design patterns. On May 1, 1995, Cunningham sent an "Invitation to the Patterns List" to a number of programmers; which caused an increase in participation. This site earned immediate popularity within the pattern community. Immediately, clones of the WikiWikiWeb software were developed. Cunningham himself wrote a version of a wiki that could host its own source code, called Wiki Base Programmers soon started several other wikis to build knowledge base about programming topics. Popularity continued to grow for collaborating on, discussing and documenting software. Being used only by specialist, these early software-focused wikis failed to attract widespread public attention (Cunningham, 2008).

The basis for the name of a wiki is not nearly as technical as many people assume. It is as simple as a bus ride that Cunningham took in Honolulu's International Airport on the Wiki Wiki Shuttle – "wiki" being Hawaiian for "fast". The technical inspiration for the wiki was a bit more pronounced, deriving from the Apple Hyper Card System. The system which allowed its users to create virtual stacks of cards that supported links among other various cards was simple and effective.

Cunningham simply added the idea that users could comment on and add information to any of other users' cards. Think of box full of note cards that is full to its brim. Users can pull one out and read its contents. If users have something to add, they simply write it down and put it back as well as other user else can come back later and do the same (Chatfield, 2009, p. 20).

Until 2001 with the introduction to the general public by the success of Wikipedia, wikis were virtually unknown outside the restricted circle of computer programmers.

Since then, wikis have developed by incorporating many of the features used on other web sites and blogs; including support for various wiki mark up styles, editing of pages with a graphical user interface (GUI) editor and WYSIWYG HTML (hypertext markup language), optional use of external editors, support for plug-ins and custom extensions, use of RSS feeds, integrated e-mail discussion, precise access control and spam protection (Deans, 2009, p. 169).

Today, wikis may be the face of collaboration on the internet, but their most effective uses are in closed environments like schools, businesses and communities where organizations can put them to use for complex tasks. Monitoring schoolwork, keeping track of memos or creating plans for when to join up for a bike ride are all ways through which wikis have become more powerful and more useful (Chatfield, 2009, p. 20).

2. Types of Wikis

Wikis are available through a wide variety of services and open-source software tools. West and West (2009,pp.6-8) stated that wikis fall into three categories (free wiki services, free-based services and self- hosted wikis) where each one has its own merits and demerits as will be discussed below.

2.1. Free Wiki Services

Free wiki services are available across a wiki provider without cost like Google Docs (<http://docs.google.com>) or Wetpaint (www.wetpaint.com). Wiki pages are accessed and hosted from the wiki service's Web servers as well as demand no local software determination. Furthermore, they are usually easy to set up and manage. Most free services determine the number of members that can add and modify the wiki or the number of pages that can be designed. But, most of them display a logical amount of storage capacity for starting with small wiki projects. In addition, many free wiki services have the option of alerting leader group whenever a page on the wiki has to be modified. Most importantly, free services trend to have identified administrative abilities especially when it comes to passwords, security and managing access to individual wiki folders.

2.2. Free-Based Wiki Services

Free-based wikis are also hosted and accessed from the wiki service's Web servers. They present extended merits which depend on the sort of subscription the user selects. Merits of them may involve more advanced management abilities, more storage or added security. Moreover, these services typically allow an unlimited number of members or pages. Most subscription services permit the leader to add groups and to administrate users' access to specific pages in the wiki.

Similar to the free wiki services, free-based wikis are very easy to use, demand minimal technical experiences and do not require software instruction. On the downside, subscription services aspire to a monthly or annual cost, and the user must maintain subscription up to date to remain administrative controls.

2.3. Self-Hosted Wiki

Wiki software can also be set up directly on a personal or a campus-control server space. A diversity of open-source wiki software is available for download from the internet; for instance, Mediawiki (www.mediawiki.org/wiki/Mediawiki) and Twiki (www.twiki.org). Self-hosting a wiki permits for maximum control over access and security and supplies much more storage space than is available across free or free-based services. However, this method can have precise demerits for online educators. Users must have own server to the wiki, the necessary technical and networking experience, more start up time and more training based on the significant requirements of the wiki software.

Concerning types of wikis, Teehan (2011, pp. 4-6) has offered different categories of wikis from West and West (2009, pp. 6-8). He suggested three types of wikis that educators will find helpful which are the library wiki, the reciprocal wiki and the student-produced wiki.

■The Library Wiki

A library wiki provides a store house for resources, information, documents and audiovisual artifacts that the user collects for a particular purpose. It is usually locked down or secured so that users of the wiki can not alter the information it contains; however, users can comment on the information.

One of the best uses for a library wiki is that systematically lists information, resources and directions for a student- centered alternative assessment project. The product of this type of project assignment can be anything from a formal research paper to an oral presentation, power point, podcast or video production. The library wiki warehouses safe online resources, teacher directed instructions, links to useful interactive sites as well as images, videos, audio, documents or other materials that students may or may not need to complete a particular assignment. A library wiki becomes an online extension of the media specialist as it leads students to relevant, safe, unbiased and factual knowledge that they can analyze and synthesize into the final product.

Another use for the library wiki is for communication of school based information for staff because it can maintain a secure file of data that teachers and staff need to access on a regular basis. This type of wiki will become the place where teachers could find important information without searching files of e-mails or documents on their personal computers.

■The Reciprocal Wiki

The reciprocal wiki is an online tool used by educators and media specialists to collaborate with classroom teachers, students and parents. It is used primarily for organization and brainstorming. It can take the form of to- do lists, planning guides, curriculum plans, forecasting charts or schedules. The purpose of this type of wiki is to enable diverse groups to work in partnership to achieve a common goal. They offer collaborative online storage space to create, revise, enhance and modify documents of all types and offer the choice of making the wiki a private (open just to designated individuals) or public (open to everyone) site. Furthermore, the reciprocal wiki offers an opportunity for sharing knowledge with wider audiences than they might encounter in normal day to day activities.

■ **The Student- Produced Wiki**

More than any other web 2.0 tool , wikis represent access to total open content. This fact alone appeals to the 21st century students who texts, chats and blogs on a daily basis. Online collaboration with other students and teachers is engaging to students who quickly learn the procedural steps in wiki creation and usually are not afraid to experiment with the features wikis provide. This leads to exciting shared community conversation and development of documents and projects. While the student produced wiki is not a good vehicle for publishing, its real power is in the collaboration of developing, revising and maintaining research as well as sharing findings with a larger audience.

3. Characteristics of Wikis

Wikis have unique set of characteristics which can make them more suited for use as a virtual learning environment. This section provides a brief overview of common wikis features and discusses how these features can be used for teaching and learning online. when selecting which wiki to use and how to combine it into the online classroom, teachers should consider the following features:

■ **Security:** It has been asserted that teachers must be aware of the challenges that the read-write Web displays. They must take care of privacy and safety issues to guarantee that learners have the best chance learning experience (Educator's Guide, 2006 in West and West, 2008,p.16). Learners may be worried that outsiders will add accidentally spam or graffiti comments into their wiki projects. So, teachers can prevent this by using the wiki's administrative benefits (Bold, 2006 in West and West, 2008, p.16).

Additionally, Godwin-Jones (2003) quoted West and West as suggested that wikis should be built in measures of safety such as word protection, version archiving and version control in order to guard against misuse. Hence, teachers can organize a wiki so that their students may only modify and edit their own work. Nevertheless, the attitudes to cancel the purpose of wikis as tools for open collaboration should prevent doing it. The best solution is that teachers and learners must be willing to accept the risks and the challenges included in doing in a collaborative and cooperative environment (Lamb, 2004 in West and West, 2008, p.16).

■ **Logins and Passwords:** West and West (2009, p.15) explained that all wikis support some limits over access through the use of login and password protection. Free wiki services support the most basic access control and self-hosted services display the greatest ability to facilitate access. Besides, free-based services present different levels of password protection. This depends on the wiki service and the level of service that the user purchase.

The main level of password protection includes a general password to read and write on pages in the wiki. This level of password protection sustains by most of free services in which wiki director has the ability for inserting into the wiki while other users of it access the site across an invitation. They serve the same purpose as providing a password. The merit of this selection is that members can rapidly participate a wiki with various users and visitors without sharing the password. In the opposite side, the demerit is that there is only one password with one level of access. Any user with the password has the capability to read and modify any page on the wiki.

A second selection is to use a wiki service which has more administrative control over password and page access. This is not obtainable in free wikis. The advantage is that administrator can design password teams which let teams to read and edit some pages on the site. In this option, teachers are dealing with several various teams on related wiki projects. Instructors may also need all students of the class to examine what their partners are doing, but members are only able to edit the pages managed by their team to which they belong. Self-hosted wikis support access control according to teachers' requirements. This level of control relies on internal server information. However, it may take important time for technology support personnel to design and manage login.

■ **Editing features:** Although wikis display a variety of advantages that let users modify the wiki's page layout, control and formatting, they are not Microsoft Word. The basic word processing merits such as fonts, bullets and simple tables are available in most wikis and are easy to use. Most wikis let students edit pages in HTML mode through a view source option despite the real strength of the wiki appears in the fact that users do not have to know HTML code to be able to edit and format a wiki page (West and West, 2009, p.12).

■ **Quickness and Simplicity:** Wikis' quickness and simplicity have originally referred to the set up, running and updating of a site as well as its pages. These features also held true when multimedia components are concerned. The quickness and simplicity of wikis have significant implications in education. Throughout the history of instructional technology, the learning curve of an emerging technology has always been one of the major barriers to the wide adoption and further integration of that technology into a teaching and learning environment (Cuban, 2001).

Wikis' quickness and ease of use ease the way of knowledge construction, allowing learners' to articulate and produce ideas and understanding represented in a multimedia forma effortlessly. The flattened learning curve of wikis free learners from graphing with mastering the tool; they can instead concentrate more on thinking, reasoning and learning (Chen and Kidd, 2009, p.201).

■ **Administration:** Administration of wikis include planning for how students will use them, ensuring the security of the students as well as their wiki participations. It is important for teachers to identify their requirements for the number of users, logins, passwords archiving, version control and security. So, wikis support different levels of administrative abilities that organize user access, team set up, version control and passwords. Free services have minimal administrative abilities. In PbWiki; for example, the wiki director is the only participant who can omit pages or documents. On the other hand, the wiki directors have the password for logging into the wikis. They can invite others to share in the wikis but there is not additional passwords are determined (West and West, 2009, p. 14).

■ **Openness and Self- Regulation:** The open access nature of wikis allows any participants to add, change, edit or delete the content on a wiki page, enabling information access, sharing and collective knowledge building in a truly democratic way. Wikis' open and democratic nature opens the door to a wider and wider world where learners have much more access to individuals' minds. Serving as an authentic learning context, the wiki exposes learners to a real- world environment where the good, the bad, the ugly, the true and the false which require higher levels of thinking and reasoning of learners (Chen and Kidd, 2009, p.202).

In addition to the openness is the revision control, it is known as a revision tracking. The revision control is another key feature of wiki that enables users to track the editing history of page and to revert a page to a previous version or restore a damaged page. It has an important value in learning because it is a great "mirroring tool" that enhances learners awareness of self- regulation (Chen and Kidd, 2009, p.202). Self- regulation is an important lifelong learning tasks. Self- regulated learners monitor their behavior in terms of their goals and self- reflect on their increasing effectiveness (Zimmerman, 2002).

Moreover, wikis' revision control could help teachers keep track of the learning process of a learner as well as the progress of the group work. Along with revision control, a feature that shows the differences between two pages of revision makes it easy for teachers to spot changes between different versions. Meaningful learning has emphasized the importance of the knowledge construction process in which learners actively explore, articulate and reflect to build up their own understanding and knowledge. Wikis' revision tracking feature is a viable tool to document this learning, thinking and growing process (Chen and Kidd, 2009, p. 202).

■ **Communication:** Wikis provide some types of edited communication between its members. This can appear in the form of e-mail links to members, discussion threads and page comments. The capability to communicate with other members across the wiki can assist the success of an online wiki project. For example, WetPaint displays threaded discussions for every page in the wiki. Thus, students have the ability to join arguments and discussions to a specific wiki page or subject. Moreover, WetPaint lets participants to create new threads on any added wiki page. Self-hosted wikis such as Mediawiki support a discussion space that is usually obtainable to wiki participants and visitors. Furthermore, other wiki services enable users to comment on pages but they do not display threaded discussions. In brief, if teachers want to combine wiki activities into their online course, they will need to survey accurately at edited communications before selecting the wiki service (West and West, 2009, p.13).

■ **Collaboration:** It is a widely held opinion that wikis are an ideal tool for supporting collaboration and harnessing the power of crowds. Wikis require true collaboration within a community that goes beyond "work alongside" each other. Since wikis operate on the principle of mutual trust and self-governing, users who contribute to a wiki site or page should share common interest and goal which is the driving force for true collaboration. In a true collaborative environment, knowledge is collectively constructed and the final product is something that an individual could not be able to produce alone. Thus, shared authorship and ownership of the content of a wiki is becoming an essential attitude among the wiki community (Woods and Thoeny, 2011, p. 45).

While openness has been the trademark and defining feature of wikis, recent wikis have added the access control feature to protect wiki sites. Most hosted wikis have offered several choices for access and editing. For example, Media wiki provides three options to its users: public (pages can be viewed and edited by any user but can be edited only by invited members) and private (pages can be viewed and edited only by invited members). Meanwhile, most hosted wikis make inviting participants quite easy, requiring only the email address or the member's username. Invited users have the option to accept or decline the invitation. This is a great characteristic to facilitate effective management and dynamic collaboration among group of participants (Chen and Kidd, 2009, pp. 202- 203).

The collaboration and cooperation on wiki projects assist learners improve successful solving problem skills. Many wikis present a choice called "Discussion" or "Comments" in which learners can discuss topics with each other, give reasons for editions as well as agree or disagree with what others have written (Achterman, 2006 in Erben et al., 2009, p.135).

■ Wikis support learner-centered teaching so that learners administrate what is written and what remains on the wiki pages. Richardson (2006, cited in Erben et al., 2009,p.135) illustrated that the more control learners have, the more successful wiki project is.

- Flexibility of wikis allow students combine links to other websites or use other pictures to arrange what they have added and edited. This is obviously appealing to the technology generation who are not used to showing only words on a page (Erben,2009,p.135).

- Garza and Hern (2006) cited Erben et al. as mentioning that wikis made writing look more of a process than a series of static draft that are tweaked and wasted time.

In brief, wikis' unique characteristics open up new possibilities for teaching and learning. Technologies have traditionally been used as a teaching tool to transmit knowledge to students and to remove active control of the learning process by the learners. Jonassen (1998) emphasized that the wiki appears to be an ideal "mind tool" and can be used to engage learners in authentic learning tasks that require active and collaborative thinking and learning.

4. Learner Motivation across wikis

Wikis are only successful under the condition that users actively participate. Several studies have dealt with the phenomenon of lurking which means that most users of wikis do not actively contribute contents but instead only passively consume it (Nielsen, 2006). Especially for the use of wikis in an educational setting the participation of students are important and therefore need to be motivated. That is why incentives need to create in order to increase the willingness to work with the wikis and enforce a more active participation (Holzinger, 2008, p. 87).

According to Cubric (2007), the instructor has to encourage the students' work in wikis by being an active viewer and leaving feedback so that the students feel the instructor's presence. This is special importance for a target group since wikis scenarios are supposed to be entirely new to them. Moreover, an effective incentive is to make the contributions to the wikis part of the requirements for the course or even to reward the students' active contributions in form of additional credits towards the coming exam. Besides incentives that increase extrinsic motivation, it is even more important to address the learners' intrinsic motivation by pointing out the usefulness of the wikis as preparation materials for the final exam.

However, the difficulty of motivation is not only limited to students. Applying a new technology in a course also results in extra work and effort of educators because functionality as well as the syntax of wikis need to be learned. Furthermore, the educator's traditional role is expanded in the way that " planning lessons, a traditional hallmark of teacher expertise, need to be extended to designs." (Lund, 2008). This means that the educators need to design activities specially for interaction within wikis.

Therefore, essential conditions need to be created in order to point out the benefits of adopting wikis to the educators. It is essential to present wikis tutorial to the educators in order to motivate them to work with this technology. It needs to be discussed why technology can enhance their teaching and what the specific benefits are for the educators (Holzinger, 2008, p. 87). On the other hand, it should be highlighted that the application of technology within a course serves "... to create opportunities for new objectives that may not be possible without them." (Benson, 2002).

One of these objectives is possible because of the fact that wikis enable teachers to communicate easily and asynchronously with their students on course topic and thereby facilitate to "... quickly dispel misconceptions and correct errors that occurred in class." (Bergin, 2002).

Furthermore, collaboration of students is mostly a black box process of instructors. In most cases, the instructor is not able to review the actual collaboration process but only output in form of a final product. Wikis technology reveals this collaboration process and makes it visible to the educator. Its version control features enable to track and assess the knowledge development of the students as well as monitor the content development in order to determine problem areas for students.

In addition, the educator can use the wikis to present course information and have the basics compiled by the students in them. By this way, the focus of the traditional classroom sessions can shift to more topical issues. Concluding, it is important that the educator is supporting the concept of wikis. Educators can only motivate the students to work with wikis if they believe in the benefits of the wikis concept themselves (Holzinger, 2008, p.88).

Hence, the goal of this study is to familiarize the teachers with the wiki technology and to enable them to train, support and encourage their students in using the wikis. It can be assumed that educators are more encouraged to use a software in their teaching practice and are capable of encouraging their students to actively use wikis if they are familiar with wikis.

5. Applying Wikis in Educational Institutions

One of the reasons why wikis are applied more frequently in educational institutions is the ease of use and the low cost. It is easy to learn how to use wikis, free to use it as an open source application and does not take a lot of time to create new contents. Therefore, the focus remains on the contents and not on the software itself.

All participants are equal in the sense that any user can add or edit the contents at any time. It provides a visible state of the changes in dealing with a certain topic for students and teachers. Nevertheless, there is the possibility of creating different levels of access both to content in general and to content editing functions. Sometimes, these different levels of access are required when the educators feel the need for a more controlled environment (Holzinger, 2008, p. 81).

However, James (2004) opposed that " to really use a wiki, the participants need to be in control of the content you have to give it over fully."

An invaluable implication for teaching and learning with wikis besides the opportunity of developing and enhancing general writing skills is "... teaching the rhetoric of emergent technologies." (Lamb, 2004).

Walker (2003) mentioned that a hypertext theorist, refers to wiki as "... network literacy: writing in a distributed and collaborative environment."

Holzinger (2008, p. 81) emphasized that wikis provide an opportunity to enhance writing for public consumption. Working within wikis enable any user to review the contents. Furthermore, wikis can be accessed at anytime from anywhere which ensure that the content can be updated constantly by the participating students and guarantee topicality as well as authenticity.

The main purpose of online courses is to increase learners' experience that guide them to purposeful learning. Today, educators and teachers believe that meaningful learning can not be achieved merely across passive activities like reading and listening. According to the constructivist theory, purposeful learning is accomplished through effective learning, social interaction and the construction of knowledge (West and West, 2009, pp. 21-22). Furthermore, Constructivist theory explains that purposeful learning relies on a relevant context. Contextual learning and teaching is implemented in schools and higher educational movements (Johnson, 2002, p. 3 in West and West, 2009, p. 22).

According to contextual teaching and learning principles, the main role of the teachers is not to support learning. Their basic role is to supply the context in which learning can happen. Indeed, contextual teaching and learning shares learners in significant activities that assist them relate their academic learning purposes to real-life situations (West and West, 2009, p.22). In parallel with the significant of constructivist theory in teaching and learning process, they recommended that wiki projects support the collaborative and cooperative tools that sustain contextual teaching and learning. Teachers support context to the main wiki environment through:

1. Putting a goal for the wiki project.
2. Identifying and categorized the wiki projects' learning purposes.
3. Creating a relevant context and situation that sustain the accomplishment of the goals.
4. Organizing learners for work in the new environment.
5. Encouraging a collaborative and cooperative process in which effective and social learning can occur.

All in all, a wiki hosts an environment for collaborative and cooperative knowledge development since it enables all participants to develop knowledge actively and collaboratively. Hence, the researcher believes that when learners are supported with a significant situation and learning tools, they attain higher levels of learning.

6. Guidelines for Working with Wikis

Guidelines for working with wikis can further enhance the effective usage of wikis. Holzinger (2008, pp. 88- 89) addressed the following guidelines for working with wikis:

First of all, an emphasis has to be put on the main characteristics of collaborative work. It is essential to emphasize from the beginning that there will not be individual ownership of contributions and that the students need to be edited by every other participant. To avoid contributions of lesser quality, it is advisable to announce that even though it will not be possible to take individual credit for single contributions. The students' participation will still be mentioned in order to give feedback on the development process of the content and in order to assess whether the students are eligible to earn credit points towards their exam.

Secondly, students are taught that the wiki concept depends on the constant changes made to its content. Moreover, the students should be encouraged to contribute to a wiki page even though the presentation might not be the final version yet. A wiki enables the successive development of content.

Thirdly, the participants are requested to review their peers' contribution critically in order to improve the content quality. This means that in consideration of spelling mistakes, formal mistakes and mistakes as regards content. Students are invited to read through and edit their peers' presentations.

West and West (2009, p.30) suggested some instructions for teachers to prepare themselves for their roles in creating wiki projects. These instructions are:

1. Teachers should be familiar and comfortable with the read-write Web. They must glance at what other instructors are doing with blogs, web quest and other interactive Web technology.
2. Teachers should have a pure idea of what their selected wiki environment can and can not do.
3. Wiki projects must include 'sandbox' to allow students insert texts, images, hyperlinks and charts.

4. Teachers must survey their wiki in various browsers and computers and be familiar with how different learners might select the wiki environment.

5. Teachers must be ready for their learners' questions and inquires. They should link to the wiki's help pages like how do I log into the wiki?, what happens if I edit the page without logging in?, can I invite others to participate on the wiki?, how do I save the prior text if I make any mistakes? and so forth.

6. Finally, teachers should prepare the framework of the project then let students version control and administration. Teachers' role is merely to instruct their learners as well as to facilitate wiki working.

West and West (2009, pp. 30-31) also indicated that the following strategies are suggestions to help students' preparation for wiki work:

1- It is important to join wiki concepts and expectations into pre-course communications as well as the online course syllabus. Thus, students will see a relevance relationship between the educational value and goals of the wiki project to overall course purposes.

2- Teachers must integrate questions related to Web abilities, collaboration and teams' work if they want their students to complete a pre-course survey. By this way, instructors can be able to determine learners who may need assistance and to identify their position into teams.

3- It is necessary to design a sandbox or practice page in the wiki site in which learners can add and edit knowledge. On the other hand, this will present sample wikis that teachers designed for their students preparation.

4- Instructors must also help their learners answer the question "what is a wiki?" before the project starts.

5- Teachers will be able to engage wiki projects from the beginning semester with their recent learners through creating links to display projects on the Web.

In brief, the researcher suggests that learners preparation for wiki involve controlling learners' expectation, evoking significant skills and behaviors as well as orienting them to the new learning environment.

7. The Major Principles of Designing the Wiki Project

In teaching and learning process, there has been a growing recognition that wiki projects support important opportunities for the development of language students. This is particularly true in EFL settings. According to that, West and West (2009, pp.31-45) pointed out that a successful wiki project which design on the following seven principles:

1. Defining the Wiki Project's Purpose

It is expected that instructors will display their instructional purpose and their reasons for using this online tool "Wiki". Before answering this question "Why wiki?", instructors must first answer "What do they want their learners to be able to do or to obtain from their learning experience?". Answering these questions will determine the project's instructional purpose and support precise direction to the wiki's structure. For instance, the main purpose of the wiki project is to enable learners to summarize and organize knowledge about life of Kate and Paul- now and in the past to get a deep understanding of Kate and Paul's life changes as well as to learn collaboratively.

2. Classifying the Wiki project's learning Domain

The next principle of building the wiki project is to classify and select the project to its suitable learning domain. Setting the project in a certain category assist the teacher to determine purposes, behaviors and outputs for the project as well as choose an appropriate wiki structure. According to Bloom's six domains of learning development from prior knowledge through the higher order skills of creation and evaluation, West and West have classified Bloom's domains into three basic categories: knowledge construction, critical thinking and contextual application. In figure (1), West and West present wiki project categories based on Bloom's Taxonomy and support examples of typical behaviors within each category.

| Figure (1) | | |
|---|--------------------------|-------------------------------|
| Wiki Project categories Based on | | |
| Knowledge Construction | Critical Thinking | Contextual Application |
| Remember | Analyze | Apply |
| Define | Investigate | Solve |
| Describe | Examine | Plan |
| List | Research | Experiment |
| Label | Explain | Construct |
| Understand | Evaluate | Create |
| Summarize | Critique | MAP |
| Organize | Evaluate | Design |
| Interpret | Assess | Compose |
| Elaborate | Debate | Integrate |

Source: West and West (2009, p. 33).

2.1. Wiki Projects for Knowledge Construction

In knowledge construction category, wiki projects are designed for participating and organizing information as well as negotiating the meaning of concepts. Moreover, wiki projects can be structured to help students list, define, elaborate, edit, annotate, summarize and organize information on any subject. Wiki of knowledge construction can gradually classify from very simple documents like frequently asked questions, to more complex knowledge structures such as topical encyclopedias. The ideal wiki projects which depend on knowledge construction include frequently asked questions, glossaries, summaries and class encyclopedia. Indeed, using a wiki for collaborative knowledge construction enables students control over content organization and encourages them to grow a shared understanding of facts and concepts.

2.2 . Wiki Projects for Critical Thinking

When designed, wikis can provide collaborative projects that encourage critical thinking, writing and problem solving. The wiki supports also a collaborative work space that can sustain the phases of group problem solving and collaborative writing. Further, wiki projects can be framed to assist learners brainstorm, research, plan, analyze problems and collaborate to obtain thoughtful solutions and decisions. They provide members' needs to organize ideas, conduct critical reviews, share group members across comments and questions as well as edit final outputs. In this category, the typical wiki projects involve case studies, debates, collaborative research papers and online critique.

2.3. Wiki Projects for Contextual Application

Contextual application wiki projects enable learners to apply and integrate skills in a real world context. In other words, wiki projects demand learners to gather information, concepts and theories as well as apply them to new solutions.

Designing a contextual application wiki involves ensuring that learners are given the appropriate tools; and wiki is used as a support structure for every aspect of the team process from the project's frame to the accomplishment of team purposes. The ideal wiki projects that depend on contextual application involve process maps, team challenges, virtual science labs as well as service learning projects.

In brief, when instructors develop the wiki formation, they will need to consider project milestones and ensure their wiki service supports the capacity, tools and flexibility in order to carry out the project effectively.

3. Defining the Wiki Project's Desired Outcomes

After the purpose and learning domain are obvious, teachers can begin to identify the specific goals of the wiki project. Teachers must consider both the direct learning outcomes and the indirect outcomes of the project.

3.1. Direct Objective Learning Outcomes

These outputs seek to answer the question "what will the students know or be able to do as a result of the wiki project?". Objective learning outcomes depend on the desired information and skills that students will acquire from the learning experience. Moreover, they begin with a measurable and observable action verb such as create, evaluate, define, calculate or compare. For instance, the objective learning outcome of summarizing the life of Kate and Paul- now and in the past project might be for learners to be able to recall their life changes from past to now actively.

3.2. Indirect Objective Learning Outcomes

There are two types of indirect learning outcomes which are metacognitive and collaboration outcomes.

Metacognitive Outcomes

Metacognitive outcomes answer the questions "What personal attitudes and abilities might learners develop as the outputs of the project?" or "How will this project develop future learning skills and behavior?". For example, the metacognitive output of the Kate's and Paul's life project might be for learners to develop online searching skills and their ability to control the authority of a resource.

Collaboration Outcomes

Collaboration outputs seek the question "What collaboration skills and abilities might students improve as a finding of this project?". For instance, the collaboration outcome of the Kate's and Paul's life project might be for all groups to resolve project challenges as groups as well as accept responsibilities for solutions and decisions.

4. Framing the Wiki

Wiki formation supports an outline that learners can take as a beginning point for the project. Moreover, it provides signs to the learners concerning the desired outputs and arrangement of the project. Furthermore, wiki frame assists to omit the blank page and sustain earlier participation in the wiki (Mindel and Verma, 2006 in West and West, 2009, p.35).

In this respect, some wiki frames are designed within a single page however most content is divided into a number of hyperlinked wiki pages. The ideal wiki frame involve a home page, content pages, team process pages and scaffolding focusing on students' levels and needs West and West (2009, p.35).

4.1. Home Page

Wiki formation should involve a home page with an introduction to the goals of the wiki project. Also, wiki formation might contain a table of contents with links to content pages, links to group profiles or instructions for contributors.

4.2. Content Pages

In most wikis, instructors have an option of designing the empty content pages or using page stubs on the home page. The merit of page stubs is that learners can add or omit stubs before they begin to work on specific pages. Generally, it is helpful to have at minimum a sample page built as part of the wiki frame.

The sample page can support a title and sample structure for organizing content. If teachers want all of the wiki pages to have a similar design and format, they might involve samples and instructions for font size, color and the consistent placement of pictures and tables.

4.3. Team Process Pages

If the wiki page was created by collaborative teams, they should support a capacity in which groups can plan, brainstorm, communicate and practice. Team process pages might involve icebreakers, group planning pages and profiles.

4.4. Scaffolding

Scaffolding is a teaching strategy developed by social constructivists to identify the types of assistance displayed by teachers to sustain learning.

In a wiki, a scaffold is an extension of the frame and supplies starting support structure to be used by students till they are capable of self-directed and organized learning as well as establish their own knowledge. Wiki frames can be pre-populated with organizational titles and initial content modified to project's needs and the level of scaffolding will focus on the learning domain, the desired outputs and the learner's abilities.

5. Kicking off the Project

Now, it is time to invite learners to contribute in the wiki and transfer of ownership from teachers to their learners. Learners will need a chance to consider the wiki as their own collaborative learning environment in which they can control and start the process of self-organization. In the wiki, a team planning space will provide the group's need to plan, design, identify roles and follow progress. Moreover, teachers should encourage learners to generate a list of products and pages to be progressed within the wiki along with predicted completion dates. They should also support feedback regarding the feasibility of the group's project approach and promote the anticipated deadlines.

6. Developing Group Roles and Ground Rule

It is essential to support a space and chance for group members to discuss and identify roles and rules. Johnson and Johnson (2006 in West and West, 2008, p.38) defined roles as the tasks and behaviors anticipated of each member by other team members. Roles head for identifying the structure of a team and distinguish one matter from another. For instance, a wiki project group may define roles to a researcher, communication relations, format editor and grammar editor while all group members share the roles of a

writer and text editor. Furthermore, teachers should ask their learners to answer "what will their roles be on this project?". Students' answers will give feedback to emphasize that roles are fair and balanced. For an effective wiki project, roles should be balanced accurately to ensure that the project goals will be accomplished and should reflect the capabilities and interests of each group member. In general, roles should be flexible, so group members can exchange and refine responsibilities if the wiki transfers in scope and direction. Rules may be explicit or implied and determined by the group to control the behavior of members (Johnson and Johnson,2006 in West and West, 2009, p.38).

In wikis, rules are displayed by agreements about wiki principles. Teachers can suggest these rules but team members can only choose and confirm them as standards of their behavior. On the other hand, teachers should ask their learners to survey and discuss a list of suggestions for wiki proprieties then confirm a list of ground rules for their own group.

To conclude, Pete Babb of InfoWorld (2007 in West and West, 2009, p.38) advised the following ten commandments for wiki principles:

1. Students should not confuse their opinion with gospel truth.
2. Students should not appeal to personal attacks.
3. Students should stick to the subject at hand.
4. Students should cite their references.
5. Students should punctuate and capitalize.
6. Students should acknowledge their mistakes.
7. Students should not use sock puppets or be anonymous.
8. Students should not feed the trolls.
9. Students should resize their image.
10. Finally, students should respect the old proverb: What happens on the wiki stays on the wiki.

7. Determining Assessment Measures

It is important to identify how group members will be classified and assessed for their wiki achievements. How the project assessment can affect the level and quality of members as well as their satisfaction with the wiki as a learning environment. Accordingly, assessment should consider the following questions:

- What will be assessed?
- Who will be assessed?
- Who will participate in the assessment?

■ What will be assessed

In considering what to assess, teachers should survey the outputs determine during initial planning. How will each of outputs be assessed? What certain criteria will be used to measure these outputs? Will the focus of the assessment be on the wiki deliverable alone? or Will it involve an assessment of each group's contribution?

Rubrics are scoring tools that record the criteria towards which the work will be measured. They can be helpful in conducting outputs based assessment and illustrating assessment criteria. Moreover, teachers and group members can create rubrics. Creating rubrics early in a project help teams to concentrate their tasks, assess their own progress and aspire to higher levels of quality.

■ Who will be assessed

Teachers must observe who will be measured. Will they measure individual members or the team as a whole?. In researchers' experience, it is essential to have a balance of assessment measures that can support feedback to both the individual and the team. For instance, drafts and final wiki deliverables can be evaluated at the team level while contributions, specific roles and collaboration outputs can be measured at both the individual and team levels.

Who will participate in the assessment

Collaborative activities like wiki projects are best measured across collaboration (Paloof and Pratt, 2005, p.41 in West and West. 2009, p.44). This means that teachers should not be the only contributor in the assessment of a collaborative project. Individual members or the team as a whole can also participate in the assessment process. In this context, West and West (2009, p.45) stated that groups can complete the same rubrics used by teachers in order to display a considered viewpoint. Also, peer assessment can be constructed to measure how well team members achieved their roles and confronted the team anticipations. Moreover, self-assessment present chances for reflection; and they may take the form of narratives, rubrics or questionnaires. The researcher thinks that the triangulation of these assessments display both the teachers and their team members a complete and valid measurement of the project.

II Writing

1. Teaching Writing

Archibald (2004, p.5) stated that although proficiency in writing is somewhat related to overall language proficiency, improvements in general language proficiency do not necessarily affect a student's proficiency in writing in their L2. However, writing instruction can be effective in raising proficiency in a number of areas. Recent approaches to instruction have recognized that, while weak areas can be specifically addressed, writing must always be seen as culturally and socially situated.

Learners' needs are different at various stages in their learning and teachers must develop tasks to accommodate this. Grabe and Kaplan (2001, pp.39-57) gave a detailed discussion of teaching approaches at beginning, intermediate and advanced levels of proficiency. At lower levels, frequent short writing activities can help to build familiarity and develop a useful, productive vocabulary. The variety and length of tasks can be extended for intermediate level students - developing more complex themes and building a repertoire of strategies for effective writing. Advanced level students need to develop greater understanding of genres and the place of writing in particular discourse communities. They also need to develop their strategies and establish their own voice in the second language.

Monaghan (2007, p.4) noted that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar and syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words.

2.Purposes for Teaching Writing

Khailani and Muqattash (1996, pp. 125-128) mentioned five pedagogical purposes for teaching writing. They are reinforcement, training, imitation, communication and fluency.

1- Writing for Reinforcement.

One of the pedagogical purpose is to reinforce understanding on the part of the students that their purpose as authors is to demonstrate accuracy to the teacher. So, teachers ask their students to write in order to reinforce something that they have learned or so as to reinforce a grammatical concept that has been introduced. They ask students; for instance, to copy sentences or short passages, or they assign sentences to drill grammatical concepts.

2- Writing for Training

Writing for training is another purpose for teaching writing. Writing used for the purpose of training initially presents students with patterns of linguistic and rhetorical forms that might be new to them. Students are given practice in using and manipulating these new patterns. When students do this kind of writing, they work with units of discourse longer than the sentence. The aim of the training is manipulating of rhetorical and grammatical structures, especially through use or transformations. For example, students may be asked to change a general statement like "Thermometers measure temperature" into a definition such as Thermometers are instruments which measure temperature. Or students can be given groups of sentences in random order and asked to put them into the best order in an English paragraph.

3- Writing for Imitation

Here, teachers want their students to become familiar with rhetorical and syntactic forms by following carefully chosen models. For example:

- Students write a composition according to given guidelines about content and organization.
- Students study a passage that is outlined or analyzed and then they write a piece with parallel organization.
- Students read an essay, such as one classifying attitudes toward money, analyze its organizational pattern and write a similarly organized essay on a related topic such as a classification of attitudes toward work or travel.

4- Writing for Communication

In writing for communication, the emphasis is placed on meeting students` needs both in gaining control over the conventions of written English and in obtaining opportunities for self-expression.

5- Writing for Fluency

Accuracy is a necessary condition for fluency and both need to be emphasized by the language teacher. At the early stages of writing skill, the teacher needs to design writing activities. For example, sentence completion, sentence joining, dictation and writing a paragraph based on a model to reinforce work on structure and vocabulary. That is accuracy in writing. On the other hand, as students' progress, the teacher should design tasks to develop the students` ability(fluency) to write continuous texts (e.g. a report, a dialogue, a letter or a composition).The teacher should assign tasks that generate fluency and enable students to become more confident in writing.

Harmer (2001, pp. 79-84) added three purposes for teaching writing to students of English as a foreign language: language development, learning style and writing as a skill.

- **Language development:** the process of writing is different from the process of speaking; the former helps us to learn as we go along. The mental activity of constructing proper written texts is part of the ongoing learning experiences.

- **Learning style:** some students are quick at acquiring language just by looking and listening. Others may take longer time in producing language, so writing is more appropriate for those learners.

- **Writing as a skill:** the most essential reason for teaching writing is that, it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing conventions.

3. Writing as a Process Approach

The process approach came as a reaction to the restraints posed by the product approach. It focuses on the composing processes writers use and so assigns much importance to meaning rather than form.

I think that process approach to teaching writing should be a process including several stages, namely prewriting or invention activities (brainstorming, group discussion, assessing ideas,); drafting; seeking feedback from peers or the instructor; revising on the whole text level (looking at the overall focus, reconsidering organization, deciding whether there is enough evidence, etc.); followed by revising at the paragraph or sentence level, proofreading, and "publishing" the final text. In essence, process approach to teaching writing focuses on the writing process rather than the final product. (Sun, 2009, p. 150).

Equally important, the approach emphasizes the principle of learner centeredness. Thus, it encourages individuals to assume responsibility for their own learning by means of discussion, tasks, feedback, revision and informed choices (Jordan, 1997, pp. 167- 168).

In the words of Min and Li (2007, p. 42), " process writing is learning how to write by writing." This current emphasis on writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all learners can write and the focus here is on creating quality content and learning the genres of writing.

Shih (1986 cited in Brown, 1994, p. 320) stressed that the process writing approach focuses on leading to the ultimate product, helping student- writers understand their own composing process, helping them build repertoires of strategies for pre- writing, drafting and re- writing, giving students time to write and re-write, assigning central significance on the revision process, letting students discover what they want to say as they write, providing feedback to students throughout the composing process to consider as they try to bring their expression nearer to intention, encouraging feedback from instructors and peers as well as individual conferences between the teacher and the student during the composing process.

4. Writing Process Stages

Millrood (2001, p.147) discussed a three- phase framework of teaching to write:

- **Pre-writing** (schemata- the previous knowledge a person already has activation, motivation for writing, preparation for the writing and familiarization with the format of the text).
- **While- writing** (thesis development, writing from notes, proceeding from a given beginning phrase and following a plan).
- **Post- writing** (reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing).

Lindsay and Knight (2006, pp.94-95) suggested that teachers should divide writing activities into three stages:

- Pre-writing stage: teachers set the task and learners prepare for what they will write.
- Writing stage: the learners do the task. For example, writing a report, a story, a letter.
- Post-writing: feedback and follow-up work.

5. Why Writing is Difficult

According to Byrne (1997), writing is considered difficult even in the mother tongue because of three factors; psychological, linguistic and cognitive. From the psychological side, when students write, they write on their own selves because it is a solitary activity so students have to write without possible interaction or feedback. Hence, writing in itself is considered difficult.

On the other hand, regarding the linguistic problem, students have to compensate for the absence of the features of speaking. Also, they have to keep the channel of communication open through their own efforts and ensure both the choice of sentence structure as well as the way of how our sentences are linked together and sequenced. So, the produced text can be interpreted on its own. With regard to the cognitive problem, students learn to write through a process of instructions. To do so, students have to master the written form of the language and to learn the structures of writing; which are not used in speaking. Students also have to learn how to organize their ideas in a way by which a reader can absorb it without being present or knowing the writer.

6. The Role of the Teacher in Writing Lessons

To help students become better writers, teachers have a number of tasks to perform.

Harmer (2004, pp. 41-42) discussed five tasks a teacher can do before, during and after student writing. They are:

1- Demonstrating: students should be aware of writing conventions and genre constraints in specific kinds of writing. So, teachers have to be able to put these features into their consideration..

2- Motivating and provoking: teachers should motivate, help and provoke students to get ideas, enthuse them with the value of the task and persuade them what fun it can be.

3-Supporting: teachers need to be supportive in writing lessons and help students to overcome difficulties that students face in writing.

4-Responding: teachers should react to the content and construction of a piece of writing supportively and make suggestions for its improvement.

5-Evaluating: when evaluating students` writing, teachers can indicate the positive points, the mistakes that students made and may award grades.

Chandra (1996, pp. 204-243) explained that teaching is not a light task, and it is not something that anyone can do without any kind of training. To create an effective teaching, it is essential that the educators must have education of the highest level accompanied by training techniques and principles of teaching that help them perform the task properly which are the principles of motivation, thinking with the life, interest, selection, planning, creativity and entertainment, individual differences as well as principle of democratic behavior. Moreover, teachers should be aware of the modern strategies used in the teaching and learning process to enhance interaction with students. Teachers should be facilitators, feedback providers, guiders and organizers of the teaching and learning process.

From psychologists` viewpoints, writing anxiety should be reduced in schools and universities. Harrison (2006, pp.10-12) explained writing apprehension is a problem in writing classes because it has consequences for students' learning experience, and for the decisions they make about engaging in productive, fulfilling writing projects. Furthermore, Harrison recommended that teachers should value students` feelings and opinions and accept individual differences.

Zhan (2007, p. 121) clarified that L2 writing teachers use the process approach to help students work through their composing process-getting started, drafting, revising and editing. The teacher functions as an ideas generator, encourager, coach and collaborator. A writing teacher could do a good job by giving assignments, marking papers, and providing readings and by recognizing the complexity of composing.

Siew-Rong (2003, p. 1) believed that the teacher plays an important role as a facilitator and guide in the learning process, especially in collaborative learning; which is beneficial in facilitating learning. Because through active participation, students can engage deeply in their knowledge construction as they integrate the new knowledge into their own schema and present it in a meaningful way. The researcher suggested that

educators cannot improve the teaching and learning process if they ignore the effective role of the teacher at school.

7. Writing: Assessment and Evaluation

Davison and Dowson (1998, pp.140-144) discussed three kinds of writing evaluation which are self-evaluation, peer evaluation and teacher assessment.

- **Peer evaluation:** This kind of evaluation can be guided by prompt questions established by the teacher or in negotiation; which draw attention to matters such the total impression a piece of writing is intended to make on readers and the effect it has, specific strengths in relation to matters such as its use of genre, its selection of content, its appropriateness for its audience and its technical accuracy, general points which the writer could address in redrafting or revising the text. It is useful if the teacher can intervene in peer evaluation processes respond to self-evaluations before the writer takes action, both to provide further advice and to monitor the responses which are being made to writing. Students` comments can be important and informative about the development of their writing.

- **Self- evaluation:** It is particularly valuable when students produce especially sensitive or personal writing or when they use genres such as poetry. Writers who are asked to discuss what they were trying to achieve and to indicate the source of their ideas, can provide a teacher with very important guidance as to what kind of response is appropriate. The self –evaluation forms are kind of objectification of the personal, and the teachers need to pay attention not only to the quality of the work, but also the extent to which the writer is able to distance them from the content in deciding how to respond.

- **Teacher assessment:** Teacher assessment of writing should also draw attention to the issues indicated for peer and self-evaluation. Many teachers begin their responses to writing with comments which indicate their reaction to the way in which the piece has made meaning and may include emotional responses as well as analytical ones. Positive achievements should always be identified and teachers should then target a limited and manageable number of areas for further development. The formative assessment and evaluation of writing should take the form of a developmental dialogue between the

teacher and students and among groups of students. Richard (2003, pp.212-225) emphasized that the assessment refers to the variety of ways used to collect information on a learner's language ability or achievement.

It is therefore an umbrella term which includes such diverse practices as once- only class tests, short essays, report writing portfolios or large scale standardized examinations. In the classroom, any assessment can be formative or summative. Formative assessment is designed to identify a learners strengths and weaknesses to affect remedial action. Summative is concerned with "summing up" how much a student has learned at the end of the course.

8. L2 writing and Wikis

One important skill in an L2 as well as in native languages is the ability to use its grammar correctly in a written format. Having the ability to successfully write a cohesive and coherent paragraph or report in an L2 can facilitate the development of other linguistic abilities in the language. Once students produce a well-written piece of work, they can feel more confident in their knowledge of L2 grammar and in the ability to communicate ideas in a manner that is acceptable in the academic world. However, according to Warschauer (2010) and Kessler (2009), developing the ability to write in the L2 can be a very difficult task. In addition, for many students, the process of writing can be frustrating and can prevent them from enjoying the language or prevent them from wanting to continue to learn. Warschauer (2010) also stated that writing encourages students to create a mental picture of what is being learned of the L2. This can be problematic for students because for many of them, it is a more advanced skill to develop. Furthermore, one of the most common ways to assess students' writing ability in a formal classroom setting is to have students work on their own to complete a timed writing task.

While this kind of assessment is standard in many L2 classrooms this type of writing task has been found by some (e.g. Ferris,2004) to cause students to become nervous. Thereby, students are not allowing to complete the task nor fully demonstrate their actual writing ability in L2 . The question then arises of how to decrease the stress that students feel when they are working on a L2 writing task and create an environment where writing can be a more useful and productive experience by the learner.

Since allowing students an unlimited amount of time to finish their writing task inside the classroom is not feasible. One suggestion to the problem of nervous and pressure filled situations that has recently been adopted and used by L2 teachers is having students write their compositions online at home by giving them an extended period of time to complete their writing assignments. A useful tool that teachers are using to successfully determine projects of this nature is called a wiki.

Leslie (2010) emphasized that wikis allow students to enter their own webpage and create a composition at their own pace. Since students are able to freely edit their writing in the wiki, this allows them time to think about their composing processes and gives them the ability to compose a well-written composition. The process of writing via a wiki has been shown to facilitate learners' L2 writing development (Martinez-Carrillo & Pentikousis, 2008). Moreover, the asynchronous nature of writing in a wiki is also a testament to their ease of use. By asynchronous, it is understood that what is being written in a wiki can be saved by the person writing in the wiki and continued at a future moment in time. Such as the writing activity does not have to be immediately carried out in one sitting. Additionally, wikis allow students to work outside of the physical classroom by having an extended period of time to finish the writing task. Therefore, students can be free to consult dictionaries and other resources that may not be readily accessible to them when carrying out a timed composition in a formal classroom setting.

Another unique feature of wikis is that they also allow the possibility that more than one student may participate in the composing process. Specifically, wikis can promote students' interaction and collaboration since they are an online tool that can be easily accessed by one or more students. Elola and Oskoz (2010) added that the collaboration that wikis foster promotes reflective thinking on the part of the students.

According to the interaction hypothesis, Arnold (2007) have found that interaction is present via collaboration in the context of a wiki. Specifically, he indicated that a wiki provides a low-stakes and non-threatening environment where students can feel confident in themselves to produce a well-written composition.

To illustrate, acquisition of language is best attained through interaction with other students who also know and speak the language. On the other hand, the input alone is not sufficient to acquire an L2. Input needs to be meaningful to students before they are able to use it. When students are writing in a wiki, they are working together to produce language and they are creating input for each other in this actual environment.

Summary

Writing as a means of graphic communication is equated to speaking as a sound communication. Moreover, writing is considered a difficult skill as it is a productive skill not only to foreign students but also to native speakers. Our students suffer when they are asked to write. The researcher chose to develop students' writing skills by utilizing wiki based technology. Students should be given the chance to practice writing process stages: prewriting, drafting, revising, editing and publishing through using wiki based technology. So, teachers of English language should be trained on using wiki based technology to practice writing process stages in their classes for its importance in helping their students to overcome the obstacles that face them in writing lessons.

Section II

An Overview of Related Previous Studies

Studies Related to Learners' Attitudes and Perceptions Towards Wikis

Studies Related to Using Wikis in Teaching and Learning EFL

Studies Related to Developing Writing Skills through Using Wikis

Previous Studies

The purpose of this section is to review literature relating to applying wikis in teaching and learning English as a foreign language and its impacts on developing the writing skills. The current study is the first study to reveal the impact of using wikis in teaching and learning English for Palestine curricula.

This part of this chapter surveys twenty-eight studies thoroughly in an attempt to benefit from their procedures, tools, results as well as recommendations. The studies are divided into three sections. The first section which includes six studies, reviews studies related to learners' attitudes and perceptions towards wikis. The second part includes ten researches which are related to using wikis in teaching and learning EFL. The final section contains twelve studies which are related to develop learners' writing skills through using wikis. The studies in these sections are sequenced thematically.

1. Studies Related to Learners' Attitudes and Perceptions towards Wikis

In order to explore the positive impact of wikis on learners' attitudes, Ling Twu (2010) examined the predictive relationship between attitude toward Wiki and Wiki interaction in a single culture background classroom. The sample of the study consisted of (204) students from first-year English classes at Public Polytechnic University in Taiwan. Each student was required to finish two group Wiki English composition assignments with five other students. Each group assignment was to be finished in six weeks. Data were collected through surveys. The results suggested a medium to strong positive relationship between attitude toward Wiki and Wiki interaction in a Chinese ESL classroom. Also, effective strategies were suggested to improve the attitudes of students to enhance and maximize language learning in wiki learning environments. These included familiarizing oneself with the wiki process, understanding of the value of wiki in ESL, facilitating positive social relationships and giving sufficient time to build a wiki community. The study recommended to continue examining the process of wiki instructions for online collaboration from social and cultural aspects.

In the same context, Chuan Lin and Ching Yang (2011) conducted a study to explore students' perceptions of integrating Wiki technology and peer feedback into an English writing course. The sample of the study consisted of (32) sophomore students in an English department at a college in Taiwan. The researchers used a socio-cultural theoretical framework to explore students' perceptions of the effectiveness of wiki-based writing projects and experiences of social interaction in the process of writing, based on self-reported reflections about the project, observations of student learning, interviews and surveys. The study revealed that most students explicitly stated that they felt positive about their ability to apply Wiki and peer feedback to writing instruction. Nevertheless, students encountered both functional and psychological obstacles to using the new tools; indicating the need to change their traditional learning practices to follow new technology- enhanced learning systems. The researchers recommended that future research will shed light on how to scaffold learners' effective, reflective and constructive writing.

Similar to the previous studies' aims, Kavaliauskiene (2010) analyzed learners' attitudes to weblogs and wikis. Also, the researcher examined the challenges that students face in application of wikis in English classes. The participants of this study were (8) the first year students who studied English for Specific Purposes at the Faculty of Social Policy, Mykolas Romeris University in Lithuania. A questionnaire on students' online writing likes and dislikes was used to collect the data. The results of the study showed that learners' attitudes to weblogging and wikis have been positive even when they found it difficult to accomplish their written assignments to their satisfaction. Additionally, the findings of the study showed that the experience of online writing for the learners provides an important opportunity for improving writing skills.

O'Shea et al. (2007) also discussed the following: (1) how will students perceive the Wikibook process; (2) will students be more actively involved with the format of the content than in courses using a traditional textbook; and how will students' perceptions of the wiki text differ from their perceptions of traditional textbooks. The participants of the study were (260) students enrolled in an educational foundations course and they were responsible for writing their own textbook using the wiki books protocol at Old Dominion University. The researchers determined how students' perceptions of the wiki book differed from their perceptions of traditional textbooks through a survey.

The findings of this study indicated that students valued the wiki book process and were much more involved with their text than when using the traditional one.

A further study was conducted by Kessler (2009) to report on student initiated attention to form within the collaborative construction of a wiki among pre-service non-native speaker (NNS) English teachers. The sample of this study composed of forty (NNS) pre-service teachers from a large Mexican University were observed over a period of a sixteen week semester in an online content-based course aimed at improving their language skills while studying about cultures of the English-speaking world. The main element of the course was a wiki that was collaboratively created, developed and revised throughout the course. The study explored the degree to which these NNS EFL teacher candidates attempt to correct their own and others' grammar errors in a long-term collaborative task. The study also addressed the level of accuracy these participants achieve and the attention they pay to grammar revision versus content revision. Follow-up interviews with the participants provided insight into the perception of the importance of grammar in the context of collaborative technologies among these pre-service teachers. The researcher recommended that replicating this study with other groups of language students from a variety of language backgrounds and contexts would enhance the conclusions of this study.

Finally, Yutdhana's (2010) aimed to explore students' perceptions on collaborative writing, investigate students' editing on contents and forms as well as reveal how editing usage affected students' writing performances. The participants of the study were (20) third year students majoring in Computer Science who enrolled Writing Academic English in the second semester of the academic year 2009. The data gathered from a self-assessment questionnaire, wiki logs and a writing test. The findings revealed that (1) the students had positive perceptions on working collaboratively on wikis, (2) the students edited on contents more than on forms; and (3) the students who edited at high level performed better than those who edited at medium and low levels.

2. Studies Related to Using Wikis in Teaching and Learning EFL

In exploring benefits of using wikis in teaching and learning EFL, Wang et al.(2005) conducted an empirical study of using a new and cost-effective Web-based collaboration software wiki in a freshman level English as a second language course in Taiwan. The sample of this study consisted of (43) students (26 females and 17 males) at a public college in Taipei. The data about their usage and learning achievement were collected and analyzed by using an open source web miming tool. The major findings showed that it may be inappropriate to promote students' performance by simply using wiki in an ESL course. In other words, it did not mean that this tool was harmful to learning. Instead, this was a signal that awaits more insightful studies to explain why and to refine the way that using wiki in education. In general, the findings of this study explored that wiki technology was naturally beneficial to learning.

In the same context, Chen (2008) aimed at investigated the effect of applying wikis in an English as a foreign language class in Taiwan. The sample of this study consisted of two classes of undergraduate students taking General English courses. There was a total of (97) students. Data were gathered through Let's talk in English weekly test, a questionnaire on attitude towards language learning and towards using wikis as well as an interview regarding participants communication channels, interaction experience and attitudes of using wikis in EFL classroom. Findings showed that the group applied wikis performed better in listening and reading abilities, had a more favorable attitude towards the class, their English ability improvement and cooperative learning. In addition, the wiki environment allowed students to fulfill their role duties, cooperate, negotiate, manage their contribution and modeling from each other. The researcher recommended the necessity of applying similar studies to examine the effects on different levels of EFL learners such as primary and junior high.

Another study Solvie, (2008) investigated the effectiveness of the wiki as an instruction and learning tool in reading methods instruction. The participants of this study were (18) pre-service teachers. The 2005 Kolb Learning Style Inventory, wiki scores, questionnaire and reflection document were used to collect the data. The results revealed benefits of using wikis as tools to support students' construction of knowledge.

Moreover, the study indicated the importance of scaffolding students' wiki work in constructivist settings. The findings of this study asserted that the use of the wiki increased understanding of the social nature of literacy, explored understanding of reading instructional methods for students with various learning style preference as well as supported students' ability to construct knowledge in the context of the reading method course.

Similar to the previous study, Miyazo and Anderson (2010) examined the effectiveness of three different online writing activities in formal university education: forums, blogs and wikis. The researchers also aimed at discussing the usage of forums, blogs and wikis in an EFL blended learning course in a university in Tokyo. The target population consisted of (61) Japanese students from three classes of the same course, upper-intermediate level English. All students were in their sophomore year. The researchers examined students' perceptions of online writing through survey, interview and text analysis. The survey revealed students' positive perceptions of the blended course design with online writings. Furthermore, qualitative text analysis of forum and wiki writings showed progress in their ability to differentiate English writing styles. Additionally, the interview script analysis clarified the different merits students perceived from each activity.

Another study was conducted by Lund (2008) to examine the impact of wikis on the English as a foreign language learning classroom. Wikis represented a particular type of collaborative learning environment where collaboration can result in collective products. The target population consisted of one class (31 learners, aged approximately 17) at Hillside Senior High School. Each learner had access to laptop hooked up to the internet via a wireless broadband connection. The entire empirical data corpus included: one audio taped lesson in which the learners were first introduced to the Media Wiki; eight videotaped lessons in which the class worked on project spanning two weeks in November-December 2005; the growing Media Wiki content comprising pages, links and comments as well as written response to a questionnaire from (27) learners. The study revealed that learners worked in and across activity types that created tensions between individual and collective, instructional and novel practices, but the wiki held the potential for collective knowledge advancement and language development.

In support of the above results, a study by Wieland et al. (2006) discussed the usability of wikis as an online collaboration tool used for organizing and presenting information developed in a group setting. The sample of this study consisted of fifteen students participated in the class exercise and two students served as tutors at University of Freiburg in German. The study indicated that wikis can be useful as collaborative tools suitable for group work assignments, despite problems such as vandalism, when students can create the content. Therefore, the research suggested more training before students use wikis to reduce problems and to demonstrate the different features of wikis to enable students to use them more effectively. In addition, the special features of wikis qualify them as an online collaboration tool that can be used effectively in combination with other asynchronous methods such as chats or discussion boards to facilitate online group activities.

In further relevant study, Zorko (2009) aimed at gaining an insight into facts that promoted or hindered collaborative behaviors in the wiki. The purpose was to evaluate the collaborative affordances of a wiki set up to provide an additional space of problem based language learning in order to make it more suitable for collaboration. Three students were selected as cases on the basis of the retrospective data obtained through the PBL process; the wiki editing history and the answers to the questionnaire that had been sent to the PBL group members. So, a qualitative exploration of students' perceptions of collaboration in the wiki was carried out among sociology students at university level who used this environment in blended, problem based learning as part of their English for specific purposes course. The research showed that the wiki promoted many collaborative behaviors among students, such as learning from each other and communicating with the teacher. Moreover, the study revealed that the wiki was less successful in facilitating other types of collaboration, such as communicating with peers and co-constructing products. Primarily, this was because the students had the opportunity to collaborate in live meetings and preferred to use Messenger and email to communicate. In general, the results obtained confirmed that wiki can be used to enhance collaborative in a constructivist approach to English language learning.

Muscara and Beercock (2010) also examined the wiki as a virtual home base for constructivist blended learning courses. The sample of this study consisted of (35) first-year undergraduate students of Modern Languages formed(10) wiki groups to analyze key language areas (grammar, pronunciation and new vocabulary) from their chosen film excerpts in Italy. The wiki tool in the Model open source learning management system (LMS) was utilized as both the group database management and project presentation tool. The findings of this study revealed that the wiki can act as central operations, a secure location the students will go back at any stage of a course or time of day assured of finding the latest version of an ongoing project. During the "learning English with Films" course, as the students gradually familiarized themselves with concept of the wiki work and the functionality of the main editing tools, the wiki itself proved to be a reliable and efficient study organizer and presenter.

Similarly, Kessler (2009) conducted a study that aimed at exploring to what degree Non-Native Speaker (NNS) English teacher candidates will perform autonomously as they attempt to correct their own and others' grammar errors in a long-term collaborative writing task. The sample of the study composed of (40) NNS pre-service teachers from a large Mexican university were observed over a period of a sixteen week semester in an online content-based course aimed at improving their language skills while studying about the cultures of the English-speaking world. A core element of the course was a wiki that was collaboratively created, developed and revised throughout the course. Students were encouraged to focus on language accuracy while actively participating and interacting with their peers in varied ways. The results addressed the level of accuracy those participants achieved and the attention they paid to grammar revision versus content revision. Follow-up interviews with participants provided insight into the perception of the importance of grammar in the context of collaborative technologies among these NNS pre-service teachers.

Finally, Kovacic (2007) evaluated the use of a wiki system to supplement the traditional learning activities within an English for Specific Purposes (ESP) academic course. The participants were undergraduate students enrolled the 2006-2007 academic year at Zagreb University on Croatia. One group of participants was first-year students who attended the course "English Language" (study1) and the other group of participants was second-year students who attended the course "Business English Language"(study

2). The participants in both groups were highly computer literate but had diverse levels of English language proficiency. Two similar course evaluation surveys were designed to collect data on various aspects of the use of the wiki in general and more specifically regarding the usefulness of a number of diverse activities incorporated in two ESP courses. It can be concluded that the use of a wiki in ESP and ESL courses is a useful and an innovative way of enriching the learning environment of students with adequate ICT skills and access to the internet.

3. Studies Related to Developing Writing Skills through Using Wikis

Coniam and Wai kit (2008) conducted a study that aimed at investigating the incorporation of wikis into cooperative English writing where more than one learner produces a text jointly and how wikis may be utilized in a group writing task. This case study implemented in a Hong Kong post-Secondary institute where over the course of a month, groups of learners produced a report based on survey data they had collected through observations. The sample of the research consisted of (29) students studying for their Foundation Diploma. The outcome of the project was generally successful in that groups of learners had enjoyed completing their project on computer rather than via pen and paper. The study concluded that the essence of the appropriate use of wiki was that a task needs to fit students' interests and language level, with authenticity incorporated as a matter of course. Finally, the researchers pointed out that while the use of Wikis in this research had been in the context of English as a second language, their potential was in no way restricted to English. Wikis software was available in Chinese and hence they could also be created in Chinese with the broad concept of relevance and authenticity being easily adapted to a Chinese language situation.

Another study Woo et al. (2009) examined wikis influence on the development of students' writing abilities in upper primary English language classrooms in a Hong Kong Chinese Primary School. A class of (38) primary five students and their English subject teacher were selected for this case study by the purposeful sampling method. The students and their teachers participated in an intervention program for approximately six weeks, only during their English writing lessons. The intervention program was based on the integration of a wiki in their existing English language curriculum in collaborative writing within project –based learning.

The data were examined through a triangulation method using multiple sources of evidence such as student and teacher questionnaires given after the intervention program, a semi-structured interview with the teacher, focus group discussions with selected students and editing information recorded in the wiki system. The study found that the students enjoyed using the wiki and commented how it helped them to work better as a team and write better. In addition, it encouraged peer- to- peer interaction as well as facilitated online group work.

In the same context, Woo et al. (2010) discussed the challenges and potential benefits of a wiki for students and teachers in Hong Kong. They examined how the wiki's key affordances might help in scaffolding students during their collaborative writing project. The sample which consisted of (38) primary five students and their English teacher was selected from Chinese Primary Schools of mid to high level in terms of students' ability to write in the English language. The data were examined through a triangulation method using multiple sources of evidence, including a student and teacher questionnaire given after the intervention program, a semi-structured interview with the teacher and focus-group discussions with selected students and students' editing information recorded in the wiki system. The teacher questionnaire consisted of open-ended questions, while the students questionnaire was composed of both open-ended as well as closed questions. The study found that a class of primary-five students in a Hong Kong Chinese Primary School were positive in their perceptions of using a wiki.

To assess the importance of using wikis on improving students' writing skill, Franco (2008) conducted a study to investigate whether students' writing skill will be improved if collaborative learning strategies are applied in wikis. Other issues were examined such as the level of motivation and the development of social skills. The sample of this study consisted of (18) Brazilian EFL students from a private language school. They were young learners who their ages ranged from thirteen to seventeen. Moreover, most of them were learning English with a view to enrich their curriculum and to broad the possibilities of job prospects. Data were collected from a survey and an online questionnaire which helped the research to draw conclusions from the application of peer-correction through wikis. The results of the study showed that an increasing interest in belonging to an online community emerged from students altogether with higher degrees of motivation.

A part from maximizing opportunities related to writing, learners developed their social skills in the sense that they cooperated instead of completing. The findings also suggested that wikis provide learners with many benefits in developing their writing skills.

Similarly, Khoii and Arabsarhangi (2009) aimed at demonstrating the effect of wikis' collaborative environment on the improvement of Iranian EFL learners' writing skill. The participants of this study consisted of 60 students within the age of 14-16 and were chosen on the basis of a homogenizing proficiency test. They were divided into one control and two experimental groups, each with 20 students. Collaboration was the key concept in both experimental groups where the members wrote through collaborative work and were corrected by their peers. While the activities in one of the experimental groups were done in the wiki environment, those in the other experimental group were performed in the class following the norms of any collaboration-oriented class. The students in the control group wrote individually and were corrected by the teacher. The same materials were used for teaching writing in all the three classes, and the same teacher taught them. After the 2- month treatment period, the same topic was given to all the participants to write a composition, each on their own. The results of an analysis of variance revealed that collaboration in the wiki environment produced a better student.

Elola and Oskoz (2010) investigated the extent to which learners' writing is enhanced when using wikis and chats as social tools. By analyzing learners' individual and collaborative writing, this study (a) explored L2 learners' approaches to the writing task in the wikis, (b) examined learners' collaborative synchronous interactions when discussing content, structure and other aspects related to the elaboration of the writing task, and (c) described learners' perceptions of individual and collaborative writing and their impressions of the use of social tools in the FL writing class. The study was conducted at a U.S. commuter, mid-sized East Coast university. The sample of the study consisted of eight Spanish students who their ages ranged between 19 and 21, and all of them were native speakers of American English. Analysis of the data showed that while statistically significant differences were not evident in terms of fluency, accuracy and complexity when comparing the individual and collaborative assignments, there were observable trends that inform us about how learners' interactions with the text differ

When working individually or collaboratively. Further, an analysis of learners' approaches to collaborative writing through the use of social tools showed that wikis and chats allowed them to concentrate on writing components in a different, yet complementary, manner depending on whether they interacted in the wikis or in the chats.

Additionally, Dufrene (2010) studied the effect of using a web-based wiki technology on the English writing skills of high school students. Participants of this study were (15) students enrolled in a public English IV class. All students were classified as graduating seniors; and they were at least 15 years of age and currently enrolled in an 11th or 12th grade class at a public high school in Louisiana. Data were collected from observations, student interviews, two essays and two student surveys. Results of this study showed that wiki-based technologies can impact students' writing processes and their essay results. Strategies inherent to the wiki process can also motivate students to be better participants when they know someone else is depending on their input. Furthermore, findings revealed the importance of continuing to incorporate modern technologies into the classroom. The students enjoyed using the wiki and commented on how it helped them to work better as a team and write better, encouraged peer-to-peer interaction and facilitated online group work. Furthermore, both students and their teacher perceived the exchange of comments through wiki platforms as beneficial to their collaboration and construction of their group writing. The researcher recommended that future research may allow to how peer critiquing actually leads to creative-thinking skills and subsequently to revisions or new creative ideas.

Similarly, Abraham and Spiliotopoulos (2008) aimed at determining the extent to which students participated in online collaborative writing. Also, the researchers examined whether participation was related to intercultural competence and communication skills. This study was implemented in a first-year communication course at the British Columbia Institute of Technology in Canada; where student teams used a wiki and online forum to write reports collaboratively. The researchers used quantitative methods like frequency analysis and qualitative methods such as process analysis and discourse analysis to assess the relationship between students' online participation using the wiki and online forum and their communication skills and intercultural competence.

The results of this study showed that participation in online writing assignments is not necessarily related to communication skills nor to intercultural competence skills. Therefore, this study indicated that not only can the technology tools themselves motivate students to develop collaborative writing skills, but also that the guided tasks and activities that the technology facilitate can lead students to improve on these skills.

Another study was conducted by Dymoke and Hughes (2009) to investigate the affordances that a multimodal, wiki environment offered teachers for learning about poetry writing and question the impact that these affordance had on both the teachers' collaborations and the poetry they wrote. The sample of the study composed of (56) pre-service English and language arts postgraduate teachers (aged 22 to 42 years); who were based at higher education institutions in the UK and Canada. Data were collected through qualitative methods, namely seminar discussion notes, digital artifacts created and edited by the teachers, comments and written reflections added to the wiki by other participants and post-course surveys. The results of the study revealed that some pre-service teachers had begun to write poetry in a variety of poetic forms, to gain confidence in their ability to write poetry and to reflect on themselves as writers. Also, some pre-service teachers had witnessed and experimented with methods of intervening in drafts, experiences which could enhance their own creativity, critically and emerging classroom craft. The study recommended exploiting the multimodal affordances of the wiki for composing and teaching poetry more fully. It also suggested exploring the use of a wiki with a wider range of written forms in order to enable our student teachers to draw links with other aspects of their developing practice.

Wichadee (2010) conducted a study to compare students' English summary writing ability before and after they were taught through wiki as a powerful tool; promoting collaborative learning environments among students. The research design is a kind of one group pre-test post-test. The target group was 35 students who were enrolled in EN 111 course (Fundamental English I) in the first semester of the academic year 2010 at Bangkok University in Thailand. Students in groups of four or five designed a wikispace and worked together for eight weeks in order to produce five pieces of summary written work. The members in each group worked through editing and revision on web pages until the team got a final paper and submitted that to the teacher for evaluation.

The instruments used in this study included (1) summary writing tests, (2) a questionnaire surveying their attitudes toward this instruction and (3) a reflection on cooperative learning through wikis. The findings revealed that after the students were taught through wikis pages, their English summary writing mean score of the posttest was higher than that of the pretest, and they had positive attitudes towards the use of wikis as part of English learning. The WPT differences between the mean scores of the pre- and post-WPT were calculated by using the t-test. The results showed statistically significant differences between the mean scores of the experimental group and the control group on the post-WPT in favor of the experimental group. The results also revealed that there were statistically significant differences in the mean scores of the experimental group between the pre- and post-WPT in favor of the post-WPT. These results revealed the effectiveness of using wikis in developing prospective EFL teachers' writing performance. The researcher recommended that formal training of EFL writing instructors should introduce programs that were based on using wikis in writing classrooms to develop their students' writing performance. Suggestions for further research included investigating the effect of using wikis on developing prospective EFL teachers' collaboration and reflection.

Finally, Lin (2005) examined the effectiveness of using wiki technology to assist collaborative writing among college EFL learners in Taiwan. Twenty participants divided into two groups were involved in this study for 8 weeks. Data were collected through both qualitative and quantitative approaches; including surveys, interviews, online discussions, learning logs and reflective diary from the researchers. The findings of the study indicated that collaborative writing serves to improve writing ability, foster contribution to peers, raise awareness of the forms and functions of English. Further significant finding revealed that lower- level students can be empowered to learn and contribute even more through wikis. The researcher suggested that even college EFL underachievers through appropriate designed tasks to enhance their learning, can actually extend their (ZPD) Zone of Proximal Development in online collaborative learning with wiki technology.

Commentary on the Previous Studies

The most important issue that the researcher benefited from the previous studies was the different results that the studies revealed. It is obvious that some studies have displayed wiki as influential strategy in sustaining students' attitudes and perceptions in English language learning such as Yutdhana (2010) aimed to explore students' perceptions on collaborative writing on wikis as well as investigate students' editing on contents and forms.

In addition, the majority of the studies on EFL have pointed to the positive gains of wiki on language learning including writing such as Kovacic (2007), Miyazo and Anderson (2010), Chen (2008), Zorko (2009), Wang et al. (2005), Franco (2008), Dufrene (2010), Dymoke and Hughes (2009) and Mohammed (2010). These studies proved that the wiki strategy was suitable and is highly recommended for use in the classroom. Furthermore, the researchers in most of the studies outlined variant suggestions and recommendations to enhance EFL learning in general and ELL in particular.

The majority of the pre-mentioned studies were conducted in foreign environments such as Hong Kong, China, Italy, Mexican, Brazil and Taiwan. On the other hand, none of the studies reviewed here was conducted on Arab Palestinian school students dealing with the efficacy of wiki in teaching and learning EFL. So, this recent study is the first study to be conducted on investigating the impact of wiki in the Palestinian environment for Palestinian 9th graders.

Also, Samples of the previous studies were different in number, gender and age. However, it is worth to mention that the largest sample number was 260 participants, O'Shea et al. (2007). The smallest sample number was 8 students at the university, (Kavaliauskiene, 2010). Most of the participants were at university and sometimes at high and primary schools. In this study, the sample is (39) female students. They are about 14 years- old.

Furthermore, the majority of the previous studies are very modern as one study was conducted in 2011, ten studies conducted in 2010, six studies in 2009, six studies in 2008, two studies in 2007 and one study in 2006. The least recent studies were Wang et al.(2005) and Lin (2005).

The final comment to be made is that the varied instruments used in the previous studies have shown clear insights to conduct the present study efficiently. The most commonly used tools to conduct these studies include pre- post test, survey, questionnaires, interviews and observations, but this study will use pre-post writing test to measure the impact of using Wikis on improving 9th graders' writing skills, a questionnaire to reveal students' attitude towards using Wikis in teaching and learning Writing skills as well as an observation card to assess students' performance in utilizing wikis and practicing writing skills and activities. From the previous studies the researcher concluded the following:

1. All the previous studies dealt with the wiki as independent variable in teaching and learning English as a foreign language.
2. According to the researcher's knowledge, all the previous studies did not deal with the effectiveness of using wikis on the English Language in the Arab countries except Mohammed's study (2010) in Kingdom of Saudi Arabia which was applied to teachers, not to school students.
3. None of the previous studies dealt with the questions and the hypotheses of this current study, which indicates the importance of this study in dealing with new questions ,test and hypotheses.
4. Results of many previous studies revealed the existence of a general weakness in writing skills in all levels which support the need for this study.
5. All the previous studies indicated that there is a strong relationship between wikis and its positive effect on the students' attitude towards EFL.
6. 3rd domain of the previous studies indicated that writing skills could be improved by applying wiki strategy.
7. The recommendations of the previous studies highlighted the importance of considering the wiki strategy in improving the students' achievements and their attitudes towards EFL skills.

Summary

Reviewing the literature, the researcher found that Wiki based technology as an independent tool for teaching EFL is very beneficial if it is administered systematically along enough period of time. In other words, wiki based technology seems to be a good tool for enhancing EFL skills, English learners' confidence, interaction in their writing performance as well. Also, it has been argued that wiki based technology has its positive impact on the students' attitudes of writing.

However, the gains of wikis vary in the degrees and size effects due to the context in which they are applied, and the methodology used for constructing such project. Notably, there is a pressing need for more further research on wikis and their impact on writing. This is what this study tries to do in the following chapters.

Chapter III

Research Design

Chapter III

Research Design

Introduction

This chapter discusses the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instruments, the pilot study, the research design, and the statistical treatment for the study findings.

1. Research Design

The researcher adopted the experimental approach due to the nature of the research which aimed at finding the effects of using wikis on improving Palestinian 9th graders English writing skills and their attitudes towards writing . To achieve this aim, two groups were selected, an experimental one and control one. The experimental group was taught writing skills using wikis as a cooperative and collaborative technological tool and the control group was taught through the traditional method.

2. Population of the study

The population of the study consisted of all ninth female students (4345) enrolled at UNRWA schools in the Middle Governorate of Gaza Strip.

3. Sample of the study

The sample of the study comprises of 39 female students, distributed into two groups. The experimental group consisted of 20 students and the control group consisted of 19 students. The researcher used a purposive sample from UNRWA Bureij Prep Girls School 'A' in Gaza to administer the experiment. Table (3.1) shows the distribution of the sample.

Table (3.1)
The distribution of the sample according to the groups

| Group | Experimental | Control | Total |
|--------|--------------|---------|-------|
| Female | 20 | 19 | 39 |

The subjects have similar economic, cultural and social level. All subjects were ninth graders, but the only difference between the experimental group and control one was using technology. They were similar in their general achievement in accordance with the statistical treatment of their results in the second term of the school year (2010-2011). They were similar in their English language achievement in accordance with the statistical treatment of their results in the diagnostic test of the school year (2010-2011). To control age variable before the application of the experiment, the researcher recorded the students' ages from their school files at the beginning of the school year (2010-2011). The average age of students was 14 years. Mann Whitney was used to measure the statistical differences.

4. Instruments

Three tools for collecting data were used. These data resources included a questionnaire to identify EFL learner's attitudes toward the collaborative writing with wiki, pre-post writing tests and an observation card for the students' performance in using wikis.

4.1. The Questionnaire

In this study, the questionnaire was used at the beginning and at the end of the experiment to see any change in students' attitudes under utilizing Wikis. The questionnaire consisted of three domains that include fifteen items, distributed in Table (3.2). The participants were asked to complete this questionnaire, (Appendix 2). All the questionnaire items were generated and modified by the researcher by referring to Wichadee (2010), Franco (2008), Solvie (2008) and O'Shea et. al (2007).

Table (3.2)
The Questionnaire Domain Participants' Attitudes Towards the Collaborative Writing with Wiki

| Domains | No. of items |
|--|--------------|
| 1. Motivation | 4 |
| 2. Interaction and collaboration | 5 |
| 3. students' attitudes towards improving their writing | 6 |
| Total | 15 |

The Pilot Study

In spring fall summer 2011, a field study was conducted to examine the appropriateness and clarity of the items as well as to acquire an estimate of reliability of the questionnaire. Twenty students from Bureij Prep Girl School 'A' were randomly selected to participate in the pilot study. At this time, the necessary revisions and recommendations were made.

4.1.1 The Validity of the Questionnaire

In order to test the validity of the questionnaire, the researcher used the referee validity and the internal consistency validity.

a) The Referee Validity

The questionnaire was introduced to a nine- member jury of specialists in English teaching methodology at the Islamic University of Gaza and experienced supervisors and teachers in both UNRWA and government at schools(Appendix 5).The items of the questionnaire were modified according to their recommendations.

b) The Internal Consistency Validity

It has been indicated by Al-Agha (1996, p.121) that the internal consistency validity indicates the correlation of the degree of each items with the total degree of the domains by using Pearson Formula.

Table (3.3)
Pearson Correlation coefficient of each item with the total score of the domains

| | item | Pearson Correlation | Sig. level |
|----|---|----------------------------|-------------------|
| 1 | I feel comfortable when writing on wiki activities. | 0.919 | sig. at 0.01 |
| 2 | Wiki can motivate me into more active and interactive writing. | 0.905 | sig. at 0.01 |
| 3 | Wiki arouses my interest in writing. | 0.859 | sig. at 0.01 |
| 4 | Wiki encourages me to contribute to the work. | 0.449 | sig. at 0.05 |
| 5 | I participate in writing more because of using wiki. | 0.629 | sig. at 0.01 |
| 6 | I like writing collaboratively on wiki. | 0.693 | sig. at 0.01 |
| 7 | Wiki enables me to fully interact with my group members. | 0.832 | sig. at 0.01 |
| 8 | Wiki makes me benefit a lot from my group members. | 0.709 | sig. at 0.01 |
| 9 | Wiki enables me to easily work with my group members. | 0.487 | sig. at 0.01 |
| 10 | Wiki writing helps develop my writing ability. | 0.459 | sig. at 0.05 |
| 11 | Wiki enables me to view and edit my writing easily. | 0.686 | sig. at 0.01 |
| 12 | Wiki enriches my knowledge to write creatively. | 0.457 | sig. at 0.05 |
| 13 | Writing on wiki makes me more careful about sentence and paragraph structure. | 0.477 | sig. at 0.05 |
| 14 | Using wiki helps the group develop the quality of writing product. | 0.683 | sig. at 0.01 |
| 15 | I would like to use wiki in the study of other English language skills. | 0.469 | sig. at 0.05 |

r table value at df (18) and sig. level (0.05) = 0.444

r table value at df (18) and sig. level (0.01) = 0.561

According to Table (3.3), the coefficient correlation of each item within its domains is significant at levels (0.01) and (0.05).

The researcher made sure of the correlation between each item and the total score of the questionnaire, as shown in table (3.4).

Table (3.4)
Pearson Correlation coefficient for each scope from the questionnaire with the total score of the questionnaire and the scopes with others scopes

| Domains | SUMB | | | |
|--|-------|-------|-------|---|
| Motivation | 0.882 | 1 | | |
| interaction/collaboration | 0.886 | 0.833 | 1 | |
| Students' attitudes towards learning writing | 0.688 | 0.447 | 0.484 | 1 |

r table value at df (18) and sig. level (0.05) = 0.444

r table value at df (18) and sig. level (0.01) = 0.561

As shown in Table (3.4), there is a relation between the scopes and the total degree and each scope with the other scopes at sig. level (0.01). That shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

4.1.2 Reliability of the Questionnaire Items

The test is reliable when it gives the same results if it is reapplied in the same conditions. In this study, the reliability of the questionnaire was measured by Alpha Cronbach and the split-half technique.

(Table 3.5)
Correlation coefficient between the two halves of each domain before modification and the reliability after modification

| Scope | No. of items | split-half methods | Alpha Cronbach |
|-------|--------------|--------------------|----------------|
| Total | 15 | 0.539 | 0.764 |

4.2. Observation Card

The observation card was used to determine the students' performance in using Wikis and Writing skills. It was composed of four domains, involving thirteen items as shown in Table (3.6) below. The observation card items were generated and modified by the researcher by referring to Campbell and Ellingson (2010), Coniam and Wai Kit (2008), and methodology of teaching English books. Also, The researcher took into account English supervisors' and experts' opinions.

Table (3.6)
The Observation Card Domains For the participants' performance in using Wiki and writing skills

| Domains | No. of items |
|--|---------------------|
| 1. Easiness of using content of Wiki. | 3 |
| 2. Students' attitudes towards using wiki. | 3 |
| 3. Students' interaction while using wiki. | 4 |
| 4. Students' ability to improve their writing skills through wiki. | 3 |
| Total | 13 |

4.2.1 The Validity of the Observation Card

In order to measure the validity of the observation card, the researcher used the referee validity. The observation card was introduced to a nine– member jury of specialists in English language and methodology in Islamic University and experienced supervisors and teachers in UNRWA and government schools (Appendix 3) the items of the observation card were modified according to their recommendations.

4.2.2 Reliability of the Observation Card Items

To find the reliability of the card, the researcher used the agreement method of observers (the researcher and her colleague) in the calculation of the reliability. Each observer was working independently of the other and they used the same scale to record the performance of groups that occur during the observation period. In addition, the researcher and her colleague ended their register in the same time which was at the end of time period determined to the total observation. In the light of this, the reliability of the observation card was measured by using equation of Cooper.

$$\text{Coefficient of agreement} = \frac{\text{points of agreement}}{\text{Points of agreement} + \text{points of disagreement}} \times 100$$

According to that, the researcher and her colleague observed five groups of participants' performance in writing activities through wikis.

Table (3.7)
Percentage of Agreement between observers to assess the Reliability of Observation Card

| Group | No. of disagreement | First observer | Second observer | Percentage |
|--------------------------------------|---------------------|----------------|-----------------|------------|
| Group1 | 3 | 26 | 29 | 89.7 |
| Group2 | 0 | 27 | 27 | 100.0 |
| Group3 | 1 | 35 | 34 | 97.1 |
| Group4 | 2 | 28 | 30 | 93.3 |
| Group5 | 1 | 25 | 24 | 96.0 |
| Total Reliability of the Card | | | | 95.2 |

According to Table (3.7), the researcher found that the highest percentage of agreement between observers was (100.0), the lowest percentage of agreement was (89.7) and the total reliability was (95.2). Thus, these percentages indicated a high level of observation card reliability.

4.3 The Pre and Post Writing Test

The test (Appendix (1)), was prepared by the researcher and then revised by seven teachers and supervisors of English to measure the achievement of the control group and that of the experimental one in writing skills. Being used as a pre test. It aimed at proving that both groups were equivalent in terms of obtaining English writing skills. Then being used as a post test, it aimed at identifying any possible progress and difference in the achievement of both groups.

4.3.1 Description of the Test Items

The total number of the test questions was 3 making 11 test items. Each question was given 12 marks. Thus, the total marks given to the test were 36. More illustration is provided in Appendix (1).

Question 1 consisted of 3 items. The first item is completing an email from given choices. The second item is writing an email by using information from the information card. The third one is correcting mistakes of an email. The aim of this question is to check the ninth graders' ability to write an email from notes.

Question2 consisted of 4 items. The first item is writing a paragraph explaining the way of a tour from Al Aqsa mosque by using the picture and the sentences. Both the second and fourth items are about rearranging sentences into a paragraph. The third item is writing a paragraph according to the information in a table. The aim of this question is to examine students' ability to order events into a paragraph.

Question3 included 4 items. First item thinks of two things that have now done and identifying when did them. The second item thinks of two things that haven't done yet and identifying when are going to do them. The third item is writing a report about what have now done and what haven't done yet. Explain when did/are going to do each thing. The fourth item is writing a report about Steve's and Kate's healthy heart experiment according to the information in the table. This question aims at checking students' ability to write a report by using their own language.

4.3.2 The Experimentation of the Test

In order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was applied (as a piloting test) to a randomly selected group of 20 students, who had similar characteristics to the target groups control and experimental. These three groups studied at the same school and were from the same cultural and environmental background. The results were recorded and statistically analyzed to estimate the validity and the reliability of the test. The necessary revisions and recommendations were made in the light of the statistic of results. The misleading items were modified in the light of the results. In addition, this trial application helped the researcher to:

- estimate the time needed for answering the test.
- measure the difficulty coefficient of the test.
- calculate the discrimination coefficient of the test.

Time needed for the Writing Test

Time was measured according to the following equation:

$$\frac{\text{Time of the first student} + \text{time of the last student}}{2}$$

The suitable time for applying the writing test was (45) minutes.

Difficulty Coefficient

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the students. The coefficient of difficulty of each item was calculated according to the following formula:

$$\text{Co. of difficulty} = \frac{\text{Number of students who gave wrong answers}}{\text{Total number of students}} \times 100$$

Applying the formula above shows that the difficulty coefficient of the test items lie in (0.43 – 0.73) with a total means (0.56). Thus, all the items were accepted.

Discrimination Coefficient

The discrimination coefficient was calculated according to the following formula:

$$\text{Co. of Discrimination} = \frac{\text{Correct answers in higher group} - \text{correct answer in lower group}}{\text{The total number of students in one group}} \times 100$$

Applying the formula above shows that the discrimination coefficient of the test items varied between (0.32 – 0.63) with a total mean (0.46). Thus, all the items were accepted. Table (3.6) shows the difficulty coefficient and the discrimination coefficient.

Table (3.8)
Difficulty and discrimination of items of the test

| Items | Difficulty coefficient | Discrimination coefficient |
|-------------------------------------|-------------------------------|-----------------------------------|
| 1 | 0.53 | 0.32 |
| 2 | 0.48 | 0.43 |
| 3 | 0.55 | 0.47 |
| 4 | 0.64 | 0.63 |
| 5 | 0.73 | 0.65 |
| 6 | 0.54 | 0.58 |
| 7 | 0.65 | 0.45 |
| 8 | 0.63 | 0.40 |
| 9 | 0.60 | 0.35 |
| 10 | 0.44 | 0.40 |
| 11 | 0.43 | 0.43 |
| Total difficulty coefficient | 0.56 | 0.46 |

Table (3.8) shows the difficulty factors of the test items. As it is noticed, they range from 0.43 to 0.73. These are statistically acceptable according to acceptable statistics indicators, ranging 20% - 80% (Abu Lebda, 1982, p.339). Thus, the test is within students' levels. The discrimination factors of all test items are also acceptable since they are above 20% (Al-Zayoud and Elyan,1998,p.172). This means that the test items have good difficulty and discrimination factors.

4.3.3 Scoring of the Test

To avoid personal inflection and to have real results, the researcher trained another English language teacher from the same school to help her in correcting the test. The researcher corrected papers of the control group and the other teacher corrected papers of the experimental group.

4.3.4 Validity of the Writing Test

a) Content Validity of the Writing Test

The test was discussed by specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in

UNRWA schools. The researcher modified some items of the test according to their recommendations.

The test was designed according to the main three objectives as a sample of the writing activities of the content of English for Palestine- grade 9. The ninth grade syllabus consisted of (16) units. Each unit consisted of (4) main skills: reading, listening, speaking and writing. This study aimed at improving the writing skills of ninth graders, so the three writing skills were equally represented in the test.

b) The Internal Consistency Validity

The internal consistency validity was calculated by using Pearson Equation. The correlation coefficient of each item within its scope is significant at levels (0.01) and (0.05). Table (3.7) shows the correlation coefficient of each item with the total average of the test.

Table (3.9)

Coefficient correlation of each item score with the total score

| No . | Pearson Correlation | Sig. level |
|------|---------------------|--------------|
| 1 | 0.924 | sig. at 0.01 |
| 2 | 0.896 | sig. at 0.01 |
| 3 | 0.891 | sig. at 0.01 |
| 4 | 0.898 | sig. at 0.05 |
| 5 | 0.598 | sig. at 0.01 |
| 6 | 0.864 | sig. at 0.01 |
| 7 | 0.484 | sig. at 0.01 |
| 8 | 0.749 | sig. at 0.01 |
| 9 | 0.784 | sig. at 0.01 |
| 10 | 0.885 | sig. at 0.01 |
| 11 | 0.899 | sig. at 0.01 |

r table value at df (18) and sig. level (0.05) = 0.444

r table value at df (18) and sig. level (0.01) = 0.561

According to Table (3.9), the correlation coefficient of all items is significant at (0.01) and (0.05). It can be concluded that the test is highly consistent and valid to be used as a tool of the study.

c) Referee Validity

The test was refereed by a panel of specialists in English language and methodology in Islamic university, supervisors and experienced teachers in UNRWA and government schools; see Appendix (1). According to their recommendations, some modifications were made.

4.3.5 The Reliability of the Test

1- Kooder-Richardson (K_R21): (K_R21) depends on calculating the percentages of the correct answers to the test items, and also on the variance of every item.

2- Split Half Method:

It depended on splitting the test into two parts and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman–Brown Prophecy Formula (Abu Hattab & Sadeq, 1980, p. 14).

Table (3.10) describes (K_R21) and split half coefficients for the test domains.

Table (3.10)
(KR20) and Split half coefficients of the writing test domains

| Test | KR20 | Split half coefficients of the test domains |
|---------------------|-------|---|
| Writing skills test | 0.847 | 0.893 |

The results showed that the reliability coefficients were acceptable because they were above 0.70 (O'dah, 2002, p. 176), which means that the test was reliable and valid to apply.

4.4 Description of Students

The students participated in the experiment were all in grade nine, aged nearly 14. Therefore, all of them had an 8 year experience of learning English. Additionally, the majority was from a very similar cultural, social and economical background.

4.4.1 Controlling the Variables

To ensure valid results and avoid any possible external interference, the researcher tried to control some variables that would affect the results of the research.

Mackey and Gass (2005, p.128) emphasized that "it would be important that each group of students be relatively homogeneous. Were they not homogeneous, one cannot be sure about the source of the results".

3.4.1.1 Age Variable

The researcher recorded the students' ages from their school files at the beginning of the school year (2010-2011). Mann Whitney test was used to measure statistical differences. Table (3.11) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

Table (3.11)
Mann Whitney test results of controlling age variable

| | Group | N | Mean Rank | Sum of Ranks | Mann Whitney U | Z | Sig. value | Sig. level |
|-----|--------------|----|-----------|--------------|----------------|-------|------------|------------|
| Age | experimental | 20 | 20.750 | 415.000 | 175.000 | 0.427 | 0.670 | not sig. |
| | control | 19 | 19.211 | 365.000 | | | | |

“Z” table value at (0.05) sig. level equal 1.96

4.4.1.2 General Achievement in English language Variable

Mann Whitney test was used to measure the statistical differences between the groups due to their general achievement in English. The subjects' results in the diagnostic test of the school year (2010-2011) were recorded and analyzed.

Table (3.12)
Mann Whitney results of controlling general achievement in English language variable

| | المجموعة | N | Mean Rank | Sum of Ranks | Mann Whitney U | Z | Sig. value | Sig. level |
|---------------------|--------------|----|-----------|--------------|----------------|-------|------------|------------|
| English achievement | experimental | 20 | 21.100 | 422.000 | 168.000 | 0.619 | 0.536 | not sig. |

Table (3.12) shows that there were no statistically significant differences at (0.05) level between the experimental and the control group due to the general achievement variable.

4.4.1.3 Previous Learning Variable

To make sure that the sample subjects are equivalent in their previous English language achievement. The researcher applied the pre- achievement test. The results of the subjects were recorded and statistically analyzed using Mann Whitney test.

Table (3.13)
Mann Whitney test results of controlling previous learning "writing skills" variables on the pre-test

| | Group | N | Mean Rank | Sum of Ranks | Mann Whitney U | Z | Sig. value | Sig. level |
|------------------------------------|--------------|----|-----------|--------------|----------------|-------|------------|------------|
| email | experimental | 20 | 23.275 | 465.500 | 124.500 | 1.868 | 0.062 | not sig. |
| | control | 19 | 16.553 | 314.500 | | | | |
| Order events into paragraph | experimental | 20 | 20.875 | 417.500 | 172.500 | 0.497 | 0.619 | not sig. |
| | control | 19 | 19.079 | 362.500 | | | | |
| report | experimental | 20 | 21.675 | 433.500 | 156.500 | 0.987 | 0.324 | not sig. |
| | control | 19 | 18.237 | 346.500 | | | | |
| total | experimental | 20 | 22.000 | 440.000 | 150.000 | 1.128 | 0.260 | not sig. |

(*) the critical value of t-test at 0.05 level (DF=63) = 2.00

Table (3.13) shows that each computed (t) value of each domain is less than the table (t) values. This indicates that there is no significant difference between the control and the experimental groups in terms of their marks in the pre test. Thus, both groups are equivalent in terms of their strengths in English writing.

According to the tables above (3.11, 3.12 and 3.13), both groups were proved to be equivalent before applying the experiment to the experimental group.

4.4.2 The Teacher Variable

Both groups were taught by the same teacher, the researcher. This was to prevent any other factors related to the difference in the teachers from affecting the results.

4.4.3 Time Variable

Both groups received five-week instruction. The control group was taught traditionally while the experimental group was taught through the use of wiki.

5. Description of the Wiki Project of the Study

This part of the chapter provides a description of the suggested wiki, Appendix (4), in terms of its objectives, resources/teaching and learning aids, content, evaluation, validity and time.

5.1 Objectives

The project aimed at improving and developing grade nine students' English writing skills through the use of Wiki and their attitudes towards writing. To be more specific, at the end of the lessons students should be able to:

- 1) write an email from notes to their close friends or their relatives.
- 2) order events into a coherent paragraph.
- 3) write a report from notes.

5.2 Wiki Project Principles

In order to achieve an effective teaching-learning process and the objectives of the project as well, some essential principles were taken into consideration:

- The researcher gave students familiarization sessions about Wiki and how it was beneficial in helping them achieve their writing activities.
- The researcher incorporated collaborative and cooperative learning strategies into the classroom to enhance students' writing skills.
- Individual differences among students were taken into account when designing the activities.
- The activities were gradually introduced in terms of ease and difficulty.

- The activities presented a variety of questions addressing and reflecting the target writing skills.

-The activities presented a variety of questions addressing and reflecting different writing abilities.

- The project was based on Wiki as a main teaching and learning aid.

-The project was a student-centered, and the teacher was a facilitator, guide and director. The researcher used three categories of interactions: student to teacher, student to content and student to student.

5.3 Procedures of Building the Wiki Project

Building the project passed through the following steps:

1- Consulting Grade nine English teachers and supervisors, the researcher had diagnosed the problem which was lack of writing skills as shown in students' low achievement. To make sure of the presence of the problem, a diagnostic/pre test was implemented.

2- Reviewing literature, the researcher gathered information related to the present research that helped design and identify the wiki project's objectives, content, resources, activities, techniques and evaluation.

3- Referring to the actual teaching-learning classroom activities and procedures aiming at achieving the wiki project's objectives and providing opportunities for students to participate. Put another way, it referred to the interactions taking place among the elements of the teaching-learning process inside the classroom.

4- Conducting a means of evaluation; pre-post test, questionnaire and observation card. This was to provide a clear picture of how the progress is going on step by step.

5.4. Teaching Learning Aids

To achieve the aims of this project and create an effective teaching-learning process, the following resources/teaching aids such as computer laboratory and wiki were used.

5.5 Project Content

In order to achieve the goal of the project content, it is important to describe *English for Palestine grade 9* and a lesson-plan section. Ninth grade curriculum consists of three components: the Student Book, the Work book and the Teacher's Book.

▪ Student's Book

It consists of 16 units to be taught in two semesters. Each unit has six lessons and each lesson is on a single page. In each lesson, there is an emphasis on a particular skill area. For example, lesson six is always writing. Within a four-week period, students are supposed to be introduced to different text types, including e-mails, reports and a wide variety of information texts. There are two revision units (8, 16) for revising difficult structures and skills.

▪ The Workbook

It provides exercises and activities that help students to practice and consolidate what they have learned from the student's book. It also includes model tests in units 8 and 16.

▪ The Teacher's Book

The teacher's book includes a very comprehensive explanation of how to perform classroom activities, which techniques, activities and teaching and learning resources are suitable. It also includes key answers to the student's book questions.

Lesson Plans

The lesson plan of each lesson specifically explains and clarifies the actual classroom procedures and activities that take place among the elements of the classroom environment such as a teacher, students and teaching-learning aids. It also identifies the roles each element has to do and organizes the time among the activities. The lesson plan enables the teacher to move smoothly from one activity to another. All these can be effectively accomplished with the help of the teacher's book. In addition, there are three types of interaction taking place in the classroom: student to teacher, student to content, student to student and through the use of scaffolding.

5.6 Writing Skills in English for Palestine- Grade 9

Writing skills represent one fourth of 9th grade English curriculum. According to the scope and sequence in the teacher's book, the proposed time for teaching writing is one or two periods.

5.7 Project Time-Plan

According to the Teacher's Book- grade 9, the proposed time for implementing the project is shown in Table (3.14).

Table (3.14)
Time Distribution in Each Lesson

| Lesson | Title | Time | |
|--------|--|---------|---------|
| | | Period1 | Period2 |
| 1 | Email completion from notes. | 45 Min | 45 Min |
| 2 | Ordering directions into a coherent paragraph. | 45 Min | 45 Min |
| 3 | A progress report from notes. | 45 Min | 45 Min |
| 4 | Report your own heart experiment. | 45 Min | 45 Min |
| 5 | Ordering events into a postcard. | 45 Min | 45 Min |

As it is seen in Table (3.14), each lesson has 90 minutes to be accomplished in two teaching periods. Therefore, the project needs 10 teaching periods to be accomplished in five weeks. The formal writing activities were implemented in the writing lessons. During the lessons, students in the experimental group practiced writing activities through wiki. These activities were prepared to help students improve their writing skills such as writing an email, a coherent paragraph and report.

5.8 Wiki Project Evaluation

The evaluation was conducted predominantly through a pre-post writing test, an observation card as well as a questionnaire. Pre-post test aimed at proving that both groups were equivalent in terms of obtaining English writing skills as well as measuring the difference in achievement between the experimental and the control groups.

Moreover, the observation card examined not only students' easiness of using content of wiki but also their attitudes towards using wiki, their interaction while using it and their ability to improve their writing skills through wiki. Additionally, the questionnaire probed not only students' motivation of the use of the wiki but also their interaction and collaboration as well as their own attitudes towards improving their writing through wiki.

5.9 Wiki Project Validity

To prove the project's validity, consultation of a group of referees specialized in the field of education was conducted. These referees are university lecturers, supervisors and teachers of English. Appendix (5) shows the names of these referees.

6. Statistical Analysis

The researcher used the following statistical treatment.

- Percentages, relative mean ranks, Mann Whitney-test and frequencies were used to determine the level of achievement of the control and the experimental groups.
- Pearson correlation was used to compute the validity of the achievement (pre and post) test by computing its internal consistency.
- Split half and Kooder-Richardson techniques were used to determine the reliability of the achievement test.

7. Procedures of Implementing the Wiki Project

The study lasted six weeks- from early September to the mid of November 2011. It is described here in three stages as follows:

Stage one took place in the first week. There was some preparation and introduction to the study and to wikis. In this stage, students were briefed about wikis: their benefits and instructions as to how to use them. The students were grouped by five working groups. Each group consisted of four students from three different level of English competency- high, medium and low.

The sample of the study consisted of five students who were at a low English competency level whereas ten students were at a medium English competency level as well as five students at high English competency level. Each writing group consisted of one from low, two from medium and one from high English competency level with a total of four. Groups were informed to set their own working system; that is the groups set the member roles, the timeline for group writing and some other agreements among group members. **Stage two**; which lasted five weeks, was the actual wiki project. The students could log into post their ideas and revise their group writing at their own time outside the classroom. **Stage three** consisted of submitting the final writing product to the teacher. Before and after finishing their writing project, the students were asked to complete a questionnaire. After that, the students took the timed writing- test. The students had 45 minutes to finish their test. The total score of the timed writing test was 36 points as it was a part of the class evaluation.

8. Data Collection Procedures

To achieve the aims of this study, the following procedures were followed:

- 1- Reviewing literature and previous studies to benefit from their samples, tools, methodology, results and recommendations.
- 2- Identifying the instruments of the study and deciding on which of the three most important writing skills 9th graders is the most needed.
- 3- Designing the achievement test (pre and post) and refereeing its validity and reliability to be applied to both groups.
- 4- Developing and refereeing wiki project in order to be applied to the experimental group.
- 5- Obtaining a permission from the Islamic University of Gaza and the UNRWA to help the researcher conduct the study, Appendix (6).
- 6- Conducting the pre test to make sure of group equivalence and applying wiki project.
- 7- Conducting the post test and using SPSS for statistical analysis and providing suggestions and recommendations based upon the results.

Chapter IV

Data Analysis of Results

Chapter IV

Data Analysis of Results

Introduction

This chapter discusses the statistical treatment of the groups' results and data analysis as well as its statistical significance. The researcher used the difference between students' marks in the pre test and their marks in the post test to deal with the true mark gained by students. The findings of the research were tackled with regard to the research questions. Therefore, the researcher employed different statistic formulas such as means of frequencies, percentages and Mann Whitney-test to show the final results of the collected data. Tables were used to present and clarify the data. In addition, effect size through (η^2) was used to measure and obtain the extent to which the independent variable, Wikis, had an effect on the dependent variable, the experimental group's achievement.

1. Data Analysis of Results

Result of the first question

Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of writing an email from notes among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach?

To answer this question, mean rank and sum of ranks of the experimental and the control groups' results were computed. Mann Whitney test was used to measure the significance of differences. Table (4.1) shows the results.

Table (4.1)
Differences between the experimental and the control group in the writing post-test

| Scope | Sample | N | Mean Rank | Sum of Ranks | Mann Whitney U | Z | Sig. value | Sig. level |
|------------------|--------------|----|-----------|--------------|----------------|-------|------------|--------------|
| Writing an email | experimental | 20 | 25.100 | 502.000 | 88.000 | 2.903 | 0.004 | sig. at 0.01 |
| | control | 19 | 14.632 | 278.000 | | | | |

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

Table (4.1) indicates that the (z) computed value, 2.903, was larger than the (z)table value, 2.58, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to writing an email favouring the experimental group. There is also a significant difference between the mean ranks of both groups in favour of the experimental group. Whereas the mean rank of the control group is 14.632, the mean rank of the experimental group is 25.100.

To measure the effect size of the wikis on the experimental group achievement in writing an email, the study applies the "Effect Size" technique as a complement dimension of the statistical significance, depending on the following criterion of (Afana, 2000, pp.38-43) and Mackey and Gass (2005, p.349).

Table (4.2)
The critical values for effect size levels

| Test | Effect Size | | |
|----------|-------------|--------|-------|
| | Small | Medium | Large |
| η^2 | 0.01 | 0.06 | 0.14 |
| d | 0.2 | 0.5 | 0.8 |

To calculate the size effect, the researcher used " η^2 " and "d" size effect by using the following formula

$$\eta^2 = \frac{Z^2}{Z^2 + 4}$$

Table (4.3) shows the effect size of applying Wikis on the subjects' achievement in writing skills.

Table (4.3)
The Effect Size of Wikis on the experimental and the control group's achievement in writing in the post-test

| domain | Z | Z ² | Z ² + 4 | η^2 | Effect Size |
|------------------|-------|----------------|--------------------|----------|--------------|
| Writing an email | 2.903 | 8.427 | 12.427 | 0.678 | Large |

According to η^2 value shown in table (4.3), the effect size of wikis is large on students' achievement in writing an email. This significant effect may be due to the types of activities that wikis emphasize as well as students' motivation, interaction and collaboration.

Result of the second question

Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of ordering events into a paragraph among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach?

To answer the second question, mean rank and sum of ranks of the experimental and the control groups' results are computed. Mann Whitney test was used to measure the significance of differences. Table (4.4) shows the results.

Table (4.4)
Mann Whitney test results of differences between the experimental and the control group in the writing post-test

| | Sample | N | Mean Rank | Sum of Ranks | Mann Whitney U | Z | Sig. value | Sig. level |
|-----------------------------|--------------|----|-----------|--------------|----------------|-------|------------|--------------|
| Order events into paragraph | experimental | 20 | 23.650 | 473.000 | 117.000 | 2.078 | 0.038 | sig. at 0.01 |
| | control | 19 | 16.158 | 307.000 | | | | |

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (4.4) indicates that the (z) computed value, 2.078, is larger than the (z)table value, 2.58, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to order events into paragraph favouring the experimental group. There is also a significant difference between the mean ranks of both groups in favour of the experimental group. Whereas the mean rank of the control group is 16.158, the mean rank of the experimental group is 23.650.

Implementing the above mentioned equation of the effect size, the researcher found that the effect size of Wikis, as shown in the table, is Large. This large effect could be attributed to students' motivation and collaboration as well as types of the activities which aimed at developing writing skills. Table (4.5) shows the effect size of applying Wikis on the subjects' achievement in ordering events into a paragraph.

Table (4.5)
The Effect Size of Wikis on the experimental and the control group's achievement in writing in the post-test

| domain | Z | Z ² | Z ² +4 | η ² | Effect Size |
|-----------------------------|-------|----------------|-------------------|----------------|--------------|
| Order events into paragraph | 2.078 | 4.318 | 8.318 | 0.519 | Large |

Result of the third question

Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of writing a report from notes among 9th graders taught writing skills using wikis and their counterparts taught writing skills using the traditional approach?

To answer this question, mean rank and sum of ranks of the experimental and the control groups' results were computed. Mann Whitney test was used to measure the significance of differences. Table (4.6) shows the results.

Table (4.6)
Mann Whitney test results of differences between the experimental and the control group in the writing post-test

| | Sample | N | Mean Rank | Sum of Ranks | Mann Whitney U | Z | Sig. value | Sig. level |
|--------------|--------------|----|-----------|--------------|----------------|-------|------------|--------------|
| Write report | experimental | 20 | 25.625 | 512.500 | 77.500 | 3.232 | 0.001 | sig. at 0.01 |
| | control | 19 | 14.079 | 267.500 | | | | |

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (4.6) indicates that the (z) computed value, 3.232, is larger than the (z)table value, 2.58, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to writing report favouring the experimental group. There is also a significant difference between the mean ranks of both groups in favour of the experimental group. Whereas the mean rank of the control group is 14.079, the mean rank of the experimental group was 25.625. Implementing the above mentioned equation of the effect size, the researcher finds that the effect size of Wikis, as shown in the table, is Large.

This large effect could be attributed to students' motivation and collaboration as well as types of the activities which aimed at improving writing skills. Table (4.7) shows the effect size of applying Wikis on the subjects' achievement in writing report.

Table (4.7)
The Effect Size of Wikis on the experimental and the control group's achievement in writing in the post-test

| domain | Z | Z ² | Z ² +4 | η ² | Effect Size |
|--------------|-------|----------------|-------------------|----------------|--------------|
| Write report | 3.232 | 10.446 | 14.446 | 0.723 | Large |

Result of the fourth question

Are there statistically significant differences at ($\alpha \leq 0.05$) between the results of the post test of experimental group and the result of the post test of the control group?

To answer the fourth question, the researcher used the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, Mann Whitney test for two independent samples, was used to determine the significant differences between the control and the experimental groups in relation to the "total post test marks". Table (4.8) describes the results.

Table (4.8)
Mann Whitney test result between the control and the experimental groups in relation to the "total post test marks"

| | Sample | N | Mean Rank | Sum of Ranks | Mann Whitney U | Z | Sig. value | Sig. level |
|------------------|--------------|----|-----------|--------------|----------------|-------|------------|--------------|
| Total test marks | experimental | 20 | 25.475 | 509.500 | 80.500 | 3.090 | 0.002 | sig. at 0.01 |
| | control | 19 | 14.237 | 270.500 | | | | |

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

Table (4.8) indicates that the (z) computed value, 3.090, is larger than the (z)table value, 2.58, in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the 'total post test marks' favouring the experimental group.

Moreover, there is a significant difference between the mean ranks of both groups in favour of the experimental group. Whereas the mean rank of the control group is 14.237, the mean of the experimental group is 25.475.

Implementing the above mentioned effect size equation, the researcher finds that the effect size of Wikis, as shown in table (4.9), is large. This large effect can be attributed to students' motivation and collaboration and types of the activities used in Wikis that aimed at developing writing skills.

Table (4.9)
The Effect Size of Wikis on the experimental and the control group's achievement in writing in the post-test

| domain | Z | Z ² | Z ² + 4 | η ² | Effect Size |
|------------------|-------|----------------|--------------------|----------------|--------------|
| Total test marks | 3.090 | 9.548 | 13.548 | 0.705 | Large |

The finding of investigating this question was in agreement with the findings of some studies such as Coniam and Wai kit (2008), Abraham and Spiliotopoulos (2008), Lin (2008), Franco (2008), Elola and Oskoz (2010), Khoii and Arabsarhangi (2009), Wichadee (2010), Woo et. al. (2010), Dymoke and Hughes (2009), Woo et. Al. (2009) and Dufrene (2010) which showed significant improvement in students' writing skills.

Result of the fifth question

Are there statistically significant differences between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop their writing skills?

To answer this question, the researcher uses Man Whitney test to show the difference between the participants' responses in the pre and post questionnaire. Table (4.10) below displays the results of these differences across three domains.

Table (4.10)
Mann Whitney Test Results of Differences between Pre and Post Questionnaire
within the Experimental Group for all the sub Domains and Total Score of the
Domain

| domain | ranks | N | Mean Rank | Sum of Ranks | Z | Sig. value | Sig. level |
|--------------------------------------|----------------|----|-----------|--------------|-------|------------|--------------|
| Motivation | Negative Ranks | 2 | 10.500 | 21.000 | 2.453 | 0.014 | sig. at 0.05 |
| | Positive Ranks | 14 | 8.214 | 115.000 | | | |
| | Ties | 4 | | | | | |
| Interaction and Collaboration | Negative Ranks | 6 | 6.000 | 36.000 | 2.173 | 0.030 | sig. at 0.05 |
| | Positive Ranks | 12 | 11.250 | 135.000 | | | |
| | Ties | 2 | | | | | |
| students' attitudes | Negative Ranks | 3 | 4.500 | 13.500 | 2.658 | 0.008 | sig. at 0.01 |
| | Positive Ranks | 12 | 8.875 | 106.500 | | | |
| | Ties | 5 | | | | | |
| Whole Total degree | Negative Ranks | 4 | 3.500 | 14.000 | 3.405 | 0.001 | sig. at 0.01 |
| | Positive Ranks | 16 | 12.250 | 196.000 | | | |
| | Ties | 0 | | | | | |

“Z” table value at (0.05) sig. level equal **1.96**

“Z” table value at (0.01) sig. level equal **2.58**

Table (4.10) above shows that there are statistically significant differences between pre and post questionnaire responses in all three domains and the whole total degree in favor of the post questionnaire.

First: Motivation

A close look at the results of the first domain in Table (4.10) above reveals that the participants' motivation are positively changed. After the treatment, participants reported more interest in writing and felt more comfortable writing on wiki than before the treatment. Careful examination of the questionnaire responses reveals that wiki encouraged participants to contribute to the work as well as motivate them into more active and interactive writing. Scanning the pre and post teaching questionnaire responses across the items under this sub-domain, it was found that after the treatment, participants' responses to the fourth items, concerning wikis' writing activities and their motivation positively changed. This means that participants recorded higher consideration of the viability of wikis' writing activities for improving participants' writing skills.

Second: Interaction and Collaboration

Based on the results of the second domain on table (4.10). It is clear that there are significant differences between the participants' interaction and collaboration of the writing activities on wiki before and after the treatment in each sub-domain and the total degree of the domains. So, there is a great deal of evidence confirming that after indulging in wiki's writing activities, the participants' negative interaction and collaboration of the wiki's activities decreased while their positive stances increased. This means that participants become more collaborative and cooperative in wiki's writing activities.

Third: Wikis and Students' Attitudes towards Improving their Writing

As evident from the calculated Z-value and the sig. value in Table (4.10), the participants recorded better stances of their attitudes towards improving their writing after being involved in the wiki's writing activities. Their responses show how wiki helped develop their writing ability and enabled them to view and edit their writing easily. They also reported that wiki enriched their writing content and structure. This means that participants have positive attitude towards writing through wiki and would like to use it in the study of other English language skills.

The Effect Size of the Differences within the Experimental Group

To calculate the effect size and quantify the strength and extent of the difference between the pre-treatment attitudes and post-treatment attitudes, the researcher used Eta squared " η^2 " (Afanna, 2000, p.42).

Due to the figures in Table (4.11) below, the effect size is determined by three levels: small, medium, and large. The greater the effect size is, the greater is the difference of the measured variables.

Eta Squared Equation

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Table (4.11)
The References Table to Determine the Level of Effect Size Due to (η^2)

| Test | Effect size | | |
|----------|-------------|--------|-------|
| | Small | Medium | Large |
| η^2 | 0.01 | 0.06 | 0.14 |

Table (4.12)
"Z" value, Eta Square " η^2 " for Each Domain and the Whole Total Score within the Experimental Group

| domain | Z | Z ² | Z ² + 4 | η^2 | Effect size |
|--------------------------------------|-------|----------------|--------------------|----------|-------------|
| Motivation | 2.453 | 6.017 | 10.017 | 0.601 | Large |
| Interaction and Collaboration | 2.173 | 4.722 | 8.722 | 0.541 | Large |
| Students' attitudes | 2.658 | 7.065 | 11.065 | 0.638 | Large |
| Whole total score | 3.405 | 11.594 | 15.594 | 0.743 | Large |

A quick look at Table (4.12) shows that the effect size is large for each sub-domain, for the whole total degree of the questionnaire. This means that the participants' opinion regarding their motivation, interaction, collaboration and attitudes changed largely in the post treatment questionnaire.

Result of the sixth question

Are there statistically significant differences between the level of the experimental group performance in the beginning and the end of utilizing wikis to develop their writing skills?

To answer this question, the researcher uses Man Whitney test to show the difference between the participants' responses according to the results of the observation card. Table (4.13) below displays the results of these differences across four domains.

Table (4.13)
Mann Whitney Test Results of Differences between Pre and Post Observation card
within the Experimental Group for all the sub Domains and Total Score of the
Domain

| domain | ranks | N | Mean Rank | Sum of Ranks | Z | Sig. value | Sig. level |
|---|----------------|----|-----------|--------------|-------|------------|--------------|
| Easiness of using content of "Busy Bees Wiki" | Negative Ranks | 0 | 0 | 0 | 2.401 | 0.016 | sig. at 0.05 |
| | Positive Ranks | 7 | 4 | 28 | | | |
| | Ties | 3 | | | | | |
| Students' attitudes towards using "Busy Bees Wiki" | Negative Ranks | 1 | 2.5 | 2.5 | 2.401 | 0.016 | sig. at 0.05 |
| | Positive Ranks | 8 | 5.3125 | 42.5 | | | |
| | Ties | 1 | | | | | |
| Students' interaction while using "Busy Bees Wiki" | Negative Ranks | 0 | 0 | 0 | 2.719 | 0.007 | sig. at 0.01 |
| | Positive Ranks | 9 | 5 | 45 | | | |
| | Ties | 1 | | | | | |
| Students' ability to improve their writing skills through "Busy Bees Wiki" | Negative Ranks | 0 | 0 | 0 | 2.821 | 0.005 | sig. at 0.01 |
| | Positive Ranks | 10 | 5.5 | 55 | | | |
| | Ties | 0 | | | | | |
| Whole total degree | Negative Ranks | 0 | 0 | 0 | 2.805 | 0.005 | sig. at 0.01 |
| | Positive Ranks | 10 | 5.5 | 55 | | | |
| | Ties | 0 | | | | | |

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (4.13) above shows that there are statistically significant differences between pre and post observation card responses in all four domains and the whole total degree in favor of the post observations. This means that Wikis has positive effect on improving participants' writing skills.

Implementing the above mentioned equation of the effect size, the researcher finds that the effect size of Wikis, as shown in the table, is Large. This large effect can be attributed to students' motivation and collaboration as well as types of the activities which aims at developing writing skills. Table (4.14) shows the effect size of applying Wikis on the subjects' performance in writing skills.

Table (4.14)
"Z" value, Eta Square " η^2 " for Each Domain and the Whole Total Score
within the Experimental Group

| domain | Z | Z ² | Z ² + 4 | η^2 | Size effect |
|---|-------|----------------|--------------------|----------|-------------|
| Easiness of using content of "Busy Bees Wiki" | 2.401 | 5.765 | 9.765 | 0.590 | Large |
| Students' attitudes towards using "Busy Bees Wiki" | 2.401 | 5.765 | 9.765 | 0.590 | Large |
| Students' interaction while using "Busy Bees Wiki" | 2.719 | 7.393 | 11.393 | 0.649 | Large |
| Students' ability to improve their writing skills through "Busy Bees Wiki" | 2.821 | 7.958 | 11.958 | 0.665 | Large |
| Whole total degree | 2.805 | 7.868 | 11.868 | 0.663 | Large |

A quick look at Table (4.14) shows that the effect size is large for each sub-domain, for the whole total degree of the observation card. This means that the researcher and her colleague's opinion regarding participants' performance in using Wikis and writing skills changed largely in the post treatment observations. This indicates that Wikis have large effect and improve writing skills for the experimental group.

Summary

Generally, the wiki project had positive effects on improving students English writing skills. The differences, favouring the experimental group observed in the skills of writing an email from notes, ordering events into a paragraph and writing a report from notes, they are considered as an indication that wiki project could be a promising and productive solution towards improving writing skills. The observed progress could be attributed to students' motivation and collaboration as well as types of the activities and techniques used during the wiki project implementation.

In spite of the fact that some previous studies which examined the effect of wikis on writing did not specify the writing sub-skills _except Wichadee (2010) and Dymoke and Hughes (2009) and worked on and dealt with writing skills in general, the findings of the current study are in agreement with those studies since they document more achievement favouring the experimental group than the control group. Finally, the findings of the current study showed development and improvement in students' motivation and thus participation in classroom writing activities.

Chapter V
Findings, Discussion, Conclusion,
Practical Suggestions &
Recommendations

Chapter V

Introduction

This chapter discusses the results of the study. Before this discussion, the researcher will outline the previous results, then she will provide some implications and recommendations which can be beneficial for curriculum designers, educators, teachers and researchers because they could help improve teaching English language in general and writing skills in particular.

1. Findings

The findings can be outlined as follows:

1. The findings of question one indicated that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in writing an email favouring the experimental group with a large effect size.
2. The findings of the second question indicated that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in ordering events into a paragraph favouring the experimental group with a large effect size.
3. The findings of question three indicated that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in writing a report favouring the experimental group with a large effect size.
4. The findings of the fourth question demonstrated that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in the total posttest marks favouring the experimental group with a large effect size.
5. The findings of the fifth question pointed toward the presence of significant differences at ($\alpha = 0.01$) between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop their writing skills in the favor of after experiment with a large effect size.

6. The findings of sixth question indicated that there were significant differences at ($\alpha = 0.01$) between the level of the experimental group performance in the beginning and the end of utilizing wikis to develop the participants' writing skills favouring the experimental group performance in the end of utilizing wikis with a large effect size.

2. Discussion

Interpretation of the first, second, third and fourth findings

The results of the first four questions indicated that there were a significant difference among scores of the experimental group and the control one in writing skills. The experimental group had more improvement in their scores than did the control group. Hence, results showed that wiki based technology can positively affect students' writing ability. Strategies inherent to the wiki process can encourage students to be better participants when they know that their partners are depending on their input. This could be attributed to using resources to help complete assignment and learning, collaborating and interacting with others to complete the assignment, learning through modeling, motivation, ease of access and the nature of wiki writing activities. Finally, what seemed especially prevalent in student comments and observations was how peer editing has contributed to the students' writing progress. The findings of this study support those of previous studies. These themes are discussed in relation to the existing literature.

1.Using Resources to Help Complete Assignment and Learning

Before working on assignments, participants usually checked the bulletin board to get information about the wiki project such as the assignment rubric and teacher's feedback. A participant stated that "she went to a bulletin board before doing her duty". In the process of doing their writing activities, participants referred to dictionaries. One of the participants mentioned that "she checked the word up in Merriam dictionary when she had any word she did not know. She also checked the usage and wanted to make sure the grammar was correct. Therefore, She learned new words in the process". By this way, participants' vocabulary increased due to the assignment.

2. Collaborating and Interacting with Others to Complete the Assignment

The foremost theme for participants was the benefits they felt they gained from the collaborative aspects of the wiki. The wiki inclusion made editing of the participants' assignments more feasible simply because there were many other partners giving feedback and making suggestions for improvements. The participants learned through idea exchange, became more aware of the partner's perspective, and learned from their own mistakes as well as the mistakes of their partners. Participants mentioned that "when their partners were revising their portion of the assignment, they learned from them if they add something that they missed. When they had questions about the assignment, they asked other group members". Participants checked back after their members revised the assignment and they discussed it with them. After the participants posted their questions, other group members answered their questions and gave them advice which helped them in their learning or the teacher responded to their questions and usually encouraged them.

The results indicated that creation of multiple drafts published with student commentary and editing gave students the opportunity to correct their writing over the period of writing. Some participants said that "having the opportunity to use wiki helped them organize and convey their thoughts more quickly. They were able to gather ideas and come up with a plan as if there had been a mental map to guide their writing." Another participant said that "using wiki helped her self-reflect on her own writing. She made sure to revise her assignment and make error correction before sending it to the teacher."

In addition, wiki provided an environment for emotional support. Participants stated "one of the benefits' wiki provided was that it enabled them to remind their partners as well as encourage them to complete assignments and fulfill assignment requirements.

Generally, wikis are regarded as an environment that could improve interaction among users. A participant said that "the discussion page increased the interaction between her and her colleagues." In brief, these comments suggest that the wiki helped the beginning students build their confidence in writing English.

3. Learning through Modeling

The content in wiki was available to every participant, so participants expressed that they could learn from others' work. One of the participants mentioned that the merit of wiki was that she could read through others' work and learned from the mistakes they made. It is very possible that she would make the mistakes others had." Participants also stated that the work they presented on wiki was accessible to every participant, so the positive competition enforced them to improve their work. Participants browsed through others' group work and discussion, and they learned from them the hard worked hard. Wiki enabled participants to learn different vocabularies from others' work.

Wiki also enabled them to manage their group work and helped them to communicate. A participant said that "without logging into the website, she could check their partners responsibilities and check the progress of other groups as well." Another participant said " she felt more comfortable to write on wiki and online communication helped her to urge others to do their assignment which made her feel bad if she talked to them face-to- face." Participants felt comfortable to revise others' work and expressed themselves in discussions. Generally, participants expressed that they felt comfortable modifying others' work directly in wiki. A participant mentioned that "she could comfortably revise others' work because she just wanted to make her group assignment look better. She thought others would not feel bad about it." Another participant said that "because they were friends so she did not have any pressure changing others' work. Similarly, She did not feel embarrassed when others revised her work." Participants also felt comfortable to express their ideas in discussions. A participant said " she felt comfortable to say what she want to say in the discussions and she learned from others."

Almost, all experimental group members had more improvement in their writing. A participant said that "she spent about an hour to finish her assignment, but she needed only 20-30 minutes in the last few assignments. Another participant said that " She felt that her writing ability was getting better. The assignments at the beginning were not very complete, but she felt that she was able to write more to complete sentences." At first, participants did not understand most of the content that they do, but they understood more later on. They felt that their vocabulary increased due to the assignment.

A third participant said that "writing wiki served as an extension to practice what she had learned in class. After writing a few wiki activities, she understood better how words and grammar were used in context."

4. Motivation

One of the earliest research findings for using technology in education was the idea that students were motivated by and excited about using various technologies. Students in the present study were motivated to use wiki for a variety of reasons.

First, students who had problems completing assignments used wiki as an impetus to complete assignments in the certain time. The motivation to stay on the activity could stem from the addition of participants to the writing assignment. According to Lenhart et al. (2008), a primary motivation for teens who publish a web-based document is to "write and write well." Finishing and posting the web-based activity seemed a priority for students, as they did not want to annoy their peers who had been assigned to peer edit for them or who might be expecting comments from them as well.

Another motivation for students was the feedback offered by the teacher and partners through wiki. Students would often ask for extra computer lab time during the wiki inclusion experiment to check the editing status or to edit for themselves or for another student. Breen (2007) indicated that technology inclusions such as wikis or blogs help to create a "community of writing" in which students and teachers are motivated to share, revise, and share again through "all the various stages of the writing process using technological communication." Students actually look forward to the opportunities inherent in the wiki environment to collaborate.

This supports research by Wu (2006), who found that technology inclusions helped students be responsible and dependable in meeting deadlines and offering editing advice. Other research by Warschauer (1996) pointed to online writing technologies as a "less threatening" mode of communication, which can enhance students' motivation to write. The research completed for the present research reinforces these studies by offering improved scores of writing test and survey results that indicated students were motivated by the wiki to write.

5. Easy Access to Wiki at Anytime

The experimental group participants had more improvement in their scores of writing test than did the control group. The findings showed that being able to access the wiki from any computer with internet access was a positive aspect of writing with a wiki. By this way, participants can easily and freely use wiki to create, edit and share with their partners in the writing group. The idea of access also has connections to motivation. Students tend to work harder when they realize others when the teacher will have access to their work. Moreover, access was the ease with which students could see samples of others' works in progress. These works could come from teacher-placed samples (scaffolding) or from partners. The interaction provides students with access to writing samples at all levels of competence and all levels from the writing process. This indicates a need for students to see examples and to know what is expected of them in every type of writing skills.

6. The Nature of Wiki Writing Activities

Results showed that wiki based technology can positively affect participants' writing ability due to the nature of wiki writing activities. Wiki activities across the web are submitted in a simple language and according to students' level which develops their abilities and their knowledge as well as improve the quality of their writing. Also, wiki activities on the web are flexible and appropriate as they take into account individual differences among students and aim to get students writing skills in different ways where participants learn by their level, abilities, motives and their speed of learning. In addition, wiki activities provide modeling environment for participants to learn from partners' work. Furthermore, wiki activities on the web include a set of instructions that help participants organize their steps and carry out the required activities. Overall, The findings supported the idea that the wiki empowers participants with a sense of ownership and authority which promote participants' responsibility to their writing (Chen, 2008 and Dufrene, 2010).

Hence, there were significant differences in the means of the post treatment test scores in favor of the experimental group, which means that wiki was a strong indicator of the progress achieved in writing by the experimental group participants.

The results of the first four questions were in agreement with those of some previous studies mainly those which specified the writing skills and worked on them such as Coniam and Wai kit (2008), Abraham and Spiliotopoulos (2008), Franco (2008), Elola and Oskoz (2010), Khoii and Arabsarhangi (2009), Wichadee (2010), Woo et. al. (2010), Dymoke and Hughes (2009) and Woo et. al. (2009) that showed significant improvement in students' writing skills.

Interpretation of the fifth finding

The results indicated that there were significant differences in participants' attitudes towards the collaborative writing with wiki before and after the experiment in the favor of after experiment with a large effect size. After the experiment, participants had a more favorable attitude towards the idea that wiki motivated their writing than before the experiment. Moreover, participants had a more positive vision towards the idea that interaction and collaboration learning improved their writing. From the results of the questionnaire, participants asserted that wiki provided a very useful environment for them to share their writing and manage their assignments. In addition, most participants agreed that wikis increased their productivity in writing group assignment. They considered the wiki as an environment that facilitates completing their group assignment effectively. This is consistent with the idea that the easy viewing and editing process provides a friendly environment for the participants in the collaborative work.

In support of these implications, according to the researcher's observation notes, the participants in the experimental group showed positive attitudes towards wiki. In fact, it was observed that many participants were keen on participating the wiki writing activities and always asked the researcher to give them extra assignment to do. Particularly, out of 20 participants, the researcher can say that 15 were working hard and submitting their writing without delay, which reflected the students' enjoyment in practicing writing for interest.

In general and according to the questionnaire results, it can be concluded that wiki based technology seemed to be a logical predictor of the participants' attitudes towards the collaborative writing with wiki. This notion here fosters the findings of Yutdhana (2010) which proved that the students had positive attitudes on working collaboratively on wikis.

In consistent with Chuan Lin and Ching Yang (2011) and Kessler (2009), the present study results also showed positive attitudes and perceptions towards collaborative writing through using wiki technology.

Interpretation of the sixth finding

The results of the observations indicated that there were significant differences in participants' performance in the beginning and the end of utilizing wikis to develop their writing skills favouring the last observation with a large effect size.

Throughout the experiment, observations were made on how groups were using the wiki, especially when doing their writing assignments. The primary objective in introducing wiki was to provide a means for participants' interaction, collaboration, motivation as well as peer-to- peer writing online learning. The researcher and her colleague's observations suggest that the wikis met this objective. Wikis also appear to have enhanced participants' engagement in the experiment and encouraged them to interact with and learn from each other. This was observable in several times. There were very few times when an individual participant failed to participate in the wiki assignments.

Moreover, the researcher's and her colleague's observations confirmed the value of the wiki writing activities for improving participants' writing ability. The researcher and her colleague mentioned that the most important contributing factor to participants' writing improvement was being able to receive comments from other participants, having access to their partners' papers to get ideas on different styles of writing and giving or getting a wide variety of feedback. Sometimes, participants are not clear of what they have to do. When they do it individually, they are blank. When they do it in a group, they can discuss among the group and their partners can explain unclear things to them. So, they can help each other to understand and get more knowledge than learning individually.

From the results of the observation, the wiki environment was simple and convenient to use as participants accessed links resources and activities easily and did them effectively.

Also, wiki asserted a positive vision towards the idea that participants felt wiki environment was comfortable to use as well as they are pleased and motivated in doing writing activities through wiki. Furthermore, wiki environment helped participants to interact with each other and with their teacher to facilitate the activities as well as to share their writing. In addition, wiki increased their productivity in writing group assignment and the content and structure of their writing. In brief, wiki was useful in determining who has not submitted the assignment and how well each participant performed.

3. Conclusion

Drawing upon the results of this study, many insightful implications and substantial gains can be briefly concluded below:

1. Wiki provided students with a better learning environment that was positively reflected on their writing achievement of English language.
2. Wiki motivated students towards an independent practice of English language instead of direct directions. This was clear through group work activities and their asking for extra computer lab time during the wiki inclusion experiment to check the editing status or to edit for themselves or for another student.
3. Wiki developed collaborative writing among participants. This was clear because students learned through idea exchange and learned from their own mistakes as well as the mistakes of their partners. Wiki provided great opportunities for low and intermediate achievers to get involved with high achievers and learn from them.
4. Wiki is a very beneficial technology tool for teaching English writing where participants in the experiment showed remarkable improvement in the post writing test.
5. Wiki helped participants build a sense of leadership because groups always have leaders.
6. Wiki reinforced participants with a sense of ownership and authority which promote participants' responsibility to their writing.

7. Wiki is an impetus technology tool to the extent that low and intermediate achievers have the opportunity to get involved with high achievers and learn from them since there are activities that are designed according to their levels or strengths.

8. Wiki helped the beginning students build their confidence in English foreign language writing. This was obvious because wiki enables participants to remind their partners as well as encourage them to complete assignments and fulfill assignment requirements.

9. Wiki enabled participants learning through modeling. The content in wiki was available to every participant so participants expressed that they could learn from others' work.

10. Wiki developed critical thinking through the use of a real- life cognitive psychology the collected information. It also helped students analyze, synthesize and transform these information into something new by adding important contribution as students are guided towards the main task step-by-step together. Those students developed an in-depth understanding of the main issue they are confronted with through the consolidation of their prior knowledge with the new information they gained.

11. Wiki let participants feel comfortable to revise their partners' work and express themselves in discussions.

12. Wiki provided students with different factors such as motivation, social constructivism and transfer of knowledge that students are able to learn from the completion of wiki activities.

4. Practical Suggestions

Based on the findings and conclusions of this study, some practical suggestions are presented to meet the concerns of English teachers, supervisors, education policy makers and educators. Relevant recommendations are also introduced for further research studies. A clear implication of the study results is that wiki based technology should be emphasized as an essential tool for developing writing ability. If it is the case that wiki based technology was an important tool beyond cultivating students' attitudes and improving their writing. The experiment emphasizing this strategy will greatly put

students' attitudes on the right track and help develop knowledge of the written language.

In what follows, the researcher suggests some important factors for implementing successful wiki based technology in teaching and learning process, especially in EFL writing skills. These suggestions are based on the findings of the research questions to achieve better wiki based technology integration in English language teaching and learning.

First of all, teacher education programs should provide pre- and in- service teachers with the opportunity to familiarize themselves with various technology applications, share ideas and collaborate with each other on new technology projects and uses. This includes infusing technology with pedagogy to ensure that pre- and in- service teachers are equipped with the proper resources and technical skills, and that they have a clear understanding of how this can be integrated effectively within whole- class lessons.

In addition, enhancing the integration of wiki based technology in schools requires a ready access to technology resources and ongoing support. Schools should provide teachers with adequate, reliable and modern technologies and technical infrastructure that support effective teaching and learning.

Moreover, training programs for pre- and in- service English teachers are also suggested to improve their wiki based technology integration skills, and it is highly recommended that pre- and in- service teachers be rewarded and motivated to use wiki based technology in order to enhance the level of effective wiki based technology integration in schools. In teacher education training programs, addressing the challenges that prevent pre- and in- service English teachers from integrating wiki based technology will encourage more wiki based technology integration to promote English language teaching and learning.

Furthermore, training of pre- and in- service English teachers to use wiki based technology and to include this web will allow them to recognize the wiki style and to help them to design, construct and teach the units according to this strategy. Appendix (7).

Hence, The study suggested for preparing new teachers to successfully function in a culture of educational wiki based technology. These were:

1. Interviewing pre-service English teacher candidates and assess their perceptions and abilities concerning wiki based technology.
2. Improving technological literacy competencies in pre-service English teachers.
3. Empowering existing faculty, educational technology students and mentoring teachers with tools, skills and technical support for extending best practices in integrating instructional technology.
4. Actively engaging pre-service English teachers in adopting and developing innovative approaches to teaching using technology.
5. Applying information technologies to improve communication and collaboration within and among practicum placement schools.
6. Using a variety of strategies for disseminating innovation in integrating technology in education.

Also, the study suggested setting the following priorities for English teacher preparation programs: **a)** challenging the view that wiki based technology is an "add-on," **b)** moving initiatives beyond creating educational technology specialists, **c)** supply "more than adequate" human and technological infrastructure, **d)** employing strategies that are systematic and sustainable and **e)** cultivating networking between "schools and field-based, technology-enhanced, inquiry-based learning environments". These professional learning initiatives offer a practical vision for systematic change.

To sum up, teachers in Palestine need more carefully integrated pre- and in-service training in technology use in English language instruction. In the absence of designated courses in this area, it is possible to do more in pre- and in- service teacher education to support teachers with better training in technology applications.

On the other hand, wiki based technology should be a cultural aspect in the society. Acknowledging the essential role of wiki based technology in building communicative competence and developing critical writers , it is recommended that wiki based technology activities can be a cultural aspect in the Palestinian society and a part of the centralized curriculum. However, wiki based technology is difficult to be implemented successfully and smoothly without a kind initiative coming from the community itself and involving community participation in all phases of development.

So, it is the time to rethink the curriculum to adapt with the contemporary growth in wiki based technology. In this phase, it is the responsibility of all community members, including policy makers, supervisors, teachers, and educationalists to have their role in:

1. Providing strategies based on using wiki technology in teaching EFL learners at all stages.
2. Activating the role of wiki based technology in Changing teachers' role from instructors who dominate the class into educators whose role is to help, guide and support teachers and their students to acquire language.
3. Enriching the curriculum with relevant wiki technology that enhances students' use of English inside and outside school.
4. Conducting training courses that help teachers enhance their competencies of implementing wiki based technology in their classes.
5. Conducting workshops that aim at familiarizing teachers with different techniques and strategies used in the wiki technology.
6. For reasonable, gradual and planned inclusion of wiki technology to Palestinian schools, a school in each educational area can be provided with the teaching strategies that ease the implementation of wiki based technology and thus foster students' achievement. This reasonable and gradual inclusion is attributed to the fact that to start with wiki technology in all schools at once costs a huge budget.
7. Equipping the classrooms with computers and connect them appropriately with the internet and then connect all of the schools freely with the internet.
8. Preparing and publishing instructional materials that increase English teachers' awareness of wiki as a new technology tool that suits the modern teaching and learning. These materials can include the following:
 - An introduction which includes the aim of these materials and their importance in teaching EFL lessons especially writing skills.
 - A brief summary about the wiki based technology strategy and its components.

- The aims of teaching the writing lessons through the wiki based technology.
- Time table for implementing the lessons.
- The lesson plan which the teachers can follow in their teaching, and it includes:
 - The overall aim and the behavioral goals for every lesson.
 - The procedures and the tasks.
 - The evaluation.
 - The time.
- The instructional materials includes a number of procedures that the teacher follows in teaching with wiki based technology, these procedures include the following:

Firstly, Before starting the lesson

- ◆ Preparing and designing the lessons.
- ◆ Making sure that the links of the wiki inside the tasks are working properly.
- ◆ Dividing the students into groups; each student in each group has a computer. The teacher shows each student his role in the group, and the students have to exchange the roles among themselves.
- ◆ The teacher makes sure that the internet is available in the laboratory, and it is ready to work and connect.

Secondly, while implementing the lesson

- The teachers gives an introduction for the wiki, then they ask their students to implement the wiki activities.
- The teachers' role in the wiki project is a facilitator and they should follow up implementing the tasks which are required from students in the wiki project.

■ After finishing the first tasks, the teacher negotiate the students, and gives the opportunity to the speakers in each group to present their presentation , then she continues in the same way with the other tasks.

■ The teachers are the organizers of the time, and they do not allow for any group to begin the second task until all the groups finish the first task. The teacher controls through the management program for the computer lab which is called [Netop School].

Thirdly, After implementing the lesson

- The teachers evaluate their students' learning to know to what extent are the aims achieved. Examples of constructing some English lessons according to the style of wiki based technology are in Appendix (4).

Recommendations for further studies

In order to extend the findings of this study, the researcher recommended the following:

1. Having proved that wiki technology positive impact on 9th graders EFL writing skills, a follow-up study could be built on this research in order to see whether Wiki technology has the same influence on other language skills (reading, writing and speaking).
2. Similar studies could be conducted to examine the effects on different levels of EFL learners such as high school students and education college students.
3. A bigger sample size with more participants is suggested. The present study included twenty students only.
4. Research studies are needed to investigate the effectiveness of Wikis on developing English Palestinian 9th graders' problem solving skills.
5. Finally, the researcher suggested further studies to investigate the effect of using other web 2.0 tools such as blogs on developing Palestinian 9th graders' English writing skills and their attitudes towards writing.

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Appendices

Appendix (1)

Achievement Writing Skills Test

A: The Test Refereeing Checklist

Dear referee,

The researcher is conducting an MA thesis, entitled "*The Effect of Using Wikis on Improving Palestinian 9th Graders' English Writing Skills and their attitudes towards writing*" in which she is examining the effect of Wiki based teaching on nine grade students' writing skills. Part of the study requires conducting an achievement test which the researcher has designed. Hence, for the purpose of an MA thesis, I would like you to referee the attached test through reading the following checklist and then ticking (√) the appropriate box.

| Item | High | Average | Low |
|--|------|---------|-----|
| 1- The test items reflect the objectives. | | | |
| 2- The test items suit ninth graders' level. | | | |
| 3- The layout is acceptable. | | | |
| 4- The rubrics are clear. | | | |
| 5- The time assigned is suitable. | | | |
| 6. The test reflects the accurate conditions of a good test. | | | |

Any further comments are highly appreciated.

.....
.....
.....
.....

The Researcher/ Fatma Isa

Writing Skills Test for Grade 9

Student's name:.....

Marks: 36

Class:.....

Time: (45m)

Question (1)

a) Complete Adnan's and Yasmeen's email from the choices: (6Pts)

| |
|--|
| Gaza - 12 hours - Dear - Computer games - Yasmeen - landed - long -his family - love - read - breakfast - write soon. |
|--|

-----, Mum and Dad

Hi! This is to say that we ----- safely at----- this afternoon at 1.30 pm . It was a very----- flight, and we in the air for ----- . The stewardesses looked after us very well on the plane, and we had dinner-, -----and lunch. During the flight, I ----- my book for the most of time, and Adnan played --- ----- . He also helped a man who had a broken arm. It's lovely to be here in Palestine with Omar and ----- . Everybody is very kind to us.

Please -----

b) Write an email to your pen friend " Amal" about you "Jo Peel". Use the information from the information Card. (3Pts)

Jo Peel



Age: 15
Grade: 9th
From: Perth, Australia
Brothers: 2 younger, Ben, 10 and Tom, 8
Sisters: 1 older, Sue, 15
Likes: volleyball, cooking
Learning: make clothes – lots of fun

Dear,-----

Please write soon

C) There are some mistakes in this email. Let's correct them: (3pts)

dear Nour

I'm very happy to be your pen friend. my name is Salwa and I'm from Bureij Camp in palestine. I'm 12 years old, and I'm in 7th in school.

We are a large family. i have an older brother, Amjad, and he is 19 years old. I also has three younger Ibrahim, 9, Mohammad, 7 and ahmad, 5 years old

I like handball and I enjoy reading too. at the moment, I'm also learning to make clothes.

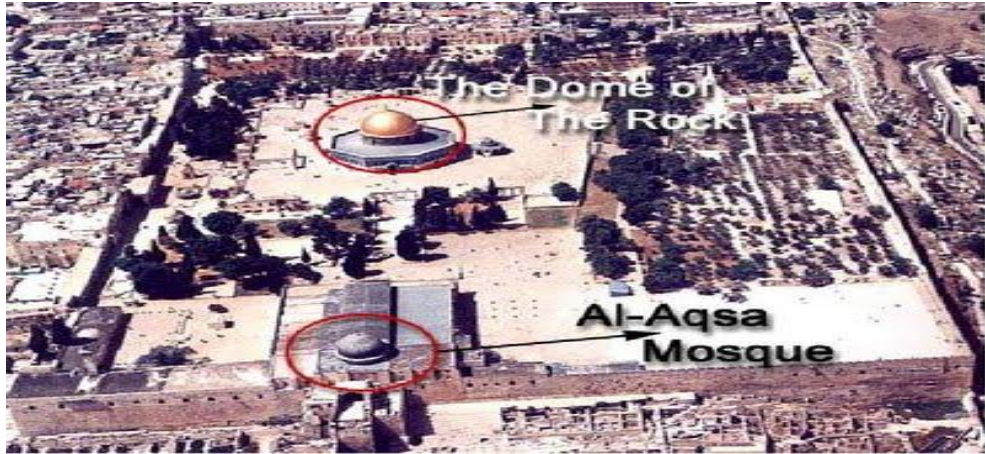
can you tell me something about yourself? And what about your family? What do you like doing? Are you learning anything new at the moment

please write soon

Salwa

Question 2:

a) Write a paragraph explaining the way of your tour from Al-Aqsa mosque by using the picture and the sentences below: (4pts)



| |
|--|
| <i>From here, turn south and walk to the famous Dome of Rock.</i> |
| <i>Inside, be sure to look at the wonderful tiles that give the place its name .</i> |
| <i>The center of Al Aqsa mosque is a good place to start your tour of Jerusalem.</i> |
| <i>When you leave, go back past your starting point, to a much older building, Al Qibli mosque.</i> |
| <i>As you go, look up at the many domes and the four tall minarets of this famous example of Islamic architecture.</i> |

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B) Rearrange the following sentences to grow flowers : (2Pts)

- () He brought some seeds and he put them in a suitable soil in a pot.
- (1) Ahmed wanted to grow some flowers.
- () Then, he put flowers in the light to grow and he watered them daily.
- () After four weeks, the flowers grew.
- () He picked up the flowers and gave them to his mother on MD.

C) Write a paragraph about " Selma" according to the information in the table:

(3Pts)

| Name | Age | City | Job | Favourite food | Favourite sport |
|-------|-----|------|---------|----------------|-----------------|
| Selma | 14 | Gaza | student | rice and meat | handball |

.....

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.....

.....

d) Rearrange the following sentences to make a story: (2Pts)

- () Mother came home from shopping.
- () Finally, she drank a cup of coffee while she was watching TV.
- () Then, she started arranging the new bottles and cans.
- () After that, she took out all empty cans and bottles from the fridge.

Question 3:

a) Think of two things that you have done and identify when you did them. Follow the example: (2pts)

For example, I have done my English homework. I did my English homework two hours ago.

- 1-
- 2-

b) Think of two things that you haven't done yet and identify when you are going to do them. Follow the example: (2pts)

For example, I haven't study for the exam. I'm going to study for the exam on Sunday.

1-

2-

c) Now, write your report about what you have now done and what you haven't done yet. Explain when you did/are going to do each thing. (4pts)

Start your report with

I have done two of the things, but I haven't done everything. I have.....

.....
.....

I

.....

But I haven't done two other things. I haven't.....

.....

..... I'm going to

.....

.....

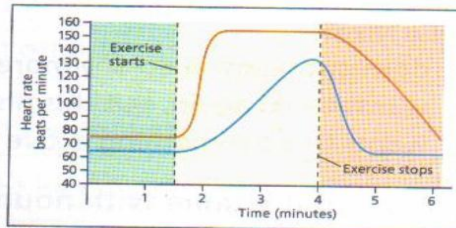
.

d) Write a report about Steve's and Kate's healthy heart experiment according to the information in the table. (4Pts)

- Start your three steps in the paragraph with:

- Before exercise,.....
- Then, during exercise,.....
- After exercise,.....

- Add but and however,..... to contrast Steve's and Kate's results.



| | | |
|---|--|--|
| 1 | Steve's resting heart rate was 65 beats per minute. | Kate's was 70 beats per minutes. |
| 2 | Steve's heart rate rose rapidly to 155 beats per minutes. | Kate's rate rose, to 132 beats per minutes. |
| 3 | His rate fell very slowly to its resting rate after 6 minutes, 30 Seconds. | Her rate fell faster to its resting rate after just 5 minutes. |

The healthy heart experiment

The graph shows the results of the experiment with Steve and Kate. Before exercise, Steve's resting heart rate was..... Beats per minute, but Kate's.....

..... Then, during.....

..... ,

.....

.....

.....

.....

.....

Good luck

| No. | Item | Agree | Disagree | Neutral |
|--|---|-------|----------|---------|
| Subscale 1: Motivation | | | | |
| 1 | I feel comfortable when writing on wiki activities. | 3 | 2 | 1 |
| 2 | Wiki can motivate me into more active and interactive writing. | 3 | 2 | 1 |
| 3 | Wiki arouses my interest in writing. | 3 | 2 | 1 |
| 4 | Wiki encourages me to contribute to the work. | 3 | 2 | 1 |
| Subscale 2: Interaction and Collaboration | | | | |
| 5 | I participate in writing more because of using wiki. | 3 | 2 | 1 |
| 6 | I like writing collaboratively on wiki. | 3 | 2 | 1 |
| 7 | Wiki enables me to fully interact with my group members. | 3 | 2 | 1 |
| 8 | Wiki makes me benefit a lot from my group members. | 3 | 2 | 1 |
| 9 | Wiki enables me to easily work with my group members. | 3 | 2 | 1 |
| Subscale 3: Wikis and students' attitudes towards Improving their writing | | | | |
| 10 | Wiki writing helps develop my writing ability. | 3 | 2 | 1 |
| 11 | Wiki enables me to view and edit my writing easily. | 3 | 2 | 1 |
| 12 | Wiki enriches my knowledge to write creatively. | 3 | 2 | 1 |
| 13 | Writing on wiki makes me more careful about sentence and paragraph structure. | 3 | 2 | 1 |
| 14 | Using wiki helps the group develop the quality of writing product. | 3 | 2 | 1 |
| 15 | I would like to use wiki in the study of other English language skills. | 3 | 2 | 1 |

Appendix (3)

**An Observation Card for the Students' Performance in Using
Wiki and Writing skills**

Group:.....

Day:

| N. | | Agree degree | | |
|---|---|--------------|----------|-----|
| | | High | Moderate | Low |
| | | 3 | 2 | 1 |
| A) <u>Easiness of using content of wiki</u> | | | | |
| 1. | Students understand linguistic content of wiki activities. | | | |
| 2. | Students access links resources easily. | | | |
| 3. | Students are able to do activities on wiki. | | | |
| B) <u>Students' attitudes towards using wiki</u> | | | | |
| 4. | Students feel comfortable when using wiki. | | | |
| 5. | Students are pleased and interested in the writing activities through wiki. | | | |
| 6. | Students are motivated by the writing activities through wiki. | | | |
| C) <u>Students' interaction while using wiki</u> | | | | |
| 7. | Students work well in their groups. | | | |
| 8. | Students are fully interact with each other. | | | |
| 9. | Students post their replies and assignment to the wiki activities easily. | | | |
| 10. | Students interact with the teacher to facilitate wiki activities. | | | |
| D) <u>Students' ability to improve their writing skills through wiki</u> | | | | |
| 11. | Wiki enriches students' knowledge to write creatively. | | | |
| 12. | Wiki improves students' structures in writing. | | | |
| 13. | Wiki increases students' productivity in writing assignment. | | | |

Appendix (4)

The Suggested Wiki Project

Project Refereeing Checklist

Dear referee,

The researcher is conducting an MA thesis, entitled "**The Effect of Using Wikis on Improving Palestinian 9th Graders' English Writing Skills and their attitudes towards writing**" in which is examining the effect of wiki based technology on nine grade students' writing skills. The researcher has designed a project which includes a lesson plan for wiki writing activities based on student's book, teacher's guide and work book which includes writing activities, adopted from '*English for Palestine*'.

Please, kindly read the attached description of what wiki is to help you give sound judgment. Then, I would highly appreciate your refereeing of the project through reading the following items and then ticking (√) the appropriate box.

| Item | High | Average | Low |
|--|------|---------|-----|
| 1. The general aim of the project is specific. | | | |
| 2. The behavioural objectives are measurable. | | | |
| 3. The behavioural objectives are achievable. | | | |
| 4. The activities are in connection with the behavioural objectives. | | | |
| 5. The activities are within students' level. | | | |
| 6. The activities meet the individual differences of students. | | | |
| 7. The activities are applicable. | | | |
| 8. The rubrics of the activities are clear. | | | |
| 9. The time assigned is suitable. | | | |
| 10. The project is well-organized | | | |
| 11. The means of evaluation are effective. | | | |

Any further comments are highly appreciated.

.....
.....
.....

The Researcher/ Fatma Isa.

A Lesson Plan for Wiki Writing Activities

Activity 1: Writing an Email Project

Nature of activity: collaborative writing an email through wikis.

Learning objectives: By the end of this lesson students should be able to write an email to their close friends or their relatives.

Target Grammar Structure: present and past simple tense

Visit the following website.

<http://www.learnenglish.de/grammar/tensesimpast.htm>

Type of activity: Group activity.

Proficiency levels: All levels.

Time: 2 whole lessons and then more class and homework time for students to write.

Additional material: Computer laboratory.

| | Procedures |
|-------------------------|--|
| Pre- Writing | <ul style="list-style-type: none">• Divide students up into 5 collaborative groups. Each group has 4 students and set up as 5 wiki pages as there are 5 collaborative groups.• Introduction <p>Discuss the following questions about Adnan's and Yasmeen's traveling.</p> <ul style="list-style-type: none">- Where did Adnan and Yasmeen land?- When did they land?- How many hours did their traveling take?- What meals did they have on the way?- What else did Yasmeen do to fill the time? |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> - What about Adnan? - What did Adnan also do? • Ask students if they have ever written an email to their parents or their friends. • Tell them that in this lesson they will learn about Adnan's and Yasmeen's email to their parents. Give them a few minutes to discuss this and then go round the classroom for feedback. |
| While-writing | <ul style="list-style-type: none"> • Tell the students that before they write their emails, they are going to go through some of the rules of email writing. For example, ask them what style of writing Adnan and Yasmeen would use to email their parents. The answer is informal. • Tell the students that you are going to focus on writing the informal email through wikis because wiki has become the main means of communication. • Process <p>Give the groups a copy of the informal email as an example of a good email and a copy of the bad email. Ask them to compare the two emails and try to discover the rules of writing a good email. They should write the rules in the correct column. Give them about 10 minutes to do this.</p> <ul style="list-style-type: none"> • Go round the classroom asking for the rules they discovered and discuss them with students. |
| Post-writing | <p>Revision and evaluation</p> <ul style="list-style-type: none"> • Tell students that they are going to complete Adham's and Nour's email about their traveling from notes. • Ask students to complete their information cards. |

| | |
|--|--|
| | <p>Take-home Assignment</p> <ul style="list-style-type: none"> • Tell students that they are going to write an email to their pen friends to inform them about <ul style="list-style-type: none"> - Basic information about yourself. - Basic information about your family. - your likes and activities. <p>Tell them to use the model email as an example and to follow the list of rules they have. Print out a copy of the email and turn it in to the teacher.</p> <ul style="list-style-type: none"> • Conclusion <ul style="list-style-type: none"> - read and share the activities you wrote with the whole class. - Discuss the important rules of writing an email that you did not recognize before this writing task. |
|--|--|

Activity 2: Class dictionary to write a paragraph

Nature of activity: Collaborative compilation of a class dictionary to write a paragraph through Busy Bees Wiki.

Learning objectives: By the end of this lesson students should be able to

- order sentences into a coherent paragraph.
- write a coherent paragraph using at least five words from the class dictionary.

Target punctuations: Capital letter- period- comma

Visit the following website.

<http://www.merriam-webster.com/dictionary/get>

<http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/punctuation.html#>

[COMMA](#)

Type of activity: Group activity.

Proficiency levels: All levels.

Time: Allow 10 minutes for setting up and explaining the task and students will contribute to the dictionary on an ongoing basis and do other activities.

Additional material: Computer laboratory and Online dictionary.

| | Procedures |
|-------------------------|---|
| Pre- Writing | <ul style="list-style-type: none">• The teacher sets up a wiki for use as the class dictionary. The vocabulary can be organized according to the topic.• During the lesson, the teacher highlights vocabulary which are for students to learn.• The class can decide in groups what is a dictionary used for ; a definition of the vocabulary or English meanings.• Students are put into small groups and each group is assigned ten minutes when they are responsible for adding class vocabulary to the wiki. This activates students' memory. <p>• Task</p> <p>This is what you are going to accomplish in this writing task. Reorder the following words to make full sentences. Use the correct punctuations.</p> <ol style="list-style-type: none">1. city- the- a bus tour- of- takes- Adnan2. mosque- a- Jerusalem-is- famous- Al- Aqsa mosque- in3. capital- is- Ankara- the- Turkey-of4. minarets- are- Dome- and- Islamic architecture- of- examples.5. second- mosque- the- Al Haram- is- mosque- Islam- oldest- Al- Sharif- in <ul style="list-style-type: none">• Each group has to order words to make a full sentence. After about five minutes, let students to read their classmates' sentences. |

| <p>While-writing</p> | <p>• Process</p> <ul style="list-style-type: none"> - The teacher with students discuss the scrambled sentences activity; for example, ask them the first sentence which word is underlined, what does it refer to and so forth. - The teacher asks students number the sentences and reminds them to look at the underlined words for clues. Then, the teacher go round checking. | | | | | | | | |
|-----------------------------|---|------|----------|--------|---|----------|---|--------------|--|
| <p>Post-writing</p> | <p>• Revision and evaluation</p> <p>Teacher ask students to match these words with their meanings.</p> <table border="1" data-bbox="293 707 1434 1095"> <thead> <tr> <th data-bbox="293 707 512 792">Word</th> <th data-bbox="512 707 1434 792">Meanings</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 792 512 929">Famous</td> <td data-bbox="512 792 1434 929">Tall thin tower on a mosques from which Muslims are called to prayer.</td> </tr> <tr> <td data-bbox="293 929 512 1012">Minarets</td> <td data-bbox="512 929 1434 1012">Talked about by many people in many places.</td> </tr> <tr> <td data-bbox="293 1012 512 1095">Architecture</td> <td data-bbox="512 1012 1434 1095">The style and design of a building or buildings.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Now, the teacher can ask students to write a coherent paragraph about a historical place in Palestine with the help of the class dictionary. For example, write a paragraph of 5-7 sentences about a historical place in Palestine using at least five words from the class dictionary. Explain the way of the tour from the beginning to the end. Click to see the sample of paragraph before you write. Use the correct paragraph form and correct punctuation. • Students work in groups and the teacher goes round helping with any language problems. • Students can add a picture as a prompt for their writing. • If the time is over, students can complete their exercise as a home work task. <p>• Conclusion</p> <p>Read and shared the paragraph you wrote and received with the whole class.</p> <p>Discuss some of the important facts about historical places in Palestine that you didn't recognize before this writing task.</p> | Word | Meanings | Famous | Tall thin tower on a mosques from which Muslims are called to prayer. | Minarets | Talked about by many people in many places. | Architecture | The style and design of a building or buildings. |
| Word | Meanings | | | | | | | | |
| Famous | Tall thin tower on a mosques from which Muslims are called to prayer. | | | | | | | | |
| Minarets | Talked about by many people in many places. | | | | | | | | |
| Architecture | The style and design of a building or buildings. | | | | | | | | |

Activity 3: Report Wiki ! Create a Wiki as You Learn a Unit of Work

Nature of activity: Collaborative writing a report about what have been done and what have not been done.

Learning objectives: By the end of this lesson students should be able to write a report about what they have now done and what they haven't done yet.

Target grammar structures: Past simple, present perfect, the future 'going to'.

Visit the following websites.

<http://www.learnenglish.de/grammar/tensesimpast.htm>

<http://www.learnenglish.de/grammar/tensefuture.htm>

Type of activity: Group activity.

Proficiency levels: All levels.

Time: At least two whole lessons.

Additional material: Computer Laboratory.

| | Procedures |
|--------------------|--|
| Pre-writing | <ul style="list-style-type: none"> • Divide students up into 5 collaborative groups. Each group has 4 students and set up as 5 wiki pages as there are 5 collaborative groups. • Introduction Tell the students to discuss the following questions about Kamal's family. <ul style="list-style-type: none"> - What is going to happen? Who is the guest? What things they are supposed to do? - What have been finished and what haven't been finished yet? Make a list of that give them a few minutes to discuss this and then go round the classroom for feedback. • Task Ask students to re- arrange the following events: <ul style="list-style-type: none"> [] Kamal's family have made a list. [] Dr. Kamal have bought a new carpet. [] They have put the flowers then grandma came in. |

| | |
|----------------------|--|
| | <p>[] Now grand ma is going to arrive in a week.</p> <p>[] Sami and Dr. Kamal have put up the curtains.</p> <p>[] Kamal's family have lived in London for two years.</p> <p>Give students 10 minutes to do this task and go round the classroom checking.</p> |
| While-writing | <p>• Process</p> <p>Tell students that you are going to focus on writing a report through Busy Bees wiki in order to enhance their collaborative writing skills.</p> <p>Discuss with students what Sami's family have been done and what haven't.</p> <p>Put students in groups and ask them to follow these instructions to accomplish this writing activity.</p> <ul style="list-style-type: none"> - Read Sami's 'to do' list accurately to fill the gaps in the report. - Put the verbs in brackets in the correct forms. - Use the present perfect, the past simple and going to. |
| Post-writing | <p>• Revision and Evaluation</p> <ul style="list-style-type: none"> - Think of two things that you have now done, and two that you have not done yet. Make a list of them. - Write a report of 5-7 sentences. - explain when you did/ are going to do each thing. - Use the correct report form. - Use the target grammar structures in your writing. <p>• Conclusion</p> <ul style="list-style-type: none"> - Read and share the report you write and received with the whole class. - Discuss and synthesize some of the important facts about what have been done and what haven't been done before this writing task. |

Activity 4: Report wiki ! Create a Wiki as You Learn a Unit of Work

Nature of activity: Collaborative writing a report about describing the healthy heart experiment results.

Learning objectives: By the end of this lesson students should be able to

- Transfer information to complete a table.
- Describe an experiment.
- Interpret the results.

Target punctuations: Capital letter- period- comma

Visit the following website.

<http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/punctuation.html#COMMA>

Type of activity: Group activity.

Proficiency levels: All levels.

Time: At least two whole lessons.

Additional material: Computer Laboratory.

| | Procedures |
|--------------------|--|
| Pre-writing | <ul style="list-style-type: none">• Divide students up into 5 collaborative groups. Each group has 4 students and set up as 5 wiki pages as there are 5 collaborative groups.• Click "Introduction" and discuss the questions about experiments:<ul style="list-style-type: none">- Teacher asks students 'have you ever made an experiment? What was it about?' |

| | |
|-----------------------------|--|
| | <ul style="list-style-type: none"> - Teacher shows students the graph pointing out three stages before exercises. - Teacher explains the graph. - Teacher helps students to complete the first answer. - Students work in groups to complete the rest of the table. - Teacher go round checking <p>• Task</p> <p>This is what you are going to accomplish in this writing task.</p> <ul style="list-style-type: none"> - Ask students to write paragraph 1 of a report: The healthy heart experiment. <p>a- Use the graph.</p> <p>b- Start their three steps in the paragraph with:</p> <ul style="list-style-type: none"> • Before exercise,..... • Then, during exercise,.... • After exercise,..... <p>c- Add but and However,... to contrast Steve's and Kate's results.</p> <p>d- Use the target grammar structure in your writing.</p> |
| <p>While-writing</p> | <p>• Process</p> <p>Click "Process" and follow the directions.</p> <ul style="list-style-type: none"> - Work in groups and do the healthy heart experiment. Follow these steps: |

| | |
|-----------------------------|--|
| | <ul style="list-style-type: none"> • Find your wrist pulse. • Begin with the word "stop" and finish with the word "stop". • Count your resting heart rate for 15 seconds. • Run as fast as you can for two minutes. Check heart rate again. • Note the rates and time. <p>- Then, write a paragraph 2 of your report. Write about your experiment.</p> <p>- Start your three steps in the paragraph with:</p> <ul style="list-style-type: none"> • Before exercise,..... • Then, during exercise,..... • After exercise,..... <p>- Teacher go round checking and let groups discuss what they have done.</p> |
| <p>Post- writing</p> | <ul style="list-style-type: none"> • Take-home Assignment • After you do the healthy heart experiment, write paragraph 3 of your report by answering the following questions: <p>1) What does the experiment show?</p> <p>a- I am less fit than Kate but fitter than Steve.</p> <p>b- I am much fitter than Steve and about as fit as Kate.</p> |

d- I am less fit than both Kate and Steve.

2) How fit would you like to be compared with Steve or Kate?

a- At least as fit as him. b- Much fitter than him.

c- At least as fit as her. d- Even fitter than her.

3) To get as fit as Kate, what do you think you need to do?

a. I need to do at least 30 minutes of exercise a day.

b. I need to walk to and from school every day.

c. I need to exercise more and to sleep enough.

• Start your sentences with:

- The experiment shows I am.....

- However, I would like to be.....

- To get as fit as that, I think I need to

• **Conclusion**

- Read and share the paragraphs you wrote and received with the whole class.

- Discuss and synthesize the important facts about the healthy heart experiment that you did not recognize before this writing task.

Activity 5: Writing a Postcard Project

Nature of activity: collaborative writing a postcard through wikis.

Learning objectives: By the end of this lesson students should be able to write a postcard to their friends or their relatives.

Target Grammar Structure: past simple, present perfect and present perfect continuous.

Visit the following website

<http://www.learnenglish.de/grammar/tensesimpast.htm>

Type of activity: Group activity.

Proficiency levels: All levels.

Time: 2 whole lessons and then more class and homework time for students to write.

Additional material: Computer laboratory.

| | Procedures |
|--------------------|--|
| Pre-Writing | <ul style="list-style-type: none">• Divide students up into 5 collaborative groups. Each group has 4 students and set up as 5 wiki pages as there are 5 collaborative groups.• Introduction Discuss the following questions about Adnan's and Yasmeen's traveling.<ul style="list-style-type: none">- Where did Adnan and Yasmeen go?- When did Adnan and Yasmeen arrive Istanbul?- What did Adnan and Yasmeen visit?- What did they see?- When did they get from the boat trip?• Ask students do you know a postcard and if they have ever sent a postcard to their relatives or their friends. If the answer "Yes", what did you write on it?• Tell them that in this lesson they will learn about Adnan's and Yasmeen's postcard to their parents. Give them a few minutes to discuss this and then go round the classroom for feedback |

| | |
|-----------------------------|--|
| <p>While-writing</p> | <ul style="list-style-type: none"> • Tell the students that before they write their postcards, they are going to go through some of the rules of postcard writing. For example, ask them what style of writing Adnan and Yasmeen would use to write to their parents. The answer is informal postcard. • Tell the students that you are going to focus on writing the postcard through wikis because wiki has become the main means of communication. • Process Give the groups a copy of the postcard as an example of a good postcard and a copy of the bad postcard. Ask them to compare the two postcards and try to discover the rules of writing a good postcard. They should write the rules in the correct column. Give them about 10 minutes to do this. • Go round the classroom asking for the rules they discovered and discuss them with students. |
| <p>Post-writing</p> | <p>Revision and evaluation</p> <ul style="list-style-type: none"> • Give out the cut up strips, ask students to group them into a postcard and then to put up the strips into the right order. Go round checking. <p>Take-home Assignment</p> <ul style="list-style-type: none"> ▪ Tell students that they are going to write a postcard to their pen friends to inform them about their travelling. ▪ Tell them to use correct time expressions like "earlier, today, now, during the week, two hours ago". ▪ Tell them to use the model postcard as an example and to follow the list of rules they have. <p>• Conclusion</p> <ul style="list-style-type: none"> - read and share the activities you wrote with the whole class. - Discuss the important rules of writing a postcard that you did not recognize before this writing activity. |

Appendix (5)

Referee Committee for the study tools

This list includes the names and titles of the referees who refereed the achievement writing skills test, the questionnaire, the observation card, the lesson plan for wiki writing activities.

1. Test's referees
2. The lesson plan for wiki writing activities' referees
3. The observation card's referees
4. The questionnaire's referees

| No. | Name | Qualification | 1 | 2 | 3 | 4 |
|-----|------------------------------|-----------------------------|---|---|---|---|
| 1 | Professor IzzoAfana | Lecturer (IUG) | √ | | √ | √ |
| 2 | Dr. Nazmi El Masri | Lecturer (IUG) | √ | √ | √ | √ |
| 3 | Dr. Kamal Mourtaja | Lecturer (IUG) | √ | √ | √ | √ |
| 4 | Dr. Fathia Lolo | Lecturer (IUG) | √ | | √ | √ |
| 5 | Mr. Kamal Hasaballah | English supervisor | √ | √ | √ | √ |
| 6 | Mr. Nabil El Haj | English supervisor | √ | √ | √ | √ |
| 7 | Mr. Abed El Kareem El Ashgar | Lecturer (IUG) (MA) | | √ | | |
| 8 | Mr. HusamIshtawi | English teacher (MA) | √ | √ | √ | √ |
| 9 | Mr. Iyad Abu Wadi | English teacher (MA) | √ | √ | | |
| 10 | Mrs. Ivon El Khateeb | English teacher (MA) | √ | √ | √ | √ |
| 11 | Mrs. NiveenAshour | English teacher | √ | √ | | |
| 12 | Mrs. Faten El Khateeb | English teacher | √ | √ | | |
| 13 | Mrs. Iman El Atawna | English teacher | √ | √ | | |
| 14 | Mrs. MahaZraid | English teacher | √ | | | |
| 15 | Dr. Sameh El Gebour | Computer supervisor (UNRWA) | | √ | √ | √ |

Appendix(7)

Wikispaces Setup

1. Create a Wiki space

a. Go to www.wikispaces.com and register a space by entering username, password, email address and space name (ex: efl123).

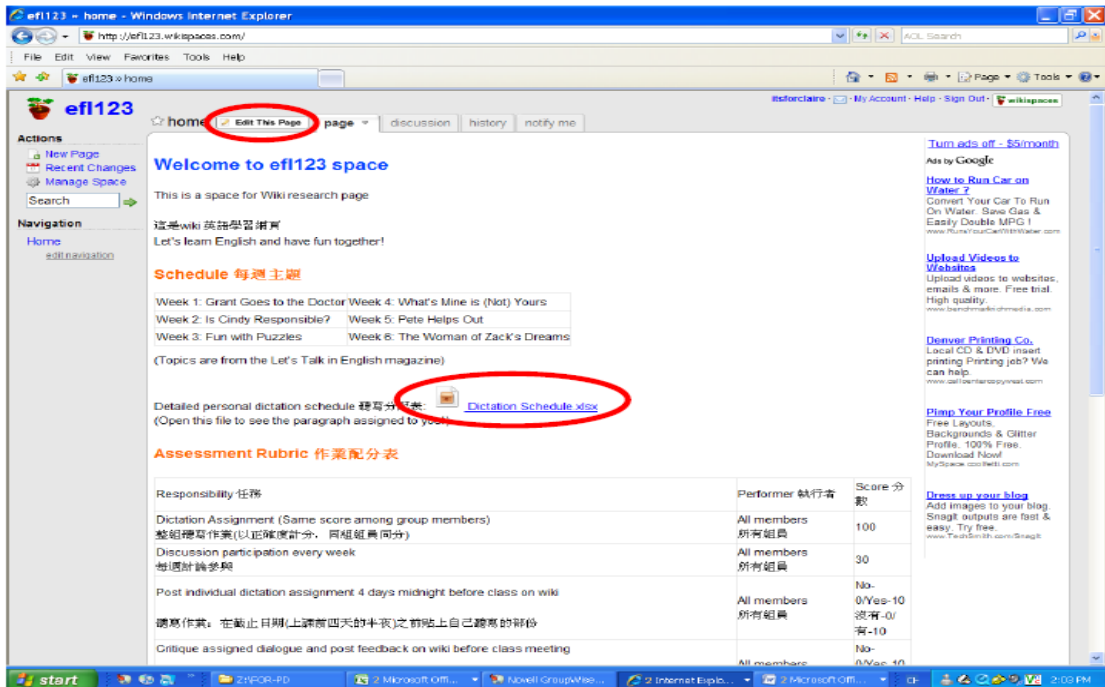
The image consists of two screenshots from a Windows Internet Explorer browser. The top screenshot shows the Wikispaces homepage with a registration form highlighted by a red circle. The form includes fields for 'Pick a username', 'Set your password', 'Enter your email address', and 'Space name (optional)', along with a 'Join' button. The bottom screenshot shows the 'Welcome to the efl123 space' page, which includes a 'Getting Started' section, 'About This Space' information, and a 'Need Help?' section.

Join Now!
1. Pick a username
2. Set your password
3. Enter your email address
4. Space name (optional)
Join

Welcome to the efl123 space
Getting Started
To get started, click on the "edit" link above to add content to this page. You and other contributors can also comment on pages using the "discussion" link at the top of every page.
About This Space
Your space is currently **protected**. It can be seen by everyone, but only space members can edit pages. As the space organizer, you may change your space's [settings](#), [look and feel](#) or [permissions and members](#). You can also change your [subscription options](#).
Need Help?
For more information on how to use Wikispaces, see our [help section](#).
Contact Us
If you need help, please contact us at help@wikispaces.com.

2. Edit Homepage

Click on “Edit This Page” on the top to start editing homepage. Post welcome message, weekly schedule, detailed personal dictation schedule (uploading excel file) and assessment rubric, etc.

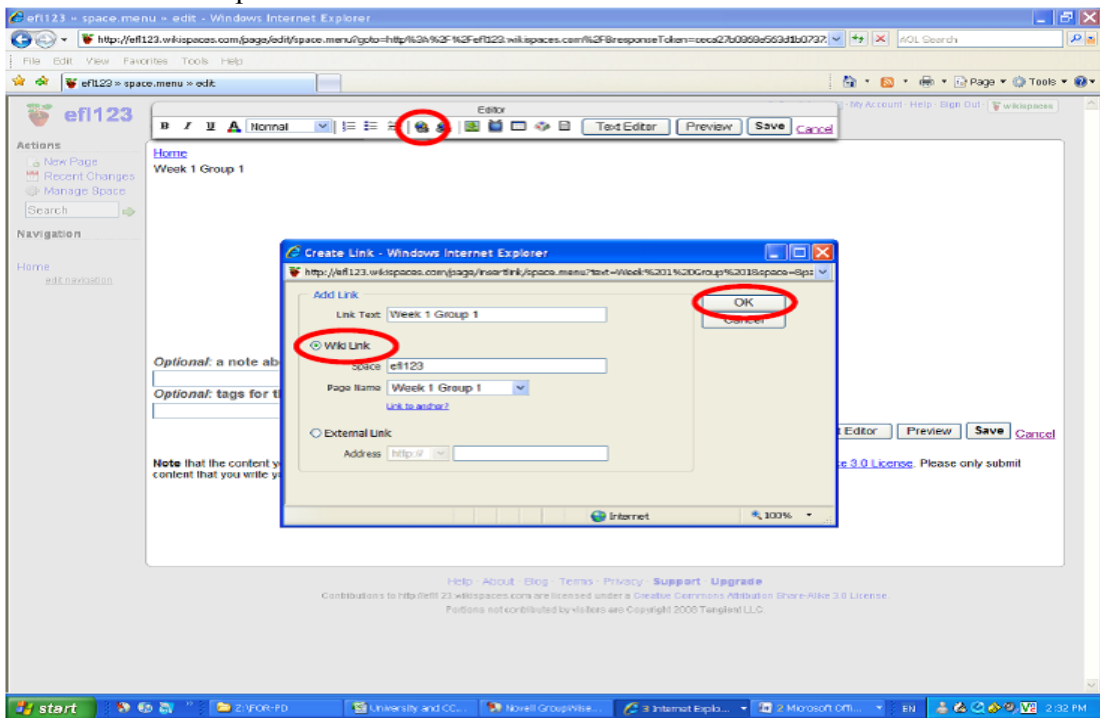


3. Create wiki pages for each group

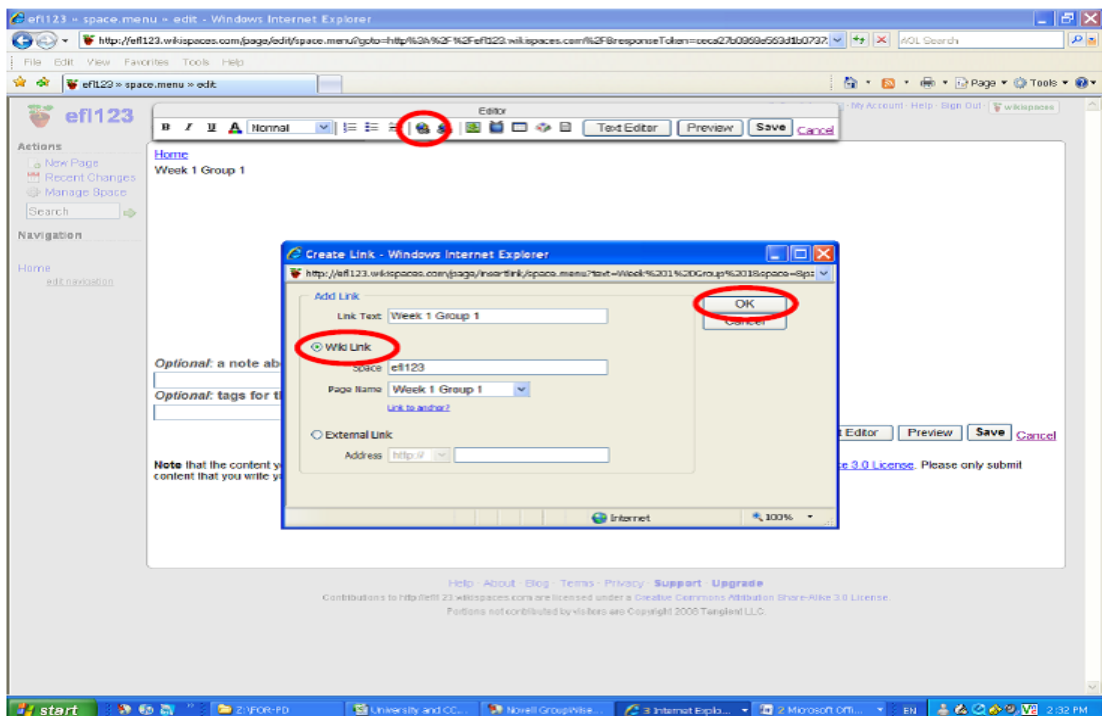
a. Click “edit navigation” on the left.



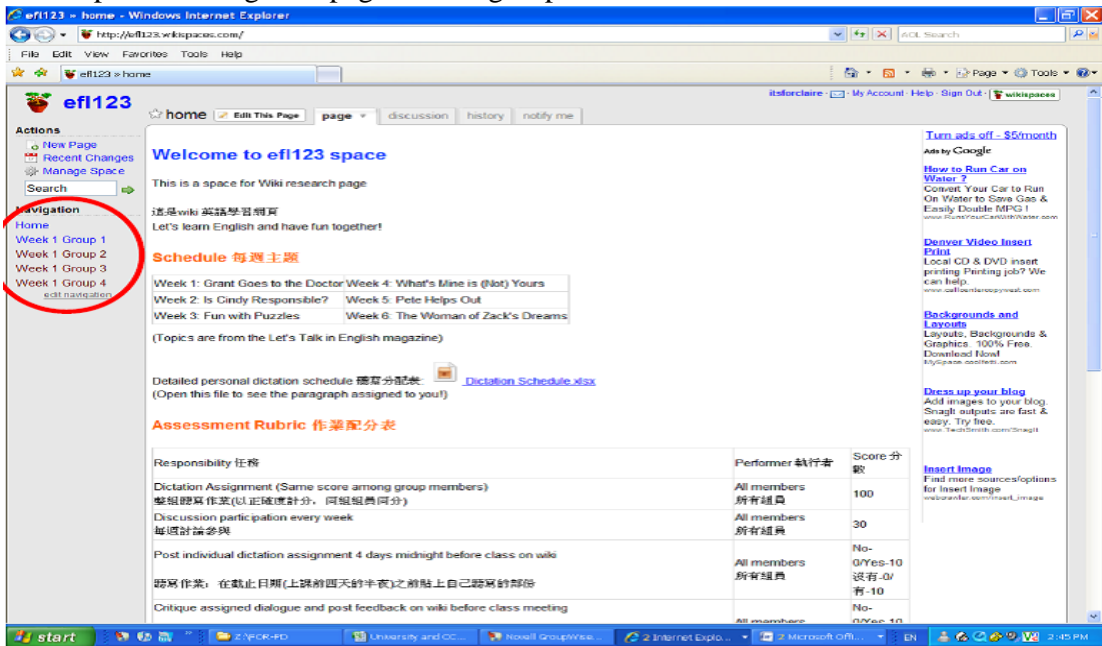
b. Enter the name of the new page for each group (ex: Week 1 Group 1) and click “Insert link” icon on the top. Choose “Wiki Link” and click “OK”



c. The Week 1 Group 1 page has been created. Keep creating for other groups and click “Save” when finish.

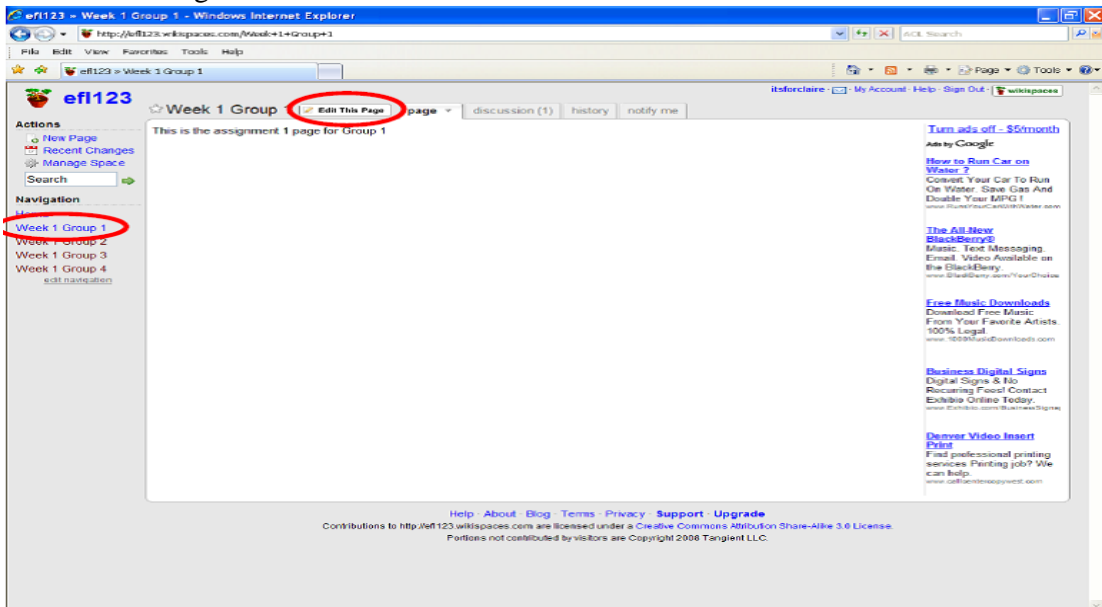


d. Complete creating wiki pages for all groups.



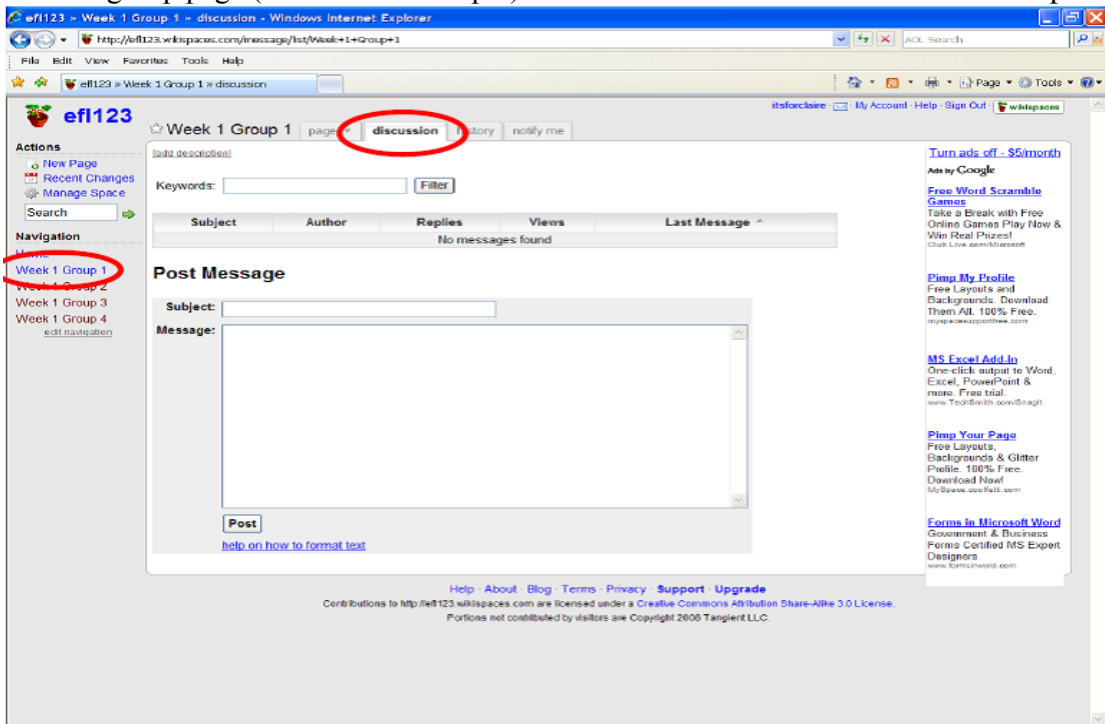
4. Editing each wiki group page

Click each group page (ex: Week1 Group1) on the left and click “Edit This Page” on the top. After editing, click “Save.” Students just have to follow the same procedure to post and revise their assignments.

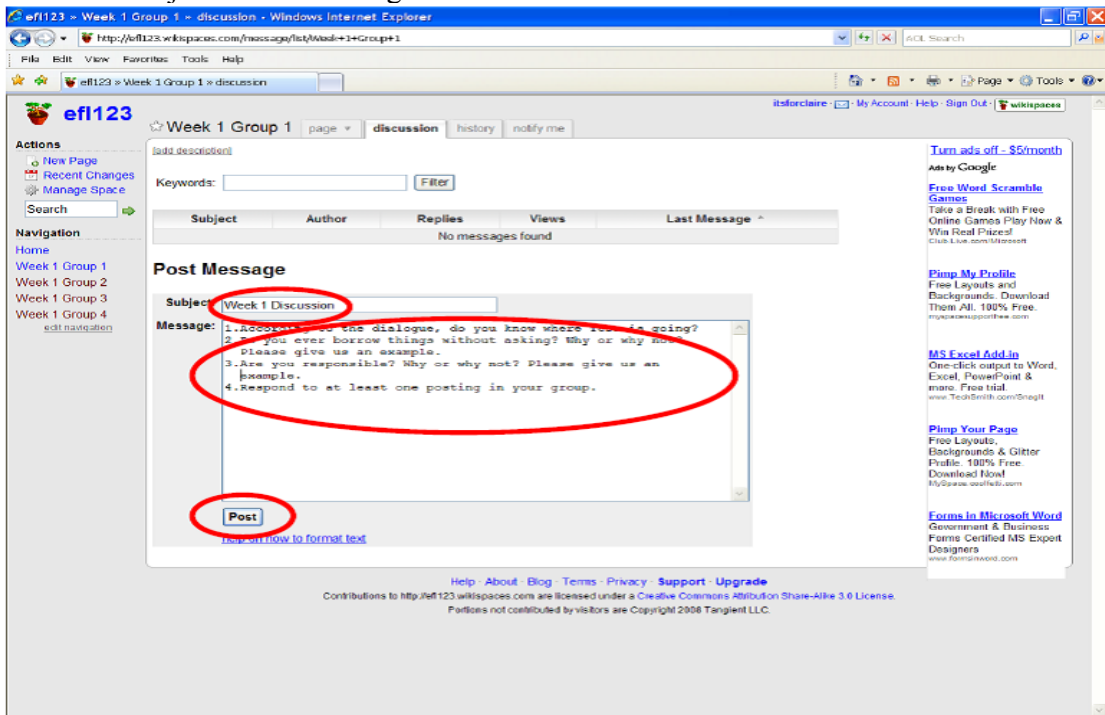


5. Create discussion forum for each group

a. Click group page (ex: Week 1 Group 1) on the left and click “discussion” on the top.



b. Enter “Subject” and “Message” into the boxes and click “Post”



c. The discussion 1 forum has been set up. Students just have to follow the same procedure to reply to the discussion topic.

The screenshot shows a web browser window displaying a discussion forum page. The browser's address bar shows the URL: <http://ef123.wikispaces.com/message/list/Week+1+Group+1>. The page title is "Week 1 Group 1" and the current page is "discussion (1)".

On the left side, there is a navigation menu with the following items:

- Home
- Week 1 Group 1
- Week 1 Group 2
- Week 1 Group 3
- Week 1 Group 4
- edit navigation

The main content area features a search bar with the text "Keywords:" and a "Filter" button. Below the search bar is a table of discussion topics:

| Subject | Author | Replies | Views | Last Message |
|-----------------------------------|------------------------------|---------|-------|--|
| Week 1 Discussion | itsforclaire | 0 | 0 | just now by itsforclaire |

The text "1-1 of 1" is centered below the table. Below the table is a "Post Message" form with the following fields:

- Subject:
- Message:

At the bottom of the form is a "Post" button and a link to [help on how to format text](#).

On the right side of the page, there are several advertisements:

- Turn ads off - \$5/month
- Ads by Google
- Creating Internet Store
- Free Organizational Chart
- Limited Time Offer
- Create a Brochure
- 5 Figure Jobs

At the bottom of the page, there is a footer with the following text:

Help - About - Blog - Terms - Privacy - Support - Upgrade
Contributions to <http://ef123.wikispaces.com> are licensed under a Creative Commons Attribution-Share-Alike 3.0 License
Portions not contributed by visitors are Copyright 2006 Tangient LLC.

ملخص الدراسة

أثر استخدام الويكي "Wiki" في تحسين مهارات الكتابة لدى طالبات الصف

التاسع في مبحث اللغة الإنجليزية و اتجاهاتهن نحو الكتابة"

هدفت الدراسة إلي التحقق من أثر استخدام الويكي في تحسين مهارات الكتابة في مادة اللغة الانجليزية لدي طالبات الصف التاسع واتجاهاتهن نحو الكتابة، حيث كانت المهارات المستهدفة كالتالي:

1. كتابة إميل من الملاحظات.
2. إعادة ترتيب الأحداث إلي فقرة.
3. كتابة تقرير من الملاحظات.

من أجل تحقيق هذا الهدف، طبقت الدراسة علي عينة ممثلة مكونة من 39 طالبة من مدرسة بنات البريج الإعدادية (أ) للاجئين تدار من قبل وكالة غوث و تشغيل اللاجئين. قسمت العينة إلي مجموعتين: ضابطة و تجريبية. تكونت المجموعة التجريبية من 20 طالبة و المجموعة الضابطة من 19 طالبة.

و من أجل جمع البيانات، استخدمت الباحثة ثلاث أدوات للبحث. أولاً: بطاقة ملاحظة لاستكشاف أداء الطالبات في استخدام الويكي و ممارسة مهارات و أنشطة الكتابة. ثانياً: استخدمت الباحثة استبيان للكشف عن اتجاه الطالبات نحو استخدام الويكي في تعليم و تعلم مهارات الكتابة. ثالثاً: استخدمت الباحثة اختبار الكتابة كاختبار قبلي و ذلك لتحقق من مدي تكافؤ المجموعتين، واستخدام أيضا كاختبار بعدي و ذلك للقياس أي فروق ذات دلالة إحصائية بين المجموعتين.

بعد تحليل البيانات و معالجتها إحصائياً، أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية.

لقد بينت نتائج الدراسة أن هناك فروق ذات دلالة إحصائية بين أداء الطالبات قبل و بعد تطبيق الويكي، حيث كانت النتائج لصالح بعد التطبيق.

كما أشارت النتائج أن هناك فروق ذات دلالة إحصائية نحو اتجاهات المجموعة التجريبية قبل و بعد استخدام الويكي لتطوير مهارتهن في الكتابة لصالح بعد التجربة.

أيضا بينت النتائج أن هناك فروق ذات دلالة إحصائية بين المجموعة التجريبية و المجموعة الضابطة لصالح المجموعة التجريبية و يعزي ذلك إلي استخدام الويكي. و باستخدام مربع " إيتا" من أجل معرفة حجم تأثير الويكي ، تبين أن حجم التأثير كان كبير.

في ضوء النتائج، أوصت الباحثة بأن يطلب من المعلمين أن يستخدموا الويكي في تدريس مهارات الكتابة حتى يحسنوا و يطوروا من أدائهم في تدريس الكتابة. و لقد أوصت أيضا باستخدام الويكي علي مهارات لغوية أخرى و علي مواد دراسية أخرى كذلك.

المجتمع المحلي

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
The Islamic University - Gaza

هاتف داخلي: 1150

عمادة الدراسات العليا

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السيدة / مروة محمد بن محمد
مؤلفة
خدمة الأبحاث للمعلمين
لغاية آمل تيسر لي
حفظه الله، التي عملت بها
أبحاثها التي أعمل
وتشرف
مروة محمد
بن محمد

السيد الدكتور/ رئيس برنامج التربية والتعليم بوكالة الغوث الدولية

السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالبة ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالبة/ فاطمة حرب عودة عيسى، برقم جامعي 220090454 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس/ اللغة الإنجليزية، وذلك بهدف تطبيق أدوات دراستها للماجستير والحصول على المعلومات من المنطقة الوسطى التعليمية التي تساعد في إعدادها والمعنونة بـ:

The Effect of Using Wikis on Improving Palestinian 9th Graders' English Writing Skills and their Attitudes towards Writing

والله ولي التوفيق،،

عميد الدراسات العليا

د. مروة محمد بن محمد

أ.د. فؤاد علي العاجز



السيد / مروة محمد بن محمد
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صورة إلى:-
المنطقة

تسهيل مهمة + تطبيق أنشطة + الحصول على معلومات الخيارات

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