Using "Wikis" in Developing Writing Performance and Motivation among EFL Students at Majmaah University

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Abstract

This study aimed at developing writing performance and motivation of EFL students, Az Zulfi College of Education, Majmaah University through using Wikis. The participants were 6th level English language female students (n= 39). The study adopted the one group pre-post test design. Students were pre-tested using a Writing Performance Test (WPT) and a Writing Motivation Questionnaire (WMQ). The study was an attempt to develop students' collaborative essay writing processes as reflected in their writing performance using wikispaces software. Student' motivation towards writing was also pursued. During the sessions, students were assigned into groups and worked collaboratively on writing their assignments. Students were guided through the writing process to produce well-organized, adequately developed paragraphs and essays. After the treatment, students were post-tested on their writing performance and motivation. Data were dealt statistically using SPSS. Results showed that there was a statistically significant difference in the mean scores of the experimental group students between the pre-and post WPT in favor of the latter. In addition, students' writing motivation was developed.

Key words: writing performance, Wikis, collaborative writing, writing motivation, English as a foreign language, and college students

Introduction

Since the beginning of the 21st Century, the learning process has gone through a remarkable shift in the ways it takes place across networks, and multiple sites. In the technological knowledge-based world, language teaching and learning has changed. Researchers have reported that effective technology integration in teaching motivates students' interest in learning, increases students' high-level learning, and masters language skills. (Blin & Jalkanen, 2014). Applying Web 2.0 tools in language learning enabled learners to have the skills of being autonomous in their learning. Web 2.0 tools help teachers introduce additional interesting learning activities. These tools ensure student-independency and autonomy as well as interaction and co-operation, and provide opportunities to practice reading, writing, speaking and listening outside the classroom. (Pop, 2010).

Wikis are one of the major components of the Web 2.0 tools that can be incorporated into language classes. Researchers have examined the application of wiki as an e-learning tool in writing classes (e.g. Xiao & Lucking, 2008; Kessler, 2009; Wichadee, 2010; Kuteeva, 2011; Wu, 2013; Isa, 2012; Aydin & Yildiz, 2014).The present study is a further attempt to shed light on the effect of using wikis on developing EFL students' writing performance. Students are taught how to write well-structured and organized essays through collaborative writing stages within wiki-based environment.

Literature review

EFL writing

EFL Writing instruction and students' Writing performance

Writing instruction and teaching students how to write in foreign language classes require special attention, since EFL essay writing is

considered one of the most important academic courses. The importance of writing courses results from the fact that language students need to develop the ability to write cohesively and coherently in a foreign language (Scott, 2008; Seliem & Ahmed, 2009). Writing as a skill encourages thinking and learning, motivates communication and leads to reflection of thoughts and ideas. (Hussein, El shirbini, & Al Ashri, 2013). As a result, writing skills have to be given much more interest to enable students produce good writings.

Good writing requires complex skills such as the production of clear and organized paragraphs and ideas, developing relevant content, and acquiring linguistic abilities including sentence formation, grammatical competence and lexical knowledge. In addition, writing requires aspects of language fluency and the coordination of many high metacognitive skills to generate specific details and information used to develop a topic of an essay. Therefore, it is necessary to teach those aspects and skills of writing and provide learners with meaningful contexts and authentic purposes for writing. (Troia & Graham, 2003; Papadopoulou , 2007; Graham, 2008 ; Aydin & Yildiz, 2014).

Moreover, it is important to teach the students the process of writing. Writing as a complex skill goes through different stages and processes such as prewriting, drafting, revising and editing. (Tompkins, 2010). In other words, writing is usually a step-by step process. It begins with prewriting, during which students accumulate and generate ideas. In the second stage, outlining, students write and revise their paper several times. Finally, students edit and proofread. Editing involves checking their paper for mistakes in sentence structure. Proofreading involves checking the final copy of their paper for typing or handwriting mistakes. (Langan, 1996 ; Oshima & Hogue, 2007). Through these stages, students are guided to write essays with clear organization of paragraphs' ideas, adequate and relevant content (development) and appropriate sentence fluency (style), and correct conventions.

Previous studies investigated the effect of the process approach to teaching writing on students' writing performance. For example Mostafa (2002) proved the effectiveness of integrating an interactive process writing model in developing university students' writing performance. Lam (2007) integrated the process writing approach with collaborative

learning. The study of El-Sakka (2011) concluded that blending the process writing approach with weblogs developed prospective teachers' writing performance. Other studies such as Lipson, Mosenthal and Daniels (2000) ; Tobin, (2001) ; Longknife and Sullivan, (2012) concluded that the process approach is more relevant than the product approach that emphasizes the final product of writing only.

While teaching the students the processes and stages of writing, teachers should realize that the process of writing essays is psychologically complex. It includes psychological elements like attention, cognition, motivation, attitude, imagination, thinking, self-efficacy, self-regulation, etc. (He & Shum, 2005).

Writing and motivation

Motivation is the process to exert more efforts on certain tasks. Motivation has two types: intrinsic and extrinsic. Both types are related to the causes of   undertaking a certain task. Intrinsic motivation is related to student's performance of a specified task for inherent satisfaction; whereas, extrinsic motivation is for attaining an external satisfaction and rewards. (Ryan & Deci , 2000). Motivation, whether intrinsic or extrinsic, is believed to be a significant construct that imposes positive impact and enhances the learning and the development of any second or foreign language learning context. (Gholami, Allahyar ; Rafik-Galea , 2012).

It is acknowledged that motivation plays a prominent role in writing development and performance. Students' writing motivation is affected by the difficulty and the complexity of the topic and ideas needed, and the effort required to persist in the task of writing. There are also, issues in classroom culture that may be problematic for supporting writing motivation such as focus on correct form only; lack of support; little freedom of choice of essay topics ; little interaction with others to talk about ideas; emphasize on grades and other extrinsic rewards; and limited formative or summative responsiveness from teachers or peers (Oldfather & Shanahan, 2007). Indeed, motivation has variables that influence writing such as interest, self-efficacy, and self-regulation. (Hidi & Boscolo, 2006).

Previous studies have examined the relationship between the variables of motivation and writing performance and apprehension. Lam

& Law (2010) pinpointed that when students were more motivated, they, in turn, had better performance in writing. The study of Abu Kassim, Daud and Daud (2013) proved that motivation has a significant effect on students' writing performance and achievement. Soureshjani (2013) concluded that a positive relationship existed between self-regulation, motivation, and the writing performance. The research further showed that motivation is a better predictor of learners' writing performance. Troia, Shankland, Wolbers and Lawrence (2013) found positive and significant relationships between writing motivation, writing activity, and writing performance.

Results of previous studies on writing and motivation derived significant conclusions. First, it is important to give students topics of interest to increase their motivation to write. Other studies pinpointed that giving the students topics of interest do not necessarily lead to improved writing performance. Second, there are positive associations between self-efficacy for writing and writing outcomes. Third, teaching students self-regulatory strategies can improve not only students' writing performance, but also their attitude and self-efficacy towards writing.All in all, motivation to write is an important factor in writing performance. Students who lack motivation to write will not engage in writing activities. These students are not motivated to write since they may have low self-efficacy for writing, and a lack of self-regulation and self-determination when writing. They tend to exert less effort, also, in their writings.

Due to the significant role that motivation plays in the development of students' writing skills and performance, the present study aimed at developing students' motivation in writing. In addition, students are guided through the writing process since learning the skills and the processes of writing enhance their writing performance. See for example, Mostafa (2002), Lam (2007) and El-Sakka (2011).

Developing writing performance through technology

The integration of technology in writing instructions has facilitated writing instruction and teaching and improved students' writing performance. Al-Bataineh (2010) found that using the internet improved foreign language students' writing performance. Mohammad (2010) proved the effectiveness of a proposed internet-based

autonomous learning program in developing EFL students' writing skills and performance. Shehata (2013) concluded that electronic portfolios had a significant effect on writing performance of EFL student teachers. Other studies such as Coniam and Wai (2008); Kessler (2009), Wu (2013) and Aydin and Yildiz (2014) investigated the effect of using wikis on developing students' writing performance.

Wiki as an E-learning tool and its application in writing classes

The word wiki comes from the Hawaiian word for "fast or quick" to represent that wikis are quickly and easily created web pages. The first wiki was developed by Ward Cunningham (Leuf & Cunningham, 2001).Wikis are one of many Web 2.0 components that can be used to enhance the learning process. Web 2.0 refers to the second generation of the internet which allows users to add and change content easily, communicate at anytime and anywhere, and develop and share information and content. Thus, wiki is a web application that can be used to allow students to add, modify or delete content within a collaborative environment. (Parker & Chao , 2007 ; Chen, 2008; Cummings, 2008). Wikis drive collaboration among students in the classroom. Furthermore, they act as a register for class activities. Wiki students can use it as a learning resource. The final product is the work of several students (Phillipson, 2008 ; Wichadee, 2010). Wikis have two features: read and edit. Read option allows users to read a wiki like a normal page. The edit option bottom enables users to modify and edit pages. Wikis also show a summary page that shows members contributions by showing the number of modified words and the date of modifications.

Within writing classes, wiki provides an opportunity for learners to practice writing and receive peer review and feedback. In addition, it facilitates peer revising that requires students to develop their content. Wiki allows for peer editing that requires students to check their sentence skills for correct grammar, mechanics, punctuation, and usage. Moreover, the wiki format allows teachers to provide ongoing response to assess student performance in conjunction with peer-to-peer evaluations, and self-reflection (Tharp, 2010).Therefore, wiki is a useful tool for teaching writing and can promote in students their own active role in learning writing.

The application of wiki as an e-learning tool in writing classes has enhanced students' writing skills and developed their writing performance. For example: Coniam and Wai (2008) incorporated wikis into the teaching of English writing. Xiao and Lucking (2008) compared the impact of two types of peer assessment on students' performance and satisfaction within a wiki environment. Kessler (2009) developed wiki-based collaborative writing online content-based course aiming at improving students' language skills. Wichadee (2010) used wikis to develop EFL students' summary writing abilities. Alshumaimeri (2011) pinpointed that wikis can benefit teachers and students by improving their writing skills in accuracy and quality in a collaborative environment.

Results of Kuteeva (2011) indicated that using wiki for writing activities made students pay close attention to grammatical correctness and structural coherence. Isa (2012) found that using wikis improved EFL students' writing skills and attitudes towards writing. Li, Chu , Ki and Woo (2012) pinpointed that a wiki-based collaborative process writing pedagogy facilitated collaborative writing among EFL students. Wu's study (2013) concluded that wiki-based collaborative writing approach provided EFL students constructive opportunities to communicate with each other and improve their writing proficiencies. Aydin and Yildiz (2014) investigated the effect of using wikis for collaborative writing purposes by systematically examining the role of three different meaning-focused tasks.

Through reviewing the previous studies, it is concluded that wiki is an effective web tool that helps develop students' collaborative writing skills. Besides, some studies emphasized that having the ability to change, edit, comment, and upload writings on the wiki, would inspire students to take charge of the wiki and their writing process. Consequently, their writing motivation would be developed. All those studies agreed that wikis have been used successfully in learning and developing students' foreign languages.

Statement of the problem

Previous studies on writing skills and performance have indicated that most students are not able to produce a well-organized composition with appropriate sentence-fluency and correct conventions. Researchers

have pinpointed that cognitive factors as well as affective factors; including attitudes, beliefs, and motivation, need to be considered when students face difficulties in writing (Mostafa, 2002; Mohammed, 2010; El-Sayed, 2010; El-Sakka, 2011 ; Fathi, 2013). Therefore, more attention has been given on how to develop students' writing performance. Thus, the present study is an attempt to develop students' writing performance and motivation through using wikis.

Research Questions

1) What is the effectiveness of using Wikis in developing writing performance among 6th level EFL students at Az Zulfi College of Education, Majmaah University?

2) What is the effectiveness of using Wikis in developing writing motivation among 6th level EFL students at Az Zulfi College of Education, Majmaah University?

Aim of the study:

The present study aimed at investigating the effectiveness of using wikis in developing writing performance and motivation among 6th level EFL female students at Az Zulfi College of Education, Majmaah University, KSA.

Definition of terms:

Wikis

Wikis are collaboratively designed web sites that allow users to create collection of web pages to write, edit, comment and share certain content.

Writing performance

The operational definition of writing performance is:

"Production of EFL students' written essay with clear organization of paragraphs' ideas; adequate, sufficient and relevant development of topic and content, and correct conventions (i.e. sentence structure, word usage and mechanics.

Writing motivation

Writing motivation is defined as one's self-determination and self-efficacy to give more effort to writing composition.

Hypotheses:

It is hypothesized that:

1- There is a statistically significant difference between the mean scores of the pre- and post-assessment of the study sample in overall EFL writing performance in favor of the latter.

2- There is a statistically significant difference between the mean scores of pre -and post assessment of the study sample in EFL writing performance sub- skills in favor of the latter.

3- There is a statistically significant difference between the mean scores of the pre- and post-assessment of writing motivation in favor of the latter.

4- There is a statistically significant difference between the mean scores of the pre- and post-assessment of each component of writing motivation in favor of the latter.

Research Objectives:

Researchers have reported that effective technology integration in teaching motivates students' interest in learning, increases students' high level learning and acquisition and mastering language skills. Therefore, the objectives of the present study are:
1- Developing EFL Majmaah University students' writing performance,
2- Developing students' motivations towards writing essays in English language,
3- Fostering students' active learning and cooperative learning,
4- Enabling students write different types of essays and compositions,
5- Creating an enjoyable learning environment, and
6- Assuring total quality in learning by using electronic resources and programs in teaching.

Methodology

Participants:

The participants of the present study consisted of (39) 6th level female students enrolled at advanced writing course second semester, English language department at Az Zulfi College of Education, Majmaah University, KSA.

Design:

The study adopted the one group pre-post test design

Instruments:

The instruments of the study are:

1)   A Writing Performance Test (WPT)

The WPT was designed to measure three aspects of students' written essays: development, organization and conventions. They are asked to write a persuasive five-paragraph essay on one of three topics based on their own interest (see Appendix A). The total score of the test is 25 according to the writing performance rubric. To determine the clarity of the test instructions and questions, the test was applied to (15) 6th level EFL students, other than the study sample. To determine both face validity and content validity, the test was submitted to a jury (n=7) of EFL specialists. To state the reliability of the WPT, the test-retest method was used. The test was administered to a randomly chosen group of (25) 6th level EFL students, other than the sample of the study, then, it was administered again after 20 days on the same group of students. The Pearson correlation between the two administrations was (0.78) which is significant at 0.01 levels.

2)   A Writing Performance Rubric (WPR)

For scoring students' writing performance test essays, a Writing Performance Rubric (WPR) was adapted from Rich, Schneider and D' Brot (2013: Pp . 108-109) with some little modifications. Students are given points from 0 to 5 on three aspects of writing essays: development, organization and conventions (See Appendix B). The reliability of the WPR was measured by using inter-rater reliability. The Pearson correlation between the two scorers was (0.84) which is significant at 0.01 level.

3) **A Writing Motivation Questionnaire (WMQ)**

The WMQ was used to measure students' motivational level towards writing. It was adapted from Payne (2012) with some modification i.e. rephrasing, omitting and adding some items. To determine the clarity of the WMQ instructions and items, it was administered to (15) 6th level EFL students, other than the study sample and accordingly some modifications were made. To determine both face validity and content validity, the WMQ was submitted to a jury (n=7) of EFL specialists. The questionnaire in its final form consisted of 36 items that asses students' intrinsic and extrinsic motivation, self-efficacy and effort on a Likert five-rating scale (1= strongly disagree, 2= disagree, 3 = uncertain, 4= agree, and 5 = strongly agree) (see Appendix C). The reliability of the WMQ was calculated by Cronbach alpha. The Cronbach alpha is (0.84); therefore, the questionnaire is reliable. For both pre and post assessment, the WMQ was designed on Google form and distributed electronically among the study sample at the College Lab.

Procedures of the study:

To answer the questions of the study, the present study followed the following procedures:

1- Developing a list of persuasive essays topics from students' course book:Langan, J. (1996). College writing skills. 4th ed. NewYork:The McGGraw-Hill Companies, inc.

2- Designing a Writing Performance Test (WPT).

3- Adapting a Writing Performance Rubric (WPR).

4- Adapting a Writing Motivation Questionnaire (WMQ).

5- Designing a wiki-based collaborative process writing program.

6- Piloting the WPT, the WPR and the WMQ

7- Submitting the study tools to jury of specialists in EFL to prove the validity of the tools.

8- Measuring the reliability of the WPT and WPR, and WMQ.

9- Pre-testing the participants on the WPT and the WMQ.

10- Teaching the participants the suggested program.

11- Post-testing the participants.

12- Analyzing and interpreting the results.

13- Presenting conclusions and recommendations for further studies.

The treatment

The present study employed a wiki-based collaborative process writing program. The program consisted of 14 sessions that employed wikispaces software and tools to develop students' writing performance through allowing them to work collaboratively in each stage of the writing process. The collaborative writing process within each group went through four stages: prewriting, drafting, revising and editing. The stages are summarized in table (1)

The program lasted for 14 weeks at a rate of one session a week, 2 hours and half each. The first session was an introductory session in which students knew how to use Wikis and discussed the importance of writing in English. In addition, they had an idea about the format of 5-paragraph essays.

Sessions (2, 3, 4, 5, 7, 8, 9, 10, 12, 13 and 14) were instructional sessions in which students learnt to write essays with clear organization of paragraphs' ideas, adequate and relevant content (development) and appropriate sentence fluency (style), and correct conventions. The sessions also aimed at enhancing students' writing motivation. Within the sessions, wiki enabled learners to have opportunities to practice writing, work collaboratively, and receive peer and teacher review, comments and feedback. Sessions (6 and 11) were evaluative sessions in which the researcher introduced writing tasks for the students to evaluate their progress.

During the sessions, some techniques for fostering students' intrinsic and extrinsic writing motivation were used. Examples of fostering students' extrinsic motivation included: giving students marks for participation and rewards, providing them with positive reinforcement and feedback; and publishing the best group assignment or

composition on the main page of the class on wikispaces. To intrinsically motivate and encourage students to perform writing activities, they were given opportunities to choose topics of their interest for their compositions. By having students work on their selected authentic topics, they saw how the information is relevant to their lives and as a result their intrinsic motivation was enhanced.

Table 1

Collaborative writing stages
(based on Tompkins' (2010) description of group writing)

Stage	Name	Description
1	Group prewriting	During the prewriting stage, students in each group discussed the topic and the context for their writing. Students could gather ideas and information by reading books, searching the Internet, and discussing with their group members. There are five prewriting techniques that were used in the class: (1) brainstorming, (2) free writing, (3) diagramming, (4) making a list, and (5) preparing a scratch outline. The group leader posted their diagrams, lists or scratch outlines on the wiki page. http: www. Wikispaces/Advancedwei.com (see. Figure 1)
2	Group drafting and outlining	In this stage, students in each group wrote and revised the first and the second drafts together on their wiki page. Students also made clear the single point of their paper, they developed the specific evidence needed to support that point. In addition, they organized and connected the specific evidence. At the end, the group leader posted their draft on the wiki page.
3	Group revising	In this stage, students re-read their rough draft or second draft and made changes based on peers' comments and feedback. They then organized details, and added connections between supporting paragraphs. These steps were necessary for cohesion and coherence in their essays.

4	Group editing	During the editing stage, students were encouraged to edit their group work again on the wiki a few days after they finished their composition.. At the end, the leader confirmed the completion of their writing. They, finally, uploaded their final draft on the wiki page.

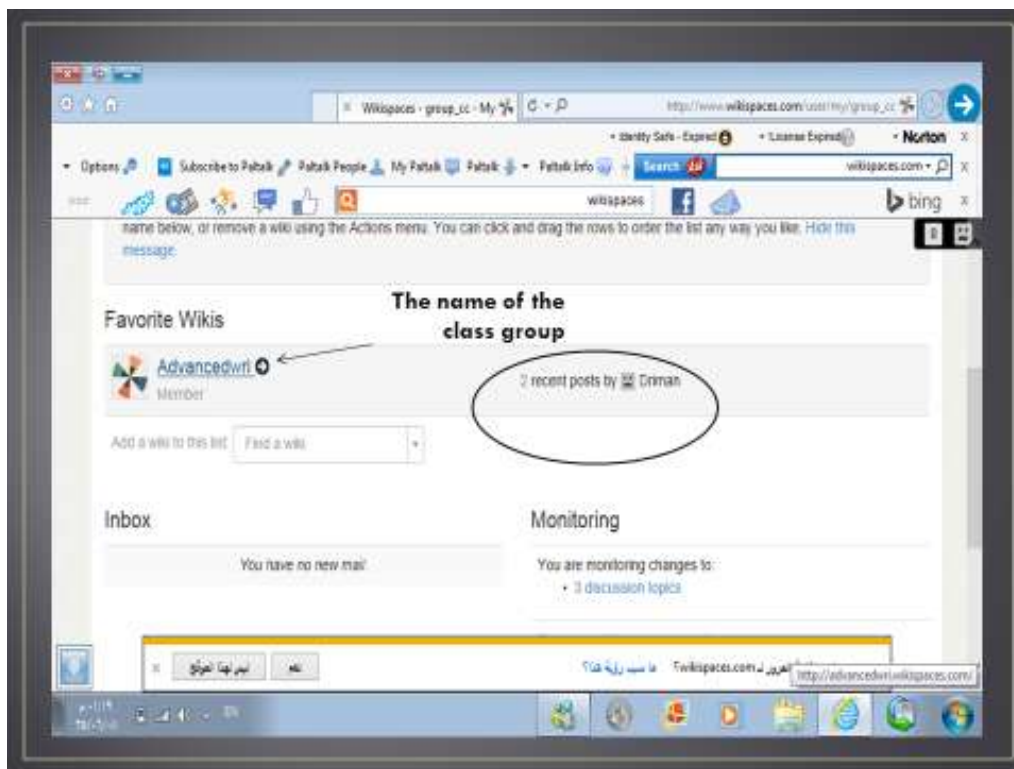*Figure 1*. **Group page on Wikispace.com**

Findings

Data were dealt statistically using SPSS.

Findings of the study

To test the first hypothesis, paired samples t-test was used to analyze the differences between the means of the post-test and the pre-test on the WPT. Findings are shown in Table (2)

Table 2

Findings of T-test between the means of the post- test and the pre-test in the overall writing performance.

Test	N	Means	S.D	T-value	DF	Sig*.
Pre-test	39	9.38	1.64	37.09	38	0.01
Post-test	39	19.53	1.68			

*P < 0.01

From the previous table, it is obvious that the mean of the post-test (19.53) is higher than that of the pre-test (9.38) where T-value is (37.09) which is significant a 0.01.

To test the second hypothesis, paired samples t-test was used to analyze the differences between the means of the post and the pre-test on the WPT in the post-assessment of each writing performance skill. Findings are shown in Table (3)

Table 3

Findings of T-test between the means of the post-test and the pre-test of the study sample in each EFL writing performance skill.

	Writing performance skills	Pre-test		Post-test		T-value	DF	Sig.*
		Mean	S.D	Mean	S.D			
	1- Organization	1.79	.522	4.71	.559	24.69	38	0.01
	2- Development	1.61	.678	4.61	.590	24.62	38	0.01
en	a. Sentence structure	2.46	.642	3.28	.510	6.48	38	0.01
	b. Word usage	1.82	.913	3.38	.633	10.71	38	0.01
	c. Mechanics	1.69	.922	3.61	.747	13.34	38	0.01

As shown in table (3), "there is a statistically significant difference between the means scores of the pre and post assessment of the study sample in EFL writing performance sub- skill in favor of post assessment ", where "t-value" is significant at the (0.01) level .Thus, the second hypothesis was supported.

The total effect size of the Wiki instruction-based program

To calculate the total effect size of the Wiki program on developing students' EFL writing performance skills, the following formula was used:

$$t^2$$

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

Abou-Hatab & Sadek (2010, p. 441). Findings are presented in table (4)

Table 4

The Total Effect Size of using Wikis program (ŋ2 value) for Students' overall EFL writing performance skill and each sub-skill.

		Sub-skills	T-value	DF	η^2	%
EFL writing performance	Skills	1- Development	24.62	38	94	94
		2- Organization	24.69	38	94	94
		3- Sentence structure	6.48	38	52	52
		4- Word usage	10.71	38	75	75
		5- Mechanics	13.34	38	82	82
Overall EFL writing performance			37.09	38	97	97

From findings of Table (4), it is obvious that using wiki program is highly effective in enhancing the experimental group students' EFL writing performance .

To test the third hypothesis, paired samples t-test was used to analyze the differences between the means of the post-test and the pre-test on the WMQ. Findings are shown in Table (5)

Table 5

Findings of T-test between the means of the post- test and the pre-test in Writing Motivation Questionnaire (WMQ)

Test	N	Means	S.D	t-value	DF	Sig*.
Pre-test	39	76.41	1.93	1.15	38	0.01
Post-test	39	97.64	2.25			

From the previous table, it is obvious that the mean of the post-test (97.64) is higher than that of the pre-test (76.41) where t-value is (1.15) which is significant at 0.01.

To test the fourth hypothesis, paired samples t-test was used to analyze the differences between the means of the post-test and the pre-test of each component of writing motivation on the WMQ. Findings are shown in Table (6)

Table 6

Findings of T-test between the means of the post- test and the pre-test in each component of writing motivation

	Test	N	Means	S.D	T-value	DF	Sig*.
Intrinsic motivation	Pre-test	39	22.20	1.16	3.03	38	0.01
	Post-test	39	30.05	1.11			
Extrinsic motivation	Pre-test	39	19.87	5.83	0.00	38	0.01
Self-efficacy	pre	39	17.69	5.13	4.18	38	0.01
	post	39	23.41	5.72			
Effort	pre	39	16.56	0.85		38	
	post	39	19.44	0.90	0.00		

Discussion of findings

EFL writing performance:

Findings of the present study revealed that there was a significant difference between the means of the post and the pre assessment of writing performance, in favour of the former. Figure (2) shows the means of the post-test and the pre-test on the WPT.
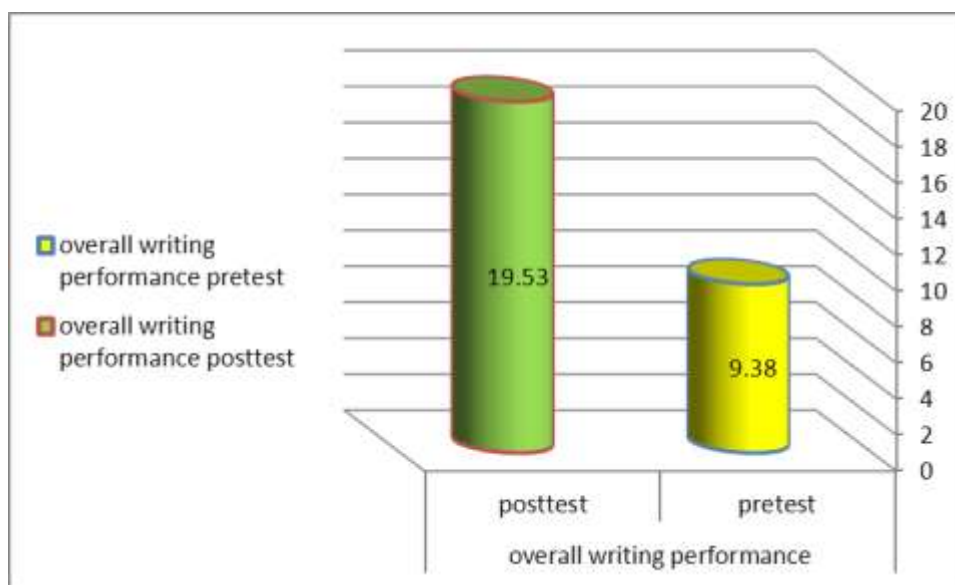

Figure 2. **The means of the post-test and the pre-test on the WPT**

Research findings indicated that wiki is an effective electronic learning tool that may contribute to the development of students' writing performance. It goes along with many previous studies such as Chen (2008); Coniam and Wai Kit (2008); and Alshumaimeri (2011). To enhance students' writing performance, wikis can be used to get students engaged in collaborative writing. In other words, the development of students' writing performance may be due to working collaboratively in the class during the stages and processes of writing: prewriting, drafting and outlining, revising and editing. Developing writing performance through definite stages and processes was proven to be effective by other researchers such as Lipson, Mosenthal and Daniels (2000); Lam (2007) and El-Sakka (2011). In addition, the features of wiki (i.e. editing and comment options) facilitated group interaction and gave more opportunities for students to cooperate in drafting, revising and editing

their essays. Through the "comments or discussion" Wiki tools, students worked collaboratively on each stage of the writing process.   This conclusion was also reached by Wichadee (2010) and Isa (2012).

In brief, using wikis to improve writing skills and performance of EFL students has been investigated in studies such as Nelson (2009); Alshumaimeri (2011); Coniam and Wai Kit (2008); Wichadee (2010), Li, Chu , Ki and Woo (2012) ; Wu (2013) and Aydin and Yildiz (2014). All these studies agreed that wiki characteristics facilitated learners' engagement in controlling their learning. Besides, using wikis enhanced learners' writing performance.

The findings of the study also indicated that "there was a statistically significant difference between the means scores of the pre and post assessment of the study sample in EFL writing performance sub-skills in favor of post assessment. Figure (3) shows the means of the post-test and the pre-test on the WPT of each sub-skill
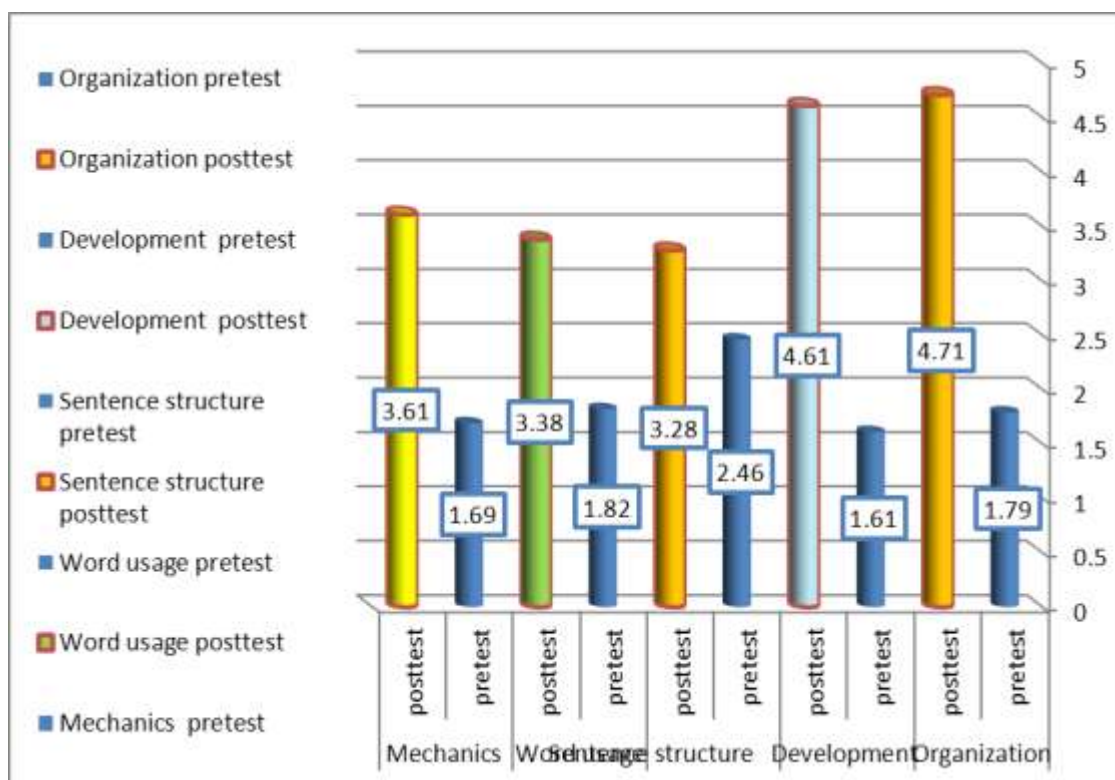
Figure 3. **The means of the post-test and the pre-test on the WPT of each sub-skill**

T-test analysis of data from the WPT revealed that there were significant differences between the means of the post and the pre assessment of each writing performance sub-skill in favor of the former. These results indicated that using Wikis might help in developing students' writing performance sub-skills.

Writing development

As shown in figure (3), students' writing development as a sub-skill of writing performance was developed. Writing development or the content development consists of the specific details and information used to develop the topic. Students were taught how to generate and add details to their selected topics. Through "add link" tool on their Wiki pages, they practiced this skill. They embedded links to the content of their topics to read and get the information needed to develop their writings. They were also given exercises on developing essays ideas that led them to greater understanding of their topics. In a word, Wiki tools enhanced students' content development of their writings. This finding is in line with the findings of Khodary (2013).

Writing organization

Writing organization as a sub-skill of writing implies training the students on the progression and completeness of ideas into text. To improve the quality of their writing, students were given opportunities to organize and develop their idea into text. Students worked on groups in drafting, outlining and editing their writings and then publishing them on their wiki page. Findings are consistence with the findings of Wo, Ch, Ho and Li (2011) and Wu (2013) which concluded that working collaboratively on Wikis enhanced learners' writing and provided a friendly learning environment for the students.

Writing conventions

T-test analysis of results revealed that students writing conventions (i.e mechanics, sentence structure and word usage were slightly developed after the treatment. The total effect size of using wiki was as follows: 52% for sentence structure, 75 % for word usage and 82% for mechanics. Apparently, students focused more on form rather than on correct sentence structure and grammar or accuracy of the language. The same conclusion was drawn by Kessler (2009). Therefore, students still need more opportunities to develop sentence structures and word usage. Other researchers such as Kuteeva (2011) indicated that using wikis for conducting writing activities made students focus on grammatical correctness and structural coherence.

Writing motivation

Findings of the present study revealed that there was a significant difference between the means of the post and the pre assessment of writing motivation, in favour of the former. Figure (4) shows the means of the post-test and the pre-test on the WMQ
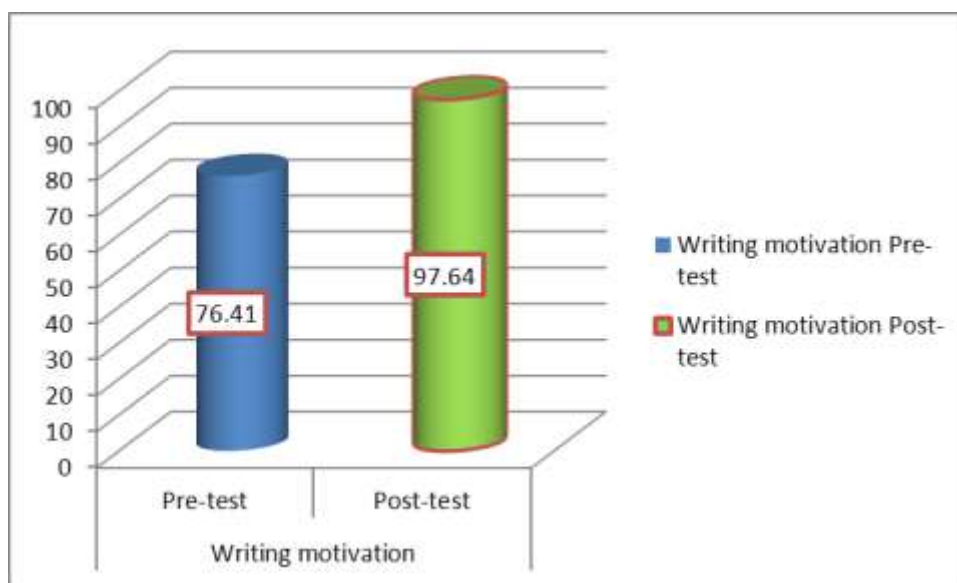
Figure 4. **The means of the post-test and the pre-test on the WMQ**

T-test analysis of data from the WMQ revealed that students' motivation to write developed. Developing students' writing performance and motivation was achieved through integrating technology- using wiki- in writing instruction.

The findings of the study also indicated that "there was a statistically significant difference between the means of the pre and post assessment of the study sample in each component of EFL writing motivation in favor of post assessment. Figure (5) shows the means of the post-test and the pre-test on the WMQ components.
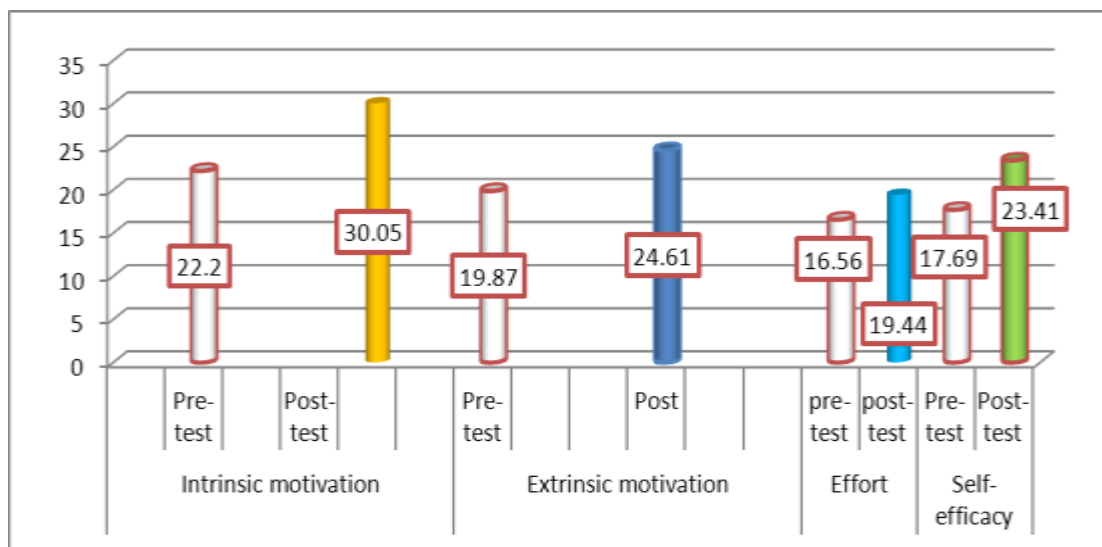
Figure 5. The means of the post-test and the pre-test on the WMQ components.

Intrinsic motivation

Writing intrinsic motivation is related to student's performance of writing tasks for inherent satisfaction. Students' intrinsic motivation was enhanced by providing them with variety of topics to choose from according to their interest. The same conclusion was pinpointed by Rayn and Decl (2000) who pinpointed that intrinsic motivation will occur only for activities that of great appeal and interest for learners. Besides, classrooms can improve intrinsic motivation by supporting the needs for autonomy. Since wikis are easy to learn and use, they stimulated the participants' creativity and motivation for writing. Therefore, using wikis in writing enabled the study participants to have the responsibility for their own learning which, in turn, enhanced their intrinsic motivation. This conclusion was also drawn by Khodary (2013).

Extrinsic motivation

Extrinsic motivation is attained through external satisfaction and rewards. Giving students positive comments and corrective feedback via wiki comments tools enhanced students' extrinsic motivation. Furthermore, involving students in collaborating to the writing of an

essay and publishing it on class wiki page can have a motivational relevance to the students. Fostering students' extrinsic motivation led to significant improvements in their writing performance. This conclusion was supported by other researchers such as Abu Kassim, Daud and Daud (2013) and Jin (2014).

Self-efficacy

Writing Self-efficacy is one component of writing motivation. When students have high wiring self-efficacy beliefs, they approach writing tasks as challenges to be mastered rather than as threats to be avoided. (Pajares, 2003).The development of the study participants in self-efficacy in writing may be attributed to the wiki–based program which incorporated elements that enhanced students' self-efficacy in writing and consequently increased their motivation for writing. Examples of these elements are mastery experience when participants succeed in their writing assignments. In addition, publishing students' essays on the class wiki page was an example of vicarious experience provided by peer modeling which in turn strengthened their writing self-efficacy beliefs. Verbal persuasion and feedback provided by the researcher via comments wiki tools also raised students' self-efficacy in writing. Thus, it may be concluded that the program enhanced students' self-efficacy as one component of writing motivation which also positively improved their writing performance. The same results were affirmed by Prat-Sala and Paul (2012).

<u>Effort</u>

Sustained efforts on writing, powerfully, influence students' writing performance (Hidi & Boscolo, 2006). The more they are motivated, the more they exert great efforts in their writings. Motivation implies self-determination and the tendency to expand efforts to achieve goals. Writing in a foreign language requires a great effort since writing involves planning, outlining, drafting, proofreading, and editing. (Longknife & Sullivan, 2012).Wikis helped students in facilitating all

these efforts and processes as they had chances to work together in and out of college. Working collaboratively had relevance to motivation among learners as they all tried to exert the due efforts to fulfill their goals. Within Wikis ,writing and knowledge circulated among participants as they worked together. The same conclusion was affirmed by Nelson (2009) .

Conclusions:

The purpose of this study was to investigate the effectiveness of implementing wikis in EFL writing classes. After the treatment, the participants of the study achieved better results in their writing performance test. Moreover, they became more motivated to write and exert good effort in their writings. Apart from these results, students still need more training for developing sentence structure since most of them used very simple sentence structures in their writings.

Based on the findings and discussions, conclusions of this study can be summarized as follows:

1. Wiki demonstrated that writing is not only an ongoing process but also a process that achieves better results by working collaboratively in groups.

2. Integrating web 2.0 tools in teaching writing increased students' interest in writing.

3. Wiki tools allowed students to easily work in groups and learn from each other.

4. The simplicity of wikis as an e-learning tool contributed to enhancing student writing performance and motivation.

5. Motivation to write is an important factor in developing students' writing performance.

Recommendations:

In the light of the findings and conclusions of the study, it is recommended that:

1. More time and effort should be exerted to develop EFL writing skills and performance.
2. Motivational training should accompany writing essay instructions to motivate students to write essays.
3. Web 2.0 tools should be integrated in writing classrooms to increase students' motivation to write.
4. Students should be encouraged to work collaboratively during the processes of writing to learn from each other and enhance their motivation for writing.

Suggestions for further research

The following ideas are suggested for further research:

1. Investigating the effectiveness of using other web 2.0 tools such as blogs in developing prospective EFL teachers' writing performance.

2. Investigating foreign language learners or teachers attitudes towards the use of web 2.0 tools in EFL classrooms.

3. Replicating the same study with other EFL population such as secondary school students.

4. Comparing the findings of this study with the subjects of male students.

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"استخدام الويكي في تنمية الأداء الكتابي و الدافعية لدي طالبات قسم اللغة الإنجليزية بجامعة المجمعة"

الملخــــــص

هدفت الدراسة الحالية إلي تنمية الأداء الكتابي و الدافعية لدي طالبات قسم اللغة الإنجليزية بكلية التربية بالزلفي، بجامعة المجمعة, المملكة العربية السعودية مـن خـلال استخدام الويكي. تكونت عينة الدراسة من ٣٩ طالبة بالمستوى السادس بمقرر الكتابة المتقدمة. و تبنت الدراسة تصميم التطبيق القبلي و البعدي للمجموعة الواحدة. اشتملت أدوات الدراسة على اختبار الأداء الكتابي واستبانة الدافعية نحو الكتابة. حاولت الدراسة تنمية عمليات الكتابة التعاونية للمقالات و الدافعية نحو الكتابة من خلال تقسيم الطالبات إلي مجموعات للعمل في كتابة المقالات. حيث تم توجيه الطالبات للعمل في مراحل عملية الكتابة بهدف كتابة مقالات و فقرات منظمة و مطورة بشكل جيد. تمت معالجة النتائج إحصائيا باستخدام برنامجSPSS . أوضحت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين التطبيق القبلي و البعدي لأدوات الدراسة ومن ثم تم تنمية الأداء الكتابي و الدافعية نحو الكتابة.

الكلمات المفتاحية :

الأداء الكتابي، الكتابة التعاونية، الدافعية نحو الكتابة، اللغة الإنجليزية كلغة أجنبية.