

The Effect of Using Wiki on the EFL Students' Writing Performance at Al al-Bayt University and Their Attitudes Towards It

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Abstract

In light of distance learning and teaching, various applications have become a necessity. Teachers have started evaluation techniques that cope with the recent changes that resulted from the global innovations related to teaching progress as well as evaluation and assessment techniques. As instructors of various courses of EFL, the researchers used Wiki Writing as an application while teaching Writing 2, which is a compulsory course, that is usually taken by the second-year EFL students at Al al-Bayt University in Jordan, during the Summer Term of the academic year 2020/2021. The study aimed to investigate the EFL students' attitudes at Al al-Bayt University toward Wiki and its effect on their writing performance. The total number of the students in the Writing to sections was (36), and the number of the students who responded to the questionnaire that was distributed at the end of the term was (19). In analyzing the data, descriptive statistics were used and the results showed that there was a statistically significant difference in the post test scores in favor of the experimental group, and the students' attitudes in the experimental group towards using Wiki in their writing were positive; most students who responded to the questionnaire (they are considered as a sample that represents the whole number of students in that course) liked the Wiki in their writing.

Keywords: Al al-Bayt University, EFL students, Wiki, writing performance, attitude

1. Introduction

Wiki is created to form a platform in the teaching course to enable students to exchange ideas, provide feedback among students themselves on one side, and with the instructor on the other side, and improve their skills in a certain field. It can be described as a suitable and effective medium that enables learners to cooperate and help each other as one team to fulfill the goals or the objectives of a certain course. Students can contribute in enriching the content, and Wiki represents a community that is open for everyone who intends to participate and express an opinion or add a piece of information that is related to the content being discussed. Students can add researches, photos, videos, electronic links...etc, they also have the ability to delete what they want. The Wiki platform allows students to enhance their personal and social skills through active interaction and mutual learning. This educational environment promotes engagement and encourages the exchange of experiences among students, fostering collaborative learning. Additionally, learners can develop research and analytical skills by adding studies and resources to the content discussed on the Wiki.

By opening participation to everyone, the Wiki contributes to creating an open and collaborative atmosphere, where students can exchange opinions and learn from each other's experiences. Furthermore, the Wiki provides a means for immediate interaction with the instructor, enhancing communication and stimulating effective learning.

In the context of the distance learning imposed by the pandemic, the Wiki emerges as an intelligent tool that helps boost interaction among students and improve the effectiveness of the educational process. In achieving educational goals, the Wiki becomes an essential part of students' learning journey and development.

In the recent period of pandemic, distance learning has imposed a different shape of teaching and learning, thus

teachers have resorted to various media to make their teaching more effective by searching ways that have not been (or rarely) used previously. The Wiki serves as an open platform for collaboration and the exchange of ideas among learners and students. Participants can enrich the content by adding research, images, videos, and electronic links. The Wiki also allows the freedom to edit and delete, enhancing interaction and contributing to the development of research and analytical skills for students.

In the context of the prevalent distance learning amid the pandemic, the Wiki has proven its effectiveness as an intelligent tool that fosters interaction among students and improves the efficiency of the educational process. The use of the Wiki in this context is considered a significant development, providing teachers and students with opportunities to explore new means of achieving learning objectives more effectively and innovatively.

The term *Wiki* is originally taken from the Hawaiian word that means *Quick* (Cunningham, 1994). The term is defined as “freely expandable collection of interlinked web pages, a hypertext system for storing and modifying information” (Leuf and Cunningham, 2001, p.4). Thus, quickness in editing, expressing, modifying and exchanging makes the process of learning a positive and exciting experience.

1.1 Background of the Study

Gupta, Abdulla, and Xueshuang (2019) state that the teaching and learning process of English as a second or foreign language has rapidly shifted from teacher –centeredness to student -centeredness. Therefore, they consider peer feedback as an effective supplement to teachers’ feedback and self-feedback, which is considered as one of the most important forms of feedback in the English as a Second Language (ESL) and English as a Foreign Language (EFL) context. They refer to using this supportive or alternative means of assessment as a form of collaborative learning that can be possibly utilized pedagogically when it comes to learning English as a second or a foreign language. Wiki is classified as relatively a new alternative assessment approach by different scholars such as (Davies, Pantzopoulos, & Gray, 2011; Williams, 2014).

The process of teaching and learning is a mutual interaction between students and teachers, where both parties share the responsibility to achieve learning objectives. Neiman (1999) considers the role of the teacher in this process as crucial, describing it as a facilitator playing an active role alongside student engagement. This indicates that the teacher is not merely a lecturer but is a partner in the learning process, contributing actively to guide and encourage students.

The significance of equal participation from both students and teachers lies in achieving the success of the educational process. Students collaborate and contribute effectively to building knowledge and understanding concepts, while the teacher guides them, providing necessary support and guidance toward the right path. This interaction enhances comprehensive understanding and contributes to the development of students' skills, elevating their capabilities. More specifically, the teacher acts as a mediator creating an effective learning environment that encourages active participation from students. This can be achieved through organizing interactive activities, stimulating critical thinking, and promoting cooperative learning, consequently, collaborative work between students and teachers forms the basis for the success of the learning process, fostering sustained interaction and deep understanding. It contributes to the development of life skills and critical thinking abilities in students.

Hussein's study (2018) presented the use of Wiki as an alternative assessment tool in the field of education in comparison with tests as traditional tools. This approach is considered a significant step towards improving conventional assessment processes and exploring new means to strengthen student learning. The concept of using Wiki as an assessment tool allows teachers the opportunity to enhance their decision-making abilities based on a deeper understanding of students' learning progress. Through this approach, teachers can accurately record the progress and improvement in students' performance in a more detailed and precise manner.

Wiki, as an alternative assessment tool, effectively contributes to promoting interaction among students and improving educational performance. Students can interact with and edit content in a way that encourages active participation and supports collaborative learning.

Furthermore, using Wiki as an effective means to achieve learning objectives is highlighted. It allows students to enhance their writing skills and deepen their understanding of concepts, providing them with an interactive and stimulating learning experience. Through this approach, Wiki becomes not only a tool for performance assessment but also an opportunity to enhance teaching practices. Teachers can benefit from interacting with the assessment processes, using them as opportunities for continuous learning and developing teaching methods that align with the needs and aspirations of students.

In such educational environment, one of the most essential basis of success is the interaction between learners and

teachers. Both foster and develop the efficiency and the positive consequences of the learning process. This interaction also improves the assessment strategies that go with the students' needs.

1.2 Statement of the Problem

In the face of the challenges posed by assessing proficiency in a foreign language in general, and evaluating writing skills in particular, the search for new practices has become essential, especially in the current circumstances imposed by the COVID-19 pandemic. Among these new practices, Wiki is used as a tool to improve students' writing skills, in their native languages as well as in learning foreign languages.

Writing skills' assessment has confined to traditional tests. Nevertheless, applying these tests has become a challenge for foreign language teachers, especially in distance learning that was caused by the pandemic. As a result of these changes, the use of Wiki as another form or tool of evaluation has become very crucial. Students can exchange and edit information using this software application, making the assessment more formative and comprehensive. The Wiki allows a focus on formative assessment, emphasizing ongoing steps in the learning process, rather than exclusively on summative assessment at the end of the educational journey.

The accessibility of the Wiki by students provide them with an opportunity to explore and develop language in a friendly and competitive manner. This approach helps students acquire writing skills and strengthen their creativity. It also contributes to reducing the pressure they may face in traditional assessment tools.

Wiki, as an untraditional tool of assessment, improves writing skills, and helps students live an effective and enjoyable learning experience, making communication and interaction with both peers and teachers stronger and deeper. This innovative approach becomes a fundamental cornerstone in language learning, contributing to achieving educational goals that align with the needs and aspirations of students in the modern era

1.3 Goal of the Study

This study aims at investigating the effect of using Wiki on EFL students' writing performance and their attitude toward it.

1.4 Questions of the Study

1. Are there any statistically significant differences between the mean scores of the experimental and control groups in the writing post-test at $P = 0.05$?
2. What is the students' attitude toward using the wiki application in learning?
3. Is there any correlation between students' writing performance and their attitude toward using the wiki application in learning writing?

2. Literature Review

Research has been conducted on implementing alternative assessment in teaching languages in general, and on using Wiki, as a relatively recent technique, in particular. Attitudes of learners were also investigated to measure the degree to which Wiki is actually effective and attractive in learning, specifically in learning language skills among which writing, as a productive skill, is considered mostly the most advanced and difficult one.

In addition, a key aspect explored in these studies is the collaborative nature of the Wiki, allowing learners to engage in cooperative writing tasks. The interactive and dynamic features of the Wiki platform offer students the opportunity to collectively create content, enhancing their sense of shared responsibility and fostering their collaborative skills.

Traditional measures, such as essays or exams, that provide a more authentic evaluation of language proficiency, are not the only positive and effective results of Wiki. Assignments often require students to gather and organize information, originate ideas, and provide constructive feedback, echoing real-world language use. This approach agrees with the communicative language teaching approach, that emphasizes practicing language in a native-like atmosphere. However, students' attitudes towards technology plays a significant role in the success of the assessments. Studies have investigated the learners' perceptions of using Wiki, exploring factors that contribute to its difficulties and challenges. When these attitudes are clarified, this helps educators design instructional approaches and support mechanisms to increase the positive effect of Wiki-based language learning.

2.1 Attitudes

Gardner and Lambert (1972) indicate that when investigating the role of attitude in learning a foreign language, it is considered as a factor in integrating in foreign language community. They referred to two roles of attitude, one of

them relates to learning a foreign language. It is clear that positive attitudes have a decisive impact on learning in general, and on learning foreign languages in particular; thus explaining the success of L2 might be related in most cases to learners' positive attitudes towards the language that they learn.

Motivation and enthusiasm, along with teaching methods and other factors, play a vital role in encouraging second language learners to immerse themselves in the learning process. These factors, in conjunction with teaching methods, contribute effectively to creating positive attitudes, enhancing the readiness and willingness of students to engage in active participation in the learning process. The importance of fostering an optimistic mindset is emphasized, as optimism is considered the key to achieving sustainable success, especially in the context of foreign language learning. Teachers can be more effective in assisting students in building positive attitudes toward learning a second language by presenting educational materials in exciting and encouraging ways. The diversity in teaching methods and innovation positively influences students' response and enjoyment in the learning process (Augar, Raitman & Zhou, 2004).

The Wiki is one of the means that allows learners to experience stimulating interaction. Students are allowed to visit Wiki pages, read the presented content, and contribute to the reorganization and updating of the content. This contributes to enhancing effective interaction and active participation.

The Wiki allows learners to edit and update content interactively. This interaction can encourage effective participation in shaping content according to learners' needs and understanding. By using the Wiki as a tool for presenting content and students' interaction with it, positive interaction can be reinforced, encouraging students to contribute effectively to the learning process. The Wiki proves to be an effective educational tool that can be used as an interactive learning medium to improve students' understanding and stimulate their active participation.

Aydin (2014) presented a review of literature concerning using Wiki in improving students' English language skills. The review concluded that the use of Wikis improves basic language skills and enhances positive attitudes toward learning English. It also enhances motivation and collaboration among learners; nonetheless, it has no effect on cultural proficiency.

2.2 Wiki in Writing Skills

Richardson (2006) states that students can edit, update or remove information easily and quickly. It can be viewed as an open door that grants learners the opportunity to interact quickly and enthusiastically, and strengthens their independency and self-reliance since it makes them coeditors and partners, rather than merely passive recipients. As it is known, writing is a productive skill that includes sub-skills that require practice and clarification which can be achieved through implementing Wiki as a supportive assessment. Students, through using Wiki in their learning, can improve their organizational as well as editing writing skills through exchanging feedback from their colleagues. Exchanging notes, editing and ideas assist students focus on the most acceptable organization of paragraphs and essays such as starting with a topic sentence, followed by supporting sentences that are separated by dots and transitions, in addition to writing grammatical, logical and meaningful sentences.

Widodo and Novawan (2012) state that Wiki is a kind of server software that allows users to freely and easily construct and edit web page content using any web browser in which hyperlinks are accessible. This is also related to the fact that the new generation of learners can be described as the Web Generation who prefers dealing with the Internet more than the traditional ways of learning. Lin and Yang (2011) applied wiki technology to an English as a foreign language writing class to investigate the effect of it as a collaborative platform on improving the students' writing skills. The results showed that most students stated that they felt positive about their ability to use wiki and peer feedback in writing. In addition to developing students' writing skills, wiki as a cooperative atmosphere provides an opportunity to learners to learn how to work with others and how to create a community (Coniam & Lee, 2008).

Asri (2013) stresses the idea that the rapid development of smart phones, in addition to social networking and the advances in creating and using websites have altered the students' daily communication form into writing in most cases. She refers to this piece of server software as a tool that allows users to freely create websites and pages, and use technology to enhance their learning process and make it an interesting area of interaction by both teachers and students.

Elgort, Smith, & Toland (2008) state that one of the main advantages of wikis is that unlike standard content management systems, they permit both interaction and simultaneous work on the conjoined result, thereby removing the aspects of collaboration that would benefit from using wikis e.g. collecting and organizing information, knowledge creation and sharing, encouraging individual student involvement in the project. Wiki is a form of

collaborative learning within which positive interdependence is considered a main factor by which the success of an individual is connected with the success of the whole group of learners. In this case, the responsibility is shared by both the individual and the group, and the course work is distributed in a fairly equal way.

Akbari & Erfani (2018) conducted a study to compare the effect of wiki and e-portfolio on writing skill of Iranian intermediate EFL learners. The results showed that applying Computer Assisted Language Learning (CALL) was significantly more effective in learners' writing than the conventional way; and they believe that wiki could encourage higher levels of progress in writing skill in comparison with using e-portfolio. In general, CALL provides an interesting and enthusiastic atmosphere for learners who might be bored in the classes of traditional teaching which may limit their participation or enthusiasm.

Kuteeva (2011) states that nearly 60% of the students in the study that she conducted reported that using wiki in their writing make them consider their audience. This emphasizes the importance of bonding the connection between the writer and the reader, and by using such a tool, students pay more attention to grammatical correctness as well as structural coherence. This means that knowing that a lot of readers are going to read what has been produced in the writing activities for example is judged, evaluated and modified by different readers.

Chen (2008) conducted a study that exams the effectiveness of using Wiki in achieving positive learning outcomes for English as a Foreign Language (EFL) students and its influence on their attitudes toward this educational approach. The results indicated that students who used Wiki in their learning process showed better progress in language skills and exhibited more positive attitudes towards its use. There were statistically significant differences between the experimental group, which employed Wiki as a learning tool, and the control group that used traditional methods.

These differences are due to the claim that the interaction that occurs while using Wiki contributes to establishing an encouraging atmosphere that positively involve all participants. This fosters the learning process and helps learners gain more knowledge of language rules and writing techniques. As a result, the performance of the learners develops and their motivation rises.

3. Methodology

3.1 Participants

The participants of this study include the EFL students at Al al-Bayt University who take (Writing 1) and (Writing 2) courses that were taught in the summer term, in the academic year 2020/2021.

3.2 Variables of the Study

3.2.1 Independent Variable

The use of Wiki application by EFL students at Al al-Bayt University.

3.2.2 Dependent Variable

- a. The writing performance of the EFL students who take (Writing 1) & (Writing 2) courses.
- b. The EFL students' attitudes at Al al-Bayt University towards using Wiki application in doing Writing tasks and activities.

3.3 Instruments of the Study

The participants were pre and post tested in writing assignments during the period of Covid-19. The aim was to measure the effect of using wiki on their writing skills. The researchers used a questionnaire that is previously developed by Hussein (2018) based on her (Hussein) experiences in the study as well as ideas drawn from a variety of questionnaires in the field (e.g. Margaryan, Littlejohn & Vojt, 2011; Thinyane, 2010). The researchers built a pre-post test to measure the difference in the students' scores due to the use of Wiki; and they followed the quantitative approach by using an online survey by which a questionnaire was distributed among the students. In the questionnaire, Likert scale was used ranging from 1=Strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, and 5=Strongly Agree. Since the variable of sex is not counted in this research, the questionnaire did not distinguish females from males. Likert (1932) developed the agreement-disagreement scale to measure the respondents' attitudes towards a series of statements about a certain topic including their cognitive and affective sides of these attitudes (Burns & Grove, 1997).

4. Results

The first research question sought to find out whether there are statistically significant differences between the mean scores of the experimental and control groups in the writing post-test. Table 1 presents the results of the statistical analysis, showing means and standard deviation values in the post-test of both groups (experimental vs. control groups).

Table 1. MANOVA Results Comparing Means of the Writing Aspects of the Experimental and Control Groups in the Post-Test

Writing Aspect	Group	N	Mean	Std. Deviation	Df	F	Sig.																																																								
Ideas	Experimental	19	7.7895	1.27275	1	45.707	.000																																																								
	Control	17	5.3750	.78062				Organization	Experimental	19	7.7368	.99119	1	62.028	.000	Control	17	5.3750	.78062	Vocabulary	Experimental	19	7.6842	.88523	1	72.886	.000	Control	17	5.3125	.76801	Grammar	Experimental	19	7.7895	1.08418	1	50.989	.000	Control	17	5.4375	.86377	Spelling and Punctuation	Experimental	19	7.8421	1.06787	1	61.327	.000	Control	17	5.3750	.78062	Total	Experimental	19	38.8421	3.20179	1	184.900	.000
Organization	Experimental	19	7.7368	.99119	1	62.028	.000																																																								
	Control	17	5.3750	.78062				Vocabulary	Experimental	19	7.6842	.88523	1	72.886	.000	Control	17	5.3125	.76801	Grammar	Experimental	19	7.7895	1.08418	1	50.989	.000	Control	17	5.4375	.86377	Spelling and Punctuation	Experimental	19	7.8421	1.06787	1	61.327	.000	Control	17	5.3750	.78062	Total	Experimental	19	38.8421	3.20179	1	184.900	.000	Control	17	26.8750	1.79844								
Vocabulary	Experimental	19	7.6842	.88523	1	72.886	.000																																																								
	Control	17	5.3125	.76801				Grammar	Experimental	19	7.7895	1.08418	1	50.989	.000	Control	17	5.4375	.86377	Spelling and Punctuation	Experimental	19	7.8421	1.06787	1	61.327	.000	Control	17	5.3750	.78062	Total	Experimental	19	38.8421	3.20179	1	184.900	.000	Control	17	26.8750	1.79844																				
Grammar	Experimental	19	7.7895	1.08418	1	50.989	.000																																																								
	Control	17	5.4375	.86377				Spelling and Punctuation	Experimental	19	7.8421	1.06787	1	61.327	.000	Control	17	5.3750	.78062	Total	Experimental	19	38.8421	3.20179	1	184.900	.000	Control	17	26.8750	1.79844																																
Spelling and Punctuation	Experimental	19	7.8421	1.06787	1	61.327	.000																																																								
	Control	17	5.3750	.78062				Total	Experimental	19	38.8421	3.20179	1	184.900	.000	Control	17	26.8750	1.79844																																												
Total	Experimental	19	38.8421	3.20179	1	184.900	.000																																																								
	Control	17	26.8750	1.79844																																																											

As can be seen in the table, the total mean score of the experimental group in the writing post-test is significantly higher than that of the control group, suggesting that there are significant differences between both groups ($F = 184.900$, $p < .05$). Similarly, there were statistically significant differences between the mean scores of both groups in writing aspects in favor of the experimental group (ideas ($F = 45.707$, $p < .05$), organization ($F = 62.028$, $p < .05$), vocabulary ($F = 72.886$, $p < .05$), grammar ($F = 50.989$, $p < .05$), and spelling and punctuation ($F = 61.327$, $p < .05$)).

The second research question concerned general students' attitudes toward using the wiki application in learning writing. Table 2 below presents descriptive statistics of the experimental group students' general attitude toward using wiki in learning writing, including means and standard deviations of the seven-item attitude scale. See Table 2 below.

Table 2. Means and Standard Deviations of the Seven-Item Attitude Scale

No.	Item	N	Mean	Std. Deviation
1	Learning to write with wiki was a pleasant experience for me.	19	4.3158	.67104
2	While writing, I found wiki to be really useful in learning a variety of skills.	19	4.3684	.68399
3	While writing text, I was able to use my imagination more effectively because of using audiovisual chat.	19	4.4737	.51299
4	While I was writing, wiki enhanced my communication.	19	4.5263	.51299
5	While writing texts, wiki enabled me to cooperate and work in groups.	19	4.5263	.51299
6	By using audiovisual chat, most students showed positive results in the writing part after each assessment.	19	4.4737	.51299
7	The use of wiki in writing lessons is effective in achieving learning goals.	19	4.4737	.61178
	Mean	19	4.451129	.7830

As shown in the table, the highest means were for item 4 “while I was writing, wiki enhanced my communication” and item 5 “while writing texts, wiki enabled me to cooperate and work in groups” with a mean of 4.5263 each. This was followed by items 3 “while writing text, I was able to use my imagination more effectively because of using audiovisual chat”, 6 “by using audiovisual chat, most students showed positive results in the writing part after each assessment” and 7 “the use of wiki in writing lessons is effective in achieving learning goals” as they obtained the same

mean score 4.4737. However, the lowest means were for items 2 “While writing, I found wiki to be really useful in learning a variety of skills.” and 1 “learning to write with wiki was a pleasant experience for me” with the mean values 4.3684 and 4.3158, respectively. The total mean for all items was 4.451129.

Similarly, Table 3 provides the descriptive statistics, including means and standard deviations of the mean scores of items related to students’ attitudes towards using the wiki application in their learning of writing and its aspects.

Table 3. Means and Standard Deviations of Students’ Attitudes Towards Using the Wiki Application in Learning Writing Aspects

Writing Aspect	N	Mean	Std. Deviation
Ideas	19	4.3158	.67104
Organization	19	4.4737	.61178
Vocabulary	19	4.3684	.68399
Grammar	19	4.4211	.60698
Spelling and Punctuation	19	4.5263	.61178
Total	19	4.4210	0.63711

Based on the table, the item “spelling and punctuation” obtained the highest mean(4.5263). It was followed by the item “organization” with a mean of 4.4737. The item “grammar” came next with a mean of 4.4211, followed by “vocabulary” with the mean value 4.3684. However, the item “ideas” received the lowest mean (4.3158).

The third question focused on whether there is any correlation between students’ writing performance and their attitude toward using the wiki application in learning writing. Table 4 below shows whether or not there is a correlation between both variables.

Table 4. The Statistical Analysis of the Correlation Between Students’ Writing Performance and Their Attitude Toward Using the Wiki Application in Learning Writing

Variable	N	Mean	Std. Deviation	Pearson Correlation (Sig. (2-tailed))
Attitude	19	4.4211	.18732	.137
Writing Performance	19	31.5263	4.36359	

According to Table 4, Pearson correlation coefficient shows statistically not significant results, suggesting that there is no relationship between students’ attitude toward writing and their writing performance.

5. Discussion

The first research question sought to find out whether or not there are significant differences between the mean scores of the experimental and control groups in the post-test. Table (1) showed that the experimental group significantly outperformed the control group in their mean scores of the post-test. This finding reveals that there are significant differences between the two groups, answering the first research question. A possible explanation for this result is the positive effect Wiki had on EFL learners. This finding is in agreement with (Akbari & Erfani, 2018) findings, which showed that applying CALL was more effective than the conventional way in improving EFL students’ writing skills.

The second research question aimed to find out students’ attitude toward using the wiki in learning writing. Based on the results (see Table 2), we can see that students showed a positive attitude towards using the application in the learning process of English as a foreign language. This result supports previous research (e.g., Ayres, 2002; Graff, 2003) showing that using CALL encouraged students in their learning of the foreign language, leading them to positively view online and CALL tools in their learning. An explanation for why students had a positive attitude toward using the wiki might be that they preferred to use modern methods in their learning, leaving the traditional learning methods in class.

The third research question sought to explore the correlation, if any, between students’ writing performance and their attitude toward using the wiki application in learning writing. The results in Table (4) indicated that there was no correlation between the two variables, answering the third research question. This finding is surprising because

students' performance (see the results of the first research question) was significantly better than before when they used Wiki; their attitude (see the results of the second research question) was also positive. However, the reason that the correlation between both variables was non-significant could be attributed to the small sample size in this study. Further studies, which take these variables into account, with more participants might be needed in the future.

Finding a non-significant correlation between students' writing performance and their attitude toward using the wiki is in keeping with previous research. An example on these studies is Chen's study (2008) that showed that positive attitudes toward using Wiki aligned with the students' improvement in writing performance.

The researchers as being instructors of English as a foreign language for many years so far, attribute the positive attitude towards Wiki as a supportive technique in teaching academic English writing to the following reasons:

- I. EFL students need the interactive social atmosphere that wiki provides especially in learning a language that is not used neither at the macrosocial nor the microsocal level in their everyday life contexts. English is taught as a foreign not a second language in Jordan, which presents obstacles that learners confront. It is not practiced frequently, thus it is a precious opportunity to find the way to exchange peer feedback and edit as freely as possible without feeling embarrassed or shy.
- II. Students express themselves and write freely; moreover, they have the advantage of revising and correcting themselves any time.
- III. Online and distance learning cause the learners to be distant from the (Face-to-Face) interaction with their teachers, a case that strengthened the feelings of responsibility as well as self-challenge under which students learn. They needed the chance of collaboration and team work that wiki is one of the sources that introduced these needs in a friendly atmosphere in which they feel the sense of leadership and independence that is remote from the traditional teacher-centered learning context.
- IV. The easiness in access to the content of wiki and the convenience in manipulating time make students free from the stress of being on time to attend lectures which does not exist in dealing with wiki. The fact that checking wiki and practicing all types of activities as editing, exchanging ideas, adding, deleting and modifying is available and easy to do presented the learners the chance to feel positive towards using wiki and to express themselves without any hesitation.
- V. The excitement and enthusiasm that involving in wiki writing introduced to the students through the Writing course contributed to the high degree of positivity and agreement on the opinion that this type of supportive assessment is acceptable and preferred by the majority of the students.
- VI. The engagement of the teacher and the role that she played in supervising and cooperating encouraged the students to be more wanting to participate and improve themselves; especially that most of them took previous courses as Writing (1), which is a prerequisite to Writing (2), with her and it was as a series of lessons and activities that link writing single paragraphs with multi-paragraph essays. Students wanted to associate previous knowledge in writing to the present information that wiki presented to them in addition to the regular textbook.

6. Further Studies

More studies can be conducted in this area to investigate the attitudes of both teachers and EFL students towards the use of Wiki in Writing classes and its effect on their writing development. EFL students in other public and private universities in Jordan as well as in other countries in which English is a foreign language can participate in these studies whether in responding to questionnaires or interviews to give a clearer view of wiki and its impact on developing the writing skills among those students. More questionnaire items can be added to focus on more deep and precise aspects of using this numerous applications in teaching in general; it also can be investigated as a supportive mechanism alongside conventional ways of evaluating writing skill whether in learning a second or a foreign language, or in learning mother tongue advanced writing techniques.

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