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WIKI AS A COLLABORATIVE WRITING TOOL IN THE ACADEMIC REPORT WRITING CLASSROOM

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ABSTRACT

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Wiki is an editable Web 2.0 free authoring tool which allows users to edit or modify content, structure or design of the website directly on the page. This tool has been successfully used in businesses for collaborative planning and have now been introduced into the writing classroom. This study is aimed at investigating students' attitude toward using wiki as a collaborative writing tool in the Academic Report Writing classroom. Data from a survey and interviews are collected and analyzed. Findings from this research indicate that the most prominent factor that assists learners in the writing process is the interactivity and flexibility that this tool has to offer to the collaborative learning environment. Most learners that were involved in this study considered the ability to write, rewrite and edit on the work done in a group to be very useful, especially when this can be done fundamentally anytime and anywhere without being constrained to the class hours. The process that goes on the wiki provides means of task completion and recording of all the activities. These records are accessible to all learners and lecturer making it transparent and explicit. Nevertheless, findings also reveal that even though most students are satisfied with the use of wiki for collaborative work, it cannot surpass their preference for face-to-face (F2F) mode as well as the need for interacting with the lecturer F2F. Future researchers should thus consider approaches and strategies in facilitating more constructive interactions among learners via wiki. Another possible area that research can be conducted is on the use of wiki as part of assessment and evaluation.

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ABSTRAK

Wiki adalah alat Web 2.0 percuma yang membolehkan pengguna untuk menyunting atau mengubahsuai kandungan, ststruktur atau rekabentuk laman web secara langsung pada halaman. Alat ini telah berjaya digunakan di dalam perniagaan untuk projek kolaboratif dan kini telah diperkenalkan ke dalam kelas penulisan. Kajian ini bertujuan untuk menyiasat sikap pelajar terhadap pengunaan wiki sebagai alat untuk kerja penulisan secara kolaboratif di dalam kelas *Academic Report Writing*. Data kajian termasuk hasil dapatan dari borang kaji selidik dan wawancara telah dikumpul dan dianalisis. Penemuan daripada kajian ini menunjukkan bahawa faktor yang paling menonjol yang membantu pelajar adalah wiki sangat interaktif, mempunyai fleksibiliti dan menawarkan satu suasana yang baik untuk pembelajaran secara kolaboratif. Kebanyakan pelajar yang terlibat di dalam kajian ini menganggap kemampuan untuk menulis, menulis semula dan menyunting pada kerja yang dilakukan dalam kumpulan sangat berguna, lebih-lebih lagi apabila ini boleh dilakukan pada bila-bila masa dan di mana-mana sahaja tanpa halangan waktu kelas. Proses penulisan secara kolaboratif yang berlaku melalui wiki sangat telus dan jelas. Ini adalah kerana wiki menyediakan kemudahan kepada ahli kumpulan untuk menyempurnakan tugas masing-masing, menyunting kerja satu sama lain dan semua aktiviti yang dilakukan dalam kumpulan direkodkan. Rekod-rekod ini boleh diakses oleh semua pelajar dan guru melalui laman wiki setiap kumpulan. Walaupun kebanyakan pelajar berpuashati dengan penggunaan wiki untuk penulisan kolaboratif, mereka masih menyukai mod bersemuka (face-to-face) untuk kerja-kolaboratif serta keperluan untuk berinteraksi dengan pensyarah. Olehitu, lebih banyak penyelidikan perlu dijalankan untuk mengenalpasti pendekatan dan strategi yang dapat memudahkan lebih banyak interaksi yang membina di kalangan pelajar dan pensyarah dalam persekitaran wiki. Satu lagi bidang yang mungkin penyelidikan boleh dijalankan ialah ke atas penggunaan wiki sebagaisebahagian daripada penilaian pelajar.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE
INTRODUCTION

1.0 OVERVIEW

The development of a variety of easy-to-use Internet publishing tools is recently evident (Richardson, 2009). These tools are changing the way people, including learners at all levels, interact with the world (Solomon & Schrum, 2007). Learning has become more personal, yet at the same time more connected to the surroundings, and with more potential for connected and collaborative activities among learners (Kukulsak-Hulme & Traxler, 2007).

Web 2.0 technologies encompass the new and emerging Web-based tools, expanding on the effects of network technology (Musser, 2006). Most of these tools are free and available to anyone with a browser and Internet connection. At tertiary level, web-based technology is constantly used in language teaching and learning. Multimedia language laboratories are equipped with relevant software and hardware for students to use during and after class hours. Students are also able to access the internet easily. In many language lessons web-based tools that are readily-available on the internet are often adopted in classroom activities. For example, web 2.0 technologies present ample "opportunities for online collaboration" (Godwin-Jones, 2003: 12) for the writing classroom. One of the technologies offered by Web 2.0 is wiki. Wiki is an editable, web-based free authoring tool which allows users to create a fully editable website (Boulos, et al, 2006). Visitors to the website can easily read, edit or modify content, structure or design of the website directly on the page without the need for registration (Augar, et al, 2004; Tonkin, 2005; Boulos, et al, 2006; Wang & Turner, 2004; Charles & Ranmi, 2007).

This study aims to look at students' attitude toward using wiki as a collaborative writing tool in the Academic Report Writing classroom. Data from a survey and interviews will be collected. The data will be a basis for producing guidelines for future implementation of wiki in the Academic Report Writing classroom.

1.1 RESEARCH OBJECTIVES

This study seeks to achieve the following research objectives:

a. To determine the usefulness of Wiki as an L2 collaborative learning tool
b. To analyze the efficiency of functions/features of Wiki in assisting L2 learning and teaching
c. To gauge learner perceptions of their involvement in learning via Wiki

1.2 RESEARCH QUESTIONS

This study was guided by the following research questions:

a. What aspects of the Wikispaces are useful as an L2 collaborative learning tool?
b. Which functions and features of the Wikispaces can be rendered as efficient in assisting L2 learning and teaching?
c. What are the students' perception on their involvement in the learning process using Wikispaces?

1.3 RESEARCH DESIGN AND PROCEDURE

In this study, Wikispaces was implemented as a collaborative writing tool in the UHL 2332 Academic Report Writing classroom, for a period of one semester. At the start of the semester, a briefing was conducted with the students, and consent was obtained before including them in the study.

The students were then introduced to Wikispaces, for instance, how to create their own accounts and how to invite relevant users. The weekly outline of the course schedule was strictly adhered to, and both the Wikispaces and face-to-face approaches were applied, where suitable.

A questionnaire survey was administered on the students who participated in the study, at the end of the semester. This questionnaire established the demographic profile of the respondents, their level of computer literacy and access to the Internet, and their use of Wikispaces in the Academic Report Writing course.

1.4 ORGANIZATION OF THE REPORT

This report is divided into five chapters. The first chapter provides an introduction to the report. Chapter Two discusses literature relevant to the study. The third chapter describes the research methodology in detail, and Chapter Four presents the findings from this study. The final chapter concludes the current study and provides recommendations for future research.

CHAPTER 2
LITERATURE REVIEW

2.0 INTRODUCTION

The main purpose of this chapter is to review the literature relevant to this study. The chapter reviews the feasibility of using wikis as a collaborative learning tool in a language classroom. Emphasis is given to how effective is the use of wikis for writing instruction.

2.1 WIKIS IN LANGUAGE TEACHING

At tertiary level, web-based technology is constantly used in language teaching and learning. Multimedia language laboratories are equipped with relevant software and hardware for students to use during and after class hours. Students are also able to access the internet easily. In many language lessons web-based tools that are readily-available on the internet are often adopted in classroom activities. For example, web 2.0 technologies present ample "opportunities for online collaboration" (Godwin-Jones, 2003: 12) for the writing classroom. One of the technologies offered by Web 2.0 is wiki.

Wiki is an editable, web-based free authoring tool which allows users to create a fully editable website (Boulos, et al, 2006). Visitors to the website can easily read, edit or modify content, structure or design of the website directly on the page without the need for registration (Augar, et al, 2004; Tonkin, 2005; Boulos, et al, 2006; Wang & Turner, 2004; Charles & Ranmi, 2007). Visitors to the website can easily read, edit or remove content, structure or design of the website, often without the need for registration. This encourages public dissemination and creation of knowledge online. It is perceived that the contribution of many 'editors' to the site would improve the content – and even the site itself - over time through an "evolutionary process" (LeLoup & Ponterio, 2006: 5). Clearly the theoretical framework that underpins the creation of a wiki software is a combination of social-constructivist, collaborative learning, and student-centred learning theories. Wikis, thus, provide conducive environment for writing, collaborative work and data storage. Essentially, unlike other CMC software like blogs or forums, wikis allow those browsing their sites to take a dual role of reader and writer.

Wikis are a "mindtool" (Jonassen, 2000) which creates socially rich environment that encourages the construction of knowledge in an authentic environment. It creates a hub for student-centered learning activities because users define for themselves how their processes and groups will develop when using the tool (Lamb, 2004: 38). Apart from that, wikis require active rather than passive participation from its users in terms of content modification (Richardson, 2006). Thus wikis will be most effectively applied in a classroom where the teacher and students understand and accept the "openness" of wikis. It demands open-minded and innovative teachers

and students because "wikis are unsuited for lessons where the truth comes from the teacher. Wikis can only become established within institutions with an appropriate culture of learning" (Honegger, 2005: 115). Healey (2002) maintains that the implementation of any computer technology requires a supportive teaching and learning environment. Teachers have to take a backseat and facilitate students as they seek the language that they need – through the use of computer technology – to complete their tasks. Wikis extend this with the inclusion of an expanded audience. Thus teachers' role should shift from being the purveyor of knowledge to one who plans appropriate activities using technology which encourages students' independent learning.

2.2 WIKIS IN THE WRITING CLASSROOM

The potential of wikis in language learning, specifically writing has been lauded by a number of researchers who feel that wikis are "powerful digital tool for knowledge development because it facilitates formal, topic-centric, depersonalized interaction" (Warschauer & Grimes, 2007: 12) in which each edit can further contribute to the text. Research on wikis in the classroom has also gleaned positive aspects of the tool: wikis facilitate transparent online interactions, erases some of the boundaries between author and reader (Chen, et al., 2005, Richardson, 2007), empowers students when they feel that they have ownership and authority of their learning (Raitman, et al., 2005), enhances social interaction amongst students online (Augar, et al., 2004), increases foreign language students' exposure to a variety of topics of historical and cultural interest online (LeLoup & Ponterio, 2006), increases audience-awareness in collaborative writing projects (Chang & Schallert, 2005), motivates students to produce the best texts since they will be published online (Warschauer & Grimes, 2007), enhances ESL students' writing performance (Wang, et al., 2005) and its openness is conducive for collaborative process writing activities (Carr, et al., 2007).

Wikis can be used in writing instruction especially in a collaborative and process writing classroom. Its "transparency and openness allows for timely intervention by educators and peers to ensure that students receive useful feedback and guidance at early and intermediate stages of the process" (Carr, et al., 2007: 280). Furthermore since wikis are fully editable, collaborative writing with other students is more feasible since users only need access to a Web browser to engage in writing and to provide feedback. Editing can be done directly onto the written work rather than on a separate page or section like in blogs or forums. This makes it "less burdensome to make small, spontaneous edits" (Chen, et al., 2005) since the tool allows for more minor editing without the hassle of sending emails back and forth or re-circulating edited documents to collaborating team members or peers for peer review. The changes made are apparent when team members access the wikis site and use the *History* function. As a result more ideas are contributed, reflected and improved because changes especially in the form of feedback can enhance and encourage the writing process. The ease of editing also enhances students' sense of

ownership because any work that is put up on the site is perceived as 'validated work' increasing their motivation to write (Raitman, et al., 2005). Wikis can offer a platform for collaboration, co-production of texts, and interaction throughout the writing process (Bruns & Humphreys, 2005: 27).

2.3 CONCLUSION

This chapter has reviewed the literature pertaining to the issues that underpin this study. The chapter emphasizes on the use of wikis for language learning and writing instruction. It concludes with a special note on the features of wikis which can be used in collaborative writing activities.

CHAPTER 3
METHODOLOGY

3.0 INTRODUCTION

With the advent of technology, language learning has been inevitably bombarded with the quest for integration and application of digital tools in the learning process. Web 2.0 in particular, has taken language learning to a different level where collaborative learning, student-teacher interaction and many other learning activities can occur at anytime and anywhere. Teaching of language skills – speaking, listening, writing and reading – can exploit this technological wonder of which conventional talk and chalk can be greatly enhanced. With this fast paced development in the domain of language learning and teaching, studies have been carried out to determine the effectiveness of the Web 2.0 integration in the field.

3.1 RESEARCH DESIGN AND PROCEDURE

Findings have been considerably substantial in delineating the efficacy of these digital tools, such as the blogs and podcasting in the teaching of language skills (Bradley, Lindstrom & Rystedt, 2010; Edirisinghaet al., 2007; Godwin-Jones, 2003; Huffacker, 2005; Mak & Coniam; 2008; Rosell-Aguilar, 2007). This study attempts to contribute to this pool of knowledge by focusing the research on the use of Wikispaces in the teaching and learning of writing with specific aims to determine the most useful components of the Wikispaces in its application in teaching report writing to the students and the comparison of the use of this digital instrument to face-to-face (f2f) interaction in carrying out collaborative tasks in writing classroom.

3.1.1 Research Design

In order to investigate the extent of the benefits that learners may gain from the use of Wikispaces in report writing tasks, the study made use of a one-semester application of this tool in writing activities and assessments. By the end of a 14-week semester, these learners were given a 39-item- questionnaire to complete. A total of 424 learners answered the three-section questionnaire, as categorised in Table 3.1:

Table 3.1
Questionnaire Sections

Section A	Demographic Information
Section B	Computer Literacy & Access
Section C	Group Assignment
	Group Work
	Face-to-face Work
	Group Objects Facilities: Group Websites (WIKI)

Section A is on demographic information of the students participating in this study. Section B addresses the aim in determining the elements of the Wikispaces that learners find most functional in assisting them to complete the writing tasks assigned to them. Section C derives the required information to make constructive comparison on the efficacy of the Wikispaces application to collaborative tasks done face-to-face (F2F). To further explore the possibilities of insightful answers from the learners' point of view, four open-ended questions are also included at the end of the questionnaire. Figure 3.1 below diagrams the design and the procedure of the study.

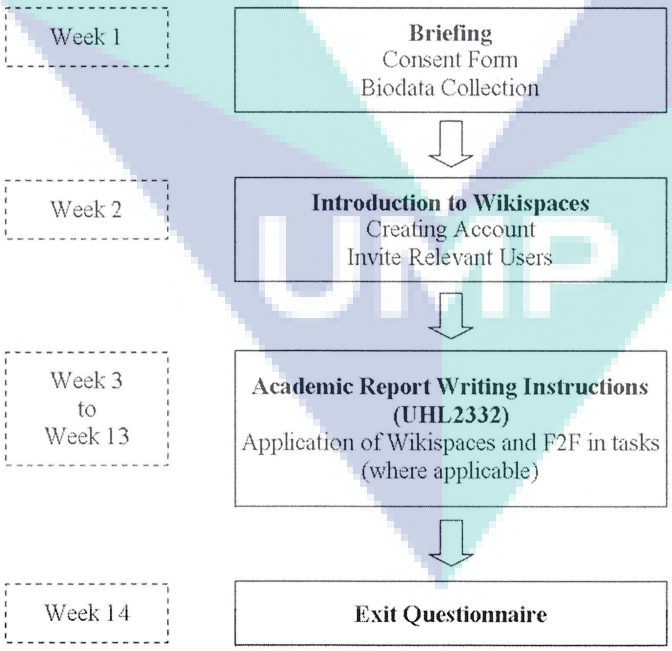

Figure 3.1 Research Design

3.1.2 Research Procedure

The research was carried out in a university in the east coast of Malaysia involving five participating lecturers who were also the researchers of the study and 424 second year engineering students doing level three English course. The Academic Report Writing course (UHL2332) is one of the three English courses students have to do for graduation requirements. Students do this course in the first semester of their second year. This research took place in the 2009/2010 academic session which ran from July to November 2009. The class runs for four hours each week for this 2-credit course. The groups assigned to each lecturer were determined by the Office of Academic Management, and each lecturer had a range of 90 to 120 students in a semester.

The lecturers were briefed on the applications and features on the Wikispaces in a workshop session conducted by one of the research lecturers. Lecturers created an individual account and explored the components in the Wikispaces to get familiarise with the software before using it with the students. Figure 3.2 is a sample homepage of the personal Wikispaces.

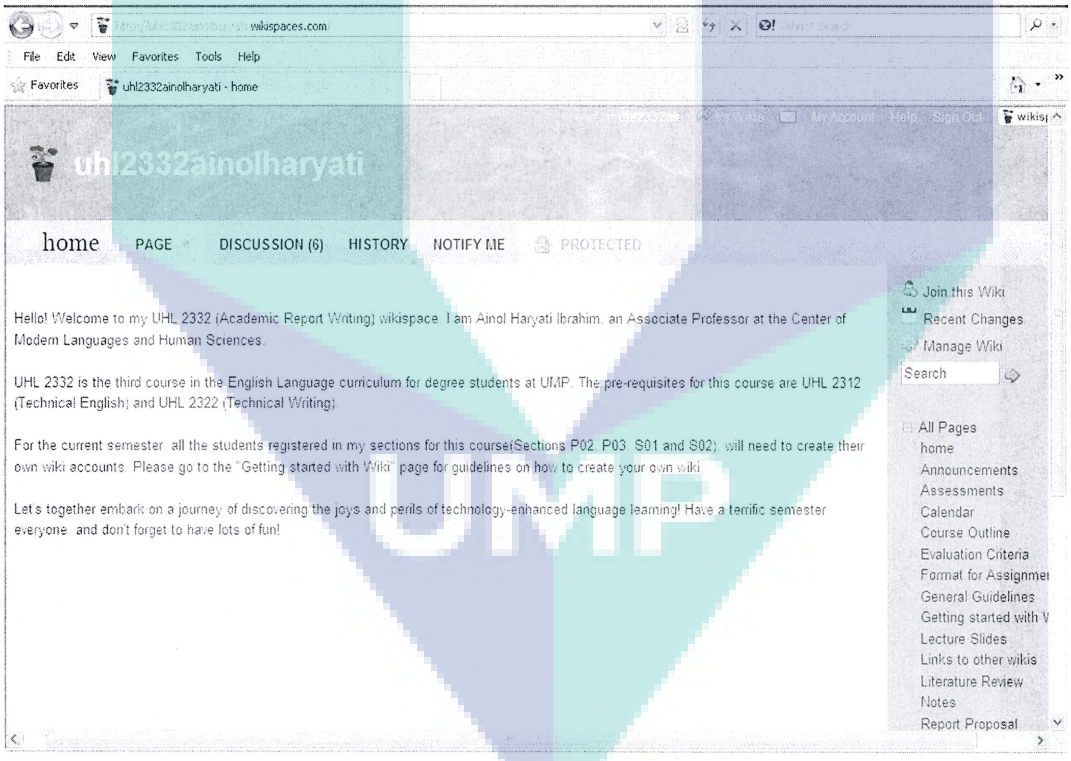

Figure 3.2 Lecturer's Personal Wikispaces Homepage

A discussion was carried out to decide on the components of the syllabus to use Wikispaces and the parts which F2F would be required. The lecturers then uploaded all necessary materials for the course to get ready for the semester.

The lecturers introduced Wikispaces to the students in the first two weeks of the semester and explained to them the research that was going to be conducted. Once the consent forms were signed the students created their individual Wikispaces account and invited their friends and lecturer to join. They were also highly encouraged to visit Wikispaces from other sections and other lecturers involved in the research to get more information and additional materials for their course. Figure 3.3 shows the side bar of the lecturer's Wikispaces where the materials can be accessed and downloaded.

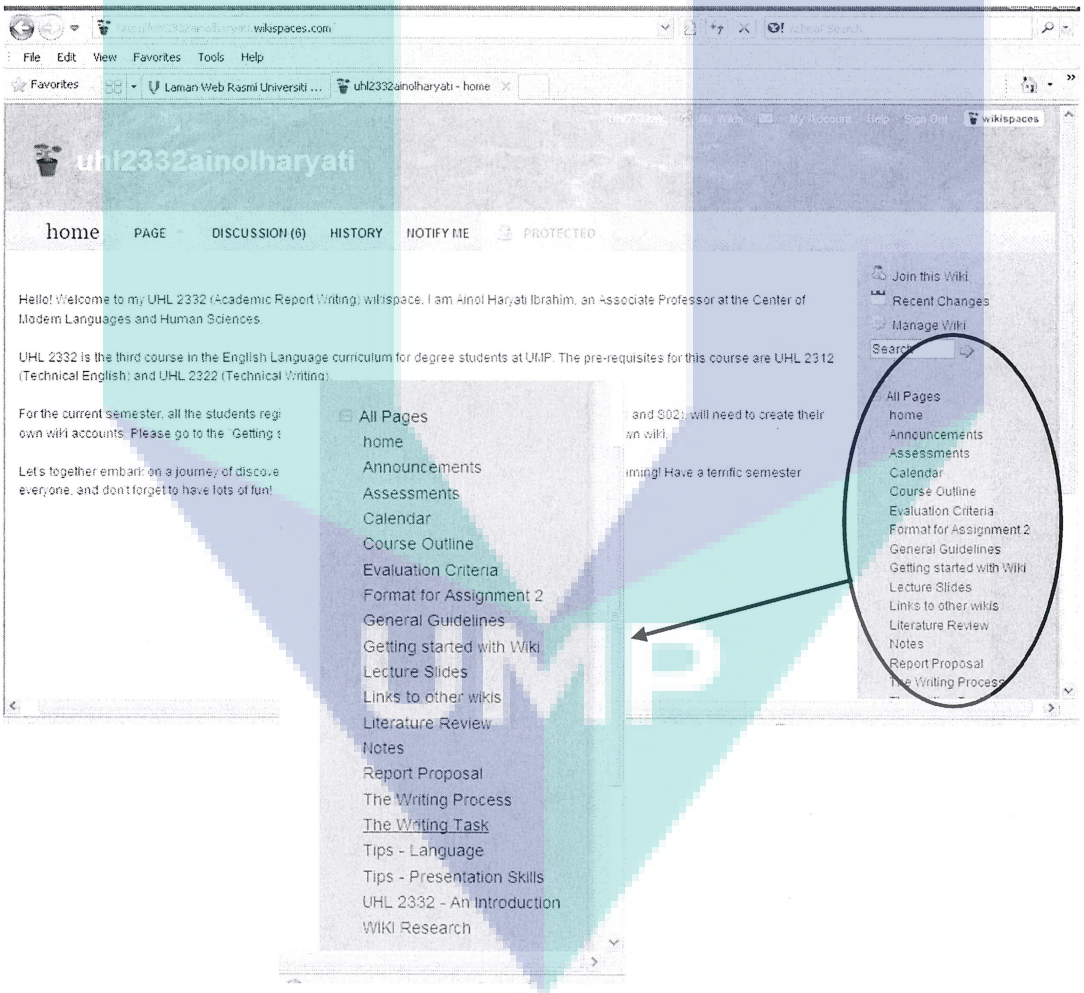

Figure 3.3 Access to Course Materials

Since the Wikispaces can be customized according to the users' preference, side bar can be found on either the left-hand side or the right-hand side. It is very important for the lecturers to familiarise the students with the page setting and where each material or information can be found in the individual Wikispaces.

For ten weeks, the students were taught on how to write academic report writing and five main components of the report were introduced, which comprised introduction, literature review, methodology, findings and discussion as well as conclusion and recommendation. Since these students were at an undergraduate level the report that they needed to produce at the end of the semester is short and did not require in depth research. This course was more of an exposure to the students on the elements of research to prepare them for their undergraduate project report writing. All work was done in a group of three and in week 14 they were required to present their report to class and marks will be given to both written and oral presentation.

During the ten weeks, interactions outside the class hours were to be done using the Wikispaces with the lecturers as well as with their group members as they carried out and completed tasks as prescribed in the Academic Report Writing course syllabus. They could either use the "Discussion" board as shown in Figure 3.4 or they can use "Mail" board that can be viewed from "My Account" as shown in Figure 3.4.

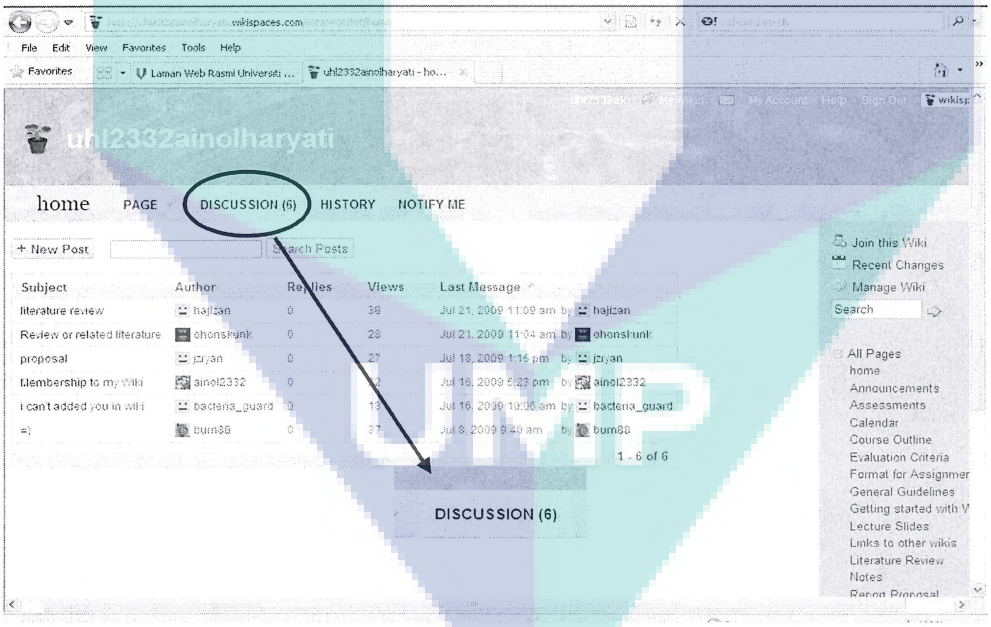

Figure 3.4 Discussion Board

The "Discussion" board is the online forum, where the lecturer posted a discussion topic and all students listed in the lecturer's "MyWikis" as well as other viewers who are not listed (depending on the security set up by the account holder) can have access and contribute to the

discussion. On the other hand, sending email to the lecturer's mail box would be more personal where only the recipient(s) can have access to the content of the mail.

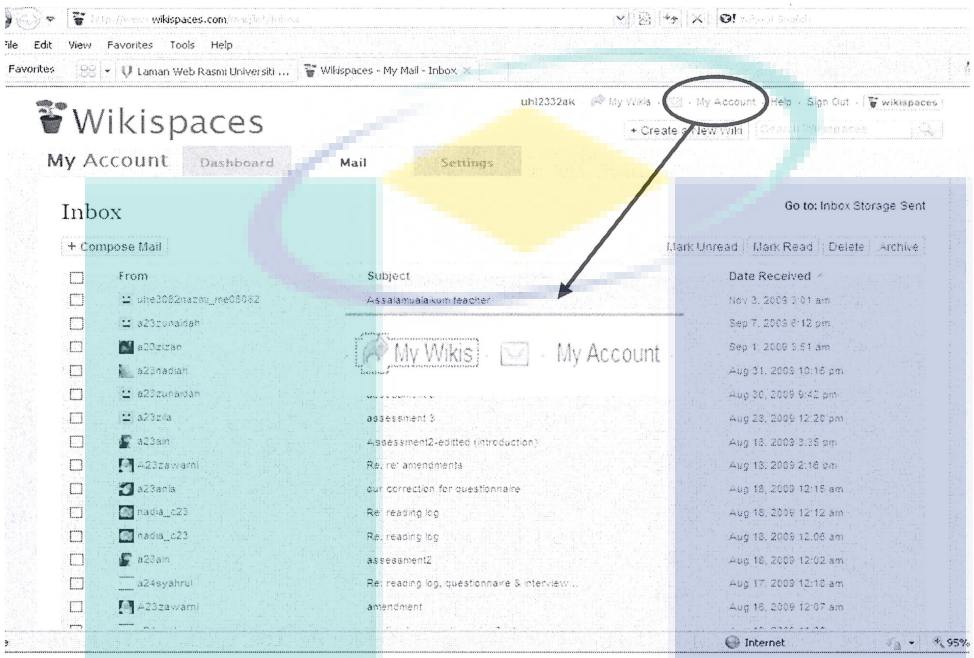

Figure 3.5 E-mail Inbox in My Account

As indicated in Figure 3.4, the "Discussion" board can be directly accesible once the user goes to the homepage without having to log in, however, a user has to log into the personal Wikispaces and click on "My Account" to be able to access the "Inbox" as shown in Figure 3.5.

While the use of Wikispaces was part of the course, the traditional F2F tasks were also carried out during most class meetings as well as during consultation hours, usually arranged by the students and the lecturer at their convenience. Since the 14th week of the semester was allocated for presentation, all lessons ended by week 13. However, they were still encouraged to use the Wikispaces and have F2F meetings until they had submitted their final written report at the end of week 14, in which the questionnaire was given to them to answer.

Data gathered from the questionnaires were coded and keyed in to the SPSS version 15.0 for analysis. Analysis and interpretation of the data were done to address the following research questions:

a) *What aspects of the Wikispaces that are useful as an L2 collaborative learning tool?*
b) *Which functions and features of the Wikispaces can be rendered as efficient in assisting L2 learning and teaching?*
c) *What are the students' perceptions on their involvement in the learning process using Wikispaces?*

To address the first and the second research questions in indentifying the aspects of Wikispaces that determine the a)usefulness of Wikispaces as an L2 collaborative learning tool and b)efficiency of the functions and features of the Wikispaces in assisting L2 learning and teaching, data were tabulated into their relative frequency or the mode. Finally, in order to measure learners' perceptions on their involvement in learning using Wikispaces as the medium, data were tabulated into their mode and the analysis of variance using non-parametric Kruskal-Wallis was run and tabulated into their rank sum and mean rank.

3.2 RESEARCH CONTEXT

The present study was conducted in an ESL context involving engineering students who were doing their English proficiency course. The university is a public engineering and technology-focused university under the Ministry of Higher Education Malaysia. The research was carried out with the second year students from eight different academic programmes doing the third level of their required 6-credit hours English language proficiency courses. This third level English course focuses on writing skills that are taught in the context of academic report writing. The other two courses that the students do in their first year focus on reading, grammar, speaking and listening. However, for each level, there is a portion of the syllabus that is allocated for writing skills that can be considered as a means of language output.

3.2.1 Participating Lecturers

The involvement of the lecturers in this study was fundamentally due to the fact that these lecturers were the researchers and that they taught the selected English language course. All lecturers/researchers are native speakers of Bahasa Melayu and speakers of English as a second language with teaching experience ranging from 10 to 25 years. The Lead Researcher and Researcher 2 have been serving with the university since 2002 and Researchers 3, 4 and 5 have been with the university since 2003. Table 3.2 outlines the relevant information of the participating lecturers.

As the common practice in this university, the groups assigned to each lecturer are determined by the Academic Management Office (AMO) and classes start at 8 o'clock in the morning and end at 6 o'clock in the evening according to the timetable specified by the AMO. Two contact hours of the class take place in a regular classroom, with a projector and a computer at the lecturer's console, and another two hours are carried out in the multimedia language lab with students having access to the computer equipped with internet connection. The students are divided into sections consisting of 20 to 33 students each group. Following the workshop and the discussion on Wikispaces and its application in the syllabus, all lecturers mapped the meeting hours with the Wikispaces application and F2F tasks accordingly.

Table 3.2
Information of Lecturers/Researchers

Lecturer	Gender	Years of Teaching Experience	Education	Programmes teaching	Number of students
Lead Researcher	Female	17 years	PhD Candidate	• Industrial Chemistry • Project Management	73
Researcher 2	Female	19 Years	PhD Candidate	• Electrical Engineering • Manufacturing	89
Researcher 3	Female	10 years	PhD Candidate	• Chemical Engineering • Computer Science	90
Researcher 4	Male	25 years	Master	• Mechanical Engineering • Civil Engineering	84
Researcher 5	Female	10 years	Master	• Civil Engineering • Computer Science	88

3.2.2 Participating Students

All participants in the study were students of the five researchers from eight different faculties. They were students doing Academic Report Writing course which is the third English language proficiency course that they have to complete for graduation requirement. Since all students signed the consent form agreeing to take part in the research, a total of 424 students from eight academic programmes went through the course as prescribed in the syllabus with an additional application of Wikispaces in tasks completion and interactions. Table 3.3 summarizes the information of the participating students in the study.

Table 3.3
Information of Participants

Academic Programmes	Number of Students	Male	Female	Average Age	Average Years of English Language Lesson
Chemical Engineering	57	13	44	20	13
Civil Engineering	90	29	61	20.5	13.5
Computer Science	57	16	41	20.5	13.5
Electrical Engineering	58	30	28	20	13
Industrial Chemistry	27	9	18	20	13
Manufacturing	31	10	21	20	13
Mechanical Engineering	58	31	27	20	13
Project Management	46	8	38	19	12
Total	**424**	**146**	**278**	**20**	**13**

Most of the students have had a formal English language lesson since year one of primary school. Upon reaching the second year of their study in the university, most of them have 13 average years of English language lesson. Some students were direct entry students from either Polytechnics or Diploma programmes previously completed from the same university. This makes the average age of the participants varies from 19 to 21 years old.

The students were grouped by the Academic Management Office according to their programmes and tutorial groups. So, most of these students have known each other for more than a year and they were mostly in the same classes for all the other courses that they have been doing for the last three semesters. This fact made interactions and team work easier because when they were asked to form their own group for the Academic Report Writing course, they would choose the group members that they felt most comfortable working with.

3.3 RESEARCH TOOLS AND INSTRUMENTS

This section describes the tools and approaches used for the writing tasks engaged by the students throughout the semester, which included, the digital, Wikispaces, and the conventional face-to-face practices. The last part of this section focuses on the questionnaire used as the

testing instruments given to the students at the end of the semester in order to address the three research questions constructed for this study.

3.3.1 Wikispaces and Face-to-Face in Academic Report Writing Course (UHL 2332)

The Academic Report Writing (UHL 2332) is the third English language proficiency course all student have to do to fulfill the graduation requirements. This course requires students to produce at the end of the semester, a report which comprises five chapters written on the small-scale study carried out within the 14 weeks of the semester. Table 3.4 outlines the chapters and integration of Wikispaces as well as the conventional F2F mode in tasks completion.

Table 3.4
Wikispaces and F2F in UHL 2332

Chapter	Subsections	Collaboration Mode	
		F2F	Wikispaces
1 Introduction	Background of study	√	√
	Problem statement	√	√
	Research Objectives/ Research Questions	√	√
2 Literature Review	Determine relevant reading materials	√	
	Finding reading materials		√
	Write-up	√	√
3 Methodology	Research context	√	√
	Sampling Procedure	√	√
	Data collection constructions	√	√
	Data collection	√	
4 Findings and Discussions	Data coding and input	√	
	Data analysis	√	√
	Data Interpretation	√	√
	Discussion	√	√

Chapter	Subsections	Collaboration Mode	
		F2F	Wikispaces
5 Conclusion & Recommendation	Conclusion and recommendation	√	√

During the briefing session, all students created individual Wikispaces account and invited their lecturer and friends. To identify the students to the groups that they have been assigned they were requested to name their Wikispaces with the initials and the section number before their name, for example, "C23Anis", means "Anis" is from Computer Software Programme, group 23. Interactions via Wikispaces can be "public" through the "Discussion" board and most of the pages on the Wikispaces, or it can be personal via the "Email" in the Wikispaces.

Most students were highly encouraged to write their work on the Wikispaces itself rather than uploading a document from their personal computer. This was because all changes can be tracked and recorded on the Wikispaces. Any insertion of a new text is coded green and any deletion is coded red. To see all these changes, a user just has to click on "History" and all amendments made can be seen along with the time and date of the changes. Figure 3.6 shows the sample of introduction section done on one of the students' Wikispaces.

Note: The sample is taken from a student's Wikispaces with consent.

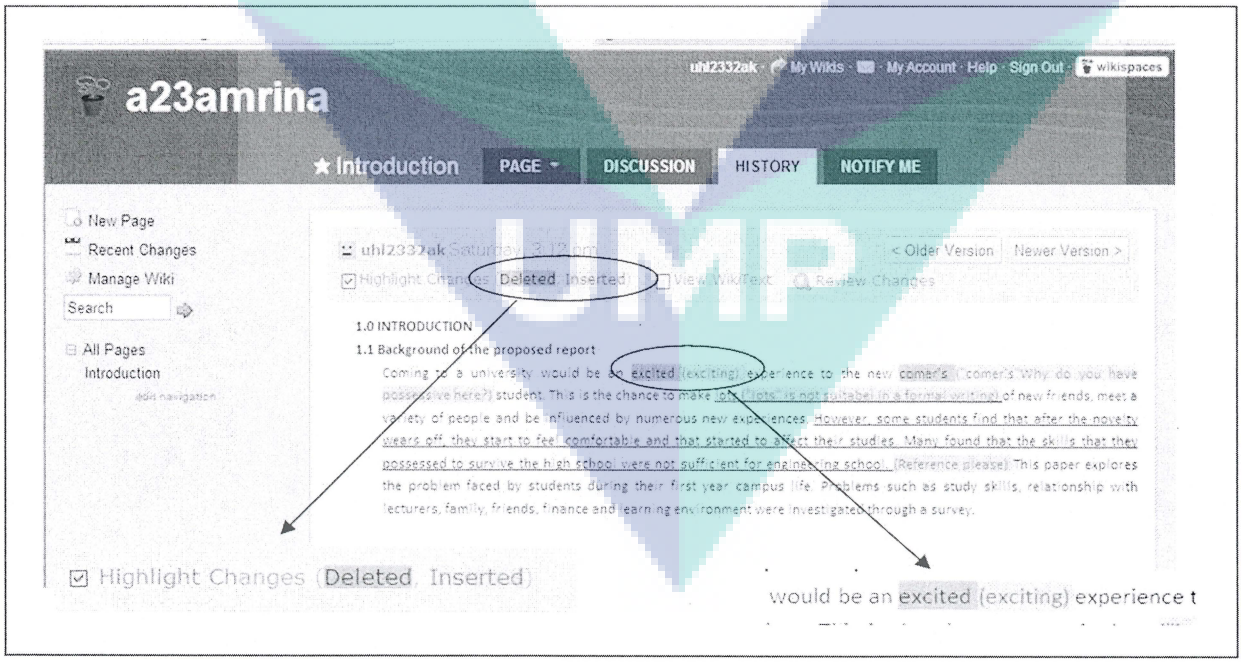

Figure 3.6 Sample of Introduction

Usually, the members in the group would divide their tasks and the person in charge of each task created the page(s) for the ones assigned to them. In the sample above, "Amrina" from group "A23" was in charge of the introduction of the report. She created a page for introduction and all group members would work on that page to complete that particular task. During class hour, most discussion was done face-to-face and the Wikispaces was mainly used for uploading, writing and accessing lesson materials. However, outside class hour, Wikispaces came in handy because interaction with the lecturer was made especially easy and efficient. The students used the Wikispaces as the means of communication and all take home tasks were given feedback on the Wikispaces by the lecturer before the next class and this made meeting in class became more prepared and organized.

Some students chose to upload the document from their personal computer and other group members as well as the lecturer would have to download and any feedback on the written task would have to be done on the document without being recorded on the Wikispaces. Figure 3.7 below shows a sample of a page on data analysis where two documents were uploaded.
Note: The sample is taken from a student's Wikispaces with consent.

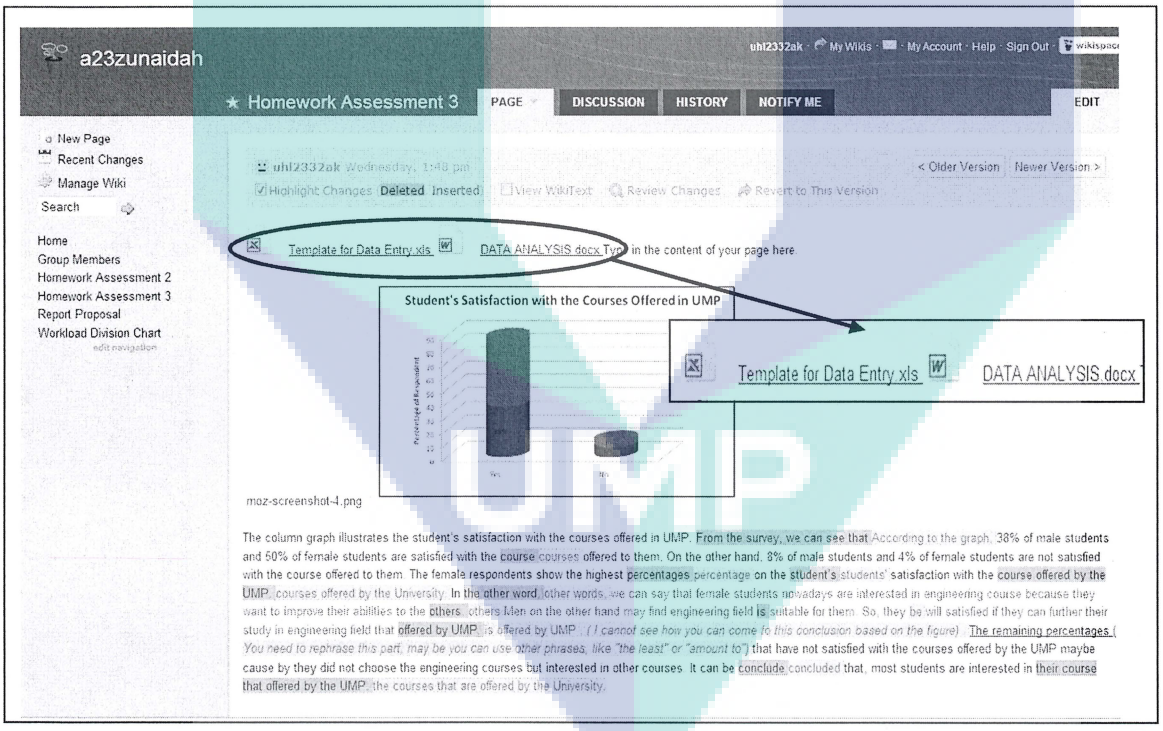

Figure 3.7 Sample of Data Interpretation

However, the lecturer asked the students in that group to write the paragraphs on data analysis and interpretation on the Wikispaces itself to keep record of all the changes made. The

final version of the written work was uploaded in the end to allow other group members to have access to the softcopy of the written work in a form of a Word Document.

Throughout the semester, collaborative work done via Wikispaces or F2F took place inside and outside class hours. All these activities were accounted for in the present study and when students were given the questionnaire to answer, they were asked to reflect on these aspects of the learning process with specific reference to the process of completing an academic report writing.

3.3.2 The Questionnaire

During the 14-week-instruction, the participants had been engaged in tasks that require the application of Wikispaces and F2F in their writing activities. At the end of the semester, all students (N=424) that had undergone this collaborative blended learning were given a questionnaire to answer (refer to Appendix A). This type of quantitative instrument as used in other similar studies (Kuteeva, 2011; Miyazoe & Anderson, 2010; Tan et al., 2010) was employed to address the research questions mainly because the data that are gathered through this means can be considered to be more comprehensive and transparent since participants answer the questionnaire on their own without being subjected to teacher-student interaction as in an interview.

The questionnaire is divided into three main sections. Section A gathers information on participants' demographic information which includes, programme of study, gender, age and their hostel location. The reason why hostel location is also included in this questionnaire is due to the fact that the access to the internet depends to some extent on the location of their hostel. Most female students whose hostels are in the vicinity of the main administration area may have better access to the internet as compared to those male students whose hostels are located at the housing area further away from the heart of the administration buildings. Section B asks participants on their views on the access and use of computers as well as the internet using Likert scale of "Strongly Agree" with the value of 1 to "Strongly Disagree" with the value of 5. One question asks the participants of their familiarity of using Wikispaces.

Section C is further divided into four subsections to address several issues with regards to the use of Wikispaces and F2F mode in the learning process. The first subsection asks the participants on the average percentage of time that they spend using the Wikispaces, F2F or working alone throughout the 14-week course. The purpose of these questions is to gauge the extent of the participants' usage of the Wikispaces as compared to F2F mode or working alone. The second subsection is to obtain participants' views on the group work required of them done on either the Wikispaces or the F2F mode during the course, which is also valued at 1 as "Strongly Agree" and 5 "Strongly Disagree" of the Likert scale. The next section is to gather participants' views on the use of Wikispaces collaborative work as compared to the F2F mode in completing writing tasks assigned. In an attempt to address the second research question on the most useful features on the Wikispaces in completing their writing tasks, five items are

constructed focusing on the most likely used features on Wikispaces. Finally, four open-ended items are included to further explore answers from the participants for the third research question on their involvement in using Wikispaces as part of the learning process.

3.4 CONCLUSION

This chapter explicated the methods employed in the research. The questionnaire was operationalised as the testing tool to gather the quantitative data in an attempt to address three research questions, which fundamentally can be construed to investigate the benefits of using Wikispaces in the teaching and learning of writing and its comparison to the traditional F2F mode. To further explore the usefulness of this digital learning tool, specific features and functions of the Wikispaces were also identified via the responses obtained from the questionnaire.

The next chapter describes the analysis and findings of the statistical description derived from data, tabulated into their relative frequency as well as rank sum and mean rank.

CHAPTER 4
FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter presents the findings and discussions of the current study. Data reported here were drawn from questionnaires. The students in the current study were able to access wikis from the various spots on the wireless university campus where the study took place. The result showed that access from the hostel was the most popular choice (84%) while access from the language laboratories during class hours was their second choice (67%). Majority of the students (66%) spent 1 to 3 hours each week working on wikis. Prior to examining the findings and discussions further, it is worthwhile to note here that the participants are well equipped with computer literacy as depicted in Table 4.1.

Table 4.1
Participants' computer literacy

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I find computers easy to use.	173 (40.8%)	191 (45%)	51 (12%)	8 (2%)	1 (0.2%)
The level of my computer literacy is high.	48 (11%)	200 (47%)	164 (39%)	12 (3%)	0 (0%)
I use web to stay informed and current in my area of study/work.	119 (28%)	222 (52.4%)	75 (17.7%)	6 (1.4%)	2 (0.5%)

As stated in Table 4.1, 85.8% of the participants were of the opinion that computers are easy to use while more than 50% agreed that their level of computer literacy is high. In addition, 80.4% of the participants reported that they used web to stay informed and current in their area of study and work. To conclude, the participants in the current study were comfortable in using computers for study purposes and they affirmed that their computer literacy level was high.

The findings and discussions below are presented according to the respective research questions as follows:

a) *What aspects of the Wikispaces that are useful as an L2 collaborative learning tool?*

b) *Which functions and features of the Wikispaces can be rendered as efficient in assisting L2 learning and teaching?*
c) *What are the students' perceptions on their involvement in the learning process using Wikispaces?*

4.1 RESEARCH QUESTION A

What aspects of the Wikispaces that are useful as an L2 collaborative learning tool?

In the process of L2 learning, collaboration is deemed essential because it allows learners to interact with each other and participate in discussions. In the current study, aspects of wikispaces that are useful as an L2 collaborative learning tool were examined. In this regard, the influence of wikis on students' group dynamics and group participation was investigated. In addition, students' views on the preferred mode for collaborative writing were explored.

With regards to group dynamics, 79% of the teams opted to choose a leader and each member in a team had clearly assigned roles (71%). The students also claimed that all their team members did a fair share to complete the assigned task. As such, most of them (75%) were satisfied with their team's efforts in completing the task via wikis. In short, they found that collaborating on the task via wikis was a valuable experience (78%).

On the other hand, students reported preference for collaboration in the face-to-face mode over collaboration via wikis. This was depicted in the question in which the students were asked for the percentage of time spent on working in a face-to-face and online mode as well as individually. The findings revealed that 35% of the students spent 51% to 75% of their collaborative work in a face-to-face mode, 35% spent 26% to 50% of their collaborative work in an online mode while 37% preferred to spend between 11% to 25% of their time to do work individually. The finding of students' preference in engaging in collaboration in face-to-face is reiterated in another finding that 69% of the students claimed that they worked well in a face-to-face mode. This finding could be related to the fact that this was the first time most of the students used wikis (96.2%). In addition, some students (44.1%) faced problems such as network downtime and difficulty to upload documents when using wikis for the task.

Although the finding reported above showed students' preference towards a face-to-face over an online mode for collaboration, the students could still recognize the advantages of using wikis for group assignments (78%). In fact, 55% of the students would recommend using wikis for writing assignments. As such, writing via wikis may promote a positive impact on L2 interaction by allowing students a greater role in managing online written discourse collaboratively (Lai, 2005).

4.2 RESEARCH QUESTION B

Which functions and features of the Wikispaces can be rendered as efficient in assisting L2 learning and teaching?

Wikispaces may serve as a fruitful platform in assisting L2 learning and teaching processes because of its various functions and features. The wikis facilities used by the students and found to be useful for collaborative work are presented in Table 4.2.

Table 4.2
Wikis facilities used and found to be useful by the students

Facility	% of use	% of usefulness
Edit page	71	56
Email/ message	20	31
Discussion	35	42
History	35	38
Notify Me	15	19
My Wikis	48	35
My Account	29	20
Manage Wiki	58	45

The three most frequently used and most useful facilities were the Edit page, Manage Wiki and My Wikis. These facilities are essential for collaborative writing especially the edit button that allows group members to edit, contribute and collaborate on completing the task. The students also agreed that wikis are useful as a repository for collecting and organizing information for the task (65%), and for presenting the results and findings of the group task. As such, the current finding is in line with the predictions by Elgort, et al. (2008) that wikis could serve as a platform that may encourage a more equal participation among group members in any assigned tasks.

As evident in Table 4.2, 38% of the responses show History as one of the highest useful features of wikis. During interview sessions, the students reported that History pages were frequently visited because they could compare the current writing version with the earlier ones. Such action could lead to improvement in writing as they drafted, raising consciousness of areas of weakness they could focus on. In this regard, the students were able to engage in self-repair, assisted by this computer-mediated environment (Smith, 2008).

Students also reported 20% used of e-mail or messages while 35% used of discussions facilities in wikis. This is one of the evidences showing that wikis may facilitate online

discussions (Teng & Taveras, 2004) not only between peers but also amongst students and instructors.

4.3 RESEARCH QUESTION C

What are the students' perceptions on their involvement in the learning process using Wikispaces?

In general, they found that collaborating on the task via wikis was a valuable experience (78%) and that they were satisfied with their group's efforts in completing the task via wikis (75%). On the other hand, students reported preference for collaboration in the face-to-face mode over collaboration via wikis. This was depicted in the question in which the students were asked for the percentage of time spent on working in a face-to-face and online mode as well as individually. The findings revealed that 35% of the students spent 51% to 75% of their collaborative work in a face-to-face mode, 35% spent 26% to 50% of their collaborative work in an online mode while 37% preferred to spend between 11% to 25% of their time to do work individually. The finding of students' preference in engaging in collaboration in face-to-face is reiterated in another finding that 69% of the students claimed that they worked well in a face-to-face mode. This finding could be related to the fact that this was the first time most of the students used wikis (96.2%). In addition, some students (44.1%) faced problems such as network downtime and difficulty to upload documents when using wikis for the task.

Although the finding reported above showed students' preference towards a face-to-face over an online mode for collaboration, the students could still recognize the advantages of using wikis for group assignments (78%). In fact, 55% of the students would recommend using wikis for writing assignments.

4.4 CONCLUSION

As evident from the above, the descriptive statistics and similar questionnaire responses signal a perception on the part of the participants that writing tasks via wikis might represent a natural context for learners to develop strategies for the monitoring phase of writing (c.f., Kellog, 1996). This is particularly true because the written production in wikis is immediately visible for correction that may lead the students to engage in writing improvement.

CHAPTER 5
CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter focuses on the conclusions of the findings in the context of this research in relation to those obtained in previous studies. Discussion also revolves around the conceptual framework that grounded this research and its pedagogical implications. This is described in the light of the strengths and limitations of the present study with specific reference to the digital tool used in the learning process. Finally, this chapter also provides suggestions for future research in the area of instructional technology application in language learning.

5.1 CONCLUSIONS ON RESEARCH FINDINGS AND INTERPRETATIONS

The first research question in this study seeks to determine the aspects of the Wikispaces that are deemed useful as an L2 collaborative learning tool. Findings from this research indicate that the most prominent factor that assists learners in the writing process is the interactivity and flexibility that this tool has to offer to the collaborative learning environment. The theoretical construction initiated by Vygostsky (1978) and Hymes (1971) that put emphasis on socially connected learners affords a firm framework for this study. This is discussed in tandem to the view of interaction with other learners that offers a form of scaffolding effect to the learning process. In other words, most people may be able to acquire knowledge through interaction with others in a collaborative environment. Wikispaces, not only provides this setting through its interactivity factor, it also includes flexibility in this environment.

Most learners that were involved in this study considered the ability to write, rewrite and edit on the work done in a group to be very useful, especially when this can be done fundamentally anytime and anywhere without being constrained to the class hours. In addition, the colour codes for tracking changes which are all recorded in the history of the Wikispaces has considerably enhanced the learning development. Essentially, flexibility that Wikispaces offers to the learners is in terms of time as well as the writing process. In relation to the discussion on collaborative learning, O'Reilly (2005) acknowledges the potential of this tool as being an instrument for "collective intelligence" in the teaching of writing. In the context of the present study, the writing, editing, feedback and amendments can be made collectively on the Wikispaces as part of the tasks of academic report writing.

The second research question is to identify the features the Wikispaces that are most accessed and effective in assisting learning in general and completing tasks in particular. In relation to the usefulness to the writing process, most students used "Edit page", "Recent changes" and "Discussion" features on the Wikispaces. Fundamentally, these choices of most used features are related to the previous discussion on interactivity and flexibility. The learners

found these function useful because of the accessibility and room for unconstrained modification on the written work. This is a clear advantage of the Wikispaces of which Carr et al (2007) acknowledge this as being "transparent". The process that goes on the Wikispaces provides means of tasks completion and recording of all the activities. These records are accessible to all learners and teacher making it transparent and explicit as what Carr et al. described:

> The transparency, openness . . . and ease of use of wikis constitute powerful affordances for collaborative process writing. At the simplest level, transparency of the writing process allows for timely intervention by educators and peers to ensure that students receive useful feedback and guidance at early and intermediate stages in the process. At a deeper level, this transparency reveals endemic challenges in facilitating collaborative process writing that are not unique to online interventions. (p. 280)

This transparency provides opportunities for learners to be more reflective in their writing and making use of the features mentioned earlier is essentially required for Wikispaces to be effective in the light of this argument.

The functionality of these features is not only effective as an online means of interaction, but it is also expanded to the F2F approach. The discussion that takes place in class are mostly based on the activities that go on the Wikispaces. The writing, editing, feedback and other interactions that happen online are virtually recorded and this gives the learners space to work back and forth in the process of completing any written tasks assigned to them. On the other side of the coin however, this transparency may pose to some extent a threat of insecurity in the learners. Some learners may feel that the ability of others to access and edit their work other than the teacher or the group members make them vulnerable to criticism. They are not comfortable with the fact that other users outside their class may be able to see errors that they make in their written work. This may cause reluctance in the learners to fully exploit the Wikispaces and its interactivity in the learning process. This affective factor is one of the limitations that teachers may have to face in using this digital tool in learning as well as other issues as put forth by Lundin (2008) such as the influence of a public audience on the written work done on the Wikispaces and also issues on plagiarism. Apparently, areas of which there is a need for further study are still vast as issues that involve learners and the use of technology is a process of evolution.

Finally, taking into consideration one of the many issues involving learners, the third research question attempted to gauge the students' perceptions on their involvement in the learning process using the Wikispaces. Findings reveal that most students even though satisfied with the use of Wikispaces for collaborative work, they still cannot surpass their preference for F2F mode as well as the needs for interacting with the lecturer face-to-face. This brings down to the question of whether the Wikispaces is just merely a tool in the learning process or can it play a more significant role in terms of the learners' involvement.

Drawing on the social constructivist framework, the mere role as a tool may not be sufficient to place the Wikispaces on the same ground. Ede and Lunsford (1990) talked about teaching and collaborating, of which they argued that "collaboration has enormous and largely untapped potential to support the teaching of rhetoric as a social process". This makes sense only if the involvement of learners in the collaborative work on Wikispaces is taken on more constructively. Learners' apparent preference for F2F over the online mode, after two decades of Ede and Lunsford's argument still hold the truth to the "untapped potential" of the collaborative work in the present study on the use of the Wikispaces in a social constructivist context. This clearly calls for further exploration on how to enhance the use of this online teaching tool in terms of students' involvement since they are the core entity of the whole process.

5.2 RECOMMENDATIONS AND FURTHER RESEARCH

The changes and potentials that Wikispaces brings to the domain of teaching and learning are undeniable. Occasionally clogged with hurdles that mainly involve learners' reluctance on its uses in writing tasks, carrying out further studies is one of the solutions that may shed some light on this issue. Research that requires educators to consider approaches and strategies in facilitating more constructive interactions among learners is of utmost importance. Learners' involvement should be made a platform of which a study is to embark and such study should take into consideration the affective factors that are mainly the concerns needed to be tackled and explored. A more in depth qualitative inquiry, such as an interview may be able to acquire different perspectives from the learners on this issue.

Another possible area that research can be conducted is on the use of Wikispaces as part of the assessment and evaluation. In view of process writing framework, evaluation using Wikispaces may provide a sound environment for development of rubrics and assessments as had been attempted in Lai & Ng's (2010) study. This is due to the fact that Wikispaces is a virtual repository of activities that take place collaboratively as well individually online. To date, studies on this area has been rare and to ensure the integration of Wikispaces to be more efficient, testing and evaluation is one area of teaching and learning that needs to explored, thus unleashing the "untapped potentials" of this digital tool.

5.3 CONCLUSION

The current study has provided some empirical evidence for the value of incorporating Wikispaces in the Academic Report Writing classroom. The findings reveal that the participants of this study utilize Wiki as a tool in the learning process. Besides using Wiki as a collaborative tool in the writing classroom, future studies should investigate the feasibility of using Wiki in the assessment and evaluation process.

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APPENDIX A : QUESTIONNAIRE

A Questionnaire Survey for Wikispaces.com Users (UHL 2332)

Dear students,
We are conducting a survey on the use of Wikispaces in the teaching and learning of Academic Report Writing (UHL 2332) for semester 1, session 2009/2010. We appreciate your time and effort to answer all questions in this survey form. Your answers are important to provide insights in ensuring effective use of this technological tool in the learning process. Thank you.

Please tick (√) or write your answers in the space provided.

SECTION A: DEMOGRAPHICS

Section : _____ Gender: Male ☐ Female ☐

Age : _____ Hostel : _____

SECTION B: COMPUTER LITERACY/ ACCESS

1. I find computers easy to use

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

2. The level of my computer literacy is high

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

3. I use the Web to stay informed and current in my area of study/work

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

4. This is the first time I have used wiki.

Yes ☐ No ☐

SECTION C: GROUP ASSIGNMENT

5. What percentage of the total time spent on this assignment was spent in a f2f group mode?

none ☐ up to 10% ☐ 11-25% ☐ 26-50% ☐ 51-75% ☐ 75-100% ☐

6. What percentage of the total time spent on this assignment was spent in an online group mode?

none ☐ up to 10% ☐ 11-25% ☐ 26-50% ☐ 51-75% ☐ 75-100% ☐

7. What percentage of the total time spent on this assignment did you spend working alone?

none ☐ up to 10% ☐ 11-25% ☐ 26-50% ☐ 51-75% ☐ 75-100% ☐

Group Work

Tick (√) at the appropriate column. Use the following scale to make your choice:

1 = Strongly agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly disagree

No	Group Work	1	2	3	4	5
8.	I would rather work alone than in any kind of group					
9.	I would have preferred to do all the group work off-line rather than using online facilities					
10.	Our group had clearly defined roles for each member					
11.	Our group had a leader / leaders					
12.	All members of our group did a fair share of the work for this assignment					
13.	Our group worked well together in a f2f situation					
14.	Our group worked well together in an online environment					
15.	The group assignment provided me with a valuable learning experience					
16.	I am satisfied with our group's effort in completing this assignment					
17.	I could have done this assignment better on my own					

Face-to-face work

18. I found f2f meetings the most effective way of collaborating on this assignment

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ Did not use ☐

19. F2f interactions with team members were more productive than virtual ones

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ Did not use ☐

20. Some group members attempted to dominate the communication in f2f meetings

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

21. I found that the online approach was more effective for sharing of knowledge in the team assignment than the f2f one

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ Did not use ☐

Learning Objects Facilities: Group websites (WIKI)

22. How much time do you usually spend on your Wikispaces per week?

a. 1-3 hours per week ☐
b. 4-6 hours per week ☐
c. 7-9 hours per week ☐
d. 10 hours or more per week ☐

For Questions 23—29, you may tick MORE THAN ONE (1) answer.

23. Where do you usually access your Wikispaces?

a. Language lab ☐
b. Hostel ☐
c. One-stop Centre ☐
d. Library ☐
e. Home ☐
f. Cyber Cafe ☐
g. Others (Please specify): _____

24. What is the internet service provider you use for the above purpose?

a. Wired (UMP) ☐
b. Wireless (UMP) ☐
c. Subscribed Broadband (e.g: celcom, maxis, P1max) ☐
d. Others (Please specify) _____

25. What do you usually do on your Wikispaces?

a. Do writing assignments with group members ☐
b. Send message to lecturer ☐
c. Visit group members' or friends' Wikispaces ☐
d. Visit lecturer's Wikispaces ☐
e. Upload files ☐
f. Upload pictures ☐
g. Upload music ☐
h. Upload video ☐
i. Others (Please specify): _____

26. Which features or functions of the Wikispaces did you always make use of?

a. Edit Page ☐
b. Send e-mail/ message ☐
c. Discussion ☐
d. History ☐
e. Notify Me ☐
f. My Wikis ☐
g. My Account ☐
h. Help ☐
i. Recent Changes ☐
j. Manage Wiki ☐
k. Others (Please specify): _____

27. Which features or functions of the Wikispaces did you find USEFUL?

a. Edit Page ☐
b. Send e-mail/ message ☐
c. Discussion ☐
d. History ☐
e. Notify Me ☐
f. My Wikis ☐
g. My Account ☐
h. Help ☐
i. Recent Changes ☐
j. Manage Wiki ☐
k. Others (Please specify): _____

28. Which features or functions of the Wikispaces that you tried were NOT USEFUL?

a. Edit Page ☐
b. Send e-mail/ message ☐
c. Discussion ☐
d. History ☐
e. Notify Me ☐
f. My Wikis ☐
g. My Account ☐
h. Help ☐
i. Recent Changes ☐
j. Manage Wiki ☐
k. Others (Please specify): _____

29. Which features or functions of the Wikispaces that you have not used yet?

a. Edit Page ☐
b. Send e-mail/ message ☐
c. Discussion ☐
d. History ☐
e. Notify Me ☐
f. My Wikis ☐
g. My Account ☐
h. Help ☐
i. Recent Changes ☐
j. Manage Wiki ☐
k. Others (Please specify): _____

30. I found the group wiki useful in completing the team task

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ Did not use ☐

31. I found the group wiki easy to use

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ Did not use ☐

32. Using wiki encouraged better participation of each group member in the assignment

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

33. Group wiki worked well as a tool for collecting and organising information for the assignment

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ Did not use ☐

34. Group wiki worked well as a tool for presenting the results and findings of the group assignment

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ Did not use ☐

35. I found that using wiki has advantages over f2f mode in doing group assignments

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ Did not use ☐

36. How do you feel about writing/ uploading your assignments onto the Wikispaces for anyone to read?

_____

_____

37. Did you experience problems when using wiki pages for this assignment?

Yes (Please specify) ☐ No ☐

_____

_____

38. Would you recommend using Wikispaces for writing assignments?

Yes (Please specify) ☐ No ☐

_____

_____

39. Do you have any additional comments or suggestions on using wiki in this assignment.

Yes (Please specify) ☐ No ☐

_____

_____

~ End of Survey Form ~

~ Thank you ~