



The Effect of Wikis' Collaborative Environment on the Improvement of EFL Learners' Writing Skill

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Abstract

The present study was conducted to demonstrate the effect of wikis' collaborative environment on the improvement of Iranian EFL learners' writing skill. Wiki, Hawaiian word for quick, is a series of interlinked collaborative web pages that can be edited and added to by a group of learners. Nowadays, the availability of these online environments for practicing writing and delivering the materials in a web-based format has turned them into useful tools for teaching writing. In addition, the time demanding nature of writing and classroom time limitations have led some teachers to use these ideal platforms to boost their students' motivation to learn to write. The participants of this study consisted of 60 students chosen on the basis of a homogenizing proficiency test. They were divided into one control and two experimental groups. Collaboration was the key concept in both experimental groups where the members wrote through collaborative work and were corrected by their peers. While the activities in one of the experimental groups were done in the wiki environment, those in the other experimental group were performed in the class following the norms of any collaboration-oriented class. The students in the control group wrote individually and were corrected by the teacher. The same materials were used for teaching writing in all the three classes, and the same teacher taught them. After the 2- month treatment period, the same topic was given to all the participants to write a composition each on their own. The results of an analysis of variance revealed that collaboration in the wiki environment produced better student writers.