



**An-Najah National University  
Faculty of Graduate Studies**

**THE ROLE OF WIKIS IN IMPROVING  
THE 11<sup>TH</sup> GRADERS' WRITING SKILLS  
IN TULKARM CITY SCHOOLS FROM THE  
TEACHERS' AND STUDENTS' PERSPECTIVE**

**By  
Abeer Mostafa Hanhan**

**Supervisor  
Dr. Nedal Rashed Jayousi**

**This Thesis is Submitted in Partial Fulfillment of the Requirements of the Master  
Degree in Methods of Teaching English Language, Faculty of Graduate Studies,  
An-Najah National University, Nablus/ Palestine.**

**2022**

# **THE ROLE OF WIKIS IN IMPROVING THE 11<sup>TH</sup> GRADERS' WRITING SKILLS IN TULKARM CITY SCHOOLS FROM THE TEACHERS' AND STUDENTS' PERSPECTIVE**

**By  
Abeer Mostafa Hanhan**

This Thesis was defended successfully on 30/08/2022 and approved by:

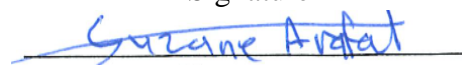
**Dr. Nedal Rashed Jayousi**  
Supervisor

  
Signature

**Dr. Khaled Dweikat**  
External Examiner

  
Signature

**Dr. Suzanne Arafat**  
Internal Examiner

  
Signature

## **Dedication**

I dedicate this work:

To Allah The Almighty, who gives me the power and the strength to complete this thesis.

To my parents, brothers, and sisters for their endless support and encouragement.

To my best friend, Nawras Bani Odeh, for her endless love.

To the Palestinian martyrs who sacrificed their souls to free Palestine.

To anyone who might read my thesis.

## **Acknowledgment**

I want to express my gratitude to my best model, my great supervisor Dr. Nidal.

My sincere gratitude goes to my parents, who always encouraged me, and always feel proud of me.

Thanks to my paternal uncle (Ibrahim Hanhan), who supported me and gave me a candle of hope. He is a great man who deserves the best respect and appreciation.

My appreciation also goes to all my teachers in the Department of Methods of teaching English and the English language and literature.

## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

# **THE ROLE OF WIKIS IN IMPROVING THE 11<sup>TH</sup> GRADERS' WRITING SKILLS IN TULKARM CITY SCHOOLS FROM THE TEACHERS' AND STUDENTS' PERSPECTIVE**

**By**  
**Abeer Mostafa Hanhan**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

**Student's Name:** Abeer Mostafa Hanhan

**Signature:** Abeer Hanhan

**Date:** 30/08/2022

## Table of Contents

|  |           |
|--|-----------|
| Dedication.....  | iii       |
| Acknowledgment.....  | iv        |
| Declaration.....   | v         |
| Table of Contents.....   | vi        |
| List of Tables.....  | viii      |
| List of Appendices.....  | ix        |
| Abstract.....  | x         |
| <b>Chapter One: Introduction and Background</b> .....                  | <b>1</b>  |
| 1.1 Introduction.....  | 1         |
| 1.2 Statement of the problem.....                                      | 4         |
| 1.3 The objectives of the study.....                                   | 5         |
| 1.4. Study questions.....  | 6         |
| 1.5 Significance of the study.....                                     | 6         |
| 1.6 Hypotheses of the study.....                                       | 7         |
| 1.7 Limitations of the study.....                                      | 7         |
| 1.8 Operational Definitions of Terms.....                              | 7         |
| <b>Chapter Two: Theoretical Background and Literature Review</b> ..... | <b>9</b>  |
| 2.1 Introduction.....  | 9         |
| 2.2 Applications of wikis.....   | 10        |
| 2.3 Importance of Wikis in learning.....                               | 11        |
| 2.4. Wikis and self-learning.....                                      | 11        |
| 2.5 Wikis in Education.....  | 12        |
| 2.6 Wikis and writing skills.....                                      | 14        |
| 2.7 Previous studies comments.....                                     | 21        |
| <b>Chapter Three: Methodology and procedure</b> .....                  | <b>23</b> |
| 3.1 Study Design.....  | 23        |
| 3.2 Data Collection Tools.....   | 23        |
| 3.3 Sampling Technique.....  | 24        |
| 3.4 Study Population.....  | 24        |
| 3.5 Study Sample.....  | 24        |
| 3.6 Validity of the questionnaire.....                                 | 25        |
| 3.7 Reliability of the questionnaire.....                              | 25        |
| 3.8 Procedures of the study.....                                       | 26        |

|  |           |
|--|-----------|
| 3.8.1 Data Collection .....  | 26        |
| 3.8.2 Analysis of data .....   | 26        |
| 3.9 Study Variables.....   | 26        |
| 3.10 Statistical Analysis.....   | 26        |
| 3.11 Descriptive Analysis .....  | 27        |
| 3.12 The Conclusion .....  | 29        |
| <b>Chapter Four: The Results of the Study</b> .....                                    | <b>30</b> |
| 4.1 The Introduction .....   | 30        |
| 4.2 Results of the Study .....   | 30        |
| 4.3 Results for the First Question .....   | 30        |
| 4.4 Results of the first hypothesis .....  | 33        |
| 4.5 Results of the Second Hypothesis.....  | 34        |
| 4.6 The third hypothesis's results .....   | 36        |
| 4.7 The interviews results .....   | 36        |
| 4.8 Conclusion .....   | 38        |
| <b>Chapter Five: Discussion of the Study Results, Conclusion &amp; Recommendations</b> | <b>39</b> |
| 5.1 Introduction.....  | 39        |
| 5.2 Discussion of the Study Results.....   | 39        |
| 5.2.1 Results Discussion Relating to the First Question.....                           | 39        |
| 5.2.2 Discussion of the items relating to the initial hypothesis .....                 | 41        |
| 5.2.3 Discussion of the results in relation to the second hypothesis.....              | 41        |
| 5.2.1 Discussion of the results relating to the third hypothesis .....                 | 42        |
| 5.3 Discussion of the interview's results Questions .....                              | 42        |
| 5.4 Conclusion .....   | 47        |
| 5.5 The Recommendations .....  | 47        |
| References.....  | 50        |
| Appendices.....  | 56        |
| الملخص.....  | ب         |

## List of Tables

|   |    |
|---|----|
| Table (3.1): Results of Cronbach Alpha .....  | 25 |
| Table (3.2): Gender distribution in the study sample .....  | 27 |
| Table (3.3): Stream distribution in the study sample.....   | 28 |
| Table (3.4): Academic Qualification distribution in the study sample.....   | 28 |
| Table (4.1): The role of wikis in the learning in general .....   | 31 |
| Table (4.2): The role of wikis in developing the English writing skills .....   | 32 |
| Table (4.3): The role of wikis in improving writing skills due to the gender variable... 33                           |    |
| Table (4.4): T-test for the role of wikis on improving writing skills due to the gender variable.....                 | 34 |
| Table (4.5): The role of wikis on improving writing skills due to the stream variable ..                              | 35 |
| Table (4.6): ANOVA test for role of wikis in improving writing skills due to the stream variable.....                 | 35 |
| Table (4.7): The role of wikis on improving writing skills due to the school variable ..                              | 61 |
| Table (4.8): ANOVA analysis of the role of wikis in improving writing skills in relation to the school variable ..... | 62 |



## **List of Appendices**

|  |    |
|--|----|
| Appendix (A): Questionnaire (Teachers) .....       | 56 |
| Appendix (B): Teachers' Interview Transcript ..... | 58 |
| Appendix (C): Questionnaire (Students) .....       | 59 |
| Appendix (D): Tables .....                         | 61 |

# **THE ROLE OF WIKIS IN IMPROVING THE 11<sup>TH</sup> GRADERS' WRITING SKILLS IN TULKARM CITY SCHOOLS FROM THE TEACHERS' AND STUDENTS' PERSPECTIVE**

**By**  
**Abeer Mostafa Hanhan**  
**Supervisor**  
**Dr. Nedal Rashed Jayousi**

## **Abstract**

The study focuses on the role of wikis in improving 11<sup>th</sup> graders writing skills. Additionally, it looked at how gender, stream, and school variables affected Tulkarm students in the eleventh grade. The sample's population contained of 180 students in the 11<sup>th</sup> grade who are studying English as a second language, including 90 males and 90 females.

The study set out to respond to the following key issue: How do wikis help students in the 11<sup>th</sup> grade develop their writing abilities?

Results revealed the following:

1. There are no statistically significant differences at ( $\alpha= 0.05$ ) between the students viewpoints in the 11<sup>th</sup> graders in Tulkarm city about the role of wikis in the learning in general domain due to the gender.
2. There are no statistically significant differences at ( $\alpha= 0.05$ ) between the students viewpoints in the 11<sup>th</sup> graders in Tulkarm city about the role of wikis in improving writing skills due to the stream.
3. There are no statistically significant differences at ( $\alpha= 0.05$ ) between the students viewpoints in the 11<sup>th</sup> graders in Tulkarm city about the role of wikis in improving writing skills due to the school variable.

Accordingly, the researcher recommended teachers to pay much attention to other teaching strategies besides wikis teaching. In a similar way, students are recommended to adapt technological tools in their learning. Also, curriculum designers are recommended to include wikis exercises' in English curricula. likewise, the Ministry of education recommended to integrate wikis teaching strategy in English language teaching in all educational institutions.

**Keywords:** 11<sup>th</sup> graders; role of wikis; writing skills.

# **Chapter One**

## **Introduction and Background**

### **1.1 Introduction**

Learning is essential for life to sustain. Thus, man has always been searching for all aspects of knowledge. The first word revealed in the Holy Quran is "read" in Al-'Alaq surah "Read in the name of the Lord and Cherisher, who created man" which clarifies the importance of acquiring knowledge and mastering skills that help human beings to gain knowledge and to face life difficulties. While the reading skills facilitate acquiring writing and speaking skills, the language skills in general facilitate learning as a whole and reading and writing in particular.

Because the world is changing and developing, and the ways for accessing knowledge have improved, new technological applications have made it easier and more accessible through incorporating them in learning and teaching. For example, Wikis foster access to knowledge and gain skills, especially the writing skills. According to Bakardjieva and Gradinarova (2012), Wikis are tools of e-learning that help in facilitating the teaching process and provide knowledge. According to Malamed (2019), Wikis are ways to enhance knowledge around a particular content area. Wikis can help to strengthen the writing skills that are important for students to master.

Wikis are types of sites that are often built collectively, forming a cooperative community open to all, and rely on users' efforts to feed these sites by adding or deleting articles and research papers, editing some literature or controlling the change of Wikis content. This kind of sites, which relies on Wikis techniques, often does not require the user to register to use them. This ease and speed of Wikis design have made it a collaborative tool, and the nature of collaborative Wikis makes them an important collaborative program (Oskoz , 2011).

Wikis can be used for several purposes. They are ways to keep personal notes, create knowledge database and create traditional sites, while at the same time meeting users' needs in a simple way (Davies, Pantzopulos, Gray, 2011). The term Wikis have been

coined by Ward Cunningham who established the Portland Pattern Repository site in 1995. The term was derived from the Hawaiian Islands language (Weekie, Weekie), which means very quickly, and was then considered an abbreviation of the first letters (Davies & Gray, 2011).

The idea of Wikis evolved from HyperCard in the 1980s, software applications from Apple Computer Company that produced the first media-based system before the World Wide Web (WWW). It was a closed system based on a database that stored information and images, and characterized by its flexibility to create files that are easily added and edited (Oskoz, 2011).

The idea of Wikis technology is based on the participation of a group of individuals in creating content on the WWW. One of the main reasons for their success and widespread use is the ease of the process of creating and editing. No technical expertise is required from the originator or editors. The most notable examples are Google sites, Google Knol, Wikipedia (Carroll, Diaz, Meiklejohn, Newcomb, 2013).

What distinguishes Wiki in the field of education is their support for collective action, which recent research in education has confirmed as useful in the educational process. On the other hand, the historical codification of individual amendments and the preservation of all amendment procedures on the page, as well as discussions and comments by individuals during the creation and modification of the page, contribute to supporting the evaluation of individuals' performance in collective action (Carroll et al., 2013).

Within this kind of collaborative writing there were more than one person working together in order to produce a piece of writing with group responsibility. Collaborative writing promotes the reflective thinking when it focuses attention on discourse, lexis, and grammatical accuracy. This encourages pooling of knowledge that relates to language.

The success of the collaborative writing depends on the active participation of individuals in order to construct a well-organized written text free of errors. Wikis facilitate the writing process among students and researchers through writing platforms that allow writing and modification by the participants. Each person adds some information while others add and modify when necessary (Ben-Zvi, 2007).

Wikis are flexible in composing and creating content, since the ability to edit and review creates appropriate tools for collaborative writing. The effectiveness of Wikis can be increased through online audio applications for conferences and audio chats. Students can also use Wikis to write on subjects that require collaborative work to explore or solve a particular problem, or to develop a written text based on a particular hypothesis. Some schools also use Wikis to complete writing assignments as part of their course requirements (Ben-Zvi, 2007).

Lewoniewski, Weceł, and Abramowicz (2016) who studied the importance of Wikis as sources of knowledge found that Wikis are motivational for both students and teachers because their information is accessible anywhere, anytime. Students can search for information in wikis using the web. Another study by Meishar (2015) found out similar findings when showed that Wikis encourage students to cultivate specific skills in information literacy and steer deeper understanding. Teachers infer that they should assist their students in browsing Wikis with a critical perspective while getting engaged in editing Wikipedia. Such experience is expected to promote students to improve several skills including literacy skills, critical analysis skills, and most importantly the writing skills.

To relate the current study to its theoretical frame, the researcher believes that self-learning can be enhanced through integrating Wikis into the teaching and learning process. One of the most significant teaching developments of the present day that allows for the extremely effective use of educational skills is self-learning, thus helping to develop people's behavioral, cognitive and emotional aspects and enabling them to absorb the demands of the current century. Self-learning develops different skills without having to be affiliated to a particular educational institution, but trainers and

supervisors can sometimes be employed as in distance training courses, but it is always the learner's greatest task (Nguyen, 1990).

Wikis give an individual a good opportunity to manage time according to work, study, or other life concerns, since it is the individual who determines the speed and amount of learning. Wikis also promote one's self-confidence, as the individual will discover the ability to acquire knowledge without guidance, thereby promoting self-esteem. Self-learning also expands knowledge all the time, especially through Wikis, and an individual may find himself reading on subjects that are only related to his or her specialization or study, thus increasing the ability of the individual to relate many things to one another (Biasutti, Deghaidy, 2012).

In addition, Wikis help students learn to write creatively by presenting different research and information on different subjects, where the individuals develop their writing by reading what is written on the Wikis, thereby increasing the individual's writing efficiency and enabling them to disseminate information.

## **1.2 Statement of the problem**

The writing skills described as a complex intellectual task, requiring several skills that some students may have, while others might struggle with and need to develop. The writing skill is based on some aspects of reading comprehension, analysis skill, and knowledge of the basics of writing. The writing skills also involve a mixture of writing and planning strategy, the ability to link ideas clearly and concisely, build a provable argument in the subject, and organize ideas effectively.

It is argued that when EFL students lack the skill of writing, they will be subject to unsatisfactory levels of writing which are seen in poor grammar and structure, improper wording and even weakness in argumentation and logical coherence. What exacerbates the situation is the fact that students' reading understanding skills are poor as revealed by several previous studies, for instance, if a student cannot understand the main idea from the context, they cannot express, criticize and discuss the subject in their writing. In addition, students often lack the "metacognitive" skills required to accommodate

aspects that may be lacking in advance knowledge and skill that students should improve.

Although the writing skill is an important productive skill that enables the students to express themselves, most students at schools and even at university still show poor abilities when they practice writing. Hence, the researcher of the current study is interested in conducting this research due to the rationale to apply Wikis to upgrade students' language learning, especially in the field of composing and writing abilities that are difficult for students to master when aiming at learning a foreign language.

Ibrahim et al. (2013) cited the results of a questionnaire administered by the Chronicle of Higher Education in (2006). The results showed that 61% of high school teachers confirmed that their students had written no more than five pages, as a result of insufficient training of students and their endeavor to develop their writing skills. Most students also showed poor skills in terms of the basic elements of writing which make their writing unsatisfactory in many aspects such as grammar, drafting, poor reasoning and arguments. Recognizing students' poor skills may help to improve, refine, support and develop those skills.

### **1.3 The objectives of the study**

The purpose of this study was to determine the role of wikis in improving the writing skills of 11th graders in Tulkarm City schools from the perspectives of teachers and students. The study aims to accomplish the following objectives:

- Identifying role of Wikis in improving students' writing skills.
- Identifying the 11<sup>th</sup> graders' perspectives of the role of Wikis in improving their writing skills.
- Identifying the teachers' perspectives of the role of Wikis in improving the 11<sup>th</sup> graders' writing skills.

## **1.4 Study questions**

The study's main goal is to answer the following question:

1. What role do wikis play in helping students improve their writing skills?

The study's main question is comprised of several sub-questions that contribute to the achievement of the study's objectives:

- a. Are there any statistically significant differences in the role of Wikis in improving students' writing skills due to students' gender (male and female) at the ( $\alpha=0.05$ ) level?
- b. Are there any statistically significant differences in the role of Wikis in improving students' writing skills based on the stream (literary, scientific, and vocational)?
- c. Are there any statistically significant differences in the role of Wikis in improving students' writing skills due to school variables at the ( $\alpha=0.05$ ) level?

## **1.5 Significance of the study**

Technology implementations such as wikis can help teachers and students in the area of teaching. Wikis inspired students' imagination and creative thinking. Also, it would be a fun way of teaching which stimulates students' writing abilities. Results of this study will show if wikis have a role to improve the students' writing skills.

Based on the results of the study, teachers, curriculum designers, supervisors, and other groups might be possible beneficiaries. Teachers will be encouraged to use new technologies in the classroom such as wikis to improve their students' writing skills. Curriculum designers might find it useful to adapt exercises depending on wikis in English for Palestine curricula to suit students' levels. The students will be encouraged and involved to use wikis in writing while working together and collaborate with each other. Other researchers may benefit from the current study to use pre and post-tests for more accurate results.



## **1.6 Hypotheses of the study**

1. There are no statistically significant differences in the role of Wikis in improving students' writing skills based on students' gender (male and female) at the ( $\alpha=0.05$ ) level.
2. Due to the stream (literary, scientific, and vocational), there are no statistically significant differences in the role of Wikis in improving students' writing skills at the ( $\alpha=0.05$ ) level.
3. There are no statistically significant differences in the role of Wikis in improving students' writing skills due to the school variable at the ( $\alpha=0.05$ ) level.

## **1.7 Limitations of the study**

The following limitations apply to the current study:

- Locative limitation: the study was conducted at Tulkarm's Palestinian governmental schools.
- Temporal limitation: the study was conducted during the first semester of the academic year 2021/2022.
- Human limitations: the study's population consisted of all English teachers and 11th grade students in Tulkarm city.
- Topical limitations: this study investigated the role of Wikis in improving the 11<sup>th</sup> graders' writing skills from the teachers' and students' perspectives.

## **1.8 Operational Definitions of Terms**

### **Wikis:**

Wikis are websites that allow students to make a written content on the web, modify, change the content or parts of it, students can share in producing the same content with the sense of the group responsibility.

**Writing skills:**

Recognize students' abilities to express their thoughts and feelings while considering grammar, vocabulary, punctuation, cohesion, meaningfulness, and correct word usage.

**11th graders:**

Refers to the students in their 17 years old, who are in the first secondary school.

## **Chapter Two**

### **Theoretical Background and Literature Review**

#### **2.1 Introduction**

This chapter is classified topically according to areas associated with the title of the study. Firstly, the chapter presents several studies about the possible applications of wikis, importance of wikis in learning, wikis and independent learning, and wikis and the writing skills.

Little (2001) states that students browse the Internet to learn more about different subjects, believing that the WWW provides a great opportunity to learn and collect information. The WWW covers several areas and a variety of topics that can be used effectively for learning. Moreover, there are various applications that help both teachers and students share information and achieve better learning objectives.

According to Anderson (2008), wikis have the potential to organize and present information on a regular basis. Since the advent of the Internet, information has been spread across many sites, each with its own design and management. Then wikis appeared and changed everything, enabling researchers to add, edit and present information in a consistent way. Students and information seekers have considered wikis as a rich valuable source to access information in different fields.

Lisa Chizek (2008) discussed the importance of wikis in learning and the reasons behind introducing them in writing classrooms. The research also concentrated on wikis as valuable sources to strengthen students' writing skills.

Wikis are attractive educational tools because there is no need for advanced software skills to exploit their benefits. According to Morgan and Smith (2008), instructors are able to read and evaluate each user's contributions, so students can be ranked based on their actual contributions.

Wikis have been employed in the educational process since the late 1990s, by Guzdial, Rick and Kehoe (2001) who recognized wikis' potentials to improve the classroom

learning process. Nevertheless, Booth (2007) warned against adopting new teaching techniques in the classroom, and some recent studies have revealed negative experiences with wikis in the classroom. Booth noted that using wikis enable a few students to participate in the educational process when they are not directly rewarded.

Social researchers make extensive use of writing skills to record information, and on this basis, as Beebe (1993) suggested, the web applications, especially wikis, are promising tools that facilitate the enhancement of effective writing skills. Several studies pointed out to great potentials of using wikis for writing assignments and promoting students' writing skills.

## **2.2 Applications of wikis**

Wikis are types of web-based applications used to manage the information of pages that could be added, edited, and modified by the user without restriction, similar to shared authorship. Cunningham developed the concept in (1994) to mean "fast" in Hawaiian. In their most basic form, they allow a group of individual users to collaborate on content of the site and use a Web reviewer without registering use a Web reviewer without having to register. They allow the visitor to monitor the background of any wiki entry and detect all contributions posted by other users, in addition to making editing easier, because each time a user makes changes to the wiki page, the changes are saved and the latest changes become the latest update.

The first website called "Wiki" appeared on March 25, 1995, under the title "Portland Patern Review," the Portland Model Warehouse - or Format. It was created by Cunningham, who chose the term "wikis" for this type of sites. In the late 1990s the use of wiki software to create private or public information bases increased. With wikis, the study of any subject can be enhanced if students work together to collect information, then compile what they learn in writing and publish short articles on the concepts being discussed. Wikis can be organized depending on the subject, or even alphabetically, to be used as a reference tool. Furthermore, wikis can be used to encourage students to think about the content they learn in class while developing language skills such as

drafting and reviewing, correcting typographical experiences, publishing and creative writing.

One popular example of wikis is the so-called Wikipedia which began in 2001 as an extremely widespread application of wikis to provide students with knowledge in many world languages. The number of the articles of the English version of Wikipedia is 4 million, and students use these articles to gain knowledge and improve their skills ( Fessakis & Zoumpatian, 2012).

### **2.3 Importance of Wikis in learning**

Gupta (2017) conducted a study related to the importance of Wikipedia in education, which sheds the light on enhancing knowledge and information. Students can learn anytime and anywhere to create up-to-date knowledge. Students can also access online archives effortlessly, empower different kinds of knowledge on various topics. Distance education is rendered to a great number of students in a way that supports students with disabilities to learn; this helps students to save time, and get to be involved in recent educational trends.

The importance of wikis as a powerful educational tool in the 21<sup>st</sup> century lies in its being free. Wiki pages are easy to create and require no technical assistance for their operation or maintenance. In addition, wiki pages are user-friendly, and can be accessed anywhere and anytime when connected to the Internet. These pages are considered powerful and do not need time to publish to create a new source of release or to update information. Wikis work to delimit geographical boundaries and enables students all over the world to participate and work on one particular page (Anderson, 2008).

### **2.4. Wikis and self-learning**

Self-learning is dependent on the learner's interaction and is motivated by the learner's desire to develop preparations and abilities in responding to tendencies and desires.. This type of learning develops and integrates personality traits to interact successfully with community through self-reliance and confidence (Saleem, 2009). According to Mak and Coniam (2008), using Wikis helps to foster exploratory writing to be in a

better quality, longer, and more reasonable. Helly (2018) added that Wikis can improve students' writings since they develop and invigorate students' intellectual abilities and enable them to analyze articles critically, which strengthen autonomous learning.

According to Beale (2019), students need to acquire independent - learning skills without teachers' assistance and orientation because independent - learning skills enhance students' thinking skills. Thus, their writing skills in general and their creative writing tend to be much better.

## **2.5 Wikis in Education**

Karasavvidis (2010) aimed to investigate the impact of using Wikis in university studies, as well as to investigate student perspectives on the use of Wikis in learning. The study was conducted on a sample of 38 undergraduates, in order to further highlight the problems, difficulties and challenges faced by university students in using Wikis at the undergraduate level. According to the findings, there are seven basic types of problems that impede students during the use of Wikis, with the researcher noting that the main reason was students' lack of basic knowledge and skills when dealing with Wikis and their lack of exposure and experience to modern methods of education. In conclusion, the researcher also emphasized that Wikis are important and useful means of e-learning, which require the participation of a group of students in order to facilitate the educational process. The researcher recommended teaching students how to use Wikis to maximize learning goals, and emphasized that traditional learning practices are not compatible with Wikis requirements.

Biasutti and Deghaidy (2012), aimed at highlighting Wikis as an online educational medium that can develop higher education. The researchers point out that integrating teachers into the educational process can modify their role to be more proactive and collaborative through the recruitment of cognitive processes. The study also aimed at managing the knowledge processes of teachers' educational programs, which are important and essential for teachers' professional skills and enable teachers and the entire school to develop in an Internet-based society. The study was conducted in Arab

and foreign countries, Egypt and Italy, where 27 Egyptians and 36 Italian students participated in interdisciplinary online activities for both primary and preparatory levels. The study took a multiple and mixed-method approach consisting of quantitative and qualitative data, with researchers using two question tools, open and closed questions to measure the results of processes and activities. The researchers found the importance of Wikis in the knowledge management and development processes of teachers, as well as the satisfaction of students when using Wikis online.

According to Parker and Chao (2007), Wikis have the potential to contribute positively to students' education, as Wikis represent a wider space that allows online collaboration, and contribute to students engaging in collaborative learning with others. The research aimed to verify the contribution of Wikis to different learning models, and suggested some uses that are considered additions to educational software engineering. The researchers concluded that it is positive and important to use wikis in educational systems, because they improve the process of education and allows students to become more involved in their learning. The researchers advised teachers and others involved in the educational process to use and incorporate Wikis as a means of progress.

Kickmeier and Holzinger (2008) studied influence of wikis in higher education claiming that wikis allow all participants to write and edit, thus allowing for more collaborative learning. The researchers reported that many studies have proven wikis to be successful in terms of active participation, stimulating collaboration and promoting rapid growth in academic fields in particular. Wikis success in education is often associated with stimulation. The findings noted that students who used Wikis to develop their writings did not create any new articles, but rather edited existing ones. The study concluded that the utilization of Wikis in education requires further development and advancement in order to teach students how to properly create new texts and add to previous studies.

Pifarre and Staarman (2011) aimed to explore how Wikis work to promote and support collaborative interaction among primary school students, in addition to describing this collaboration. In general, the study also aimed to analyze the collaborative processes of students using wikis in order to see how students at the primary level can create

collaborative and common contexts for learning through wikis. The researchers point out that previous studies confirmed that Wikis support collaborative processes between students that ultimately build different types of knowledge and skills. The researchers asserted that students must develop a common orientation with respect to different perspectives in order to participate actively in building knowledge on a particular subject. The researchers in this study used a collaborative and common thinking approach to build a new understanding in a wiki-based scientific project. The students eventually created a scientific text collaboratively and the process was analyzed. Results indicated that collaborative and shared thinking are integral parts of Wikis, as this method helps teachers to create competencies that build up modern scientific knowledge in innovative ways.

Another study which was carried out by Biasutti and El-Deghaidy (2015) aimed to study the impact of Wikis as an online - educational tools that contribute to the improvement of higher education. The two researchers conducted an experiment based on participants' endeavors to develop different school projects collaboratively, through collaborative groups in the Wikis environment using the Moodle application. Research prepared by students included scientific information and both quantitative and qualitative approaches were used. The researchers developed three instruments. The findings revealed that there are many processes that seek to promote collaborations, and also that Internet-based activities can help students develop their capacities in multidisciplinary contexts. At the end of the research, the researchers highlighted discussions on the aspects that make learning collaborative and effective in education.

## **2.6 Wikis and writing skills**

A study conducted by Scrivner (2017) claimed that wikis benefit students and the whole society since wikis influence the students' critical skills, as well as their problem-solving skills. A similar study conducted by Helly (2018) stated that using wikis helps students to edit the articles and strengthen their writing skills, communication, and collaboration. According to Iyer (2019), using wikis to gain knowledge, add information, and share ideas with others will develop students' creative and critical



thinking skills. Also, using Wikipedia motivates learners to improve their life skills for future jobs.

In this part of the study, the researcher reviews previous studies on Wikis, and presents the purpose of each study, as well as the main findings of each research. The goal is to discuss the importance of Wikis in teaching eleventh graders in public schools and contribute to the development of their writing skills.

Wikis are fully editable online platforms that give users the possibility to read, add, or even modify scripts written on these websites. Researchers view Wikis as highly effective tools for collaboration in an online research academic environment, as they facilitate the process of online education. The researcher reviewed the different features of wikis that make these platforms a valuable technology that facilitates the process of education by using technology and the Internet in particular.

Notari (2006) aimed at studying the impact of learners' behavior on the process of education, and in particular to study the impact of student collaboration through Wikis on increasing the efficiency of education and writing successful texts. The researcher concluded that integrated scripts are the product of collaborative work on Wikis written by students and specialists. The researcher recommended that Wikis be used in the writing process because they integrate student creations or contents and improve the participatory and collaborative writing process.

Augar & Raitman & Zhou (2004) discussed a Wikis project implemented at Deakin University to increase and facilitate continuous interaction between individuals participating in online learning groups, as well as discussing educational plans for future Wikis. Results pointed to the importance of using Wikis in the e-learning environment and overcome distance learning obstacles to enhance teaching and learning.

Li and Zhu (2017) aimed at finding out the quality of texts that students write on Wikis and how they interact with each other to accomplish the writing tasks. In order to achieve these objectives, the researchers selected a sample and divided it into four

groups in order to participate in the work of writing research proposals in English for academic purposes. The researchers examined the rhetorical structure, accuracy, and coherence of the texts written by the four groups, with Wikis employed in two groups, and a traditional education system in the other two groups. The results revealed that the two groups who had been hired as Wikis had shown progress and collaboration, with Wikis being seen as a powerful tool for creating easy learning environments because they encouraged collaboration. While there were clear links between written texts and patterns of interaction in the Wikis environment, the third and fourth groups had shown no improvement in the writing process, where writing was somewhat of a low quality.

Kessler (2009) sought to investigate the impact of Wikis for improving the language skills of English speakers by having participants use Wikis to fix their own grammatical mistakes on a hard and a long collaborative task. Its also aimed to identify the level of interest that participants attach to linguistic revision and the level of accuracy. The researcher interviewed the sample to identify the role of technology and achieve the objectives. The results indicated that English teachers benefited from the implementation through focusing their attention on the framework of cooperation using Wikis. The results also indicated that collaboration between teachers and students in the field of writing was exciting and attractive, and contributed to the desired benefit of experience, as students have demonstrated the ability to correct errors made by other colleagues.

According to Castaneda and Cho (2013) aimed to track the improvement of students' grammatical knowledge following their use of Wikis in universities taught in Spanish rather than English. A sample of 53 students participated in the study over three consecutive classes. The results showed that there was a marked improvement in students, adapting the pre-tests and post-tests and recognizing differences in students' grade levels. In light of the results, the students found Wikis useful in developing their writing skills while promoting their second-language learning. The results also indicated that some students were skeptical about the authenticity of information and the editing of writings.

Lin and Yang (2011) explored whether Wikis, as collaborative platforms, were working to improve students' writing skills. The study was conducted on a random sample of 32 English department students in order to assess students' perceptions of the Wiki course integration as well as the reactions of the students who participated in the application. The researcher employed social and cultural frameworks to assess the quality of social interaction among students while they were writing. According to the results, students were able to use Wikis and that they were positive about their peers' comments. This showed that effective social interaction plays a key role in terms of the benefits students receive from their collaborative writing process. On the other hand, some students have encountered psychological and functional obstacles in the process of using Wikis, indicating the need to learn and enhance their learning with new technology. The researchers recommend teaching students the basics of dealing with technology, particularly Wikis in the teaching process in order to obtain higher educational output with respect to the writing skill.

In a study carried out by Wichmann and Rummel (2013), the researchers aimed to track the role of collaborative scripts in improving the quality of scripts written by students, and to compare these scripts with the script written by a group of students who collaborated in the production of this script through the participatory platform. Pupils from two different universities collaborated on a one-week project. The results revealed that students in case of participatory collaborative writing outperformed students who wrote texts individually in terms of revision and textual consistency. The study showed that reviewing student-written texts was positively related to the consistency and unity of the text, and the results also showed better coordination in terms of task division and interactions between pupils during the writing task. The results suggested that participatory collaborative texts are a promising way of organizing collaboration through wikis-based writing.

Liou and Lee (2011) aimed to develop a more comprehensive understanding of collaborative writing based on wikis. The goal was to explore the processes and nature of writing produced by students and to ascertain students' perspectives on traditional

writing processes and participatory writing through wikis. The researchers selected a sample consisting of twelve students from the EFA College who were asked to write a text collaboratively and another text individually on wikis. The study employed and adopted qualitative and quantitative measures. The results showed that collaborative activities improved students' writing processes and provided excellent opportunities to learn from each other and to benefit from the experience they share. Researchers recommended that Wikis should be used to promote the writing processes to increase collaboration among students, thereby improving the quality of writing, revision and compatibility of ideas and information presented in the text.

A study carried out by Lee (2010) aimed to report on Wikis' contribution to improve writing by following a collaborative writing pattern among a group of students. The researcher used a sample of 35 undergraduate students over 14 weeks, where the researcher studied the use of Wikis pages, and the extent of students' participation. The results showed positive impact of Wikis in developing the writing skills through collaborative and participatory Wikis platforms. Students helped each other to write, organize the content, correct the information contained in the texts, and performed language check. The results also showed that the quantity of writing generated by each student group was influenced by the quality of tasks assigned to them. The researcher recommended that students should be mentored during the revision process and that advice should be given in order to achieve optimal and effective use of wikis platforms.

With increasing emphasis on English proficiency, information technology, collaborative practices and communication, Kwan and Yunus's (2015) aimed to align with the 2013-2025 initiatives of the Malaysian Ministry of Education by exploring the uses of Wikis in the educational process, particularly writing for talented students, and focusing on the collaboration and interaction of students. The researchers used questionnaires, interviews and observations to collect data for 74 forms for talented students at the University of Kimberley. The findings revealed that collaborative participation among students is not ideal, but students benefited from their different interactions with each other while using Wikis. The researcher also noted that using Wikis to improve the

writing process is an interesting alternative that catalyzes collaborative writing, which in turn promotes collaborative language learning among gifted students. The researchers recommended more collaboration between students using wikis in educational processes that help to build up students' efforts to obtain better outcomes than an individual would if they wrote individually.

Kim (2020) aimed to strengthen the role of enhanced writing designed to support the participation of learners in the writing process in order to prepare students to write successfully in academic and professional tasks. The researchers designed an exploratory project by developing a hybrid writing course that tracks changes in students' levels of behavioral, emotional, and cognitive participation on wikis. The researchers selected a study sample of 56; three groups of students were formed to examine their experiences in the writing cycle using wikis. Results have shown that wikis-based collaboration using the Internet improves performance, behavior, emotion, and knowledge sharing. Based on these results, the researcher proposed a theoretical model that describes the possible relationships between academic achievement, cognitive participation and emotion.

Kost (2011) aimed to explore using Wikis for collaborative writing. The study sample consisted of a group of 4<sup>th</sup> and 6<sup>th</sup> graders in German schools, where students wrote on certain subjects on a regular basis in collaboration with another student using wikis. Students participating in this activity have used a variety of strategies in the planning, writing, linguistic scrutiny and revision stages of articles. The results indicated that students achieved a high rate of success in correcting errors by sharing and compiling knowledge on language issues, exchanging ideas and engaging with each other. The researcher reported that Wikis is useful in collaborative writing and promote and encourage the process of text revision.

Hsiu-Chen and Yun-Fang (2018) aimed to study the impact of Wikis on the improvement of individual writing of students who Study English language as a second language. The sample of the study included 52 students from a Taiwanese university. The participants were divided into two groups. The initial group using wikis to produce

collaborative scripts, and the second group writing individually. Both groups participated in individual writing prior to the experiment in order to observe the change and difference made after the experiment. Students using Wikis in writing processes worked in groups of two students each to write an article, and each group wrote an article alone. Data analysis was done through the pre- and post- exams in terms of level, organization, linguistic scrutiny and accuracy of writing. The results indicated clear and significant impact of participatory collaborative writing on the accuracy, and language quality of content writing, while students in the second group who wrote individually did not show an improvement in language scrutiny and content quality. The researchers recommended that Wikis can enhance the writing process and that collaboration between students is more effective.

In a study by Li and Zhu in (2017), the patterns of interaction that were considered dynamic were highlighted from the researchers' point of view, with the researchers using two sets to reflect these patterns by assigning them two tasks in writing. The first was a study proposal, the second was an annotated bibliography. The results of the first task showed a cooperative pattern between the participants, who became active because the participants used wikis. In contrast, the second group who wrote the second task showed a non-cooperative and individual pattern. The functions of the language used and the common writing of the first group that used Wikis were analyzed, thus explaining the dynamic interactions that the researchers were keen to focus on by experimenting with both groups from the perspective of sociocultural theory. Results of participants' views from the interviews revealed three socio-cultural factors that help in explaining the differences between patterns of interaction: dynamic aims, flexible agency and socially constructed emotion. This study confirmed the role of sociocultural theory as an important factor to explore and explain peer interaction in mandated tasks where students use the Internet to optimize writing.

Elabdali and Arnold (2020) aimed to understand the dynamics of writing collaboratively among the participants in the writing process, as this affected the quality and the language capacity of the written text. The researchers reported that the use of Wikis in

writing involves interaction within the writing group, as well as transparency, which was clearly reflected in their discussion and editing. The researchers applied the experiment to four groups to demonstrate their interaction patterns while writing, editing, and discussing a collection of short stories using Wikis platforms.

According to the results of this study, the interaction exchange seemed to be relatively stable, with all groups participating in the experiment showing equal rates of interaction in discussion and editing. The researchers pointed out that the participants had benefited from wikis for the purposes of communication. The researchers also point out that the study explored patterns of interaction and their relationship to the quality of scripts written by the participants, with the participating groups developing a high interoperability pattern for writing relatively long scripts and stories. The researchers recommend that Wikis can be used to create a smooth pattern of interaction that is transparent, through interaction methods with varying levels of transparency in order to demonstrate the importance of the type of the written text.

Storch (2011) referred to the limited use of collaborative writing within classes to learn the second language compared to the collaborative writing outside the school environment. The study reviewed previous studies on collaborative text writing, which offered language learning opportunities such as proficiency and the influence of collaborative text on the quality of text that is finally produced. According to the study, collaborative writing through Wikis maximizes language learning possibilities for collaborative writing online, especially on Wikis. The researcher recommended highlighting the importance of Wikis in collaborative writing as it has a clear impact on improving the quality of text and increasing efficiency in text production.

## **2.7 Previous studies comments**

The researcher attempted to track how the use of Wikis influenced the educational process with the goal of improving writing skills of 11th grade students in Tulkarm governorate from the perspective of the teacher. Previous studies have shown some problems with respect to students' writing skill and the interconnectedness of text ideas

and the use of correct rules for writing. Previous studies have also indicated that Wikis have a real benefit in contributing to reducing the gap between the interconnectedness and harmonization of ideas and linguistic capacity in linguistic structures by collaborating between groups of students in order to correct or create a correct text. The literature review shed some light on the role of wikis in improving learning and the writing skills. Some studies emphasized the importance of wikis; applying wikis in the classroom for improving students' writing skills, independent learning skills, communication, and collaboration.



## **Chapter Three**

### **Methodology and procedure**

#### **3.1 Study Design**

In this study, the researcher utilized a descriptive analytical approach. An open-ended questionnaire and an interview were used to collect study data. Both instruments were used to collect the required data about the role of wikis on improving the 11<sup>th</sup> graders writing skills in Tulkarm city schools.

#### **3.2 Data Collection Tools**

The study utilized two types of data (quantitative and qualitative):

1. The qualitative data were obtained from a questionnaire, which focuses on the role of wikis in improving the 11<sup>th</sup> graders' writing skills. Because the purpose of this study was to describe and analyze the perspectives of English language students, SPSS software used to gather and analyze the distributed questionnaires. The questionnaire comprised three sections as follows:

##### **Section One**

This section introduced the study objectives and encouraged them to answer the items of the questionnaire anonymously.

##### **Section Two**

Respondent demographic details including gender, stream, and school were sought in this area.

##### **Section Three**

- The final section contained 20 items made up of closed-ended statements that were based on a five-point Likert scale (5=always, 4=mostly, 3=neutral, 2=sometimes, and 1=never). The things were divided into two categories:
- The role of wikis in learning in general (n=9 items).
- The role of wikis in improving English writing skills (n= 11 items).

2. The qualitative data: Seven key questions were included in the interview that the researcher created. Male and female English language teachers were interviewed face-to-face in the classrooms of Tulkarm city schools. Additionally, the interview's questions were designed to provide the teachers a chance to share their opinions on the contribution that wikis have made to boosting the writing abilities of 11th graders.

### **3.3 Sampling Technique**

### **3.4 Study Population**

The population involved 180 students English language who teach 11<sup>th</sup> graders in Tulkarm city schools during the scholastic year 2021-2022.

### **3.5 Study Sample**

The study targeted seven schools in Tulkarm city who have the 11<sup>th</sup> grade students. The sample consisted of (180) 11<sup>th</sup> graders and (17) teachers of English language at Al-Adawia secondary school for girls, Tulkarm Industrial Secondary School, Gamal Abdel Nasser Secondary School for Girls, Al-Fadhilia Secondary School for Boys, Abdul Majeed Al-Tayeh School, Nour Shams Girls Secondary School for Girls, Omar bin Abdulaziz School . Tables (4-1, 4-2, and 4-3 on page 37& 38) Display the sample distribution as a result of the variables' independence.

### **The Questionnaire's Distribution**

To get data from the 11th graders attending Palestinian public schools, the researcher used stratified random sampling. Stratified sampling is a form of sampling technique that separates the population into several groups, or strata, and then randomly selects a sample from each stratum. Comparing stratified sampling to random sample, there are various benefits. A smaller sample size may be needed to obtain a given level of precision when stratified sampling is used, or a higher level of precision may be possible with a smaller sample size. While students and teachers were given questionnaires, the researcher conducted in-person interviews with teachers.

### 3.6 Validity of the questionnaire

The references for the questionnaire items in this study were drawn from the evaluated literature. In order to confirm the validity of the questionnaire items, the researcher examined the questionnaire and discussed it with the supervisor after extracting numerous ideas from the researched literature. In order to discuss repeated questions, the clarity of the questions, the order of the questions, and if the questions were directing participants toward a certain choice, the researcher also forwarded the questionnaire to a number of experts and arbitrators..

### 3.7 Reliability of the questionnaire

The researcher applied the Cronbach Alpha technique in order to guarantee the validity of the questionnaire. Table (3.1) demonstrates that the Cronbach alpha test result is acceptable at 94.1% and that all of the questionnaire's variables are above 70%. As a result, the questionnaire is trustworthy and may be used to accomplish the study's objectives

**Table (3.1)**

*Results of Cronbach Alpha*

| <b>No.</b>   | <b>Domain</b>  | <b>No. of Statements</b> | <b>Cronbach Alpha</b> |
|--------------|--|--------------------------|-----------------------|
| 1            | The role of wikis in the learning in general               | 9                        | 85.7%                 |
| 2            | The role of wikis in developing the English writing skills | 11                       | 92%                   |
| <b>Total</b> |  |                          | <b>94.1%</b>          |

### **3.8 Procedures of the study**

#### **3.8.1 Data Collection**

Both an interview and a questionnaire were used to gather the data.

#### **3.8.2 Analysis of data**

The questionnaire was used to evaluate the student sample that was chosen, and as a result, the questions were written in English. There are twenty items in all. The students were asked to describe their experience with using wikis to enhance their writing skills in the questionnaire. The pupils were asked to identify the problems and shortcomings they encountered when learning English. The teachers who participated in the interview are included in the sample. Seven questions were asked during the interview. Teachers were requested to describe their experience utilizing wikis to enhance the writing abilities of 11th graders in this manner.

### **3.9 Study Variables**

The following are the study variables:

- The role of wikis is the dependent variable.
- Improving 11th graders' writing skills The independent variable.

Besides, the demographic variables included the variable of gender, level of experience, and qualifications for the teachers. While the variables related to students were gender, stream, and the school variable.

### **3.10 Statistical Analysis**

For data analysis, the Statistical Package for Social Sciences (SPSS) version 20 was used as follows:

1. Frequencies, Percentages, Means, and Standards Deviation tables.
2. Independent Samples T-Test: used to determine whether gender variable means differ statistically from one another.
3. One-Way ANOVA tests: used to determine whether the means of three or more variables differ statistically (school and stream variables).
4. LSD Post Hoc Test: to identify mean differences.

5. Cronbach's Alpha: to evaluate the reliability of the survey.

### 3.11 Descriptive Analysis

Respondents' personal information varies, in accordance with the questionnaire's design, and these variations lead to various responses to instructor viewpoints. These variations are evident in the results that follow.

#### Personal Details:

180 students from the 11th grade at the Palestinian public schools in Tulkarm City participated in total, and 90% of them responded. The following tables show their characteristics:

- Gender

Table (3.2) shows that the sample consisted of 90 male instructors, who made up 50% of the participants, and 90 female teachers, who made up the remaining 50%.

**Table (3.2)**

*Gender distribution in the study sample*

| Variable | Characteristics of the Variable | Frequencies | Percentage  |
|----------|---------------------------------|-------------|-------------|
| Gender   | Male                            | 90          | 50%         |
|          | Female                          | 90          | 50%         |
|          | <b>Total</b>                    | <b>180</b>  | <b>100%</b> |

- **The stream**

There were three levels to the stream. The details of the participants' streams are presented in Table (3.3).

**Table (3.3)***Stream distribution in the study sample*

| <b>Variable</b> | <b>The Variable's Characteristics</b> | <b>Frequencies</b> | <b>Percentage</b> |
|-----------------|---------------------------------------|--------------------|-------------------|
| Stream          | Scientific                            | 75                 | 41.7%             |
|                 | Literary                              | 80                 | 44.4%             |
|                 | Vocational                            | 25                 | 13.9%             |
|                 | <b>Total</b>                          | <b>180</b>         | <b>100%</b>       |

- **The school**

Seven intervals were established between schools. Table (3.4) shows the academic qualifications of the participants.

**Table (3.4)***Academic Qualification distribution in the study sample*

| <b>Variable</b> | <b>The Variable's Characteristics</b>         | <b>Frequencies</b> | <b>Percentage</b> |
|-----------------|---|--------------------|-------------------|
| School          | Al-Adawia secondary school for girls          | 29                 | 16.1%             |
|                 | Tulkarm Industrial Secondary School           | 22                 | 12.2%             |
|                 | Gamal Abdel Nasser Secondary School for Girls | 25                 | 13.9%             |
|                 | Al-Fadhilia Secondary School for Boys         | 28                 | 15.5%             |
|                 | Nour Shams Girls Secondary School for Girls   | 26                 | 14.4%             |
|                 | Abdul Majeed Al-Tayeh School                  | 24                 | 13.3%             |
|                 | Omar bin Abdul-Aziz School                    | 26                 | 14.4%             |
|                 | <b>Total</b>                                  | <b>180</b>         | <b>100%</b>       |

The analysis of personal information data yielded the following results:

1. The study sample had an equal proportion of males and females, with each accounting for 50% of the sample..
2. The highest percentage of participants in the stream is (literary) with 44.4%, then (scientific) steam with 41.4%, and the lowest mean is (vocational) stream with 13.9% of the study sample.

3. Al-Adawia secondary school for females has the greatest percentage of participants in the study sample (16.1%), followed by Al-Fadhilia secondary school for boys (15.5%), and Tulkarm Industrial Secondary School (12.2%).

### **3.12 The Conclusion**

The descriptive approach used to analyze the collected data was presented in Chapter three. It depicted the two tools used to collect study information from 11th graders and teachers at Tulkarm schools in accordance with the study variables; dependent and independent variables; the 20 items of the questionnaire and 7 interview questions. Finally, chapter three covered the statistical analysis that was used to achieve the study's objectives.

## **Chapter Four**

### **The Results of the Study**

#### **4.1 The Introduction**

In regard to the question, the hypotheses, and the interviews, this chapter offers the study's results.

#### **4.2 Results of the Study**

The purpose of this study was to examine how wikis can help 11th graders write more effectively from the perspectives of both students and English teachers. The results were as follows:

#### **4.3 Results for the First Question**

**“ What is the influence of Wikis on improving students' writing skills?”**

The means, standard deviations, and percentages for each item and their combined scores were computed to provide an answer to this question.

The following estimate was used to categorize the level of approval:

1. The arithmetic mean (4.21 or more, equivalent to 84.2% or more), has a very large degree.
2. The mean (4.20- 3.41 and 68.2% - 84.0%) has a high degree.
3. The mean (3.40-2.61 and 52.2% - 68.0%) has a medium degree.
4. The mean (2.60-1.18 and 36.2% - 52.0%) has a low degree.
5. The mean (less than 1.18) has a very low degree.

180 female and male students answered the questionnaire items about the role of wikis on improving 11<sup>th</sup> graders' writing skills and enhancing learning as shown in tables (4.1) and (4.2).



**Table (4.1)***The role of wikis in the learning in general*

| No. | Statement   | Mean        | SD          | Percentage   | Degree        |
|-----|---|-------------|-------------|--------------|---------------|
| 1   | Strengthens learning in general and the learning of English in specific | 1.42        | 1.180       | 28.4         | V. Low        |
| 2   | Helps students to access all aspects of knowledge                       | 1.7         | 1.111       | 34           | V. Low        |
| 3   | Enriches students vocabulary  | 1.66        | 1.322       | 33.2         | V. Low        |
| 4   | Improves students thinking  | 1.8         | 1.278       | 36           | V. Low        |
| 5   | Helps students to think out of the box.                                 | 1.76        | 1.222       | 35.2         | V. Low        |
| 6   | Changes the teacher traditional roles                                   | 1.68        | 1.326       | 33.6         | V. Low        |
| 7   | Facilitates teaching and learning                                       | 1.98        | 1.253       | 39.6         | Low           |
| 8   | Develops student's creativity and imaginations.                         | 1.72        | 1.097       | 34.4         | V. Low        |
| 9   | Enhances students problem-solving skills and critical thinking skills   | 1.4         | .799        | 28           | V. Low        |
|     | <b>Total</b>  | <b>1.68</b> | <b>.638</b> | <b>33.6%</b> | <b>V. Low</b> |

The results of the above table illustrate the following facts:

1. The highest statement was the statement number (7), with 39.6% degree, which indicates that wikis Facilitate teaching and learning.
2. The lowest statement was the statement number (9) which indicates that Wikis enhance students problem-solving skills and critical thinking skills. This statement scored 28%.
3. The total percentage of participants about the role of wikis in the learning in general was very low with 33.6% degree. This indicates that the approval rate was low on the first domain paragraphs, and therefore the degree of Wikis' contribution to learning in general did not significantly affect the arithmetic mean. depending on the viewpoint of the sample that were included in the study.

#### **The role of wikis in developing the English writing skills:**

The following table presents the participants' responses in the second part of the questionnaire.

**Table (4.2)***The role of wikis in developing the English writing skills*

| No. | Statement   | Mean        | SD          | Percentage   | Degree        |
|-----|---|-------------|-------------|--------------|---------------|
| 10  | Enhance students productive writing skills                                  | 1.12        | .611        | 22.4         | V. Low        |
| 11  | Promote self-learning   | 1.4         | .953        | 28           | V. Low        |
| 12  | Develop students' writing coherently and cohesively.                        | 1.56        | .995        | 31.2         | V. Low        |
| 13  | help students writing correct sentences.                                    | 1.55        | 1.090       | 31           | V. Low        |
| 14  | Help students to be creative  | 1.56        | .990        | 31.2         | V. Low        |
| 15  | Enable students to write appropriate summaries.                             | 1.61        | 1.147       | 32.2         | V. Low        |
| 16  | Help students to write different pieces of writings.                        | 1.58        | .869        | 31.6         | V. Low        |
| 17  | Improve student's vocabulary, idioms, and expressions.                      | 1.54        | 1.007       | 30.8         | V. Low        |
| 18  | Help the teachers to overcome students obstacles in their writing           | 1.91        | .969        | 38.2         | Low           |
| 19  | Enhance collaboration between students and teachers to write in new styles. | 1.72        | .922        | 34.4         | V. Low        |
| 20  | Help the students to use the correct punctuation.                           | 1.68        | 1.009       | 33.6         | V. Low        |
|     | <b>Total</b>  | <b>1.56</b> | <b>.597</b> | <b>31.3%</b> | <b>V. Low</b> |

The results of the above table illustrate the following facts:

1. The highest statement was the statement number (18), which indicates that Wikis help the teachers overcome students' obstacles in their writing. This items scored 38.2%
2. The lowest statement was the statement number (10) indicates that wikis enhance students productive writing skills, with 22.4% degree.
3. The total percentage of participants about the role of wikis in developing the English writing skills was very low with 31.3% degree. This indicates that the approval rate was low on the second domain, and therefore the degree of the role of wikis in developing the English writing skills was not significant in terms of the arithmetic mean depending on the viewpoint of the sample that were included in the study.

The above table shows that items (1-9) that using wikis had a very low effect on learning English in general, and on improving students' writing skills for 11<sup>th</sup> graders in particular. The role of wikis in learning in general scored a very low proportion which is 33.6%.

Table (4.1) indicates the wikis' role in learning overall and for 11th graders specifically attained a mean of 1.68 and a respectable standard deviation of (.638), which suggests that wikis cannot improve students' study of the English language in the 11th grade. This outcome, according to the researcher, is a result of students' negative views regarding using wikis to develop their English writing abilities.

This study's main question prompts three separate sub-questions. A hypothesis has been developed for each question:

#### 4.4 Results of the first hypothesis

**“There are no statistically significant differences at ( $\alpha=0.05$ ) level about the role of Wikis in improving students' writing skills due to students' gender (male and female)”.**

The first hypothesis was tested using the T-test for Independent variables, and the results are shown in Table (4.3).

**Table (4.3)**

*The role of wikis in improving writing skills due to the gender variable*

| <b>Domain</b>  | <b>Gender</b> | <b>N</b> | <b>Mean</b> | <b>Standard Deviation</b> |
|--|---------------|----------|-------------|---------------------------|
| The role of wikis in the learning in general               | Male          | 50       | 1.51        | .807                      |
|  | Female        | 50       | 1.73        | .575                      |
| The role of wikis in developing the English writing skills | Male          | 50       | 1.61        | .789                      |
|  | Female        | 50       | 1.63        | .527                      |
| <b>Total degree</b>  | Male          | 50       | 1.65        | .743                      |
|  | Female        | 50       | 1.59        | .524                      |

Tables (4.4) were analyzed using the T-test:

**Table (4.4)**

*T-test for the role of wikis on improving writing skills due to the gender variable*

| <b>Domain</b>  | <b>T</b> | <b>D.f</b> | <b>F</b> | <b>Sig.</b> |
|--|----------|------------|----------|-------------|
| The role of wikis in the learning in general               | .763     | 2          | 2.090    | .155        |
|  | .648     | 178        |          |             |
| The role of wikis in developing the English writing skills | -.157    | 179        | 3.687    | .061        |
|  | -.130    | 2          |          |             |
|  | .336     | 178        |          |             |
|  | .284     | 179        |          |             |
| <b>Total degree</b>  | .763     | 2          | 2.284    | .137        |
|  | .648     | 178        |          |             |
|  | -.157    | 179        |          |             |

Table (4.4) illustrated that students who used wikis either males or females had nearly the same results. In other words, males and females were had nearly the same experience with wikis. So, there were no statistically significant differences at ( $\alpha=0.05$ ) between the students' perspectives on the role of wikis in improving writing skills and enhancing learning in general among 11<sup>th</sup> graders in Tulkarm city. (0.137) was the significant level, which is greater than (0.05).

#### **4.5 Results of the Second Hypothesis**

**“There are no statistically significant differences in the use of Wikis in improving students' writing skills due to the stream variable" at the ( $\alpha=0.05$ ) level.”.**

To test the second hypothesis, the researcher used One-way ANOVA.

The tables that follow provide full details on the students' responses to the questionnaire items:

**Table (4.5)**

*The role of wikis on improving writing skills due to the stream variable*

| <b>Domain</b>  | <b>The Stream</b> | <b>N</b>   | <b>Mean</b> | <b>Standard Deviation</b> |
|--|-------------------|------------|-------------|---------------------------|
| The role of wikis in the learning in general               | Scientific        | 75         | 1.49        | .409                      |
|  | Literary          | 80         | 1.71        | .847                      |
|  | Vocational        | 25         | 1.66        | .602                      |
|  | <b>Total</b>      | <b>180</b> | <b>1.62</b> | <b>.581</b>               |
| The role of wikis in developing the English writing skills | Scientific        | 75         | 1.54        | .475                      |
|  | Literary          | 80         | 1.82        | .724                      |
|  | Vocational        | 25         | 1.5         | .351                      |
|  | <b>Total</b>      | <b>180</b> | <b>1.62</b> | <b>.581</b>               |
| Total degree   | Scientific        | 75         | 1.76        | .374                      |
|  | Literary          | 80         | 1.47        | .769                      |
|  | Vocational        | 25         | 1.63        | .450                      |
|  | <b>Total</b>      | <b>180</b> | <b>1.62</b> | <b>.581</b>               |

The researcher used the ANOVA test to analyze the previous table, as illustrated in Table (4.6) below.

**Table (4.6)**

*ANOVA test for role of wikis in improving writing skills due to the stream variable*

| <b>Domain</b>  |                | <b>The Sum of Squares</b> | <b>D.f</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b> |
|--|----------------|---------------------------|------------|--------------------|----------|-------------|
| The role of wikis in the learning in general               | Between Groups | .997                      | 3          | .332               | .807     | .497        |
|  | Within Groups  | 18.956                    | 176        | .412               |          |             |
|  | Total          | 19.954                    | 179        |                    |          |             |
| The role of wikis in developing the English writing skills | Between Groups | 1.693                     | 3          | .564               | 1.645    | .192        |
|  | Within Groups  | 15.775                    | 176        | .343               |          |             |
|  | Total          | 17.468                    | 179        |                    |          |             |
| Total degree   | Between Groups | 1.302                     | 3          | .434               | 1.309    | .283        |
|  | Within Groups  | 15.257                    | 176        | .332               |          |             |
|  | Total          | 16.559                    | 179        |                    |          |             |

Table (4.6) illustrated that students who used wikis either their stream is scientific, literary or vocational had nearly the same results. So, there were no statistically significant differences at ( $\alpha=0.05$ ) between the students' perspectives on how wikis can help students become better writers and learn more effectively overall. This is because of the stream. (0.283) was the significant threshold, which is higher than (0.05).

#### **4.6 The third hypothesis's results**

**“There are no statistically significant differences at ( $\alpha =0.05$ ) level about the role of Wikis in improving students' writing skills due to the school variable”.**

To test the third hypothesis, ANOVA was used and the Tables (4.7) and (4.8) show the results [see appendix D].

To analyze the previous table the ANOVA test was used, as shown in Table (4.7) [see appendix D].

Table (4.8) [see appendix D] illustrated that students of any previous mentioned schools had nearly the same results. The null hypothesis was accepted, since there were no statistically significant differences at ( $\alpha=0.05$ ) between students' perspectives on the role of wikis in improving writing skills and enhancing learning in general due to the school variable. (0.966) was the significant level, which is greater than (0.05).

#### **4.7 The interviews results**

To gather more information, interviews were designed. Face-to-face interviews have been planned for English teachers in Tulkarm secondary schools, with an emphasis on the role of wikis in improving 11th graders' writing skills. The researcher interviewed seventeen teachers. The sample was chosen on the basis of gender, school, location, qualification, and years of experience. The sample distribution includes the various academic institutions in Tulkarm mentioned in the previous table. Gender-wise, 41% of the sample members are males and 58% are females. According to academic qualifications, 52% of teachers have a B.A., 29% have an M.A., and 11% have a PhD. In terms of years of experience, 58% of teachers have spent 10 years or more.

Seventeen teachers were chosen as a sample to respond to the interview questions [see appendix E].

The following are the main results of the researcher's interview with English teachers in Tulkarm schools:

- The majority of teachers don't use wikis in their teaching process. Some of them stated that they have never used wikis, while others asked the researcher to illustrate the word wikis for them.
- The majority of teachers don't use wikis exercises' in their learning process because that there are other websites which can be more useful for students.
- The majority of teachers don't use wikis in their learning style, they agreed for the importance of integrating such teaching strategy for teaching English for 11<sup>th</sup> graders. They added that it is a very efficient tool; it provides students with opportunities to gain proficiency at their own pace.
- The majority of teachers think that using wikis has many advantages, but organizing using them plays a pivotal role.
- The majority of teachers concurred on the benefits of implementing such a new strategy in teaching English to 11th grade students in order to improve students' writing abilities. Teachers believe that wikis help students improve their writing skills. Students who use wikis have more opportunities to improve their writing since wiki collaboration enables them to engage in their own schedule, make adjustments, and view other students' writing.
- The majority of teachers confirmed the effectiveness of utilizing wikis to improve learning style for 11<sup>th</sup> graders because Wikis positively affects learning process.
- The majority of teachers agreed that wikis allow groups of students to collaborate to address problems, achieve certain goals,
- The majority of teachers stated that their students don't use wikis and have never tried to do so.

- Wikis may not have positive effects on students because information presented is not precise. teachers assured that there are many other ways to teach and learn English for 11<sup>th</sup> graders. In addition there are many sites or the pages on the social media applications can do the same as wikis and can be more useful and easier for 11<sup>th</sup> graders.

#### **4.8 Conclusion**

This chapter presents the statistical analysis of the study's results' questions and hypothesis. The fourth chapter also included the outcomes of the study interview questions. Also, it includes tables that present the results, which show that using wikis played an important role in improving 11th graders' writing skills.



## **Chapter Five**

### **Discussion of the Study Results, Conclusion and Recommendations**

#### **5.1 Introduction**

The results of the study are discussed in this chapter. Also, this chapter provides some recommendations depending on the discussion of the results.

#### **5.2 Discussion of the Study Results**

##### **5.2.1 Results Discussion Relating to the First Question**

###### **“What is the role of Wikis on improving the writing skills of 11<sup>th</sup> graders?”**

The results revealed that students' willingness to use wikis was low. According to Table (4-5), the role of wikis in learning as well as writing attained a mean of (1.68) and a decent standard deviation of (.638), indicating that wikis have no role in enhancing 11<sup>th</sup> graders' learning of the English language. The researcher attributes this result to the low attitudes and experience of the students towards utilizing wikis for improving their writing skills in the English language.

This study discovered that 11<sup>th</sup> graders have negative attitudes toward wikis due to the way wikis are used. They have no prior experience with educational wikis. This study demonstrates the importance of using wikis properly to meet the requirements and desires of students and accomplish the desired educational outcomes.

The current study's findings contradicted those of Mak and Coniam (2008), who discovered that Wikis had the potential to improve ESL writing skills in a Hong Kong secondary school. Teachers guided students toward using wikis collaboratively, and after two months of using wikis as an essential component of their Language learning homework, students improved their writing skills. At each stage, students were able to produce a large amount and variety of writing. The students' final version was turned into a printed guidebook for their 'new' school, which was distributed to the parents.

Furthermore, the current study's findings contradicted Konieczny's (2017) study, which concluded that students' experience with Wikipedia-based assignments was an adequate learning style. Because there were so many different courses, class "learning outcomes" would be just as multiple as the coursework themselves, and students improved their learning style in teaching English more than other traditional methods. Furthermore, teachers attempted to comprehend wider student learning by highlighting the significance of the Wiki assignment and how that importance is expressed through students' progress and feedback.

These results partially concur with Neumann (2009), who discovered that using wikis in learning works well in a blended learning environment to support the learning process. Because students perceived it as a negative experience. Some students were dissatisfied with the level of effort and involvement from many other members of the group, and some students found the Wiki technology difficult to use. Several of these unpleasant experiences with technology can be mitigated by providing students with more extensive wiki training.

Other group members' participation can be increased by formulating the wiki subsets later in the semester when more students have created social interactions with the others. Furthermore, larger groups may be utilized so that the absence of one or two students has less impact. Wiki classes may have interacted with Individual group students to share knowledge, perspectives, or resources.

This study's main question prompts three separate sub-questions. A hypothesis has indeed been developed for each question.

### **5.2.2 Discussion of the items relating to the initial hypothesis**

**“ That there are no statistically significant differences at the ( $\alpha=0.05$ ) level in the use of Wikis on improving students' writing skills based on students' gender (male and female)”.**

The t-test for independent samples was employed, there were no statistically significant differences on the overall level of the 11th graders' attitudes about using wikis at Tulkarem city schools ( $p>0.05$ ) due to the gender. (0.137) was the significant threshold, which is higher than (0.05).

This indicates that the learners' attitudes on using wikis were unaffected by differences in gender. This indicates that both male and female students understand the critical role wikis play in developing their writing abilities and learning. This finding was attributed by the researcher to the practically same experiences that male and female students had when using wikis and having access to the internet.

### **5.2.3 Discussion of the results in relation to the second hypothesis**

**“There are no statistically significant differences at the ( $\alpha=0.05$ ) level regarding the role of Wikis in improving students' writing skills based on the stream (literary, scientific, and vocational)”.**

To ascertain the relationship between the participant stream and the viewpoints of English language learners in the 11th grade in Tulkarm city regarding the role of wikis in enhancing writing abilities, the researcher employed a one-way ANOVA test. After data analysis, it was determined that there are no statistically significant differences in the use of Wikis on improving students' writing skills due to the stream at the ( $\alpha=0.05$ ) level. (0.283) was the significant level, which is greater than (0.05).

This indicates that the perception of wiki usage at Tulkarm city schools is not affected by the stream of 11<sup>th</sup> graders. The researcher attributes this to the similarity of their experience with wikis.

### **5.2.1 Discussion of the results relating to the third hypothesis**

**"There are no statistically significant differences at ( $\alpha=0.05$ ) level about the role of Wikis in improving students' writing skills due to the school variable".**

One way ANOVA was applied. After data analysis, it was shown that the school variable had no statistically significant role on the contribution of wikis to the improvement of writing skills for 11th graders in Tulkarm city. (0.966) is a significant level, which is higher than (0.05).

This implies that variations in school had no effect on the learners' attitude towards the role of wikis at Tulkarem city schools. The researcher attributed this that the all of the schools in Tulkarem don't use wikis in learning; so all of the students have low attitude towards the role of wikis.

The study outcomes revealed a negative attitude toward the role of wikis in improving students writing skills for 11th graders. Furthermore, the study indicated that few students depend on wikis to improve their writing abilities; on the contrary, They rely on different learning styles to improve their skills.

### **5.3 Discussion of the interview's results Questions**

1) What did you use wikis for?

Teachers expressed their usage of wikis at Tulkarem city schools saying that don't use wikis in their teaching process, they are not suitable for 11<sup>th</sup> graders level. Some assured that wikis is a web site for high studies students where school students' cannot use.

This study negated Bakardjieva & Gradinarova (2012) agreed that instructors are utilizing blogs to post questions, tasks, and links to pertinent news articles and websites, in addition to providing up-to-date information and analysis on their fields of expertise.

- 2) Do you give your class an exercise to do dependent on utilizing wikis? If yes Give examples, if no explains why not?

The majority of the teachers illustrated that they don't use wikis exercises' in their learning process. This allows teachers to give negative attitudes for using wikis. Some teachers assured of the importance of combining other teaching strategies when utilizing wikis in the teaching process such as YouTube.

These results disagreed with Corrado (2020) who agreed that In order to encourage instructors to adopt open educational practices, teaching activities were designed that regarded Wikipedia as an actual learning environment, one that is well-planned and had clear standards. The objectives of the project, the competencies required of them, and the processes for contributing to the encyclopedia were all covered in workshops for students. The necessity of fostering the entire spectrum of digital capabilities was one of the most important themes that developed throughout the project (for example finding and evaluating information). Developing these competencies is crucial for the activities' success as well as for participation in the larger OER community today and in the future. The study investigated how instructors and students saw a set of academic exercises and found that Wikipedia should be seen as a participatory social process rather than just a way to absorb knowledge relevant to a given subject.

- 3) What's your opinion about using wikis in your classes for instructional purposes?

The majority of the teachers agreed that despite not using wikis in their learning style, they showed positive attitudes towards the importance of integrating such a teaching strategy for teaching English for 11<sup>th</sup> graders. Students are able to impart and acquire adequate knowledge in this way, which improves the learning experience. Some teachers expressed negative attitudes for using wikis with 11<sup>th</sup> graders.

Meishar-Tal (2015) The results of this study on the use of Wikipedia by teachers for personal and educational purposes show that there are knowledge and familiarity gaps regarding Wikipedia, as well as the underuse of this resource for learning and teaching. Learning in a Wikipedia setting may offer the chance to develop abilities for evaluating

and consuming online knowledge. It urges students to employ techniques for an information evaluation and a deeper review of the methods used to produce information. Teachers should learn more about Wikipedia and take a more proactive approach to teaching students how to use it wisely.

4) What's your opinion about using wikis in your classes to further develop students' writing abilities?

The majority of the teachers highly agreed on the advantages of using such a new strategy in teaching English for 11<sup>th</sup> graders to improve students' writing abilities. While the minority of teachers disagreed with using wikis in their classes to further develop students' writing abilities for 11<sup>th</sup> graders.

Chizek (2008) A relationship between constructivist education, technology, and writing is encouraged by the compliance of a creative writing classroom employing wikis, even though they are only a minor part of a wide debate. Wikis and other social tools can provide a stoner-friendly method while still upholding the Spring/Summer 2008 40 educational conventions that are customary in writing classrooms. Due to wikis' collaborative character, students create knowledge together, putting a greater emphasis on the community as a whole than on the individual learner ( Parker & Chao, 2007). it shows that wikis might be a good option for integrating technology into writing lessons.

Wilber's story (2010) demonstrates that each kid has unique learning needs and preferences. Writing on the wiki, frequently accompanied by pictures, allowed Wilber to express herself in a way that she found difficult to do in face-to-face conversations. She now has a place to be herself, communicate, and participate in discussions with the class's writing community thanks to the wikis. Her woo page quickly rose to the status of the desired community benchmark for writing and design when her display of images from her artist date appeared on the wikis. As Wilber had shown through her artist date, other students in the class started posting images, films, and music to accompany their writing on the wikis. The woo evolved into an extension of each writer as they continued to combine text and images to develop a social space outside the traditional

classroom. By encouraging group sharing, collaboration, and community expectations, woo supported constructivist pedagogy and enhanced digital knowledge. Wilber started the growth of the writing community in a class by using text and graphics on the wikis, despite her timidity and reluctance.

5) Do you think wikis impacts learning, explain?

The majority of the teachers confirmed the positive attitudes for utilizing wikis to improve learning style for 11<sup>th</sup> graders because Wikis positively affects the learning process.. On the other hand, the minority reported negative attitudes towards using wikis in the teaching\learning process for school pupils' in general and for 11<sup>th</sup> graders in particular.

Malamed (2019) Despite the small sample size (n = 16) and short duration of the wiki projects (8 weeks), the research can serve as a foundation for future research in wiki-based collaborative writing. Some conclusions are drawn based on these considerations. Firstly, the results are consistent with previous research on students' reluctance to edit each other's wiki contributions. Secondly, the wiki's history function makes for a great research tool for evaluating student contributions utilizing the right taxonomy of activity types. (Judd, Kennedy, & Cropper, 2010; Meishar-Tal & Gorsky, 2010; Pifarre & Fisher, 2011). Finally, The factors that affect group writing are recognized. To fully take use of wikis' potential to promote collaborative writing, teacher educators must take these into account. To confirm the results of this work, study will be carried out to assess students' collaboration writing activities over a three-year period. Additional studies will be carried out with a bigger sample size of students to increase the validity and reliability of the results.

6) How can you describe in brief your students' responses in utilizing wikis?

The majority of teachers stated a negative perspective, because their students don't use wikis and have never tried to do so. On the other hand, some teachers showed a positive perspective that 11<sup>th</sup> graders found it challenging at the beginning to use wikis, but by the time they have become more comfortable with it.

Hadjerrouit (2012) Despite its limitations, because of the small sample size (n = 16) and short duration of the wiki projects (8 weeks), this work can serve as a foundation for future research in wiki-based collaborative writing. Given these considerations, the findings are consistent with previous research on students' reluctance to edit each other's wiki contributions.

7) What do you think is the impact of wikis in fostering students' English language?

The majority of teachers showed negative attitudes towards the impact of wikis in fostering students' English learning. they assured that there are many other ways to teach and learn English for 11<sup>th</sup> graders. On the other hand, The minority of teachers agreed for the positive attitudes of wikis in fostering students' English learning.

The current study goes opposite to Cole (2009) one who added that there are many studies to support the idea that student collaboration can improve outcomes for all parties. This is in line with the theory that Vygotsky put forth and other scholars like Rogoff, Lave, and Wenger established on learning as a socio-cultural practice. However, there is also an evidence to suggest that collaborating with others may not come naturally when working in a group. Teaching students how to collaborate, and in particular how to cooperate to negotiate meaning, is an essential step in the collaborative learning process that can improve outcomes. The topic of whether learning to collaborate may be scaffolded through the use of digital tools and what these tools would look like ,then becomes relevant for the community of computer supported collaborative learning. In order to encourage face-to-face collaboration on open-ended activities, this paper describes the creation of a digital system. Results of system trials in classrooms in the UK and Chile show that the model is well-liked by both teachers and students, and that it achieved its goals of promoting greater interaction between classmates who did not typically cooperate, as well as participation of all individuals in discussion-based activities.



## **5.4 Conclusion**

Based on the results, the researcher drawn the following conclusions:

- Wikis promote general learning and help students improve their writing skills.
- Wikis give pupils an appropriate technical environment that has a favorable impact on their writing.
- Wikis encourage collaborative writing because wikis allow sharing of ideas and allow apprising to others' writing pieces .collaborative writing is very effective in teaching and learning.
- Wikis improve writing skills in many sides, they help students to write: correctly, and meaningfully, without grammatical mistakes, with creative, proper punctuation, and coherent sentences.

## **5.5 The Recommendations**

According to the study's first results, which showed that using wikis had a very low effect on learning English in general for 11th graders in particular, the researcher recommended the following:

### **For the teachers**

1. Encourage the students to use wikis to achieve educational outcomes. And adapt exercises based on wikis to enhance learning.
2. Make a plan and use wikis to improve students' English writing skills and to achieve educational goals.
3. Paying much attention to other teaching strategies besides wikis teaching strategy, since this may help them start using them in their teaching process in two ways: first, teachers are advised to integrate wikis into their teaching process by using them to enrich their knowledge and find new learning styles and pedagogies to facilitate English learning. Second, teachers are advised to start raising students' awareness towards using wikis and steer them to use them perfectly.

### **For the students**

On the other hand, students are recommended:

1. To take more responsibility for their education rather than relying on teachers and textbooks.

Recommendation according to the second result showed that using wikis had a very low effect on learning English in developing students' writing skills for 11th graders in particular:

### **For the teachers**

1. Teachers are recommended to use a number of instructional techniques in addition to the wiki method as a tool for teaching writing and general English language abilities.
2. Teachers should break down linguistic barriers to encourage EFL students to use English.
3. To use wikis effectively, teachers must connect their students' writings to their real-life experiences.
4. Teachers must ask students to start their first attempt at writing by writing about their real life or even about their personalities. Then they may find it easier to use wikis in their learning style since wikis depend on writing and adding different topics to the websites.
5. Teachers should vary their teaching methods by using visual and aural teaching aids besides using wikis because all school pupils prefer visual and aural learning styles. So they should be combined with the use of wikis.
6. It should be noted that teachers must incorporate all language abilities because English language skills are interconnected, making it impossible to acquire or instruct in each ability separately. So to achieve the best results in writing skills we have to integrate writing skill activities' with other skill activities.

**For students**

1. Adapting technological tools in their learning.
2. Using wikis to develop their English and their English writing skills. It should be taken into consideration that using wikis strengthens the collaborative work among them.

**For the Ministry of Education:**

1. The Ministry of Education must incorporate wikis into the English language curriculum for all educational institutions so that students have a genuine opportunity to learn how to write using unconventional teaching techniques.
2. The Ministry of Education is required to provide all instructional materials that will enable instructors to use wikis in the classroom. A teacher might use labs to put a writing lesson into practice.
3. The Ministry of Education is required to provide all instructional materials that will enable instructors to use wikis in the classroom. A teacher might use labs to put a writing lesson into practice.
4. The provision of technology in all its forms, including computers, projectors, and other devices that can greatly help learning a foreign language, falls under the purview of the ministry of education.
5. It is suggested that the ministry of education develop professional development courses for English instructors and teachers that would educate them to use wikis in the classroom.

## References

The Holy Qur'an.

- Anderson, T. (2004). *Theory and practice of online learning*. AU Press, Athabasca University. References. [http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=020568/\(100\)](http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=020568/(100))
- Aurger, Raitman, & Zhou. (2004). Teaching and learning online with Wikis. In *Beyond the Comfort Zone: Proceedings of the 21st ASCILITE Conference*, 95–104. <https://www.semanticscholar.org/paper/e990a3b30b0aa59a707a03d464387967abc87ef1.5-8,95>.
- Bakardjieva, T. & Gradinarova, B. (2012). *Wikis and blogs in e-Learning context*. 10.5772/29574. <https://www.researchgate.net/>
- Beale, J. (2019). The importance of independent learning skills. *The Tony little center. Innovation and research in learning*. Eton College Windsor, Berkshire, SL4 6DW. <https://cirl.etoncollege.com/the-importance-of-independent-learning-skills/>
- Beebe, L. (1993). *Professional writing for the human services*. NASW Press. Washington. <https://doi.org/10.1604/9780871011992>, P.642, <https://doi.org/10.1093/sw/38.5.642>.
- Ben-Zvi, D. (2007). Using wiki to promote collaborative learning in statistics education. *Technology innovations in statistics education*, 1(1). <https://doi.org/10.5070/t511000029>. <https://escholarship.org/uc/item/6jv107c7>.
- Biasutti, M & Deghaidy, H. (2012). Using Wiki in teacher education: Impact on knowledge management processes and student satisfaction. *Computers & Education*, 59(3), 861-872.
- Biasutti, M & Deghaidy, H. (2015). Interdisciplinary Project-based Learning: An Online Wiki Experience in Teacher Education. *Technology, Pedagogy and Education*, 24(3), 339.
- Booth, C. 2007, The concept of ethical leadership in organizations. *International Review of Business Research Papers*, 3(5), 362–381.

- Carroll, J. A., Diaz, A., Meiklejohn, J., Newcomb, M., & Adkins, B. (2013). Collaboration and competition on a wiki: The praxis of online social learning to improve academic writing and research in under-graduate students. *Australasian Journal of Educational Technology*, 29(4). <https://doi.org/10.14742/ajet.154>
- Castañeda, D. A., & Cho, M. H. (2013). The role of wiki writing in learning Spanish grammar. *Computer Assisted Language Learning*, 26(4), 334–349. <https://doi.org/10.1080/09588221.2012.670648>
- Chizek, L.M. (2008). Constructivist learning through wikis in the writing classroom. *Language arts journal of Michigan*, 23(2), 35-40. <https://doi.org/10.9707/2168-149x.1121>
- Cole, M. (2009). Using Wiki technology to support student engagement: Lessons from the Teachers. *Computers and Education*, 52(1), 141–146. <https://doi.org/10.1016/j.compedu.2008.07.003>.
- Corrado C. F. (2020). Wikipedia as OER: the "learning with Wikipedia" project. *Journal of E-Learning and Knowledge Society*, 16(4), 38-45.
- Davies, A., Pantzopoulos, K., & Gray, K. (2011). Emphasising assessment “as” learning by assessing wiki writing assignments collaboratively and publicly online. *Australasian Journal of Educational Technology*, 27(5). <https://doi.org/10.14742/ajet.932>.
- Ebner, M., Kickmeier-Rust, M., & Holzinger, A. (2008). Utilizing wiki-systems in higher education classes: a chance for universal access? *Universal Access in the Information Society*, 7(4), 199–207. <https://doi.org/10.1007/s10209-008-0115-2>.
- Elabdali, R., & Arnold, N. (2020). Group Dynamics across Interaction Modes in L2 Collaborative Wiki Writing. *Computers and Composition*, 58(1), 102607. <https://doi.org/10.1016/j.compcom.2020.102607>.
- Fesakis, G. & Zoumpatianou, M. (2012). Wikipedia uses in learning design: A literature review. *Themes in Science & Technology Education*. 5.(1/2). 97-106.

- Gupta, Sh. & Gupta, M. (2017). Role of wikipedia in modern education. *International research journal of engineering and technology (IRGET)*. ), 04(07), 2821–2824.
- Guzdial, M., Rick, J., & Kehoe, C. (2001). Beyond adoption to invention: teacher-created collaborative activities in higher education. *Journal of the Learning Sciences*, 10(3), 265–279. [https://doi.org/10.1207/s15327809jls1003\\_2](https://doi.org/10.1207/s15327809jls1003_2).
- Hadjerrouit, S. (2013). A framework for assessing the pedagogical effectiveness of wiki-based collaborative writing: results and implications. *Interdisciplinary Journal of e-Skills and Lifelong Learning*, 9, 029-049. <https://doi.org/10.28945/1787>.
- Helly, O. (2018). Engaging students by using wikis as an online constructive tool to teach writing skills to intermediate learners of Russian. *Arts & Humanities Open Access Journal*, 2(2). <https://doi.org/10.15406/ahoaj.2018.02.00036>.
- Hsiu-Chen, & Yun-Fang. (2018). Using wiki-mediated collaboration to foster L2 writing performance. *Language Learning & Technology*, 22(3), 103–123. <http://hdl.handle.net/10125/44659>.
- Hsu, H. C. (2018). Wiki-mediated collaboration and its association with L2 writing development: an exploratory study. *Computer Assisted Language Learning*, 32(8), 945–967. <https://doi.org/10.1080/09588221.2018.1542407>.
- Ibrahim, R. & Taha, H. & Dabous, A. & Khateb, A. (2013). Electronic reading and writing in spoken and written Arabic: a case study. *Theory and Practice in Language Studies*, 3(9), 1497-1508.
- Iyer, L. (2019). *Critical thinking and its importance in education*. Conference: Cognitive, Psychological and Behavioral Perspectives in Education. At: karaikudi. <https://www.researchgate.net/publication/33943313>.
- Karasavvidis, I. (2010). Wiki uses in higher education: exploring barriers to successful implementation. *Interactive Learning Environments*, 18(3), 219-231.
- Kessler, G. (2009). Student- initiated attention to form in wiki-based collaborative writing. *Language Learning & Technology*, 13(1), 75-95.

- Kim, Kyu & Kim Mi. (2020). Dynamic learner engagement in a wiki-enhanced writing course. *Journal of Computing in Higher Education*, 32(3), 582–606.
- Konieczny, P. (2017). Teaching with Wikipedia in a 21st-century classroom: Perceptions of Wikipedia and its educational benefits. *Journal of the Association for Information Science and Technology*, 67(7), 1523–1534. <https://doi.org/10.1002/asi.23616>.
- Kost, C. (2011). Investigating writing strategies and revision behavior in Collaborative Wiki Projects. *CALICO Journal*, 28(3), 606-620.
- Kwan L., Yunus. (2015). Group participation and interaction in ESL wiki collaborative writing among Malaysian gifted students. *Asian Social Science*, 11(2), 59-68.
- Lee, L. (2010). Exploring wiki-mediated Collaborative writing: a case study in an elementary Spanish course. *CALICO Journal*, 27(2), 260-276.
- Lewoniewski, W., & Abramowicz, W. & Węcel, K. (2016). Quality and importance of Wikipedia articles in different languages. *Communications in Computer and Information Science*, 613–624. [https://doi.org/10.1007/978-3-319-46254-7\\_50](https://doi.org/10.1007/978-3-319-46254-7_50).
- Li, M., & Zhu, W. (2017). Explaining dynamic interactions in wiki-based collaborative writing. *Language Learning & Technology*, 21(2), 96–120. Retrieved from <http://llt.msu.edu/issues/june2017/lizhu.pdf>.
- Li, M., & Zhu, W. (2017). Good or bad collaborative wiki writing: Exploring links between group interactions and writing products. *Journal of Second Language Writing*, 35, 38–53. <https://doi.org/10.1016/j.jslw.2017.01.003>.
- Lin, W.-C & Yang, Shu. (2011). Exploring students' perceptions of integrating wiki technology and peer feedback into English writing courses. *English Teaching: Practice and Critique. ERIC*, 10(2), 88–103.
- Liou, H., & Lee, S. (2011). How wiki-based writing influences college students' collaborative and individual composing products, processes, and learners' perceptions. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 1(1), 45-61. <http://doi.org/10.4018/ijcallt.2011010104>.

- Little, David. (2001). Learner autonomy and the challenge of tandem language learning via the Internet. *ICT and language learning: A European perspective*, 29-38.
- Mak, B., Coniam, D. (2008). Using wikis to enhance and develop writing skills among secondary school students in Hong Kong. *An International Journal of Educational Technology and Applied Linguistics*,. System, 36(3), 437–455.
- Malalmed, C. (2019). Using Wikis for Learning and Collaboration. The E-learning Coach. <https://thelearningcoach.com/>.
- Meishar-Tal, H. (2015). Teachers' use of Wikipedia with their students. *Australian Journal of Teacher Education*, 40(12). <https://doi.org/10.14221/ajte.2015v40n12.9>
- Morgan, B., & Smith, R. D. (2008). A Wiki for Classroom Writing. *The Reading Teacher*, 62(1), 80–82. <https://doi.org/10.1598/rt.62.1.10>.
- Neumann, D. L. (2009). The effect of using a wiki on student engagement and learning of report writing skills in a university statistics' course. *Australasian Journal of Educational Technology*, 25(3), 382-398.
- Nguyen, D. & Widrow, B. (1990). Neural networks for self-learning control systems. *IEEE Control systems magazine*, 10(3), 18-23.
- Notari, M. (2006). How to use a wiki in education: 'Wiki based effective constructive learning'. Proceedings of the 2006 international symposium on Wikis, *Association for Computing Machinery*, New York, NY, USA, 131–132. <https://doi.org/10.1145/1149453.1149479>.
- Oskoz, A. & Elola, I. (2011). Meeting at the wiki: The new arena for collaborative writing in foreign language courses. *Web 2.0-based e-learning: Applying social informatics for tertiary teaching*. IGI Global. 209-227. 10.4018/978-1-60566-294-7.ch011.
- Parker, K. & Chao, J. (2007). Wiki as a teaching tool. *Interdisciplinary Journal of e-learning and Learning Objects*, 3(1), 57-72.



- Pifarré, M. Staarman, J. (2011). Wiki-supported collaborative learning in primary education: How a dialogic space is created for thinking together. *International Journal of Computer-Supported Collaborative Learning*, 6(2), 187-205.
- Saleem, L. (2009). *The impact of self-learning strategy on the learners'*. Master Thesis, Nablus: An- Najah National University, Faculty of Graduate Studies.
- Scrivner, O. (2018). Skill discrepancies between research, education, and jobs reveal the critical need to supply soft skills for the data economy. *Proceedings of the National Academy of Sciences*, 115(50), 12630-12637.
- Storch, N. (2011). Collaborative writing in L2 Contexts: processes, outcomes, and future directions. *Annual review of applied linguistics*, 31(31), 275-288.
- Wichmann A. & Rummel, N. (2013). Improving revision in wiki-based writing: coordination pays off. *Computers & Education*, 62(62), 262-270.
- Wilber, D. (2010). *iWrite using blogs, wikis, and digital stories in the English classroom*. Library of Congress. Heinemann. portsmouth.

## **Appendices**

### **Appendix (A)**

#### **Questionnaire (Teachers)**

Dear Teachers,

The following questionnaire is the research tool which is developed to collect data necessary for finalizing the M.A thesis in title " The Role of Wikis on Improving the 11<sup>th</sup> Graders' Writing Skills in Tulkarm City Schools from the Teachers' and Students' Perspective". Feel free to complete the information in the appropriate place which you feel it fits. Be confirmed that your answers will be for scientific purposes.

Thanks for your cooperation.

The researcher

Abeer Hanhan

#### **Section (1): Personal information**

- 1) Gender :         Male                       Female
- 2) Qualifications:  B.A                       M.A                       Others
- 3) Experience:     1-5                       6-10                       More than ten

Section(2): this section consists of the questionnaire items, which are classified into two components, the role of wikis in the learning process in general and Role of wikis to develop writing skills

| Item   | Strongly Agree | Agree | Disagree | Strongly disagree |
|--|----------------|-------|----------|-------------------|
| <b>The role of wikis in the learning in general</b>                            |                |       |          |                   |
| 1.strengthens learning in general and the learning of English in specific      |                |       |          |                   |
| 2.Helps students to access all aspects of knowledge                            |                |       |          |                   |
| 3.Enriches students' vocabulary  |                |       |          |                   |
| 4.Improves students' thinking  |                |       |          |                   |
| 5.Helps students to think out of the box.                                      |                |       |          |                   |
| 6.Changes the teacher traditional roles  |                |       |          |                   |
| 7.Facilitates teaching and learning  |                |       |          |                   |
| 8.Develops students' creativity and imaginations                               |                |       |          |                   |
| 9.enhances students problem-solving skills and critical thinking skills        |                |       |          |                   |
| <b>The Role of wikis in developing the English writing skills</b>              |                |       |          |                   |
| 10. enhances students productive writing skills                                |                |       |          |                   |
| 11. promotes self-learning   |                |       |          |                   |
| 12. Develops students write coherently and cohesively.                         |                |       |          |                   |
| 13. Develop students' write correct sentences                                  |                |       |          |                   |
| 14. Helps students to be creative  |                |       |          |                   |
| 15. Enable students to write appropriate summarizes                            |                |       |          |                   |
| 16. Helps students to write different pieces of writings.                      |                |       |          |                   |
| 17. Improves students' vocabulary, idioms, and expressions.                    |                |       |          |                   |
| 18. Helps the teachers to overcome students' obstacles in their writing.       |                |       |          |                   |
| 19. Easies collaboration between students and teachers to write in new styles. |                |       |          |                   |
| 20. Helps the students to use the correct punctuation.                         |                |       |          |                   |

## **Appendix (B)**

### **Teachers' Interview Transcript**

Please answer these questions, which are designed to be complementary to the questionnaire items.

1. What did you use wikis for?
2. Do you give your class an exercise to do dependent on utilizing wikis? If yes Give examples, if no explains why not?
3. What's your opinion about using wikis in your classes for instructional purposes?
4. What's your opinion about using wikis in your classes to further develop students' writing abilities?
5. Do you think wikis impacts learning , explain?
6. How you describe in brief your students' responses in utilizing wikis?
7. What do you think is the impact of wikis in fostering students' English language?

## Appendix (C)

### Questionnaire (Students)

Dear students,

The following questionnaire is the research tool which is developed to collect data necessary for finalizing the M.A thesis in title " The Role of Wikis on Improving the 11<sup>th</sup> Graders' Writing Skills in Tulkarm City Schools from the Teachers' and Students ' Perspective". Feel free to complete the information in the appropriate place which you feel it fits .Be confirmed that your answers will be for scientific purposes.

Thanks for your cooperation

The researcher

Abeer Hanhan

#### Section(1): Personal information

4) Gender :         Male    Female

5) The stream:     scientific     Literary

6) The school:

Section (2): this section consists of the questionnaire items, which are classified into two components, The role of wikis in the learning process in general and Role of wikis to develop writing skills.

| Item   | Strongly Agree | Agree | Disagree | Strongly disagree |
|--|----------------|-------|----------|-------------------|
| <b>The role of wikis in the learning in general</b>                            |                |       |          |                   |
| 1. strengthens learning in general and the learning of English in specific     |                |       |          |                   |
| 2. Helps students to access all aspects of knowledge                           |                |       |          |                   |
| 3. Enriches students' vocabulary   |                |       |          |                   |
| 4. Improves students' thinking   |                |       |          |                   |
| 5. Helps students to think out of the box.                                     |                |       |          |                   |
| 6. Changes the teacher traditional roles                                       |                |       |          |                   |
| 7. Facilitates teaching and learning   |                |       |          |                   |
| 8. Develops students' creativity and imaginations.                             |                |       |          |                   |
| 9. enhances students problem-solving skills and critical thinking skills       |                |       |          |                   |
| <b>The Role of wikis in developing the English writing skills</b>              |                |       |          |                   |
| 10. enhances students productive writing skills                                |                |       |          |                   |
| 11. promotes self-learning   |                |       |          |                   |
| 12. Develops students write coherently and cohesively.                         |                |       |          |                   |
| 13. Develop students' write correct sentences                                  |                |       |          |                   |
| 14. Helps students to be creative  |                |       |          |                   |
| 15. Enable students to write appropriate summarizes                            |                |       |          |                   |
| 16. Helps students to write different pieces of writings.                      |                |       |          |                   |
| 17. Improves students' vocabulary, idioms, and expressions.                    |                |       |          |                   |
| 18. Helps the teachers to overcome students' obstacles in their writing        |                |       |          |                   |
| 19. Easies collaboration between students and teachers to write in new styles. |                |       |          |                   |
| 20. Helps the students to use the correct punctuation.                         |                |       |          |                   |

## Appendix (D)

### Tables

**Table (4.7)**

*The role of wikis on improving writing skills due to the school variable*

| Domain   | School name                                   | N          | Mean        | Std. Deviation |
|--|---|------------|-------------|----------------|
| The role of wikis in the learning in general               | Al-Adawia secondary school for girls          | 29         | 1.40        | .709           |
|  | Tulkarm Industrial Secondary School           | 22         | 1.50        | .604           |
|  | Gamal Abdel Nasser Secondary School for Girls | 25         | 1.56        | .760           |
|  | Al-Fadhilia Secondary School for Boys         | 28         | 1.52        | .638           |
|  | Nour Shams Girls Secondary School for Girls   | 26         | 1.68        | .399           |
|  | Abdul Majeed Al-Tayeh School                  | 24         | 1.69        | .688           |
|  | Omar bin Abdulaziz School                     | 26         | 1.55        | .651           |
|  | <b>Total</b>                                  | <b>180</b> | <b>1.62</b> | <b>.581</b>    |
| The role of wikis in developing the English writing skills | Al-Adawia secondary school for girls          | 29         | 1.96        | .663           |
|  | Tulkarm Industrial Secondary School           | 22         | 1.84        | .546           |
|  | Gamal Abdel Nasser Secondary School for Girls | 25         | 1.87        | .750           |
|  | Al-Fadhilia Secondary School for Boys         | 28         | 1.85        | .597           |
|  | Nour Shams Girls Secondary School for Girls   | 26         | 1.12        | .434           |
|  | Abdul Majeed Al-Tayeh School                  | 24         | 1.22        | .561           |
|  | Omar bin Abdulaziz School                     | 26         | 1.15        | .632           |
|  | <b>Total</b>                                  | <b>180</b> | <b>1.62</b> | <b>.581</b>    |
| Total degree   | Al-Adawia secondary school for girls          | 29         | 1.68        | .675           |
|  | Tulkarm Industrial Secondary School           | 22         | 1.67        | .530           |
|  | Gamal Abdel Nasser Secondary School for Girls | 25         | 1.72        | .734           |
|  | Al-Fadhilia Secondary School for Boys         | 28         | 1.68        | .581           |
|  | Nour Shams Girls Secondary School for Girls   | 26         | 1.78        | .445           |
|  | Abdul Majeed Al-Tayeh School                  | 24         | 1.54        | .809           |
|  | Omar bin Abdulaziz School                     | 26         | 1.32        | .445           |
|  | <b>Total</b>                                  | <b>180</b> | <b>1.62</b> | <b>.581</b>    |

**Table (4.8)**

*ANOVA analysis of the role of wikis in improving writing skills in relation to the school variable*

|  | <b>Domain</b>  | <b>Sum of Squares</b> | <b>D.f</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b> |
|--|----------------|-----------------------|------------|--------------------|----------|-------------|
| The role of wikis in the learning in general               | Between Groups | .052                  | 3          | .026               | .061     | .941        |
|  | Within Groups  | 19.902                | 176        | .423               |          |             |
|  | Total          | 19.954                | 179        |                    |          |             |
| The role of wikis in developing the English writing skills | Between Groups | .025                  | 3          | .013               | .034     | .967        |
|  | Within Groups  | 17.443                | 176        | .371               |          |             |
|  | Total          | 17.468                | 179        |                    |          |             |
| Total degree   | Between Groups | .024                  | 3          | .012               | .034     | .966        |
|  | Within Groups  | 16.535                | 176        | .352               |          |             |
|  | Total          | 16.559                | 179        |                    |          |             |



### Appendix (E)

#### Teachers names chosen as a sample to respond to the interview questions

| Teacher    | Gender | School  | Location | Qualification | Experience         |
|------------|--------|---|----------|---------------|--------------------|
| Teacher 1  | Female | Al-Adawia secondary school for girls          | Tulkarm  | B.A           | 6-10 years         |
| Teacher 2  | Female | Al-Adawia secondary school for girls          | Tulkarm  | M.A           | More than 10 years |
| Teacher 3  | Female | Al-Adawia secondary school for girls          | Tulkarm  | Ph.D.         | More than 10 years |
| Teacher 4  | Male   | Tulkarm Industrial Secondary School           | Tulkarm  | M.A           | More than 10 years |
| Teacher 5  | Female | Tulkarm Industrial Secondary School           | Tulkarm  | M.A.          | 6-10 years         |
| Teacher 6  | Male   | Tulkarm Industrial Secondary School           | Tulkarm  | Ph.D.         | More than 10 years |
| Teacher 7  | Female | Gamal Abdel Nasser Secondary School for Girls | Tulkarm  | B.A.          | More than 10 years |
| Teacher 8  | Female | Gamal Abdel Nasser Secondary School for Girls | Tulkarm  | B.A           | 6-10 years         |
| Teacher 9  | Male   | Al-Fadhilia Secondary School for Boys         | Tulkarm  | B.A           | More than 10 years |
| Teacher 10 | Male   | Al-Fadhilia Secondary School for Boys         | Tulkarm  | B.A           | More than 10 years |
| Teacher 11 | Male   | Al-Fadhilia Secondary School for Boys         | Tulkarm  | B.A           | More than 10 years |
| Teacher 12 | Male   | Abdul Majeed Al-Tayeh School                  | Tulkarm  | B.A           | 5-10 years         |
| Teacher 13 | Male   | Abdul Majeed Al-Tayeh School                  | Tulkarm  | B.A           | More than 10 years |
| Teacher 14 | Female | Nour Shams Girls Secondary School for Girls   | Tulkarm  | B.A           | 6-10 years         |
| Teacher 15 | Female | Nour Shams Girls Secondary School for Girls   | Tulkarm  | M.A           | More than 10 years |
| Teacher 16 | Female | Omar bin Abdulaziz School                     | Tulkarm  | M.A           | 6-10 years         |
| Teacher 17 | Female | Omar bin Abdulaziz School                     | Tulkarm  | B.A           | 1-5 years          |



جامعة النجاح الوطنية  
كلية الدراسات العليا

دور الويكي في تحسين مهارات الكتابة لطلاب الصف الحادي عشر  
في مدارس مدينة طولكرم من وجهة نظر المعلمين والطلاب

إعداد

عبير مصطفى عبد الرحيم حنح

إشراف

د. نضال الجيوسي

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

2022

دور الويكي في تحسين مهارات الكتابة لطلاب الصف الحادي عشر  
في مدارس مدينة طولكرم من وجهة نظر المعلمين والطلاب

إعداد

عبير مصطفى عبد الرحيم حنحن

إشراف

د. نضال الجيوسي

الملخص

ابتغت الباحثة إلى التبين على دور موسوعة "ويكي" في ارتقاء مهارات الكتابة لدى طلاب الصف الحادي عشر، في مدارس مدينة طولكرم من وجهات نظر المدرسين والتلاميذ. كما دارست دور الجنس، والفرع، ومتغير المدرسة لدى طلاب الصف الحادي عشر في مدينة طولكرم. طبقت هذه الدراسة على طلاب الصف الحادي عشر الذين يتعلمون اللغة الإنجليزية كلغة غريبة. أنشئ مجتمع العينة من (180) طالباً، تجزأت كما يلي: (90) طالباً و(90) طالبة. طمحت الباحثة العثور على إجابة السؤال الرئيسي التالي: ما هو دور موسوعة "ويكي" في ارتقاء مهارات الكتابة لدى طلاب الصف الحادي عشر؟

أثبتت الباحثة بعد تحليل البيانات التالي:

1. لا توجد فروق ذات دلالة إحصائية بين وجهات نظر طلبة الصف الحادي عشر عند مستوى الدلالة ( $\alpha=0.05$ ) في مدينة طولكرم حول دور موسوعة "ويكي" في ارتقاء مهارات الكتابة تعزى إلى الجنس.
2. لا توجد فروق ذات دلالة إحصائية بين وجهات نظر طلبة الصف الحادي عشر عند مستوى الدلالة ( $\alpha=0.05$ ) في مدينة طولكرم حول دور موسوعة "ويكي" في ارتقاء مهارات الكتابة تعزى إلى الفرع.
3. لا توجد فروق ذات دلالة إحصائية بين وجهات نظر طلبة الصف الحادي عشر عند مستوى الدلالة ( $\alpha=0.05$ ) في مدينة طولكرم حول دور موسوعة "ويكي" في ارتقاء مهارات الكتابة تعزى لمتغير المدرسة.

وبناءً على ذلك، توصي الباحثة المعلمين بتقديم اهتمام كبير لاستراتيجيات التدريس الأخرى إلى جانب تدريس موسوعة "ويكي". وقد أوصت الباحثة الطلاب بالتكيف مع الأدوات التكنولوجية في تعلمهم. أيضًا، توصي الباحثة مصممو المناهج بتضمين تمارين موسوعة "ويكي" في مناهج اللغة الإنجليزية. وتوصي أيضا وزارة التعليم بدمج استراتيجية تدريس موسوعة "ويكي" في تدريس اللغة الإنجليزية لجميع المؤسسات التعليمية.

**الكلمات المفتاحية:** دور الويكي؛ مهارات الكتابة؛ طلاب الصف الحادي.