



Collaborative Writing Using Wiki: Tertiary Students' Perspectives

Joseph Ramanair

(rjoseph@unimas.my)

Universiti Malaysia Sarawak, Malaysia

Souba Rethinasamy

(rsouba@unimas.my)

Universiti Malaysia Sarawak, Malaysia

Jecky Misieng

(mjecky@unimas.my)

Universiti Malaysia Sarawak, Malaysia

Abstract

Technology offers much potential to language pedagogy. In particular, the use of Wiki, which is part of Web 2.0 technology, is often recommended as a tool to support students' writing activities. This study explored undergraduate students' reactions to the use of Wiki for a group academic writing assignment. It involved 50 undergraduate students at a public university in Malaysia. Students' views were obtained through a questionnaire, which consisted of a set of closed-ended questions and open-ended questions. The questionnaire items focused on four aspects, which are Interaction, Ease of Use, Satisfaction, and Motivation. The findings revealed that the use of Wiki enabled the group members to interact and there was a sense of satisfaction with the use of the Wiki in supporting their academic writing. The students' experience in using Wiki motivated them to explore its use and also to recommend it to their friends. However, several issues related to the ease of use impeded the effective use of the Wiki. The analysis of the data from the open-ended questions shed some light on the challenges these students experienced in using Wiki for academic writing.

1 Introduction

Network technologies have affected teaching and learning in classrooms, especially in enhancing the way in which educational programmes are delivered. Web 2.0 tools such as blogs, wikis and social networking sites provide not only teachers with new strategies to engage with their students, but also enable students to connect with one another to enable participation beyond the confines of the classroom. Web 2.0 technologies facilitate new ways to create, collaborate, edit, and share user-generated content in the online environment (Crook, 2008; Kessler, Bikowski, & Boggs, 2012). These features offer the potential to enhance classroom pedagogy, particularly in language learning, which requires learners to interact, engage, and collaborate. The potential of Web 2.0 tools to support