

The Impact of Collaborative Writing through Wikis and Blogs on Iranian EFL Learners' Writing Achievement

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Abstract : Wikis and blogs, defined as educational tools in line with the objectives of collaborative writing, are regarded as innovative ways of writing addressing the problems of conventional types of writing. Although writing in wikis and blogs step in different contexts, they are both aiming at betterment of collaborative writing procedures. It is believed that due to certain reasons bringing in wikis and blogs to learners' life can lead to better performance of writing. This study aimed at dipping into pedagogical aspects of wikis and blogs in the hope of eliminating prior traditional mistakes and bringing students together in a more constructive L2 context. To this end, three groups of intermediate students were experimented in three settings of wiki-group, blog-group and conventional (control) group. Despite conventional group learners, participants in both experimental groups experienced L2 writing in a new telecollaborative context. An achievement test was administered after the treatment to check learners' degree of improvement in EFL writing. The results of this study provide a deep insight towards the effectiveness of writing in the contexts of wikis and blogs compared with conventional writing procedures. The overall conclusion drawn from the distinction of conventional writing, on one hand, and wikis and blogs, on the other hand, indicates that the latter channels of writing are more constructive for learners' writing improvements.

Keywords : collaborative writing, wikis, blogs, writing achievement

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