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Title of Thesis: The Effect of Wikis and Process Writing on The Performance of Saudi Female EFL Secondary Students in Writing

University name: King Saud University, College of Education, Department of Teaching English to Speakers of other languages (MA TESOL)

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Abstract:

Recent research has emphasized on the importance of integrating technology in educational institutes. Some of these technologies are wikis. A wiki is a web 2.0 technology that has been used in classrooms recently. It is a website that can be edited by registered members or by anyone. Research has proven many benefits of using wikis in language classrooms especially to teach writing. However, research has also emphasized on the importance of carefully choosing activities or teaching strategies that can help ensure accuracy in students' writing when using wikis. However, there is a gap in literature on what kinds of activities or teaching strategies that can solve this problem. The current study is aimed at investigating the effects of process writing through wikis on the performance of female secondary students in the American High school Diploma in a private school in Riyadh, Saudi Arabia on their writing skills. It investigated if process writing through wikis can improve the subjects' performance in writing by improving their accuracy regarding vocabulary, spelling, structure and the quality of their writing in their organization, fluency and content. To measure the subjects' performance, a pretest and a posttest were administered to two groups: a control group (n=14); that was taught traditional process writing without technology, and an experimental group (n=30); that was taught process writing through wikis. The results showed that subjects who received the treatment of process writing through wikis outperformed the control group in the posttest in a statistically significant way.

Keywords: Wikis; Process Writing; EFL; Web 2.0 technology; teaching writing; collaborative writing; group work

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