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**OZIQ-OVQAT TEXNOLOGIYASI DARSLARIDA WIKI TEXNOLOGIYASI ASOSIDA  
YOZMA NUTQNI O'QITISH****ОБУЧЕНИЕ НАВЫКАМ ПИСЬМА НА ОСНОВЕ ТЕХНОЛОГИИ WIKI НА ЗАНЯТИЯХ  
ПО ТЕХНОЛОГИИ ПИЩЕВЫХ ПРОДУКТОВ****TEACHING WRITING SKILLS BASED ON WIKI TECHNOLOGY IN FOOD  
TECHNOLOGY CLASSES****<sup>1</sup>Musayeva Gulnora Abdulhamidovna**<sup>1</sup>Namangan state university, PhD student**Annotatsiya**

Ushbu tadqiqot universitet talabalarining Wiki-ga asoslangan hamkorlikda yozish vazifalariga munosabati va bu topshiriqlarning Namangan ta'lim muassasalaridagi oziq-ovqat fanlari va texnologiyasi darslarida yozishni rivojlantirishga ta'siri haqidagi tasavvurlarini o'rgandi. Jami 100 nafar talaba wiki-ga asoslangan hamkorlikda yozish topshiriqlarida ishtirok etdi. Wiki-ga asoslangan hamkorlikda yozish vazifalari o'quvchilarga o'z tengdoshlari bilan xohlagan joyda va xohlagan vaqtda hamkorlik qilish, bir-biri bilan muzokaralar olib borish, fikr bildirish va qabul qilish hamda yozish jarayonida mas'uliyatni o'z zimmasiga olish imkonini berdi. Ushbu 8 haftalik vaqt mobaynida sifat va miqdoriy ma'lumotlar to'plandi. Bunga ikkita anketa va yarim tuzilgan suhbatlar kiradi. Ma'lumotlarni tahlil qilish uchun tavsifiy tahlil va sifatli kontent tahlili qo'llanildi.

Natijalar shuni ko'rsatadiki, talabalar wiki-ga asoslangan yozish faoliyatlarini ingliz tilida yozishni rivojlantirishda motivatsion, innovatsion va samarali deb hisoblashgan. Tadqiqot natijalari chet tilidagi yozuvlarga ta'siri nuqtai nazaridan muhokama qilinadi.

**Аннотация**

В этом исследовании изучалось отношение студентов университета к совместным письменным заданиям на основе Wiki и их восприятие влияния этих заданий на развитие навыков письма на уроках пищевой науки и технологии в учреждениях Намангана. В общей сложности 100 студентов приняли участие в совместных письменных заданиях на основе Wiki. Совместные письменные задания на основе Wiki позволили учащимся сотрудничать со своими сверстниками, где и когда бы они ни захотели, вести переговоры друг с другом, давать и получать обратную связь и брать на себя ответственность в процессе написания. Качественные и количественные данные были собраны в течение 8-недельного периода. Это включало две анкеты и полу-структурированные интервью. Для анализа данных использовались описательный анализ и качественный контент-анализ.

Результаты показывают, что учащиеся считают письменную деятельность на основе Wiki мотивирующей, инновационной и эффективной для развития письма на английском языке. Результаты исследования обсуждаются с точки зрения их значения для письма на иностранном языке.

**Abstract**

This study explored university students' attitudes towards wiki-based collaborative writing tasks and their perceptions of the effects of these tasks on their writing development in food technology classes in Namangan institutions. A total of 100 students participated in wiki-based collaborative writing tasks. Wiki-based collaborative writing tasks enabled students to collaborate with their peers wherever or whenever they wanted, negotiate with each other, give and receive feedback, and take responsibility during the process of writing. Qualitative and quantitative data were collected during this 8-week intervention. This included two questionnaires and semi-structured interviews. Descriptive analysis and qualitative content analysis were used to analyze the data.

The results indicate that the students considered wiki-based writing activities motivating, innovative and effective in their writing development in English. The research findings are discussed in terms of their implications for foreign language writing.

**Key words:** English as a Foreign Language (EFL) teaching, EFL writing, collaborative writing, wiki-based writing, web-based writing, mixed-method research.

**Kalit so'zlar:** Ingliz tili chet tili sifatida (EFL) o'qitish, EFL yozish, hamkorlikda yozish, wiki-asosidagi yozish, veb-asosli yozish, aralash usulli tadqiqot.

**Ключевые слова:** преподавание английского как иностранного языка (EFL), письмо EFL, совместное письмо, написание на основе вики, написание через Интернет, исследование смешанного метода.

**INTRODUCTION**

Although writing is generally perceived as an activity conducted by a writer working individually to produce a text, its scope has been widened by the notion of collaborative writing. Collaborative writing refers to "an activity where there is a shared and negotiated decision-making process and a

shared responsibility for the production of a single text.” [1]. Research studies have suggested that collaborative writing has positive effects on student motivation, knowledge of grammar and lexis, quality of writing, awareness of audience, content, organization and vocabulary use, ownership of the writing process and product and knowledge building. In addition, collaborative writing process can enable learners improve their skills in guiding and supporting each other while writing and use appropriate language while making meaning. These opportunities help students writing, reviewing, and editing a text anytime and anywhere. Besides it helps learners work in collaboration and exert autonomy in the process of text production [2], so providing chances for negotiation, content development, accuracy and organization. In addition, collaborative wiki-based tools enable teachers track learners’ collaborative writing processes and contribute to the production of the written text when necessary.

### MATERIALS AND METHODS

Collaborative writing refers to “an activity where there is a shared and negotiated decisionmaking process and a shared responsibility for the production of a single text” that leads to a collective cognition about language learning [3]. Collaborative learning is based on Wiki technology, which entails that learning begins in social interaction. Through social and mutual activities with a more knowledgeable person/expert, a novice person’s cognitive development improves – the process called as scaffolding. The process of scaffolding can take place among peers in pair or group work during which learners act like experts and support each other. Such cooperation can lead to a higher level of performance than individual work [4]. Through collaborative writing, students are engaged in social interaction to construct knowledge together and produce a common product [5]. In a collaborative L2 writing situation, learners need to make decisions about the content and the language of their texts. Collaboration entails a knowledge building process in which learners try to “construct common understandings” through “constructive and creative effort”. As collaborative writing involves interaction of individuals and sharing of knowledge and ideas, learners can identify gaps in their knowledge and can learn from each other. Such a learning environment supporting joint action for knowledge construction makes it superior to individual work. Within such a collaborative process, instructors are no longer seen as the mere sources of knowledge, transferring whatever they know to the language learners who are often in passive position receiving whatever transferred to them. Instead, learners are on the active side and they construct new knowledge through a process of negotiation, sharing, discussing and using the mediating role of language. The “multifaceted skills and competencies” involved in contemporary communication technologies lead researchers and educators to reconceptualize “the nature of written media and the writing activity”. Online tools such as chat applications and wikis enable learners to be involved in “more student-directed activities” and collaborate beyond the “four walls of classroom” for more input and output. In terms of L2 writing, Web 2.0 tools offer opportunities to foster collaborative writing through interactive and social practices. Wikis are one of these Web 2.0 tools providing a platform suitable for collaborative writing activities. Wikis are defined as “freely expandable collection of interlinked Web pages, a hypertext system for storing and modifying information - a database, where each page is easily edited by any user with a form-capable Web browser client”. As stated in the definition, a wiki has three basic functions: edit, history and discuss. ‘Edit’ function enables learners to add content, revise and modify the text; ‘history’ function gives users the opportunity to see what changes have been made by whom and when through color coding; and lastly ‘discuss’ or ‘comment’ function allows users to exchange opinions about the text through messages. Thanks to these functions, wikis can be used as a platform where learners can share information and comment on each other’s output not only in the classroom but also outside the classroom.

The asynchronous feature of wikis enables users to have more time to focus on form, organization, and accuracy and reflect upon what they and the other group members have written, and it contributes to “author accountability”. Collaborative writing via wiki has been subject to certain research studies. Most of the studies have focused on the effects of wiki-based collaborative writing on the improvement of certain aspects of L2 writing. For instance, some studies have presented that collaborative writing via wikis led to improvement in content, organization and accuracy. Research studies exploring the students’ perceptions of wiki-based

collaborative writing in EFL setting are scarce. Research question review above indicates that much research into the use of wiki-based collaborative writing tasks indicates positive outcomes on particular aspects of foreign language learning such as vocabulary, accuracy, organization, and content.

## RESULTS AND DISCUSSION

Research on students' attitudes to wiki-based collaborative writing and their perceptions of the effects of wiki-based collaborative writing on their L2 writing skills is scarce and the ones conducted on that issue have not been conducted recently. As a result, students' perspectives about wiki-based collaborative L2 writing should be explored. This study implemented wiki-based collaborative writing tasks in a higher education setting and investigated EFL learners' attitudes towards wiki-based collaborative L2 writing and their perceptions of its effects on their L2 writing development. The study posed the following questions:

1. What are the students' attitudes towards wiki-based collaborative L2 writing at university level?
2. What are the students' perceptions of the effects of wiki-based collaborative L2 writing tasks on their L2 writing skills at university level?

This study was conducted as a participatory action research so that the instructor would be a part of the research trying to explore the problems and the solutions. This study employed a methodological triangulation involving more than one method to gather data in order to explore the research questions in a more detailed way. In order to investigate the research questions, the participants were given two questionnaires. In addition, semi-structured interviews were conducted to get a more in-depth understanding of the quantitative findings. The study was conducted with an English preparatory class consisting of 40 students who volunteered to take part in the research study. The study utilized a convenience sample as all the participants were enrolled in English preparatory class. The participants were at the age of 20-23 and they were studying English for 6 months at a state university in Namangan. Each participant had learned English in formal education for at least 9 years prior to enrolling in this class. They had been admitted to the university based on their scores in a national university entrance examination, and their level of English had been determined to be B1 in the English Proficiency Exam - the EFL exam implemented by the university at the beginning of the first semester. The instructor of the writing course – who was also the researcher - had been teaching English at university level for more than 10 years. Before the study, the researcher informed the students about the process of wiki-based writing. Informed consent from all the participants was obtained in written form. All personal data was kept anonymously. Instead of video-recording, audio recordings of the interviews were taken and kept confidential as stated in the consent form. Therefore, two different questionnaires were given to all the participants and semi-structured interviews with 10 randomly selected participants were conducted. In order to explore the first research question - learners' attitudes towards wiki-based collaborative L2 writing – the first questionnaire adapted from was implemented after the writing tasks were completed. The questionnaire asked the participants to express their views on collaborative L2 writing through the wiki.

The questionnaire consisted of 10 items. Considering the English level of the participants, the researcher translated the questionnaire into Uzbek and two experts from the Department of Foreign Languages checked the translated version to ensure clarity and face validity. Before applying it to the participants of the study, the piloting of the questionnaire was conducted with ten students who were similar to the sample group in terms of their demographic background, education, and level of English. Some changes in terms of sentence structure and vocabulary were made based on the viewpoints of the students who participated in the piloting study in order to increase the validity and reliability of the questionnaire. The researcher added 12 more statements, which were related to more specific aspects of L2 writing such as grammar, content, organization, and mechanics of the written text. First, the researcher formed an item pool by taking 8 items and by producing 15 items based on the literature. After expert evaluation, 6 items were removed. Similar to the first questionnaire, this questionnaire was also translated into Uzbek, and its piloting was conducted and some changes were made on the items to make them more comprehensible. It should be also noted that both of the questionnaires started with a consent paragraph indicating the research purpose, anonymity, and confidentiality for ethical issues. In order to triangulate the

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findings collected from the quantitative data and get a more detailed understanding of the results from questionnaire findings, semi-structured interviews were conducted with 10 randomly selected participants. The interview was preferred because it provides in-depth information about students' attitudes and feelings, providing precise and meaningful data collection. Procedures The students met for 90-minute class period per week for 5 weeks over the intervention period. Two wiki-based writing tasks were completed through group collaboration. As the participants did not have any experiences in using wikis for writing purposes, they were engaged in short practice sessions in the first week of the study. In the present study, "Pbworks" ([www.pbworks.com](http://www.pbworks.com)) was preferred as the online wiki platform for writing tasks. During these practice sessions, the students were introduced with the functions of the wiki platform such as editing, history and comment, and they were given a short writing task as a sample to familiarize themselves with the wiki system. The instructor mentored the students during the sample writing task and guided them in terms of not only writing their ideas but also editing their peers' writings, giving feedback, checking the history function and commenting on the written product. Following the familiarization process, the instructor divided the class into ten groups each of which consisted of four students. A list of essay topics related to the content of their course textbook was prepared by the instructor and each group chose one topic from that pool to work on.

During the writing process, the instructor also logged in the page of each group and provided feedback for writing improvement. In addition, as the wiki system provided a history facility which showed who contributed to the written product, when and how, the instructor could encourage the ones who did not do much work to collaborate more. The students worked on their first task for two weeks whenever they wanted. At the end of the writing task, the instructor provided an overall feedback and made suggestions related to their writing process and written texts through wiki system. After the first writing task, the same students were provided with another list of essay topics and again each group chose an essay topic and wrote about it through the wiki. This time, the instructor did not interfere in the process much, but could follow the writing process of each group through the wiki. The students worked on their texts not only in the classroom but also at home, at dormitory or in a cafe. They had two weeks to complete the second task. At the end of the second task, the instructor provided feedback about their writing performance, and the students finalized their written products on the wiki based on the feedback they received and submitted their work to the instructor. After completing the two writing tasks, the students answered two questionnaires about wikibased collaborative writing in the classroom. 10 randomly selected students attended the semi-structured interviews, answering questions about their feelings and attitudes about wikibased collaborative writing and their perceptions of its effects on their L2 writing development. All the interviews were conducted face-to-face and they were tape-recorded after obtaining permission from the participants. The interviews were conducted in Uzbek to help the students better express their feelings and opinions in their native language. Each interview lasted 10-15 minutes. The interviews were transcribed by the two research assistants. The role of the instructor (also the researcher) in this study was as a facilitator and mentor as there was basically a student-centered and collaborative learning environment. Students were involved in a learning process and completed the assigned tasks collaborating with each other through the wiki-system. When they encountered any problems, the instructor provided them with necessary support and solutions to continue the task. Therefore, descriptive statistics, mean scores, standard deviations, and the percentage of responses for each item in both of the questionnaires were calculated. I collaborated with the two research assistants for the thematic analysis in order to ensure the correctness of the themes found in the data. The themes that emerged from the interview data were used to address the research questions and elaborate on the findings from the questionnaires.

The analysis of the items investigating students' perceptions of the effects of the collaborative wiki-based L2 writing on more specific aspects of L2 writing yielded that there was an overall agreement with the potential of collaborative wiki-based writing for improving different aspects of L2 writing. When the students were asked if collaborative wiki-based L2 writing could be useful for improving their use of grammar rules while writing in English, students' responses were

mostly positive (82.4%). 85.2% of the participants agreed that collaborative writing through the wiki had positive effects on improving the content of their writing.

### CONCLUSION

The students were asked whether they thought wiki-based collaborative writing had any effects on their L2 writing during the semi-structured interviews. The students' responses were coded under the theme "students' general impressions of the effects of the wiki-based collaborative writing tasks on their L2 writing." The students stated that asynchronous nature and the basic functions of the wiki platform, such as editing, commenting and history, enabled them to collaborate with their peers easily. They felt that they were working in an authentic situation as they were trying to produce a joint text negotiating about what to write or how to write. In addition, they stated that using the wiki promoted accountability as they shared the responsibility for the outcome. 80% of the students (8 out of 10 interviewees) emphasized that wiki-based L2 writing gave them a chance to give and receive feedback so that they could become aware of their weaknesses in L2 writing, and they could notice the gaps in their knowledge in which they should improve themselves. They put forward that when they were revising their peers' work, they could see different ways of expressing a piece of thought or feeling, which, as they indicated, had a positive effect on their writing skills in L2.

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