

# Technology and Foreign Language Learning and Teaching

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# TECHNOLOGY AND FOREIGN LANGUAGE LEARNING AND TEACHING

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## CHAPTER 10

### FACTORS AFFECTING THE TEACHING OF WRITING USING WIKI

NURAIHAN MAT DAUD  
NOR SHIDRAH MAT DAUD  
ZAILIN SHAH YUSOFF

*Studies have shown that wiki can be an effective tool for teaching writing. Students' written assignments can be posted on wiki sites, and feedback can be given to the students by anybody and at anytime on the web. Observations were made on teachers teaching at three different universities where wiki was used. A few problems were encountered and among them were teacher resistance, teaching time, network robustness, lack of access to teaching labs, students' attitude, students' language ability and commitment of peers and other feedback providers. The study shows that going through each essay can be time-consuming if one is dealing with a large number of students, peer review may not be a good option if the partner is not proficient in the language, access to the facility for teaching and for individual work can be difficult to arrange, feedback from others can be difficult to get especially when it is meant for a language class. It was also observed that not all students were keen on using wiki to write.*

Keywords: Wiki, Peer editing, Writing, Feedback

#### INTRODUCTION

Technological inventions make it possible for teachers to practice new ways of teaching. The adoption of new practices in an organisation could either be initiated by individuals in the organization or by the management of the organisation (Becher & Maclure, 1978). Individuals may adopt it based on their needs. However, many may not see the need to adopt a new approach since there is no urgency for them to do so. There are those who felt that technological approaches are not necessary since the traditional approach could produce the same results. On the other hand, its adoption can be encouraged if the management shows interest in the innovation.

Getting teachers to adopt a certain innovation takes a lot of effort. Providing courses may not be enough to change their practice. It is noticed that initial courses may only create awareness but not participation. To get more teachers to participate there is a need to inform teachers the strengths of the innovation. Teachers need also be warned of the potential problems and are guided in dealing with these problems. Only then a justified decision to adopt technology in the classroom can be made.