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The Effectiveness of Using Teacher-Teacher Wikis in Collaborative Lesson Planning and Its Impact on Teacher's Classroom Performance

Samar Yahya Al-Shareef[1] & Reem Ali Al-Qarni[1]

[1] Education collage, King Saud University, Riyadh, Kingdom of Saudi Arabia

Correspondence: Education collage, King Saud University, Riyadh, Kingdom of Saudi Arabia. E-mail: softsnow345@gmail.com

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Abstract

The paper highlights the main aspects and characteristic features of teacher-teacher Wikis, which are considered to be the most effective teaching and learning tools. The research studies the effectiveness of using Wikis by teachers during collaborative lesson planning. It also traces the impact of teacher-teacher Wikis on the teachers' performance in the classrooms. Teaching collaboration has been studied as a crucial element as it involves planning and working together. Three EL teachers for the 5th elementary grade in elementary schools in Riyadh were chosen to be the study participants. The research was carried out during a four-week period. In order to collect data and achieve the study's goal, four tools were used: a questionnaire, observation, interview, and text analysis. The research results proved the idea that using teacher-teacher Wikis in collaborative lesson planning is effective and improves teachers' performance.

Keywords: teacher-teacher wiki, EL teachers, collaborative lesson planning, performance

1. Introduction

Technology is undergoing drastic changes. It is transforming the way people communicate, work and collaborate, get information, use the WWW, as well as teach others. People continue discovering social media behaviors and new tools to help each other; this principle lies in the very essence of collaborative teaching and learning.

Wiki is a web page that can be freely viewed by anybody. Also, the page can also be modified through the Internet access and a Web browser ("7 things you should know about… Wikis," 2005). It is one of the most useful and effective Web 2.0 tools which is widely used in both learning and teaching processes. Web tools such as Wikis, podcasts, blogs, and RSS feeds have been called social software because they allow users to develop collaborative Web content and are open to the public (Alexander, 2006). Social software has the features of sharing powerful information and collaboration and it allows the construction of meaning through the self-design act of knowledge database (Jonassen, Peck, & Wilson, 1999).

Wiki is the easiest and the most effective Web-based collaboration tool. It is universal and easy-to-use (Konieczny, 2007), easy to set up and maintain because it ensures direct and constant access to the content. One of the significant features of the Wiki is that it is a fully editable website. It means that any user can read and add content to the Wiki site (Augar, Raitman, & Zhou, 2004). Wiki allows visitors to engage in dialogues and share information through group projects, or to engage in learning with each other by using the Wiki as a collaborative environment constructing their knowledge (Boulos et al., 2006).

Wiki enhances and supports the common and collaborative work among teachers. Wiki tools may be efficiently used by both a content teacher group, that creates a thematic unit or a curriculum, and a group of teachers, who show increased research project participation are involved in publishing a scientific paper. Wiki tools and technology offer teachers an effective and participative connection with the web-based materials. The tools are very helpful in group projects that need cooperation and editing. They are frequently used while doing small research projects, assembling manuals and glossaries of useful expressions and words, creating an online repository, as well as managing a link collection related to the course. It has been considered that Wiki provides an opportunity to improve the portfolio of teaching strategy, transforms routine class activities into the entertaining process, suggesting the values of scientific character and a lifetime learning (Konieczny, 2007).

The basic significance of Wiki is enhancing cooperative work and sharing ideas. In teaching, cooperation and

teamwork are the important elements of an efficient process, which include education planning and working as a team, collaborating with students in every area of study. Cooperation with colleagues ensures that teachers get help to create a successful work in a team, providing an opportunity to bring their experience and skills for getting improved outcomes. Teaching gets more benefits since students are able to take more from experiences in education (ESL teamwork: Collaborating with colleagues, n.d.). Through the ongoing collaboration with peers, each teacher has an opportunity to continuously improve the way of instructing students (Mednick, 2004). Hence, Wiki can be effectively used by teachers in lesson planning.

Providing an efficient teaching process, every teacher has to develop a lesson plan that is of critical importance (Milkova, 2012). Also, it is an important tool that is applied as a philosophy of teaching, student population, and textbook reflection guide (Jensen, 1991, p. 403). A well-prepared lesson plan ensures that the necessary material will be conveyed to students. Wiki tools provide brilliant cooperative capabilities for teaching. It is related to the fact that technology includes information that is easily accessible, gives instant feedback, and may be accessed by multiple editors (Arreguin, 2004, p. 3). These tools are efficient and important in teaching English as a second language. Wiki tools may be successfully implemented as a reliable and informative student guide, which includes a lesson plan and some free features for teachers and learners.

2. Theoretical Framework

The term ‘Wiki’ means ‘quick’ and it is used to represent a Wiki website that could be quickly created for a collaborative team (Lamb & Johnson, 2007). Wiki websites are newcomers to the Internet and in recent years have been recognized as useful tools for learning and teaching processes. Wikis have been used in the sphere of education since 1999 (Guzdial, 1999). First publications about educational uses of Wikis were related to computer sciences. Today, the Wiki technology has been penetrating all the academic fields, indicating the increased application levels in the sphere of education (Schwartz et al., 2004).

Wikis can be treated on the basis of the social constructivism theory, the theory of social connectivisim and a computer-assisted language learning.

2.1 Social Constructivism Theory

Constructivism involves the creation of knowledge by the way of amending or adding substance to the existing knowledge. People improve the experience put forward by others based on current or any evolving trends. The process involves the interaction of many people who offer different contributions towards the set of knowledge developed. According to Glasersfeld (1989), constructivism is a theory of knowledge with roots in philosophy, psychology, and cybernetics. According to Vygotsky (1978), when this sharing and amending of knowledge narrows down to a social setting, it becomes social constructivism. Parties involved create an interactive platform of communication whereby information exchange and input is possible. Wikis form one of the best platforms for learners from different cultures who build sets of knowledge by exchanging their different inputs in relation to some selected fields of discussion. Instructors may also use the platform as an efficient and interactive method to communicate with students (Vygotsky, 1978). For instance, it is possible to use the Wiki to issue draft lesson plans, to carry out a collaborative research, and share learning materials.

2.2 Social Connectivism Theory

The theory of connectivism involves the exchange of knowledge and ideas on a social platform without any physical contact between the instructor and learners. This is not an old phenomenon owing to its introduction by Siemens in 2005. According to Siemens (2005), learning is a process of exchanging opinions and not listening to individuals. Therefore, there is a need for people to create functional connections online and discuss various subject matters. The theory in not only limited to teacher-student learning but also to peers working in different organizations. The underlying argument behind this theory is that it is digital, therefore, fast, effective, and reliable. In case of students, a digital connection helps them share their experience and knowledge with different schools. Students will be able to put their input, which is visible to all connected students and instructors across the network (Siemens, 2005). The development of this theory closely relates to the emergence of the Internet conferencing that has recently become the most effective in business. People do not need to travel across nations to hold conferences since they can easily connect and share ideas online (Siemens, 2005).

2.3 Computer Assisted Language Learning

CALL involves interactive computer aided learning especially in languages. The main aspects of language, particularly pronunciation and spelling automatically fed in a computer program interact with the student in a way he/she can easily understand. The method is common with a learning of foreign language, whereby the student does not need the help of a teacher and can conduct self-learning (Levy, 1997). The technology is also

applicable in the preparation of speeches especially to foreigners, who would wish to give speeches in the native language. The technology is able to prepare relevant pronunciations and identify several mistakes in a speech constructed by native people as well. The system contains inbuilt programs to create all the stylistic devices required in a speech like tone and stress (Davies & Higgins, 1982).

3. Literature Review

3.1 Wikis in Education

The popularity of the Wiki technology has been increasingly valued in the field of education and has begun to win teachers' attention in foreign language teaching (Leuf & Cunningham, 2001). The technology has been extensively used as an information source and a tool for cooperative teaching. Konieczny (2007) discussed the basics of the Wiki technology for learning and teaching. The scientist emphasized the Wiki essentials and its use in the teaching process. He tried to explain the value and effectiveness of the Wiki tools for both learning and teaching, and to present the strength of an open source learning. The Wikipedia deep research and its efficient use in the education field have also been presented in this study. The author pointed out how Wikipedia can constantly impact the teaching and learning processes.

Wiki, as a useful teaching tool, has also been discussed by Parker and Chao (2007). They analyzed the Wiki contribution to different learning paradigms and investigated the usage of the Wiki technology in the existing literature. The main attention was concentrated around the indication of Wiki's ability to support a specific way of learning and teaching.

Wiki is an effective teaching tool that helps learners enhance their target language knowledge (Lee, 2010). It enables teachers to do a comparative research on effectiveness of speaking and listening activities (Deutschmann et al., 2009). This efficient tool allows teachers to facilitate and monitor cooperative activities by reviewing the changes as well as tracing when, how and by whom they were made. Thus, using Wiki in a team may help enhance language learning (Lee, 2010).

The use of Wiki tools in teaching English as a second language has shown that there is a huge difference between the groups which make their contribution and those who do not contribute to Wikis. The groups which use Wikis demonstrate much better results in reading and listening activities. It was stated that the technology assists to enhance the English language skills and to have a collaborative learning and teaching process. In addition, the Wiki environment provides assistance in fulfilling role duties arrangement and collaboration (Chen, 2008).

The technology of Wiki has been increasingly used as a supporting means for the collaborative learning activities. The Wiki's open architecture flexibility, the democratic and social aspects of authoring texts, shared spaces, as well as the potential to expand functionalities through the metadata design hold enormous appeal for educational establishments. The common use of the Wiki encourages community building among teachers and students, as well as changes the focus of traditional instruction to the collaboration and a shared knowledge construction (Mejias, 2006).

There is an idea that one of the most comprehensive Wiki applications in learning situations is the CoWeb project. It is a version of Wiki that was designed to support collaborative learning (Rick & Guzdial, 2006). It was reported that CoWeb supports collaborative learning. In many cases, teachers and students could concentrate on the content itself to achieve better results. Thus, teachers and students received an opportunity to go beyond the medium adoption to invent new uses to serve their needs (Guzdial et al., 2001).

Lamb (2004) claimed that the support of writing instruction is the most common pedagogical application of Wikis in education, but the received results are not always positive. In the empirical study of using the Wiki, students practiced English writing skills on a Wiki website (Wang et al., 2005). The findings of the research are significant, but the relation between academic performance and students' use of editing challenges a hypothesis that the technology of Wiki is beneficial to learning. The researchers followed the idea that building a constructive or instructive instructional model with Wiki needs empirical evidence. Wiki can be used to support collaborative and cooperative learning aligned with the constructive principles (Parker & Chao, 2007).

In a study conducted by Byron (2005), the participants were asked to provide the summary of various assigned readings and then post them on the Wiki. Collaboratively, they edited those postings to develop accuracy and completeness. Results proved the usefulness of using Wiki as a collaborative learning tool. The results of a study conducted by Richardson (2006) showed that Wiki facilitates a collaboration environment. The scientist concluded that the participated students had learned to work collaboratively and to value group work.

Mohammed (2010) investigated the effectiveness of applying Wikis in developing the students' writing performance. It was revealed that using Wikis in writing classrooms was effective as it helped to develop the

writing performance of the experimental groups. The study showed that Wikis provided a collaborative environment that encouraged the experimental group to participate effectively in writing.

3.2 Wiki and Teachers

Working in collaboration using Wikis is not limited to students. Any faculty can use Wikis to collaborate on projects, assembling a syllabus, preparing a journal article, editing a textbook, or reading list ("7 things you should know about… Wikis," 2005). The popularity of Wikis has begun to attract the attention of educators. It is expected that Wikis will facilitate communication and also the sharing of knowledge, shaping, collaborative finding, which are vital properties in the context of education (Reinhold, 2006). As Wiki contains teaching purposes, it is often used as a teaching tool (Nash, 2005).

According to Duffy and Bruns (2006), teachers can use Wiki tools as a knowledge base as they enable them to share thoughts and reflections regarding teaching practices. The tools also provide opportunities for versioning and documentation. Da Lio et al. (2005) studied teachers' uses of a TWiki in Italy to support professional success. Due to technological and cultural barriers, the results showed limited success.

Schaffert et al. (2006) discussed the collaborative aspect of Wikis that provides teachers with an opportunity to work closely together on a topic. It may be collecting information on a topic, writing a text or an article and others irrespective the setting and place of teachers. Forte and Bruckman (2006) mentioned that despite the frequently encountered cultural barriers in the teaching community, there are different attempts to use Wikis to support knowledge sharing among education professionals. They offered examples of Curriki, Wikimedia's Wikibooks, and Wikiversity.

3.3 Teachers' Collaboration and Group Work

It has been considered that teachers' teamwork and collaboration are very important when a teacher wants to get better results and benefits (ESL teamwork: Collaborating with colleagues, n.d.). Roschelle and Teasley (1995) defined collaboration as a synchronous and coordinated activity that results from a continued attempt to form and support a shared conception of a problem (p. 70). According to the scientists, collaboration occurs within this space of joint problem providing the structure needed to ensure meaningful conversation about the issue.

The importance of a teamwork, collaboration, and mentoring among teachers has been discussed by McCann and Radford (1993). The authors identified three characteristics which are essential for successful collaborative work, which are educational leadership, time and motivation. It has been emphasized that teachers need to be acknowledged for their skills, abilities and talents as well as be encouraged to share information with the colleagues.

Mednick (2004) provided a good guide for teachers about cooperation and working together. The author discussed different practices that improve cooperation among teachers. Working in teams can increase collegiality, reduce teacher's isolation, facilitate the sharing of resources and ideas, as well as emphasize teacher's individual and shared strength (Boles & Troen, 2010). Delli Carpini (2008) discussed the benefits of collaboration between ESL/EFL and mainstream teachers and ways of its implementation. Teacher collaboration provides chances to enhance learning experiences for ESL students. It was noted that teachers should create the context of collaborative classrooms where second language learners can actively create meaning. In such a case, students' self-efficacy, motivation, and purpose will increase. Teaching indicates cooperation and collaboration, peer tutoring, and a variety of teaching strategies to make students collaborate and interact with each other (O'Donnell, 2006).

3.4 The Importance of Lesson Planning

A good lesson plan is a key to an effective and successful lesson. Jones (1998) proved that lesson planning is an essential element of effective teaching. The author concluded that in spite of the fact that lesson planning is an activity which most teachers undertake individually, it could be done collaboratively with the colleagues.

Jensen (1991) provided teachers with a very useful guide. It is very helpful for teachers who need a wisely structured lesson plan. The scientist discussed a reason of plan realization and its strategies. The main emphasis was put on the accurate structure of a lesson plan and its basic methods. The researcher stated that a real teacher should not be misled by this plan. Jensen discussed a test lesson plan that was given in the context of a module, course and weekly overview. Milkova (2012) identified strategies for efficient lesson planning and discusses a lesson plan as an effective teacher guide. The researcher defined three key ingredients of a successful lesson plan with teaching or learning activities involved, student learning objectives and strategies understanding checks. She also presented an analyzed guide which can be used during the process of lesson planning and states that when a teacher and students learn from each other it is called a successful lesson.

Sensei (n.d.) found that lesson planning and time management are essential for teachers. Few unplanned minutes can make a break during lesson time. The scientists emphasized that disorganization leads to the fact that a teacher loses control of the class. Lesson planning makes lessons run smoothly and efficiently. The importance of lesson planning was also supported by Harry and Lorna (n.d.). They stated that effective lesson planning provides insights into the way teacher are approaching their teaching process, helps students make progress, provides a structured lesson route and offers evidence that a teacher is addressing all requirements (p. 1). Moreover, lesson planning gives teachers a secure base that may be projected to the class. Effective lesson planning has proven to have a positive effect on students' learning (Tomic, 1994; Glenn, 2001).

4. Research Methodology

4.1 Participants

The research took place in three different elementary schools in Riyadh. Not long ago, the English language was introduced in the public elementary schools. Four different books have been created and they are tested in elementary schools in Riyadh. The researcher has chosen three teachers for the 5th elementary grade. They were teaching with the help of the Smart Class book by MM Publications. It was the first time for the three teachers to teach the 5th grade and to use the Smart Class book. It made the teachers face some problems in lesson planning and teaching.

4.2 Procedure

The study was based on four lessons from the book. Two lessons were planned using the traditional way and the other two were planned using teacher-teacher Wikis. The research lasted for four weeks. It was expected and taken into account that all participants would not have any experience using Wikis. Thus, the researcher provided the participants with information about the process of using Wikis.

4.3 Designing the Wiki

The researcher constructed the Wiki website by using the free online author ware PBwiki (http://www.pbwiki.com). The website provides a good opportunity to create ones own Wiki site with the help of simple and ready-made tools.

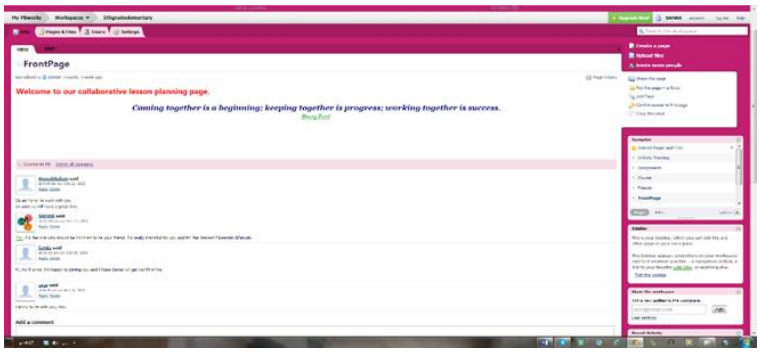


Figure 1. Wiki front page

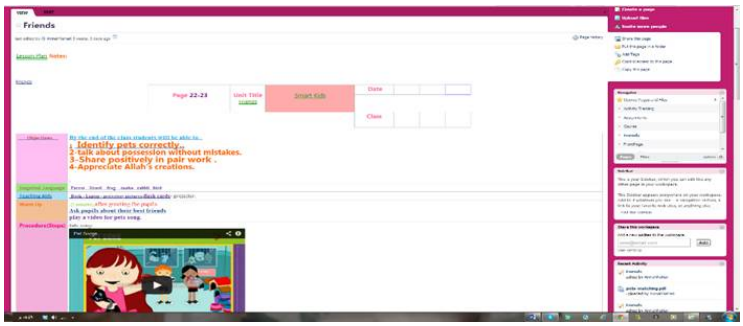


Figure 2. Lesson 1 (Friends) from the Wiki

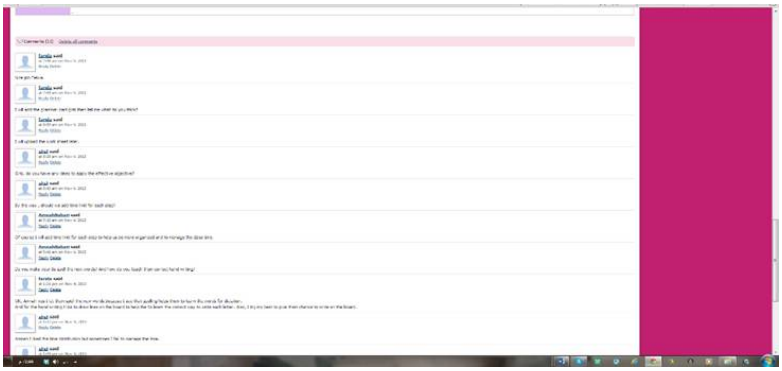


Figure 3. Teachers' comments concerning the lesson planning

4.4 Data Collection

The investigation has been carried out with the help of the following instruments:

4.4.1 Questionnaire

A closed questionnaire was provided by e-mail to the participating teachers ("Qualitative research methods: A data collector's field guide," n.d.; "Qualitative methods," 2006). As it was a diagnostic questionnaire, it aimed at finding out about the participants' knowledge concerning the use of Wikis and studying their attitude towards using technology in the process of lesson planning. The questionnaire consisted of 36 items, which were divided into three categories: Your professional views on computer technology, Using computer technology in lesson preparation, and Wikis.

4.4.2 Interview

The teachers were interviewed after applying the Wiki. The researcher recorded the semi-structured interviews after getting the participants' permissions. The recordings of the three interviews were transcribed and analyzed.

4.4.3 Observation

A 90-minute class observation took place. This period was divided into two classes: before and after using the Wiki. The researcher used a checklist which is used by supervisors of ELT in the Ministry.

4.4.4 Text Analysis

The chosen texts taken from the Wiki writing were analyzed in order to trace the value and impact of using Wikis in lesson planning. These texts are some of the participants' comments related to their work on the Wiki.

5. Results and Discussion

5.1 Questionnaire and Observation

The first teacher (T1), has 9 years of teaching experience. She has evaluated her knowledge of computer technologies as advanced as she is able to use a broad spectrum of computer technologies. The participant finds that computer technology is effective for the teaching process, helps teachers grow professionally, can be implemented successfully, promotes the development of communication skills and makes teachers feel more confident. In addition, it enhances the professional development and shows teacher's competence. However, the first participant believes that the use of computer technologies is successful only in case a teacher is adequately trained and it requires extra time to plan learning activities. The questionnaire results have shown that this participant has been using computer technologies during the lesson preparation process. It has been found that the teacher has experience of using Wikis and uses this tool to find information, share it, and improve lesson planning.

The observation was done before the use of Wikis. The observation results of the same teacher have shown that she uses questions to introduce a new unit. The lesson took place in class 5A. The lesson was 'Let's Play the Comic' section in unit 1 (the Smart class book 3, MM publications). Direct and effective method of teaching together with the technique for correcting students' skills was successfully implemented during the lesson. The questioning techniques were clearly found and geared to illustrate the key points in the lesson. T1 is able to clarify a subject matter and moves from the easy to the difficult gradation. The materials used during the lesson included recordings, the board and books. Students were engaged in communicative activities and individual work. Students were allowed to ask questions. The teacher monitored the work, provided appropriate

reinforcement and care for individual differences. She spoke English fluently, was accurate and in some cases was using Arabic. T1 showed herself as a confident, active, encouraging, and friendly teacher. The lesson was very interesting. However, the distribution of time among the parts of the lesson was inappropriate. In general, the lesson was positively characterized.

The second teacher (T2), claimed that she has average knowledge in computer technology and can demonstrate a general competency in a number of computer applications. Her professional views on computer technology seem to be limited as she disagrees with the effectiveness and usefulness of computer technologies. The only thing the participant agrees in the first section of the questionnaire is that computer technology is too costly in terms of resources, time and effort. The teacher uses computer technologies to prepare for new lessons, design teaching materials and improve presentation of teaching material. It has been revealed that the teacher had heard a lot about Wikis but had never used them.

The observation checklist of the second teacher (before the use of Wikis) showed that a new unit was introduced through the picture and questions. The teacher used a direct teaching method and followed the right technique for correcting students' mistakes. T2 was able to clarify a subject matter and moved from the easy to the difficult gradation. The instruction material was presented on the board and in the books. Questioning techniques were grammatically correct, clearly formed, designed to develop higher level thinking skills and geared to illustrate key points in the lesson. The following activities were used during the lesson: communicative, group and individual work. The teacher motivated students to learn, cared for individual differences, and provided healthy educational atmosphere. T2 spoke English fluently, whereas Arabic was used when necessary. The teacher was encouraging, confident, active, self-controlled, and friendly. The lesson found to be interesting. However, like in the case with the first teacher, time and pace were inappropriately distributed. In addition, it was advised to take care of weak students. It was noted that the teacher needs to provide more details in the preparation notebook and needs to provide duration of each step.

The third teacher (T3) observed was AL-Musa. She described the awareness level of computer technologies as an average one. The teacher found that computer technology helps teachers grow professionally, saves time and effort, is effective because the teachers can implement it successfully, promotes the development of communication skills, makes teachers feel more competent as educators, enhances their professional development, eases the pressure on the teachers and shows teachers' competence. However, T3 followed the idea that the use of computer technologies is successful only if teachers have a computer access at home or there is the adequate teacher training in the use of technology. In addition, she believed that the technology demands too much time spent on technical problems. The questionnaire results showed that the teacher uses computer technology to prepare for new lessons, gather information about new lesson, design the teaching material, download prepared lessons, exchange knowledge with colleagues, prepare worksheets, learn about new teaching methods, and many others. The teacher has heard a lot about Wikis but had never used them.

The observation was done before the use of Wikis. The lesson observed took place in class 5A. It was revealed that the teacher introduced a new unit through pictures and examples. The methods used were effective and she followed the right technique for correcting students' mistakes. The teacher has an ability of clarifying subject matter. The students were urged to communicate in their target language. The material was presented from the easy to the difficult one. Posters, flash cards, the boards and books were used as instructional material. The chalkboard was well arranged and students were allowed to use it. Questioning techniques used during the lesson were grammatically correct, evenly distributed and clearly formed. The teacher encouraged students to take part in individual, group and pair work. The distribution of time among the parts of the lesson was appropriate. T3 motivated students to learn, spoke English fluently and showed herself as a confident, patient, fair, active, encouraging and friendly teacher. In general, the lesson was very interesting. The teacher motivated students to participate in the lesson and corrected their mistakes taking care of weak students. It was found that the teacher needs to provide more details in the lesson plan and needs to provide duration of each step. Thus, the computer technology awareness (according to the questionnaire results) is represented in the table below:

Table 1. Level of computer technology awareness

Teacher	Level of Computer Technology Awareness
Teacher 1	Advanced
Teacher 2	Average
Teacher 3	Average

All the teachers observed have 9 years of teaching experience. Despite the fact that all of them have heard about Wikis and successfully used computer technology to prepare for the lessons, not all of them used Wikis. All lessons observed were interesting and informative but some teachers have to pay more attention to the weak students.

After the first teacher used Wikis, they were observed for the second time. It was evident that there were changes in their lesson plans and the way they worked with students. There were no substantial differences revealed after the use of Wikis by the first teacher. Some change occurred in the methodology use as the teacher achieved the objective and called for the use of higher order skills in terms of thinking. She also urged students to communicate in the target language and encouraged them to participate in pair and group work. Lack of changes is caused by the teacher's previous experience of using the tool. In general, the teacher was very encouraging and active. The students were active and willing to participate. The teacher had good management of the class time.

The observation of the second teacher (after the use of Wikis) showed slight changes in the lesson; however essentially positive changes occurred in the lesson plan. The teacher managed time appropriately, urged students to communicate in the target language, encouraged them to active part in pair work and be creative. In general, the lesson was very interesting. The teacher was very encouraging and active. The students were active and willing to participate. The teacher tried hard to manage class time but she needs to work harder in controlling the class during group work.

The observation of the third teacher (after the use of Wikis) showed positive changes. Like in the case with the second teacher, the changes of teaching process were not substantial and included objective achievement, clear use of instructional material, encouragement to participate in creative and communicative tasks and others. However, substantial changes were revealed in the lesson plan. The teacher got a 'very good' mark for all options in her lesson plan. In general, the lesson was very interesting. The teacher was very encouraging and active. The students were active and willing to participate. The teacher needs to work harder to manage the class time. She was perfect in her management of the class and in controlling the group work.

Table 2. Changes after the use of Wikis

Teacher	Experience of Using Wikis	Improvements in Lesson Planning after the Use of Wikis
Teacher 1	Yes	Not substantial
Teacher 2	No	Substantial
Teacher 3	No	Substantial

Thus, observation results have led us to the idea that Wiki is a useful tool, which helps teachers improve their lesson planning. It is a good opportunity to interest students being well organized and attracting their attention through creative ideas.

5.2 Interview

The interview results showed that teachers explain their experience of using Wikis in collaborative lesson planning as new, time-saving, beneficial, enjoyable and others. Participants' opinion concerning their experience in represented in the table below.

Table 3. Participants' experience of using wikis in collaborative lesson planning

Teacher	Experience of Using Wikis in Collaborative Lesson Planning
Teacher 1	Beneficial, enjoyable, and time-saving
Teacher 2	Enables sharing information, saves time, and help to learn
Teacher 3	Simplifies information, motivates teachers, new and interestin

Using Wikis in collaborative lesson planning was found to be a great experience. However, some weaknesses of using Wikis were also highlighted (see Table 4).

Table 4. Weaknesses of using Wikis in collaborative lesson planning

Teacher	Weaknesses of Using Wikis in
Teacher 1	Sometimes you can be delayed by poor network connection.
	In case the teachers you are working with are not used to using Wikis or are not so open to using technology time can be wasted.
	Some teachers lack the skills of teamwork so they fail to collaborate leaving all the work to the more collaborative teachers.
Teacher 2	Anyone can edit, so the information may not always be accurate.
	I suffer from a network connection.
	I do not know how to work on Wikis very well at the beginning.
Teacher 3	Some teachers cannot use technology correctly.
	Sometimes, there is no strong connection in the classroom.
	It is difficult to use it with a large number of students.

The interview results showed that all participants faced some difficulties in writing the lesson's objectives; however, the experience helped them to face problems. The use of Wikis in planning a lesson provided the chance of hearing ideas from several people, getting help from people and sorting the thoughts. Wikis helped the participants to learn new methods of writing lesson's objectives and gave the chance of reading different objectives from different teachers as well as to choose the most suitable one. In addition, they helped the teachers share experiences of others and arrange their ideas.

Teacher 1: *"Actually it did because using the wiki in planning a lesson is like brainstorming you get the chance to hear ideas from several people and you decide on the best. It's like thinking loud and having people help you sort your thoughts, and is exactly what we need when writing lesson objectives."*

Teacher 2: *"For me using wikis helps me in learning new methods of writing lesson's objectives and gives me a chance to read different objectives from different teachers and choose the suitable one, which I need in my lesson planning."*

Teacher 3: *"Teachers will be very skilled and innovative. It helps them to share experiences of others and arrange their ideas."*

It was found that the experience of using Wikis helped teachers explore new teaching methods. For example, they learned more about the task-based approach and its application.

All participants agreed that their collaboration with colleagues through Wikis make them more confident in the classroom. Wikis provided teachers with the chance to discuss the methods used in the lesson with other teachers and exchange experience. The tool enabled participants to learn from mistakes made by others giving them more confidence in the classroom. The teachers learnt more about methods, different materials and how to apply them.

The interview results showed that teachers approved the idea that using Wikis in lesson preparation could help teachers grow professionally. It is believed that Wikis have great potential in promoting collaborative education where teachers can share their knowledge and benefit from others. Wikis encourage teachers to present their best work because they know that it will be viewed by an audience. They also enhance teacher's skills and help them

make use of technology ("Using Wikis in learning and teaching," n.d.). In addition, Wikis give the opportunities for active learning by sharing teachers' knowledge and information, help to use technology very well in preparation as well as lead to innovation and creativity.

It has been revealed that all participants want to continue using Wikis in lesson preparation with other teachers because it enables them to share their ideas and find collaborators who will add to those ideas, makes lesson preparation easier and saves time.

5.3 Text Analysis

The text analysis of Wiki has showed that it was used to get feedback, make suggestions, get an inquiry, share experience, addressing problems, sharing teaching aids, sharing information, expressing thoughts and expressing the need. In addition, the teachers expressed their thoughts concerning the material that should be chosen or is appropriate for the lesson as well as asked for cooperation.

It has been revealed that the participants provided only positive feedback. Suggestions aimed at improving the lesson plan and making it more interesting using videos and dolls (to describe them). One of the teachers asked for the information concerning the way students are taught correct handwriting and time limit for each step. Writing on the boards was considered to be an effective way of teaching writing. In addition, correcting mistakes in the classroom and explaining them was also found to be a good method.

The text analysis has shown that teachers pay attention to spelling as it helps students learn the words for dictation and increases the level of their writing. All the teachers took an active part in adding appropriate part of the lesson planning including objectives, time duration, grammar box procedures and others. Participants expressed their ideas concerning the effectiveness of using particular exercises and tasks and the way to attract students' attention.

The teachers shared their material (worksheets for matching pets) and discussed activities which might interest students and would be effective for practicing language. They also discussed the exercises which should be left as homework. One of the teachers uploaded a lesson plan and inserted a table with lesson objectives, target language, warm ups, teaching aids and others. She suggested adding interesting information or deleting the information which might be boring or uninteresting. The teacher was advised to start with a video. Another teacher added the procedure and steps for the grammar box and objectives to the grammar part. The analysis has shown that teacher 1 was the most active and provided the greatest amount of information related to the two lessons discussed. However, other teachers also shared their knowledge, gave advice and took an active part in making a lesson plan showing effective collaboration.

Thus, the analysis of research data has showed that not all teachers use Wikis. However, all of them use the Internet to get necessary and useful information for their lessons. It has become evident that the experience of using Wikis in collaborative lesson planning is new, beneficial, and enjoyable.

6. Conclusion

The research results are consistent with the studies of Leuf and Cunningham (2001), Parker and Chao (2007) and Konieczny (2007) who emphasized the importance of Wiki in foreign language teaching and the ability to support learning and teaching processes. The questionnaire results highlighted the fact that all teachers use computer technology to prepare for new lessons, design the teaching material, gather information about new lesson, prepare worksheets and others. The same idea was highlighted by Lee (2010) and Deutschmann et al. (2009) who claimed that Wiki is an effective teaching tool that helps to facilitate and monitor cooperative activities, review changes, and enhance language learning.

After the teachers had used Wikis to prepare lesson plans, they provided positive feedback about the tool claiming that it is beneficial, time-saving and enjoyable. It was also characterized as a good opportunity to share knowledge and ideas as well as explore new teaching methods. The ability to improve collaborative planning, save time and enhance motivation through the Wiki use was supported by McCann and Radford (1993), Boles and Troen (2010), Rohrbeck et al. (2003), Roseth et al. (2006) and Slavin (1995).

The use of Wiki has proven to serve teaching purposes and enhance collaborative lesson planning as it was suggested by Nach (2005), Reinold (2006), Teasley (1995), McCann and Radford (1993), Mednick (2004) and others. The analysis of the Wiki text analysis showed that the participants used the tool to address the problems they face during teaching, get an inquiry and ask for advice. In addition, the teachers exchanged lesson materials and shared their lesson plans. These results are consistent with the studies by Duffy and Bruns (2006), Da Lia et al. (2005), Schaffert et al. (2006), Forte and Bruckman (2006) and others who discussed the collaborative aspect of Wikis.

Thus, the analysis of research data has helped to reveal the idea that Wikis have a positive impact on collaborative lesson planning. Wikis have proven to increase the teacher's professional growth and make the teaching process easier and more interesting.

7. Recommendations

In the light of the findings of the study, the following recommendations are provided:

- It is recommended to carry out further research to support the findings of this study
- It is recommended that the English language supervisors introduce the new web technologies to their teachers. Also, they should work harder to encourage teachers to apply them
- English language teachers are recommended to be updated and aware of the new technologies that can help them improve in their career.

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Appendix A

Questionnaire

This questionnaire is a part of the study **"Using Teacher-Teacher Wikis in Collaborative Lesson Planning and Its impact on Teacher's Classroom Performance".** The aim of this questionnaire is to gather some information

about using the Internet in lesson preparation and using wikis from the teachers who kindly volunteer to participate in this study.

All information you provide will be kept strictly confidential and under no circumstances will your individual responses be released to the school. Participation in this project is voluntary and you are free to discontinue at any time. However, your professional experiences and opinions are crucial to helping us understand teaching from the educator's point of view. We would greatly appreciate your taking the time to complete our questionnaire.

Name (optional)

School (optional)

Phone number (optional)

Years of Experience*

Please, before you start reading the following descriptions of the proficiency levels a user has in relation to computer technologies. Determine the level that best describes you and circle the corresponding letter:

A Unfamiliar	I have no experience with computer technologies.
B Newcomer	I have attempted to use computer technologies, but I still require help on a regular basis.
C Beginner	I am able to perform basic functions in a limited number of computer applications.
D Average	I demonstrate a general competency in a number of computer applications.
E Advanced	I have acquired the ability to competently use a broad spectrum of computer technologies.
F Expert	I am extremely proficient in using a wide variety of computer technologies.

(Source: Centre for the Study of Learning and Performance)

This questionnaire consists of three sections. Please, mark the most appropriate answer for the closed-ended questionnaire.

Section 1 Your Professional Views on Computer Technology

The use of computer technology	**Strongly agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
1 is effective for the teaching process.					
2 is an extra burden to the teacher.					
3 helps teachers grow professionally.					
4 saves time and effort.					
5 is effective because I believe I can implement it successfully.					
6 promotes the development of communication skills.					
7 is too costly in terms of resources, time and effort.					
8 is successful only if teachers have access to a computer at home.					
9 makes teachers feel more competent as educators.					
10 is successful only if there is adequate					

teacher training in the uses of technology.					
11 demands that too much time be spent on technical problems.					
12 enhances my professional development.					
13 eases the pressure on me as a teacher.					
14 requires software-skills training that is too time consuming.					
15 requires extra time to plan learning activities.					
16 is effective only in some cases.					
17 shows teacher's competence.					

Section 2 Using Computer Technology in Lesson Preparation

The use of computer technology helps	**Strongly agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
18 prepare for my new lessons.					
19 gather information about new lessons.					
20 design my teaching materials.					
21 download prepared lessons.					
22 exchange knowledge with colleagues.					
23 prepare worksheets.					
24 learn about new teaching methods.					
25 improve presentation of teaching material.					
26 make lessons more enjoyable for students.					
27 makie lessons more interesting and diverse.					

Section 3 Wikis

	Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
28 I have previous background about wikis.					
29 I know how to use wikis.					
30 I have shared information with others using Wikis.					
31 I use the Wikipedia to find information.					
32 I think wikis could be used in education.					
33 I think wikis can be helpful for					

teachers in their lesson planning.					
34 I think wikis should be used by all teachers in their lesson planning.					
35 I think wikis can be helpful for teachers in their lesson planning.					
36 I have heard a lot about wikis but have never used them.					

Appendix B

Observation Check List

Classroom Observation Checklist

Teacher / Filwah AbdulRhman AL-Musa (teacher 3) School / 45 elementary sch.
Class / 5th Grade

1-Introduction:-
☐ Revision ☐ New unit
• Through:-
☐ situations ☐ pictures
☐ examples ☐ questions
☐ it aroused students' interest in the lesson
.....
.....

2-Methodology:-
• Methods or Techniques used .....
.....
• Effective use of methods:
☐ Yes ☐ No ☐ To some extent
• Achievement of objectives (cognitive, psychomotor, affective)
☐ Yes ☐ No ☐ To some extent
• Calls for the use of higher order thinking skills
☐ Yes ☐ No ☐ To some extent
• Following the right technique for correcting students' mistakes
☐ Yes ☐ No ☐ To some extent
.....

3-Presentation of New Ideas:-
• Ability of clarifying subject matter
☐ has ☐ has not ☐ To some extent
• Urged students to communicate in the target language
☐ Yes ☐ No ☐ To some extent
• Moved from the easy to the difficult "gradation"
☐ Yes ☐ No ☐ To some extent
.....
.....
.....

4-Instructional Materials:-
☐ posters ☐ flash cards ☐ the board
☐ the book (s) ☐ recordings
☐ clear ☐ well used
.....

5-The Chalkboard:-
☐ well arranged ☐ clear hand writing
☐ students were allowed to use it
☐ needs improvement .....

6-Questioning Techniques:-
☐ graded & clearly formed
☐ geared to illustrate key points in the lesson
☐ designed to develop higher level thinking skills
☐ subjective ☐ objective ☐ both types
☐ distributed questions evenly
☐ character-shaping
☐ grammatically correct
Examples .....
.....
.....

7-Activities:-
☐ creative ☐ communicative
☐ well practiced ☐ authentic or simulated
☐ individual work ☐ pair work ☐ group
.....
.....

8-Evaluation (Production):-
☐ full ☐ little students' participation
☐ limited students' participation
☐ no students' response
☐ students were allowed to ask questions
☐ level of students' proficiency .....
☐ task given .....
• Conforms to the objectives of the lesson (content)
☐ Yes ☐ No ☐ To some extent
.....
.....
.....

9-Time & Pace:-
• The distribution of time among the parts of the lesson was
☐ appropriate ☐ inappropriate

10-Home Assignment:-
☐ well discussed ☐ reasonable
☐ abrupt & unclear ☐ too much ☐ none
☐ challenges students' intelligence
.....
.....

11-Class Management:-
☐ motivating students to learn
☐ care for individual differences
☐ appropriate reinforcement
☐ monitor students' work
☐ maintenance is applied
☐ a healthy educational atmosphere
☐ use of space ☐ others
.....

12-Teacher's Command of the Language:-
☐ speaks English fluently ☐ accurate
☐ good with some slips ☐ uses Arabic
☐ needs to take care of.....
Examples .....
.....
.....
.....

13-Teacher's Personal Characteristics & Behavior:-
☐ confident ☐ active ☐ encouraging
☐ patient ☐flexible ☐ fair ☐ strict
☐ self controlled ☐ hesitant ☐ friendly
☐ bears responsibility allotted to her
☐ reaction in critical situations
☐ others .....

14-Written Work:-
☐ given due care ☐ sufficient amount
☐ varied types ☐ not accurately corrected

15-Lesson Plan & Preparation Notebook:-
☐ complete ☐ suitable ☐ incomplete
• Language .....
• Objectives .....
• Detailed explanation of the procedure:
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• Lacked.....
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Class Description :
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Source: Ministry of Education

Appendix C

Interview

	Interview: Simi-Structured
1	Name three words that describe the experience using Wikis in collaborative lesson planning.
2	Name three weaknesses for using Wikis in collaborative lesson planning.
3	Most teachers face some difficulty in writing the lesson's objectives, did this experience help you to face this problem? (If the answer was yes, how?)
4	Did this experience help you explore new teaching methods? (If the answer was yes, provide example?)
5	Did your collaboration with colleagues through the wiki make you more confident in the classroom? (If the answer was yes, how?)
6	Do you think that using wikis in lesson preparation can help teachers to grow professionally? (If the answer was yes, how?)
7	Do you wish to continue using wikis in lesson preparation with other teachers? (If the answer was yes, why?)

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