S. Prokhorova, teacher
Ivan Franko Zhytomyr State University

AN ALGORITHM FOR DEVELOPING STUDENTS' COLLABORATIVE WRITING SKILLS USING WIKI TECHNOLOGY

Computerization of language education has become a priority for foreign language teacher education. In scientific literature there appear numerous studies in which researchers develop methods of teaching a foreign language on the basis of modern information and communication technologies. One of these ways is the use of Web 2.0 tools. The term refers to a second generation of World Wide Web, making it available for people to collaborate and share information online easier. Web 2.0 is also about revolutionary new ways of creating, collaborating, editing and sharing user-generated content online.

Wiki technology being a component of Web 2.0 services provides active learning opportunities in a web-based environment. The purpose of a wiki is to facilitate participation in an online environment by a group of people who care about the content of the webpage. Each registered user of the service can participate in creating, editing, updating and deleting content of the wiki (including text material, images, photos, audio and video files, links to other resources on the Internet, etc.), as well as going back to the original version of wiki pages [2]. The editing of wiki pages does not require additional operations in the browser. Members of a wiki community can also build and develop different content associations by creating numerous links between wiki pages.

Wiki technology has a number of distinctive didactic characteristics, namely: *publicity* (wiki document is available to all participants, no matter how far they are from each other); *nonlinearity* (the content of the wiki page can be changed asynchronously by any member of the group); *access to the history of the document* (each participant can go back to the earlier version of the document, as well as to trace any page changes); *multimedia* (participants can use materials in various formats: text, graphics, photo, video, audio etc.); *hypertext structure* (users can create internal and external hyperlinks).

By using wiki technology teachers can create favourable didactic conditions for the formation of a single document by many users. This Internet technology can be used in the classroom for developing student's collaborative writing skills [4]. In cooperative learning, students work together in small groups on a structured activity. Participants are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups solve the problem, create a product and learn to work as a team. As a project activity, the technique for developing students' writing skills using wiki-technology requires a clear sequence of steps. We suggest a specially designed algorithm for the organization of students' collaborative writing activity using wiki technology.

The algorithm includes following steps: *Step I. Preparation* (introduction to wiki technology, registration on the wiki server, familiarity with the rules of using the wiki server and internet security issues); *Step II. Procedure* (choosing the topic and selection of materials for a wiki document, creation and publication of the document, wiki document presentation); *Step III. Evaluation* (students' self-evaluation and teacher evaluation).

Incorporating wiki into the classroom provides a very different kind of learning experience for students. With this tool, if integrated properly into foreign language lessons, teachers can create a more engaging, interactive and motivating learning environment for their students. Using wiki document in the foreign language classroom according to the above-mentioned steps creates conditions for developing students' collaborative writing skills. Students are also encouraged to demonstrate their talents and abilities while creating presentations using wikis.

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