Investigating the Perceptions of Unversity EFL Instructors Towards Utilizing Wikipedia as authentic source in Research Writing Projects

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Abstract

Wikipedia is among the earliest internet websites where information is posted by different people in the world of academia for educational purposes. The current study aims at investigating the perception of EFL instructors of using Wikipedia in research projects writings. In other words, it tries to investigate the extent to which the teachers perceive the use of Wikipedia in research writing projects by fourth grade students. To achieve the aim of the study, 22 Kurdish EFL University teachers in the English Department College of Basic Education at Salahaddin University enrolled as a sample. Moreover, a questionnaire was constructed by the researchers for data collection. It consisted of 24 items.

The data were analyzed through SPSS version 24. The results showed that Wikipedia platform plays a significant role in providing the students with factual

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information in their research writing process, which is essential in helping fourth-grade students at solving the problems that they encounter while they write their research writing projects

دراسة استقصائية لاراء اساتذة اللغة الأجنبية لاستخدام موقع ويكيبيديا لكتابة المشاريع البحثية

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المستخلص

ويكيبيديا هي من أقدم مواقع الإنترنت حيث يتم نشر المعلومات من قبل أشخاص مختلفين في الأوساط الأكاديمية للأغراض التعليمية. تهدف الدراسة الحالية إلى التحقيق في تصور مدربي اللغة الإنجليزية كلغة أجنبية لاستخدام ويكيبيديا في كتابات المشاريع البحثية. وبعبارة أخرى ، فإنه يحاول التحقيق في مدى إدراك المعلمين لاستخدام ويكيبيديا في مشاريع الكتابة البحثية من قبل طلاب طلبة الرابع. ولتحقيق هدف الدراسة ، شارك 22 من معلمي جامعة اللغة الإنجليزية كلغة أجنبية في كلية التربية الأساسية في قسم اللغة الإنجليزية بجامعة صلاح الدين كعينة. علاوة على ذلك ، تم إنشاء استبيان من قبل الباحثين لجمع البيانات. وتألف من 24 عنصرا. وتم تحليل البيانات من خلال سبس الإصدار 24. فأظهرت النتائج أن منصة ويكيبيديا تلعب دورا مهما في تزويد الطلاب بمعلومات واقعية في عملية كتابة أبحاثهم ، وهو أمر ضروري لمساعدة طلبة المرحلة الرابع في حل المشكلات التي يواجهونها أثناء كتابة مشاريع الكتابة البحثية الخاصة بهم.

الكلمات الدالة: مدرسو الجامعات الكردية ، ويكيبيديا ، تحديات ويكيبيديا.

1. Introduction

Wikipedia is a website developed by Jimmy wales and Larry Sanger in 2001 as a project branch of encyclopedias and Nupedia. Nupedia is Jimmy Wales and Larry

Sanger were the minds behind Nupedia, and it has long been debatable as to who is to be given credit for what aspects of the original idea. The goal of Nupedia was to create a free encyclopedia where experts could participate. Nupedia, in contrast to Wikipedia, had a seven-step editorial procedure for creating an article. The GNU Free Documentation Licence was later adopted by Nupedia, which was first licensed under the Nupedia Open Content Licence (a variant of the original Open Content Licence). Nupedia was introduced on March 9th, 2000 (Wiley, and Gurrell, 2009).

However, later, the website became popular among several users, and it is believed that it grew beyond the expected scope of the initial project. Wikipedia is defined as an online platform that offers free and online content developed as a result of collaboration among global users referred to as Wikipedians who use Wikipedia (Wales and Sanger, 2001). By accessing Wikipedia, various online users all over the world can develop articles for publication. The site name that allows users to edit the content on the website through the browser is called Wiki. Wikis are a potential new technology that encourages "conversational" information exchange and production (wikiwiki is Hawaiian for "fast"). A Wiki is a collection of online websites that have been developed collectively and then worked upon iteratively, in addition to the software that controls the web pages. Wikis combine the finest features of past conversational knowledge management solutions while avoiding many of its drawbacks due to their distinctive method of knowledge creation and administration. This article presents wiki technology, discusses how using wikis affects behavior and organizations, and discusses how wikis may be used as groupware and support systems. The article's conclusion is that businesses who are willing to adopt the "Wiki method" with collaborative, conversational knowledge management systems may experience knowledge growth that is more beneficial than linear while still being able to meet ad hoc, scattered knowledge demands (Wagner, 2004).

The users who developed online content changed and updated information posted on to make them relevant. According to Derksen et al. (2022) this website had published more than a million articles in several languages combined. It was ranked as one of the most popular sites on the internet. Wikipedia is one of the prominent platforms in Wiki The main benefit of Wikipedia as an academic tool is that it facilitates gathering information, assessing the situation, promoting collaboration and encouraging student teamwork. Students who have embraced using Wikipedia for academic purposes have experienced a unique online experience. Derksen et al. (2022) also assert that this online platform allows students to control the contents they can edit before publishing them. The students as researchers are therefore given more authority over the contents, and the aspects which enable them to be consumers of knowledge and producers. The students can extensively learn and acquire new knowledge from the mentioned websites.

The study is expected to find answers to the following research questions:
1. To what extent do Kurdish EFL instructors consider the information on Wikipedia legitimate?
2. What are the advantages of using Wikipedia as a knowledge base tool?
3. Do Wikipedia's advantages outweigh its disadvantage?

1.2 Authoritativeness of Wikipedia

The legitimacy of the information in the majority of well-known encyclopedias, like Britannica, originates from society's perception of academic researchers as the most trustworthy resource for the production of scientific knowledge (Burke, 2000). Given the current situation, researchers and scholars believe that academic specialists are the

one ones should be in charge of producing scientific research truth. Since the person who signed the entry is regarded as an authority in the information will reflect and impartially portray the most recent findings in the area. Consequently, the Wikipedia developers introduced credibility models that can be used as search engines to retrieve vital information. The Wikipedia website ecosystem entails linked resources using connectors such as hypertext, which denotes sources of information by facilitating views to authorities. However, considering the initial objective of Wikipedia's creation, apart from providing information to its users, it was also meant to create a platform where users could edit and publish articles through simple means.

Despite these works, encyclopedias are still regarded as a very trustworthy source of knowledge.

Much as it experienced entrepreneurial growth, it was not spared from criticism. Critics opined that Wikipedia allowed its users to edit articles, making it unreliable and unauthoritative. Additionally, some of the published articles were not properly cited, and the authors could not be held accountable for their published content. Users who could edit the content posted on Wikipedia made the information on Wikipedia vulnerable to unsupervised edits. A site by the name of Wiki Scanner was created to prevent counter and prevent unscrupulous edits from accessing Wikipedia. Through the site, it was possible to monitor and trace the source of edits that were linked to Wikipedia articles. After The development of Wiki Scanner, the founders established that most edits were meant to remove any negative comments of users or organizations on the Wikipedia articles. The developers of Wikipedia, to a more significant extent, relied on the capability of the editors to ensure the originality of content.

Wikipedia is primarily classified as a social media website that enables learners and non-learners to engage in constructive discussion and interact freely. Additionally, some open-content websites such as wiki dictionary, which contains a dictionary and thesaurus, and Wikibooks contain free texts and several books. Wikiquote has a collection of questions, Wikisource provides accessible document sources to all online users, Wikiversity offers crucial learning materials to learners, wiki space provides vital information on species and meta-wiki assists in coordinating other projects.

Developed in 1990 by web developers, Wikipedia permitted its users to add, edit and delete content perceived as irrelevant. Although various users were allowed to edit content, the website was perceived as lacking quality and created an opportunity for an honest review. Wikipedia is ranked as the fifth most popular website and receives 400 million new users every month. The website can be utilized for both academic and non-academic purposes.

There is limited research on Wikipedia since instructors usually perceive Wikipedia as an illegitimate tool for conducting research and providing helpful information for learning (Meseguer et al., 2019). On the other hand, Wikipedia is believed to be among the many web 2.0 components that improve the learning process. This quantitative study is non-experimental and involves analysis of already collected data to assess the effectiveness of utilizing Wikipedia in research assignments. The purpose of this study is to investigate the perception of university instructors towards adopting Wikipedia in conducting research writing projects.

1.3 CRAAP test to evaluate the legitimacy of Wikipedia's

CRAAP stands for currency, relevance, authority, accuracy, and purpose. CRAAP was established due to the increase in online information sources, which at times can be difficult to determine the legitimacy and accuracy of these information sources (Petrucco, 2019). Although CRAAP is meant to test the legitimacy of online sources, it

does not help instructors and students to determine the accuracy of their sources. This test helps the researchers to reduce the possibility of utilizing unreliable information, which in return ensures that researcher work meet the set guideline and expectation.

CRAAP test is administered in various phases for the purpose of acknowledging the legitimacy of online sources; the first phase is the currency phase, in this phase it ensures that the information contained in the online sources is the most recent and updated (Mothe & Sahut, 2018). This will ensure that instructors and student have access to relevant information and information that conforms to the current needs of the students and instructors. In addition, in this phase the topic in question is evaluated with the aim of determining whether it has taken into account the current news and latest research discovery obtained from the already existing sources. This phase is very vital since it assist to underpin the current trends and also acknowledge the changes in research due to the technology development in the present and the future.

The second phase is the relevance stage; the main objective in this phase is to determine the relevancy of information which has a greater impact in conducting research writing projects. One of the key questions in this phase is to determine how the research subject relates with the information given (Mothe & Sahut, 2018). Students have access to many topics which have contributed to increase demand and supply of information in the online sources. Thus, creating the need to determine the relevance of information which will help the students to obtain what they are searching for. Apart from determining the relevance of information, this further evaluates whether the data is comprehensive depending with targeted consumer of the information.

The third phase is the authority stage; this phase plays a significant role in acknowledging the author and publisher of Wikipedia articles. This return will assist students and instructors in selecting the information that is reliable. This phase is effective since it determines author's education background and affiliation. Students and instructors will be in a position to determine whether the author is qualified to write on the topic in question. Authority phase provide vital information that assist instructors and students to determine the information that can be used and in appropriate manner (Mothe & Sahut, 2018). Source referencing promotes trust between the consumer of the information and the author of the article.

The fourth phase is the accuracy stage; the main objective of this phase is to determine if the content can be traced back to the source (Mothe & Sahut, 2018). This entails providing supporting evidence of the information or content presented to students and instructors. This supporting evidence can be presented in the form discovery findings, observation and notes. In this phase it entails review of articles to determine how accurate they are and acknowledge content originality. In addition, this phase also takes in to consideration the language used in the content, for an article to be accurate the language should be free from biasness and emotions due its utilization in facts retrieval. Also, other key thing that Wikipedia should take in to consideration is that, all articles content should be free of grammatical errors and spelling errors.

Lastly is the purpose phase; in this stage it determines the purpose of the source which in return assist students and instructors determine whether the content is appropriate for their research writing project (Mothe & Sahut, 2018). Some of the key issue that arises from this phase is to determine whether the content is informative, teaching, and sellable and if it meets its intended purpose.

2. Review of Previous Studies

There has been a debate on the reliability and authenticity of Wikipedia for teaching and learning purposes since its inception. Some scholars and academicians have vehemently opposed the use of Wikipedia terming it as a blatant violation of the production of academic knowledge (Eijkman, 2010). In many situations and in some institutions, lecturers outrightly banned the use of Wikipedia by students (Cohen, 2007; Waters, 2007). In a book titled The Cult of the Amateur Based on such contradicting findings, academicians ought to know their stand on Wikipedia and formulate policies since students are consulting Wikipedia and using it for scholastic purposes.

That Wikipedia is easy to access online students, which makes it a favorite tool for searching for academic information. Other lecturers are deeply concerned about the student's ability to evaluate the information that Wikipedia offers. In some documents posted on Wikipedia, there are multiple authors and it is not clear whether they were approved by any institution, an aspect that necessitates critical thinking among the authors. Some instructors believe that there are no proper standards or guidelines that can be used by students to verify information posted in Wikipedia. Furthermore, lecturers do not believe that the students have the capacity to undertake the necessary checks before making a decision on whether to use the contents or not. Consequently, some lecturers admit that they can use Wikipedia as a source of information since they trust themselves but only after verifying and critically evaluating the quality of information. Conversely, some instructors have been using Wikipedia instead of training and teaching students how to use it wisely for academic purposes (Dooley, 2010).

A study conducted in Israel revealed that majority of teachers do not teach their students how to use Wikipedia intelligently. Put differently, the instructors allow the students to access Wikipedia but discourage them from using it and some even forbid its use (Allon & Bar-Ilan, 2012). There are some fundamental differences between school teachers and university lecturers with regard to their attitudes toward using Wikipedia for their own needs. On the same note, it is not right to argue that relying on encyclopedic sources that have not undergone peer review is right in the context of a school. To a more significant extent, the opposition to the use of Wikipedia does not necessarily originate from the inferior quality of Wikipedia but from the source of authority of the knowledge. On the other hand, instead of frowning on Wikipedia as an inferior source of knowledge, some teachers use it as a learning opportunity. Although it has its share of flaws, the Wikis provide an academic environment that enables students to develop an information evaluation skill that are critical in the twenty first

century (Gasser et al., 2012). The results attributed to Kuteeva (2011) indicated that using Wikis for writing enables students to pay close attention to grammatical correctness and structural coherence. Additionally, Isa (2012) established that wikis improved the learner's writing skills and the general attitude towards writing More studies conducted by Li, Chu, Ki and Woo (2012) revealed that the Wiki-based collaborative process facilitated writing among EFL students. Additionally, wiki-based collaborative writing provided EFL students with constructive opportunities to engage in communication with each other and consequently improve their writing proficiencies as pinpointed by Wu (2013). Wikis is also an effective tool that assists students to develop collaborative writing skills by examining the role of different meaning-based tasks.

Content evaluation is a compulsory process due to the complex nature involved in developing and creating Wikipedia content. To resolve issues related to complexity, Wikipedia developers created a platform that allows users to edit and subsequently publish articles. Mistrust from consumers concerning the legitimacy of information posted on Wikipedia is an issue that has been raised by critics (Li & Mak, 2022).

3. Methodology

To achieve the aims of the study and to answer the study questions, the researchers used a questionnaire as the research instrument. The questionnaire focuses on teachers' perceptions towards the legitimacy of Wikipedia as an authentic source. The questionnaire includes 24 items which are constructed by the researchers themselves. It consisted of four parts. The first part included 6 questions which highlight the legitimacy of using Wikipedia in research writing, the second part consisted of 8 questions that identifies the benefits of using Wikipedia in research writing, the third part contained 6 questions that incorporate the students challenges in using Wikipedia as a source of information and the final part included 4 open-ended questions about the teacher's evaluation of the fourth-grade students' research writing process.

3.1 Research Design and Strategy

The study is an exploratory research that investigates topics or subjects other researchers have not yet studied in depth. The exploratory tool has advantages such as it allows for new Ideas to emerge and encouraging students to solve problems. It paves the way to lead better research results and helps the students to learn more and make good decisions (Swedberg, 2020).

3.2 Participants

The participants in this study were consisting of 22 university teachers who are teaching and supervising fourth-grade students' research writing projects in the College

of Basic Education at Salahaddin University. The current study has been conducted through that academic year in 2020-2021.

4. Data Analysis

The data collected from the respondents and analyzed through SPSS.

The statistical procedures that were performed included; descriptive analysis, and One Sample t-test. The obtained results were presented in the form of tables and percentages.

4.1 Results and Discussion

The research tool was tested for reliability and foundational validity before the results are presented. A reliability test was carried out which measures the internal consistency of a construct. The recommended minimum acceptable limit of reliability "alpha" for this measure is 0.60 (Hair et al., 2003 and Blbas, 2019). Cronbach's alpha values were estimated to check the internal consistency of the data after data collection, and Cronbach's alpha is a scale tool of reliability (Zhong et al., 2017; Vaske et al., 2017; Taber, 2018). More specifically, alpha is a lower bound for true scan reliability.

For an exploratory or experimental study, it is suggested that the reliability be equal to 0.60 or higher (Straub et al., 2004). Hinton, (2014) suggested four cut-off points for reliability, which include excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70), and low reliability (0.50 and below) (Hinton, 2014). Although reliability is important to study, it is not sufficient unless combined with validity. In other words, for a test to be reliable, it must also be valid (Wilson, 2014). Table 1 illustrates the reliability of each construct. Cronbach's high value for all formulations indicates that it is internally consistent and measures the content of the same construct.

Table 1 Reliability of measurements for all variables

Constructs	Number of items	Cronbach's Alpha
Legitimacy of Using Wikipedia in Research Writing	6	0.859
Benefits of Using Wikipedia in Research Writing Process	8	0.742
Challenges Students faces in using Wikipedia as a Source of Information	6	0.726
All items	20	0.738

Table 1 above shows the values of the Cronbach's coefficient estimated for testing the internal consistency of the measurement. The result for Cronbach's alpha is (0.859) for (Legitimacy of Using Wikipedia in Research Writing), (0.742) for (Benefits of Using Wikipedia in Research Writing Process), (0.726) for (The Challenges Students

face in using Wikipedia as a Source of Information), and (0.738) for all items together respectively. Table (1) represents that all the constructs have passed the reliability test where all α–values have exceeded the recommended minimum value of Cronbach's alpha.

Table 2 Descriptive Statistics for Investigating Kurdish EFL teachers using

Wikipedia in Research Writing Project

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
I consider Wikipedia as a reliable enough for students to be used as a basis of information.	3	14.3%	10	47.6%	6	28.6%	2	9.5%	0	0.0%	2.333	0.856
I allow my students to use Wikipedia in their graduation research project.	8	38.1%	7	33.3%	4	19.0%	2	9.5%	0	0.0%	2.000	1.000
In my opinions that Wikipedia provides in-line citations from reliable sources.	3	14.3%	8	38.1%	5	23.8%	5	23.8%	0	0.0%	2.571	1.028
I consider Wikipedia as a primary source in writing academic researches.	6	28.6%	8	38.1%	2	9.5%	4	19.0%	1	4.8%	2.333	1.238
I consider that there is a correlation between the teachers' use of Wikipedia for personal needs and their use of Wikipedia with their students.	2	9.5%	7	33.3%	7	33.3%	5	23.8%	0	0.0%	2.714	0.956
I think that the use of Wikipedia improves students' literacy skills.	2	9.5%	4	19.0%	7	33.3%	7	33.3%	1	4.8%	3.048	1.071
Overall (part 1)	**Legitimacy of Using Wikipedia in Research Writing**										**2.500**	**0.637**
The use of Wikipedia helps the user to get started with a general idea of what a topic is about.	0	0.0%	2	9.5%	3	14.3%	12	57.1%	4	19.0%	3.857	0.854
The information is nicely-organized and easy-to-use pages with Wikipedia.	0	0.0%	1	4.8%	7	33.3%	13	61.9%	0	0.0%	3.571	0.598
Wikipedia offers a cross-referenced to related information.	0	0.0%	2	9.5%	8	38.1%	11	52.4%	0	0.0%	3.429	0.676
Wikipedia provides a useful literature review of expected	0	0.0%	4	19.0%	5	23.8%	11	52.4%	1	4.8%	3.429	0.870

											Mean	SD
learning outcomes in the context of educational assignment.												
The information, the students get in Wikipedia is considered as an useful for getting a general understanding of a subject before they dive into it.	0	0.0%	3	14.3%	4	19.0%	12	57.1%	2	9.5%	3.619	0.865
It is a free and open system with no proprietary ideas, products or subscriptions.	0	0.0%	1	4.8%	4	19.0%	14	66.7%	2	9.5%	3.810	0.680
Wikipedia assist the students to adapt a Wikipedia's style in writing.	0	0.0%	5	23.8%	13	61.9%	3	14.3%	0	0.0%	2.905	0.625
It provides an overview of main topic and supporting details.	0	0.0%	4	19.0%	3	14.3%	12	57.1%	2	9.5%	3.571	0.926
Overall (part 2)	**Benefits of Using Wikipedia in Research Writing Process**										**3.524**	**0.402**
The knowledge of Wikipedia is negatively correlated with views on it.	0	0.0%	3	14.3%	11	52.4%	7	33.3%	0	0.0%	3.190	0.680
The knowledge of Wikipedia stays focused on the general topic without going into the necessary detail.	0	0.0%	2	9.5%	7	33.3%	9	42.9%	3	14.3%	3.619	0.865
Editing and regulation of the information are imperfect. Wikipedia acknowledges that its information is not properly vetted.	0	0.0%	2	9.5%	8	38.1%	10	47.6%	1	4.8%	3.476	0.750
A reliance on Wikipedia can discourage students from engaging with genuine academic writing.	0	0.0%	5	23.8%	3	14.3%	7	33.3%	6	28.6%	3.667	1.155
The site has included hoaxes (underestimated, misread).	0	0.0%	2	9.5%	11	52.4%	7	33.3%	1	4.8%	3.333	0.730
Overall (part 3)	**The Challenges Students faces in using Wikipedia as a Source of Information**										**3.457**	**0.533**

Table 2 displays the descriptive statistics for Investigating Kurdish EFL University Instructors' using Wikipedia in Research Writing Project, which include three different parts such as Legitimacy, Benefits, and Challenges of Using Wikipedia in Research Writing.

The legitimacy of Using Wikipedia in Research Writing first part contains six questions, Except for question number 6, the mean of all questions concerning the legitimacy of Using Wikipedia is less than 3, indicating that the teachers who responded

to this survey are completely opposed or unsupported by it. However, experts do not support the legitimacy of Using Wikipedia in general because the overall average for this Condition is 2.500, which is less than 3. According to the expert responses, the greatest mean is 3.048, which believing that using Wikipedia improves students' literacy abilities in Legitimacy part. The lowest mean is 2, which allowing students to use Wikipedia as part of their graduation research.

Benefits of Using Wikipedia in Research Writing as a second part contains eight questions, Except for question number 7, the mean of all questions concerning the Benefits of Using Wikipedia is higher than 3, indicating that the teachers who responded to this survey are completely supported students to use it. However, In general, experts support or agree with using Wikipedia because the overall average for this section is 3.524, which is greater than 3. According to the expert responses, the greatest mean is 3.857, which indicates that the use of Wikipedia assists the user in getting started with a general idea of what a topic is about in benefit part. The lowest mean is 2.905, which Wikipedia assists the students to adapt a Wikipedia's style in writing.

Challenges students of Using Wikipedia in Research Writing as a third part contains five questions, the mean of all questions concerning the Challenges Students faces in using Wikipedia as a Source of Information is higher than 3, indicating that the teachers who responded to this survey are completely supported students to do it. However, In general, experts support or agree with using Wikipedia because the overall average for this section is 3.524, which is greater than 3. According to the expert responses, the greatest mean is 3.667, which indicates that a reliance on Wikipedia can discourage students from engaging with genuine academic writing in Challenges part. The lowest mean is 3.190, which the knowledge of Wikipedia is negatively correlated with views on it.
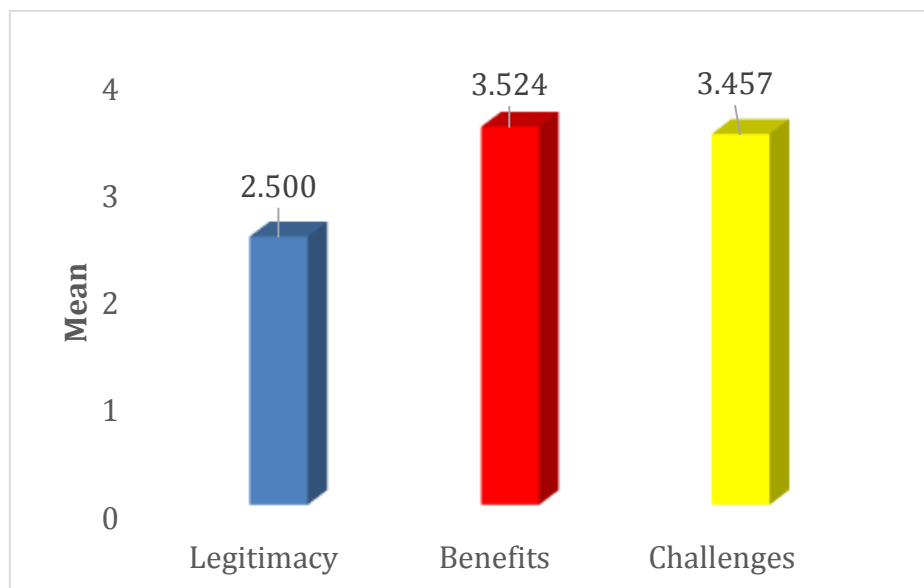

Figure1 Overall Mean for three Indicators of using Wikipedia according to Bar Chart

Figure 1 illustrates the overall mean to determine which of the three parts is supportable or not. The benefit of using Wikipedia has the highest supportable part (3.524), followed by Challenge (3.457), and legitimacy of using Wikipedia (2.5) respectively.

It compares the mean of one sample that has been taken from the population randomly with the specific value (hypothesized value).

After we have found descriptive Statistics for all three parts of using Wikipedia such as legitimacy, benefit, and challenges of using Wikipedia.

Now the test to see if is there any difference between the average for every three parts separately with the hypothesized value =3 in the table (3).

Table 3 Mean difference between the overall of each of the (legitimacy, benefit, and challenges) and hypothesized value (3) using One Sample T-Test

	N	Mean	Mean Difference	Std. Deviation	t	p-value
Legitimacy	21	2.500	-0.500	0.637	-3.598	0.002
Benefits	21	3.524	0.524	0.402	5.966	0.001
Challenges	21	3.457	0.457	0.533	3.927	0.001

Table 3 showed there is a statistically significant difference between the mean of each items (legitimacy, benefit, and challenges) with the hypothesized value (3) because their p-values are less than the significant level of $\alpha=0.05$.

According to the results in the table above, the mean of the first factor (legitimacy) is less than 3, indicating that respondents from this survey statistically disagree that the legitimacy of using Wikipedia in research writing at Salahaddin University is not acceptable.

Then, the mean of the second (benefits) and third (challenges) are greater than 3, indicating that teachers from this survey statistically agree that the both benefit and challenges of using Wikipedia in research writing at Salahaddin University are acceptable.

4.2 Discussion

According to the survey, thirty-seven percent of the respondents admitted that using and relying on Wikipedia sources discourages them and does not enhance their academic writing skills. To a more significant extent, the findings show that the students have developed a negative attitude toward using Wikipedia. The teachers who rely on Wikipedia when evaluated further confirm the fact that students have been using Wikipedia for academic purposes.

The fact that students and other users are at liberty to edit articles has made Wikipedia to be perceived as an unreliable and unauthoritative mode of acquiring academic information, additionally, the authors who post various articles on Wikipedia

cannot be held accountable for what they wrote. Other than that, given that users can edit articles, information retrieved from Wikipedia is mainly vulnerable to unsupervised edits, compromising the validity of such articles.

From the findings of this study, it is evident that the perception of students toward Wikipedia is negative, as confirmed by Shelvam et al. (2022). Additionally, 37% of the students also admitted that they did not have many academic materials related to their research projects that were directly linked to Wikipedia. It is an admission that approves the fact that Wikipedia is shared among academic writers. Moreover, the Chi-Square tests revealed no significant relationship between 'Reliability of using Wikipedia as a basis of information and the availability of more related sources for a research project because of using Wikipedia. Put differently, much as there could be some information retrieved from Wikipedia, most students engaged in academic writing are not using such materials due to the perceived negative attitude.

On the flip side, more Chi-Square tests established a significant relationship between the Reliability of using Wikipedia as a source of academic information and its benefits. Although some students and instructors have developed a negative perception of Wikipedia, it has some benefits in that it enhances collaboration between students since they can communicate with their peers by writing messages, tweeting and writing in the Wikipedia website space. That students and instructors have an opportunity to edit and publish their work to improve their writing skills. The students, therefore, become knowledge generators and do not perceive receivers of knowledge. Apart from that, some teachers have embraced the use of Wikipedia since it enhances collaborative learning and teaching, which further justifies its popularity among learners. Teachers and students can closely interact by editing and publishing their work. In a way, the platform promotes innovation and critical thinking among the learners. If it is appropriately used, it can make learning more exciting and enjoyable. The findings of this study are supported by the works of (Derksen et al. 2022).

Conclusion

The purpose of this study was to investigate university teachers' perceptions of using Wikipedia in research writing projects. The focus was on university teachers at the Kurdish EFL University. It is revealed that most participants indicated that they do not rely on Wikipedia for academic writing. Although teachers could use Wikipedia for learning since it enhances learners' creativity, the platform is not necessarily used for meaningful academic writing that entails citations and authentic sources. The researchers also developed a hypothesis for the study that Kurdish EFL University instructors positively perceive utilizing Wikipedia in research writing projects that have a positive influence from conducting statistical analysis of data obtained appropriate responses from the participants who are teachers. The teachers' adoption of Wikipedia was evaluated based on its accessibility and convenience of use. Teachers need to understand more about using Wikipedia than did the respondents to this research, and they should take a more direct approach when teaching students how to use it correctly.

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