COLLABORATION IN NETWORKED WRITING CLASSROOMS

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ABSTRACT

The communicative function of writing is often submerged under the plethora of punctuation, grammar and vocabulary. This denies the value of writing as an active and creative process of discovering meaning, as well as an iterative process of developing, reflecting and revising ideas, as new perceptions form and deeper understanding of the topic develops. Furthermore, since the audience involved is often limited to only the teacher, there is little feedback. Hence, some students do not see the need to revise their ideas. Even if they do want to clarify what they mean to an imagined audience, they will have difficulty in determining which ideas are unclear to others and why. They need an external reader to help them. Therefore, it is imperative to find means to highlight the value of writing as an iterative exploratory process by providing real-life audiences. Based on successful networked collaborative activities among K-12 students in the ESL/EFL context, this case study aims to identify whether collaboration among four students in a residential school in Malaysia and two other schools in America and France will facilitate the writing process. The second research question is whether there are obstacles to effective collaboration in networked classrooms. The third research question looks into whether the networked classroom can motivate students to write more and better. Data for the first and second research question will be obtained from learning journals and electronic mail transcripts from among the three schools. A pre and post-test questionnaire administered at the beginning and the end of the study will answer the third research question.
KERJASAMA DI KELAS PENULISAN BERANGKAI

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