

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 form 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

ABSTRAK

Penekanan terhadap hasil penulisan telah mengeneppikan peranan penulisan sebagai suatu proses heuristik dalam usaha berkomunikasi dengan berkesan. Kekurangan audiens sebenar turut mengurangkan kepentingan mengimbas kembali atau mengasah ide agar hasil komunikasi lebih menepati maksud. Dengan demikian, guru patut mempertimbangkan kaedah-kaedah menggalakkan proses penulisan heuristik misalnya dengan menambah bilangan audiens sebenar dalam kelas berangkai. Justeru itu, berlandaskan kejayaan aktiviti kelas berangkai di negara maju dalam konteks Bahasa Inggeris sebagai bahasa kedua atau bahasa asing, kajian kes ini bertujuan menjawab tiga soalan penyelidikan. Soalan penyelidikan pertama akan mengenalpasti sama ada kerjasama kelas berangkai di antara pelajar-pelajar tingkatan empat di sebuah sekolah berasrama di Malaysia dan dua buah sekolah lain iaitu di Amerika dan Perancis akan mempertingkatkan mutu proses penulisan. Soalan penyelidikan yang kedua bertumpu kepada kesulitan yang mungkin dihadapi semasa kerjasama kelas berangkai. Soalan penyelidikan ketiga pula memperlihatkan sama ada kerjasama kelas berangkai akan memotivasikan pelajar untuk menulis lebih kerap dan menghasilkan penulisan yang lebih bermutu. Data analisa untuk soalan penyelidikan pertama dan kedua akan berdasarkan jurnal pembelajaran dan kandungan mel elektronik antara ketiga-tiga buah sekolah. Soal selidik pra dan pos yang diberi pada permulaan dan akhir kajian akan menjawab soalan penyelidikan ketiga.