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**A THEORETICAL AND EMPIRICAL
STUDY OF COMPUTER-MEDIATED
SECOND LANGUAGE INSTRUCTION**

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ABSTRAK

Pembelajaran Bahasa Bantuan Komputer (PBBK) telah banyak berubah sejak 1960an, tetapi bentuk utamanya masih kekal dalam pendekatan kognitif yang tidak mementingkan perbuatan komunikasi. Pelaksana-pelaksana PBBK bercenderung untuk mengetepikan pendekatan sosio-kognitif yang lebih berpadan dengan Pengajaran Bahasa Berkomunikasi.

Kajian ini menuntut satu model pedagogi yang mengfokuskan interaksi antara manusia melalui komputer and bercadang supaya Pengajaran Bahasa Berasaskan Rangkaian (PBBR) mengganti PBBK tradisional yang berasaskan komputer.

Sebagai suatu PBBK tidak berisi yang bertindak sebagai satu perkakas untuk berkomunikasi dalam suatu ruang maya yang tersesar masanya, PBBR akan dinilai dengan pendekatan multi-disiplin yang mengandungi dimensi-dimensi berikut: persekitaran pembelajaran, profil linguistik, pedagogi bahasa yang mungkin dan keakurannya terhadap pengajian Pembelajaran Bahasa Kedua.

Suatu integrasi inter-disiplin akan dilaksanakan dalam penganalisan data dengan penganalisan teori secara pertimbangan pada aras makro dan penganalisan kandungan empirical pada aras mikro. Data akan dikutip dari emel yang disimpang secara elektronik dalam keadaan individu and kumpulan.

Keputusan penganalisan menunjukkan bahawa kedua-dua bentuk PBBR dalam kajian ini adalah bentuk-bentuk PBBK yang berdayamaju. Mereka menyumbang kepada pengalaman pembelajaran yang penting terhadap kelas tradisional dan menghasilkan keputusan positif yang biasa tidak terdapat pada PBBK tradisional yang tidak berrangkaian komputer.

ABSTRACT

Computer-assisted Language Learning (CALL) has changed significantly since 1960s, but the dominant forms of CALL still remain within the cognitive approach that does not emphasise communicative acts. CALL practitioners tend to sideline the sociocognitive approach that is congruent with Communicative Language Teaching.

This study calls for a pedagogical model that focuses on human-to-human interaction through computer and suggests Network-Based Language Teaching (NBLT) to replace the traditional computer-based model of CALL.

Being a contentless CALL form that acts as a tool for communication in a time-displaced virtual space, NBLT is evaluated using a multidisciplinary approach that include the dimensions of: learning environment, its linguistic profile, possible language pedagogy and its conformity to the Second Language Acquisition research.

An interdisciplinary integration of the diverse disciplines above is carried out in the analyses of data with judgemental theoretical analysis conducted at the macro level and empirical content analysis at the micro level. The data was collected from electronically archived emails in both individual and group settings.

The results of the analyses indicated that the two forms of NBLT in this study were viable forms of CALL. They contribute valuable learning experience to the traditional classroom and produces positive results that are not usually observed in traditional non-networked CALL.

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LIST OF ABBREVIATIONS

ALN	Asynchronous Learning Network
CALL	Computer-assisted Language Learning
CLA	Communicative Language Ability
CLT	Communicative Language Teaching
CMC	Computer-Mediated Communication
CSCL	Computer-Supported Cooperative Learning
DDL	Data Driven Learning
ESL	English As a Second Language
FFI	Form-Focused Instruction
FTF	Face-to-face
ICT	Information and Communication Technology
IRC	Internet Relay Chat
L1	First Language
L2	Second Language
LAN	Local Area Network
LRE	Language Related Episode
MFI	Meaning-Focused Instruction
MOO	MUD Object Oriented
MUD	Multi-User Dungeons
MUSE	Multi-User Simulation Environments
NBLT	Network-Based Language Teaching
NLP	Natural Language Processing
RFC	Request For Clarification
SLA	Second Language Acquisition
WAN	Wide Area Network
WWW	World Wide Web
ZPD	Zone of Proximal Development