

SYNOPSIS

The main objective of this study was to obtain insights on collaborative writing among mixed ability students in an ESL setting of an institution of higher learning. The focus of this study was on the process and the product of collaborative writing as most past studies concentrated on the process instead of the product of collaborative writing.

The participants comprised two case study groups of twelve students from a Diploma in Computer Science course. Data was collected through video recordings of the collaborative writing sessions, interviews, diary entries, and observations. The data was analysed by describing and interpreting the incidents or episodes and significant critical incidents during the collaborative writing sessions.

Results from the study showed that the two case study groups shared some common features such as mutual interactions, sharing of expertise and leadership styles. On the other hand, other features which were unique to each case study group were negotiation, power struggle, conflict and use of the national language. All these features except power struggle and conflict not only mediated the writing processes, but also expanded the students' knowledge construction and language acquisition in line with Vygotsky's Sociocultural Theory which provides a strong rationale for peer interactions.

Significant theoretical, methodological and pedagogical implications were drawn from the findings.

SINOPSIS

PENULISAN BERKUMPULAN DI KALANGAN PELAJAR DIPLOMA BAHASA INGGERIS SEBAGAI BAHASA KEDUA: SATU KAJIAN KES

Objektif kajian ini adalah untuk mendapatkan maklumat mengenai penulisan berkumpulan di kalangan pelajar diploma Bahasa Inggeris sebagai bahasa kedua yang mempunyai kebolehan yang berbeza di sebuah institusi pengajian tinggi awam. Tumpuan khas diberi kepada proses penulisan berkumpulan serta teks bertulis yang dihasilkan. Kajian lepas banyak memberi tumpuan kepada proses penulisan sahaja tanpa mengkaji teks bertulis hasil daripada penulisan berkumpulan.

Pelajar-pelajar dalam dua kumpulan terdiri daripada dua belas orang pelajar diploma bidang Sains dan Komputer. Pengumpulan data adalah melalui rakaman video dan pemerhatian ke atas sesi penulisan berkumpulan, temu ramah dan penulisan jurnal. Seterusnya, data dianalisis dengan membuat penghuraian dan penafsiran terhadap babak atau kejadian kritikal yang diselidik.

Hasil kajian menunjukkan persamaan di antara dua kumpulan tersebut, iaitu ciri-ciri interaksi sesama sendiri, perkongsian kebolehan dan gaya kepimpinan. Walau bagaimanapun, terdapat juga ciri-ciri yang unik kepada satu kumpulan sahaja, iaitu perundingan, perebutan kuasa, konflik dan penggunaan bahasa kebangsaan. Semua ciri tersebut kecuali perebutan kuasa dan konflik bukan sahaja membantu proses penulisan tetapi juga mempertingkatkan pengetahuan dan penguasaan Bahasa Inggeris selaras dengan Teori Sosiobudaya Vygotsky yang mengagaskan kerasionalan interaksi sesama pelajar.

Hasil kajian memperlihatkan implikasi yang penting dari sudut teori, metodologi dan pedagogi.

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