

TABLE OF CONTENTS

SYNOPSIS	ii
SINOPSIS	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	x
LIST OF TABLES	x
CHAPTER ONE	1
INTRODUCTION	1
Introduction	1
Background of the Study	1
Statement of the Problem	4
Benefits of Using Collaborative Work	6
Conflict During Collaborative Work	8
Collaboration in Mixed-ability Groups	10
Importance of Collaboration in Mixed-ability Groups	13
Purpose of the Study	15
Research Questions	16
Significance of the Study	16
Operational Definitions	18
CHAPTER TWO	21
REVIEW OF LITERATURE	21
Introduction	21
Conceptual Framework	21

Sociocultural Theory	21
Collaborative Learning	29
Collaborative Writing at the Workplace	31
Collaborative Writing Approaches	33
Research Studies Conducted on Collaborative Writing	35
Sense of Ownership	35
Mutual Interaction and Sharing of Expertise	36
Negotiation	38
Power Struggle	39
Humour	41
Leadership Styles	43
Collectivist Culture	46
Peer Assessment and Peer Evaluation	48
Conflicting Findings on the Use of Collaboration	49
Conclusion	52
CHAPTER THREE	53
RESEARCH METHODOLOGY	53
Introduction	53
Research Design	53
Case Study	54
The Setting	56
English Courses Offered at College A	57
Teaching Instructors	58
Instructional Procedures	59
Target Group	59
Selection of Participants	60
Brief Description of the Case Study Groups	61
Informed Consent and Confidentiality Issue	65
Collaborator for Study	65
Research Procedures	66
Pilot Study	66
Actual Study	69

Instruments	72
Video Recordings	73
Observations	74
Student Diary Entries	75
Student Interviews	76
Framework of Data Analysis	77
Analysis of Video Recordings and Observations	77
Changes to Checklist for Observations and Video Recording Analysis	79
Coding System and Unit of Analysis	80
Critical Incidents	80
Analysis of Interviews	81
Analysis of Diary Entries	82
Analysis of Written Long Reports	82
Triangulation	83
Inter-Rater Reliability	84
Conclusion	84
CHAPTER FOUR	86
DATA ANALYSIS AND RESULTS	86
Introduction	86
Research Question 1: What are the critical incidents that occur during the collaboration of mixed-ability students in the writing process?	87
Group 1	89
Mutual Interaction and Sharing of Expertise	90
Week 1	90
Week 3	94
Week 4	96
Week 5	99
Negotiation	101
Week 2	102
Week 3	104
Leadership Styles	106
Week 1	106
Week 3	110
Group 2	113
Mutual Interaction and Sharing of Expertise	114
Week 1	114
Week 2	119
Week 3	122

Power Struggle	124
Week 1	125
Week 2	129
Week 3	131
Week 6	135
Week 8	138
Leadership Style	141
Week 1	142
Week 8	144
Summary of Findings from Groups 1 and 2 based on Research Question 1	147
 Research Question 2: In what way does collaboration impact the students' composing process and text production?	 152
Group 1	153
Topic Selection and Brainstorming	153
Format and Organisation	159
Drafting	163
Editing and Proofreading	180
Group 2	181
Topic Selection and Brainstorming	181
Format and Organisation	190
Drafting	194
Editing and Proofreading	205
Summary of Findings from Groups 1 and 2 based on Research Question 2	206
 Research Question 3: What factors enhance and what factors inhibit collaboration in a mixed proficiency group?	 215
Group 1	217
Factors Which Enhance Collaboration	217
Leadership Styles	218
Collectivist Culture	219
Participants' Proficiency	219
Humour	220
Factors Which Inhibit Collaboration	223
Collectivist Culture	223
Participants' Proficiency	225
Different Levels of Expectations	226
Lack of Time Management Skills	228
Group 2	228
Factors Which Enhance Collaboration	228
Leadership Style	229
Collectivist Culture	230
Participants' Proficiency	231
Humour	232
Use of National Language	236

Factors Which Inhibit Collaboration	238
Leadership Style	238
Collectivist Culture	240
Participants' Proficiency	242
Different Levels of Expectations	243
Lack of Time Management Skills	245
Lack of Punctuality	245
Summary of Findings from Groups 1 and 2 based on Research Question 3	246
CHAPTER FIVE	263
DISCUSSION AND CONCLUSION	263
Introduction	263
Insights Raised by Findings from the Research	263
Process and Product in Writing	263
Leadership Styles	269
Collectivist Culture	271
Power Struggle	272
Use of National Language	273
Implications Based on Key Theories Driving the Research	273
Implications Based on Methods Used	275
Implications for Pedagogy	275
Limitations	277
Areas for Further Research	279
Conclusion	280
REFERENCES	284
APPENDICES	306
Appendix 1	306
Appendix 2	307
Appendix 3	308
Appendix 4	309
Appendix 5	310
Appendix 6	311
Appendix 7	312
Appendix 8	314
Appendix 9	316
Appendix 10	320

Appendix 11	322
Appendix 12	323
Appendix 13	324
Appendix 14	325
Appendix 15	327
Appendix 16	328
Appendix 17	329
Appendix 18	330
Appendix 19	332
Appendix 20	333
Appendix 21	335
Appendix 22	337
Appendix 23	339

LIST OF FIGURES

Figure 2.1	Vygotsky's Classes of Mediators	22
Figure 2.2	Mediators in the Study	24
Figure 2.3	Transition of a Successful Learner	25
Figure 2.4	Stages in Scaffolding Process	28
Figure 3.1	Instruments Used in Data Collection	72

LIST OF TABLES

Table 3.1	Participants' Results for English I Test (Groups 1 and 2)	61
Table 3.2	Background Information About Group 1	62
Table 3.3	Background Information About Group 2	64
Table 3.4	Key Transcription Used in Spoken Transcripts	78
Table 4.1	Presentation of Results in Chapter 4	87
Table 4.2	Critical Incidents in Groups 1 and 2	88
Table 4.3	Factors which Enhance and Inhibit Collaboration in Groups 1 and 2	216