UNIVERSITI PUTRA MALAYSIA

COMPARING ESL UNDERGRADUATES' COLLABORATIVE WRITING ON WIKI AND IN A FACE-TO-FACE ENVIRONMENT

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By

SHOKOUFEH ANSARIMOGHADDAM

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements for the Degree of Doctor of Philosophy

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This thesis is dedicated to my parents, Amir and Shadieh,

for their love, endless support, and encouragement.

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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January 2014

Chair: Assoc. Prof. Tan Bee Hoon, PhD

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Most ESL tertiary students find creating a coherent and extended piece of writing difficult and challenging. In assisting students to improve their writing, collaboration was found to be an effective strategy. The strength of collaboration is exemplified by wikinomics (coined from *wiki* and *economics*) that emphasizes the benefits that can be drawn from collaboration in all aspects of human activities, including education, through collective wisdom. Wiki was initially created for developing webpages collaboratively. The efficiency of wiki as a collaboration device has made it a synonym for collaboration that simplifies collaborative writing through its interactive features. Considering the strengths of wiki for collaborative writing, the present study investigates collaborative writing on wiki and face-to-face through comparing the participants' perceptions and preferences of collaborative writing on wiki and face-to-face, their interaction patterns on the two modes of collaborative writing, and the quality of their individual and collaborative essays after going through a collaborative writing process on wiki and face-to-face.

The study employs a mixed-method research design to integrate qualitative and quantitative data collection and analysis. Participants were an intact class of ESL tertiary students in a Bachelor of Arts English language programme. The quantitative data were collected from a quasi-experiment based on a counter-balanced design where participants were randomly assigned to two experimental groups. Each experimental group was given two treatments of collaborative writing on wiki and face-to-face with different sequences of the two treatments. Data were collected from one pre-experiment and two post-experiment essays, two collaborative essays, and two questionnaires. Participants also wrote down their reflections on the collaboration on paper, and they were interviewed at the end of the experiments. The face-to-face groups were audio- and video- taped for investigation of their interaction patterns, and the wiki discussion records were analyzed for salient points. Participants' interactions were analyzed through a descriptive analysis model adapted from Kumpulainen and Mutanen (1999).

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Participants mostly preferred collaborative writing on wiki, but some preferred using both modes in a blended learning environment. Wiki and face-to-face collaborative writing engaged participants in the learning process. The results showed the significant effect of collaborative writing on wiki and face-to-face based on the quality of participants' individual and collaborative essays. However comparing individual essays written after the collaborative writing on wiki and in face-to-face classroom, wiki resulted in significantly higher quality essays.

The study highlights the positive evidence of applying wiki for collaborative writing in students' writing processes. The study also suggests that students and instructors should pay attention to the potentials of wiki as a collaborative platform to foster collaborative writing without time, location and space constraints.

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Tesis dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

PERBANDINGAN PENULISAN KOLABORATIF PELAJAR PRA-SISWAZAH ESL MENGGUNAKAN WIKI DAN PERSEKITARAN BERSEMUKA

Oleh

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Januari 2014

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Kebanyakan pelajar tertiari ESL akan mendapati bahawa menulis sesuatu yang koheren dan berkesinambungan adalah suatu tugas yang sukar dan mencabar. Dalam membantu para pelajar memperbaiki penulisan mereka, kolaborasi didapati menjadi satu strategi yang efektif. Kekuatan kolaborasi telah ditunjukan oleh konsep *wikinomics* (tercipta dari gabungan perkataan *wiki* dan *economics*) yang menekankan faedah-faedah yang boleh dihasilkan dari kolaborasi dalam semua aspek kegiatan manusia, termasuk pendidikan, melalui kebijaksanaan yang kolektif. Wiki telah mula dicipta untuk membangunkan laman sesawang secara kolaboratif. Keberkesanan wiki sebagai alat kolaborasi telah menjadikannya sinonim dengan konsep kolaborasi yang memudahkan lagi penulisan berkolaborasi melalui ciri-cirinya yang bersifat integratif. Dengan mempertimbangkan kekuatan inilah maka kajian semasa meneroka ke dalam isu penulisan berkolaborasi menggunakan wiki dan kaedah bersemuka melalui perbandingan di antara pengalaman-pengalaman dan sikap peserta menulis dalam bahasa pertama dan Bahasa Inggeris, persepsi mereka dan apa yang mereka lebih gemar dalam penulisan berkolaborasi di antara wiki dan bersemuka, pola interaksi mereka ke atas kedua-dua mod penulisan kolaboratif, dan kualiti esei-esei individu dan kolaboratif setelah melalui satu proses penulisan kolaboratif melalui wiki dan bersemuka.

Kajian ini menggunakan rekabentuk penyelidikan yang menggunakan kaedah campuran dalam menggabungkan pengumpulan dan analisis data kualitatif dan kuantitatif. Peserta kajian ialah pelajar-pelajar tertiari ESL dalam program kursus Bahasa Inggeris Sarjana Sastera. Data kuantitatif telah dikumpul dari eksperimen kuasi berdasarkan rekabentuk imbangan di mana peserta diletakkan secara rawak dalam dua kumpulan eksperimen. Setiap kumpulan eksperimen diberi dua kaedah penulisan kolaboratif iaitu wiki dan bersemuka dengan turutan yang berbeza. Data dikumpulkan dari satu esei pra-eksperimen dan dua pasca-eksperimen, dua esei

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kolaboratif, dan dua soal-selidik. Peserta juga menulis tentang refleksi mereka secara menulis kolaboratif, dan mereka ditemuramah pada akhir eksperimen. Kumpulan bersemuka telah dirakam secara audio dan video untuk pengkaji melihat pola interaksi mereka, dan rekod perbincangan wiki dianalisa untuk mendapatkan maklumat penting. Di samping itu, interaksi peserta dianalisa melalui model analysis diskriptif yang diadaptasi dari Kumpulainen dan Mutanen (1999).

Peserta lebih menggemari penulisan kolaboratif menggunakan wiki, tetapi ada yang lebih menggemari kedua-dua mod dalam persekitaran pembelajaran campuran. Penulisan kolaboratif menggunakan wiki dan bersemuka juga melibatkan peserta dalam proses pembelajaran tersebut. Tambahan lagi, keputusan-keputusan menunjukkan kesan signifikan penulisan kolaboratif menggunakan wiki dan bersemuka berdasarkan kualiti esei setiap individu dan esei kolaboratif mereka. Namun demikian, dalam membuat perbandingan di antara penulisan esei selepas penulisan esei secara kolaboratif melalui wiki dan cara bersemuka dalam bilik darjah, peserta telah menghasilkan esei yang lebih berkualiti.

Kajian ini mengutarakan bukti positif pengaplikasian wiki untuk penulisan kolaboratif dalam proses penulisan pelajar. Kajian ini juga mencadangkan bahawa pelajar-pelajar dan para pengajar perlu memberi perhatian kepada potensi wiki sebagai satu landasan kolaboratif dalam memupuk penulisan kolaboratif tanpa kekangan masa, lokasi dan ruang.

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