THE USE OF THE INTERNET IN ESL WRITING CLASSROOM: A CASE STUDY

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by

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ABSTRAK

ABSTRACT

The purpose of this case study is to explore the possibilities of using the Internet in ESL writing classroom, particularly among UiTM Arau students. This qualitative study explores the benefits and limitations of teaching university-level English as a Second Language (ESL) online, via the Internet. Although some students may improve their writing, writing improvement is not the focus of the study. Both the technical and pedagogical aspects of facilitating a virtual ESL writing classroom are examined. The findings of this study were gathered using the triangulation method of observing the students using the Internet to learn writing as well as interviewing both the students and lecturers. Ten English lecturers at UiTM Arau were interviewed. Besides the lecturers, eight students were randomly chosen. From the observations, the interviews of both the lecturers and the students, it was found that generally the subjects agreed that the Internet could be used in ESL writing classroom. However, most of them cited the problems of infrastructure, materials on the Internet as well as the syllabus. This case study allows the university to prepare itself before embarking into the use of the Internet in ESL writing classroom. This study also allows the lecturers to be aware of the limitations of using the Internet in ESL writing classroom.
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CHAPTER ONE

INTRODUCTION

1.0 Introduction

English is an international language and it is used as one of the main means of communication in many countries throughout the world. In countries such as the United States of America or the United Kingdom, where the majority of its people speak English, it is considered as the first and official language. In countries like India and Zimbabwe where English is not a native language and where there are many dialects; the people use this language to communicate officially between each other.

It is not surprising, bearing in mind the importance of English at the present time, that many non-native English speaking countries which are moving towards "technological advancement and modernisation", are teaching English as a popular foreign language. One such country is Malaysia (Greenbaum, 1996). In the Malaysian language policy, English is
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