

SDU International Journal of Educational Studies

Pre-service English Teachers' Reflections on the Use of E-mails and Blogs in Teaching Literature

Hilal Bozođlan
Gazi University

To cite this article:

Bozođlan, H. (2014). Pre-service English teachers' reflections on the use of e-mails and blogs in teaching literature. *SDU International Journal of Educational Studies*, 1(1), 1-10.

[Please click here to access the journal web site...](#)

SDU International Journal of Educational Studies (SDU IJES) is published biannual as an international scientific, academic, peer-reviewed journal. In this journal, research articles which reflect the survey with the results and translations that can be considered as a high scientific quality, scientific observation and review articles are published. Teachers, students and scientists who conduct research to the field (e.g. articles on pure sciences or social sciences, mathematics and technology) and in relevant sections of field educations (e.g. articles on science education, social science education, mathematics education and technology education) education in the education faculties, are target group. In this journal, the target group can benefit from qualified scientific studies are published. The publication languages are English and Turkish. Articles submitted the journal should not have been published anywhere else or submitted for publication. Authors have undertaken full responsibility of article's content and consequences. SDU International Journal of Educational Studies has all of the copyrights of articles submitted to be published.

Pre-service English Teachers' Reflections on the Use of E-mails and Blogs in Teaching Literature

Hilal Bozođlan*
Gazi University

Abstract

Computer based applications have started to be so widely used all around the world that their effectiveness in language teaching also started to be questioned. However, despite the vast amount of literature on the use of these applications in language teaching, our knowledge about the reflections of the learners on the use of computer based applications in teaching the literature of the target language in a comparative way is highly limited. As a response to this gap in the literature, this study focused on the use of e-mails and blogs in teaching literature to pre-service language teachers comparatively. During the literature class, the students were asked to write an alternative ending to the two novels they have read using e-mails in the first time, and blogs in the second time. Later, through the questionnaire forms the students were asked to reflect upon the use of traditional paper-pen activities, e-mails and blogs in teaching literature. It was found out that the students favored e-mails and blogs compared to traditional activities. However, they also preferred blogs to e-mails. The students also reported that the use of e-mails and blogs in teaching literature was practical and motivating and it enhanced the communication among the students.

Key words: Computer assisted language learning, Teaching literature, E-mails, Blogs

Özet

Bilgisayar temelli uygulamalar dünyanın dört bir tarafında sıklıkla kullanılmaya başlanmış ve dil öğretimindeki etkinliği de sorgulanmaya başlanmıştır. Ancak bu uygulamaların dil öğretiminde kullanımı üzerine pek çok yayın bulunmasına rağmen, öğrencilerin farklı bilgisayar temelli uygulamaların hedef dilin edebiyatının öğretilmesindeki karşılaştırmalı rolü hakkındaki görüşlerine dair elimizdeki bilgi oldukça sınırlıdır. Literatürdeki bu sınırlılığa cevap olarak, bu çalışma İngilizce öğretmenliği öğrencilerine edebiyat öğretiminde karşılaştırmalı olarak e-posta ve blog kullanımı üstünde odaklanmaktadır. Edebiyat dersinde öğrencilerden okudukları iki farklı romana önce e-posta sonra da blog kullanarak alternatif sonlar yazmaları istenmiştir. Daha sonra öğrencilere edebiyat öğretiminde e-posta, blog ve geneleksel uygulamaların kullanılmasında karşılaştırmalı olarak görüşleri sorulmuştur. Sonuçta öğrencilerin e-posta ve blog kullanımını geleneksel uygulamalara tercih ettiği bulunmuştur. Ancak, katılımcılar blog kullanımını e-posta kullanımına tercih etmiştir. Öğrenciler aynı zamanda edebiyat öğretiminde e-posta ve blog kullanımını kullanışlı ve motive edici bulmuş ve bu uygulamaların aralarındaki iletişimi artırdığını belirtmişlerdir.

Anahtar Kelimeler: Bilgisayar temelli dil öğretimi, Edebiyat öğretimi, E-posta, Blog

INTRODUCTION

In parallel with the developments in information and communication technologies computer-mediated communication (CMC) started to play an important role in foreign language teaching. Especially, since the early 1990s the use of web-based applications has been gaining ground in the field of language learning and teaching. A great deal of research has been conducted on both the synchronous (e.g., chat-rooms) and asynchronous (e.g., e-mails) means of CMC (Gonzalez-Bueno & Perez, 2000; Wang, 1994). There is now a considerable body of literature that indicates a positive effect of the use

* Corresponding Author: Hilal Bozođlan, Gazi University, Department of English Language Teaching, Ankara, Turkey, hilalbozoglan@yahoo.com

of computers in language learning (Chapelle 2001; Hegelheimer & Tower, 2004; Warschauer & Healey, 1998). Several studies carried out in different contexts demonstrate that the use of computer programs support the development of learners' language skills both for academic and general purposes (Gilmour, 2004; Watson & Wright, 2005).

This paper describes two Computer Assisted Language Learning (CALL) activities, an e-mail activity and a blogging activity, carried out in the context of "English Literature" course for pre-service English teachers. The reflections of the pre-service teachers on the use of e-mail and blogging are also investigated and discussed comparatively.

Literature Review

There are various web-based applications that can be employed in the language classroom such as WebQuests, podcasts and social networks. However, the most popular CALL applications seem to be exchanging e-mails and blogging. E-mail is defined by Cohen (1996) as a tool that "simplifies communication" between the interlocutors that consists of "plain text and concise straightforward prose". Wallace and Wingate (2001), on the other hand, define e-mail as "an amazing way to send messages from one computer to another" (p.2).

Exchanging e-mails is considered to be a useful activity that enhances especially writing and reading skills of the language learners. Allowing learners to exchange opinions in a cyber-environment, e-mail serves the principles of constructivist theory, which argues that best learning occurs through interaction with others (Rüschhoff & Wolff, 1999). Also, encouraging learners to take responsibility of and organize their own learning, e-mail fosters learner autonomy (Little, 1997). Another advantage e-mails bring into the language classroom is that learning time is extended outside the class. Learners can log in and complete the activity in the comfort of their houses. Rankin (1997) states that foreign language learners are provided with more input than they could get in a traditional learning environment via e-mails. Beauvois (1998) notes that "reading vast amounts of input from classmates and from the instructor also contribute to more contact with the target language than is possible in the traditional classroom" (p.180). Moreover, exchanging e-mails creates a learning environment where the teacher is no longer in the centre (Patrikis, 1995). Fred and Roberts (1991), also, highlights the contribution of e-mail into the language classroom enhancing communication between teachers and students. Finally, what makes e-mail practical is the ease of use and the little technology knowledge it requires.

In addition to the e-mail, blogs are also used frequently for educational purposes. McIntosh (2005) describes what a blog is in the following way:

Historically, a weblog, or "blog" for short, is recognised by its regularly updated, time and date stamped posts, running down the computer screen in chronologically reverse order (i.e. the most recent post comes the first). Crucially, there is an "Add Comment" feature so that readers of posts can leave their opinions, questions or thoughts. Finally, there is a writing style element: blogs are written by one individual who gives his or her thoughts in a generally relaxed, "spoken" style (p. 2).

Blogs eliminate most of the restrictions of a conventional classroom. Stanley (2006) suggests that "blogs are a way of opening up the classroom walls and showing the wider world what is happening..." As opposed to the face-to face meetings blogs allow learners share their opinions in electronic environment without being restricted by time and space. According to Izham (2008) blogs provide a learning environment for students in which they can take place in the learning process equally. Nardi et al (2004) also note that "blogging created a sense of community that would be less likely to emerge in a conventional classroom setting" (p.41). Blogs allow students to log in and exchange information with other learners any time. Dieu (2004) explains how blogs combine meaningful and spontaneous exchange at the same time: "blogs maximize focused exposure to language in new situations, peer collaboration and contact with experts" (p. 26).

Research has shown that blogs can be used as an effective method to foster writing skills of language learners. Supyan et al. (2010) highlight the use of blogs to reduce writing apprehension among learners. According to Darabi (2006), blogs aid learners in some core principles of learning such as “active learning, student engagement and student responsibility” (p.53). Blogs engage students in different kind of tasks and help them learn from each other. Blogs have been found to be useful in developing the writing skills of low level learners, also. Nadzrah (2007), for example, suggests that low proficient learners could write constructively using blogs. Nadzrah and Kemboja (2009) also report that blogs helped learners to write more freely without being concerned about their grammatical mistakes. Godwin-Jones (2006) lists the advantages of blogs and suggests that they encourage critical analysis and articulation of ideas create a collaborative learning environment, foster persuasion and argumentation skills and offer a learner-centred environment.

Further support for the contribution of the use of CALL applications to foreign language learning comes from studies investigating the role of CALL in the language classroom in comparison to traditional paper pen methods. Stanford and Siders (2001), for example, investigated the effects of pen pal and e-pal writing on the writing skills of learners with and without disabilities in their study, and concluded that e-pal learners with and without disabilities improved their writing skills more than pen-pal learners. Kashani, Mahmud and Kalajahi (2013), on the other hand, compared the Iranian graduate students’ writing performance scores by using pen-and-paper essay writing and blogging , and concluded that blogging motivated learners for writing more in contrast with traditional methods In a similar vein, Lam and Pennington (1995) Ifeoma (2010) and Abdelrahman (2013) also investigated the effect of CALL on foreign language teaching compared to traditional methods, and found out that language learners benefited from CALL applications more than traditional language teaching methods.

Based on the previous research conducted on the use of CALL applications in foreign language teaching, it can be concluded that CALL activities are effective tools that foster the effectiveness of language teaching activities. However, although there are various CALL activities that can be used in language teaching, there is not enough data about the reflections of the learners on the use of different CALL activities in language teaching in a comparative way. Thus, the present study aims at contributing to the literature on the use of CALL in language teaching adding the reflections of learners on the use of traditional methods, e-mails and blogs comparatively. Moreover, although most of the studies on the use of CALL in language teaching focus on the development of language skills generally, this study investigates the effectiveness of e-mails and blogs in teaching literature to pre-service English language teachers.

METHOD

Participants

This study was carried out in 2012 at a university in Turkey on 38 second-year students of English Language Teaching. Most of the participants (70%) were females. The age of the participants ranged between 19 and 22. The participants were informed about the context of the research at the beginning of the term. They were informed about CALL activities briefly. It was considered that the research will not only shed light on the reflections of the pre-service teachers as to the use of e-mails and blogs in the classroom, but will also raise their awareness about CALL and provide a role model for their future teaching practices.

Measurement Tools

In order to investigate the pre-service teachers’ reflections on the use of e-mails and blogs in teaching literature, a structured questionnaire form was employed. The items in the questionnaire forms were

prepared based on the literature about CALL (Foltz Gilliam & Kendall, 2000; Pennington, 2004; Zare-ee, Shekarey & Fathi Vajargah, 2009). Moreover, in order to ensure reliability and validity of the items in the questionnaire forms an expert in the field of the use of computer mediated language learning was consulted for her opinion. Expert opinion revealed that the items in the questionnaire were consistent with the research scope and were appropriate and comprehensive for the aims of the study. Two items in the questionnaire that were found to be uncertain, vague and confusing were reworded in parallel with the expert opinion. In its final version, the questionnaire form consisted of five open-ended questions and one multiple choice questions. The questions aimed to find out whether the students favored traditional methods, e-mails or blogs and what advantages and disadvantages they attribute to traditional methods, e-mails and blogs (Appendix 1).

Research Process

Qualitative research method was chosen for the present study owing to the fact that qualitative methods could reveal learner reflections better (Merriam, 2009). The research was conducted in the context of the “English Language and Literature” course by the author, who was also the teacher of the course. The course lasted for nearly four months. During the course, the students studied two different novels in English that belong to different literary periods. In order to teach literature to pre-service English language teachers CALL activities were used by author Chapelle (2002) suggests some principles to keep in mind while deciding which CALL activity to use. According to Chapelle (2002) language learning potential, learning fit, meaning focus, authenticity, positive impact and practicality are important factors in the use of CALL applications in L2 research and practice. Thus, taking these factors into consideration the author decided to employ e-mails and blogs. When the students finished reading the first novel, *Villette* by Charlotte Bronte, they were asked to write an alternative ending to the novel using e-mail. The author wrote the first e-mail, and initiated the chain of e-mails. Each student was expected to add at least one more sentence to it, and e-mail it to the next student in the class list. Each student could see only what he/she has written himself/herself. In this way, the author aimed at arousing curiosity among the students about the final version of the ending, they themselves wrote. In order to encourage students to participate in the e-mail chain, the author informed the learners that they were going to get 10% of their final marks for their participation in the activity. When the last student in the class list added his/her sentence to the chain, he/she sent the final version to the author who shared and discussed it with the other students in the classroom. Appendix 2 provides an extract taken from the last version of the story written by the students through the e-mail chain.

The second part of the study focused on using blogs to foster creative writing skills of pre-service language teachers. In parallel with the first activity, when learners finished reading the second novel, *Of Love and Other Demons* by Gabriel Garcia Marquez, this time they were asked to write an alternative ending for the second novel using blogging. Similar to the first activity, the author posted the first sentence on a special blog designed for this activity and started the chain. As in the e-mail chain activity, the learners were expected to add at least one more sentence and post it on the blog according to the class list. This time, all students could see other students’ posts whenever they logged into the blog. In order to make sure that they participate in the activity, the learners were told that they would get 10% of their final grade for their participation in this activity, again. The participants had one week to complete the activity. In the end of the week, there were 38 posts in total on the blog. Appendix 2 provides a picture of how the blog looked like. After the last student in the class list added his/her post to the blog, the instructor and the learners discussed the alternative ending they wrote together in the class. In the next class, the learners were asked to write down their reflections as to the use of e-mails, blogs and traditional methods in teaching literature on questionnaire forms given. Although traditional methods were not used in the context of the present study due to the time limit, the participants were asked to write their comparative reflections concerning traditional methods based on their previous experiences in their writing classes where traditional activities were employed frequently.

The questionnaire forms were analyzed through content analysis. The adjectives used by the participants to describe the use of traditional methods, e-mails and blogs for teaching creative writing skills were identified. Moreover, the frequency of the participants who favored traditional methods, e-mails and blogs were also calculated.

FINDINGS

Analysis of the answers given by the students indicated that 95% of the participants had more positive attitudes to the use of e-mails and blogs in teaching target language literature than the use of traditional methods (Figure 1). Thus, a high majority of the learners preferred using e-mails or blogs instead of traditional paper-pen methods. Among these learners who supported the use of CALL rather than traditional methods, 37% found the e-mail activity more useful and practical compared to traditional paper-pen activities and blogs. The e-mail activity was described by the participants as “fast”, “practical” “comfortable”, “enhancing communication among the students”, “exciting”, “fun to do”. Analysis of the learner reflections concerning the use of blogging in the classroom yielded that 58% of the learners favored blogging more than the traditional paper-pen activities and e-mails. They used positive adjectives such as “fast”, “enjoyable” and “easy to follow” to describe the use of blogging in the classroom. Although two learners complained about the difficulties they had with the internet connection, none of the students reported negative opinions about using e-mails and blogs. Only 5% of the participants favored traditional paper-pen methods compared to e-mails and blogs.

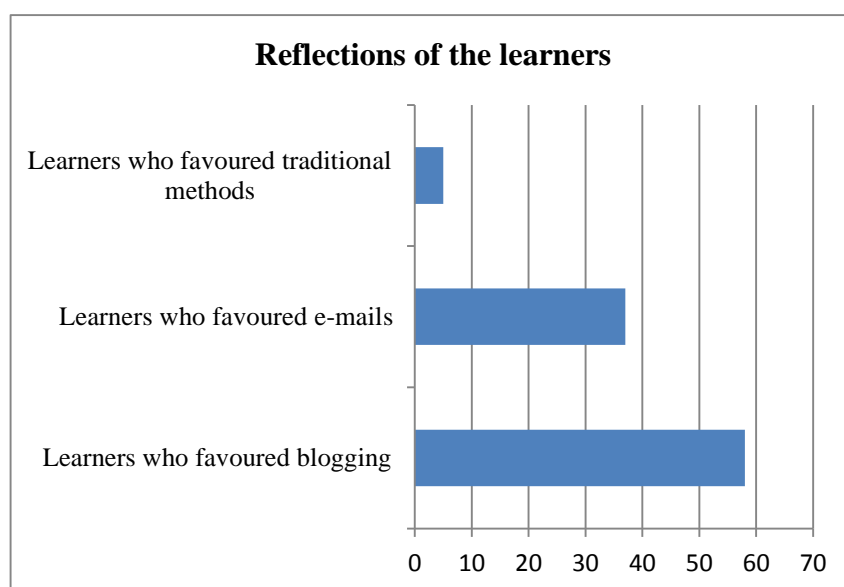


Figure 1. Percentage of learners who favored blogging, e-mails and traditional methods

Content analysis revealed that there were three factors that influenced the learners' opinions as to the use of e-mails, blogs and traditional methods in the classroom: practicality of e-mails and blogs, the contribution of emails and blogs to the communication among the students and the contribution of e-mails and blogs to the motivation of the students.

Practicality of e-mails and blogs was one of the reasons for why students preferred e-mails and blogs to traditional methods. The learner reflections below indicate the importance attached to the practicality of e-mails and blogs by the students:

"..... Both blogging and e-mail activity were practical, because we didn't need to come together to write a new ending to the story....."

"..... I enjoyed the e-mail activity. We would have wasted a lot of time if we had done the same activity on paper in the classroom. E-mail was fast and practical....."

“..... If we had done the e-mail activity on paper, everybody would have interfered with what his/her friend wrote, but with e-mails nobody could interfere.....”
“..... I think the blogging activity was fun. Especially, the grading system was wonderful. Doing this on the net was fine, easy and comfortable.....”
“..... It was nice to be able to see what was going on in the story just by checking the blog whenever I felt like checking it.”

The practicality was also an important factor why most of the participants favoured blogs compared to e-mails as reflected in the students' statements:

“..... Blogging was more enjoyable, because we could follow what our friend wrote easily. However, in the e-mail activity we couldn't.....”
“..... Blogging was faster than the e-mail activity.....”
“..... In the e-mail activity, we had to find out the e-mail address of the next student. Blogging was much better than exchanging e-mails.....”
“..... I think blogging was much better than exchanging e-mails, because our instructor could follow easily who wrote which line.....”

However, minority of the learners still favoured exchanging e-mails more than blogging due to the practicality and privacy offered by e-mails, and they expressed their ideas in the following ways:

“..... I liked the e-mail activity more, because there was more privacy in the e-mail activity. It wasn't possible to understand who wrote what, and I felt freer to write whatever I wanted to write.....”
“..... I think the e-mail activity was easier, and more practical. I had problems in registering in the blog, and then i had some connection problems. However, sending e-mails was much easier for me.....”

The contribution of e-mails and blogs to the communication among the students was the second reason for why students preferred e-mails and blogs to traditional methods. The students stated that the e-mail and the blogging activity enhanced the communication among them, and helped them to know each other better. The student reflections reveal how the e-mails and blogs affected the communication among the students and helped them to get to know each other better:

“..... It was nice to write an alternative ending to the novel with all of my class-mates. This was the first thing we did all together. I think it fostered our communication, as well.....”
“..... It was good to see our friends' literary sides, and how creative they could be....”

The contribution of the use of e-mails and blogs to the motivation of the students was another reason for why students preferred e-mails and blogs to traditional methods in the classroom. The students found the blogging activity exciting, motivating and helpful for their academic development. The reflections of the students above indicate how the contribution of e-mails and blogs to the motivation of learners affected the participants' opinions:

“..... I waited my turn with excitement.....”
“..... It was nice not to see the final version of the story in the e-mail activity. I really felt curious about it.....”
“..... I think now that we wrote an alternative ending to the novels on the internet, we will never forget these two books again.....”
“..... It is the age of technology today, and students should know how to use e-mails. There were some friends who learned about how to use e-mails thanks to this activity.....”

CONCLUSION and DISCUSSION

The present study focused on investigating the reflections of pre-service teachers of English on the use of e-mails and blogging in teaching literature. The results reveal that pre-service teachers of

English have positive attitudes towards the use of e-mails and blogs in teaching literature and favor e-mails and blogs more than traditional methods. These results are in parallel with the previous research that suggests blogs and e-mails are helpful in teaching literary skills (Darabi, 2006; Nadzrah, 2007; Nadzrah & Kemboja, 2009; Supyan et al., 2010).

It was found out that the participants favor both e-mails and blogs more than traditional paper-pen activities due to three factors: the practicality of e-mails and blogs, the contribution of e-mails and blogs to the communication among the students, and the contribution of e-mails and blogs to the motivation to the students. First, in line with the previous research (Stanley, 2006) the pre-service teachers express that e-mails and blogs are more comfortable, practical and easy to use than traditional methods, and they extend learning time. Secondly, the participants believe that e-mails and blogs effected the communication among them in a positive way. Rüschoff and Wolff (1999) and Nardi et al. (2000) also state that exchanging e-mails and blogging develop a sense of community and enhance the communication among the students. Lastly, the participants think that e-mails and blogs were exciting, motivating and helpful for their academic development. Similar to the findings of the present study, Stepp-Granny (2000), Anderson and Speck (2001) also report that technologically equipped classrooms increase student's motivation because of the interactive nature of the activities.

A comparison of the blogging and the e-mail activity, on the other hand, reveal that most of the pre-service teachers favor blogs more. In line with the findings of the present study, Dieu (2004) state that blogs are more popular compared to e-mails, as blogs provide more spontaneous exchange compared to e-mails. However, what made exchanging e-mails more attractive than blogging for a minority of participants, on the other hand, was the privacy it offered, in parallel with the previous research (Haworth, 1999; McLester, 2001). Ruhe (1998) also explains the contribution of e-mail to the affective climate in the language classroom in her study focusing on the privacy offered by e-mails: "Perhaps because e-mail is a very private medium, there seemed to be less of the anxiety that typically accompanies communication in a second language" (p.92). Thus, it is possible to suggest that with e-mail students could negotiate their opinions in the activity employed in the present study without the fear of seeing their language errors put on public display, which in return could have reduced their anxiety in writing in English, and made e-mail more attractive for them.

This study contributes to the literature providing the insights of pre-service teachers on the use of e-mails and blogs comparatively in teaching literature. However, it has some limitations. The design of the activity, which required all participants to follow an order to write an e-mail or to post a sentence in the blog, created some limitations and problems for the present study. As there were a few participants who couldn't write their e-mails or their posts in the blog immediately, they blocked the flow of the activity and some students had to wait for a long time before their turn came. In order to overcome this problem, a more in-depth and long-term research design can be employed in further studies. In addition to this, the sample of this study was limited to 38 pre-service English language teachers in Turkey. Future studies may investigate the use of e-mails on and blogs in language teaching in larger and more diverse samples. Moreover, this study was limited to the use of e-mails and blogs only. Further studies can dwell on the use of alternative tools such as face book or twitter. Lastly, this study focused on teaching novels, but further studies can also investigate the role of computer assisted language learning in teaching other literary genres such as poetry or drama.

The present study suggested a model for using e-mails and blogs to foster creative writing skills, and shed light on the reflections of the pre-service teachers on both activities. However, it also raised awareness of pre-service teachers about CALL activities providing two different models, which can be employed in the teachers' own writing classes in their future lessons. Along time ago Lindenau (1984) noted that the faculty dealing with foreign language education needed to develop a better understanding of the contributions of technology to the field of language teaching and learning, and she highlighted the inadequacies of teacher training programs in equipping teachers with the skills required for an effective use of web-based technologies in the classroom. It can be concluded that pre-service teachers should be equipped well enough about CALL applications, and they should feel more confident to use them in their classes.

Both blogs and e-mails are getting more popular everyday with more people using them for different purposes. Sabieh (2002) quotes an article published in September 20, 1999 issue of Newsweek, which gives a brief outline of the place of e-mails in our lives: "We've got mail-Always: It saves time and wastes it, makes life simpler and more complicated, brings us together and pushes us apart. Love it and hate it, it's everywhere, all the time and here to stay." It seems that both internet and internet based-applications have already become indispensable parts of our lives. What is left to language teachers and researchers is to take advantage of this cyber environment as much as possible.

APPENDICES

Appendix 1

Questionnaire

1. What do you think about the e-mail activity? Did you enjoy it? Do you think it was useful and practical?
2. What do you think are the advantages and disadvantages of the e-mail activity compared to traditional methods?
3. What do you think about the blogging activity? Did you enjoy it? Do you think it was useful and practical?
4. What do you think are the advantages and disadvantages of using blogs compared to traditional methods?
5. What do you think are the advantages and disadvantages of using blogs compared to e-mails?
6. Which technique is more effective in teaching creative writing skills? Please choose one.
 - Traditional methods
 - E-mails
 - Blogs

Appendix 2

"Here pause: pause at once. There is enough said. Trouble no quiet, kind heart; leave sunny imaginations hope. Let it be theirs to conceive the delight of joy born again fresh out of great terror, the rapture of rescue from peril, the wondrous reprieve from dread, the fruition of return. Let them picture union and a happy succeeding life. Do better than a hope, Demand it, create it, work for it. Don't let your future depend on other people. The most valuable person's leaving from your life and heart causes to see the reality. But, to make a decision was much easier than carrying out it. The more i thought , the more tired i felt. Minutes turned into hours, hours turned into days... And while the time passes by, in the rays of the sun I'm longing for the darkness. Happy endings are far away now...As i try to cling to the life, the black hole of the life swallow me...I lost my all hope about life. It was a real disaster. Life turns on a dime without him. I opened my eyes.I was no longer in the dream world.. No bewailing, no cry.. And I'll carry out my promise. I won't sing that song again...My lullaby.. Even in my dreams..."

Appendix 3



Hilal 18 May 2012 12:03

Delaura with Garcilaso, told her in an ardent voice: "For you was I born, for you do I have life, for you will I die, for you I am now dying"

Reply



selwa 18 May 2012 14:44

He closed his eyes to be sure she was not an illusion of the shadows and went on "your every aspect is written on my soul. For you I will carry this longing till end as the last day of the world will be the birth of our love. For you, i will never lost the will to fight..."

Reply



merve emine 19 May 2012 21:51

yes,she was there.she was not an illusion but like an illusion, she would disappear with death.words were meaningless now..

Reply

REFERENCES

- Abdelrahman, O. (2013). Use of dialogue through e-mail technology in developing writing skills to English as foreign language learners (EFL) at Al-Imam Mohammad Ben Saud Islamic University. *Journal of Educational and Psychological Sciences*, 14(4), 665-688.
- Anderson, R & Speck, B. (2001). *Using technology in K-8 literacy classrooms*. Upper Saddle River, N: J: Prentice Hall.
- Beauvois, M. (1998). Write to speak: the effects of electronic communication on the oral achievement of fourth semester French students. In J. A. Muyskens (Ed.), *Newways of learning and teaching: focus on technology and foreign language education* (pp. 165-183). Boston: Heinle & Heinle Publishers.
- Chapelle, A. C. (2001). *Computer Applications in Second Language Acquisition: Foundations for teaching, testing and research*. Cambridge: Cambridge University Press.
- Chapelle, C. (2002). Computer-assisted language learning. In R. Kaplan (ed.) *The oxford handbook of applied linguistics*, (pp 498-505), Oxford: Oxford University Press.
- Cohen, S. (1996). E-mail basics. *Training and Development*, 50(8), 48-50.
- Darabi, R. (2006). Basic writing and learning communities, *Journal of Basic Writing*, 25(1), 53-72.
- Dieu, B. (2004). Blogs for language learning, *Essential Teacher*, 26-30.
- Fred, P. & Roberts, J. (1991, April). *Penpals in science: Electronic mail, mentor teams, hands-on activities, small groups of children*. Paper presented at Annual Meeting of the American Educational Research Association, Spain.
- Foltz, P. W., Gilliam, S., & Kendall, S. (2000). Supporting content-based feedback in on-line writing evaluation with LSA. *Interactive Learning Environments*, 8(2), 111-127.
- Gilmour, B. (2004). *Summary Report of College English Pilot*. Newcastle: University of Newcastle Upon Tyne.
- Gonzalez-Bueno, M., & Perez, L.C. (2000). Electronic mail in foreign language writing: a study of grammatical and lexical accuracy, and quantity of language. *Foreign Language Annals*, 33(2), 189-197.
- Godwin-Jones, R. (2005). Emerging technologies: Skype and podcasting: disruptive technologies for language learning. *Language Learning and Technology*, 9(3), 9-12.
- Haworth, B. (1999). An analysis of the determinants of student e-mail use. *Journal of Education for Business*, 75(1), 55-59.
- Hegelheimer, V., & Tower, D (2004). Using CALL in the classroom: Analyzing student interactions in an authentic classroom. *System*, 32(2), 185-205.
- Ifeoma, O. (2010). Using computer-assisted language learning to improve students' English language achievement in universal basic education. *International Journal of Educational Research and Technology*, 1(1), 66-71.

- Izham, S. I. (2008). An analysis of the utilization of weblog as a tool in teaching critical reading skills among selected pre-university ESL students. Unpublished doctoral dissertation. International Islamic University Malaysia.
- Kashani, H., Mahmud, R., & Kalajahi, S. (2013). Comparing the effect of blogging as well as pen-and paper on the essay writing performance of Iranian graduate students. *English Language Teaching*, 6(10), 202-2018.
- Lam, F. S., & Pennington, M. C. (1995). The computer vs the pen: A comparative study of word processing in a Hong Kong secondary classroom. *Computer Assisted Language Learning*, 8(1), 75-92.
- Lindenau, S.E. (1984). The teacher and technology in the humanities and arts. *Modern Language Journal*, 68(2), 119-124.
- Little, D. (1997). Learner autonomy in the foreign language classroom: theoretical foundations and some essentials of pedagogical practice. *Zeitschrift für Fremdsprachenforschung*, 8(2), 227-44.
- McIntosh, E. (2005). From learning logs to learning blogs. *Scottish Centre for Information on Language Teaching and Research*, Retrieved on January, 20, 2014 from http://www.scilt.org.uk/Portals/24/Library/slr/issues/13/SLR13_McIntosh.pdf
- McLester, S. (2001). Top 10 technology breakthroughs for schools. *Technology and Learning*, 18-28.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Nadzrah, A.B. (2007). Using blog to develop interests among ESL students: A new paradigm in language education, Paper presented at Asia TEFL.
- Nadzrah, A.B., Kemboja, I. (2009). Using blogs to encourage ESL students to write constructively in English, *AJTLHE*, 1(5), 45-57.
- Nardi, B. Schiano, D. Gumbrecht, M. , Schwartz, L. (2004). Why we blog. *Communications of the ACM*, 47(12), 41-46.
- Patrikis, P. (1995). Where is computer technology taking us. *ADFL Bulletin*, 26(2), 36-39.
- Pennington, M. (2003). The impact of the computer in second language writing. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 287-311). Cambridge: Cambridge University Press.
- Rankin, W. (1997). Increasing the communicative competence of foreign language students through the FL chatroom. *Foreign Language Annals*, 30(4), 542-546.
- Rüschhoff, B. and D. Wolff (1999). *Fremdsprachenlernen in der Wissensgesellschaft*. Munich: Hueber.
- Sabieh, C. (2002). *The influence of e-mail on language learning: A positive impact*. Paper Presented at the Annual Center for Developing English Language Teaching, Cairo, Egypt.
- Stanford, P. & Siders, J. (2001). E-pal writing! *Teaching Exceptional Children*, 34, 21-25.
- Stanley, G. (2006). *Blog-EFL: Observations and comments on the use of weblogs, emerging technologies & e-learning tools for English language teaching*. Retrieved on March, 15, 2012 from <http://blog-efl.blogspot.com>.
- Stepp-Greany, J. (2002). Student perceptions on language learning in a technological environment: Implications for the new millennium. *Language Learning and Technology*, 165-180.
- Supyan, H., Norizan, A. R., Dalia, S. Q. (2010). Developing blogs: New dimension in language teacher education. Paper presented at *Teaching and Learning of English in Asia*, November 18-20, Brunei, Darussalam.
- Wang, Y. M. (1994). E-mail dialogue journaling in an ESL reading and writing classroom. *Dissertation Abstracts International*, 54, 3316.
- Wallace, M. & Wingate, P. (2001). *An Introduction to E-mail*. London: Usborne Publishing.
- Warschauer, M. & Healey, D. (1998). Computers and language learning: an overview. *Language Teaching*, 31, 57-71.
- Watson, J. & Wright, V. (2005). Re-usable online learning materials: pipe-dream or reality? Paper presented at BALEAP Conference, Edinburgh, UK.
- Zare-ee, A., Shekarey, A., & Vajargah, K. F. (2009). The educational usefulness and use of blogging in higher education: male and female Iranian undergraduate students' views. *World Applied Sciences Journal*, 7(2), 211-219.