



جامعة قناة السويس

كلية التربية بالسويس

بسم الله الرحمن الرحيم

The Future of Blended Learning in EFL Teacher Education Programs

إعداد

سماح محمد فهم السقا

مدرس مساعد بقسم المناهج وطرق التدريس

(تخصص المناهج وطرق تدريس اللغة الإنجليزية)

مجلة كلية التربية بالسويس - العدد الرابع - المجلد الثاني - يوليو ٢٠١١م

The Future of Blended Learning in EFL Teacher Education Programs

Abstract

Blended learning is not a new concept; however it has grown increasingly in demand and popularity especially in foreign language education (Fong, Kwan, & Wang, 2008; Hinkelman, 2004). Therefore, Graham (2006) suggests that the trend towards using blended learning in the educational systems will increase. It may even —as Graham maintains— become so ubiquitous that the word blended will be eventually dropped and it will be just called learning. The present study offers a literature review of blended learning, and a framework for blending process writing approach with weblogs in teacher education programs.

Introduction and Background

As no two students learn the same way, there is a need to offer students a range of experiences, delivery modes and instructional methods through which they learn the foreign languages (Adams, 2005). Besides, diversity in schools and classrooms and the challenge of high standards for all students contribute to the need for a blended approach that suits students' needs (Harris & Alexander, 1998). Interest in blended learning has been growing since the instruction in the early 1980s. adoption of computer-mediated Hinkelman (2005, 2004) indicates that blended learning has been turned from a traditional computer-assisted language learning mode called (CALL) to an

¹ profahmed_seif@yahoo.com

² dr.taher_alhady@yahoo.com

³ manalkhodary@yahoo.com

⁴ samah_saka@yahoo.com

open and flexible delivery mode called blended learning. And when the line between computer and non-computer based teaching — as Hinkelman (2004) further explains — is blurred and classrooms are expanded to include online, mobile, and lab-based instruction, the concept of blended learning has been expanded. Blended learning has appeared as a result of the ongoing convergence of two learning environments: face-to-face learning that has been around for

centuries and computer based learning that has begun to grow as new technologies have expanded (Graham, 2006). See Figure 1. for the progressive convergence of traditional and computer based learning allowing the development of blended learning systems.

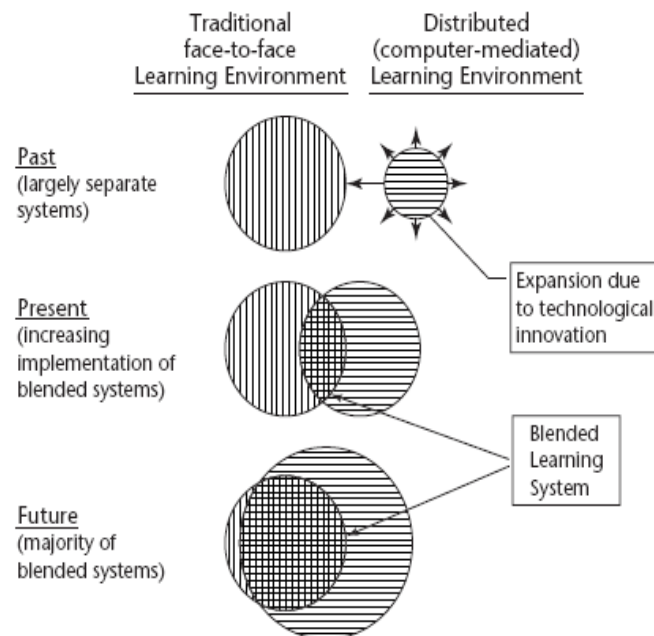


Figure 1. Development of Blended Learning Systems

Source: Graham (2006, p.6)

As indicated in Figure 1, on the one hand, there is the traditional face-to-face learning environment that has been around for centuries. On the other hand, there are distributed learning environment that has begun to grow and expand as new technologies have expanded the possibilities for distributed communication and interaction. In the past, face-to-face and computer based learning have remained largely separate because they have used different instructional methods and have addressed the needs of different audiences (Graham, 2006). Put simply, traditional face-to-face learning typically occurred in a teacher-directed environment with person-to-person interaction in a live synchronous and high-fidelity environment. On the other hand, technology supported learning emphasized self-paced learning and typically occurred in an asynchronous, and low-fidelity (text only) environment (ibid).

Voos (2003) believes that the pedagogical rationale behind blended learning is that incorporating web-based learning into

traditional modes of delivery enhances students' learning. Thus, this blend promotes autonomous learning without losing the positive aspects of tutor guidance associated with face-to-face courses. So, many educators (e.g., Collis, Bruijstens, & Veen, 2003; Dziuban, Hartman, & Moskal, 2004; Starenko, 2008; Wells, 2006) assure that blended learning increases active learning strategies, peer-to-peer learning strategies, learner centered strategies and retains the face-to-face element, making learning the best of both worlds i.e. face-to-face and web based instruction. Thus, this shift from teacher to student centered instruction, in which students become active, has imbued the pedagogical atmosphere and has led to the emergence of blended learning.

One of the main disadvantages of distance learning is the lack of social interaction that creates a special need to motivate the less independent student (Salmon, 2000; Waddoups & Howell, 2002). As a result, the need for a compromise between the conventional face-to-face sessions and online learning has led to a new approach to teaching and learning i.e. blended learning (ibid). Also, the increased and continuous access to learning is one of the key factors influencing the growth of blended learning environments (Bonk, Olson, Wisner, & Orvis, 2002; Bradshaw, & Hinton, 2004). Recently, more mature learners with outside commitments such as work and family seek additional education. Those learners want the convenience offered by a blended environment and do not want to sacrifice the social interaction and human touch they are used to in a face-to-face classroom and thus has led to the spread of blended learning.

As for the importance of blended learning to teachers, those who have taught blended courses (e.g., Garnham & Kaleta, 2002; Spilka, 2002) indicate that their teaching experiences were very positive as blended learning gave them more flexibility with their classes. It saves, as Nozawa (2008) and Starenko (2008) assure, teachers' time because students are accomplishing many of the activities online. Furthermore, Huang, Ma, & Zhang (2008) contend that blended learning enables teachers to improve their existing teaching and assessment practices. For example, in traditional classrooms, instructors used to ask students to submit their weekly assignments paper printed, but in blended learning classes, they ask students to send their work to weblogs and then they may evaluate their students' performance by e-portfolios.

The current paper introduces a proposed framework for blending process writing approach with weblogs. Thus, the structure of the literature review in this paper goes in three main sections. Section One tackles process writing approach, Section Two deals with weblogs, while Section Three introduces the proposed weblogged process writing approach.

Literature Review

Section One: Process Writing Approach

Process approach to the teaching of writing has been advocated as a reaction to the traditional product-oriented approach of teaching writing (Sun & Feng, 2009). No longer is the focus on the end result of the act of composition i.e. the final product. With process writing the focus has shifted from correctness to invention techniques. Therefore, Reid (1993) theorizes that the product, the final paper, will never again be the solitary focus of composition classes; but process writing approach has assumed its rightful position at the end of a significant number of intermingled, recursive writing processes. Similarly, Richards (1990) affirms that “The process of moving from concepts, thoughts and ideas to written text is complex. A written text represents the product of a series of complicated mental operations” (p.101). Evidently, writing is a difficult skill to develop since it requires not only syntactic and lexical knowledge, but also the capacity to generate and organize ideas and thoughts in a way that can be clearly and coherently communicated to a potential reader

To Byrnes (2001) and Ferris and Hedgcock (1998), part of the rationale for the adoption of process writing approach is based on the result of research into the processes rather than the products of language use and language learning. A review of the literature on best writing practices affirms that an excessive emphasis on grammar can actually promote weaker writing skills, and thus calling for the importance of avoiding instructional approaches that create passive learning situations. Students should be challenged to use their metacognition skills to learn about the writing process (i.e. planning and revising) and devote time to comparing good and poorly written work to gain insights into the nature of the process of writing. The process approach means that students spend more time

generating ideas, more time writing, more time revising, and more time rewriting than other approaches of teaching writing (ibid).

Williams (2003) assures that the most significant reasons behind the emergence of the process writing approach are based on the realization that the key to improving student writing consists of three factors: Asking students to write often, in meaningful contexts, providing frequent feedback on work in progress, and finally requiring numerous revisions based on that feedback (p.101). All of these three factors can be easily achieved through the implementation of process writing approach in teaching writing.

According to Gocsik (2004), the most important rationale of process writing pedagogy is that writing is the result of a very complex, highly individualized process. Thus, writing can be understood as the culmination of several steps in a complicated process. Additionally, the process writing appeared with the main purpose of fulfilling the writer's needs as well as to meet the reader's expectations (Tong, 2007). Process writing approach balances both writer and reader perspectives, while respecting conventional norms (Raimes, 1991).

Process writing is based on different theories that affect each other in one way or another. Among the most significant theories affecting the process writing are: the cognitive theory, cognitive apprenticeship and the metacognitive theory.

First of all, the cognitive theory has played an important role in providing a theoretical basis for the process writing approach (Graham, MacArthur, & Fitzgerald, 2007). The main principles of the cognitive theory of writing as put by Flower and Hayes (cited in Wray, 2004) are:

- 1. The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing.**
- 2. These processes have a hierarchical, highly embedded organization in which any given process can be embedded within any other.**
- 3. The act of composing itself is a goal directed thinking process, guided by the writer's own growing network of goals (p.41).**

In the process approach, writers use a combination of cognitive and mental processes when composing a piece of written work (Flower, & Hayes, 1981). Those processes come to the foreground when and as needed and follow a hierarchical structure as follows: planning, translating, reviewing, and monitoring (ibid). Therefore, Flower and Hayes see writing as problem solving, goal setting, and decision making activities that play out in the mind of the writer as he plans, translates thought to print, and revises (cited in Chandrasegaran, Evangeline, & Clara, 2007). Accordingly, writing is not simply a series of actions, but a series of decisions — a cognitive thinking process. Those decisions appear in the different stages of the process writing approach (Flower & Hayes as cited in Penrose, & Sikko, 1993).

Cognitive apprenticeship seems also to be deeply rooted in process writing. The roots of cognitive apprenticeship lie with Vygotsky's sociocultural theory of learning, which proposes that knowledge is created through social interactions (Woo, & Reeves, 2007). It focuses on fostering active learning in “a community of people who support, challenge, and guide novices as they increasingly participate in skilled, valued sociocultural activity” (Rogoff, 1990, p. 39). In the process writing approach, the teacher as well as peers serves as cognitive resources for one another (Collins, Brown, & Holum, 1991). Not only do student writers read each others' essays, but also do they provide feedback and suggestions for improving the essays as well. Thus, in a process writing classroom, cognitive apprenticeship provides the social context for this to happen, whether face-to-face or in a virtual setting (Seo, Byk, & Collins, 2009).

Process writing approach is also compatible with metacognition. The emergence of metacognitive theory in the 1970's added to the understanding of complex cognitive processes by providing data on learners' awareness of and control over their cognitive activities (Devine, 1993). Therefore, the metacognitive theory is considered a significant element in the writing process because it deals with three basic strategies of process writing as identified by Garner (1990) and Paris and Winograd (1990): (a) developing a plan of action, (b) maintaining/monitoring the plan, and (c) evaluating and revising the plan. Those basic strategies are

important stages in the process writing approach: i.e. prewriting, writing the draft, revising and rewriting the final draft. Moreover, writing involves metacognitive knowledge of what constitutes a good text and what strategies to employ (Jones, 2006). Raphael (1989) says that metacognition builds upon the two most fundamental issues in learning and teaching psychology: "First, metacognition describes the control process in which active learners engage as they perform various cognitive activities. Second, metacognitive or executive control processes may underlie the very important processes of generalization and transfer of strategies learned" (P.346). Therefore, process writing approach, imbued with the metacognitive theory, provides student writers with the ability to describe how and what they have learned about their writing processes, and it allows them to generalize and apply the process to their future writing situations.

The process approach revolves around various interconnected stages that writers use in developing a written document. The stages of the writing process were drawn from observation and reflection about what writers actually do when developing a written text (Dyson & Freedman, 1991).

The Massachusetts Institute of Technology (1999) presents four distinct steps for the process of writing: prewriting, drafting, revising, and editing. In detail, prewriting is anything students do before they write a draft of their written document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, and assessing data). As for drafting, it occurs when students put their ideas into sentences and paragraphs on paper, or online. Here, students concentrate upon explaining and supporting their ideas fully. This draft tends to be writer-centered. Revision is the key to effective documents. During this stage, students think more deeply about their readers' needs and expectations. Thus the document becomes reader-centered. The last thing students should do before printing their document is to edit it in order to polish it (ibid).

On the other hand, Stanely (2003) summarizes the previously mentioned four stages into three main ones: pre-writing, writing and post writing. Getting started can be difficult, therefore in the pre-writing stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. Stanely agrees with The Massachusetts Institute of

Technology that classroom activities related to this stage are brainstorming, planning, generating ideas, and questioning. During the writing stage, as Stanely (2003) maintains, students write without much attention to the accuracy or the organization of their work. The most important feature is meaning. Finally, writing is adapted to a readership during the post writing stage. Students here should focus more on form and on producing a finished piece of work (Ibid).

Many researchers and theoreticians (e.g., Poindexter & oliver, 1998; Trupe, 2001; Unger & Fleischman, 2004) agree that the process oriented approach includes four identified stages of the writing process: prewriting, drafting, revising/editing and finally publishing. Prewriting is the stage before words emerge on paper. Emerging thoughts are generated through talking, drawing, brainstorming, reading, note-taking, free-associating, and questions in order to generate ideas and find topics. As for drafting, it is the stage in which a product is being produced. During this stage, ideas are organized and written up into a coherent draft. Thus, this stage of writing should not be evaluated, but supported. During the revising/editing stage students read what they have written with an eye to evaluate or revise the text. Publishing is the last stage that should not be skipped because by sharing their writing, students develop sensitivity to an audience and confidence in themselves as authors.

Marchisan and Alber (2001) demonstrate that the process approach to teaching writing is an effective approach for increasing the overall quality of students' written expression. In other words, White and Arndt (1991) assure that if students learn that writing is a process through which they can explore and discover their thoughts and ideas, then product is likely to improve as well. By using the process writing approach, the problems of writing are dealt with during the process rather than in the final product (White & Arndt as cited in Martinez, 2005). Therefore, facing and modifying the problems of the student writers during the stages of the process approach and trying to solve them are better than delaying those problems till the end. By doing so, student writers avoid doing the same problems in the following procedures and in the final product as well.

Oluwadiga (1992) mention many benefits for the process writing approach. Some of these benefits are that: process writing

approach (1) engages students in the creative processes of composing texts, (2) excites them about how their texts are coming into being, (3) gives students insights into how they operate as they create their work, and finally (4) alters students' concepts of what writing involves. Additionally, process writing approach is extremely motivating to both students and teachers alike (Kinneavy, 1994). Simply, students do their best in writing their topics because the teacher is interested in what they write instead of the errors they make. Peer feedback, for example, through which students show each other their writing and have comments, maybe a motivating experience in the writing classroom. Moreover, process writing is important as it encourages collaborative group work between learners as a way of decreasing writing apprehension and developing positive attitudes towards writing (Oliver, 1995). Group work writing activities encourage students to help each others. In other words, good student writers help poor student writers in performing their tasks.

In spite of its importance, Hillocks' (1986) as well as Dyer's (1996) criticism to the process writing addresses the focus on process and the lack of specification concerning task design. Both authors refute the following two principles of the process writing approach: (1) Writing ability is gained through mere practice, and (2) The writing process is a basic skill that generalizes to various contexts. Hillocks and Dyer demonstrate that students need to be prepared for specific writing tasks that they come across. Also, there are as many different writing processes as there are academic writing tasks. Therefore students need instruction on the writing genres as well as the writing mechanics. Stanley (2003) argues that this approach is time-consuming. Using this approach, students need more time to be spent on writing. Additionally, editing and revision –as process writing stages– are time-consuming and laborious processes (Tong, 2007). Therefore, while most English teachers agree that students need to write often, the problem many teachers face, and one that is overwhelming for those with large classes, is how to respond to the huge numbers of compositions produced each week (Dixon, 1986).

Additionally, Badger and White (2000), and kim and Kim (2005) introduce three disadvantages of this approach. The first disadvantage is that this approach regards all writing as being produced by the same set of processes. This disadvantage agrees with the previously mentioned criticism of Hillocks' (1986) and Dyer's

(1996). Second, this approach gives insufficient importance to the kind of texts writers produce and why such texts are produced. Finally, process writing approach offers learners insufficient input, particularly, in terms of linguistic knowledge, to write successfully.

As a result of the previous disadvantages, the researchers think of blending the process writing approach with weblogs in order to exploit the benefits of this approach and overcome its demerits in developing the writing performance and critical reading of EFL prospective teachers.

Section Two: Weblogs

One such technology that has become extremely popular in web culture is Web logs, now most often referred to as weblogs or simply blogs (Holmes, 2005). Blogs have only been around, at least as a named form, since the late 1990s. They were originally named weblogs, a name coined by Jorn Barger in December of 1997. This name was later shortened to blog (the we- was dropped), with the person keeping the weblog being known as a “blogger” (Descy, 2004, p.4). The term was pronounced web-log or we-blog. Blogs are a creative and interactive middle space between online and traditional classrooms (Deitering & Huston, 2004). Warlick (2005) believes that blogging is simply an extension of literacy. In other words, traditional literacy is about paper based communicating with reading and writing and blogging is about on-line communicating with reading and writing. In Felix’s (2007) view, the main difference between traditional literacy and weblogged literacy is that blogging takes place within the context of how communication takes place in today’s digital world. In short, the weblog offers a free online publishing house for anyone who cares to write and for those who care to read it (Ward, 2004).

As a new concept, a weblog is difficult to define. In its simplest form, many educators and theoreticians (e.g., Descy, 2004; Dyrud, Worley, & Flatley, 2005; Johnson, 2008; Quiggin, 2006) believe that a blog is a personal web page in a journal format, using software that automatically puts new entries (posts) at the top of the page, and shifts old entries to archives after a specified time, or when the number of posts becomes too large for convenient scrolling. Those entries are often hyperlinked to other sources or websites and focus on class content or on student interests, depending on the

instructional purposes. To Lankshear and Knobel (2003), weblog is an emerging technological tool that has been identified as useful for writing. It is commonly known as a “blog” because it is a writing log on the Web.

According to Wells (2006), a weblog, also called a blog, is an easily created and updateable website that allows people to publish to the internet instantly even if they do not have any knowledge of HTML programming. Similarly, Goldman and Schmalz (2006) define weblog as a text publication tool, providing links and commentary about specific topic.

Weblogs have existed online for almost more than a decade. However, weblogs began to grow in popularity during the second half of the 1990s (Lankshear & Knobel, 2003). Probably the most important factor which led to the explosion of the weblog phenomena, was the advent of the second Gulf War and the sudden popularity of Salam Pax, better known as the Gulf War Blogger (Ward, 2004). It could be argued that like the internet, which was conceived in the Cold War, the weblog was baptized by Iraq War. In fact, 2003 has been described by Barrios (2003), who has a website devoted to using weblogs in the writing class, as “the year of the blog” (p.1).

Weblogs –or blogs for short– began as websites that listed hyperlinks to other websites that contain interesting and curious content located by the publisher of the blog. Thus, early weblogs are characterized as having a filter style as those early ones were often simply a listing of newly developed websites (Blood, 2002). Rebecca Blood – a popular and long-time weblogger – describes this filter-style nature of weblogs as a way used by skilled researchers to filter internet content in smart, irreverent, and reliably interesting ways. According to Blood, filter-style weblogs are ones that are link-driven, containing a mixture of hyperlinks to Web material and commentary on that material and directing readers to different sites of interest.

The release of online publishing tools and web hosting services in 1999 –as Paquet, 2002 and Zuiker, 2004 indicated– made weblogging much more accessible to internet users. Those hosted services allowed every person to easily sign up, create a blog, and write numerous postings without having to know HTML. Since then, millions of weblogs have been created. While early blog publishers –

generally known as “bloggers” – were largely from the technological world, the new generation of bloggers was much more diverse.

There is no set of rules for how a weblog should look like. Nevertheless, Holmes (2005) and Rak (2005) agree that most weblogs’ front pages are divided into at least two columns. One column houses each weblog posting, ordered chronologically from the most recent entry to the least recent entry with entries archived after a given period. The second column acts as an index of hyperlinks to the blogger’s favorite, related, or recommended websites and weblogs. This index is usually divided into sub-categories and generally runs along lines of interest.

Weblogs, to the researchers, have many theoretical underpins that cooperate in one way or another forming theoretical bases to weblogs. Those theoretical underpins are Computer Assisted Language Learning (CALL), involvement load hypothesis, and brain-based research.

Researchers and teachers in the field of Computer Assisted Language Learning (CALL) have been working on harnessing technology and Internet resources to revitalize traditional language learning, and to explore new pedagogy made possible by computers and the Internet (Chang & Chang, 2004). Though CALL has developed gradually over the last 30 years, Barson and Debski (as cited in Warschauer, 1996) believe that this development can be categorized in terms of three somewhat distinct phases: behavioristic CALL, communicative CALL, and integrative CALL. The first phase was based on the behaviorist theories of learning. Programs of this phase entailed repetitive language drills (Warschauer, 1996). The second phase of CALL was based on the communicative approach to teaching which became prominent in the 1970s and 80s. Proponents of this approach felt that the drill and practice programs of the previous decade did not allow enough authentic communication to be of much value (Warschauer, 1996). Integrative approaches to CALL are based on two important technological developments - multimedia computers and the Internet. For the first time, language learners can communicate directly, inexpensively, and conveniently with other learners or speakers of the target language twenty four hours a day, from school, work, or home. This communication can be asynchronous (not simultaneous) through tools such as email, or it can be synchronous, using weblogs. Weblogs

as technological tools allow people all around the world to have a simultaneous conversation by typing at their keyboards. They also allow not only one-to-one communication, but also one-to-many, allowing a teacher or student to share a message with a small group, the whole class, a partner class, or hundreds or thousands of people. Dieu (2004) believes that with weblogs, teachers easily organize a collaborative learning environment in which students peer edit others' postings. Therefore, Moeiarty and Rajapillai (2006) believe that blogging has created an online environment where the students themselves provide much of the teaching.

Another area of research related to weblogs is involvement load hypothesis. In this hypothesis, "involvement is perceived as a motivational– cognitive construct which can explain and predict learners' success." (Laufer & Hulstijn as cited in Al-Hadi, 2009). For Laufer and Hulstijn,

The construct of involvement consists of three basic components: need, search, and evaluation. Need is related to motivation especially the intrinsic type or the self imposed by the learner, thus the degree of need is strong. Search and evaluation are related to information processing in cognition (cited in Al-Hadi, 2009, p.12).

In the case of weblogs, if students are asked to set up weblogs to act as a place for publishing their essays, the task induces moderate need. To write their outlines, and drafts of essays, students may need to read related essays and search for related ideas, pictures, and videos to the topics they will write about, therefore, it induces a strong search. In addition, student writers need to read each other's essays, evaluate them, and send feedbacks as well as suggestions for improvement, so it also induces a strong evaluation.

The brain-research seems also to be in compatible with weblogs. The brain is changing in response to the changes brought about by the high-tech information age (Sprenger, 2010). Research proved that brain is fueled by the need to encounter something new and different. As novelty is one of the features of technology, technological revolution continues to engage students. Slavkin (2004) believes that "If brain-based pedagogy could be summed up in one sentence, it would be, knowledge should be socially created"(p.44). Similarly, Erlauer (2003) suggests that "collaborative learning

provides the brain with the means to explore new information, typically in a problem-solving situation.”(p.136). With weblogs, as Dieu (2004) believes, teachers easily organize a collaborative learning environment in which students peer edit others’ postings. Therefore, blogging has created an online environment where the students act as teachers and learners at the same time (Moeiarty and Rajapillai, 2006).

Additionally, during researching the way the brain learns, neuroscientists discovered that how learners feel is very important to their learning process (Deutsch, 2003). If a learner is enthusiastic and does not feel stress, learning will take place. If the conditions are negative and the learner doesn't feel safe, learning will not take place. Since today's brain needs a computer like environment, weblogs as technological tools can provide brain with this multimedia environment (ibid). Weblogs provide a non-threatening atmosphere in which learners feel less inhibited about expressing themselves, encouraging even timid students who usually refuse to speak in face-to-face discussions to actively participate in online weblogs (Quintero, 2008).

Weblogs consist of dated entries written by a blogger (Holmes, 2005; Rak, 2005). Blog entries are sometimes called posts. There are basically two types of posts: those that include hyperlinks to other blogs or websites, and those that do not. Those posts that do include hyperlinks may begin with a link and posted comments beneath it, in a form very similar to an annotated bibliographic entry. Hyperlinked posts may also include quotes from the information or text to which they are linking in order to give readers a sense of what they will find when they follow the link. All blogs of this type also have a place for readers to comment on specific entries (ibid).

Weblogs are important technological tools for both teachers and students. They provide space for the teacher to supply students with online information (Gomes, 2005). Felix (2008) believes that weblogs help teachers to increase the self-esteem of their students. Through the use of weblogs, students receive praise from the teacher. This praise motivates them and helps them to improve their performance. Also, allowing students to criticize and praise each other’s work will raise the sense of relationships within the classroom as well as increase their self-esteem (ibid).

As a learner-centered instructional tool, weblog enables teachers to give more attention to their learners (Felix, 2007; Glogoff, 2005). Many online students miss the face-to-face contact realized in a traditional classroom. Thus, weblogs overcome this problem by offering particularly useful opportunities for on-line learner-centered feedback and dialogue (Glogoff, 2005). According to Tryon (2006), weblogs allow students to share ideas, and to add additional thoughts which make blogs more like conversations. As a result, students were no longer passive observers but participants in a larger conversation that extends beyond the walls of the composition classroom.

Similarly, Deitering and Huston (2004) argue that blogs are a middle space for learning where students can have a sense of ownership, enabling reflection and creativity. Wells (2006) demonstrates that there is such a pride in ownership i.e. "I wrote that," students will say. The absence of audience in a traditional composition class creates particular writing problems and the presence of this audience can address most of those problems. Lowe and Williams (2004) and Stanely (2005) believe that having the learners' written work made public gives them a real audience and a stronger purpose to write. As a result, students become more concerned about getting things right and usually understand the value of rewriting their texts. In the view of Blankenship (2007) and Richardson (2006), weblogs expose students to multiple points of views, even with just the class itself participating; students will realize that their peers have different perspectives on issues. In short, Dieu (2004) believes that with weblogs teachers easily organize a collaborative learning environment in which students peer edit others' postings. Therefore, Moeiarty and Rajapillai (2006) believe that blogging has created an online environment where the students themselves provide much of the teaching.

Bloggng facilitates students' critical thinking skills (Dyrli, 2005; Rak, 2005; Tryon, 2006). The instant feedback and the endless arguments that constitute a large corner of the blog world quickly bring to the surface the techniques by which good argument can proceed. Consequently, blogs are often understood to be direct democracy in action because they allow every learner using them to express his views with others. In the same vein of thought, Mynard (2007) emphasizes the importance of weblogs as a tool for reflection about learning. The results of his small-scale study show that the

students used their blogs as a medium to reflect on specific aspects of their learning. The students involved in this study wrote about their learning without being prompted to do so. This is a good example of what Little (1991) refers to as decision-making, detachment and critical reflection and certainly a clear indicator that blogs can provide opportunities for students to become autonomous learners.

Kern (2006) argues that “any given technology may be used in a variety of ways, some effective, some not; it is difficult to generalize about the effectiveness of a technology itself” (p.188). Accordingly, weblogs, as a technological tool, have many disadvantages. Some of these disadvantages are identified as follows:

1. Like other electronic texts on the internet, weblogs can be fallible (Ward, 2004).
2. With weblogs, constructing texts becomes a process of assembling rather than creation (Kress, 2003; Richardson & Mancabelli, 2007).
3. While it is an exciting and refreshing experience to use blogs in English classes, it is quite tiring and time consuming (Wu, 2006).
4. There have been many cases of students using phrases like BTW (by the way) cuz (because) and U (you) in submitted written work, and there was a well documented case of a student in Scotland who wrote her entire essay in SMS (Hammersly, 2003).
5. Like websites, weblogs have the potential to be hacked, accidentally deleted or suddenly out of service when most needed. (Stiler, 2003).
6. Plagiarism, a serious academic concern, is problematic because learners easily can copy and paste to blogs from the vast information available on the Internet (Carney, 2009).

Writing on weblogs improves the reflective writing of students. Wopereis (2007) examined the use of weblogs as a means to improve student teachers’ reflective writing ability. Twenty student teachers of two teacher training institutions participated in the study. After being instructed in how to use the weblog and how to reflect on it, students were asked to reflect on their teaching experiences. In addition, students were also asked to give feedback on each other’s weblog contributions. After a period of eight weeks, the students were interviewed as a group and were asked to fill in

questionnaires individually. Further, the writings (posts and comments) in the weblogs were analyzed quantitatively and qualitatively. The results of the study showed that weblogs can encourage reflective practices, stimulate students to reflect on a regular basis, echoing the results reported by Moeiarty and Rajapillai (2006).

Blogging provides a way for students to understand multiple audiences and perspectives and to develop revision strategies based on feedback from multiple sources. All of these features improve the writing performance of students. In addition to providing a critical audience, weblog provides the ability to communicate without the anxiety and apprehension that accompany most face-to-face interactions. Undoubtedly, one of the first terrifying impressions when writing is facing the blank piece of paper unfolded in front of us waiting to be filled with our thoughts and ideas. Roed (2003) explains how research has shown that when communicating online, people show fewer inhibitions, display less social anxiety, and reduce their apprehension. Moreover, most students will write more carefully if they know that they are going to publish their articles online for authentic readers who may comment on their postings (Lowe & Williams, 2004; Stanely, 2005). Because weblogs reduce the intimidation factor of writing and offer attractive features, they improve students' attitudes towards writing and encourage them to produce more text (Goldberg, Russell & Cook, 2003; Trupe, 2002).

The positive impact of weblogs on writing performance finds empirical support in various studies. Weblogs proved effective results for improving L2 writing (Downes, 2004; Kennedy, 2010; Lee, 2007; Liou, 2007); for significantly increasing students' reflective learning processes (Xie, Ke, & Sharma, 2008) and for developing an L2 community of writers (Sollars, 2007). Alm (2009) also highlights a number of additional advantages, discussing how using blogs in the classroom allowed a group of language students to control more readily their immediate environment, to personalise their own space and to engage in meaningful and relevant exchanges with their classmates.

Critical reading, which involves analyzing a text to find hidden meanings and poor argumentation, has become increasingly important with the rise of the Internet in general and weblogs in

particular (Walz, 2001). Weblogs foster critical reading through the high level of interactivity with which they provide students (Klinger & Connet, 1993). This interactivity is depicted in the two-way communication between the writer and the reader that the weblogs facilitate. This high level of interactivity encourages students to become more actively involved with what they are reading (Kubota, 1991).

In the process writing class, teachers use weblogs as vehicles to draw out critical thinking, as well as critical reading skills (Richardson, 2005). The use of weblogs in class encourages students to engage with texts thus creating possibilities for richer classroom discussion, increasing student participation, and increasing personal involvement (Glenn, 2007). Therefore, Glenn believes that “When students are afforded the means and occasion to ponder and share their unique reactions to a particular text, greater diversity of responses and subsequent opportunities for debate, and intellectual growth are fostered” (p.10).

Kasper (2000) and Sproull (1998) agree that when students work individually and with peers producing analytical responses to each other’s writings, they refine critical reading skills. Writing in weblogs results in archived logs that may provide opportunities for critical reading and reflecting on the written topics, this, in turn, empowers ESL students to become more critical and build their metacognitive skills. Moreover, when students interact with each other’s posting, reading, and responding to their writing, they learn community norms and develop a sense of personal efficacy and social affiliation (ibid). This idea is empirically supported by the study of Xie and Sharma (2004). They empirically researched students’ feelings and experiences concerning the use of a weblog for reflective journal writing. The findings were grouped into positive and negative (hesitant) feelings about the use of weblogs. Initial data supported the proposition that weblogs could be used to support reflection. The positive perceptions were that blogging helped thinking and learning, offered a sense of community, and offered exploration of new technologies.

Section Three: Weblogged Process Writing Approach

This section is thought to be of high significance to the current paper as it introduces the theoretical bases upon which the proposed framework would be designed. Thus, it is divided into

three main parts: Theoretical bases of weblogged process writing, empirically supported rationale for weblogged process writing, the weblogged process writing stages.

Weblogged process writing is thought to have many different theoretical foundations that examine the relationship between weblogged process writing and writing performance, the focus of the current study. Among those theoretical bases, social constructivism, information processing, dual coding as well as schema theory are the most influencing ones.

Social constructivism has been thought, by the researchers, as a theoretical basis for weblogged process writing. An important theoretical view of social constructivism is that of Vygotsky's concept of the zone of proximal development. This concept is relevant to the social aspect of writing. The "zone" is an area where a person can learn when helped by a knowledgeable individual or supported by cultural resources (Prawat & Floden, 1994; Salomon & Perkins, 1998; Wertsch, 1991). Accordingly, in weblogged process writing, writers engage in knowledge construction through collaborative activities that embed learning in a meaningful context and through reflection on what has been written through conversation with other writers.

According to social constructivism, writing is a social act; it moves writers from egocentrism to larger audiences (Goldstein & Carr, 1996; Graham, MacArthur, & Fitzgerald, 2007). In detail, if the teacher implements a weblogged process instructional approach, students will participate in a community of writers intellectually and emotionally. Gradually, they will move from an audience of self to teachers, peers, and finally authentic public audiences. As students move along the continuum of audiences, they practice a broad range of strategies including making decisions about audience and topic during prewriting, composing rough drafts, sharing their writing to gather response and feedback, revising and editing, and finally publishing (ibid).

Information processing theory seems also to be deeply rooted in weblogged process writing. Information processing (IP) is a cognitive processing theory seeking to explain how the mind functions (Ashcraft, 1994). Concerning IP, most emphasis is placed on understanding how information is processed rather than how

learning happens (Orey, 2001); therefore, learner must be actively engaged with the material that is to be learned. This does not necessarily mean that the learner must be physically active; rather, it implies that they should be actively relating this new piece of information to other ideas that they already know (Orey, 2001). Weblogs are powerful and flexible writing tools with certain physical characteristics and information-processing capabilities that may affect the writing process and facilitate certain types of writing instruction. Weblogged process writing supports the cognitive processes involved in planning, drafting, editing and publishing. For example, in the prewriting stage, students can use technology to organize their thoughts. Weblogged writers can rearrange the order of their ideas by simply dragging them to their desired locations in the text. Standard editing features such as deleting, inserting, cutting, pasting, searching and replacing empower the writer to make changes ranging from simple corrections to reorganizing blocks of text. The power to manipulate text helps writers experiment and take risks with their words like never before. Rewriting and revising are no longer dominated by the tedious task of putting words on the page and thus become the cognitive processes they should be (Simic, 1994).

For weblogged process writing, the dual coding theory provides strong foundational justifications. Al-Hadi (2009) explains that:

The dual coding theory as a theory of memory and cognition developed by Paivo (1991), proposes that cognition involves the activity of two separate mental subsystems: the verbal subsystem which deals with linguistic information and the visual, nonverbal subsystem which specializes in the representation and processing of information concerning images (p.11).

With weblogged process writing students use both verbal and nonverbal systems to write their essays. They not only use linguistic knowledge, but they use images, graphs and diagrams as well to express their ideas.

The last theoretical base of weblogged process writing is schema theory. The underlying idea of this theory is that humans, as they receive incoming information, organize it around their previously developed schemata, or “networks of connected ideas”

(Slavin 1988, p.155). Therefore, schema theory is useful for reasoning, categorization, evaluation, inferences, and much more. Schema theory and the instructional methods that are based on it are necessary in teaching strategies for many reasons. Certainly, they increase the amount of information retained by students. However, in this fast paced, technological age, in which information is rushing at tremendous rates, information retention is less important than information usage in solving problems and making decisions. We must go beyond fostering student retention of information and equip students with the skills necessary for them to make sense of the abundance of information and to use it to make responsible decisions in their personal and professional lives. When being exposed to weblogged process writing stages, a more structured schema which includes more intellectual skills becomes, consequently enabling the student writer to transfer the learned stages to new situations (Al-Hadi, 2009). “The more structured a schema becomes, the more useful it is for further learning” (Suzuki as cited in Al-Hadi, 2009, p.8).

Learning writing is a process which can be encouraged by providing writers “with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference” (Hyland, 2002, p.23). Since weblogs provide this open space for writer-oriented creativity, they can be used in language learning for such writing processes. Kuo (2008) proposed that the process approach can be effectively achieved through the implementation of a supportive writing environment which not only provides resources and tools but also incorporates peer interaction and collaboration. Therefore, Kuo contends that computer-assisted writing instruction using weblogs can be best directed towards the implementation of a process-oriented writing environment where full assistance is provided to help writers acquire appropriate composing competence.

Writing instruction should be designed on the premise that writing is a social activity and as such should be entrenched within a social context (Chapman, 2006; Young, 1994). Similarly, Young (1994) argues that if we want students to be effective communicators, we should not teach writing generically, in a vacuum, as if it were a skill unconnected to purpose or context.

The weblog with all its potentials seems to offer a lot to facilitate process oriented writing instruction. The main aim of weblogs is to employ technology in order to offer practice, thoughtful feedback, and revisions based on feedback. All of these aims are fundamental steps in the writing process (Williams, 2003). By forming a learner blog, the writing teacher can make use of blogging in all the stages of writing process from pre-writing to publishing and assessment (Simsek, 2009). In drafting stage, the students can share their writings through blog pages and this will ease the feedback process. All the class members and the teacher can reach the drafts at any time and place, so they can give feedback easily. Since the drafts are on the net, there will be no time restriction (as it is in classroom context) and peers can examine the drafts as long as they want.

Because writing is often process driven, writing teachers find the blog space to be beneficial during the pre and early writing stages (Williams, 2003). Therefore, many writing teachers ask their students to post ideas for projects, as well as conduct brainstorming activities on their blogs. Again, this use for the blog encourages students to work on idea generation in the early stages of the writing process.

Through the drafting stage of the process writing approach, weblogs can also be a central location for posting drafts, conducting revisions (this also might include peer commenting), and tracking student progress (Williams, 2003). Therefore, the ability for students to post work to the blog space at various points in the writing process makes it a useful resource for composition teachers.

Reflection is a critical component of learning in general and of writing in particular (Burnett & Myers, 2006). It is clear that reflection has an important place in the writing process approach through revising and the feedback stages. Therefore, many writing teachers ask their students to experience reflection through blogging. Apart from reviewing their peers' writings, weblogs allow the students to see the feedback given by the teacher to the other students and this is assumed to contribute to their understanding of successful writing. Xie and Sharma (2004) studied the effectiveness of weblogs on improving students' reflection. Participants of the study were graduate students in a program for instructional systems design. Initial data supported the proposition that weblogs

could be used to support reflection. The positive perceptions were that blogging helped thinking and learning, offered a sense of community, and offered exploration of new technologies.

As for the publishing stage of the process writing, many educators find that the ease of electronic publishing to blogs is a great way to show student's work (Holmes, 2005). According to Ward (2004), when the students write only for their teachers they may not only have difficulty adjusting their writing to fit the reader but may have trouble getting started because, aside from the final grade, what they write does not mean anything to them because it does not need to mean anything to anyone else. Ward (2004) contends that integrating weblog into the course has potential to change this situation since students will feel the possibility of being read by any internet user. Publishing writing to weblogs would seem to focus on the final written product, which can be appropriate after a process-driven writing assignment. The term "publishing" has usually been associated with a polished final draft.

The opportunities offered by the weblogs are not restricted only to the teacher and peer feedback; it is also likely that an awareness of the audience is aroused in the students depending on open-to-anyone nature of the internet (Simsek, 2009). The concept of awareness of the audience is continually emphasized in the writing instruction with the claim that if the students know what they have written will be read by someone other than the teacher, they will produce more meaningful and successful texts.

Nelson and Fernheimer (2003, p.3) indicate that blogs are very useful in helping students work through the writing process. Nelson and Fernheimer add that weblogs facilitate revisions that can be negotiated between writer and readers. Instructors can see the writing projects evolve and follow along as the writer makes changes based on collective feedback from readers. Blogs inspire self reflection because students can post their observations, and thereby provide a source of evidence for students' self-assessments. Lastly, they maintain that blogs help students develop a sense of audience.

Accordingly, Ward (2004) asserts that the weblog supported with the writing course may contribute to the student awareness of the process-driven nature of writing. Continually updating a

weblog, in Ward's view, may be helpful for the writing student to appreciate that the writing is an ongoing process. Furthermore, Lowe and Williams (2004) value the use of blogs for the writing process. They have found that student writers can solicit comments from readers during all stages of the writing process because it facilitates a collaborative learning environment. They have found that “extending the discourse to a large community outside of the classroom, student bloggers regularly confront ‘real’ rhetorical situations in a very social, supportive way” (Lowe & Williams, 2004, p.2). Additionally, Jones (2006) examined the significance of the use of blogs for the process writing approach. The study sought to examine ESL students’ perceptions as well as those of the teacher regarding the implementation of blogs in the ESL writing class. Results showed that blogging proved to be an effective tool for the writing process approach as evidenced by the numerous benefits for its use that outweighed the drawbacks. Blogging, to Jones (op.cit.), facilitated the students’ critical thinking skills; affected the quality of students’ writing; provided examples of feedback and entries for the students to read, model, and from which to learn; facilitated meaningful learning for students; gave students a purpose for writing; and motivated students’ writing and interaction by publishing for an authentic audience.

In the present study, there have been many reasons that encouraged the researchers to think of the blog as an e-supplement to the process writing. Some of these reasons are:

1. Blogs are easy for students to access (on any computer through any basic internet connection),
2. Blogs are easy for the students to use (through simple instruction),
3. Blogs are easy for the instructors to create and deploy,
4. There is no better way for students to grasp the essential value of writing as a form of communication than for them to produce the kind of practical writing that many people do in their everyday life,
5. The different stages of the process approach can be implemented on-line by the use of the weblog.

To be specific, in the present study, blogging would be used for certain aspects of the writing process approach as follows:

1. **Weblogged Pre-writing:** In this stage, the teacher introduces the topic of writing to students. The teacher asks students to use one or more of the pre-writing strategies to generate ideas about the topic. Then they were asked to send the ideas they generated to their weblogs.
2. **Weblogged Drafting:** In this stage, students are asked to write the first draft of their essays on their weblogs. Students may read the pre-writing ideas of their peers at their peers' weblogs, if needed, in order to enlarge their ideas before writing the first draft.
3. **Weblogged Editing:** Here, the teacher asks students to critically read samples of their peers' drafts and send comments and suggestions to their peers, if found.
4. **Weblogged Rewriting:** After receiving the comments and suggestions from both the teacher as well as the peers, students are asked to rewrite their drafts after modifying and correcting the mistakes.
5. **Weblogged Publishing:** After writing the final drafts, students publish them at the class weblog.

REFERENCES

- Adams, J. (2005). Reaching all your students –a blended learning approach to ELT. *Proceedings of the 18th Annual EA Education Conference, 2005*. Retrieved November 21st, 2008, from http://www.elicos.edu.au/index.cgi?E=hcatfuncs&PT=sl&X=getdoc&Lev1=pub_c06_07&Lev2=c05_adams
- Al-Hadi, T. (2009, October). The impact of thinking maps instruction on tourism and hotels students reading comprehension. *Studies in Curriculum & Instruction, 151*, 1–39.
- Alm, A. (2009). Blogs as protected spaces for language learners. In *Same places, different spaces. Proceedings Ascilite Auckland, 2009*. Retrieved from

<http://www.ascilite.org.au/conferences/auckland09/procs/alm.pdf>

- Al Mekhlafy, S. (2009). The product versus the process approach to teaching of writing. Retrieved November 21st, 2008 from <http://www.Yementimes.com/article.shtml?i=1260&p=education&a5>
- Ashcraft, M. H. (1994). *Human memory and cognition* (2nd ed.). NY: Harper Collins.
- Badger, R., & White, B. (2000). A process genre approach to teaching writing. *ELT Journal*, 54, 153–160.
- Baroudy, I. (2008). The implementation of process writing: writing teacher roles. *Iranian Journal of Language Studies*, 2(1), 1–18.
- Barrios, B. (2003). *The year of the blog: Weblogs in the writing classroom*. Retrieved December 1st, 2003 from <http://www.bgsu.edu/cconline /barrios/blogs/>
- Blankenship, L. (2007). *Interactivism: Transforming the composition classroom through blogging* (Unpublished Ph.D. Dissertation). University of Arkansas, Fayetteville. Retrieved January 2nd, 2009 from http://www.laurablankenship.net/wp-content/uploads /2010 /04/ blankenship_final.pdf
- Blood, R. (2002). *The weblog handbook: Practical advice on creating and maintaining your blog*. Cambridge, MA: Perseus.
- Bonk, C., Olson, T., Wisher, R., & Orvis, K. (2002). Learning from focus groups: An examination of blended learning. *Journal of Distance Education*, 17(3), 97–118.
- Bradshaw, J., & Hinton, L. (2004). Benefits of an online discussion list in a traditional distance education course. *Turkish Online Journal of Distance Education (TOJDE)*, 5(3), 1–9.
- Burnett, C., & Myers, J. (2006). Observing children writing on screen: Exploring the process of multi-modal composition. *Language and Literacy*, 8(2), 1–30.
- Byrnes, J. (2001). *Cognitive development and learning in instructional contexts* (2nd ed.). Boston, MA: Alyn & Bacon.
- Caldwell, J. (2008). *Reading Assessment: A Primer for Teachers and Coaches (Solving Problems in the Teaching of Literacy)* (2nd ed.). New York: Guilford press.
- Campbell, A. (2003). Weblogs for use with ESL classes. *The Internet TESL Journal*, 9(2). Retrieved January, 1st 2009 from [http:// iteslj.org/ Techniques/Campbell-Weblogs.html](http://iteslj.org/ Techniques/Campbell-Weblogs.html).
- Carney, N. (2009). Blogging in foreign language education. In M. Thomas (Ed.), *Handbook of Research on Web 2.0 and*

- Second Language Learning* (pp.292-312). IGI Global: Hershey, New York.
- Chang, J., & Chang, Y. (2004). Computer assisted language learning based on corpora and natural language processing: The experience of project CANDLE [Workshop]. *IWLeL 2004: An Interactive Workshop on Language e-Learning* (pp. 15 – 23). Retrieved from <http://dspace.wul.waseda.ac.jp/dspace/bitstream/2065/1391/1/02.pdf>
- Chapman, M. (2006). Research in writing, preschool through elementary, 1984-2003. *L1 Educational Studies in Language and Literature*, 6, 7–27.
- Collins, A., Brown, J. S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*, 15(3), 6–11.
- Collis, B., Bruijstens, H., & Veen, J. (2003). Course redesign for blended learning: Modern optics for technical professionals. *International Journal of Continuing Engineering Education and Lifelong Learning*, 13(2), 22–38.
- Dearstyne, B. (2007). Blogs, Mashups, & Wikis Oh, My!. *Information Management Journal*, 41(4), 24–33. Retrieved December 3rd, 2008 from Academic Search Complete database.
- Deitering, A., & Huston, S. (2004). Weblogs and the "middle space" for learning. *Academic Exchange Quarterly*, 8(4), Retrieved May 1st, 2009 from <http://www.Rapidintellect.com/AEQweb/5mar2879z4.htm>
- Descy, D. (2004). Let's put it in writing for everyone to see: The blog. *TechTrends: Linking Research & Practice to Improve Learning*, 48(3), 4–5. Retrieved November 24th, 2008 from Academic Search Complete database.
- Deutsch, N. (2003). *Nellies English projects: Collaborative writing projects*. Retrieved February 10th, 2009, from http://www.nelliemuller.com/Collaborative_Projects.htm
- Devine, J. (1993). The role of metacognition in second language reading and writing. In J. G. Carson & I. Leki (Eds.), *Reading in composition classroom: Second language perspectives* (pp.105-127). Boston: Heinle and Heinle.
- Dieu, B. (2004). *Online learning environments*. Retrieved May 30th, 2009 from www.malhatlantica.pt
- Dixon, D. (1986). Teaching composition to large classes. *English Teaching Forum*, 24(3), 2–5.
- Downes, F. (2004). Educational Blogging. *EDUCAUSE Review*, 39(5), 14–26.

- Dyer, B. (1996). L1 and L2 composition theories; Hillocks' "environmental mode" and task-based language teaching. *ELT Journal*, 50(4), 312–317.
- Dyrud, M., Worley, R., & Flatley, M. (2005). Blogging for enhanced teaching and learning. *Business Communication Quarterly*, 68(77), 77–80. Retrieved May 1st, 2009 from <http://bcq.sagepub.com>
- Dyson, A., & Freedman, S. (1991). Writing. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching English language arts* (pp.754 – 774). New York: Macmillan Publishing Co.
- Dziuban, C., Hartman, J., & Moskal, P. (2004). Blended learning. *Educause Research Bulletin*, 7, 2–12. Retrieved May 1st, 2009, from <http://educause.edu/ecar/>
- Erlauer, L. (2003). *The brain-compatible classroom: Using what we know about learning to improve teaching*. Alexandria, VA: ASCD.
- Fellner, T., & Apple, M. (2006). Developing writing fluency and lexical complexity with blogs. *The JALT CALL Journal*, 2(1), 15–26.
- Ferris, D., & Hedgcock, J. (1998). *Teaching ESL Composition*. Mahwah, NJ: Lawrence Erlbaum.
- Fong, J., Kwan, R., & Wang, F. (Eds.). (2008). Towards a design theory of blended learning curriculum. *Lecture Notes in Computer Science*, 5169, 66 –78.
- Garner, R. (1990). When children and adults do not use learning strategies: Toward a theory of settings. *Review of Educational Research*, 60, 517–529.
- Ghaith, G. (2002). *Writing*. Retrieved April 2nd, 2009 from <http://nadabs.Tripod.com/ghaith-writing.html>
- Glenn, W. (2007). Real writers as aware readers: Writing creatively as a means to develop reading skills. *Journal of Adolescent & Adult Literacy*, 51(1), 10–20. Retrieved March 13th 2009, from Academic Search Premier database.
- Glogoff, S. (2005). Instructional blogging: Promoting interactivity, student-centered learning, and peer input. *Innovate*, 1(5). Retrieved May 30th, from <http://www.Innovateonline.info/index.php?view=article&id=126>
- Gocsik, K. (2004). *The process approach to teaching writing*. Retrieved April 2nd, 2009 from

<http://www.dartmouth.edu/~writing/materials/tutor/pedagogy process.shtml>

- Goldberg, A., Russell, M., & Cook, A. (2003). The effect of computers on student writing: A meta-analysis of studies from 1992 to 2002. *The Journal of Technology, Learning, and Assessment*, 2(1). Retrieved December 15th 2009 from http://www.bc.edu/research/intasc/jtla/journal/pdf/v2n1_jtla.pdf
- Goldman, K., & Schmalz, K. (2006). *Charlotte's Web: Why and how to create personal web sites and blogs*. Retrieved April 2nd, 2009 from <http://hpp.sagepub.com>
- Goldstein, A., & Carr, P. (1996). *Can Students Benefit from Process Writing?* Washington, D.C.: US Department of Education Office of Educational Research and Improvement.
- Gomes, C. (2005). Integration of ICT in science teaching – a study performed in Azores, Portugal. *Proceedings of International Conference in Multimedia and ICT in Education and ICT in Education: Recent Research Development in Learning Technologies, Lisbon, Portugal*. Retrieved May 30th, 2009 from www.Formatex.org/mmict2005/178.pdf
- Graham, C. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *Handbook of blended learning: Global perspectives, local designs* (pp.3–21). San Francisco, CA: John Wiley & Sons, Inc.
- Graham, S, MacArthur, A., & Fitzgerald, J. (2007). *Best Practices in Writing Instruction*. Gilford Press. Retrieved May 30th 2009 from http://books.google.com.eg/books?id=VIQLURcC9mkC&dq=best+practices+in+writing+instruction&source=gbs_summary_s&cad=0
- Harmer, J. (2001). *The practice of english language teaching*. Harlow: Pearson Education Limited.
- Hillocks, G. (1986). Synthesis of research on teaching writing. *Educational Relationship*, 44(8), 71–82.
- Hinkelman, D. (2004). EML and implications for task design in blended L2 environments. *Proceedings from CLaSIC 2004: Current Perspectives and Future Directions in Foreign Language Teaching and Learning* (pp.962–973). Retrieved November 23rd, 2008 from http://www.paccall.Org/2004/2004proceedings_papers/hinkelman1.pdf

- Hinkelman, D. (2005). Blended learning: issues driving an end to laboratory-based call. *JALT Hokkaido Journal*, 9, 17–31.
- Holmes, A. (2005). *Web logs in the post secondary writing classroom: a study of purposes* (Unpublished M.A. thesis). The Graduate Faculty of North Carolina State University, North Carolina. Retrieved April 26th, 2006 from <http://jerz.setonhill.edu/weblog/permalink.jsp?id=3865>
- Hyland, K. (2002). *Teaching and Researching Writing*. London: Pearson Education.
- Jarvis , D. (2002). The process writing method. *The Internet TESL Journal*, 8(7). Retrieved December 6th, 2009 from <http://iteslj.org/Techniques/Jarvis-Writing.html>
- Johnson, D. (2008). Staying Safe on the Read-Write Web (Cover story). *Library Media Connection*, 26(6), 48–52. Retrieved November 29th 2008 from Academic Search Complete database.
- Jones, S. (2006). *Blogging and ESL writing: a case study of how students responded to the use of weblogs as a pedagogical tool for the writing process approach in a community college ESL writing class*. Unpublished Ph.D. Dissertation, the Faculty of the Graduate School of the University of Texas, Austin.
- Jordan, R. (1997). *English for academic purposes: A guide and resource book for teachers* . Cambridge: Cambridge University Press.
- Kasper, L. (2000). Content-Based College ESL Instruction. *TESL-EJ*, 4(4), 1–3.
- Kennedy, E. (2010). *Blogs, wikis, and e-portfolios: The effectiveness of technology on actual learning in college composition* (Ph.D. dissertation). George Mason University, United States, Virginia. Retrieved December 1st, 2010 from Dissertations & Theses: Full Text. (Publication No. AAT 3406551).
- Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, 40(1), 183–210.
- Kim, Y., & Kim, J. (2005). Teaching Korean university writing class: Balancing the process and the genre approach. *Asian EFL Journal Online*, 7(2), 69–90. Retrieved September 15th, 2009 from http://www.asian-efl-journal.com/june_05_yk&jk.pdf
- Kinneavy, J. (1994). Persuasive writing. In A. C. Paves, L. Papa, & S. Jordan (Eds.), *Encyclopedia of English studies and language arts: A project of the National Council of Teachers of English* (pp.912–914). New York: Scholastic.

- Klinger, T., & Connet, M. (1993). Designing distance learning courses for critical thinking. *T.H.E. Journal*, 21(2), 87–90.
- Kress, G. (2003). *Literacy in the new media age*. London and New York: Routledge.
- Kubota, K. (1991). *Applying a collaborative learning model to a course development project*. ERIC Document Reproduction Service No. ED 331 490.
- Kuo, C. (2008). Designing an Online Writing System: Learning with Support. *RELC Journal*, 39(3), 285–299. Retrieved December 15th 2009 from <http://rel.sagepub.com/cgi/content/abstract/39/3/285>
- Kupelian, M. (2001). The use of e-mail in the L2 classroom: An overview. *Second Language Learning & Teaching*, 1. Retrieved December 15th, 2009 from <http://www.usq.edu.au/opacs/cllt/sllt/1-1/Kupelian.htm>
- Lankshear, C., & Knobel, M. (2003, April). Do-it-yourself broadcasting: Writing weblogs in a knowledge society. *Paper presented to the American Education Research Association Annual Meeting* (pp.21-22). Chicago, IL.
- Lee, J. (2007). *Design of blended training for transfer* (Ph.D. dissertation). Indiana University, United States -- Indiana. Retrieved January 1st 2010 from Dissertations & Theses: Full Text. (Publication No. AAT 3277976).
- Liou, H. C. (2007). Toward autonomous learning of academic English writing: what can electronic disciplinary portfolios offer? In S. Chang (Ed.), *Proceedings of the 24th International Conference on English Teaching and Learning in the ROC* (pp.273–284). Taipei: Taiwan ELT Publishing Co., Ltd.
- Little, D. (1991). *Learner autonomy, Definition, issues and problems*. Dublin: Authentik.
- Lowe, C., & Williams, T. (2004). Moving to the public: Weblogs in the writing classroom. In L. Gurak, S. Antonijevic, L. Johnson, C. Ratliff, & J. Reyman (Eds.), *Into the Blogosphere: Rhetoric, Community and Culture of Weblogs*. Retrieved December 16th, 2009 from <http://blog.lib.umn.edu/blogosphere>
- Massachusetts Institute of Technology (1999). *The writing process*. Retrieved November 25th, 2008, from http://web.mit.edu/writing/Writing_Process/writingprocess.html

- Marchisan, M., & Alber, S. (2001). The write way: Tips for teaching the writing process to resistant writers. *Intervention in School and Clinic*, 36(3), 154–162. Retrieved November 25th, 2008 from <http://isc.sagepub.com/cgi/content/abstract/36/3/154>
- Martinez, A. (2005). *The process-writing approach: An alternative to guide the students' compositions*. Retrieved December 31st, 2009 from Scientific Electronic Library Online (SCIELO) database. Available at: http://www.scielo.unal.edu.co/scielo.php?pid=S1657-07902005000100004&script=sci_arttext
- McDowell, D. (2004). Blogging techniques for the K12 classroom. In B. Hoffman (Ed.), *Encyclopedia of Educational Technology*. Retrieved July 24th, 2009 from <http://coe.sdsu.edu/eet/articles/bloggingtech/index.htm>
- Moeiarty, J., & Rajapillai, V. (2006). *Using blogs for peer feedback in a creative writing course – An Exploratory Study*. Retrieved May 30th, 2009 from http://www.english.heacademy.ac.uk/explore/publications/casestudies/technology/blogs_feedback.php
- Mynard, J. (2007). A blog as a tool for reflection for English language learners. *Asian EFL Journal: English Language Teaching and Research Articles*, 24, Retrieved March, 1st, 2010 from http://www.asian-efl-journal.com/pta_Nov_07_jm.pdf
- Nelson, T., & Fernheimer, J. (2003). Welcome to the blogosphere: Using weblogs to create classroom community. *Computer Writing and Research Lab*, 3, 1–15.
- Oliver, P. (1995). *Learning to write, writing to learn: A study on process-oriented writing in graduate education*. Retrieved January 15th, from ERIC database (ED401850).
- Oluwadiga, A. (1992). Some pre-writing techniques for students writers. *English Teaching Forum*, 30(4), 12–15.
- Orey, M. (2001). Information Processing. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved January 7th, 2009 from <http://projects.coe.uga.edu/epltt>
- Paquet, S. (2002). *Personal knowledge publishing and its uses in research*. Retrieved March 12th, 2009 from <http://radio.weblogs.com/0110772/stories/2002/10/03/personalKnowledgePublishingAndItsUseInResearch.html>

- Paris, S., & Winograd, P. (1990). How metacognition can promote academic learning and instruction. In B. Jones & L. Idol (Eds.), *Dimensions of Thinking and Cognitive Instruction* (pp.15-51). Hillsdale, NJ: Erlbaum.
- Poindexter, C., & Oliver, I. (1999). Navigating the writing process: Strategies for young children. *Reading Teacher*, 52(4), 420–424.
- Prawat, S., & Floden, E. (1994). Philosophical perspectives on constructivist views of learning. *Educational Psychologist*, 29(1), 37–48.
- Quintero, L. (2008). Blogging: A way to foster EFL writing. *Colombia Applied Linguistics Journal*, 7, 7–49.
- Quiggin, J. (2006). Blogs, wikis and creative innovation. *International Journal of Cultural Studies*, 9(4), 481–496. Retrieved January 15th, 2009 from <http://ics.sagepub.Com/cgi/content /abstract/9/4/481>
- Raimes, A. (1991). Out of the woods: Emerging traditions in the teaching of writing. *TESOL Quarterly*, 25, 407–430.
- Rak, J. (2005). The digital queer: weblogs and internet identity. *Biography: An Interdisciplinary Quarterly*, 28(1), 166–182. Retrieved November 24th, 2008 from Academic Search Complete database.
- Raphael, E. (1989). Students' metacognitive knowledge about writing. *Research in the Teaching of English*, 23(4), 343–379.
- Reid, D. (1993). Another vision of “Visions and Revisions”. *Remedial Special Education*, 14(4), 14–16.
- Richards, J. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Richardson, W. (2005). What's a Wiki? *Multimedia & Internet @ Schools*, 12(6), 17–20.
- Richardson, W. (2006). *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Thousand Oaks, CA: Corwin Press.
- Richardson, W., & Mancabelli, R. (2007). High-Tech inspires the read/write website. *Education Digest*, 72(9), 14-18. Retrieved November 29th 2008 from Academic Search Complete database.
- Roed, J. (2003). Language learner behaviour in a virtual environment. *Computer Assisted Language Learning*, 16(2), 155–172.
- Salmon, G. (2000). *E-Moderating: The key to teaching and learning online*. London: Kogan Page Limited.

- Salomon, G., & Perkins, D. (1998). Individual and Social Aspects of Learning, In P. Pearson & A. Iran-Nejad (Eds.), *Review of Research in Education*, (pp.1–24). Washington, DC: American Educational Research Association.
- Seo, K. K., Byk, A., & Collins, C. (2009). Cognitive apprenticeship inspired simulations. In D. Gibson, & Y. Baek, *Digital simulations for improving education: Learning through artificial teaching environments* (pp.381-393). United States of America: Information Science Reference.
- Simic, M. (1994). *Computer assisted writing instruction*. ERIC Clearinghouse on Reading, English, and Communication, Bloomington (Report No. ED376474). Retrieved February 13th, 2009 from http://www.ed.gov/databases/ERIC_Digests/ed376474.html
- Simsek, O. (2009). THE effect of weblog integrated writing instruction on primary school students writing performance. *International Journal of Instruction*, 2(2). Retrieved March 1st, 2010, from: www.e-iji.net
- Slavin, R. (1988). *Educational psychology: Theory into practice*. Englewood Cliffs, N.J.: Prentice Hall.
- Slavkin, M. (2004). *Authentic learning: How learning about the brain can shape the development of students*. Lanham, MD: Scarecrow Education.
- Sollars, V. (2007). Writing experiences in a second/foreign language classroom: From theory to practice. In M. Camilleri, P. Ford, H. Leja & V. Sollars (Eds.), *Blogs: Web journal in language education* (pp. 15-24). Strasbourg: Council of Europe.
- Sprengrer, M. (2010). *Brain based teaching in the digital age*. Alexandria, VA: ASCD.
- Sproull, L. (1998). A database is not a community: Important social dynamics in online groups. *Keynote address presented at WebNet '98, Orlando, FL*.
- Stanley, G. (2003). *Approaches to process writing*. Retrieved November 25th, 2008 from <http://www.Teachingenglish.org.uk/think/articles /approaches-process-writing>
- Stanley, G. (2005). *Blogging for ELT*. Retrieved April 22nd, 2009 from <http://www.teachingenglish.org.uk/think/resources/blogging.shtml>

- Starenko, M. (Ed.) (2008). *Reflections on blended learning: Rethinking the classroom*. Retrieved January 15th, 2009 from <http://www.lulu.com/content/3909159>
- Stepp-Greany, J. (2002). Student perception on language learning in a technological environment: Implication for the new millennium. *Language Learning & Technology*, 6(1), 165–180.
- Stiler, G. (2003). Blogging and blogspots: An alternative format for encouraging reflective practice among preservice teachers. *Education*, 123 (4), 789.
- Suen, A. (2006). I Blog, He Blogs, She Blogs -- Do You Blog? *Book Links*, 15(5), 35–37. Retrieved November 24th, 2008 from Academic Search Complete database.
- Sun, C., & Feng, G. (2009). Process approach to teaching writing applied in different teaching models. *English Language Teaching*, 2(1), 150–155. Retrieved April 10th, 2009 from www.Ccsenet.org/journal.html
- Sundem, M. (2006). *Improving Student Writing Skills, Practical Strategies for Successful Classrooms*. U.S.A.:Shell Education.
- Tong, W. (2007). Teach writing as an ongoing process: Tips for EFL learners on reviewing EFL composition. *US-China Foreign Language Journal*, 5(11), 53–56. Retrieved November 25th, 2008 from Academic Search Complete database.
- Trupe, L. (2001). *The writing process*. Retrieved November 25th, 2008 from [http:// www.bridgewater.edu-teachigwriting:the writing process](http://www.bridgewater.edu-teachigwriting:the writing process)
- Trupe, A. (2002). *Academic literacy in a wired world: Redefining genres for college writing courses*. Retrieved October 27th, 2008 from <http://www.bridgewater.edu/~atrupe/AcadLit/WiredWorld.htm>
- Tryon, C. (2006). Writing and citizenship: Using blogs to teach first-year composition. *Pedagogy*, 6(1), 128–132. Retrieved November 24th, 2008, from Academic Search Complete database.
- Unger, J., & Fleischman, S. (2004). Is process writing the “Write Stuff”? *Educational Leadership*, 62(2), 90–91.
- Voos, R. (2003). Blended learning: what is it and where might it take us? *Sloan-C View*, 2(1), 2–5.
- Waddoups, G., & Howell, S. (2002). Bringing online learning to campus: The hybridization of teaching and learning at

- Brigham Young University. *The International Review of Research in Open and Distance Learning*, 2(2), 1–21.
- Walz, J. (2001). Critical reading and the Internet. *French Review*, 74(6), 1193–1205.
- Ward, J. (2004). Blog Assisted Language Learning (BALL): Push button publishing for the pupils. *TEFL Web Journal*, 3(1), 1–16. Retrieved March 31st, 2010 from <http://www.teflweb-j.org/v3n1/v3n1.htm>
- Warlick, D. (2005). *Four reasons why the blogosphere might make a better professional collaborative environment than discussion forums*. Retrieved August 16th, 2009 from <http://davidwarlick.com/2cents/2005/08/15/four-reasons-why-the-blogosphere-might-make-a-better-professional-collaborative-environment-than-discussion-forums/>
- Warschauer, M. (1996). Computer assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp.3–20). Tokyo: Logos International.
- Warschauer, M. (2002). A developmental perspective on technology in language education. *TESOL Quarterly*, 36(3), 453–475.
- Wells, L. (2006). Blog it: An innovative way to improve literacy. *Reading Today*, 24(1), p.40. Retrieved November 24th, 2008, from Academic Search Complete database.
- Wertsch, J. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.
- White, R., & Arndt, V. (1991). *Process writing*. New York: Longman.
- Williams, J. (2003). *Preparing to teach writing: Research, theory, and practice*. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved January 1st, 2010 from http://books.google.com/books?id=Avj4_zN4VZwC&dq=preparing+to+teach+writing&source=gbs_summary_s&cad=0
- Wopereis, I. (2007). *Weblogs as instruments for reflection-on-action in teacher training*. Retrieved May 5th, 2009 from <http://www.Surffoundation.nl/SFDocuments/EindrapportDU-Earli2007.pdf>
- Wu, W. (2006). The effect of blog peer review and teacher feedback on the revisions of EFL writers. *Journal of Education and Foreign Languages and Literature*, 3, 125–139.
- Wyse, D., & Jones, R. (2001) *Teaching English language and literacy*. London: Routledge Falmer.

- Xie, Y., Ke, F., & Sharma, P. (2008). The effect of peer feedback for blogging on college students' reflective learning processes. *The Internet and Higher Education, 11*(1), 18–25.
- Xie, Y., & Sharma, P. (2004). *Students' lived experience of using weblogs in a class: An exploratory study*. ERIC Document No. ED485009. Retrieved August 20th 2008 from [http://eric.ed.gov/ERICDocs /data /ericdocs2 /content _storage_01/00000 00b/ 80 /2b/c6/bc.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2b/c6/bc.pdf)
- Young, A. (1994). The wonders of writing across the curriculum. *Language and Learning Across the Disciplines, 1*. Retrieved October 16th 2010 from <http://wac.colostate.edu/1lad/v1n1/young.pdf>
- Zuiker, A. (2004). *Blogging 101*. Retrieved October 20th, 2009, from <http://www.unc.edu/~zuiker/blogging101/index.html>

مستقبل التعليم المدمج في
برامج إعداد معلمي اللغة الإنجليزية كلغة أجنبية

إعداد

م. م/ سماح محمد فهميم السقا

الملخص:

تقدم هذه الدراسة إطارا نظريا حول التعليم المدمج يتناول هذا الإطار النظري كل من تعريفه وأساسه النظري وتطوره التاريخي وخصائصه ومميزاته. وينقسم الي ثلاثة أقسام. يتناول القسم الأول مدخل عمليات الكتابة من حيث تطوره وإطاره النظري وأهميته وأهم مراحل وعلاقته بالقراءة الناقدة. ثم يتناول القسم الثاني المدونات الالكترونية ونشأتها ومراحل تطورها وظهورها وكذلك أهميتها ومكوناتها وعلاقتها بكل من الأداء الكتابي والقراءة الناقدة. أما القسم الثالث والأخير فيتناول فيه الباحثين نموذج مقترح لدمج مدخل عمليات الكتابة مع المدونات الالكترونية ومراحل هذا النموذج المقترح.