CHAPTER-II
REVIEW
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2.1.1. History of Educational Technology
The History of educational technology started with the early invention of the printing press in 1445AD by a German scientist, Johann Gutenberg. This invention gave birth to the "Age of Books" which greatly revolutionized all aspects of human communication, books which made information increasingly accessible to people during the 15th and 16th centuries, also the emergence of the blackboard and chalk aided demonstration in the teaching-learning process and subsequently created a focus for the class. The utilization of the book and blackboard/chalk led in the teaching-learning promoted understanding and led to profound changes in the instruction process. Ughamadu, (1992).

According to Ughamadu, (1992), Adewoyin noted that many other Greek scholars made their mark in the development of educational technology. He noted that Greek teachers like Protagoras, Propikos and Hipas evolved new strategies of teaching. They encouraged the utilization of apparatus in the teaching-learning setting. Furthermore, (Amos Comenius,1592-p.670 AD) advocated the use of many textbooks with illustrations and pictures. Equally, the 19th century educators like (Montessori, Ausabel. Gange Edgar Dale) and a lot other psychologists produced quite some principles, methods and ideas which have formed the main thrust of effective learning, which constitutes bedrock of educational technology. The metamorphic change through which the nomenclatures of educational technology passed from teaching aids through teaching aids through audio-visual aids and to its present name also affected its historical development in Nigeria. In 1962, the institute of education of the University of Ibadan established the first ever Audio-Visual Aids unit in the country. Later in 1974, the same University of Ibadan went further to establish the Abadina Media resources centre. This has a well-equipped school library with a wide range of audio-visual materials. The materials stock-piled there were mainly for the nursery and primary schools around.
Artistic portrait of Ivan Illich by Amano1, (1971) Illich published a hugely influential book called, Deschooling Society. (In 1971, Ivan Illich) envisioned 'learning webs' as a model for people to network the learning they needed:

The words "opportunity web" is used for "network" to designate specific ways to provide access to each of four sets of resources. "Network" is often used, unfortunately, to designate the channels reserved to material selected by others for indoctrination, instruction, and entertainment. But it can also be used for the telephone or the postal service, which are primarily accessible to individuals who want to send messages to one another. “ I wish we had another word to designate such reticular structures for mutual access, a word less evocative of entrapment, less degraded by current usage and more suggestive of the fact that any such arrangement includes legal, organizational, and technical aspects. Not having found such a term, I will try to redeem the one which is available, using it as a synonym of "educational web." Ivan Illich, (1971).

(In 1977 Christopher Alexander, Sara Ishikawa, Murray Silverstein, Max Jacobson, Ingrid Fiksdahl-King and Shlomo Angel) wrote and published A Pattern Language: Towns, Buildings, Construction. In this seminal text, mostly referred to by architects, lists a "Network of Learning" as the 18th pattern, and cites Illich's earlier book as "the most penetrating analysis and proposal for an alternative framework for education...” (Alexander et al.). go on to advise builders and town planners interested in establishing learning networks with:

"...work in piecemeal ways to decentralize the process of learning and enrich it through contact with many places and people all over the city: workshops, teachers at home or walking through the city, professionals willing to take on the young as helpers, older children teaching younger children, museums, youth groups travelling, scholarly seminars, industrial workshops, old people, and so on. Conceive of all these situations as forming the backbone of the learning process; survey all these situations, describe them, and publish them as the city's "curriculum"; then let students, children, their families and
neighborhoods weave together for themselves the situations that comprise their "school" paying as they go with standard vouchers, raised by community tax. Build new educational facilities in a way which extends and enriches this network."(1)

The 1980s and 1990s produced a variety of schools that can be put under the umbrella of the label Computer-based learning (CBL). Based on constructivist and cognitivist learning theories, these environments focused on teaching both abstract and domain-specific problem solving. Preferred technologies were micro-worlds (computer environments where learners could explore and build), simulations (computer environments where learner can play with parameters of dynamic systems) and hypertext.

1980s

Digitized communication and networking in education started in the mid of 80s and became popular by the mid-90's, in particular through the World-Wide Web (WWW), E-Mail and Forums. There is a difference between two major forms of online learning. The earlier type, based on either Computer Based Training (CBT) or Computer-based learning (CBL), focused on the interaction between the student and computer drills plus tutorials on one hand or micro-worlds and simulations on the other. Both can be delivered today over the WWW. Today, the prevailing paradigm in the regular school system is Computer-mediated communication (CMC), where the primary form of interaction is between students and instructors, mediated by the computer.

In addition to classroom enhancement, learning technologies also play a major role in full-time distance teaching. While most quality offers still rely on paper, videos and occasional CBT/CBL materials, there is increased use of e-tutoring through forums, instant messaging, video-conferencing etc. Courses addressed to smaller groups frequently use blended or hybrid designs that mix presence courses (usually in the beginning and at the end of a module) with distance activities and use various pedagogical styles (e.g., drill & practice, exercises, projects, etc.).

In the late 1980s Dr. Charles A. Findley headed the Collaborative Networked Learning project at Digital Equipment Corporation on the East Coast of the United States. Findley's project conducted trend analysis and developed prototypes of collaborative learning environments, which became the basis for their further research and development of what they called Collaborative Networked Learning (CNL), and Collaborative Learning-Work (CLW).

1990s

Since the development of the Internet as a significant medium for access to information and communication, the practice of networked learning has tended to focus on its use. In the first phase of the Internet its use for networked learning was restricted by low bandwidth and the emphasis was largely on written and text based interactions between people and the text based resources they referred to. This textual form of interaction was a familiar academic medium, even though there was recognition of the unique qualities hypertext emerging in the online form.
The idea that the Internet would enhance opportunities for networked approaches to learning was sketched out by several authors in the late 1980s and early 1990s. For example Harasim et al, (1995) wrote in terms of Network Learning and suggested that:

"Network learners of the future will have access to formal and informal education of their choice, wherever they are located, whenever they are able to participate … The network learner will be an active participant … learning with and from experts and peers wherever they are located", p.273) (2)

In 1991, Jean Lave and Etienne Wenger published Situated Learning: Legitimate Peripheral Participation, in which they cited numerous examples of networked learning within a wide range of settings for informal learning and within communities of practice.

In the late half of the 1990s, open, interactive, situated and networked views of learning were marginalized by educational institutions as they tended to develop or deploy content and practice through proprietary learning management systems and collaborative work tools.

2000s

The 2000s emergence of multiple mobile and ubiquitous technologies gave a new impulse to situated learning theories favoring learning-in-context scenarios. Some literature uses the concept of integrated learning to describe blended learning scenarios that integrate both school and authentic (e.g., workplace) settings. Students are now growing up in a digital age where they have constant exposure to a variety of media. Salmon wrote "learning is built around learning communities & interaction, extending access beyond the bounds of time and space, but offering the promise of efficiency and widening access. Think of individuals as nodes on a network!" Salmon, (2001, p.3)

From around 2004, the idea of networked learning had a popular resurgence, corresponding with the emergence of social media and concepts of open source, such as is covered in Yochai Benkler's 2006 book, The Wealth of Networks. George Siemens is a theorist learning in a digitally based society. He is the author of the article Connectivism: A Learning Theory for the Digital Age and the book Knowing Knowledge - an exploration of the impact of the changed context and characteristics of knowledge.(3)

In 2005, George Siemens published a paper in the International Journal for Instructional Technology and Distance Learning, called Connectivism: A Learning Theory for the Digital Age in which he argued the need for a new learning theory, one that captured the essence and represented the process of networked knowledge creation and learning. In 2011, the International Review of Research in Open and Distance Learning published the first peer reviewed collection of scholarly articles on Connectivism. This special issue was edited by George Siemens (Athabasca University and Grainne Conole (Open University, UK). In 2007, Starke-Meyerring, Duin, & Palvetzian first described Globally Networked Learning Environments (GNLE), a term that refers to networked learning environments which are specifically designed to connect students from different parts of the world.(4)

GNLEs are designed to facilitate dialogue and collaboration across and within groups of students, to develop greater understanding and competencies for global work and citizenship. GNLEs take many different shapes and forms, primarily because their inherent uniqueness which is derived from the intersection of the different course topics and content, the teachers' pedagogical approaches, the partnerships between the teachers, and their local and national policy environments. In addition, technological capabilities and capacities (including 'know how' and access) of the teachers, students, and their institutions also play a significant role in how the GNLE is designed and developed.

In 2010, E-Learning and Digital Media published a special issue on globally networked learning titled Globally networked learning environments: Re-shaping the intersections of globalization and e-learning in higher education, and in 2011, COIL launched the first ever Institute for Globally Networked Learning in the Humanities.
2.1.2. Effect of Educational Technology on Motivation of EFL Learner

Recent studies in writing have shifted the focus from the artefact produced by a writer to the process in which the writer is involved when writing. The process approach has entered second language (L2) teaching, under the influence of exponents such as Raime, Spack and Zamel, from first language L1 teaching and research in America since the 1960s. And investigators in the early 1980s such as Flower and Hayes who did valuable research on L1 writing made a great contribution to process approach into L2 writing. Gardner and Johnson, (1997) summed up the stages of the writing process as follows: prewriting, rough draft, reread, share with a peer reviser, revise, editing, final draft, publishing. Learners are enabled to take charge of their writing process and interact with each other and the instructor works as a facilitator organizer and even a creator of a learning environment to generate learners motivation especially to enhance their intrinsic motivation and to make the autonomous writers.

Motivation refers to a person’s desire to pursue a goal or perform a task, Keller & Litchfield, (2002). Because a person’s motivation can be influenced by external events, and because motivation does influence learning and performance, educationists and researchers usually are concerned about how to motivate learners and motivational design has become a growing trend in instructional design. This has resulted from the work of people such as Wlodkowsky, (1985), Brophy, 19, (1999) and Keller, (1979, 1987, 1999) There is a consensus among researchers on the distinction between intrinsic and extrinsic motivation. Intrinsic motivation occurs when one engages in a task for which there is no apparent reward except the pleasure of engaging in the activity. By contrast, extrinsic motivation occurs when one engages in tasks for external rewards. While intrinsically motivated, students tend to employ strategies that need more effort and that enable them to process information more deeply. Externally oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward, Lepper, (1988) Therefore, intrinsic motivation is far stronger a motivator than extrinsic motivation.
Binnur Gencilter argues that for centuries foreign language teaching approaches, methods and techniques have been changing because of different factors. Learning a foreign language is a challenging process and students always need motivation and encouragement during this period. Technology might be one of the factors which affects students’ attitude positively in the teaching/learning process.

Adıyaman defines one way of technological equipment such as radio, TV, cassettes, CD, DVD and two way of educational technological equipment used in EFL classrooms like e-mails, computers, interactive radio and television programs, teleconference and internet conferences. Adıyaman, (2002). The use of technology brings lot of advantages into the classroom. Students may have a chance to see the real world in the classrooms and they can be motivated easily. Ellis, (1994) points out that creating challenging tasks and activities motivate the language learners. Effective language teachers should be enthusiastic and creative because language learners can lose their motivation and desire easily. Movies, music and different materials can help students’ psychological and social improvement. Therefore use of technology, online/distance education may provide a good opportunity to develop and create different, enjoyable tasks in EFL classrooms.

Demiray, (2009) thinks that “distance education has a great potential for global learning and it can offer new and active learning environment for language learners”. Usun and Kömür, (2009) claim that distance education and e-learning technologies can be used in EFL programs to motivate the students.

According to Wang, (2004), when language learners have desirable and real communication factors, they can develop their language skills in the classroom. Using computers and other kinds of technological equipment gives students the sense of freedom and encouragement. With the help of technology students can be active, motivated and involved in language learning process. High quality of authentic materials and low price can be other advantages of technology and increase the popularity of distance education. Crystal, (1997) assumes that educational technology takes a great role in EFL classrooms because of the current position of English as a global language. Jonassen, (1991) discusses that technology in EFL classroom encourages not only the students but the teacher in a positive way(s). Brown, (1991) explains that internet and distance education increase the quality of language learning
and provide available education. Web-learning offers well-selected activities and interactive learning. (5)

Stepp and Granny report that technologically equipped classrooms increase student’s motivation because of the interactive nature of the activities. İşman et all, (2004) implies that students always have positive and optimistic ideas for using computer in the classrooms and it gives opportunity to students to create new ideas and develops their problem solving skills, while provides self-responsibility and they feel comfortable too. Kang, (1995) explains the positive effects of computer and technology in EFL classrooms by allowing the students to observe the real life situation and meaningful communication. Zengin, (2007) explains the importance of technological classrooms because students are more motivated and interested in multimedia and technological lessons. Mayora (2006) tells the advantages of multimedia technology in EFL programs and adds that using multimedia increases students’ interest in the classroom. Teachers can use online magazines, newspapers as authentic materials. Harmer, (2007) points out that student can become active and dynamic learners by means of online education and also mentions the importance of computer-based technological classrooms because they provide learners with unreachable and fascinating activities which attract and motivate them.


Computer-based reading texts are authentic, more effective and motivating for every kind of language learners. Anderson and Speck, (2001) mention that using technology in the classroom not only motivates the learners but engages them in speaking, reading, listening and writing easier. Leu and Leu, (1997) think that electronic books and stories used in EFL classrooms enrich students’ interest and lead them to be a good reader. Deeler and Grey, (2000:75) indicate that the real motivating factor in using the internet for speaking skill can be videoconferencing and cross-curricular projects.

Students can publish a class web page of their own, they can prepare simple fancy programs which are enjoyable during the difficult language learning process consequently they improve their writing skill. Distance learning is not limited so students can use this limitless knowledge for their improvement. Krajka, (2000) explains the importance of internet and adds that with the help of websites and on-line techniques, writing skill can be more interesting, appealing and motivating.

It can be said that technology also allows weak learners to reveal their capacity and creative mind. In addition to providing excellent authentic materials, technology offers language learners a chance to use daily conversations and rich vocabulary. In the study on the internet and computer–based classrooms conducted by Kang and Dennis, (1995), there are interactive vocabulary choices for EFL students. Belz, (2002) thinks that technology brings meaningful and communicative materials into the classroom such as motivation and interaction.

Authentic materials which can be accessed in the internet easily are opportunities for language learners to compile interesting information and report it in English so they may improve both their reading and writing skills at the same time. There are plenty of advantages of using technology in EFL classrooms for providing easy, practical and authentic activities as well as creative tasks. Although technology does not substitute for a good teacher it will motivate the language learners and enrich classroom atmosphere. In order to use technology in the classroom effectively teachers have important roles, they should plan and organize the lessons according to these materials. First they should plan, set up and use the correct equipment in EFL classrooms. Deeler and Gray, (2000).

The demand of technology and distance education has been increasing rapidly nowadays but they should reach to many students in order to be more effective. Demiray, (2009) claims that education is a kind of service which needs to be marketed well. Marketing of this service provides wide opportunities for language learners. Mirici, (2009) indicates that the needs of technology in ELT markets can be solved and supported by distance education. Usun and Kömür, (2009) think that distance education can take an important role as a facilitator for the marketing of ELT programs.

In Turkey students learning English especially in preparatory schools at universities often seem uninterested in learning the language. One of the most important reasons is the lack of enough motivation, (Acat and Demiral, 2002).

Motivating students in the English as a foreign language EFL classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors Dornyei, (1998, 2010), but most English teachers will attest to the
important role motivation plays in the teaching/learning process. While motivation has been defined in many ways Liuoliene & Metiuniene, (2006), in this paper it is simply used by the authors to refer to effective strategies that could help the learners develop their English language skills. How to go about this is a long story with many ups and downs shared by many teachers in staff rooms.

Burden, (2004) found that students need to realize that the purpose of using the target language is not for studying purposes only but also for effective communication. Moreover, Dorneyi, (1990), Ghaith, (2003) and Oxford, (1996) found that when learners see practical purposes in learning the language, they are motivated even if the language is not significant in the learner's community. Motivation is a major concern in improving reading and consequently fostering literacy, Anderson, Hiebert, Scott & Wilkinson, (1985), but one should follow up on motivation strategies to check whether they help improve students’ achievement in the learned language, Dorneyi, (2001). Using reading texts that students can understand is another motivating factor. Stott, (2004) conducted a study on twenty Japanese students taking English classes at a Japanese university to examine whether reading a selection from Japanese literature translated into English would result in better recall and comprehension of the text. Findings indicate that some but not all familiar topics and texts enhance motivation and that teachers should expose students to reading texts from other cultures as well. Teachers should evaluate suitability of the reading materials to their learners in both cases.

Research has shown that one's positive experiences and achievement in the foreign language impacts one's confidence in using it. Clement’s, (1980) model focused on the influence of the social context on one’s motivation in second language learning. He found that positive language learning experiences increase learners’ self confidence in using the second language and further motivation to learn it. This even applies to contexts that do not provide direct interaction with native speaker communities. Gardner et al, (2004) agrees that language learning in the classroom and in language clubs and activities help increase ‘knowledge, fluency and familiarity …with the language’ (p. 3) and shape attitudes to language learning and future use. Dornyei, (1994) argues that language learners are motivated differently according to their achievement and self-confidence, and that the learning situation provides
motives through the language classroom, i.e. course, teacher and group aspects, Clement, Dornyei, & Noels, (1994); Csizer & Dornyei, (2005).

Learner’s attitude to the learned language impacts the learner outside the classroom Schumann, (1978); Dornyei & Skehan, (2003); Csizer & Dornyei, (2005). A favorable attitude would motivate learners to reach their learning goals as found by (Burden, 2004) who studied attitude change of Japanese university students in an English conversation class. Gardner et al, (2004) also argues that affective factors influence language acquisition and achievement. They studied the effects of language instruction on “language attitudes, motivation, and anxiety that take place over the academic year” (p. 7) and used the Attitude Motivation Test Battery (AMTB) to measure variables which are important in the socio-educational model such as motivation intensity, desire to learn French, attitudes to learning French and to French Canadians, and interest in foreign languages. They also evaluated the French teacher and the course, the anxiety in the French class and in using French, and whether learning French is instrumental to the participants. Findings show that students’ attitudes are influenced by the teacher and the classroom environment; experiences in different classes varied and had different effects on students’ interest in foreign languages.

Another significant dimension to language learning is providing learners with opportunities to interact freely and learn from each-others’ mistakes, Lightbown & Spada, (1993), Davis, (2003); Ghaith, (2003). A study of Chinese university student opinions of their English language courses and how they perceive their language improvement, Yang & Lau, (2003) showed complaints about the redundancy though at times they did not mind the repetition.

Instruction strategies can also enhance students’ engagement or involvement in the learning process. Cooperative group learning, Ghaith, (2003) and the use of technology, Al-Jarf, (2004); Ramachaudran, (2004), shift the focus from teacher controlled classrooms to student centered ones. Udvari-Solner, (1996) argues for teaching strategies that extend further than delivering instruction to include content that is relevant to the student’s lives; Udvari-Solner, Villa, and Thousand, (2005) stipulate corrective feedback as part of teaching strategies and designing a teaching-
learning process that can promote meaningful participation for all students within the classroom.

Students’ previous learning and knowledge should also be considered as course content is selected. In cases where all students learn the same content, instructors can require different modes of responding to the content such as a variety of oral and written activities. Thus, students may select from several options such as written reports, debates, power point presentations, graphic presentation of comparisons and contrasts, and persuasive and personal position essays. Dornyei and Skehan, (2003) similarly point out the importance of individual differences in second language learning. Fortini and Fizpatrick, (2000) suggest re-designing the curriculum to cater for students’ differences and help them make sense of what they encounter in their courses which would maximize learning. This may be achieved by adopting a universal design thus creating and designing products and environments for particular purposes. Rose and Meyer, (2002) add that in education, a universal design for learning aims at providing students with multiple ways of representation and facilitating engagement and expression. This improves students’ access to curriculum content, process, and product, i.e., what instructors want students to learn and how they learn and demonstrate what they have learned. It follows that students are provided with a variety of materials, of means to engage them in learning and expressing what they have learned Tomlinson, (1995, 1995).

The literature also shows that students face difficulties in changing to more sophisticated essay writing as expected by their teachers, Campbell, Smith, & Brooker, (1998); Norton, (1990); Prosser & Webb, (1994). Interviewed students did not understand the nature of essay writing, so they could not benefit from their teacher’s advice and handouts. This led to a negative attitude to essay writing. The study shows the importance of the learning context and of providing help for students other than handouts and feedback such as self and peer assessment to help students understand what teachers require of them, Mowl & Pain, (1995); Oldfield & McAlpine, (1995). McCune, (2004) also suggests individualized help because students’ intellectual development is varied and requires “tailored support” and dialogue between teacher and student (p. 279). This helps reduce the effect of negative self-assessment. However, Khuwaileh and Al-Shoumali, (2000) examined
whether the academic English and Arabic writing ability of L1 Arabic learners at university is the same in their mother tongue and the foreign language. The findings show that there is no correlation between students' writing in the first and foreign language and that the majority of the learners had more serious language mistakes in Arabic than in English.

Using technology and activities in teaching language can enhance learning. Al-Jarf, (2004) studied the influence of using technology in teaching and learning writing skills for EFL college students in King Saud University, Saudi Arabia. The two groups engaged in the study were exposed to the same traditional class writing instruction based on the textbook. However, students of the experimental group were encouraged to use the Internet and computers to check and improve their class essays at home. Both groups were post-tested. Findings revealed that the experimental group made higher gains in writing achievement, improved in motivation, sense of achievement and self-esteem. Technology had a positive effect on their attitude towards the writing process and made writing an enjoyable task. It encouraged more writing and exchange of ideas outside the classroom. Ramachaudran, (2004) adds that using new forms of technologies in the language class will certainly encourage and motivate learners to use the target language.

Similarly, Kim, (2003) found a positive influence of email talk on English speaking skills of elementary and middle school students. The learners’ interaction in the English language improved their language proficiency. They were interacting with other learners, teachers and online learning content. Students became more expressive in the computer-based communications than in their classroom environments and demonstrated more active participation. The middle school students improved in vocabulary use and pronunciation on their voice mail messages but not on grammar use. Kim, (2003) concludes that email can be a tool for improving written language skills and oral language proficiency.

Writing is always regarded as “unrewarding and even punishing for some students” Daly, (1985, P. 85). In teaching EFL writing, process writing is usually an effective method to calm down students anxiety and stimulate their interest and motivation. However, it is rather difficult to put it into practice in a large—sized
The advantages of the Internet are taken into consideration. In recent years, many EFL\ESL programs have begun to incorporate computers into their curriculum and online EFL learning has become prevalent in higher education in China, but little research has been conducted to attest to its benefit for the EFL student writer. Online learning can provide a new writing and stimulate their intrinsic motivation greatly making them autonomous writers to write actively and effectively.

Several studies have dealt with the phenomenon of lurking which means that most users of wikis do not actively contribute contents but instead only passively consume it (Nielsen, 2006). Especially for the use of wikis in an educational setting the participation of students are important and therefore need to be motivated. That is why incentives need to create in order to increase the willingness to work with the wikis and enforce a more active participation, Holzinger, (2008, p. 87).

According to Cubric (2007), the instructor has to encourage the students' work in wikis by being an active viewer and leaving feedback so that the students feel the instructor's presence. Moreover, an effective incentive is to make the contributions to the wikis part of the requirements for the course or even to reward the students' active contributions in form of additional credits towards the coming exam. Besides incentives that increase extrinsic motivation, it is even more important to address the learners' intrinsic motivation by pointing out the usefulness of the wikis as preparation materials for the final exam.

However, the difficulty of motivation is not only limited to students. Applying a new technology in a course also results in extra work and effort of educators because functionality as well as the syntax of wikis need to be learned. Furthermore, the educator's traditional role is expanded in the way that "planning lessons, a traditional hallmark of teacher expertise, need to be extended to designs." Lund, (2008). This means that the educators need to design activities specially for interaction within wikis.

Therefore, essential conditions need to be created in order to point out the benefits of adopting wikis to the educators. It is essential to present wikis tutorial to the educators.
in order to motivate them to work with this technology. It needs to be discussed why technology can enhance their teaching and what the specific benefits are for the educators, Holzinger, (2008, p. 87). On the other hand, it should be highlighted that the application of technology within a course serves "…. to create opportunities for new objectives that may not be possible without them." Benenson, (2000). (7)

One of these objectives is possible because of the fact that wikis enable teachers to communicate easily and asynchronously with their students on course topic and thereby facilitate to "… quickly dispel misconceptions and correct errors that occurred in class." Bergin, (2002).

In addition, the educator can use the wikis to present course information and have the basics compiled by the students in them. By this way, the focus of the traditional classroom sessions can shift to more topical issues. Concluding, it is important that the educator is supporting the concept of wikis. Educators can only motivate the students to work with wikis if they believe in the benefits of the wikis concept themselves, Holzinger, (2008, p.88).

2.1.3. Approaches and Strategies Used by Teachers to Integrate the Educational Technology Tools Inside EFL Classrooms

2.1.3.1. Socio-Cognitive Approach

Argumentative writing is an important literary activity underlying various writing tasks across all disciplines. Academic writing tasks such as essays, term papers, critiques, and theses require more than merely collecting facts and summarizing information. Students are expected to analyse competing knowledge claims to voice their own perspectives. These English rhetorical expectations run counter to the educational or social practices, emphasizing group harmony and conformity. Few studies have addressed the pedagogical needs of developing explicit instructional approaches that will foster argumentation skills for L2 writers.

Developments in composition research in the last two decades suggest that a socio-cognitive approach to writing holds promise for improving argumentation skills for second language writers. A socio-cognitive approach rests on two theoretical views of writing: the cognitive and social view of writing.

2.1.3.2. Cognitive Approach

From a cognitive perspective, writing is represented as a problem-solving process, shaped by the ways the writer interprets the rhetorical problem posed by the writer’s purpose, the reader’s needs, the exigency of the situation, the goals they set, and the strategies they control to solve their identified problem, Flower & Hayes, (1981). As a social process, task interpretation, goal setting, and juggling of multiple demands must take into account the discourse practices in which the writing is situated. In this study, grounded within these two perspectives, writing is defined as a problem-solving behaviour in a situated context. How these two theoretical perspectives shaped the current approach to teaching English argumentative writing is explained below.

A feature of the cognitive model that is relevant to the present approach is ‘thinking strategies’ required in the composition process. These ‘thinking strategies’ constitute a certain habit of mind, resulting in the features manifested in final written products. To provide cognitive modelling in writing instruction, the present approach involves “demonstrating and practicing the kinds of thinking processes that experienced writers
use so that students can become aware of, and can practice, the complex mental activities that characterize expert composing”, Cumming, (1995, p. 383).

Nevertheless, while writing is a mental activity, it is not an autonomous mental process without reference to social context. Social norms, roles, relationships, status, and other social factors are assumed to place certain constraints on the function and uses of writing in a particular setting.
2.2.1. Educational Technology Tools

Using technology in teaching foreign languages learners can serve several functions. It can increase interaction among students and with “real-life audiences” outside the classroom; meet the different learning styles of students; make learning authentic through providing students with materials and activities relevant to the real world; and create a positive learning environment that are supportive and open, Dukes, (2005, p. 4).

Using it in the teaching and learning process can facilitate communication among students and build language skills. Hollenbeck & Hollenbeck, (2004, p. 2). Moreover, it makes classes more interesting, Alkahtani, (2011, p. 93). According to Chartrand, (2004), using technology in EFL teaching can encourage students to be more responsible for their EFL learning, increase their confidence, and motivate them by providing them with interesting materials (p. 15).

Learning English is mainly an attempt to communicate with individuals. Because effective teaching is based on communication, the goal of English teaching is exactly the same, namely to develop the ability of students to communicate with people in a new language in real world situations, Brown, (1987); Ommagio, (1986) and Widdowson, (1978).

2.2.1.1. Mobile-Based Writing

Mobile learning has long been identified as one of the natural directions in which CALL is expected to move, and as smaller portable technologies become less expensive, lighter and more powerful, they have the potential to become a more integral part of language learning courses as opposed to the more supplemental role often assigned to computer labs. Mobile plays a significant role in teaching and learning English particularly in learning writing skills and the oral-aural skills for several reasons; because of the characteristics of mobile usage such as the physical characteristics (e.g., size and weight), input capabilities (e.g., keypad or touchpad), output capabilities (e.g., screen size and audio functions), file storage and retrieval,
processor speed, and the error rates (i.e., malfunctions which result from flaws in hardware, software and/or interface design).

Several studies investigated using mobile phones for learning, specifically in learning writing skills, and the results were in favor of experimental groups who learn vocabulary by mobile. Thornton and Houser, (1997) who showed that, according to pre- and post-tests, learners demonstrated linguistic gains by receiving mini lessons via mobile email, and that more than 70% of learners preferred to receive these lessons over mobiles compared with desktop computers. Mobile phones are the most widespread technology, where the overwhelming majority of students in Jordan universities own and carry a mobile phone with them most of the time.

A number of studies have been done concerning how the use of e-mail or mobile affects the development of four language learners’ skills and vocabulary, Ma, (2006); Jou, (2008); Lu, (2008); Brown, (2008). However, few studies have been done on the effectiveness of mobile-based email (an approach to language learning that is assisted or enhanced through the use of a handheld mobile device connected with the net and provided the ability to transfer data by e-mail) and its effect on writing and vocabulary together.

However, the current study is unique because it is conducted on using email and mobile together and their effect on writing skills of Libyan university students as EFL learners.

2.2.1.2. Computers

In the mid1960s, new technological aids came into general use in the classroom-language laboratory such as portable tape-recorder and film strip projector which were all greeted with satisfaction in all modern language departments. Use of tapes and equipment was revolutionary for language teachers. Although tape-recorder was helpful because it offered native speaking voice in the classroom, it could not provide learners by editing and self-recording facilities, Mirhassani, (2003). Media motivate students by presenting language in a more complete communicative context and by
bringing real life experience into the classroom. Media can also help students process information and free the teacher from excessive explanation, and they give them opportunities to increase their knowledge in an interesting way in the classroom, Brinton and Holten, (1997). While CALL has been formed and developed since 1960s, the field grew significantly during 1980s, Ahmad et al., (1985); Higgins & Johns, (1984). CALL has also been termed as technology-enhanced language learning (TELL), computer assisted language instruction (CALI), and computer-aided language learning.

2.2.1.3. Computer-Assisted Language Learning (CALL)

It is used to describe any kind of language learning activity that makes use of computers. Computers have been used for language teaching since the 1960's. Throughout the 1970s and 1980s, CALL became the dominant term and extended its field to contain the communicative approach. Much of the latest studies in the area of CALL have focused on Computer-mediated Communication (CMC) technologies and CMC's possibility for a better L2/FL environment of meaningful interaction between learners in the target language. CMC is the communication carried out between more than two participants interacting via the computer. Lunde, (1990); Warschauer, (1995). Since 1994, there has been an increasing use of CMC at the university level, Morse, (2003). Computer-mediated communication has been rapidly replacing other means of communication in many institutions of modern life because it demonstrates a number of features in the enhancement of foreign/second language learning, such as greater levels of participation and more motivation and interest, Warschauer, (1995). Resnick, (1998) argued that computers could become a dynamic part of a constructivist learning environment for learning new ideas and information. In other words, the learner would be in control, so he or she could determine what he or she would learn. Teachers, acting as facilitators, would modify their teaching strategies to student responses and organize the information they receive.

Papert, (1980) presented “Logo”, a principle that supports a constructivist learning environment for children. He proposed that children could easily construct and revise their learning in some academic subjects, especially mathematics, more appropriately by providing mathematical environment that had something to do with their previous knowledge (i.e., shape, pattern, drawing). Based on this principle, individual learners could explore or develop their own ideas derived from electronic applications stored in computer, which help them to construct or organize the level of their learning environment.

McAdoo, (2000) also states: Traditional or fearful teachers may not tolerate the kinds of exploratory, ‘nonlinear,’ constructivist approaches that students bring to web surfing and computer use. (p. 149). In such a constructivist environment, the teacher can serve as a facilitator. There are constructivist foundations in the activities of writing and composing. Language learning occurs as an individual participates in certain language acts and experiences. Students can interpret and organize the information they receive, adapting it to previous knowledge. Sadler, (1987) mentioned how computer-assisted composition (CAC) could also lead learners to be in control in the learning environments: CAC makes the student, with teacher assistance, aware of writing as a process; makes writing a more interesting activity: and enables the writer to become both creator and critic and thus use both right-and left-lobe powers. (p. 32).

CALL is not a method, but according to, Uzunboyluand Ozcinar, (2009), CALL can be used to reinforce what has been learned in the classrooms. Learners and teachers can benefit from CALL systems, because they offer learners the chance to practice extra learning material at their convenient time in a stress-free environment, Zinovjeva, (2005). Computer programs offer students opportunities for more interaction and also help learners use the language effectively and in actual environments, Harless et al, (1999). Internet has the potential to be used in EFL/ESL class and offer students what is missing from their environment. Real life language experience helps students not only to increase their functional communicative experience but also to motivate them to use English in their daily lives, Fox, (1998).

In the field of second language learning, many research efforts have been done to improve such systems, Tsubota et al, (2004); Abdou etal, (2006). There are a number of CALL systems which have been developed which cover almost every
aspects of language learning. Some systems concentrate on vocabulary and grammar learning. Some focus on pronunciation learning, while some allow training of an entire situation-based conversation.

However, as Chun and Plass, (2000, p. 152) believe, “the use of a networked environment for learning in general and for second language acquisition in particular is of great importance because that is different from the traditional design of text-based and stand-alone systems”. Moreover, Jarvis, (2004, p. 116) develops these broad definitions to characterise the software applications as which are “Language specific as well as more generic Information Technology (IT) programmes”.

Learning has three dimensions namely motivation, confidence, and ability. Butler & Lumpe, (2008); Clément & Kruidenier, (1985); Hirschfeld et al., (2004); Phillips & Lindsay, (2006); Tavani & Losh, (2003). These three dimensions are directly related and impact upon each other. If one of them increases or decreases, the other two will follow in a direct relationship. All three learning dimensions can be met only when students have cumulative experiences both in and out of the classroom.

### 2.2.1.4 Stages of Using Computers in Language Learning

The process of using computer in language learning is termed computer-assisted language learning (CALL). This process passed through some stages. At the beginning, using computer as a device for learning a language was based on the behaviouristic approach for learning. This phase consisted of software programmes for practicing language in drills. Warschauer, (1996) and CALL was used in the classroom as a supplement rather than as a replacement for instruction, Fotos & Browne, (2004, p. 5).
The computer was seen as a vehicle or tutor to present instructional materials to students and to provide them with opportunities to practice the language through drills, according to their own pace, and this can develop students' autonomy in learning. In other words, the programmes of this stage emphasized on repeating materials through drills and practice which are useful in language learning as they can provide students with more exposure to language which is very important in learning a language, **Warschauer, (1996)**. (9)

### 2.2.1.5. Computer-assisted Writing (CAW)

Writing is a powerful means of communication by which students learn better to express themselves. Teaching and learning to write in any language is an essential area that can influence student performance and language learning. The use of computers in the teaching of writing is a rapidly developing phenomenon. **Townshend, (1997)** showed benefits observed from a computer-assisted course, two of which include exposure to extended resources and improved quality of discussion and writing assignments. **Bangert-Drowns, (1993)** reported in his meta-analysis that two-thirds of 32 studies on computer writing indicate improved quality for text produced on the computer. In this study, CAW was analysed through previous related studies that focus on the effect of CAW on students’ writing ability.

### 2.2.1.6. Word Processor

The word processor is a computer program equipped with facilities for editing and checking grammatical, spelling, and style errors and correcting them. **Huss, (1990)** reported that the most commonly used type of computer mediated instructional programs was the word processor. **Brierley and Kemble, (1991)** described it as the most enabling and beneficial of all the computer tool software and indicate the following seven major applications for word processor: formatting, cutting–pasting, insertion and deletion, searching, editing up, editing down, and editing across. **Simic, (1994)** reported that the word processor could be used as a major medium for an effective writing approach. He believed that most students could succeed in writing assignments using this approach.

The use of the computer for word processing also promotes collaborative writing among students. The computer screen enables students in small groups to see the writing that has been input, discuss its fine points, and make suggestions that will improve the quality. Wood, (2000) notes that when using computers collaboratively "children worked together more than they normally would to write stories, search the Web, or create multimedia presentations" (p. 120).

Another way of integrating technology in the classroom is by using computer software. Computer software could be a word processor, an interactive educational program, presentation software, electronic games. The above mentioned computer software programs present the student with content, activities and / or process tools which can improve students’ skills.

2.2.2. Multimedia
The use of multimedia technology for foreign language instruction has expanded rapidly during the past two decades. Studies of the influence of technology-enhanced instruction on language learning have also appeared in growing numbers, Abrams, (2002); Al-Jarf, (2004); Blasszauer, (2001); Brandl, (2002); Chikamatsu, (2003); Jogan, Heredia, & Aguilera, (2001); Meskill& Anthony, (2005); Muehleisen, (1997); Osuna &Meskill, (1998); Salaberry, (2001); Schwienhorst, (2004); Warschauer, (1995), (2000); Weininger & Shield, (2003); Yang, 2001). Previous research indicates that computer-mediated language learning can facilitate communication, reduce anxiety, encourage oral discussion, develop the writing/thinking connection, nurture social or cooperative learning, promote egalitarian class structures, enhance student motivation, facilitate cross-cultural awareness, and improve writing skills. In light of these positive effects, an increasing number of ESL/EFL teachers have embraced multimedia technology. For example, international key pal projects that enable students to correspond with native speakers of the access, equipment, and foreign contacts. While examining peer response through networked computers in writing classes, researchers have reported that Web-based response is easier than face-to-face response, being characterized by more participation, more discussion during interactions, more feedback, and gradually increased confidence, Beauvois, (1998); Braine & Yorozu, (1998); Cononelos & Oliva, (1993); Curtis & Roskams, (1999); Davis & Thiede,(2000); (Hartman et al,
Researchers who have compared small group interactions in oral and network-based modes have shown increased participation in electronic classroom discussions, Sullivan & Pratt, (1996); Warschauer, (1996). In reviewing early research on innovative use of networked computers in language learning, Beauvois, (1998) found that students in networked writing projects demonstrated more fluid conversation. EFL learners might have more time to think, phrase responses, and participate in networked writing. (10)

Multimedia involves the use of a variety of media, such as text, film, video, audio, animation, and graphics, Warschauer, (1996). It can be represented by CD-ROM. What makes multimedia more powerful is its connection to hypermedia, Warschauer, (1996), i.e. linking the multimedia resources all together including video, audio, graphic and text, Lamper & Ball, (1990, p. 5).

Lu and Liu, (2011) highlighted the effectiveness of using multimedia in teaching English as a second language. They pointed out that using multimedia networking technology in the instruction of English language can make students the centre of the learning process, help them to learn actively instead of passively and encourage autonomous learning, and allow them to learn language according to their abilities, needs, and preferences and learning more effective. Using it in teaching can affect the learning process in terms of students' engagement and motivation and supporting various learning styles (SMART Technologies Inc, 2006, p. 4). It facilitates the use of authentic materials to the classroom and integrating various components, such as videos, audios, different websites, texts, games, etc. in the process of learning and teaching, Březinová, (2009, p. 18).

2.2.2.1. **The Smart Board interactive whiteboard**: uses DVT (Digital Vision Touch) technology to detect and respond to touch interactions on the interactive whiteboard surface. This camera-based touch technology for interactive whiteboards and interactive displays uses digital cameras and proprietary software and firmware to detect finger or pen contact with the screen. That contact is then interpreted as finger or pen activity. Smart has been using DVT technology in its interactive whiteboards since they developed the technology in 2003 and has continued to use DVT in many products since, including Smart Board interactive whiteboards, Smart Board interactive displays and the Smart Table interactive learning centre. “Multimedia Composing. Besides text-based writing, technology encourages students to integrate visual and aural multimedia in their school projects. Various software programs allow students to insert images, sounds, and video, thereby creating complex, multi layered compositions. For students who have difficulty with writing, multimedia composing presents a means of self-expression and provides support for development of reading and writing skills. The *interactive whiteboard* (IWB) is “a touch-sensitive screen that works in conjunction with a computer and a projector”. Al-Saleem, (2012, p. 128). It is a multimedia tool that can be used to make the process of teaching and learning more effective. Using it in teaching can affect the learning process in terms of students' engagement and motivation and supporting various learning styles. It facilitates in bringing authentic materials to the classroom and integrating various components, such as videos, audios, different websites, texts, games, etc. in the process of learning and teaching. Březinová, (2009, p. 18)).

Smart Notebook software is included with the Smart Board and allows users to compile notes, images, and other media into virtual notebooks which can be projected and edited using the Smart Board itself. Other Smart software products, like Smart Response interactive response, the Smart Document Camera, Smart Ideas concept-mapping software, Smart Notebook Math Tools and Smart Slate wireless slate are designed for use with and can integrate with the Smart Board for other tasks. The Smart Board interactive whiteboard works with any program loaded or available on the host computer. Some applications commonly used with the Smart Board are *Microsoft PowerPoint, Excel, Word,* and *AutoCAD.*
2.2.2.1.1. Uses of Smart Board Notebook

Uses for the Smart Board include teaching, training, conducting meetings, and delivering presentations. It has also been used on the Discovery Channel television show *Myth Busters*.

Using Smart Notebook software, teachers can record each step of a lesson activity for students to review at a later time.

**Johnson and Eilola** describe a specific computer-supported space for collaboration: the Smart Board. According to Johnson-Eilola, a “Smart Board [interactive whiteboard] system provides an... intelligent whiteboard surface for work”. Johnson-Eilola asserts that they are attempting to understand how users move within information spaces, how users can exist within information spaces rather than merely gaze at them, and how information spaces must be shared with others rather than being private, lived within rather than simply visited”. He explains how the Smart Board interactive whiteboard system offers an information space that allows his students to engage in active collaboration. He makes three distinct claims regarding the functionality of the technology: 1) the Smart Board allows users to work with large amounts of information, 2) it offers an information space that invites active collaboration, and 3) the work produced is often “dynamic and contingent”.

In teaching foreign languages, the interactive whiteboard can be used to support interaction and conversation between the teacher and students and among students themselves, to promote teachers' organizational skills (Gérard & Widener, 1999), to present linguistic elements, and to support oral skills (Al-Saleem, 2012, p. 130; Gérard & Widener, 1999). The results of the study of Swan, Kratcoski, Schenker, and Hooft, (2010) suggested that using the interactive whiteboards in teaching can enhance students' learning and performance in “mathematics and reading/language arts” (p. 141).

Providing opportunities for online publishing of students' work is another means to motivate student writing. "Publishing online is a motivating factor when completing classroom assignments," notes, Karchmer, (2000). "Students feel their work could have far-reaching effects, which in turn encourages them to put more effort into it" (p. 83).
Writing to an authentic reader has a positive effect on students' writing performance and motivation. Reinking & Bridwell-Bowles, (1996). "Simple exchanges of e-mail can get students writing and reading with the same intensity they bring to the most exciting video game," note, Meyer and Rose, (2000). "Receiving feedback from across the globe conveys to young children the power of reading and writing and demonstrates their ultimate purpose—to communicate across time and space."

2.2.2. Videos

Videos can be used in a variety of instructional settings: in classroom–learning, where information is broadcast from a central point to learners who interact with a facilitator via video or computer, and in self-study situations. It can be used in teachers' professional development, Savage & Howard, (1992) or with students as ways of presenting content, starting conversations, and providing illustration for concepts. Teachers or students can create their own videotapes as content for the class or as a means to assess learner performance. Taggart, (1996).

There are a number of good reasons to use video in adult classrooms. Video combines visual and audio stimuli. It is accessible to those who have not yet learned to read and write well, and provides context for learning. Fazey, 1999; Johnston, (1999). For English language learners, video has the added benefit of providing real language and cultural information. Bello, 1999; Stempleski, (1992). Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or can be used for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language. Bello, (1999).

Videos can be stimulating to adult learners. Many videos are based on stories, which are enjoyed by almost everyone and particularly favoured in some cultures, Johnston, (1999). Videos that use the conventions of entertainment television (plot, character, development, and resolution) may catch the attention of learners who do not yet read.
2.2.2.2.1. Authentic Videos
Because many excellent videos are produced as entertainment for native English speakers, they generally present real language that is not simplified and is spoken at a normal speed with genuine accents. These videos include movies, television programs, and news broadcasts; they can provide a realistic view of foreign culture, and their compelling story lines can motivate learners to stretch their comprehension. Additionally, using authentic videos in the classroom can provide opportunities for learners to evaluate a medium that they use in their daily life. Stempleski, (1992). This is important because, just as learners need to develop critical literacy skills in order to analyse what they read, to distinguish fact from fiction or to identify an author's position on a topic and compare it to their own, Florez, (1998), they also need to be able to do this with what they see and hear, i.e., with films and television programs.

2.2.2.2. Instructional Videos
Instructional videos for English language development have been created for use in classrooms or in other educational settings and have additional advantages. They are likely to already have been evaluated for language, content, and length, and many instructional videos are packaged as multimedia resources that include student workbooks, teacher guides, video transcripts, and audiotapes. Stempleski, (1992).
2.2.3. The Internet 

The arrival of the Internet could offer a turning point in English teaching methodology, Ganderton, (1998); Hellebrandt, (1999); (Kelm, (1992); Lee, (1997); Sanaoui & Lapkin, (1992); Van Handle & Corl, (1998); Warschauer, 1996). Internet technology has a global reach and provides extensive international resources. The Internet enables English learners to access useful language resources and communicate directly with native English speakers. In the first case, learners can practice applying information, while in the second case, they can overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing English via real world situations. Students can also broaden their international perspectives, learn diverse knowledge forms, and appreciate and accept different cultures.(11)

The Internet, along with its various tools and applications, is an effective tool of teaching and learning languages. Using it in teaching and learning English can make this process more interesting and effective. In fact, the Internet can play an important role in changing English language teaching and learning for teachers and students. English teachers can use it in different ways such as gathering materials on different skills or systems: listening, reading, writing, grammar, vocabulary, etc. For students, the Internet contains a lot of materials that can be used by them to study and practice English (Kitao & Kitao, (2001)).

In the classroom, the Internet can be used in different ways. For example, teachers can use it to develop students' ability in writing letters through using e-mail service and to develop students’ fluency in English through chatting even with native speakers. They can also use it to provide various instructional environments that meet the needs of all students. Besides, teachers can use the Internet to bring authentic learning materials and opportunities. In such kind of instruction, teachers act as a facilitator of learning, helping students to use and learn about sites and using them in learning. Hollenbeck & Hollenbeck, (2004, pp. 4-5). However, teachers should be careful and aware of how to use the Internet and the available resources in teaching effectively.

Interaction among people via computers and Internet is termed computer-mediated communication (CMC). There are various CMC tools and applications. They can be classified into two groups: synchronous CMC and asynchronous CMC. Erben, Ban, & Castañeda, (2008, p. 84). All these tools can help effectively in teaching and learning languages through providing more opportunities and exposure for students to use and practice the target language. However, choosing a particular CMC tool must be according to the language aspect or skill intended to be learned or developed.

2.2.3.1. Synchronous CMC Tools

Synchronous tools are those tools that can be used to make a real-time communication Pritchard, (2007, p. 7), such as instant messaging (IM), text chat, audio/video chat, audio conferencing, video conferencing, Skype, etc.

**IM:** is used to send and receive instant text messages between two or more Internet users. Mahfouz & Ihmeideh, (2009, p. 208).

**Text chat:** is an instant online written communication (Clyde & Delohery, 2005, p. 7) between two or more Internet users.

**In audio chat:** two Internet users speak to each other via microphones and earphones. Mahfouz & Ihmeideh, (2009, p. 208).
**Video chat:** involves using microphones, earphones, and webcams to enable the two Internet users to see each other while chatting, *Mahfouz & Ihmeideh, (p. 208).*

**Audio conferencing:** involves real time interaction among more than two Internet users using microphones and earphones.

**Video conferencing:** involves real time interaction, allowing more than two Internet users to communicate with one another using microphones, earphones, and webcams. *Rivoltella, (2006, p. 55).*

**Skype** is an effective synchronous Internet tool. Teachers can use it to communicate with students as that with a phone. They can also use it to conduct conference calls with their students using a webcam. *Mubarak, (2012)* claimed that with using Skype in EFL teaching, teachers can provide students with more opportunities to make live conversations in English even with native speakers and such a thing would not only develop their skills in English but also would develop their self-confidence to speak English. What is wonderful about Skype is that it is free. What one needs is to download Skype software, a computer connected to the internet, and a microphone.

**2.2.3.2. Asynchronous CMC Tools**

**Asynchronous tools** enable communication over a period of time through a “different time-different place” mode, *Ashley, (2003).* Discussion boards, web logs, e-mail, and social networking sites like Facebook are examples of asynchronous CMC tools that can be used as teaching tools.

**Discussion boards** are asynchronous communication tools. They can be used to post a comment, to ask and answer questions, or to give a feedback online. Both teachers and students can use them to make discussions and contact each other in groups. They can really facilitate collaborative discussions and activities. *O”Leary, (2005, p. 2)*, promote problem-solving skills, *Chin, (2004, p. 111)*, and provide more opportunities for students to interact. *Schulte, (2010, p. 7).* *Erben, Ban, and Castañeda, (2008)* claimed that discussion boards are the best place for EFL students to express their feelings and experiences, adding that by reading the posting of others and working on
their writing before posting, students can improve their language. However, to make use of them more effectively in teaching, teachers need to use them purposefully to meet the objectives of a specific course and to make them non-threatening in order to encourage students to participate.

2.2.4. Weblogs

2.2.4.1. Defining a Weblog: Forms and Features

The weblog is commonly known as a blog. The term “blog” is a contraction of two words: web and log. Weblog, or blog for short, is used as both a noun and a verb. Blogs are a fairly new tool for written communication and interaction and appear in many different languages. Galien and Bowcher, (2010). The rise in popularity has resulted in new words being added to the English language, such as: blog, blogging, bloggers, and blogosphere, (Ross, 2002). Weblogs are defined simply as “online diaries; logs of thoughts, reflections; a space for whatever they choose with an option for readers to comment on what they have read”. Eastment, (2005). Similarly, Efimova and Fiedler, (2003) characterize blogs as “personal diary-like-format websites enabled by easy to use tools and open for everyone to read” (p. 490). A weblog (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet, Zhang, (2009).

As Karaman & Serpil, (2005) state, weblogs enable educators to pre-screen and select hyperlinks and list them in a categorized format, and these hyperlinks and user entries can be archived for easy future access from the main weblog. Compared with e-mail lists and discussion forums, weblogs are more focused and easier to navigate since students do not have to search through complex folder menus. Thus, publishing on a weblog to the whole world means reaching beyond the classroom for a student, (Karaman & Serpil, 2005).
Galien & Bowcher, (2010) claim that using the blog gives the students an additional and motivating opportunity since they publish their work in a non-judgmental fun environment, provides increased and more balanced student communication and it allows the quieter students’ time to consider what to write and to formulate their responses. According to Mynard, (2007) foreign language students need to draw on previously learned language in order to write a blog entry, which means they are likely to be reflecting on their understanding of the language as they compose their log entries. Campbell, (1996) states that weblogs has some benefits:

# They can provide a bridge between lessons, teachers can post materials that recycle and review vocabulary and topics presented during lessons.
# They can save the teacher time as information about schedule changes, homework assignments etc.(12)

For Felix (2007), there are four communication patterns teachers perceive as a result of blogging: 1) increased peer interaction among students, 2) increased teacher interaction with the students, 3) students exhibit more positive emotions about learning, and 4) an increased sharing of ideas among students.
As Richardson (2004) points out, blogging is a new genre of writing in learning, which has:

“…… great value in terms of developing all sorts of critical thinking skills, writing skills and information literacy among other things. Blogging, however, offers students a chance to a) reflect on what they are writing and thinking as they write and think it, b) carry on writing about a topic over a sustained period of time, maybe a life time, c) engage readers and audience in a sustained conversation that then leads to further writing and thinking and d) synthesize disparate learning experiences and understand their collective relationship and relevance. This just seems to me to be closer to the way we learn outside of school, and I see those things sorely lacking anywhere in traditional education.

2.2.4.2. Weblogs and Writing Instruction in EFL

In a short blog posting titled “Do weblogs improve writing?” Bernstein, (2004) advocated “Frequent writing improves writing”, “Writing for an audience improves writing”, “Writing that matters improves writing”, and However, to EFL learners, frequent writing may not necessarily improve writing.

2.2.5. Social Networking Sites and Net Generation

Facebook can play several instructional functions. Teachers can use it outside the classroom to post links of useful videos and files to students and to send them homework they can do at home. They can also create their own groups that include their students and use that for instructional purposes, such as developing writing skills through posting topics for the students to write on and collaborative learning through setting topics for discussion. In this way, teachers can expose their students to more English and provide them with more opportunities to improve their English skills, especially that EFL students do not have opportunities to use English outside the classroom. Mubarak, (2012).
The effectiveness of Facebook as a tool of teaching and learning languages is highlighted by some previous works. Mills, (2009) stated that Facebook can be a valuable learning environment to practice and engage in learning a foreign language, indicating that Facebook could offer the students an authentic environment for interaction and communication in French which helped them to meet the grammatical, functional, and linguistic objectives of her French language course. Blattner and Fiori, (2009) highlighted how Facebook can provide language learners with opportunities to develop their socio-pragmatic competence, an aspect of language acquisition, through authentic language interaction and can enhance a sense of community in language classrooms.

Kabilan, Ahmad, and Zainol Abidin, (2010) indicated that, in the opinion of students of higher education, Facebook can provide a learning environment that can facilitate English language learning in relation to improving students’ language skills, increasing their motivation and positive attitudes towards English language learning, and building their confidence. The study of P. Wu and Hsu, (2011), which aimed at exploring the influence of Social Networking Sites on EFL learners, indicated that the students were interested in interaction with their peers in English. They felt free to express their opinions and share their thoughts on Facebook. Observing her students, Haverback, (2009) stated that her students used Facebook collaboratively to discuss assignments and ask and answer questions in relation to their study. She found them more motivated to participate in discussions on Facebook. Social Networking Sites (SNSs) have a high penetration rate among the adolescents who are considered as the Net Generation. Many studies have shown that SNSs can increase students’ learning motivation; therefore, more and more instructors are trying to incorporate SNS into their delivery channels in order to better student’s learning outcomes. However, whether SNSs effectively help students elevate their EFL learning performance is still calling for further research.
Social Networking Sites (SNS) are prevalent among the young adults these days because of the multi-functional affordance of those sites. Students, as the major users of SNSs, build up their virtual identities, increase their engagements and form their social relationship on these existing Social Networking Sites such as Facebook Bumgarner, (2007); Stutzman, (2006); Yu, Tian, Vogel, & Chi-Wai Kwok, (2010). Moreover, the rapid development of ICT has brought changes in both pedagogical application and student’s learning style, Mazman & Usluel, (2010). Being aware of the popularity of SNSs among students, instructors started to apply their instructions with SNSs to enhance students’ learning motivation and autonomy. A handful studies concerning the application of SNSs with instruction showed that SNSs can better students’ general learning performance, and strengthen their learning motivation and autonomy. Kabilan, Ahmad, & Abidin, (2010); Mazman & Usluel, (2010); Pasfield-Neofitou, (2011).

2.2.5.1. Net Generation
Young adults who were born around 1982 and grow up with high exposure to the Internet and communication technology which has become part of their daily life are
defined as Net Generation (Net Generation), Oblinger & Oblinger, (2005); Sandars & Morrison, (2007). The high prevalence and rapid development of Internet has influenced the learning style of Net Generation. Studies conclude that the Net Geners are seeking immediate feedback, access to the information, interactive environment, multi-media application availability, teamwork with others, connectivity, hands-on experience, inquiry-based approaches and self-directed learning opportunity while they are learning, Arthur, Sherman, Appel, & Moore, (2006); Barnes, Marateo, & Ferris, (2007); (Glenn, (2000); Hay, 2000); McLoughlin & Lee, (2007). Net Geners tend to be more independent and autonomic on their study and are more willing to explore the knowledge than just simply absorb what is put in front of them. Carlson, (2005); Hay, (2000); McLoughlin & Lee, (2007). In other words, Net Generation hold more positive and adventurous attitude toward learning and they like to explore the unknown by themselves. It is therefore important for the higher education institutions and instructors to discover the new teaching module to cater various types of learning styles and the needs of Net Geners, McLoughlin & Lee, (2007).

2.2.6. Social Networking Sites
Like personal websites and instant messages, Social Networking Site (SNS) is a platform which provide an easy, accessible way to connect and interact with others, share ideas and opinions and gather feedback in a fluid way, McLoughlin & Lee, (2007); Pempek, Yermolayeva, & Calvert, (2009). As SNSs become popular and prevalent nowadays, several technological affordances, such as immediacy and interactivity, which have encouraged people’s use, have been pointed out. Arthur et al. (2006) examine why the Australian young consumers, whose age are between 16-24 years old, adopt interactive technologies like Facebook and My space. The results indicate that the opportunity to present self-identity and the immediacy are the major reasons for the young consumers to adopt there interactive technology, Arthur et al, (2006). Apart from the self-identity presentation and immediacy, interactivity is also a major affordance. The difference between SNSs and traditional media is that SNSs can interact with others directly in a virtual environment, Pempek et al, (2009). These affordance make SNSs a useful and enjoyable medium of communication, which keep people engaging continuously, Lin & Lu, (2011). Since SNSs is part of students’ daily life and have influence on student’s learning motivation, a comprehensive understanding on why students use SNSs and how SNSs help their learning are
crucial for both academic and pedagogical community, Mazer, Murphy, & Simonds, (2007).

2.2.6.1. Identity
Identification occurs when one wants to establish or maintain a satisfying self-defining relationship with another person or a group and it is crucial for individual socialization and language learning, Kelman, 1958; Norton & Toohey, (2002). Language learning engages the identities of learners since language itself is not only a linguistic system of signs and symbols, it is also a complex social practice, Norton & Toohey, (2002). When a language learner interacts with members of the target language group, he or she is seeking for more than just words, phrases, dialects, and idiomatic expression; one is asking to what extent he or she will be able to impose reception and be recognized by his/her interlocutors, Norton & Toohey, (2002). The level of identification of bilingual identity is also influenced by the learners’ perceptions and attitudes toward the learning environment, Ghazvini & Khajehpour, (2011). Exhibiting potential as platforms for community participation and self-presentation construction which allow them to stay active within various interactions and to maintain close relationship with a small group of peers, SNSs are an ideal place for EFL learners to access the target language and create virtual identity, Reinhardt & Zander, (2011); Yu et al., (2010). Ricento (2005) suggested that the higher degree to which learner identifies with the target culture is, the more motivated he or she will be to acquire the target language. However, limited empirical studies concerning EFL learning on SNSs have been done. The current study aims at examining whether SNSs really help EFL learners to acquire better language learning outcomes.

2.2.7. Chat
Chat forums differ from e-mail and mailing lists in that the “chat” or talk occurs synchronously or in real time. After the text is entered by a student, it is displayed almost immediately on their screens. Once another student has read the message, he/she can respond immediately. Encouraging students use the Internet in their English language classes which develops and enhances their creativity. Teaching is becoming more personal and artistic, and it is up to the teachers’ encouragement that students will take advantage of this new way of learning, Keating M., Wiles J., Piazza M. W, (2002).
Technology, especially the emergence of the Internet, is affecting every aspect of education and changing the way we teach and learn. “It is no longer a question of whether to take advantage of these electronic technologies in foreign language instruction, but of how to harness them and guide our students in their use”, Paulsen, (2001). How to take advantage of Internet resources to facilitate language learning is an issue considered in many eloquent articles and publications, Felix, (1999); Osuna & Meskill, (1998); Singhal, (1997); Sperling, (1997); Warschauer, (1995); (Warschauer, Schetzer & Meloni, (2000).

2.2.8. E-Mail Learning

Email is an Internet asynchronous tool that can be used for instructional purposes. It has a lot of instructional uses. Teachers can use it to enhance teaching and learning English. They can also use this service to generate their students’ works for teaching purposes and to provide more contact time with and among students, Clyde & Delohery, (2005, p. 131). It can also provide students with opportunities of real life communication useful for them as EFL learners, Warschauer, (1995). Moreover, it is a useful tool in EFL writing classes, (Lee, 1998). The studies of, Kern (1995) and Nagel, (1999) found that using emails in teaching a foreign language can improve students’ grammar, vocabulary and writing skills, Al-Mekhlafi, (2004,p. 91). Similarly, the study of, Edasawa and Kabata, (2007) indicated how an email exchange projector had improved ESL students at the vocabulary and syntactic levels through message exchanges.

Email, a conversational writing medium, is a form of asynchronous computer-mediated communication which has been described by, Warschauer, Shetzer, & Meloni, (2000, p. 3) as “the mother of all Internet applications.” Several researchers have reported on the various pedagogical benefits of email exchanges, namely extending the time and place for language learning, expanding topics of discussion beyond classroom-based topics, encouraging student-centred language learning, increasing learner autonomy and independent learning, Warschauer, Turbee, & Roberts, (1996), encouraging equal opportunity participation, increasing students’ motivation, Gray & Stockwell, (1998); Ishida, (1995); Warschauer,(1996),
promoting the development of syntactic complexity and grammatical accuracy, Wu et al., (2008); Flórez-Estrada, 1995); Stockwell & Harrington, (2003), and, above all, connecting learners and their key-pals quickly and inexpensively, Hedderich, (1997).

Other researchers have stated that shy or reserved EFL learners who fear to take part in face-to-face interactions feel at ease and confident when keyboarding with their native keypals because email exchanges provide such learners with an anxiety free environment (Sullivan & Pratt, 1996). Email exchanges have also been reported as helping learners to produce more language output and express their opinions more openly than in traditional writing activities. González-Bueno, (1998).

The written language produced via email interactions with SNSs has features that distinguish it from that produced in traditional in-class pencil-and-paper writing assignments. González-Bueno, (1998) found that the amount of language produced via email was greater, the topics more varied, the language functions more complex, the language accuracy higher, and the language use more personal and more expressive than in traditional writing.

Instructors whose students were engaged in email exchanges with NSs have reported several pedagogical benefits from such interactions. They have asserted that learners became more eager to correct their own grammatical mistakes because the communicative nature of the email exchange motivated them to express their ideas more clearly, Kendall, (1995), gained confidence in using the foreign language in writing, Gonglewski, Meloni & Brant, (2001), made significant progress in writing, Greenfield, (2003), developed a more sophisticated writing style, Kendall, (1995), used appropriate registers, St. John & Cash, (1995), made greater use of varied and accurate vocabulary, Gonglewski, Meloni, & Brant, (2001); Warschauer, (1996), and progressed steadily in their syntactic and lexical development. Stockwell, (2003).

An email tandem exchange is a type of exchange between two individuals learning each other’s native language. In such an email exchange each learner acts both as a NS informant and a learner of the second language, thus both learners benefit, Hedderich, (1997). One of the most successful email tandem exchanges is the International Email Tandem Network founded in 1994 by Helmut Brammerts in which students from 12 European universities located in Denmark, Germany, Portugal, Spain, France, Great Britain, Ireland, Sweden, the Netherlands, and Italy originally participated, Cziko, (2004). Other successful email tandem exchanges followed, including the French-English subnet of the International E-Mail Tandem Network, Benenson, (1997), the email tandem exchange conducted by Ishida (1995) between native English speakers learning Japanese and Japanese teacher trainees, and finally the email exchange conducted by Leh, (1999) between Spanish learners in the USA and NSs of Spanish in Mexico.(14)

Some researchers have called for fully integrating NS-NNS email exchanges into the course curriculum as opposed to treating them as mere pen-pal activities Cummins & Sayers, (1995). Tella and Mononen-Aaltonen, (1998) stated that email projects that are not goal oriented tend to discourage learners from writing more elaborate, longer messages and instead encourage them to write simple, short messages. In unguided, pen-pal type activities, learners may encounter substantial problems; their keypal partner might be very slow in sending a reply to their emails or, even worse, might completely lose interest and stop writing altogether, Biesenbach-Lucas, Meloni, & Weasenforth, (2000).

EFL learners who wish to improve their writing competency via email with NSs of English should log on to key-pal websites dedicated to this purpose. In fact, some websites provide this service at no cost, e.g., ePals, http://www.epals.com; Robb, (1996).

Numerous NS-NNS email exchange projects have been created in a variety of countries. For example, Holliday and Robb, (1994) designed the International Student Discussion Lists (SL-LISTS), the purpose of which is to provide a forum for cross-cultural discussion and writing practice for college, university, and adult students in English language programs. However, instructors should follow the guidelines stated by Warschauer and Whittaker, (1997) when setting up an email exchange project for their students. These researchers suggest that instructors should carefully explain the goals of the key-pal project to their students and thoroughly integrate the project into the course syllabus. As Warschauer, (1995) stated, “the best results are achieved when on-line activities are well integrated into the ongoing structure of student assignments and interaction rather than included as an informal add-on” (p. 95).

2.2.8.1. E-Mail Exchanges

A second area of research has explored the role of e-mail and other forms of synchronous communication (e.g., online bulletin boards) in second language writing, both within a class and between students in different classes. In one very interesting cross-medium comparison, Wang, (1993) found that students completing student–teacher dialogue journals via e-mail wrote more, asked more questions, received lengthier replies, and used a greater variety of language functions than did those using paper and pencil. Similar to some of the CACD studies, St. John and Cash, (1995) documented how an e-mail exchange allowed a learner to notice and re-use linguistic chunks, thus fulfilling, Bakhtin’s, (1986) notion of language development through the incorporation of others’ word. Bloch and Brutt-Griffler’s, (2001) study of an online synchronous forum in an ESL composition classroom indicated how different teacher use of the same technology elicited different types of student response. Several researchers have carried out studies of classes that include project based e-mail exchanges as a major element, Barson & Debski, (1996); Kern, (1996); Soh & Soon, 1991); Tella, (1991).

2.2.9. Wikis

Erben et al, (2009, pp.133-135) defined a wiki as a collaborative website that many people can work on or edit. It allows a group of people to freely create and edit web page content i.e. an online resource for which content can be created collectively. Photographs and video recordings can also be embedded in a wiki.

2.2.10. Web Quests

2.2.10.1. The Web Quest Model

Making use of the Internet as an informational tool, Web Quests, developed by Bernie Dodge and Tom March in early 1995, are inquiry-oriented activities in which most or all of the information used by learners is drawn from the Web, Dodge, (1998). The critical attributes of a Web Quest activity include:

1. an introduction that sets the stage and provides some background information,
2. a task that is easy and interesting,
3. a set of web-linked information sources needed to complete the task,
4. a description of the process the learners should go through in accomplishing the task,
5. some guidance on how to organize the information, and
6. a conclusion that brings closure to the quest and reminds participants of what they have learned. (Dodge, 1997, Critical Attributes)

Dudeney, (2003) recognizes the Web-Quest model as a potential pedagogical tool by pointing out several advantages. They include providing a relatively easy way to incorporate the Internet into the language classroom, encouraging critical thinking, leading to more communication and interaction through group activities, and eliciting greater learner motivation through interdisciplinary studies as well as “real-life” tasks.

As suggested by Ge Stoks, (2002), Web Quests benefit language learning in several aspects. Engaged in a Web Quest activity, learners have the possibility of being exposed to the target language by surfing on the web. Making sense out of the web documents while skimming and scanning websites is a useful exercise for learners to
increase their language comprehension. In addition, the problem-solving approach of Web Quests may facilitate language learning.

**Abdullah, (1998)** also notes that by posing language learners problems like those found in real life, the gap between language use in the real world and that in the school setting can be bridged. He further contends that when language learners go through the inquiry process to develop solutions, they need to use language to obtain and communicate information and present their findings, thus learning to listen, speak, read, and write effectively.

### 2.2.10.2. Web Quest Writing Instructions

WQWI is designed to provide input, elicit interaction, and encourage output. Input, interaction, and output are widely regarded as three vital elements for second language acquisition, **Chapelle, 1997**; **(Pica, Holliday, Lewis, & Morgenthaler, 1989)**. Input in WQWI comes from the web resources in the target language—English. Interaction takes place through multiple channels: between learners and the technological medium, between learners and the instructor, and among learners themselves. The WQWI output is a completed writing assignment in English. WQWI also incorporates a “reading to writing” approach. According to **Krashen, (1984)**, the best way to learn to write is to receive rich and comprehensive input from reading. From the perspective of the reading to writing approach, there is no source other than the Internet that is capable of providing such a wealth of easily accessible reading materials for writing input. In addition, WQWI aims to appeal to students’ affective domain by creating feelings of security as well as interesting and meaningful activities through an attractive means of instruction—the Web.
Teacher evaluation of Web-based language activities, including those using Internet resources, has shown that students perceived more advantages than disadvantages, Aida, (1995); Mak & Mak, (1995); Shetzer, (1995); St. John, (1995). Advantages reported the most often included the provision of rich, authentic, and current information, exposure to colourful visual elements, enhanced flexibility of individual learning pace, reinforced learning of the subject matter, heightened motivation, and increased interest. Disadvantages included the encounter with some shallow or confusing information, frustration from slow or failed access, and lack of mastery of technology use on the part of the teacher or students. A number of empirical studies have also indicated that students had an overall positive attitude towards learning in a computer-assisted language learning environment, Felix, (2001); (Liou, (1997); Osuna & Meskill, (1998); Shen, (1999). In addition, research has revealed that students perceived Web-based instruction as effective for their language skills in

2.3. Techniques Used to Integrate Educational Technology Inside and Outside EFL Classrooms

The Internet and the rise of computer-mediated communication in particular have reshaped the uses of computers for language learning. The recent shift to global information-based economies means that students will need to learn how to deal with large amounts of information and have to be able to communicate across languages and cultures. At the same time, the role of the teacher has changed as well. Teachers are not the only source of information any more, but act as facilitators so that students can actively interpret and organize the information they are given, fitting it into prior knowledge, Dole, et al., (1991). Students have become active participants in learning and are encouraged to be explorers and creators of language rather than passive recipients of it, Brown, (1991).

2.3.1. Integrating Computer Inside EFL Classrooms:

Kevin Arkcunn reported that students tend to be more motivated to write for real reasons - communicating with a friend about a mutual interest, writing to a magazine or for a magazine, preparing information for a bulletin board, taking part in an on-line discussion or debate. In these situations there is a real audience, or readership, and the student writer will take care to address this readership appropriately, attractively or persuasively as the need is perceived. The role of the teacher in CALL is a crucial one. Computers have changed the role of the teacher (and of the learner). It is relied increasingly on information technology as the source of data and information and less on the teacher as the source of information. The teacher's role as facilitator of learning - as guide, correspondent, motivator, and challenger - has increased in importance.

2.3.2. Integrating Internet Inside EFL Classrooms

Al-Mekhlafi, (2004); Chen, (2008); and Ertmer, (1999) argue that if they decide to integrate technology into our EFL classrooms, it is important to consider such major factors as teachers’ attitudes, beliefs, willingness, and concerns. Kersaint, Horton,
Stohl, and Garofalo, (2003) argue that teachers with positive attitudes toward technology feel more comfortable and confident in using a technology. They would like to include that technology into their teaching practices. Woodrow, (1992) also maintains that a positive user attitude toward the new technology affects the success of educational reform. It is not surprising that there have been numerous studies on teachers’ perceptions and attitudes towards the use of the Internet in EFL classrooms and the importance of teachers’ roles, beliefs, and attitudes in introducing such a technology to the classroom.

2.3.3. Integrating Wikis Inside EFL Classrooms

According to contextual teaching and learning principles, the main role of the teachers is not to support learning. Their basic role is to supply the context in which learning can happen. Indeed, contextual teaching and learning shares learners in significance activities that assist them relate their academic learning purposes to real-life situations, West and West, (2009,p.22). In parallel with the significant of constructivist theory in teaching and learning process, they recommended that wiki projects support the collaborative and cooperative tools that sustain contextual teaching and learning. Teachers support context to the main wiki environment through:

1. Puting a goal for the wiki project.
2. Identifying and categorized the wiki projects’ learning purposes.
3. Creating a relevant context and situation that sustain the accomplishment of the goals.
4. Organizing learners for work in the new environment.
5. Encouraging a collaborative and cooperative process in which effective and social learning can occur.

All in all, a wiki hosts an environment for collaborative and cooperative knowledge development since it enables all participants to develop knowledge actively and collaboratively. Hence, the researcher believes that when learners are supported with a significant situation and learning tools, they attain higher levels of learning.
2.3.4. Guidelines for Working with Wikis

Guidelines for working with wikis can further enhance the effective usage of wikis. Holzinger, (2008, pp. 88-89) addressed the following guidelines for working with wikis:

First of all, an emphasis has to be put on the main characteristics of collaborative work. It is essential to emphasize from the beginning that there will not be individual ownership of contributions and that the students need to be edited by every other participant. To avoid contributions of lesser quality, it is advisable to announce that even though it will not be possible to take individual credit for single contributions. The students' participation will still be mentioned in order to give feedback on the development process of the content and in order to assess whether the students are eligible to earn credit points towards their exam.

Secondly, students are taught that the wiki concept depends on the constant changes made to its content. Moreover, the students should be encouraged to contribute to a wiki page even though the presentation might not be the final version yet. A wiki enables the successive development of content.

Thirdly, the participants are requested to review their peers' contribution critically in order to improve the content quality. This means that in consideration of spelling mistakes, formal mistakes and mistakes as regards content. Students are invited to read through and edit their peers' presentations.

West and West, (2009, p.30) suggested some instructions for teachers to prepare themselves for their roles in creating wiki projects. These instructions are:

1. Teachers should be familiar and comfortable with the read-write Web. They must glance at what other instructors are doing with blogs, web quest and other interactive Web technology.

2. Teachers should have a pure idea of what their selected wiki environment can and cannot do.

3. Wiki projects must include 'sandbox' to allow students insert texts, images, hyperlinks and charts.

4. Teachers must survey their wiki in various browsers and computers and be familiar with how different learners might select the wiki environment.
5. Teachers must be ready for their learners' questions and inquires. They should link to the wiki's help pages like how does he log into the wiki?, what happens if he edits the page without logging in?, can he invite others to participate on the wiki?, how does he save the prior text if he makes any mistakes? and so forth.

6. Finally, the teachers' role is merely to instruct their learners as well as to facilitate wiki working.

West and West, (2009, pp. 30-31) also indicated that the following strategies are suggestions to help students' preparation for wiki work:

1. It is important to join wiki concepts and expectations into pre-course communications as well as the online course syllabus. Thus, students will see a relevance relationship between the educational value and goals of the wiki project to overall course purposes.

2. Teachers must integrate questions related to Web abilities, collaboration and teams' work if they want their students to complete a pre-course survey. By this way, teachers can determine which learners need assistance and to identify their position into teams.

3. It is necessary to design a sandbox or practice page in the wiki site in which learners can add and edit knowledge. On the other hand, this will present sample wikis that teachers designed for their students.

4. Instructors must also help their learners answer the question "what is a wiki?" before the project starts.

5. Teachers will be able to engage wiki projects from the first semester with their recent learners through creating links to display projects on the Web.

2.3.5. Using Email Exchange Inside EFL Classrooms

Margaret Gonglewski, Christine Meloni and Jocelyne Brant argue that e-mail, a form of asynchronous computer-mediated communication, has been called "the mother of all Internet applications", (Warschauer, Shetzer, and Meloni, (2000, p.3). Since the evolution of networks, computers can offer foreign language (EFL) learners more than drills: "they can be a medium of real communication in the target language, including composing and exchanging messages with other students in the classroom or around the world". Oxford, (1990, p.79). Indeed, FL teachers are just beginning to
sense the impact this medium is having on their profession, through the careful examination and creative integration of this tool into their classes.

E-mail offers students a practical opportunity to interact with others in the target language. Students can create their own mailing lists or the teacher can set up a class e-mail list or listserv. Allowing interested outsiders to subscribe to a class e-mail list can create additional opportunities for authentic communication with other target language speakers beyond one's own familiar classmates, Gonglewski, (1999).

Because it is separated from face-to-face contact, the high pressure of such immediate demand for production is lessened, and learners can take their time formulating their thoughts, much like they might do in written composition. As decelerated conversation, e-mail communication "provides an excellent first step to help students prepare for the face-to-face classroom discussions as well as the more carefully conceived and polished written compositions instructors ultimately expect from their students", Van Handle & Corl, (1998, p. 129).

Ramazani, (1994) tells of an activity called "The Weekly Essay." A few days before the class meets, his students e-mail each other essays that they have written about a particular reading. In this way the students are better prepared for the class discussion of the essays. Ramazani, (1994) uses another e-mail activity to prepare his students for class ahead of time. He asks them to submit short, one-sentence summaries of a reading. Next he organizes these ideas on a hand out that he then uses in class for both brainstorming and stimulating class discussions.

Bauman, (2000) provides an example of how he extended a conversation activity into a second class session by using email between classes. During the first class session, he gave his students a hand out in which three criminal cases were described (including details of the crimes and suspects). In small groups the students discussed the cases and reached a decision as to the appropriate punishments for the suspects. As homework, he asked each student to write an original case and send it to him via e-mail. He then e-mailed two cases to each student with instructions telling them to study the cases and to decide the punishments before coming to class. In the second class session, students who had received the same cases got together and discussed their judgments and tried to come to an agreement as to the appropriate punishment.
Overall, Bauman found the e-mail option effective. He writes, "By exchanging material between class, both the writing of material and the initial judgments about the material are done outside of class", Bauman, (2000, p. 55). Through such exercises, valuable class time is saved for face-to-face interaction.

Manteghi, (1995) suggests another e-mail task to build on an in-class reading task. Students in her German class first read and discussed a German fairy tale, its features and linguistic structure. They then collaboratively created a fairy tale via e-mail, each student composing a new portion and adding it to the tale as his turn came. Here, a cooperative writing was made easy through this electronic medium, since writers could simply add their own text to the bottom of the story they received via e-mail and then forward it.

MacNeill, (2000) has his students submit weekly summaries of news stories to a class e-mail list. Students share their opinions on the issues raised in the stories and relate these issues to their own experiences and/or to society in general.

Corio and Meloni, (1995) report on the Guidelines Net Project that linked two EFL reading/writing classes at George Washington University and Virginia Commonwealth University. The classes had a common syllabus and common textbook, Guidelines: Strategies for Reading and Writing, Spack, (1990). Students were divided into Net Groups, comprised of three students from each university. In these groups they discussed the course readings and exchanged drafts of the writing assignments. Motivation was high because of the need to write well for a distant audience. The improvement in writing skills over the semester was clear to the instructors and to the students.

Junghans, (1995) describes another collaborative project in which two groups of English and German native speakers jointly composed a bilingual slang dictionary via e-mail. Each group acted as the authority on its native language and learned a great deal about the target language in the process.

Holliday & Robb, (2000) Students may sign up for one of the nine lists that currently exist: two general discussion lists (one for low level and the other for advanced students) and seven topic lists including business, current events, learning English,
cinema, music, sports, and science, technology, and computers. Teachers can sign their classes up for the lists or, with permission, students can sign up independently.

An exchange with the teacher "may serve as a transition toward the use of foreign language in a real-cybernetic-world context", Gonzales-Bueno, (1998, p.55). Gonzales-Bueno, (1998) points out that in addition to building up learners' confidence in their language skills, "[t]he initial opportunities to interact in the foreign language via electronic communication, as offered to students by their foreign language teachers, may provide the necessary first steps to render the learner capable of navigating the Internet autonomously in a foreign language" (p.55).

Gonzales-Bueno, (1998) notes that "students benefit from the advantages of a safe writing environment to communicate their messages while maintaining a conversational format" (p. 58). Another advantage to intensive communicating individually with the teacher at the early stages of language acquisition is the extent of authentic input and corrective feedback learners receive in this context as contrasted with the type of input learners would receive from the language and content their peers might send, Gonzalez-Bueno, (1998).

While the benefits of individual e-mail exchange with the teacher are obvious, the potential problems with such intensive e-mail communication must also be acknowledged. To begin with, student-teacher e-mail interaction might give the teacher a nearly impossible amount of work, Warschauer, Shetzer, and Meloni, (2000). While the student has one partner with whom to correspond, a single teacher could have as many as one hundred, and the responsibility to answer each e-mail -- or even one per student per semester -- would quickly become a formidable task.

Thornton, (1997) suggests information gap activities. She describes one such activity: "Give each partner a different picture. Have the partners write and e-mail sentences or questions to find the similarities and differences between two pictures" (p. 73).
2.3.6 Integrating Skype in the EFL Classroom

Sarah Elain Eaton thinks that Skype offers a computer-to-land-line service for both local and international calls, as a fee-based service. Similar to needing an e-mail address to send e mails, a Skype account is required in order to make and receive calls. Users choose a user name, which remains with them for as long as the account is active. It is necessary for users to have a microphone and audio capabilities enabled on their computer. If the computer does not have these features built in, users must buy a Skype-enabled headset with earphones and a microphone. Once the user has the necessary equipment and an account set up, he or she can begin using Skype to make computer-to-computer calls. If both the account holder and the party on the other end have web cams, they can make a point-to-point video call. Users can see each other throughout the call. If the connection is slow or if users do not have web cams, they can still make audio calls.