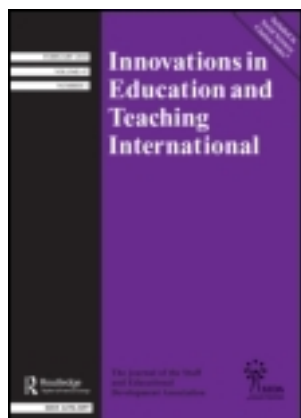


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Extensive writing in foreign-language classrooms: a blogging approach

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A weblog (blog or Web log) has recently become one of the most widely used Internet applications. The current study concerns developing a blog specifically designed for learners learning English as a foreign language. The study investigated the effects of extensive writing by comparing the writing performance in the first three and the last three blog entries written by the participants. The study also conducted a survey to examine participants' blogging process and their perception of blogging. The results of the study show that writing on blogs could enhance participants' overall writing performance, promote participants' autonomous monitoring of their own writing, and promote positive attitudes toward foreign-language writing. From its findings, the study concluded that writing weblogs in an online environment could be beneficial in improving learners' writing skills, enhance learners' motivation to write, and foster both learners' monitoring strategies and learner autonomy.

Keywords: blogs; extensive writing; foreign-language writing; foreign-language learning

Introduction

With the growing popularity of computers and the Internet, communication is no longer limited to a traditional face-to-face communication mode. Computer-mediated communication (CMC) prompts mutual and multiple ways of communication that offer people opportunities to produce writing in real-life situated contexts. CMC has been widely received in language teaching and learning. It increases users' target-language exposure and production, improves learning attitudes (e.g., motivation enhancement and anxiety reduction), and encourages learners to learn autonomously and cooperatively (Beauvois, 1992; González-Bueno, 1998; Kern, 1995; Pellettieri, 2000).

Web logs (named also weblogs and blogs) were presented to the public in the 1990s and, today, constitute a typical application of CMC. Blogs have the potential to be a transformational technology in that they provide opportunity for establishing cyber-communities and, thus, bring users a sense of belonging (Betts & Glogoff, 2004). Blogs can also offer students a friendly interface where information is instantly updated and shared (Johnston, 2002). Furthermore, blogs are one of the emerging technologies offering student-centred pedagogical practices that could promote learner autonomy (Dettori, Giannetti, & Persico, 2005; Oravec, 2002).

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In many academic disciplines, a growing number of professors require students to do extensive writing on a regular basis (Watkins, 1990). In this regard, researchers have examined several project-based extensive-writing approaches (Duzzy, 2002; McCann, 1996; Kurata, 1983). The characteristics of extensive writing include: (1) write as much as possible in- and outside of the classroom; (2) write on a wide range of topics; (3) write for different reasons and in different ways; (4) allow students to decide what they want to write; (5) write at one's own pace; and (6) write with a usually faster speed than is typical. Blogs provide an ideal platform for extensive writing online by providing students a personal space where they can write: (1) on a wide range of interesting topics of interest to the authors; (2) at their own pace; (3) for various audiences; and (4) free from teachers' corrections and judgment. Also, blogs enable students to share their thoughts and progress in writing on the Web with a wider audience, a factor that could lead to higher levels of motivation and of extensive writing.

Blogs enable students to structure their thoughts and to make them publicly available on the Internet. Blogs feature, in this sense, the characteristics of shared interests and of shared support, which are rarely possible in traditional classrooms. The current study offers an alternative writing platform for writing classes – an alternative by which students in Taiwan receive more chances to practice writing in English and to strengthen their writing skills. Furthermore, the study provides students with an opportunity to practice writing outside the traditional classroom setting and to become autonomous, motivated learners.

To date, there are few, if any, research projects examining the effects that blogging has on the development of students' writing ability in English as a foreign language (EFL). Thus, the current study aims to examine, from the perspective of learning effects, its learning processes and learner perceptions of it. The research questions that guide this study are as follows:

- (1) Does writing extensively on a blog affect writing performance?
- (2) What are learners' writing processes in blogging?
- (3) What are learners' perceptions of blogging?

Method

The study investigated the effects of extensive writing on the blog by comparing the writing performance in the first three and the last three blog entries written by the participants. In addition, the study also conducted a survey to examine participants' blogging process and their perception of blogging. The hypotheses of the study were threefold: (1) students would perform better on their last three blog entries than they would on their first three blog entries; (2) writing extensively on the blog would foster a variety of strategies used in the students' blogging process; and (3) students who write extensively on the blogs would hold positive perceptions of blogging.

Participants

The participants of the study were 23 undergraduate students (20 males, three females) taking an academic-writing course at a university in Taiwan. Regarding school-year, the sample comprised: one freshman; one sophomore; two juniors; and 19 seniors. The course was a selective one that met once a week for two hours. The main objective of

the course was to teach students how to write academic papers, especially for thesis and journal publication. The focus of the course instruction was on the structure of academic writing (i.e., the moves from introduction to method to results to, finally, the conclusion) and on the language conventions governing this structure and its sub-structures.

Blog design

The blogging system used in the study was written in-house at the university (http://sun.nctu.edu.tw/ediary). The blogs were available for the public to view the content of students' posts, but only those who were approved by the administrator could register, login, and write on the blog. The design of the blog followed a threefold framework. First, the design offered students a user-friendly interface with which they could keep diaries online. In addition to constituting a basic writing forum, the blog provided data-management features, such as the capacity to sort blog entries according to their popularity (number of clicks), to user ID, to number of submissions, to number of comments received, and so on. Users could keep track of their own blog entries and could easily compare these entries with the entries of other users. Second, the system provided error-annotation features with which teachers could present comments on students' writing. The error-annotation data were open to the public so learners could learn from each other's mistakes (see Figure 1). Third, the system featured a teacher-friendly interface where teachers could check each individual student's class-blog performance by entering the given student's ID number into a search engine (see Figure 2).

Procedures

The teacher-researcher first introduced the students to the features of the class blog in the first class meeting. Each student was required to upload 15 blog entries and



Figure 1. Screenshot of annotated blog entry.

Downloaded by [National Chiao Tung University] at 23:01 24 April 2014

Year/semester options: 2005

Text- or voice-blog options: Text, Oral, All

Tool box: 日誌, 聽/寫日記, 月曆式日記, 條列式日記, 填空練習, 擴空練習成績, 批改歷史, 排行資訊, 使用者排行榜, 日記排行榜, 網站統計, 已批改日記, 搜尋功能, 作者, 日記與回應, 版權聲明

Entry sorting: 依學號, 依作者, 依登入次數, 依日記篇數, 依語音篇數, 依總字數, 依文字回覆, 依語音回覆

List of blog entries:

排名	學號	作者	登入次數	日記篇數	語音篇數	總字數	文字回覆	音回覆	他人次數
1	9143026	yily	173	31	0	6024	26	0	30
2	9112080	hellsing	50	32	0	4308	19	0	30
3	9424014	donyabinfu	80	32	0	9633	16	0	30
4	9223009	rajin	40	31	0	3927	31	0	9
5	9132016	Rebecca	42	30	0	3942	23	0	30
6	9011589	cclin	40	30	0	4719	20	0	30
7	9131063	eddie	30	30	0	4959	19	0	1
8	9314558	arcel0707	37	30	0	3775	6	0	6
9	9128024	翁敏廷	66	35	5	10095	49	2	31
10	9116053	Neo	9	30	0	5269	14	0	30
11	9311642	ccwong	13	30	0	6486	21	0	30
12	9117027	Serra	70	30	0	5727	37	0	30
13	9113113	lala	32	45	15	2763	14	0	30

Figure 2. Screenshot of all bloggers' entries.

five responses to classmates' blog entries by mid-term week and again by final-exam week. That is, a total of 30 blog entries and 10 response entries were required for each student. The teacher–researcher characterised the blog activity mainly as an out-of-class opportunity for additional, extensive writing practice and tried to make the blog experience informal, personal, and exploratory by allowing students to determine what they would write about and when and how they would write it. Neither formal instruction about how to prepare a blog post nor a list of expectations regarding form correctness was offered. The blog projects counted for 20% of the students' final grade and were evaluated by the teacher–researcher solely on the basis of the quantity of entries. That is, the teacher–researcher refrained from grading students' blogs in order to provide a free, open, and expressive environment and to see how students learn autonomously in an authentic and purposeful blogosphere.

Evaluation of blog entries

In order to evaluate the effects of extensive writing on students' blog performance, the teacher–researcher conducted the following two measures: (1) scoring of the first three and the last three blog entries; and (2) analysing the syntactic complexity of the first three and the last three blog entries.

Scoring of the first three and the last three entries

To avoid raters' bias resulting from the identification of a blogger's name and the time of writing (i.e., whether an entry was part of the first three entries or the last three entries), the raters received only a randomised list of the first three and the last three blog entries for rating. This measure helped ensure that the assessment would be blind in terms of the bloggers' name and the time of the recording. Two raters scored each blog. Both of them were experienced English-language teachers. They had taught

Table 1. Rating criteria for the voice-blog entries.

Criteria	Description
Grammar	Grammatical accuracy such as errors of grammar or word order
Vocabulary	Lexical accuracy, such as word choice, vocabulary, and idiom; expression of ideas; vocabulary size
Mechanics	Frequency in lapses in punctuation or spelling
Fluency	Choice of structures and vocabulary items
Organisation	Progression of ideas; linking
Overall	Holistic scoring of writing

writing classes for students whose language proficiency was similar to the language proficiency of those in the present study. Table 1 presents the rating criteria for the blog entries. The scorers rated students' performance on a six-point scale for each of the rating criteria:

- (1) Rating 6 = few errors in grammar, word order, mechanics, or word choice; highly organised, native-like production.
- (2) Rating 5 = some errors in grammar, word order, or mechanics; occasional inappropriate word choice or lack of consistency in structure or vocabulary, no interference with comprehension.
- (3) Rating 4 = frequent errors in grammar, word order, mechanics; occasional inappropriate word choice or lack of consistency in structure or vocabulary, occasional re-reading required for comprehension.
- (4) Rating 3 = frequent errors in grammar, word order, mechanics, or word choice; little attempt at connectivity, some re-reading required for full comprehension.
- (5) Rating 2 = very frequent errors in grammar, word order, mechanics, or word choice; often dependent on reader's interpretation.
- (6) Rating 1 = severe errors in grammar, word order, mechanics, or word choice; severe lack of organisation making comprehension almost impossible.

In the 30-minute rater-training session, the teacher–researcher first introduced to the scorers the rating criteria. Then, the scorers performed ratings on a series of selected benchmark blogs that spanned different levels of ability. After that, the scorers compared each sample and discussed how it should be rated. After reaching agreement on the benchmark entries, the formal rating began. The two scorers completed the rating independently. A Pearson's product–moment correlation was performed to determine the coefficient concerning measurements of inter-rater agreement. The results indicated that these two raters positively correlated at a high level regarding the inter-rater reliability coefficient ($r = 0.93$).

Analysis of syntactic complexity

To examine the syntactic complexity of students' blog entries, the teacher–researcher collected data from the first three and last three blog entries. The number of clauses and T-units constituted the units of analysis. 'Clause' refers to the use of subordination and embedded subordinate clauses, whereas a 'T-unit' is the shortest unit that a

sentence can be reduced to and is defined either as a main clause (independent clause) plus any subordinate clause (dependent clause) attached to or embedded within the main clause or as an independent clause only. T-units that are longer (main-clause length) and have more subordinate clauses are more complex. For example, *After he had eaten, Bill went to bed* would be described as containing one T-unit (Hunt, 1965). T-unit length can serve as an indicator of syntactic complexity and cognitive maturity in a writer (Hunt, 1965).

Data were coded for T-units per blog text, total number of clauses per blog text, total number of words per blog text, total number of subordinate clauses, total number of embedded subordinate clauses, and T-unit length (total number of T-units per blog text divided into the total number of words in each blog text).

Instruments

A 38-item, multiple-choice survey was developed for the study. It consisted of: (1) a learner attitude scale; (2) a language enhancement scale; (3) a learning process scale; (4) a blog evaluation scale; and (5) a background questionnaire. The items were answered on a five-point Likert scale. Participants were asked to rate their agreement on the scale (5, strongly agree; 4, agree; 3, undecided; 2, disagree; 1, strongly disagree).

The first scale measured participants' overall attitudes toward the blog. This scale asked whether participants were satisfied with the outcome stemming from use of the blog. The second scale assessed how helpful the blog was and in which aspects the blog lent support to the development of grammar, vocabulary, reading comprehension, and organisation. The third scale focused on the participants' blogging process, which covered such issues as frequency of revising one's entries, frequency of replying to others' blogs, and frequency of reading others' blogs. The fourth scale concerned participants' evaluation of the features of the class blog. For the background information, there were seven questions covering, for example, gender, age, whether or not the participant would keep writing diaries on the blog in the future, and the average length of time the participant spent on keeping a diary.

Results

Over the course of a semester (18 weeks), the 23 participants uploaded a total of 620 blog entries and a total of 458 comments on classmates' blog entries. On average, each participant posted 26.96 blogs and 19.91 comments on the class blog. Table 2 illustrates the frequency of types of error annotation made by one teacher on students' blog entries. Among the 2365 comments, 2175 (92%) regarded error correction, whereas 190 (8%) of them were compliments on the performance of students' writing.

Research question 1: does writing extensively on a blog affect writing performance?

To measure participants' improvements in writing, this study adopted three approaches: (1) analysis of learners' self-reported perception of progress; (2) analysis of syntactic complexity; and (3) rating of participants' first three and last three blog entries.

Table 2. Frequency of annotated errors on the blog.

Error type	Count	Error type	Count
Poor word choice	596	Verb form	66
Article	281	Redundancy	46
Verb tense	257	Good choice of vocabulary	30
Missing word or words	186	Word order	30
Singular/plural	178	Capitalisation	25
Wrong word	153	Countable/uncountable noun	16
Wrong or misused preposition	127	Parallel construction problem	11
Good! Excellent! Well done.	92	Subject/verb agreement	9
Spelling	80	Word form	9
Punctuation	72	Sentence fragment	8
Yes, I agree.	68	Conjunction	7

Self-perceived progress

Among the five areas of self-perceived progress, content organisation received the highest mean score (mean [M] = 4.17; standard deviation [SD] = 0.78), followed by vocabulary (M = 4.09; SD = 0.67), idea development (M = 4.09; SD = 0.85), grammar (M = 3.74; SD = 0.75), and reading comprehension (M = 3.65; SD = 0.83). Table 3 summarises the percentages of students’ responses on the five-point Likert-scale survey.

Analysis of syntactic complexity

This study defined syntactic complexity as the ability to produce writing that uses subordination and embedded subordinate clauses. As shown in Table 4, there were quantitative differences between the first three and the last three blog entries with respect to the seven indicators of syntactic complexity. The teacher–researcher performed *t*-tests on the means and the standard deviations of pairs in order to determine whether or not there were statistically significant differences between the syntactic complexity of the first three blog entries and the last three blog entries. In the entries, three indicators – total clauses, total subordinate clauses, and T-unit length – exhibited significant differences between the first three and the last three blog entries. That is, students tended to use simpler syntactic structure in their last three blog entries than in the first three ones.

Table 3. Responses of learners’ perception of progress.

Progress in language skills	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Organisation	–	4.3	8.7	52.2	34.8
Vocabulary	–	–	17.4	56.5	26.1
Idea development	–	4.3	17.4	43.5	34.8
Grammar	–	–	43.5	39.1	17.4
Reading comprehension	–	8.7	30.4	47.8	13.0

Table 4. Means and standard deviations (SD) of syntactic complexity indicators for the first three and last three blog entries ($n = 22$).

Indicator	Entry type	Mean	SD	<i>t</i> -value	<i>p</i>
Total number of words	First three	175.12	85.18	1.81	0.073
	Last three	150.59	69.81		
Number of sentences	First three	11.14	5.23	1.13	0.261
	Last three	10.18	4.46		
Total clauses	First three	22.11	9.88	2.08	0.040
	Last three	18.80	8.31		
Total subordinate clauses	First three	2.83	2.26	2.60	0.011
	Last three	1.94	1.65		
Total embedded subordinate clauses	First three	4.58	3.01	1.85	0.066
	Last three	3.58	3.20		
Total T-unit	First three	13.32	6.09	1.28	0.202
	Last three	12.09	4.83		
T-unit length (total no. words/total T-units)	First three	13.34	2.55	2.03	0.045
	Last three	12.46	2.49		

Ratings of the blogs

Table 5 presents a descriptive analysis of the ratings of the first three and the last three blog entries. For all six scoring rubrics, the mean scores of the last three blog entries were slightly higher than the mean scores for the first three entries. Among the six rubrics, mechanics and organisation received the highest gain scores, whereas grammar and vocabulary received the lowest gain scores in the last three blog entries. The results parallel those regarding the students' perceptions of the most improved areas, in that organisation received the highest score, whereas grammar received a relatively low rating.

A multivariate analysis of variance (MANOVA) was conducted to compare the mean differences among the six sub-scales of the scoring rubrics for blogs on multiple

Table 5. Descriptive analysis of performance on the first three and last three blog entries ($n = 66$).

Scoring rubrics	Mean	Gain score	Types of entries	Mean	Standard deviation
Grammar	3.18	0.04	First three entries	3.16	0.83
			Last three entries	3.20	0.94
Vocabulary	3.44	0.12	First three entries	3.38	0.67
			Last three entries	3.50	0.73
Mechanics	3.97	0.37	First three entries	3.78	1.00
			Last three entries	4.15	0.72
Fluency	3.81	0.12	First three entries	3.75	0.88
			Last three entries	3.87	0.83
Organisation	3.75	0.27	First three entries	3.62	0.73
			Last three entries	3.89	0.71
Overall	3.64	0.18	First three entries	3.55	0.94
			Last three entries	3.73	0.91

Table 6. Descriptive statistics on learners' blogging behaviour.

Item description	Never	Sometimes	Neutral	Usually	Always
After I finish a blog entry, I go through it again before uploading it to the blog	–	4.3	17.4	39.1	39.1
I pay attention to how many people browse my blog	4.3	4.3	43.5	34.8	13.0
I browse others' blogs	–	17.4	60.9	17.4	4.3
I write comments on others' blogs	4.3	13.0	85.2	13.0	4.3

dependent variables simultaneously. The results of the MANOVA show a Wilks' value of 0.90 and $F_{(6, 125)} = 2.34$ ($p < 0.05$). Because the p -value is smaller than 0.5 (the alpha level established in the study), the results suggest that the mean differences between these six sub-scales of scoring rubrics were statistically significant. In other words, the students' first three and last three blog entries suggest that, in general, a student's later writing performance would exhibit significant improvement over the student's initial writing performance. Analyses of variance (ANOVAs) on each dependent variable were conducted as follow-up tests to the MANOVA. The results show that, of the six rubrics, only mechanics and organisation reached statistical significance. The ANOVA on the mechanics scores was $F_{(1, 130)} = 5.94$ ($p < 0.05$), whereas the ANOVA on the organisation scores was $F_{(1, 130)} = 4.47$ ($p < 0.05$). Given that there were only 23 participants in this study, low statistical power of the findings owing to small sample size indicates that another experiment, or more sampling, is required before strong conclusions can be drawn.

Research question 2: what are the learners' writing processes in blogging?

The average length of time the participants spent on writing a blog entry was 28.81 minutes per entry, with a range from five to 80 minutes per entry. Of the students, 4.8% spent less than 10 minutes on each entry, 33.3% spent between 11 and 20 minutes on each entry, 28.6% spent between 21 and 30 minutes on each entry, and 33.3% spent more than 30 minutes on each entry.

The results of the five-point Likert scale indicated that the most frequent blogging behaviour was going through the blogs again before uploading to the blog ($M = 4.13$; $SD = 0.87$), followed by paying attention to the number of clicks on one's own blog ($M = 3.48$; $SD = 0.95$), reading others' blog entries ($M = 3.09$; $SD = 0.73$), and writing comments on others' blog entries ($M = 3.00$; $SD = 0.80$). Table 6 summarises the percentages of students' responses concerning the students' blogging behaviour.

In terms of revision, the participants' revising focus ranged from spelling ($M = 4.19$; $SD = 0.75$), vocabulary ($M = 3.90$; $SD = 0.70$), grammar ($M = 3.67$; $SD = 0.91$), and organisation ($M = 3.57$; $SD = 0.87$) to content development ($M = 3.52$; $SD = 0.87$). Table 7 summarises the percentage of participants' revision focus.

Research question 3: what are the students' perceptions of blogging?

Regarding participants' perception of writing a blog in their foreign language, Table 8 summarises the percentages of their responses.

Table 9 summarises the students' evaluation of the language-features in the blog. Among them, proofreading with error annotation was the most well-received feature

Table 7. Percentage of revision focus.

Item description	Never	Sometimes	Neutral	Usually	Always
Spelling	–	–	19.0	42.9	38.1
Vocabulary	–	–	28.6	52.4	19.0
Grammar	–	9.5	33.3	38.1	19.0
Organisation	–	4.8	52.4	23.8	19.0
Content	–	14.3	28.6	47.6	9.5

Table 8. Descriptive statistics of learners' attitude toward blog writing.

Item description	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I am positive toward the blog	–	–	–	43.5	56.5
I consider that the blog is helpful in enhancing my English writing ability	–	4.3	4.3	39.1	52.2
Writing on the blog is helpful in enhancing my general English skills	–	–	8.7	26.1	65.2
I encourage myself to write on the blog as often as possible	–	–	17.4	39.1	43.5
I am satisfied with what I have done in the blogs	–	13.0	60.9	13.0	13.0
Writing on the blog is an interesting learning activity	–	–	30.4	47.8	21.7

Table 9. Descriptive statistics on evaluation of blog features.

Item description	Very poor	Poor	Neutral	Good	Very good
Proofreading and error annotation function on blog entry	–	5.0	10.0	40.0	45.0
Ranking features (popularity index, number of comments, etc.)	–	–	5.0	70.0	25.0
Statistics of individual students' error type	–	5.0	25.0	35.0	35.0
Statistics of all learners' error type	–	–	35.0	45.0	20.0
Links of writing/grammar-related websites	5.3	10.5	31.6	36.8	15.8

in the blog ($M = 4.25$; $SD = 0.85$), followed by ranking features ($M = 4.20$; $SD = 0.52$), and analyses of students' error types ($M = 4.00$; $SD = 0.92$).

Further analysis indicated that learners' perception of the value of blogging was significantly correlated with their perception of the degree of helpfulness on language-skill development ($r = 0.46$; $p < 0.05$) and their perception of blog-website evaluation ($r = 0.58$; $p < 0.001$).

Discussion

The results of the present study show that students tended to produce language that was more complex in their first three blog entries than in their last three blog entries.

This result could be explained by the fact that a blog's informal, casual environment represents a shift away from a highly structured, teacher-fronted, formal environment to an informal genre of communication (Salaberry, 1996). These results are consistent with those of Chun (1994) and Kern's (1995) study showed that CMC learner output exhibited a higher proportion of simple sentences over complex ones.

Even though students in the present study tended to use simpler syntactic structure in their latter blog entries, the students' overall writing performance seemed to improve significantly, especially in terms of mechanics and organisation. The results of the present study indicate that blogs could constitute an effective task-based environment that prompts authentic, purposeful language use, and enhances writing proficiency in foreign languages.

The results of the survey indicate that students' most frequent blogging behaviour was reviewing and revising their blogs. The results support the assertion that the open blogging environment encourages students to monitor their performance autonomously by reviewing and revising their own writing even without teachers' presence or grading. The results are in line with the findings of previous studies, including Beauvois (1992) and Godwin-Jones (2003), which have found that a well-designed CMC activity could encourage students to notice and modify output meaning and structure and could foster learner autonomy. As Richardson (2006) noted, blogging fosters metacognitive strategies and encourages students to take authorship of their own entries. Blog-based publishing can lead students to make a greater, more strategic effort to improve the quality of their learning outcome.

Even though the current study uses an in-house blogging service that has been customised to meet the specific needs of language learning, such as the spreadsheet of learning progress and the proofreading annotation feature, standard blogging tools can also lend themselves to similar activities. For example, the blogroll feature allows bloggers to list other blogs on their own to enhance interconnectedness among bloggers. In addition, edublog (<http://en.wikipedia.org/wiki/Edublog>), class blog (<http://classblogmeister.com>), and collaborative blog (http://en.wikipedia.org/wiki/Collaborative_blog), which allow publishing of posts written by multiple users are blogging engines that have been developed specifically for classroom use and have gained popularity in recent years. Nevertheless, the proofreading annotation feature and the spreadsheet feature for learner progress on the class blog are the features that are worth consideration in future blog tool development to enhance the flexibility of textual interaction on the blogs.

Conclusion

The purpose of the present study was to explore a theoretical and pedagogical foundation for the premise that extensive writing on the blog could be an integral part of writing instruction in the second-language/foreign-language classroom. As Swain (1985) pointed out, learner output is crucial in promoting language acquisition. Language learners need opportunities for 'pushed output' in order to develop specific language skills. The use of blog activities appears to enhance students' opportunities necessary to improving their writing skills. Extensive writing is likely to serve to develop good writing habits, build language awareness, develop learner autonomy, and promote confidence and motivation.

Previous studies have indicated that teachers' emphasis on either fluency or accuracy could affect how students perceive the focus of their learning (Barr, 2004). Future

research can explore teachers' different roles in blogging projects and their possibly different effects on both students' writing products and students' perceptions toward blogging as a means of learning to write in a foreign language. Finally, the public nature of the blog could be a risky space that takes students out of their comfort zone and increases their writing anxiety. Further studies regarding the pressure of the audience and the writer's consciousness of the audience will also be needed to understand better the pedagogical impact of blogs on writing, such as the writing anxiety fluctuation over time, students' choice of topics, avoidance behaviour, concern about the audience, and self-disclosure in the blog. More research is also needed to explore whether similar blogging behaviour will be observed with younger and/or less-experienced learners.

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