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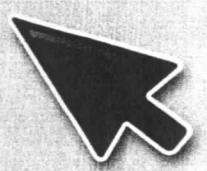
Lori Langer de Ramirez

# Empower English Language Learners



WITH

## Tools From the Web



what why how when who where

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# Blogs

## Online Language Portfolios

**Video connection:** Prior to reading this chapter, view the online video "Blogs in Plain English" at <http://www.commoncraft.com/blogs>

### WHAT IS A BLOG?

A blog means different things to different people. Officially, the word *blog* comes from a blending of two words: Web + log = Weblog (which eventually got shortened to blog). Originally, these were Web pages on which a user could easily keep a log of Web sites that were of interest. Over time, these lists of links grew to include audio and video clips and any other information that the creator might want to include. It is an ideal space for posting thoughts and sharing ideas with others where you are likely to experience the added perk of receiving comments, feedback, support, and maybe even kudos from a community of readers.

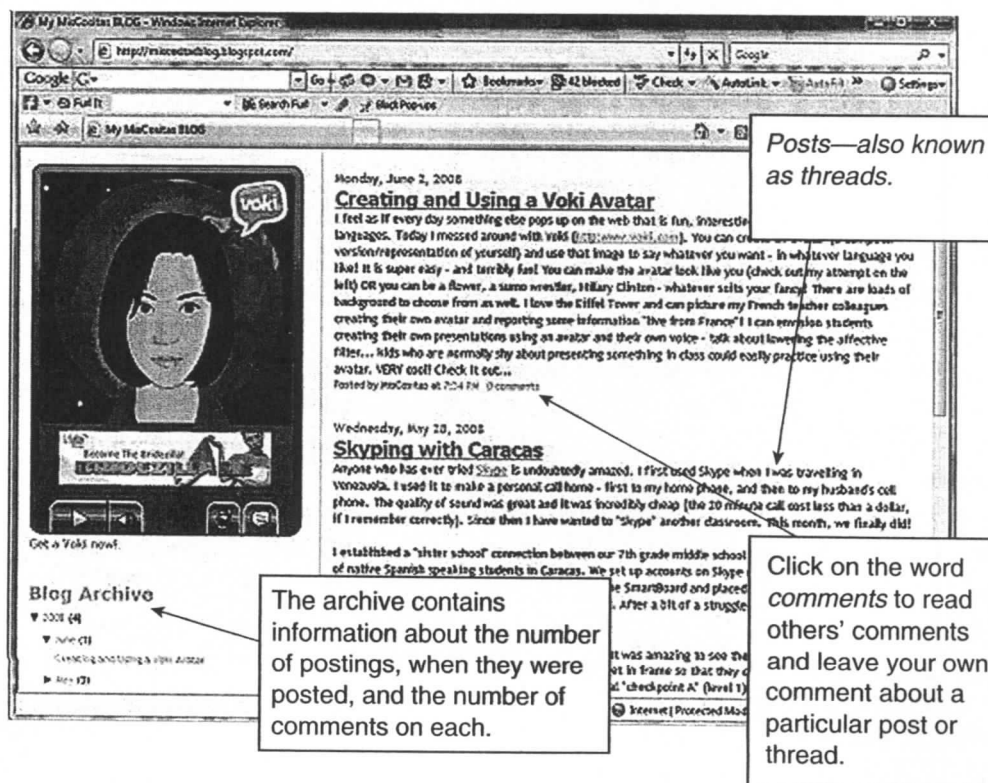
In recent times, blogs are most commonly thought of as a means of expressing opinions about politics or other current events. Newscasters make references to blogs on the nightly news, sometimes quoting pundits from the blogosphere (the world of blogs). Candidates in political elections take the blogosphere very seriously and often have their own blogs on their official Web sites. There have even been debates over whether or not to give some of the more famous bloggers press privileges at key political events—the question being: Are these bloggers journalists, or just people like you and me who happen to comment on politics? The answer is probably *both*.

Blogs are not just for politics and pundits. People from all over the world, all age groups, with all kinds of unique interests can (and do) create blogs. Some blogs are very popular and consulted with equal respect and trust as some of the more traditional news sources, while others are more entertaining and personal. Teachers can find blogs on every topic ranging from algebra (see how educators in Texas prepare students for the Texas Assessment of Knowledge and Skills in Algebra—<http://www.taksalgebra.blogspot.com/>) to zoology (teacher Barry Rossheim has an interesting zoology blog at <http://rossheimb.edublogs.org/>). A good way to begin exploring the world of blogs is to find one that interests you and to start reading. Chances are, there is a blog (or blogs) just for you.

### Components of a Blog

Once you get to a blog you'd like to investigate, what do you do? Where do you go? A blog is really a lot like other Web pages in that there is text—some of which is hyperlinked (often underlined and in blue, these links take you to another place on the page, or another page entirely). There might also images and possibly sound (like podcasts) or video on

Figure 2.1



blogs. But there are some elements of a blog that are unique. Look at the image below for some of the typical components of a blog.

- **Post/thread:** This is the “meat” of a blog. In this section, the author of a blog posts her or his main thoughts on a topic. It may contain links within the text or even video clips.
- **Comment:** Comments can be displayed right after the original post, or they can be housed on another page. They often display the time and date the comment was posted and the screen name, user ID, or possibly e-mail address of the commentor.
- **Profile:** Often contains information about the blog’s creator, such as an e-mail address, professional or educational affiliation, a list of personal interests, or even a photo (or, as in the previous sample blog, an avatar—a cartoon version of the author).
- **Links:** In a sidebar or side column, some bloggers like to include a list of links to great Web sites or to other blogs that they read regularly. This is a way of spreading the word about great blogs that people enjoy reading. The idea is that if you really like one person’s blog, you will most likely appreciate what that person enjoys reading as well.
- **Archive:** As blogs gets bigger and contain more posts, an archive is useful so that people can go back and read posts from the past. Archives are often arranged by month and year. They can also be arranged by topic.

## Commenting on Blogs

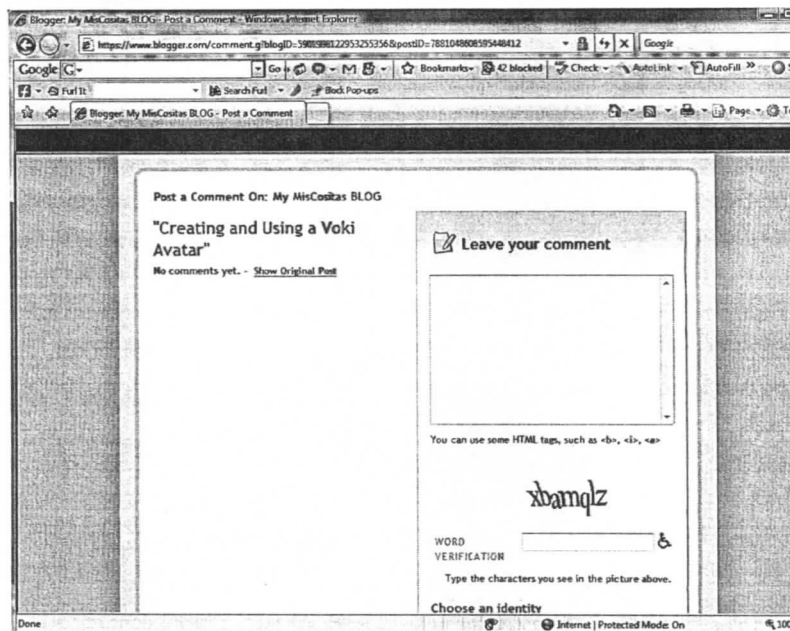
A great deal of the fun of blogs is posting your own comments to continue the “thread” (a term used the way we might follow the thread of a conversation) on a blog. The creator of each blog decides whether or not to allow comments on the site. Most blog sites allow bloggers to choose among the following settings (these terms are specifically from Blogger—Google’s blog site, but other sites use similar terminology):



### WHO CAN COMMENT?

- Anyone—including anonymous users
- Registered users—including OpenID
- Users with Google accounts
- Only members of this blog

Figure 2.2



Each blog creator determines how public or private a site will be. Most blog sites allow for free commenting as reading what other people think of your posts constitutes a lot of the fun of blogging! To post, you would look for the word *comments* and click on it to leave your own thoughts:

It can get even more exciting when other visitors to a blog read not just the blogs, but your comments on the blog, and then add a comment about both! Again, the term *thread* is a propos here because a list of comments can continue the thread of the virtual conversation for as long as there is interest!

## WHY READ AND WRITE BLOGS WITH ELL'S?

Blogs are particularly well suited for English language learners for a variety of reasons, motivation being one of them. Motivation in students is a topic that has been well researched. One of the main psychological theories of motivation is the "self-determination theory." It centers on three categories of needs (Deci & Ryan, 1985):

1. A sense of competence (understanding how to, and believing that one can, achieve various outcomes)



2. Relatedness to others (developing satisfactory connections to others in one's social group)
3. Autonomy (initiating and regulating one's own actions)

Blogs meet these needs for students in giving them a sense of competence in both writing and publishing (posting) their work to the Web. Students feel a connection to a broad audience of readers—and subsequently writers who may post comments to their blogs. And finally, there is a strong sense of autonomy in blogging as students may work on their own time and in their own setting in creating a blog that is personal and yet connected to a school-initiated task. This is writing with a purpose and for a real audience—and the motivational factor makes all the difference in getting ELLs to write . . . and write some more.

Having students read blogs on a variety of topics is a good place to start. As with any good genre study, the study of blogs might begin with students defining the different elements of a blog, commenting on other people's blogs, and even reviewing and giving opinions about blogs they have read.

After students have had the opportunity to read blogs, the next logical step for many teachers is to inspire students to write a blog of their own (see the "Make Your Own Blog" section later in this chapter for more details on setting up a blog for yourself or your classes). Blogs are a new way of journaling, and they can be a fun and a rewarding activity for students. And along with the satisfaction students may feel from sharing thoughts and information, they may receive comments from people who live in their own town or others who read their blogs from half way around the globe.

When a newcomer student joins a class, that student can easily be intimidated and feel too shy to express opinions freely. There is often a "silent period" in ESL students of all ages that can last anywhere from a few days to months as the student gets acclimated to a new school, a new language, and new cultures, including the school culture and the cultures of a new town, a new state, or a new country. In using blogs, ELLs are able to make comments on other students' blogs while receiving comments about their own writing. This type of communication helps the student to feel connected without forcing him to speak in class. Blogs allow often-reticent English language learners to have a voice and share ideas freely without having to speak face to face with their classmates during this challenging time.

Blogs also provide ELLs with the opportunity for their language to be read or listened to by a broad audience beyond that of their teacher and classmates. Much attention has been paid over the years of the importance of audience in writing everything from essays to research papers in the

K–12 setting. Too often, we ask students to write simply for the sake of practicing writing or to yield a grade for a particular class. Blogs are an easy to use and fun way to get English language learners writing, reading, and communicating in English for an *authentic audience*.

For English language learners, it is especially important to document progress over the course of their educational careers. With No Child Left Behind legislation in place throughout the United States, teachers are required to show adequate yearly progress (AYP) for all ELLs. Blogs can help teachers in this respect by offering a space for students to collect their writings over time. The blogs then become virtual portfolios of writing and speaking skills for students. Using a rubric designed especially for evaluating blogs, teachers can demonstrate progress in all four skills. For example:

### Quick List

#### Use blogs for . . .

- Class debates
- Poetry collections
- Creative writing
- Novel or story reviews
- Commenting on essential questions
- Responding to photos of art, historical figures, and audio files of music or speeches
- A detective or suspense short story in installments (different blog posts build on the story over time)
- Group discussions about summer reading
- Writing journals or diaries

- Reading and writing: Students can demonstrate proficiency in writing their own blog and in reading by commenting appropriately on classmates' blogs.
- Speaking and listening: If audio or video files are included in a blog, students can post their own reports, shows, or skits and comment with audio posts on classmates' blogs.

And because blogs are really a vehicle or a tool rather than a specific project or activity, student interactions with blogs can take on many different forms. Educators can use blogs to meet many of the pressing needs related to their own content area, grade level, and educational context.

## HOW TO USE BLOGS WITH ELL'S: A SAMPLE BLOG PROJECT

One interesting way for teachers to use blogs with students is through a writing prompt. For example, a teacher might have students view a video, listen to a short lecture or speech, or simply read a provocative statement. The beauty of blogs is that these media can be posted on a teacher's blog prior to class and be ready for a lesson. They can also be made available online for students who are absent from class or who want to review the material at home. On Mr. Horne's middle school ESL class blog (<http://esltechnology.com/blog/>), the teacher provided students with the stem "If I Ran the . . ." Students chose their own topic and wrote about issues ranging from the dollar store to the world. Here's an example of one student's writing and a subsequent comment by another teacher:

## If I Ran the Dollar Store

April 4

Filed under 4th Period, If I Ran the ... by Salvador

1 comment

If I ran the Dollar Store I'd change a few things. That's just what I'd do.

I will change the toys and put better toys out. I will change the color of the store and change the music they play in the store. I'd sell big cars and hire new people. I would put a theater [sic] and a big park in the Dollar Store and put a skate park offer driving lessons [sic]. I would put a restaurant in the store. I would make a part of the store that has free stuff. I would also put in a sports and a video games store.

**Comment: Mrs. Flores April 4**

What type of restaurant would you put in the store?

Source: ESLTechnology.com. Accessed August 12, 2009, at <http://esltechnology.com/blog/?cat=8>

As we can see from the class blog, the actual Web page collects the writing of students across four different periods on the same topic:

Figure 2.3

The screenshot shows a web browser window displaying the blog 'Mr. Horne's ESL Class Blog 2006-2007'. The page has a header with navigation links for 'PAGES', 'CATEGORIES', and 'ARCHIVES'. Below the header is a decorative image of water splashing. The main content area lists several posts under the 'If I Ran' theme:

- If I Ran the City of Milton-Freewater** (May 16): Filed under 2nd Period, If I Ran the ... by YERO. 0 comments. The student writes: 'If I ran the City of Milton-Freewater I'd change a few things. That's just what I'd do. I would change the rules of the City. There would be no speed limits on the road. I would make a big city park and some people could be out late at the night. I would make a big mall too. I would make big schools with handsome students and swimming pools in the school. It would all be free. I would change the library. I would make it bigger and put more things in the library. I would put big restaurants and bigger stores. That's what I would change.'
- If I Ran the Math Class** (May 16): Filed under 2nd Period, If I Ran the ... by JALIE. 0 comments. The student writes: 'If I ran the math class, I would change a few things. That's just what I'd do. I would make sure nobody would get referrals and there would be no homework for the class. Everybody would play games in class during the whole period. Students could talk during class and could do whatever they wanted to do in class and the teacher would not care.'

On the right side of the page, there are two sidebars:

- Categories:** 2nd Period, 3rd Period, 4th Period, 6th Period, Biography, If I Ran the..., Mr. Horne's Posts, Paintings, Podcast - Jokes, Podcast - Poems, To Survive at Central.
- Students:** Ana - (6), Anahie - (4), Angelica - (5).

The browser's taskbar at the bottom shows several open windows, including 'start', 'Google - Windows In...', 'CDR With proposals', 'Chapter 2 - sample c...', and 'Wikis proposal 5\_28...'. The system clock shows 9:36 AM.

Source: ESLTechnology.com. Accessed August 12, 2009, at <http://esltechnology.com/blog/?cat=8>

This project is a good example of how blogs can connect to many different professional goals and standards. By focusing on 21st-century skills, the TESOL standards, and the TESOL technology standards, we can consider blogs and blogging as part of a standards-based curriculum. In the



chart that follows, three different tasks that students accomplish in the “If I Ran the . . .” writing project are connected to specific standards.

**“If I Ran the . . .” Blog Project:  
Standards Correlations**

*Students rethought an established organization (a class, a store, the school) and brainstormed ways to fix existing problems and make innovations and improvements.*

21st-Century Skills	TESOL Standards	TESOL Tech Standards
<ul style="list-style-type: none"> <li>• Creativity and Innovation Skills</li> <li>• Critical Thinking and Problem-Solving Skills</li> <li>• Life and Career Skills: Flexibility and Adaptability</li> <li>• Leadership and Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Goal 2, Standard 2: Students use English to obtain, process, construct, and provide subject matter information in spoken and written form.</li> <li>• Goal 2, Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal 2: Students use technology in socially and culturally appropriate ways.</li> </ul>

*Students communicated an issue to an audience of readers and received comments and feedback about their writing.*

21st-Century Skills	TESOL Standards	TESOL Tech Standards
<ul style="list-style-type: none"> <li>• Communication and Collaboration Skills</li> <li>• Social and Cross-Cultural Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Goal 3, Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal 3: Students use technology-based tools as aids in the development of their language-learning competence as part of formal instruction and for further learning.</li> </ul>

*Students utilized word-processing, editing, and uploading skills as a means of sharing ideas.*

21st-Century Skills	TESOL Standards	TESOL Tech Standards
<ul style="list-style-type: none"> <li>• Information, Media and Technology Skills</li> <li>• Initiative and Self-Direction</li> <li>• Productivity and Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Goal 1, Standard 3: Students will use learning strategies to extend their communicative competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal 1: Students demonstrate foundational skills and knowledge in technology for a multilingual world.</li> </ul>

## Rules for Student Blogging

When starting to blog with students, however, it is important to set up guidelines and rules. Here is an excellent example of blogging rules on Mr. Horne's middle school ESL class blog ([http://esltechnology.com/blog/?page\\_id=59](http://esltechnology.com/blog/?page_id=59))

### Rules for Blogging and Commenting

I don't like too many rules, but if we as a class are going to be using this new technology as a learning tool everyone will be watching us to see how it goes. For this reason, I want very much for this project to run smoothly. The following rules need to be followed at all times when working on our blogs. With *everything* that you write on these pages please remember that *this is for school*, so act like it. Also remember that *I will read everything before it gets published*. There's no way around it, so don't get yourself in trouble. Above all, use this space as a *fun* learning tool.

#### Rules About Blogging

1. You are expected to treat blogspaces the same as classroom spaces. I expect you to be respectful of everyone.
2. No last names, no telephone numbers, addresses, or even e-mail addresses (in short, don't give out any information that could let a bad guy find you).
3. No pictures without asking first.
4. Don't share your login information and *always* sign out when you're done.
5. Spelling and punctuation matter.
6. You may always write about any *school appropriate* topics. You *may* post outside of class as long as you follow these rules.
7. The more you write the better.

#### Rules About Commenting on Blogs

1. All the "Rules About Blogging" apply to comments as well.
2. As a student, you must log in to your account to leave comments (that way you don't need to give out an e-mail address).
3. Comments must be well written and have a purpose ("dropping by to say hi" is not a purpose).
4. Please avoid the use of excessive chat lingo whenever possible (lol, ttyl, luv U, me 2, etc.)

Source: ESLTechnology.com. Accessed on August 12, 2009, at [http://horne.ws/class/?page\\_id=3](http://horne.ws/class/?page_id=3)

As we can see from rule number four above, students most likely already blog and send text messages or e-mails. They have already developed proficiency in "chat lingo," or shortened ways of commenting and texting. Here are some examples:

- |     |                   |
|-----|-------------------|
| 2   | = to, too, or two |
| U   | = you             |
| W/B | = write back      |

LOL = laughing out loud

WASSUP = what's up?

Since one of the goals of blogging in the school setting is to strengthen the academic writing skills of English language learners, your list of rules might include examples of good writing:

**Example of a Good Comment**

"Hey, I read what you wrote about Akon. He's my favorite singer too."

**Example of a Bad Comment**

"HEY U .I JUST WANTED 2 SAY WASUP!!!!!! CALLME AFTER SKOOL IF U GET DIS PS W/B TTYL"

Source: ESLTechnology.com. Accessed August 12, 2009, at [http://horne.ws/class/?page\\_id=3](http://horne.ws/class/?page_id=3)

Once students understand the ground rules for blogging, both students and the teacher can begin to explore ways in which blogs can extend and enhance schoolwork for ELLs.

## WHEN TO USE BLOGS WITH ELL'S

The previous example of a writing prompt can be used with students across grade levels with some changes made to the amount of writing expected of the student and the prompt to which they are asked to respond. Here are some other examples of grade and age appropriate uses of blogs in the ESL classroom.

### Grades K-5

Provide students with a less-open-ended prompt. For example, ask them to ponder what it would be like if they were the teacher and the teacher was a student. Students might also be given a picture prompt rather than a text prompt. A teacher might also decide that instead of having students blog individually, for younger grades they might create a class blog, with the teacher keyboarding the students' responses to a prompt into one blog entry. Beginning students might also be encouraged to record their answer to a prompt orally using a digital recorder.

### Grades 6-8

Middle school students are likely to feel motivated by a project in which they are asked to be in charge of something that they would otherwise not control. This type of writing prompt appeals to adolescents who are beginning to find their way in the world. Middle school ELLs might be

encouraged to videotape a response to a writing prompt in which they could expand on their ideas about “ruling the school” or running the country. They could be asked to add music to their piece that underscores the feelings expressed in the video. In this way, the middle school student’s natural penchant for the dramatic can be put to good use in creating a video blog entry.

## **Grades 9–12**

Older and more experienced students can write a more in-depth response to the “If I Ran the . . .” writing prompt. They can be asked to read their classmates’ entries and debate their answers. High school students can be asked to research information relating to their response. For example, if a student decided to respond with “If I Ran the Country . . .,” she might be asked to research the executive branch of the U.S. government and include information and some references in her blog post.

Blogs can be used across all levels with students. As with any Web 2.0 tool, students in the primary grades may require more security measures (more privacy settings, group blogs, etc.) than those on the secondary level. But with an evocative writing prompt—whether text or image—an ESL student on any level can start blogging.

## **WHO IS USING BLOGS WITH ELL’S?**

In this section, you will read about Anne Davis’s experience with blogs and her class of ELLs and native English speakers. Anne found that the unique format of blogs allowed for students to feel more connected to a real audience while also providing them the anonymity that some of the more reticent students craved. She reports that her students were more motivated to write and respond to comments when they realized that people from all over the world were actually reading their posts and showing interest in their work.

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### **THINKING AND WRITING WRINKLES BLOGGERS**

*A group of fifth grade elementary students from J. H. House Elementary School in Conyers, Georgia, who engaged in an educational blogging project titled “Thinking and Writing Wrinkles Bloggers” during the 2003–2004 school year, found that blogging for an authentic audience motivated them to write and write, and write some more. The project’s goals were to facilitate the process by which ESL students develop their communicative language skills and to provide students of different ethnic backgrounds the opportunity to learn from each other and from others who read their blogs.*

*An underlying premise was that blogs could be used as an effective tool to foster cooperative learning between native English-speaking students and ESL students and provide opportunities for increased social, academic, and technological participation. In addition, I felt that the native English-speaking students could also enhance their*

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*language skills and have the opportunity to practice helping others with skills they had already internalized. Finally, I was sure that participation in cooperative learning experiences would improve language achievement and interaction between the two groups of students. Blogging did all that and more!*

*Students were introduced to blogging through the class blog, "Thinking & Writing Wrinkles" (available online at: <http://itc.blogs.com/wrinkles>). Initially, I posted articles and the students contributed to the class blog through the commenting feature. After a few weeks, each student created his or her own blog. I shared the project with other educational bloggers, who visited the student blogs, read the posts, and, in turn, added their thoughts through the commenting feature. As the students engaged in these discussions, they were really **amazed** that other people were so interested in what they were writing and learning. The continued dialogue between both students and teachers was incredible. Receiving feedback from others on the comments section of the blog made the students feel valued. When somebody affirmed their thoughts, they were encouraged. The authentic audience motivated the students to believe they had something important to say. They began to show real ownership of the project and they wrote even more.*

*I used the class blog as a springboard for class discussions. In an excerpt from a post, "Think Possibilities," I encouraged the students' discussions:*

I have been reading some very interesting posts from some of my blogging friends this week. They make me think. In turn, I will then write on my blog and others begin to think about what I wrote in response to a friend's post. Sometimes I write about something I have read that makes me want to explore and find out even more about what I think and others think. It's a great way to learn—it's real, it's a way to share and grow with others, and it is an exciting way to learn. Now I have to be motivated, I have to work hard, and I have to really think and write about things of interest to me. What's great about it is that I am part of a community that really cares about education. You won't believe what our main focus is in our edublogging community: it's you guys and all the students from many different states and countries. We view blogs as a place to give you a voice and we want to oversee that process in ways that will make you good thinkers and continue to develop as good citizens of our world. Writing what you think and writing it well can be one of the greatest gifts you can give yourself. You are writing to learn. What's even better is that we can have a lot of fun on the journey.

*This type of dialogue, teacher guidance, problem solving, and peer collaboration enhanced the process of using writing to make meaning.*

*One of the students in the project could speak no English when the year began. Other ESL students translated what we were doing and what we were talking about. He would share his thoughts with us, and a student would help him translate those thoughts into English. He would then blog the translation himself, following our discussions. As the year progressed, he became more and more independent and ended up being one of the "helpers" for other ESL students in the group—a testament to blogging as an effective tool for facilitating language development!*

*A side blog on idioms was one of the many language experiences built into the project. A place to talk about idioms, their meanings, and their origins—students wrote sentences and stories and illustrated them using idioms in a fun way. This helped the ESL students internalize those hidden meanings. On the blog, students wrote and*



responded to each other's idioms, providing the needed practice in using the English language. They "got a kick" out of learning idioms and vocabulary usage soared! This love of language led to an end of year ABC book project, "A Book on Blogging" (available online at <http://www2.gsu.edu/~coeapd/abc/>). Students brainstormed words about blogging, added idioms to the list and created delightful illustrations as you can see from a sample page for the letter "K":

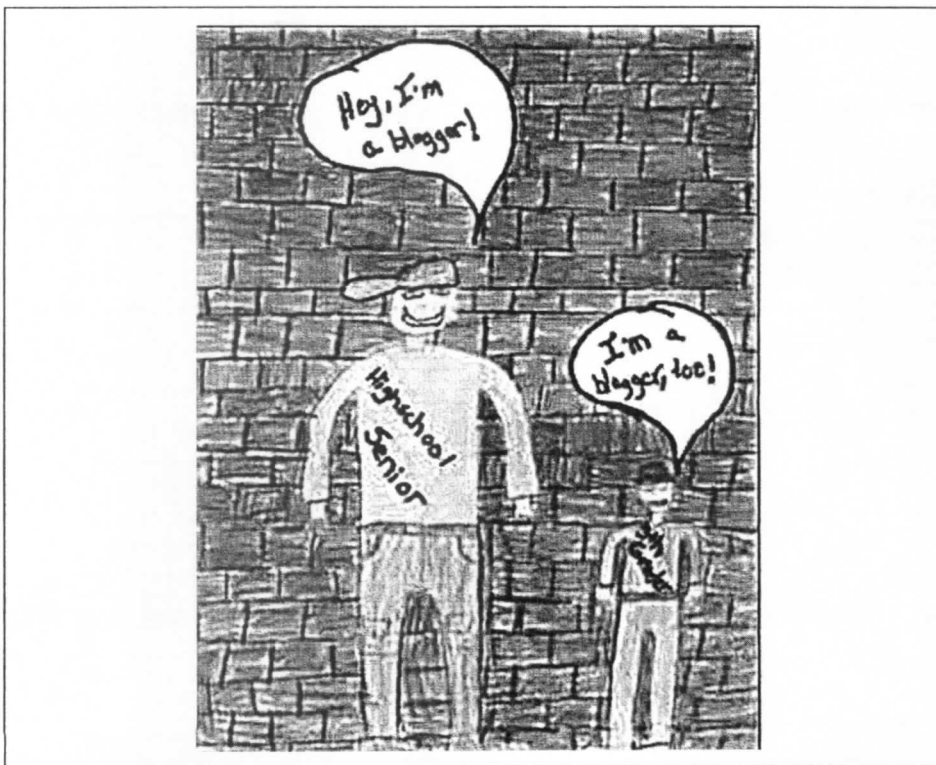
## K

K-12, keyboards, knowledge, kids, kind

### kick up our heels

K-12 stands for kids in kindergarten through 12th grade and we love to blog. People say that young kids can't blog but we disagree. We write good posts with catchy titles and we bump up our writing by using blogs. We type away on the keyboards on the computers and gain knowledge as we write. We enjoy getting kind words from people who have read our blogs. When we get to the lab and find that we have bunches of comments, we celebrate by kicking up our heels.

Figure 2.4

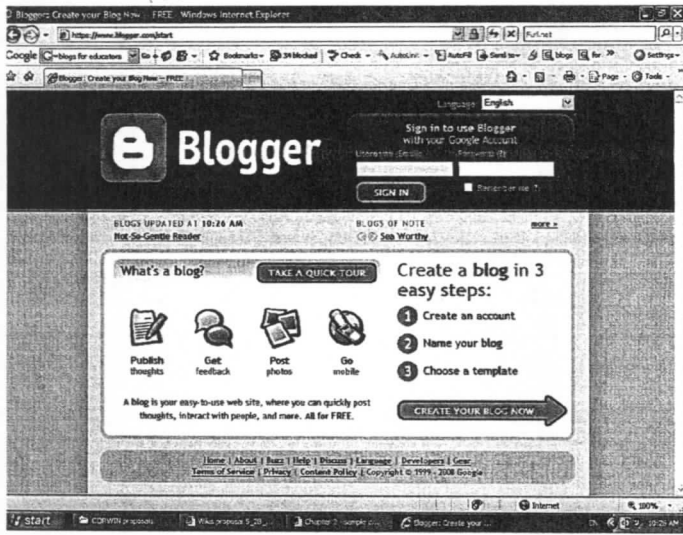


We did "kick up our heels" in joy when the year ended with quite a connection! We even received a post from Pat Street, an author of idioms, who told the students their work was the cat's pajamas!

Source: Used with permission from Anne P. Davis. October 2006. *Learning Technology*, a publication of IEEE Computer Society. Technical Committee on Learning Technology.

## MAKE YOUR OWN BLOG

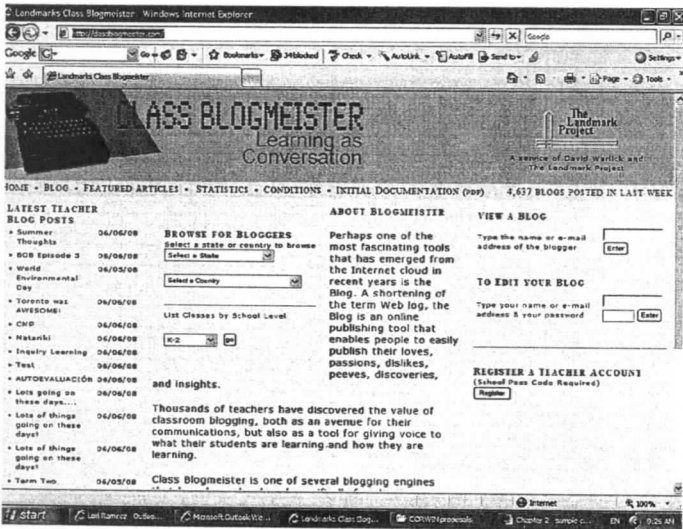
There are countless free sites that offer educators a significant amount of space on which to house your blog. Some of the most popular options are Blogger and WordPress and sites especially for education, like ClassBlogMeister and EduBlogs.



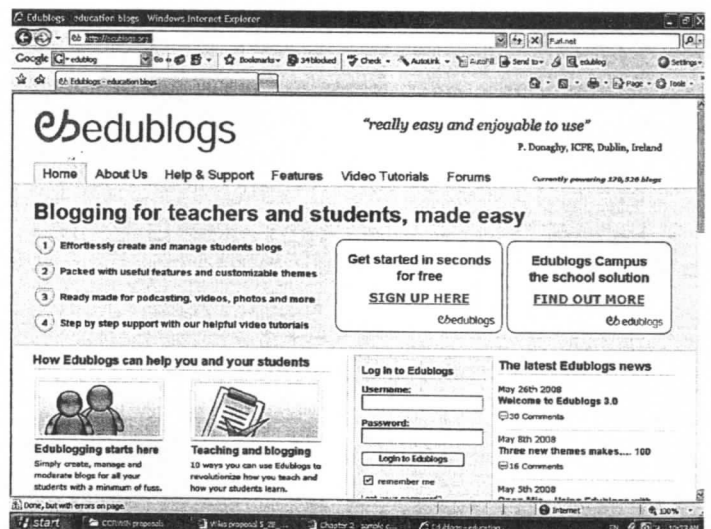
Source: Blogger.com



Source: WordPress.com



Source: ClassBlogmeister.com



Source: EduBlogs.com

You will find that most of the sites are fairly similar in their services. Here are some questions you might consider when choosing a blog site that works for you:

Is the site intuitive and easy to navigate?

- Is the site visually appealing (i.e., do you like the layout, design, and interface?)
- Does the site have a domain name (URL) that is easy for you to remember?
- Was the site recommended by friends or colleagues who blog?

Once you choose a site to host your blog, sign up for a free account. As with most Web 2.0 tools, you have to choose a unique username and password to be able to create and then continue to log on to your account. It is very important to choose a username and password that you can remember. It might be helpful to write this information down somewhere. There's nothing more frustrating than trying to log on to your blog or wiki (or e-mail, for that matter) and forgetting your username or password! After setting up an account, you can customize your blog—change its color scheme, move columns around, and add features to make it more personalized. On some blogs, you can add pictures, voice, and even video.

Posting to a blog for the first time can seem intimidating. After all, a blog is often public—for all the world to read and then *comment on!* But don't worry too much about mistakes. Most blog sites allow you to redact your posts, or even delete them in order to start over. It is a fairly forgiving medium; so jump in—and *welcome to the blogosphere!*

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## WHERE TO FIND MORE INFORMATION ABOUT BLOGS

### REFERENCES

- Davis, A. P. (2006, October). Thinking & writing wrinkles bloggers. *Learning technology*. IEEE Computer Society, Technical Committee on Learning Technology. Retrieved August 13, 2009, from <http://www.ieeetclt.org/issues/october2006/index.html>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum.
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### SUGGESTED READINGS

- Camilleri, M., Ford, P., Leja, H., & Sollars, V. (2008). *Blogs: Web journals in language education*. Council of Europe.
- Risinger, C. F. (2006, April). Using blogs in the classroom: A new approach to teaching social studies with the internet. *Social Education* 70(3), 130–132. Accessed January 10, 2009, from <http://members.ncss.org/se/7003/7003130.pdf>
- Warlick, D. (2007). *Classroom blogging*. Morrisville, NC: Lulu.com.

### HELPFUL WEB SITES

- Blogging for ELT—overview and tips for blogging with ELLs: <http://www.teachingenglish.org.uk/think/articles/blogging-elt>
- Conversations About Using Blogs for Teaching ESL—a platform for ESL educators to carry on an ongoing conversation about the ways blogs can be used in the ESL classroom: <http://blogs4teachingesl.blogspot.com>
- How to Create a Blog with Blogger—a video tutorial: [http://www.youtube.com/watch?v=BnploFsS\\_tY](http://www.youtube.com/watch?v=BnploFsS_tY)
- Nik's Learning Technology Blog—tips, resources and teaching materials to help EFL and ESL teachers use ICT and new technology: <http://nikpeachey.blogspot.com>
- Wordpress.com—a step-by-step tutorial on how to blog: [http://www.youtube.com/watch?v=MWYi4\\_COZMU](http://www.youtube.com/watch?v=MWYi4_COZMU)