Annotated Bibliography

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Introduction

How are Text Based E-Learning activities being used to learn Foreign Languages in the 21st century? Are these virtual environments helpful to learn written skills in a foreign languages class? If so, how effective are they? Should foreign language instructors include them as part of their classes? According to empirical research from 2011 to 2014 these new Text Based Activities Online (Blogs, Web 2.0) can actually help students learn foreign languages. This annotated bibliography reviews the following three articles.

Annotated Bibliography

Cowie, Neil & Sakui, Keiko. (2014). Take your pick: Out-of-class, blended language and Web 2.0 projects, and online. *JalltCallJournal, 10* (3), 273-286.

Cowie and Sakui (2014) provide a synthesis of the pedagogical practices of e-learning experts into a four-part framework of approaches: out-of-class, blended language practice, blended Web 2.0 projects and online. They found that all this new tools can be used and bring positive outcomes in the Foreign Language Classroom.

Fagee, Abdulazis Ibrahim. (2011). EFL Learners’ use of blogging for developing writing skills and enhancing attitudes towards English learning: an exploratory study. *Journal of Language & Literature, 2* (1), 31-48.

His results showed that students were given an opportunity and freedom for self-expression in English when using blogs. Writing was viewed positively and provided a reading audience both a local and global. His findings suggest that blogs can provide learning motivation and opportunities for authorship and readership, as well as the development of writing skills. This is a god article about how E-Learning Text Based Activities can be used to promote learning of a Foreign Language. The article is a serious peer reviewed journal

Yu-Chih Sun & Fang-Ying, Yang. (2013). I help, therefore, I learn: service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning, 28* (3), 202-219. doi: 10.1080/09588221.2013.818555

Although Yu-Chin Sun and Fang-Ying Yang (2013) mostly integrated videos and speaking there was also a writing component and sharing of information through service learning, which was implemented and found innovative among English learners. In the research study, participants made videos in the foreign language to be shared with international students on campus. They also created a facebook community and a forum for students to share videos and information with their peers. Researches stated in their findings that Web 2.0 tools endow service learning with new possibilities of reaching a greater number of the target audience and provided the members of the community with alternative means of communication.