Using Blogging and Microblogging in the English Language Classroom

A Theory-to-Practice Paper

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Introduction

As technology evolves, the materials and how teachers of English as a second or foreign language present those materials are also beginning to evolve. Students desire new ways to help them become both better speakers of English and world citizens. Teachers should consider the evolving technology as an opportunity to find new ways to reach their students and teach them the target language. As the Internet and technology become more available to ESL teachers, they can learn to find more and improved ways to give their students access to the "enormous variety of authentic materials relating to all spheres of life at almost no cost" (Hashemi & Najafi, 2011, p. 599).

Computer-assisted language learning techniques and materials are becoming more readily available for teachers to use as resources in the language classroom. As students are becoming more familiar with the technology and resources available to them, teachers must also become more aware of these affordances. From online dictionaries, to email, to classroom websites, technology is finding a true place in the language classroom. When considering the use of technology in the classroom to support language learning, teachers must remember to create environments that are also conducive to language learning. Technology should aide language instruction, not hinder it. Some factors teachers should consider include implementation of authentic tasks; interaction with target language and authentic audiences; appropriate feedback and time allowed for tasks given to students; low stress-levels in the classroom; and encouraged learner autonomy (Egbert, 2005, pp. 6-7).

Another aspect of using computers and the Internet in the classroom is the availability of network-based applications. Network-based refers to the ability to access information or

materials online, or through a network, rather than relying solely on computer programs or other software. Research suggests that "network-based technology can contribute significantly [to a number of factors including]:

- Experiential Learning
- Motivation
- Enhanced Student Achievement
- Authentic Materials for Study
- Greater Interaction among learners
- Learning Individualization
- Independence from a Single Source of Information
- Global Understanding" (Hashemi & Najafi, 2011, p. 599-600).

Considering the use of technology in the language classroom, the implementation of a network-based technology, such as web logs as a writing tool and a way to build community, is something that can have a positive effect on both the learners' achievement in writing and the classroom environment itself. Www.webopedia.com lists blogs as Web pages that serve as a publicly accessible personal journal for an individual. Blogs, often updated daily, demonstrate the personality of the author. These online journals, or diaries, can be very simple to use, especially when created from a website that offers ready-made templates and themes for bloggers. This type of writing also offers authors a chance for an authentic audience, which can help to foster intercultural competence in students. Additionally, microblogging sites, like Twitter.com, create further opportunities for individuals to create much shorter, less detailed personal accounts of their day or offer personal opinions about different topics.

This paper attempts to examine how blogging and microblogging sites can be used as an active and informal learning tool in a writing classroom to enhance student writing, offer students a chance for authentic interaction, and contribute to the building of classroom community and global citizenship in the students. After an in-depth look at literature and

research about blogging and microblogging (in the form of Twitter), teaching lessons and activities have been created to offer explicit examples of this learning tool in the classroom.

Blogging to Enhance Student Writing

When teachers choose to use a specific activity, electronic or not, the main goal of that activity should have the students' language learning as the key focus. In a writing class, the teacher's main goal will always refer back to the production and improvement of student writing. Online resources, such as blogging tools, have begun to appear more frequently in the language classroom; because of that, research has been done describing the success of these tools.

Many have argued that using blogs as a writing medium in the language classroom improves student writing in a number of ways (Hashemi & Najafi, 2011; Elola & Oskoz, 2008; Lee, 2010; Sun, 2010). One study suggests that students' writing improves because the more the students write (or post to their blogs), the more their writing fluency is influenced positively and they are more likely to be motivated to write for a broader audience (Lee, 2010). Bernstein also argued that frequent writing would improve writing (as cited in Hashemi & Najafi, 2011, p. 601). In a study completed in a Taiwanese university using blogs in an undergraduate academic-writing course, the researcher found that throughout the class term, "the [23] students' overall writing performance seemed to improve significantly, especially in terms of mechanics and organization" (Sun, 2010, p. 337). While this is only a small number of students who participated in the study, it proves the belief that students' writing would improve from posting their writing to a blog.

Hashemi & Najafi (2011) noted, however, that while students may write frequently, and thus be more used to writing in English, it might not make EFL students better writers in English. Although this will force them to look things up in dictionaries more frequently and be

more used to typing on the computer, which can improve students writing. Considering that blog posts, even when written by native speakers outside of a classroom setting, are often created every day suggests that in general blogs are generally written for fluency and not for accuracy.

Teachers needing new ways to help develop not only students' writing skills but also their reading skills can turn to blogs as an instrument for student writing. Campbell explained that blogs are used in the language classroom to enhance both of these skills (as cited in Elola & Oskoz, 2008, p. 460). Dieu also noted multiple reasons to use blogs in the classroom to enhance student writing, including the ways learners can post their work and later reflect on it, which also might inspire them to write more thoughtfully in the first place (as cited in Hashemi & Najafi, 2011, p. 601)

Further, when students are learning to write for more than just their teacher or themselves as the audience, they will find the task to be more worthwhile or authentic. Elola & Oskoz (2008) argued that "blogs are interactive in nature, providing an online audience and consequently giving each writing task a purposeful communicative goal" (p. 460). When creating blogs, students are able to publish their thoughts online for a larger audience. "Blogs feature, in this sense, the characteristics of shared interests and of shared support, which are rarely possible in traditional classrooms" (Sun, 2010 p. 328). Teachers can therefore create writing tasks, or suggest writing themes, that allow students more opportunities to learn about, write about, and share their ideas about things they might not normally do in the classroom.

Using Twitter in the Classroom

As with the use of blogs, the general use of social networking in the classroom is also gaining popularity in the language classroom. Social networking and microblogging site Twitter.com has become a popular news source and was even used during government protests

in Iran in 2009 (Newgarden, 2009, p. 1). Newgarden argued "there is certainly power in the interaction of technologies and their users, especially when affordances and social needs meet in unforeseen new ways" (p. 1). Language teachers should embrace such technologies and find ways to adapt them and use them in their classrooms. While Twitter is relatively new, there has already been some research on its use and role as a tool for language learners. Twitter, developed in 2006, is a way for users to send and receive messages (called Tweets) consisting of 140 characters (including spaces) to stay in touch with friends, family, and co-workers, as well as stay up to date on current local, national, and world news and entertainment. Users sign up to receive alerts to the RSS Twitter feeds that they are most interested in reading. This is known as *following* other users. Twitter is typically used for people to answer the question, "What are you doing right now?" However, that does not serve as Twitter's only purpose.

As students often learn English in both formal and informal situations, in the language classroom, teachers can definitely find a way to integrate a learning tool like Twitter. Marsick and Watkins argued that "networking is considered an informal learning strategy" and therefore, Twitter, a social networking tool, can find its way into the learning process of students (as cited in Kassens-Noor, 2012, p. 10). Anyone who has accessed Twitter realizes that it might be difficult for a user to see all the Tweets posted by a specific user. Thus Tweetdecks are a way a user can "organize the people that they follow into groups, allowing for more efficient scanning of tweets. For a teacher using Twitter with a class, this application would facilitate keeping student messages grouped together and separate from perhaps professional or personal messages"(Newgarden, 2009, p. 3).

There are many reasons that teachers can find ways to implement Twitter as a tool in the language classroom. Since posting to Twitter is instantaneous, it can help to provide users with

instant feedback, another affordance it offers students in the classroom. Twitter is also used by many different English language speakers all over the world, which allows students the opportunity for learners to learn about different social practices of these different English language communities (Newgarden, 2009, p. 5). Additionally, Lomicka and Lord (2012) explained that in 2009 "The National Education Association…recommended that Twitter can be used to help students 'crystallize thoughts, focus attention, and make connections' and pointed to examples of collaborative stories and projects that connect students in the U.S. with those in different countries" (p. 49). Giving students the opportunity to learn from and collaborate with students outside of their own classroom, and even country, is another example of an affordance of both Twitter and CALL technologies in general.

Building a sense of community in any language classroom is a task for teachers and students to accomplish together. Using different CALL resources, like blogs and Twitter, is one way that this can be done. Since both mediums allow students to receive feedback from their peers in addition to their teacher, and read and comment on one another's work, a stronger sense of community can be built. Lee (2010) explained "regular blogging resulted in creating a greater sense of community and of interactive learning than would have otherwise been possible within the traditional classroom setting" (p. 225). These types of tools are social in nature and therefore, "the social presence of learners in Twitter and/or the ability to unite students with students, and students with teacher" (Lomicka & Lord, 2012, p.50). Since the feeling of having a strong classroom community is important for students, they "may participate more actively if they feel comfortable with others and if there is a sense of common purpose" (Newgarden, 2009, p. 5).

Application: Teaching Activities

Concepts to be Addressed

Considering the above research on the different ways that using blogs and microblogs in the classroom can have a positive effect on students, in regards to both their writing and to community building, the following classroom teaching unit and lesson plans were created.

Background Information

A. Description of program:

This is an English Language Acquisition program at a high school located in southern California. The students in this program are also taking other content courses in the high school, but instead of the regular language arts, they are initially placed into the ELA classroom for their English classes until they can test out of the program and enroll in the mainstream language arts courses.

B. Description of students in program.

Students enrolled in this program have many different ethnic backgrounds, but most are Asian and Hispanic students. The age range of students in the program is from freshman to senior and the levels range from very beginning ELLs to low-advanced. Students are placed with students who are usually the same age and about the learning levels, as long as classrooms can accommodate specific learner needs. Students are almost always literate in their native language.

C. Description of course.

This specific course is called ESL Writing 104. This course is taken by ESL seniors who are in all mainstream content courses, including language arts, but require additional assistance with their writing skills. The class size is 20 students; their level is considered to be advanced. Each term is eighteen weeks with students meeting for 60 minutes every day during the week.

The classroom where this course meets is a computer lab with 24 computer stations; it also has a teacher computer with a projector. The goal for students in this class is to improve their English writing skills based on different assignments and tasks, some of which have been modified from the NL English courses to meet district, state, and national standards for ESL speakers and high school seniors. While this course was created to improve students writing skills, the other three skills with be implemented throughout.

D. Description and overall goal of the unit that this lesson is part of.

This unit will begin during the second week of the term and culminate with a final assessment at the end of the course. While this unit will technically last for the duration of the term, the following lesson plans will be the first five lessons in the unit. As this is a writing course, students will spend a majority of time writing, both in and out of the classroom. The unit will begin with students learning about and creating their own blogs to post to throughout the semester. Students will write both formal and informal papers throughout the term, but the goal of this unit will be on writing in an informal situation (Blogger.com, Twitter.com). Both mediums will also be used to continue building a sense of community in the classroom.

E. Recent work.

The week prior to this unit was the first of the term. During those five class meetings, students discussed classroom goals, learned to navigate the classroom website, and discovered how to access different resources that will be used throughout the term. Additionally, students wrote two assignments: a one-page essay describing their summer vacation and a two-page personal narrative explaining why they are taking this course and the goals they hope to meet before the end of the term. As seniors in this school, they are aware of school and classroom rules and most are preparing to apply to colleges to attend the following year.

I. Getting ready to teach Lesson #1 –Intro to blogs and Blogger.com

A. General topic of this lesson:
Students will learn about the basics of how to use Blogger.com

B. General goal of this lesson:
Students will use listening, speaking, reading and writings skills to learn about blogs and how they will be used in this classroom.

C. Student learning outcomes for this lesson:
By the end of this lesson, students will:
- Identify a blog and the different components of Blogger
- Design a blog on Blogger to use for classroom writing tasks
- Create a blog about themselves

D. Vocabulary, structures, and other key language points to be taught in this lesson:
Blog, Blogger.com. Students will use language (such as: physical description of self, where they are from, hobbies, likes/dislikes, etc.) to create an 'About Me' blog.

E. Materials to be used in teaching this lesson:
Teacher materials:
- Computer, projector;
- Blogger handout (website);
- Internet page cued to classroom website;
- 2 Internet pages cued with Blogger (my blog, help page);
- Assignment #1 Instructions (website)

F. Assessment(s):
Assessment will be done by checking students understanding of their knowledge about blogs and Blogger as they create their own blogs and post first assignment about themselves.

II. Teaching the Lesson

Activity 1: Opening (5 minutes)
      1. Plan for day – written on board
      2. Students login to computers as attendance is taken, access classroom website

Activity 2: Introduction to Blogger (20 minutes)
      1. Students access Blogger.com Handout **(Appendix A)** on class website on webpage "Unit Two - Blogging" under references
      2. Students read handout; view teacher demonstration of Blogger.com; rules for Blogger posts **(Appendix B)**
      3. Access and set-up of blog for class, change privacy settings, create first post.

Activity 3: Student Creation of Blog/First Post (30 minutes)
      1. Students will create blogs and write first post. Instructions on class website.
(Appendix C)
      2. Teacher available to help students as they work

Activity 4: Instructions for Tomorrow/Closing (5 minutes)
      1. Students save and close Blogger, log out of computers
      2. "Tomorrow we will work on our next blog post and learn how to comment on each other's blogs."
      3. Students write HW in notebooks
          ✓ "If you didn't finish your first post today, you should use your time in study hall, after school or before school tomorrow if you won't be able to finish at home. The first completed post is due by the time class starts tomorrow, no exceptions."

I. Getting ready to teach Lesson #2 – Commenting on Blog Posts

    A. General topic of this lesson:
      Students will create a second post for their blogs; learn how to comment on peers' posts

    B. General goal of this lesson:
      Students will use listening skills to learn about commenting on blogs; students will learn how to post comments to peers' blogs to evaluate peers' writing

    C. Student learning outcomes for this lesson:
      By the end of this lesson, students will:
- Write and post comments to peers' blogs
- Create a new blog about semester goals for themselves

    D. Vocabulary, structures, and other key language points to be taught in this lesson:
      Blogger.com (comments). Students will use language to evaluate peers' posts; create a second blog posting relating to their goals for themselves relating to school (including academics and extracurricular activities).

    E. Materials to be used in teaching this lesson:
      Teacher materials:
- Computer, projector;
- Blogger handout – Comments (website);
- Blogger handout – Comments Rubric (website);
- Internet page cued to classroom website;
- Internet page cued with Blogger (my blog);
- Assignment #2 Instructions (website)

    F. Assessment(s):
      Assessment will be done by checking students understanding of their knowledge about blogs and Blogger as they post their second assignment and comment on peers' posts.

II. Teaching the Lesson

Activity 1: Opening (5 minutes)
      1. Plan for day – written on board
      2. Students login to computers as attendance is taken, access classroom website

Activity 2: Introduction to Blogs – Comments (15 minutes)
      1. Students access Blog Comments/Rules Handout **(Appendix D)** on class
website on webpage "Unit Two - Blogging" under references
      2. Open Blogger page, show how to comment, explain evaluation of comments,
student questions?

Activity 3: Student Creation Second Post/Peer Comments (35 minutes)
      1. Explain Blogger Assignment #2 Semester Goals **(Appendix E)**
      2. Students will write second post and comment on peers' first posts.
      3. Teacher available to help students as they work

Activity 4: Instructions for Tomorrow/Closing (5 minutes)
      1. Students save and close Blogger, log out of computers
      2. "Tomorrow we will talk about Twitter."
      3. Students write HW in notebooks
          ✓ "If you didn't finish your second post today, you should use your time in
            study hall, after school or before school tomorrow if you won't be able to
            finish at home. The second completed post is due by the time class starts
            tomorrow, no exceptions."

I. Getting ready to teach Lesson #3 – Microblogging: Twitter

    A. General topic of this lesson:
      Students will learn about using Twitter in the classroom

    B. General goal of this lesson:
      Students will access Twitter for classroom, and evaluate *Twitterature* for future
      assignment

    C. Student learning outcomes for this lesson:
      By the end of this lesson, students will:
      - Create and manage Twitter accounts for use in classroom
      - Post (at least) one Tweet to Twitter
      - Evaluate *Twitterature* by explaining its purpose
      - Practice blogging skills by posting for third assignment

    D. Vocabulary, structures, and other key language points to be taught in this lesson:
      Vocabulary associate with *Twitter* including, but not limited to, *Twitter, Tweet,*
      Tweetdeck, etc. Students will need to understand how Tweets are composed and then read
      and evaluate a *Twitterature* story based on a story they have all already read as a part of
      state/district standards.

    E. Materials to be used in teaching this lesson:
      Teacher materials:
      - Computer, projector;
      - Twitter handout – (website);
      - Internet page cued to classroom website;
      - Internet page cued with Blogger (my blog);
      - Internet page cued to Twitter;
      - *Twitterature* handout/story (website);
      - Assignment #3 Instructions (website)

    F. Assessment(s):
      Assessment will be done by checking students understanding of their knowledge about
      Twitter and blogs as they post their third Blogger assignment and create a Twitter
      account for class use. Students will also demonstrate knowledge of Twitter to evaluate
      Twitterature story.

II. Teaching the Lesson

Activity 1: Opening (5 minutes)
        1. Plan for day – written on board
        2. Students will login to computers as attendance is taken, accessing the
classroom website

Activity 2: Introduction to Twitter (10 minutes)
        1. Students should access Twitter Handout **(Appendix F)** on class website on
webpage "Unit Two - Blogging" under references
        2. Open Twitter page, show how to create account, explain how to post,
demonstrate how to use Tweetdeck, student questions?

Activity 3: Students Create Twitter Accounts (15 minutes)
        1. Students should access Twitter and create accounts and create Tweetdeck
accounts to begin following teacher and classmates.
        2. Students will post first Tweet based on instructions in Twitter Handout
(Appendix G).

Activity 4: *Twitterature* (20 minutes)
        1. Students should access *Twitterature* Handout **(Appendix G)** on class website
on webpage "Unit Two - Blogging" under references
        2. Explain *Twitterature*
        3. Discuss *Twitterature* story: *To Kill a Mockingbird* with students
        4. Students will work with partners to evaluate *Twitterature* story using guided
instructions on handout; students will discuss with class.

Activity 5: Instructions for Tomorrow/Closing (10 minutes)
        1. Students can use remaining time to blog or Tweet
        2. Students save and close Blogger, Twitter, log out of computers
        3. "Tomorrow we will talk about more *Twitterature*."
        4. Students write HW in notebooks
            ✓ "If you didn't finish your third post today or first Tweet, you should use
              your time in study hall, after school or before school tomorrow if you
              won't be able to finish at home. The third completed post is due by the
              time class starts tomorrow, no exceptions."

I. Getting ready to teach Lesson #4 – Twitterature

A. General topic of this lesson:
Students will create *Twitterature* stories

B. General goal of this lesson:
Students will use knowledge of *Twitterature* to begin creating *Twitterature*-esque stories based on reading they have completed throughout HS (inside or outside of school).

C. Student learning outcomes for this lesson:
By the end of this lesson, students will:
- Write a story to demonstrate understanding of *Twitterature* and Twitter
- Create first draft of *Twitterature* story
- Use 'word count' function in MS Word

D. Vocabulary, structures, and other key language points to be taught in this lesson:
Vocabulary associate with *Twitter* including, but not limited to, *Twitter, Tweet, Tweetdeck,* etc. Students will use prior knowledge of story they have read before to create a new story based on style of *Twitterature*

E. Materials to be used in teaching this lesson:
Teacher materials:
- Computer, projector;
- *Twitterature* assignment handout and rubric – (website);
- Internet page cued to classroom website;
- Internet page cued with Blogger (my blog);
- Internet page cued to Twitter;

F. Assessment(s):
Assessment will be done by checking students understanding of their knowledge about Twitter, *Twitterature¸* and stories they have read while in HS to create a *Twitterature*-style story.

II. Teaching the Lesson

Activity 1: Opening (5 minutes)
        1. Plan for day – written on board
        2. Students login to computers as attendance is taken, access classroom website

Activity 2: Introduction to *Twitterature* Assignment (10 minutes)
        1. Students should access *Twitterature* Assignment Handout **(Appendix H)** on
class website on webpage "Unit Two - Blogging" under references; students access rubric
for assignment **(Appendix I)**
        2. Teacher explains assignment to students; questions?
        3. Students may access reading list on website for help choosing book for project
(Appendix J)

Activity 3: Students Create *Twitterature* Stories (35 minutes)
        1. Students should access use MS Word to begin creating *Twitterature* stories
        2. Teacher available to answer questions

Activity 4: Instructions for Tomorrow/Closing (10 minutes)
        1. Students should access Twitter account and post tweet, topic: *Twitterature*
assignment
        2. Students save work and close Word, Twitter, log out of computers
        3. "Tomorrow we will work more on our *Twitterature* stories. If you found it
difficult to remember the story, or forgot characters' names, or any other reason that
made it difficult for you to work today, bring the book you are using to class tomorrow."
        4. Students write HW in notebooks
            ✓ No homework! OR Bring book to class tomorrow.

I. Getting ready to teach Lesson #5 – Posting Twitterature Stories

    A. General topic of this lesson:
    Students will finish *Twitterature* stories and post to blog.

    B. General goal of this lesson:
    Students will continue to work on and (if time permits) finish their *Twitterature* stories and post them to their blogs.

    C. Student learning outcomes for this lesson:
    By the end of this lesson, students will:
    - Complete draft of *Twitterature* stories
    - Publish drafts to blogs

    D. Vocabulary, structures, and other key language points to be taught in this lesson:
    Vocabulary associate with *Twitter* including, but not limited to, *Twitter, Tweet, Tweetdeck,* etc. Students will use prior knowledge of story they have read before to complete a story based on style of *Twitterature.* Twitter format of writing to complete assignment.

    E. Materials to be used in teaching this lesson:
    Teacher materials:
    - Computer, projector;
    - Posting *Twitterature* Story handout– (website);
    - Internet page cued to classroom website;
    - Internet page cued with Blogger (my blog);
    - Internet page cued to Twitter

    Student materials:
    - book to use when writing (if desired)

    F. Assessment(s):
    Assessment will be done by checking students understanding of their knowledge about Twitter, *Twitterature¸* and stories they have read while in HS to create a *Twitterature*-style story.

II. Teaching the Lesson

Activity 1: Opening (5 minutes)
      1. Plan for day – written on board
      2. Students will login to computers as attendance is taken, accessing the classroom website

Activity 2: Completion of *Twitterature* Assignment (40 minutes)
      1. Students should continue working on *Twitterature* stories that they began yesterday.
      2. Students may use books/Internet for help with storyline.
      3. Teach available to help.

Activity 3: Students Post *Twitterature* Stories to Blog (10 minutes)
      1. Students should access Posting Your Twitterature Story Handout (**Appendix K)**
      2. Students post story (if completed) to blogs; if not, students will need to finish as homework

Activity 4: Instructions for Tomorrow/Closing (5 minutes)
      1. Students should access Twitter account and post tweet, topic: favorite *Twitterature* story Tweet
      2. Students save work and close Word, Twitter, log out of computers
      3. "You need to have a finished draft of your story posted to your blog; it must be finished by the time class starts on Monday. Don't worry, we will edit them, but you have to have all of your Tweets written."
      4. Students write HW in notebooks
         ✓ Finish *Twitterature* story

Conclusion

Finding innovative ways to implement technology into the classroom is important for language teachers. Students are becoming more interested in using technology in every aspect of their lives, and the classroom should be no different. The use of blogs and microblogs in a writing classroom can help students improve their writing skills and help build and maintain a sense of community in the classroom. If students are writing and posting blogs, they are learning to write in informal ways in addition to the formal ways they most likely have already learned in the classroom. As mentioned before, technology is evolving constantly so students should be able to communicate appropriately with the technology that they are using. Additionally, if students are writing more frequently, with the use of blogs, their writing fluency will improve. Learning how to communicate effectively through different social media, like Twitter, is also an important skill; students should learn the correct ways in which this communication is done.

Teaching Activity Challenges and Potential Solutions

Due to the age and location of the school, it is likely that students have already communicated in informal situations through social networking sites like Twitter. On the other hand, students might not communicate in English on these sites as often as they do in their L1s. The first few lessons address the topics of the blogs and Tweets that students should post, but the way in which to communicate was not explained clearly. For example, students might not know that abbreviations and slang would be considered acceptable language forms to be used on Twitter. The blog would also require less formal writing styles from the students. Since the students are not completing drafts or working in peer-editing workshops, they might realize that they are not required to write as formally, but it is something that should definitely be addressed as that is the main language focus of these mediums of technological communication.

Another challenge for the students might come about in the last two lessons. While the students may have been required to read the different texts listed in Appendix K, they might not have had much success in understanding the texts in the classroom. As they are considered to be advanced students, they were most likely in the mainstream language arts class their junior year, but they might not have had to read the 9th grade and 10th grade required reading if they were not in a mainstream language arts classroom during those years. This would limit their choice of texts to choose from when choosing their stories for the *Twitterature* assignment. One way this was already solved in the lesson was that the students could choose a different book not on the list as long as it was approved by the teacher. Since the books on the list are more academic, students might think they would have to choose more academic-style books, whereas it might be easier for them to choose something easier to read, like adolescent literature. Revising the lesson plans and assignments in this aspect could be something to consider.

The timing of each step of the lesson could also be a problem once the lessons are being carried out. If students have difficulty understanding the language of the task, the objective of the task, the technology being used, or any combination of the aforementioned could potentially cause some problems in finishing the assignments in the time planned for them. Flexibility of plans in the following week, or having a buffer day or two, might be necessary if the students become overwhelmed or fall too far behind. It might also be necessary to spread the blog postings out a bit more if students are requiring more time to write them

Overall, the designed tasks and use of technology can be a great way to implement technology to be used in a writing classroom designed for English language learners.

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