

REFERENCES

- Abrams, Z. I. (2005). Asynchronous CMC, collaboration and the development of critical thinking in a graduate seminar in applied linguistics. *Canadian Journal of Learning and technology*, 31 (2), 23-47.
- Allen, N., Atkinson, D., Morgan, M., Moore, T., & Snow, C. (1987). What Experienced Collaborators Say About Collaborative Writing. *Journal of Business and Technical Communication*, 1(2):70–90.
- Anker, S. (2005). *Real writing* (3rd Edition). Bedford/St. Martin. Boston: MA
- Applebee, A. N., et al. (1994). *NAEP 1992: Writing report card*. U.S. Washington, DC: Government Printing Office.
- Bacha, N. N. (2010). Teaching the academic argument in a university EFL environment. *Journal of English for Academ Purpose*, 9, 229-241.
- Beatty, K., & Nunan, D. (2004). Computer-mediated collaborative learning. *System*, 32 (2), 165-183.
- Blake, R. J. (2000). Computer-mediated communication: A window on L2 Spanish interlanguage. *Language Learning & Technology*, 4(1), 120-136.
- Bruffee, K. A. (1999). *Collaborative learning: Higher education, interdependence, and the authority of knowledge* (2nd ed.): The Johns Hopkins Press Ltd.
- Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge: Cambridge University Press.
- Cheng, L., & Curtis, A. (2004). Washback or backwash: A review of the impact of testing on teaching and learning. In L. Cheng, Y. Wantanabe & A. Curtis (Eds.), *Washback in language testing: Research contexts and methods* (pp. 3-18). New Jersey: Lawrence Erlbaum Associates, Inc.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Pearson Education, Inc.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*: SAGE Publications, Incorporated.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.): Pearson.

- Crusius, T.W., & Channelle, C. E. (2000). The aims of argument: A brief rhetoric. Mountain view: Mayfield.
- Curtis, D. D., & Lawson, M. J. (2001). Exploring collaborative online learning. *Journal of asynchronous Learning Networks*, 5(1), 21-34.
- Darhower, M. (2002). Interactional factors of synchrnous computer-mediated communication in the intermediate L2 class: A sociocultural case study. *CALICO Journal*, 19(2), 249-277.
- Davis, B., & Thiede, R. (2000). Writing into change: style shifting in asynchronous electronic discourse. In M. Warschauer & R. Kern (Eds), *Network-based language teaching: Concepts and practice* (pp. 87-120). Cambridge, UK: Cambridge University Press.
- Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 33-56): Norwood, N. J: Ablex.
- Faigley, L. and Witte, S. (1981). Analyzing revision. *College Composition and Communication*, 32(4):400–414.
- Faigley, L. (1990). Subverting the electronic workbook: Teaching writing using networked computers. In D. Baker & M. Monenberg (Eds.), *The writing teacher as researcher: Essays in the theory and practice of class-based research*. (pp. 290-311). Portsmouth, NH: Heinemann.
- Ferris, D. (1994). Lexical and syntactic features of ESL writing by students at different levels of L2 proficiency. *TESOL Quarterly*, 28, pp.414-420
- Flower, L. & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication*, 32(4):365.
- Finholt, T., Kiesler, S., & Sproull, L. (1986). An electronic classroom (Working paper No. Carnegie Mellon University.
- Freeman, Y. S., & Freeman, D. E. (1992). *Whole language for second language learners*. Portsmouth, NH: Heinemann.
- Freinet, C. (1974). *Las tecnicas audio-visuales* (J. Colome, Trans.). Barcelona: Editorial Laia.
- Galegher, J. and Kraut, R. E. (1994). Computer-mediated communication for intellectual teamwork: a field experiment in group writing. *Information Systems Research*, 5(2):110–138.
- Gervilliers, D., Bertellot, C., & Lemery, J. (1977). *Las correspondencias escolares* (Editorial Laia, Trans.). Barcelona: Editorial Laia.

- Goodman, K. S., & Goodman, Y. (1981a). A whole language comprehension view of reading development: A position paper (Occasional papers No. 1). Tucson, AZ University of Arizona, Program in Language & Literacy:
- Goodman, K. S., & Goodman, Y. (1981b). A whole language comprehension-centered view of reading development: A position paper (Occasional Papers No. 1). Tucson, AZ: University of Arizona, Program in Language & Literacy.
- Guerrero, M. C. M. D., & Villamil, O. S. (2000). Activating the ZPD: Mutual scaffolding in L2 peer revision. *The Modern Language Journal*, 84(i), 51-68.
- Gunawardena, C., Lowe, C., & Anderson, T. (1997). Analysis of a global online debate and the development of an interaction analysis model for examining social construction of knowledge in computer conferencing. *Journal of Educational Computing Research*, 17 (4), 397-431.
- Hall, J. K. (1995). (Re)creating our worlds with words: A sociohistorical perspective of face- to-face interaction. *Applied linguistics*, 16(2), 206-232.
- Hannan, M. (1995). MayaQuest: Exploring the Yucatan via the Internet. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners* (pp. 304-307). Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Harasim, L. (1990). Online education: An environment for collaboration and intellectual amplification. In L. Harasim (Ed.), *Online education: Perspectives on a new environment* (pp. 39-64). New York: Praeger.
- Harnad, S. (1991). Post-Gutenberg galaxy: The fourth revolution in the means of production and knowledge. *Public-Access Computer Systems Review*, 2(1), 39-53.
- Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge: Cambridge University Press.
- Heath, S. B. (1992). Literacy skills or literate skills? Considerations for ESL/EFL learners. In D. Nunan (Ed.), *Collaborative language learning and teaching* (pp. 40-55). Cambridge: Cambridge University Press.
- Henri, F. (1992). Computer conferencing and content analysis. In Kaye, A. R. (Ed.), *Collaborative learning through computer conferencing*, Heidelberg: Springer, 117-136.

- Herring, S. C. (2004). Computer-mediated discourse analysis. In D. Schiffrin, D. Tannen & H. D. Hamilton (Eds), *Handbook of discourse analysis* (pp.612-634). Oxford: Blackwell.
- Honeycutt, L. (2001). Comparing email and synchronous conferencing in online peer response. *Written Communication*, 18 (1), 26-60.
- Huff, C., & King, R. (1988, August). An experiment in electronic collaboration. In J. D. Goodchilds (Chair), *Interacting by computer: Effects on small group style and structure*. Symposium conducted at the meeting of the American Psychological Association, Atlanta:
- Hmelo-Silver, C. E. (2003). Analyzing collaborative knowledge construction: Multiple methods for integrated understanding. *Computer and Education*, 41, 397-420.
- Hyland, K. (2004). *Genre and second language writing*. United States of America: The University of Michigan Press.
- Hymes, D. (1972). Toward ethnographies of communication: The analysis of communicative events. In P. P. Giglioli (Ed.), *Language and social context* (pp. 21-44). Middlesex, England: Penguin Books Ltd.
- Ingram, A.L., & Hathorn, L. G (2004). Methods for analyzing collaboration in online communication. In T. S. Roberts (Ed), *Online Collaborative Learning: Theory and Practice* (pp. 215 – 241). Hershey, PA: Information Science Publishing.
- Intaraprawat, P. (2002). *Writing an argumentative essay*. Nakorn-radchasisima: Suranaree University of Technology Press
- Janangelo, J. (1991). Technopower and technoppression: Some abuses of power and control in computer-assisted writing environments. *Computers and Composition*, 9(1), 47-63.
- Kelm, O. (1992). The use of synchronous computer networks in second language instruction: A Preliminary Report. *Foreign Language Annals*, 25(5), 441-454.
- Kendall, C. (1995). Cyber-surveys. In M. Warschauer (Ed.), *Virtual connections: Activities and projects for networking language learners* (pp. 97-100). Honolulu, HI: University of Hawai'i, Second language teaching and curriculum center.
- Kern, R. (1995). Restructuring classroom interaction with networked computers: Effects on quantity and quality of language production. *Modern Language Journal*, 79(4), 457- 476.
- Kern, R. (1996). Computer-mediated communication: Using e-mail exchanges to explore personal histories in two cultures. In M. Warschauer (Ed.), *Telecollaboration in foreign language learning* (pp.

- 105-19). Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.
- Kern, R., & Warschauer, M. (2000). Theory and practice of network-based language teaching. In M. Warschauer & R. Kern (Eds), *Network-based language teaching: Concepts and practice* (pp. 1-19). New York: Cambridge University Press.
- Kim, Y., & Kim, J. (2005). Teaching Korean university writing class: Balancing the process and the genre approach. *Asian EFL Journal*, 7 (2). A-5
- Kitade, K. (2000). L2 learners discourse and SLA theories in CMC: Collaborative interaction in internet chat. *Computer Assisted Language Learning*, 13(2) 143-166.
- Kitade, K. (2006). The negotiation model in asynchronous computer-mediated communication (CMC): Negotiation in task-based email exchanges. *CALICO Journal*, 23 (2), 319.
- Krashen, S. (1985). *The input hypothesis*. New York: Longman.
- Kroonenberg, N. (1994/1995). Developing communicative and thinking skills via electronic mail. *TESOL Journal*, 4(2), 24-27.
- Kroonenberg, N. (1995). The French connection: Public journals for high school students. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners* (pp. 27-29). Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Knudson, R. (1992). Analysis of argumentative writing at two grade levels. *Journal of Educational Research*, 85 (3), 169-179.
- Kumar, V. S. (1996). *Computer-supported collaborative learning: Issues for research*. Canada: University of Saskatchewan.
- Kumpulainen, K., & Wray, D. (1999). Analysing interactions during collaborative writing with the computer: An innovative methodology. Retrieved June 20, 2017, from <http://www.warwick.ac.uk/staff/D.J.Wray/Articles/facct.html>.
- Kuteeva, M. (2011). Wikis and academic writing: Changing the writer-reader relationship. *English for Specific Purposes*, 30(1), 44-57. doi:10.1016/j.esp.2010.04.007
- Lamy, M.N., & Hampel, R. (2007). *Online communication in language learning and teaching*. Palgrave: Macmillan
- Langston, M. D., & Batson, T. (1990). The social shifts invited by working collaboratively on computer networks: The ENFI project. In C. Handa (Ed.), *Computers and community: Teaching composition in the twenty-first century*. (pp. 149-159). Portsmouth, NH: Boynton/Cook.

- Lantolf, J. P., & Appel, G. (Eds.). (1994). *Vygotskian approaches to second language acquisition*. Norwood, NJ: Ablex.
- Lee, L. (2004). Learners' perspectives on networked collaborative interaction with native speakers of Spanish in the US. *Language Learning & Technology*, 8(1), 83-100.
- Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lioret, M. (1995). Spanish music through the Internet. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners* (pp. 18-19). Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Liu, J., & Sadler, R. W. (2003). The effect and affect of peer review in electronic versus traditional modes on L2 writing. *Journal of English for Academic Purposes*, 2(3), 193-227.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of research on language acquisition*. Vol. 2: Second language acquisition. (pp. 413-468). New York: Academic Press.
- Lotman, Y. M. (1988). Text within a text. *Soviet Psychology*, 26, 32-51.
- Lowry, P. B., Curtis, A., and Lowry, M. R. (2004). Building a Taxonomy and Nomenclature of Collaborative Writing to Improve Interdisciplinary Research and Practice. *Journal of Business Communication*, 41(1):66-99.
- Luppicini, R. (2007). Review of computer mediated communication research for education. *Instructional Science*, 35(2), 141-185.
- Mangenot, F., & Nissen, E. (2006). Collective activity and tutor involvement in e-learning environments for language teachers and learners. *CALICO Journal*, 23(3), 601-621.
- McCann, T. M. (1989). Student argumentative writing: Knowledge and ability at three grade level. *Research in the teaching of English*, 23 (1). 62 – 75.
- McInerney, J. M., & Roberts, T. S. (2004). Collaborative or cooperative learning? In T. S.
- McGuire, T., Kiesler, S., & Siegel, J. (1987). Group and computer-mediated discussion effects in risk decision making. *Journal of Personality and Social Psychology*, 52(5), 917- 930.

- Mehan, H. (1985). The structure of classroom discourse. In T. A. van Dijk (Ed.), *Handbook of discourse analysis* (pp. 120-131). London: Academic Press.
- Meskill, C., & Rangelova, K. (1995). U.S. language through literature: A transatlantic research project. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners* (pp. 134-136). Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.
- Motteram, G. (2001). The role of synchronous communication in fully distance education. *Australian Journal of Educational Technology*, 17(2), 131-149/
- Moran, C. (1991). We write, but do we read? *Computers and Composition*, 8(3), 51-61.
- Murray, D. E. (2000). Protean communication: The language of computer-mediated communication. *TESOL Quarterly*, 34(3), 397-421.
- Murray, P. J. (1997). A rose by any other name. *Computer Mediated Communication Magazine*, 4(1). Retrieved , from <http://www.december.com/cmc/mag/1997/jan/murray.html>.
- Nunan, D. (1992). *Collaborative language learning and teaching*. Cambridge: Cambridge University Press.
- Newman, J. M. (Ed.) (1985). *Whole language: Theory and use*. Portsmouth, NH: Heinemann Educational Books.
- Nguyen, L. V. (2011). Computer-mediated collaborative learning in a Vietnamese tertiary EFL context: process, product, and learners' perceptions. Dissertation. Applied Linguistics at Massey University, New Zealand.
- Palinscar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1, 117-175.
- Paramskas, D. M. (1999). The shape of computer-mediated communication. In K. C. Cameron (Ed), *CALL: Media, design, and applications* (pp.13-34). Lisse: Swets and Zeitlinger.
- Peyton, J. K. (1990). Technological innovation meets institution: Birth of creativity or murder of a great idea? *Computers and Composition*, 7(Special Issue), 15-32.
- Peyton, J. K., & Reed, L. R. (1990). *Dialogue journal writing with nonnative English speakers: A handbook for teachers*. Alexandria, VA: TESOL Publications.
- Pfaffman, J. (2008) Computer-mediated communications technologies. In J. M. Spector, M.D. Merrill, J. Van Merrienboer & M. P. Driscoll (Eds.),

- Handbooks of research on educational communications and technology (pp. 225-240). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pica, T., Young, R., & Doughty, C. (1987). The impact of interaction on comprehension. *TESOL Quarterly*, 21(4), 737-758.
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning*, 44(3), 493-527.
- Reid, J. (1988). *The process of composition*. Englewood Cliffs, NJ: Prentice Hall Regents
- Rigg, P. (1991). Whole language in TESOL. *TESOL Quarterly*, 25(3), 521-541.
- Roberts, T.S. (Ed). (2004). *Online collaborative learning: Theory and practice*. Hershey, PA: Information Science Publishing.
- Rohman, D. G. (1965). Pre-Writing the Stage of Discovery in the Writing Process. *College Composition and Communication*, 16(2):106–112.
- Rosen, L. (1995a). City net: Travel the world from your desktop. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners* (pp. 308-309). Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Rosen, L. (1995b). World news abroad. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners* (pp. 268-271). Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Sayers, D. (1993). Distance team teaching and computer learning networks. *TESOL Journal*, 3(1), 19-23.
- Schieffelin, B. B., & Ochs, E. (1986). Language socialization. *Annual review of anthropology*, 15, 163-191.
- Schmidt, R. W. (1993). Awareness and second language acquisition. *Annual Review of Applied Linguistics*, 13, 206-226.
- Schwartz, M. (1995). Computers and the language laboratory: Learning from history. *Foreign Language Annals*, 8, 527-535.
- Sotillo, S. M. (2000). Discourse functions and syntactic complexity in synchronous and asynchronous communication. *Language Learning & Technology*, 4(1), 82-119.

- Stahl, G., Koschmann, T., & Suthers, D. (2006). Computer-supported collaborative learning: An historical perspective. *Cambridge handbook of the learning sciences, 2006*, 409-426.
- Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing, 14*, 153-173.
- Storch, N. (2007). Investigating the merits of pair work on a text editing task in ESL classes. *Language Teaching Research, 11*, 143-159.
- Storch, N. (2013). *Collaborative writing in L2 classroom*. Bristol: UK: Multilingual Matters.
- Sommers, N. (1980). Revision strategies of student writers and experienced adult writers. *College composition and communication, 31*(4):378–388.
- Swain, M. (2001). Integrating language and content teaching through collaborative tasks. *Canadian Modern Language Review/La Revue canadienne des langues vivantes, 58*(1), 44-63.
- Swain, M., & Lapkin, S. (2001). Focus on form through collaborative dialogue: Exploring task effects. *Researching pedagogic tasks: Second language learning, teaching and testing*, 99-118.
- Toulmin, S. (1958). *The uses of argument*. Cambridge: Cambridge University Press.
- Toulmin, S. (2003). *The uses of argument* (2nd ed.). Cambridge: Cambridge University Press.
- Varghese, S.A. & Abraham, S. A. (1998). Undergraduates arguing a case. *Journal of Second Language Writing, 7*, 287- 306.
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly, 27*(3), 425–478. <http://doi.org/10.2307/30036540>
- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer Acceptance and Use of Information Technology: Extending the Unified Theory. *MIS Quarterly, 36*(1), 157–178.
- Vygotsky, L. S. (1978). *Mind and society*. Cambridge, MA: Harvard University Press.
- Wang, Y. M. (1993). E-mail dialogue journaling in an ESL reading and writing classroom. Unpublished Ph.D. dissertation, University of Oregon at Eugene.

- Wang, L. (2006). Information literacy courses – A shift from a teacher-centered to a collaborative learning environment. Paper presented at the Fourth International Lifelong Learning Conference: Partners, Pathways, and Pedagogies, 13-16 June, Queensland, Australia.
- Warschauer, M. (1995). E-Mail for English teaching. Alexandria, VA: TESOL Publications.
- (1996a). Comparing face-to-face and electronic communication in the second language classroom. *CALICO Journal*, 13(2), 7-26.
- (1996b). Telecollaboration in foreign language learning. Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Warschauer, M., Turbee, L., & Roberts, B. (1996). Computer learning networks and student empowerment. *System*, 14(1), 1-14.
- Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *The Modern Language Journal*, 81(4), 470-481.
- (1999). *Electronic literacies: Language, culture and power in online education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- (2000a). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34(3), 511-535.
- (2000b). Online Learning in second language classroom: An ethnographic study. In M. Warschauer & R. Kern (Eds), *Networks-based language teaching: Concepts and practice* (pp. 41-58). Cambridge: Cambridge University Press.
- Wegerif, R., & Mercer, N. (1997). Using computer-based text analysis to integrate qualitative and quantitative methods in research on collaborative learning. *Language and Education*, 11 (4), 271-286.
- Weisband, S. P. (1992). Group discussion and first advocacy effects in computer-mediated and face-to-face decision-making groups. *Organizational Behavior and Human Decision Processes*, 53, 352-380.
- Wells, G., & Chang-Wells, G. L. (1992). *Constructing knowledge together*. Portsmouth, NH: Heinemann.
- Wertsch, J., & Bivens, J. A. (1992). The social origins of individual mental functioning: Alternatives and perspectives. The quarterly newsletter of the laboratory of comparative human cognition, 14(2), 35-44.
- Wertsch, J. V. (Ed.) (1979). *The concept of activity in Soviet psychology*. Armonk, NY: M. E. Sharpe, Inc.

- West, James. A, & West, Margaret. L. (2009). Using wikis for online collaboration: The power of the read-write web. San Francisco: Jossey-Bass
- White, C. (2003). Language Learning in distance education. Cambridge: Cambridge University Press.
- Yeh, S. (1998). Empowering education: Teaching argumentative writing to cultural minority middle-school students. *Research in the Teaching of English*, 33, 49-83.
- Zeng, G., & Takatsuka, S. (2009). Text-based peer-peer collaborative dialogue in a computer-mediated learning environment in the EFL context. *System*, 37 (3), 434-446.
- Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL quarterly*, 195-209.