

**The role of forums in the construction and development of  
the teaching-learning discourse in the ESP classroom.  
A new autonomising tool within the language teaching-learning context?<sup>1</sup>**  
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## 1 Introduction

The development of the ICT (Information and Communication Technologies) and their applications has afforded a broad spectrum of possibilities to promote learning in general and language learning in particular. One of the most significant options provided by technology is CMC (Computer-Mediated Communication), which enables users to transmit, store, and receive information via synchronous (e.g. chat, etc.) and asynchronous communication tools (e.g. forums, e-mail, etc).

The potential of CMC as a teaching and learning medium has been widely examined and discussed (e.g. Bates 1995; Salaberry 1996; Warschauer 1996, 1997; Hammond 1999; 2000; Blake 2000; Bork 2001; Felix 2001; Hathorn and Ingram 2002; Thomas 2002; Godwin-Jones 2003; Hanna and Nooy 2003; Pahl 2003; Muirhead and Juwah 2004; Erlich Erlich-Philip and Gal-Ezer 2005; Schellens and Valcke 2006; Schrire 2006; Oster et al. 2006; Mazzolini and Maddison (in press)), since there appears to be a common presumption that this medium improves the effectiveness of distance learning. Furthermore, most research findings indicate that CMC provides a valuable addition to the process of teaching and learning, from pedagogical and social aspects as well as supports various types of interactions: student-student, student-teacher, student-content, and student-interface (Beauvois 1992; Warschauer 1996; Hirumi 2002).

That is the case of forums and their effectiveness when constructing teaching and learning spaces based upon socioconstructivist premises (Duffy and Jonassen 1992). This paper reports on the role of forums within the ESP classroom. The focus is on how forums can support a socioconstructivist teaching-learning context in the ESP classroom so that learners can adopt autonomising behaviours and practices. In order to investigate learners' attitudes and behaviours when engaged in forums, we will analyse their interactions paying special attention to:

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<sup>1</sup> This paper is part of a research conducted on the teaching project: "Introducción de la asignatura 'Inglés para la informática' (IG14: *Ingeniería Informática de Gestión*) en el entorno virtual (MOODLE) de la Universitat Jaume I. Evaluación de la implicación del alumnado en su proceso de aprendizaje en un entorno virtual mediante la observación y el análisis de Moodle como herramienta de Enseñanza-Aprendizaje en el campo del inglés para fines específicos", which was funded by Unitat de Suport Educatiu (USE) from Universitat Jaume I.

- Horizontal communication (learners-learners) in forums and how it may affect learners' attitudes and behaviours.
- Collaborative learning and how it affects learners' learning process during the realisation of tasks. Learners may adopt different roles (teachers, counsellors, assessors, etc.), which may help them to develop skills closely related to learner autonomy development as well as learning skills linked to the development of their linguistic competence.

## 2 Forums: socioconstructing the language learning process

The word forum referred to a large outdoor public place used for business and discussion in the ancient Rome. Later on, the term was applied to an organization, meeting, TV programme etc., where people have a chance to publicly discuss an important subject. When the ICT rushed into our lives, the term forum was extended to the current one.

Forums are threaded discussions, in which individuals participate in an asynchronous conversation by posting messages to an electronic bulletin board with threads (or strands) of discussion about one specific topic they are interested in. Internet forums are also commonly referred to as web forums, message boards, discussion boards, discussion forums, discussion groups, bulletin boards. People contribute to forums in order to exchange information as well as ideas and opinions and eventually a sense of virtual community often develops around forums that have regular users.

In the field of language learning and teaching, forums are used either as a tool for information-exchange-as in ordinary forums (e.g. <http://www.vivenuvayork.com>) or as learning tools (e.g. <http://www.eslcafe.com/forums>). In this second case, forums are usually integrated in a more complex learning environment (e.g. Moodle, WebCT, etc.).

As mentioned above, forums usually involve the emergence of community-feeling among regular users. This also may happen when used as learning tools. Furthermore, when forums are also used as socioconstructivist learning tools, they can help learners to construct meaning and knowledge within their specific community of learning. In such a socioconstructivist process, learners might adopt different roles, which might:

- facilitate the development of self-directed learning (Dickinson 1976)
- promote learners' metacognitive development (Holec 1990; Wenden 1991)
- encourage students to take responsibility for their own learning (Little 1991; Benson 2001; Sanz-Gil 2004; Villanueva 2006)

Socioconstructivism (Piaget 1968; Vygotsky 1978; Bruner 1984; Ausubel 1968) focuses on the social dimension of learning, in which notions such as social mediation (Vygotsky 1978) and scaffolding (Bruner 1984) were central. Consequently, the educational processes were crucial for the learning process, which was described as a transfer process between individuals from the same cultural context. In the case of language learning, such a dialogic approach to learning make learners to be more aware of the task process and enables them to negotiate any of the task elements such as for instance its pedagogical meaning. This negotiation process favours the development of learners' metacognitive competence, which is central in learner autonomy. If within the learning context in general the social dimension becomes central, within the language learning context in particular the social role is developed by means of a collaborative learning approach (Vygotsky 1978; Bruner 1984), which it is fundamental in the development of learner autonomy (Little and Brammerts 1996).

Bearing all these aspects in mind, forums might be considered an ideal tool to support socioconstructivist ideals in the language teaching-learning field and ultimately

the development of learner autonomy since their technological and pedagogical nature might facilitate:

- ✓ the active and collaborative construction of knowledge, which might substitute the traditional knowledge transfer from one person (i.e. teacher) to another (i.e. learners) (Jonassen et al. 1993; O'Malley and Chamot 1990),
- ✓ learners' engagement in contextualized authentic tasks as opposed to abstract instruction, and
- ✓ the creation of less-controlled environments (i.e. promoting language learning autonomy) where "conditions for shared understanding" are created and "alternative solutions and hypothesis" (O'Malley and Chamot 1990: 289) are promoted through student interaction versus predetermined sequences of instruction

### **3 Use of forums as learning tools: a case study approach**

This paper reports on work carried out by myself within a USE project based at the Universitat Jaume I de Castellón. In particular, it makes extensive use of research within one case study in which learners were given the opportunity to contribute to on-line forums integrated in a virtual-environment-based course.

#### **3.1 The course**

The analysed forums were part of the IG14 subject (i.e. English for Computer Science). IG14 is a compulsory subject of 7.5 credits in the first semester (Sept.-Jan.) during the second year of the three-year-Technical Engineering of Computer Science Management at Universitat Jaume I in Castellón.

During the course 2005/06 this subject was offered in the virtual learning platform afforded by the university (i.e. <http://aulavirtual.uji.es>). Yet, the "virtualisation" of the subject did not prevent learners from coming to class, since such implementation was designed as complementary for the contents and materials provided during attendance classes. Therefore, not all the pedagogical tools afforded by Moodle were used in this course, but mainly webpages and forums.

#### **3.2 Description of the environment: Moodle**

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a course management system for online learning designed by Martin Dougiamas. The design of Moodle is based on socio-constructivist pedagogy and it affords the design of a pedagogical environment that allows for collaborative interaction among students as a standalone or in addition to conventional classroom instruction. Moodle has been developed as an OpenSource software project and it is entirely supported by a team of programmers and by the user community.

As a courseware package and learning system, Moodle has great potential for supporting conventional classroom instruction, for example, to do additional work outside of class, to become the delivery system for blended (or hybrid) course formats, or even to be used as a standalone e-learning platform (Oster et al. 2006; Ruiz Madrid and Sanz Gil 2005; Román Mendoza 2001). Learning tasks or projects can be designed so as to allow for cooperation between the instructor and students or among students by using different formats of social interaction. Students can be divided into subgroups, interact with each other synchronously in chat rooms, or engage in asynchronous discussions in Wikis and forums. Concerning forums, they can be

arranged in different way. Indeed, they can be set so that only the teacher or any of the students can post content to a forum or start a new discussion topic (thread). Other options exist that let the teacher either restrict or allow for further discussions and replies within a thread. Moodle also offers a wide variety of activities and resources that can be included in the environment for further work on any specific aspect of the course.

### 3.3 Participants

The total number of students enrolled in the IG14 subject were 64, although only 27 contributed to the forum with postings. For this reason, we focused on these 27 participants, who were in the second year of Technical Engineering of Computer Science Management degree at Universitat Jaume I (Castellón). All of them had English as a compulsory subject in their syllabus. There were 25 males and 2 females, and their ages ranged from 19 to 29 years old, the average age being 22.6 years. They had studied English as a foreign language for a period ranging between 6 and 13 years, the average year being 8.8 years and their level of English proficiency was a lower intermediate. Although none of these aspects were considered relevant for the study, we decided to take them into account for the discussion section, since for instance the fact that there were more males than females might be the reason for some of the topics posted as shown in the following section.

### 3.4 The forums

The forums investigated were only open to participants of the course and were set so that members would get to know each other and support each others' learning. Hence, there was an expectation that each member of the forum would contribute something to discussions. The forums were divided into two categories, namely, general forums and learning forums. Within the 'general' category, there were four forums that were different in content and purpose. All of them were used except for the "Forum del professorat" (Forum for teachers) as long as there was only one teacher involved in this particular course. The first one "Doubts about the program" was opened for students to post their doubts about the program of the subject as well as any other topic related to administration stuff (class absences, assignments, ect.). Yet, the main pedagogical aim of this forum was to foster mediation competences among students. In this sense, students were expected to help each other and mediate between students and their doubts. The "Forum de noticies" (News Forums) was designed for those news that could come up during the course, such as classes cancellation, classroom change, interesting conferences, etc. Although this forum had only informative purposes, it was expected that could add some community belonging feeling to the class, since the posting of conferences announcements could be considered as a sign of recognising common interests among participants. Finally, I decided to create the "Miscellaneous Forum", since one of the withdraws we found in Moodle was that students were not able to create their own forums, that is, all the main forums had to be created by the administrator (i.e. the teacher). This was found to be a serious disadvantage in Moodle, especially if, as argued in its homepage, it aims at the development of socioconstructivism, in which learner-centred approach is central. For this reason, I thought that the only way to allow learners to create their own forums was to create a general one called miscellaneous, in which all the topics and interests were welcome. Students, thus, could be able to open their own forums within the miscellaneous one and also post their comments. Yet, there were some restrictions in this forum, namely, students were required to mind their language and unpleasant comments about any other student from the class or teachers from the degree.

Concerning the learning forums, there were only two, namely, one on relative pronouns and another one on one task they had to do in groups (i.e. the webquest). Both were open in response to students' requests. Yet, both of them did not receive the number of postings that could have been initially expected. Although these two forums were not planned, once they were created, they were expected to contribute to, on the one hand, developing mediation competence among students, especially the relative pronouns one and supporting collaborative learning, on the other hand, especially the webquest one.

#### 4 Researching forums contributions: a quantitative approach

The research taken in case studies in this paper began with a quantitative overview of each forum giving the total number of messages sent to a forum; the number of messages sent by each sender; and a general description of the main topic covered in each posting/forum. After this quantitative description, we would triangulate the results obtained with students' response to the questionnaire administered and their postings. Results would be related to the main aim addressed in this paper, that is, investigating learners' interactions regarding (1) horizontal communication (learners-learners) in forums and how it may affect learners' attitudes and behaviours towards the learning experience and (2) collaborative learning and how it affects learners' learning process. Paying special attention to different roles (teachers, counsellors, assessors, etc.) learners might have adopted, which might have resulted in the development of learner autonomy competence as well as learning skills linked to students' development of a specific linguistic competence.

Concerning the quantitative overview, the total number of messages posted to forums was 94, which were distributed as shown in Table 1:

Table 1: Distribution of postings per types of forums

Type of forum	Forum	No. of Postings
General forums	Doubts about the programme	3
	Fòrum de notícies	5
	Miscellaneous	85
Learning Forums	Relative pronouns doubts	0
	Doubts about the webquest	1
	TOTAL	94

Each of the forums shown above contain different topics. Table 2 summarizes the posting to each of these forums per general topics, being the average number of posting per participant 3.48:

Table 2: Distribution of postings per general topics

Forum	General topics	No. of Postings
Doubts about the programme	1. How many words must the "abstract" have??	1
Fòrum de notícies	1. Entrega de trabajos	0
	2. Deadline for abstracts and webquest!!	1
	3. No class warnings:	2
	4. Classroom change for today	0

Miscellaneous <sup>2</sup>	1. Political issues	48
	2. Sports	55
	3. Hobbies and personal interests	278
	4. Hot topics	41
	5. Seasons celebrations	25
	6. Class-content-related topic (i.e. Computer science)	68
	8. Class-related topic (i.e. exams)	83
	Relative pronouns doubts	---
Doubts about the webquest	---	1

Hence, the focus of the case study research shifted away from the messages themselves to describing the experiences of the learners within forums. This was done through two different questionnaires, which were designed by the researcher with the main purpose of building up a general description of students' profiles by (a) assessing their IT experience and accessibility, (b) obtaining specific information on their attitudes towards the introduction of forums in class and eventually, and (c) collecting students' opinions on the functionality and applicability of the forums for language learning, which might contribute to or explain the results obtained in the qualitative analysis of the forums. Answers were analysed and categorised in respect to main categories such as access to technology, past experience of IT (Information Technology); past experience of on-line forums; access to technology; intention in joining the web-based course in general and the forum in particular; impact of the forum on one's own learning; constraints on taking part; impact of the forum on the cohesion of the class; impact of the forum on collaborative-learning-tasks; perspectives on the functionality of the technology as well as suggestions on its use in future courses. Each question included a subsection with comments and suggestions on particular drawbacks and advantages learner would like to point out. The first questionnaire addressed the following variables:

- a) Access to technology
- b) Past experience of IT
- c) Past experience of online forums
- d) Intention in joining the web-based course in general and the forums in particular

Figure 1 shows the results obtained in this first questionnaire:

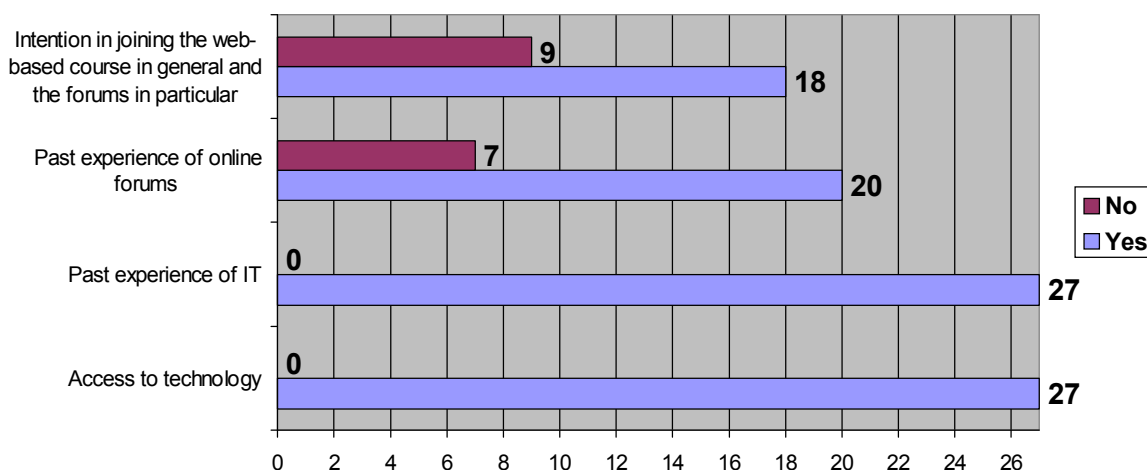


Figure 1: Results obtained from questionnaire 1

<sup>2</sup> For a more detailed classification of this section see Appendix 1.

Drawing upon the students' responses shown in the figure above, we may conclude that students were familiar with the IT in general and the use of the forums in particular (20 out of 27 had used them previously). Yet, none of them reported in the comment section having used forums for language learning. Most of them (18 out of 27) showed their willingness to join both Moodle and the forums designed for the course.

The second questionnaire was administered at the end of the course. The main concern was to evaluate students' evaluation of the use experience by observing the following variables:

- a) Impact of the forum on one's learning
- b) Impact of the forum on the cohesion of the class
- c) Impact of the forum on collaborative learning tasks
- d) Constraints on taking part in the experience
- e) Perspectives on the functionality of the technology
- f) Suggestions for the use of forums in future courses

Since the evaluation system was different for questions *a* to *c* (numerical) and questions *d* to *f* (open answer), I report results using two different tables. Figure 2 shows results from the first set of questions (i.e. *a* to *c*):

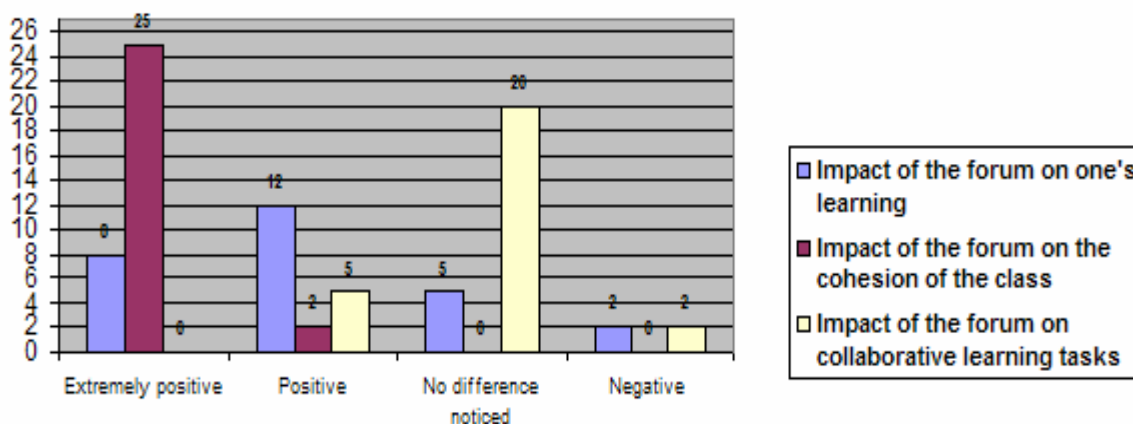


Figure 2: Results from questionnaire 2

As shown in figure 2 above, some of the students (20 out of 27) reported having found the use of forums as positive for their own learning. Only a few of them (5 out of 27) did not find any significant difference and 2 students evaluated the use of forums as having a negative impact on their learning. Both students added comments on this question, in which they described the use of forums as “stressful” and “time consuming”. Concerning the impact of forum on the cohesion of the class, the results were overwhelmingly positive. In fact, all the students (27 out of 27) considered forums a positive tool to create classroom atmosphere and cohesion among students. Finally, regarding the impact of collaborative learning tasks, most of the students (20 out of 27) found that the use of forums had not made any difference when working on tasks that require interaction with other students.

As to the second set of questions—i.e. (d) constraints on taking part in the experience, (e) perspectives on the functionality of the technology, and (f) suggestions for the use of forums in future courses), table 3 below summarises the most frequent students' answers:

Table 3: Students' answers on questionnaire 2

Questions	Answers
1. Constraints on taking part in the experience	<ol style="list-style-type: none"> <li>1. A lot of time is required...</li> <li>2. One needs Internet high-speed access...</li> </ol>
2. Perspectives on the functionality of the technology	<ol style="list-style-type: none"> <li>1. This could be applied to more subjects...</li> <li>2. This could be used when working in groups...</li> </ol>
3. Suggestions for the use of forums in future courses	<ol style="list-style-type: none"> <li>1. Students should be enabled to create their own forums...</li> <li>2. The number of topics should be limited, since so many topics can be overwhelming ...</li> <li>3. The contributions to forums should be taken into account for the final mark, since a lot of time is required, especially if one writes in English...</li> <li>4. Some forums could be used for suggesting useful websites and tools for learning English...</li> </ol>

## 5 Discussion: a qualitative analysis of forums

This kind of quantitative overview gave a useful indication as to participation and purpose within a forum, but left many questions unanswered regarding their potential to foster horizontal communication, that is, how did they contribute to creating a learning community? This question leads me to the second aspect investigated in this paper, that is, do forums facilitate collaborative learning? Results might let me build upon tentative responses to whether forums contribute to the development of "autonomising" behaviours and roles in learners and if so, how they might affect learners' attitudes and roles. In sum, are forums worthwhile tools in the language classroom and do learners' perceive them as such? How do they contribute to the "classroom dialogue"?

In order to answer these questions, learners' answers from the questionnaire were triangulated against the author's own participant observation within the forums and through the quantitative analyses already carried out.

Concerning how forums affect the horizontal communication, I may say that from the results obtained in this particular study forums can contribute to create a sense of classroom community, which is central in the setting up of successful horizontal communication among learners. In fact, some of the learners pointed out to this community belonging feeling in some of the comments from questionnaire 2 (i.e. S1: I think the use of forums help me to know my classmates better; S2: You feel you are not in a class but in a friend group). Yet, the results also show that the community feeling might be considered to be twofold. On the one hand, students consider themselves as members of a group with the same academic interests, that is, Computer Science. For this reason there is a significant nº of forums addressing specific topics on this subject (e.g. 6.1. Linux is obsolete; 6.7. Overclocking Processors among others...). On the other hand, students see themselves as members of a group with similar hobbies and interests. This dimension could be considered the most human, since students' postings to forums give them the opportunity to know each other as shown in forums 3.4. What's your favourite movie?, 3.7. Your favourite song, 3.20. I love the nature. From our point of view,



both dimensions, the academic and the human might have contributed to the development of a learning community, in which students feel comfortable and free to share not only their academic interests (see point 6 in Appendix 1) and worries but also their personal opinions on different topics (see point 3 in Appendix 1) such as for instance politics (see point 1 in Appendix 1), which is not very popular among students' face-to-face chats. Furthermore, the sense of learning community triggered off the development of some autonomising attitudes (i.e. scaffolding processes; critical view upon the learning contents (i.e. metacognitive thinking and speech, etc.) in students' behaviours. These traces can be seen in students' contributions to forums. Figure 3 below shows how students participated in one forum, which was opened by one of them because he wanted to know how to use of a specific program to design webpages.

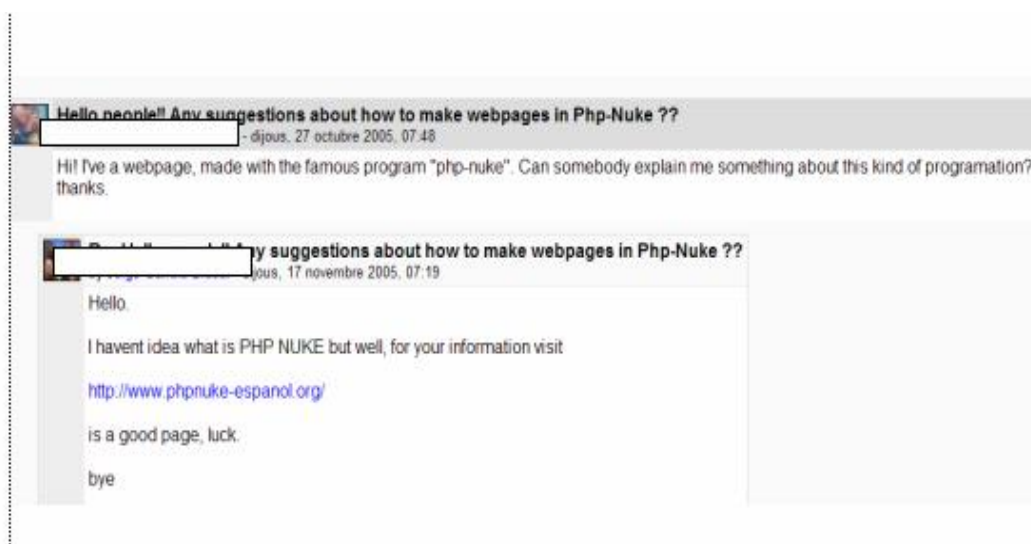


Figure 3: Students' postings to a specific forum

As shown above, the second student replies by saying that he has no idea about the program but he tries to help his classmate and suggests him a website, where he could find more information about it. In this case, we see how student 2 provides scaffolding for student 1 and even though student 2 did not know anything about the topic, he tried to search for information and provide his classmate with the demanded information. This example is not only an instance of scaffolding process but it also shows how student 2 has performed one activity that could be considered as autonomising like. That is, he realised he did not have the information (needs analysis), he decided to search for information on the Web (learning plan), he selected the most relevant and pertinent link according to his goal (the link provided) and eventually he posted it to the forum for scaffolding his classmate.

As previously said, students' contributions to forums were also expected to raise some metacognitive attitudes in students, that is, students' contributions should have also shown more traces of students' thinking on how to learn English. Yet, apart from the scaffolding instances, I have not found any clear example of metacognitive skills development. In fact and although students contributed to forums, which were explicitly related to exams and classroom contents, their contributions usually referred to their fear for the exam as shown in figure 4 below:

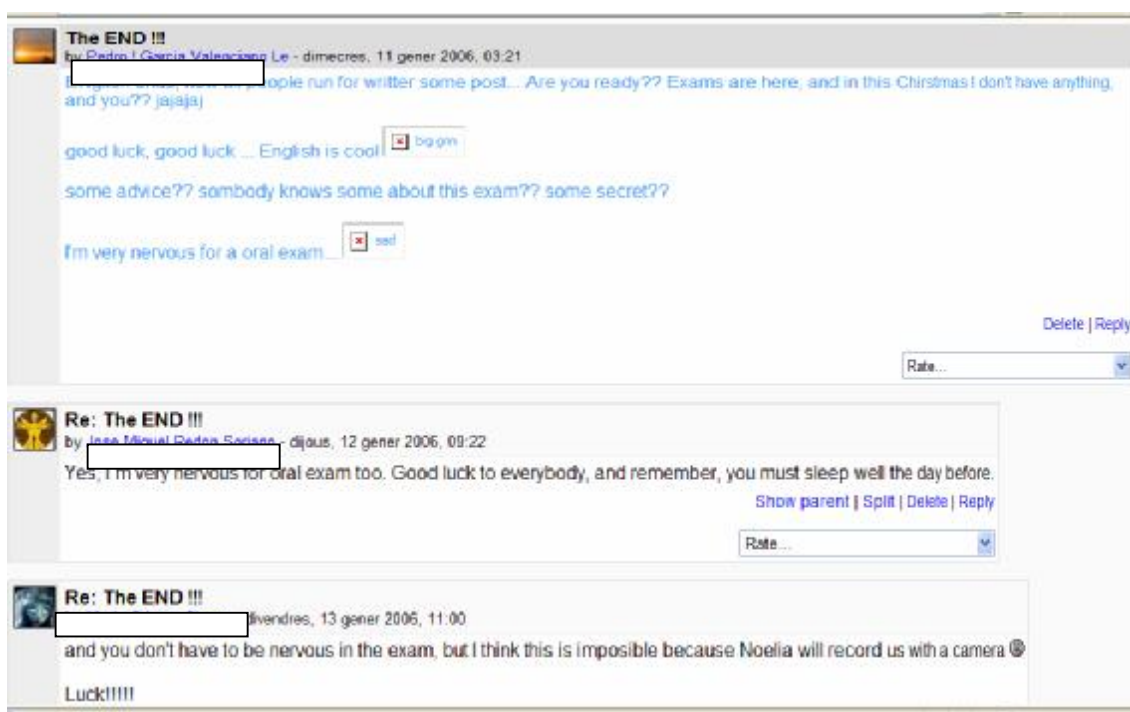


Figure 4: Students' posting in a specific forum

Furthermore, students did not contribute to the learning forums, which were designed for student's comments on their learning and therefore they were expected to contribute to the development of some metacognitive strategies in students' learning performance. A tentative reason for this result could be the fact that the explanation given to students of each one of the forums was not enough for them and for this reason they did not know what to post in such forums. Besides, it is important to mention here that students found contributing to forums a time consuming activity that took a lot of time from their own tasks. This could have influenced students' choices when contributing to forums, making them contribute to those that they were more familiar with. Consequently, more attention should be paid when introducing forums in future courses. I also consider that it would be advisable to provide students with some examples of different types of contributions according to forums topics for them to have a more informed view on each of the forums and their possibilities.

The analysis of forums, however, shed some light into the development of students' linguistic awareness. In fact, a significant number of students' contributions showed how they were becoming more aware of their use of English language. In fact, by the end of the course, students shared jokes and riddles in English with their classmates as shown in figure 5 below:

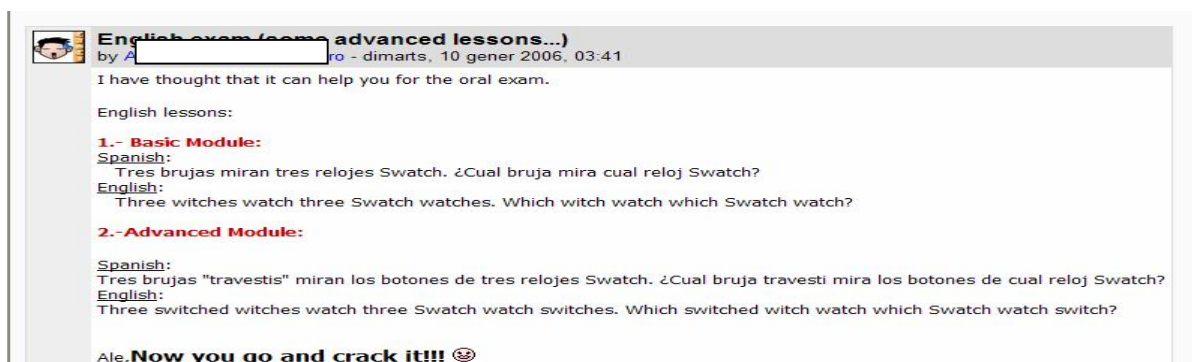




Figure 5: Students' postings on linguistic skills

At this point, it is important to mention the fact that students were required to use English for contributing to forums. Despite the first reluctant attitudes on that, which led me to think that this decision might prevent students from using forums, since their English level was low intermediate, most of the students tried to overcome their linguistic weaknesses and contributed to the forums.

Regarding how forums contributed to collaborative learning, I may say that results from the analysis of forums as well as students' answers to the second questionnaire led us to conclude that students did not use forums as supporting tool in collaborative tasks. Furthermore, they did not perceive them as helpful in this respect (see figure 5 above), although they had to work on a webquest task, which was supposed to be done in groups. In this sense, students never used forums as a means of communication for collaborative tasks purposes, neither as a management tool in order to organise the work to be done in the webquest. However, students did think that the forums had influenced the development of a cohesion feeling in the class. The analysis of students' contributions confirmed the results obtained from the questionnaire. In this sense, many of the forums opened in the miscellaneous section were devoted to topics that could help to know more from the others (1.5. What do you think about the placard in Camp Nou?; 3.4. What's your favourite movie?; 4.6. What about smoking?) as shown in figure 6 below:



Figure 6: Students' postings contributing to create classroom cohesion

Additionally, some of the forums were devoted to events directly related to the classroom community as those in Seasons Celebrations section in Appendix 1.

Forums were also used to strengthen the feeling of community belonging. Figure 7 below shows how students used them in order to share their problems as students of computer science. All these usages of forums contributed to the development of a communicative approach in the classroom, since students used language for real purposes Hammond (2000) discussed when he pointed out the fact that the communicative approach is an approach which takes time to develop and will emerge with support of other in group, as it happened in the present study.

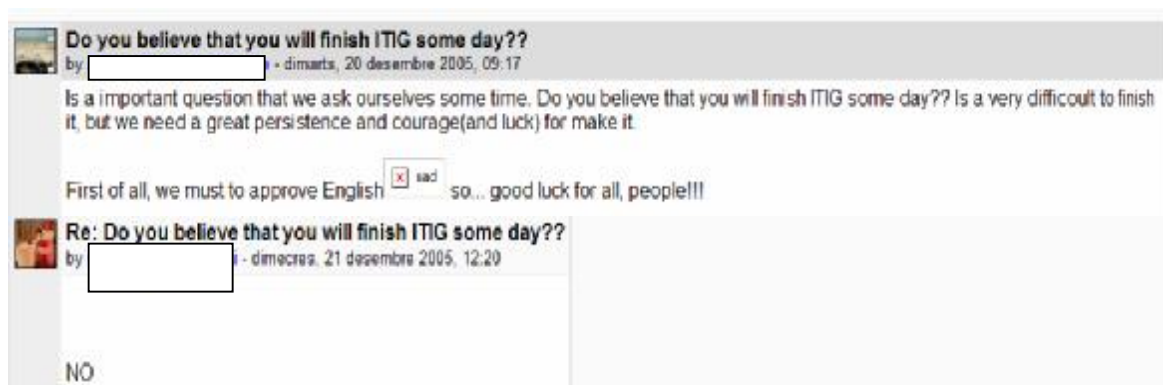


Figure 7: Students' postings on developing communicative skills

## 6 Conclusion

This paper has emerged from a consideration of a case study in which learners have come together in electronic forums with the aim of sharing personal and academic experience. The discussion section above points out many of the factors that influence the role of forums including time required, the nature of the forums, previous training, which is all based upon the nature of the medium itself. This paper has looked at some of these factors, and in particular, at the attribute of on-line forums; how these are perceived by students; how these are used by students and overall the consequences of affording online discussion in a language classroom. In an obvious way, on-line forums afford communication, but what types of communication do students most easily develop in this medium? How does it affect the classroom discourse in an ESP classroom? And overall how does it affect the learning process? In the analysis of the forums of the IG14 subject, it was found that learners perceived forums as appropriate environments to introduce themselves as members of a community (i.e. students living in a specific socio-cultural and political context) and as a matter of fact they shared personal news and opinions with each other; in more academic context, participants could see how forums enabled them to sharing course information as well as interesting information for computer science students, becoming part, thus, of a specific community (computer science students). This social dimension plays a relevant role in the construction of a comfortable learning atmosphere that allows for an easy-flowing classroom discourse among learners in general and between learner and teacher in particular. But, it is expected that the medium can afford another type of support, namely, pedagogical support, which would allow for the development of autonomosing learning skills such as metacognitive strategies and for the facilitation of collaborative learning tasks. Yet, from the results obtained in this particular study, it might be said that this pedagogical dimension was not found to the extent it was expected. In fact, it seems that it was not obvious to everyone taking part. For this reason, it may be concluded that the development of this dimension for

language learning purposes would require a thoughtful process based upon (1) a previous study of the pedagogical aspects to be exploited (2) a students' pedagogical training on how to make the most of the forums concerning their nature and content, (3) a constant support during the lasting of the course and (4) a detailed evaluation of the effect of forums on students' learning process.

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### Appendix 1: Detailed list of the topics in Miscellaneous forum

Forum	General topics	No. of Postings
Doubts about the programme	1. How many words must the "abstract" have??	1
Fòrum de notícies	1. Entrega de trabajos	0
	2. Deadline for abstracts and webquest!!	1
	3. No class warnings:	
	3.1. No class today 14th December	2
	3.2. No class tomorrow 1st December	0
	4. Classroom change for today	0
Miscellaneous	1. Political issues	
	1.1. Somriu, és un gran dia. Ja som un poble.	0
	1.2. For a best País Valencià	4
	1.3. No More Pais Valenciá... Comunidad Valenciana	2
	1.4. Almogàvers, an identity.	5
	1.5. What do you think about the placard in Camp Nou?	26
	53. Water for all (except for Cataluña)	6
	66. Water	5
	2. Sports	
	2.1. Great football in Villarreal!!!	9
	2.2. Etoo vs Clemente	0
	2.3. Barça's Team	7
	2.4. Tomorrow is the day	4
	2.5. The first victory!!!!	4
	2.6. Derby Madrid - Barça	5
	2.7. Promises of the Spanish sport	15
	2.8. Bets for the classic of 19-N	6
	2.9. The golden ball	5
	3. Hobbies and personal interests	
	3.1. Have you ever seen a saiyan warrior??	5
	3.2. The Lord of the rings	0
	3.3. Do you believe that you will finish ITIG some day??	15
	3.4. What's your favourite movie?	43
	3.5. Corpse Bride	1
	3.6. Talking about Tim Burton	5
	3.7. Your favourite song	46
	3.8. Pau Casals, The Best "Violonxelista" in Europe.	1
	3.9. Funny situations	8
	3.10. Peculiar things	40
	3.11. Go to Buenafuente !	22
	3.12. Hello!!!	9
	3.13. I've lost my mobile phone	5
	3.14. NO!! I'm not gonna repair your computer	2
	3.15. I am of bad milk :P	2
	3.16. Job for 31st December	11

	3.17. Festivern. Alternativa	2
	3.18. That we will do the 22?	4
	3.19. Ibiza party until the death	9
	3.20. I love the nature	1
	3.21. One year without car !!	6
	4. Hot topics	
	4.1. Sorry Bush	6
	4.2. Leonor name	1
	4.3. It has been child!!! :-)	2
	4.4. Smoke Forbbiden !!	1
	4.5. discriminated smokers	4
	4.6. What about smoking?	15
	4.7. UJI welcoming week	12
	5. Seasons celebrations	
	5.1. Halloween!	4
	5.2. Happy Christmas and a happy new Year	8
	5.3. Christmas carols	2
	5.4. HAPPY CHRISTMAS !!!	0
	5.5. Photos of Christmas Dinner!!!	3
	5.6. New year's eve	7
	5.7. Photos of Christmas Dinner!!!	3
	6. Class-content-related topic (i.e. Computer sience)	
	6.1. LINUX IS OBSOLETE...What do you think about the famous disscusion between Andy Tanenbaum and Linus Benedict Torvalds??	6
	6.2. Space lynx	7
	6.3. Problem with Linux	8
	6.4. Internet in suse linux 9.2	6
	6.5. What is the origin of uji-er?	10
	6.6. Hello people!! Any suggestions about how to make webpages in Php-Nuke ??	1
	6.7. Overclocking Processors	7
	6.8. What about Online Computer Games??	8
	6.9. Doubts with e-mule	4
	6.10. News groups	8
	6.11. WIFI connection by PDA?	1
	6.12. In your opinion, what do you think about computer service in UJI?	2
	7. Class-related topic (i.e. exams)	
	7.1. Question for Noelia	0
	7.2. Oral exam!!!!!!	2
	7.3. oh my god!!! Start practising for the Oral Exam!!! some lessons (part2)	1
	7.4. Exams	8
	7.5. English exam (some advanced lessons...)	3
	7.6. Exam English	7
	7.7. Problem in exam	3
	7.8. The truth time	0
	7.9. To coat!!!!	2
	7.10. The END !!!	6
	7.11. Good statistics	11
	7.12. I no longer have time to connect	0



	me to the forum!	
	7.13. Don't go to class on December 7th	4
	7.14. Traitors Dinner	11
	7.15. Us have also right	3
	7.16. I don't wanna go to work tomorrow	4
	7.17. I'm the first	7
	7.18. Hello!!!	9
	7.19. Sharing class notes	2
Relative pronouns doubts	---	0
Doubts about the webquest	---	1