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I give my/we give our consent for full text publishing (freely accessible on the internet, open access):

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No ☐
Abstract:
Web 2.0 technologies are increasing in popularity, offering huge possibilities, but also bringing new challenges to language learning classes. In the context of ESL and EFL teaching and learning Web 2.0 technologies, specifically blogs and wikis can be used for teaching collaborative process writing. This study investigates previous research on the use of blogs and wikis as tools for collaborative process writing in the context of ESL/EFL classrooms and identifies the advantages and disadvantages of using blogs and wikis for this purpose as well as tries to investigate how their use in ESL/EFL can be organized. The findings show that there are a number of advantages that speak for using blogs and wikis in ESL/EFL teaching and learning. However, there are also disadvantages that can interfere the successful use of blogs and wikis for collaborative process writing. As to possible ways of using blogs and wikis within ESL/EFL context, effective examples of group and pair work were identified.

Keywords:  
ESL, EFL, collaborative process writing, web 2.0, blog, wiki, CALL,
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1. Introduction

The use of computers in people’s everyday life has increased drastically during the last decades which has also inevitably influenced the use of information and communication technology (ICT) within education. Traditional methods of communication are not the only ones today that can transmit and receive the information. People use various tools for communicating and the use the Internet for these purposes overrides all the others. It creates possibilities never encountered before. By using computers as pedagogical tools, teachers and students enhance the world of the classroom and bring the outside world into the classroom. It is especially important in a language classroom where the usage of computers and digital tools create authentic and interactive learning situations (Isaksson, 2016).

Incorporating authenticity and interactivity is equally favorable to both language learning in general and to writing in ESL/EFL1 classes specifically. Using the Internet allows the students to publish their work, which improves the variation of otherwise typical language class tasks and also offers the student a huge potential audience. In its turn, it not only increases the student’s self-confidence and pride in what he or she is doing, but also increases the student’s responsibility for the task and encourages higher quality of writing (Pettersson, 2016).

It is important that teachers instruct their students to consider different types of audience and adjust their writing to those. Such a skill is important not only for the learning of the language but also teaches students important life skills and prepares them for the life outside the language classroom. Besides, being aware of different types of audience is also stated as one of the goals in the Swedish Curriculum for the upper secondary school (Skolverket, 2011).

In this context, the advent of Web 2.0 technology – an overarching term for the interactive internet resources that allow users to make changes and contribute to the development of these resources – creates new possibilities for language learning and teaching, especially collaborative writing in target language (O’Reilly, 2005).

1.1. Aim of study and research questions

The aim of the study has emerged from the researcher’s personal interest in using online tools for teaching ESL, and it is to investigate what previous research have found about the use of some Web 2.0 resources for collaborative writing on EFL lessons in upper secondary schools. More specifically, blogs, wikis, and their use for collaborative writing will be studied. In order to achieve the aim of this study, the following research questions will be answered:

- What are the advantages or disadvantages of using blogs and wikis for collaborative process writing in the EFL classroom?
- How can collaborative process writing with blogs and wikis be organized in the EFL classroom?

2. Background

This part of the study will provide some information on teaching writing skills within ESL and/or EFL context and specifically teaching collaborative writing. Some key terms and concepts will be defined and explained and the theoretical framework of the study will be discussed.

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1 In this research paper both terms – ESL and EFL – are used interchangeably due to the fact that differences between them in relation to the research area not crucial and should not influence the results.
2.1. Process writing and EFL teaching

According to Richards & Renandya (2002, as cited in Hajiannejad, 2012 p. 71) writing skills are the most difficult to acquire for a second or foreign language learner. That is why throughout the history of teaching ESL or EFL students writing skills, a number of approaches were developed. Each of those approaches was aiming at different aspects in the teaching of writing skills to ESL or EFL students. While some approaches highlighted the product or the process of writing, others paid more attention to the use of different genres or pinpointed the sociocultural aspect of writing. (Mak & Coniam, 2008, p.438). In this paper, however, only process writing is of interest, and to be more exact, the collaborative process writing.

Process writing emerged in 1970-1980s in the United States. This approach differs from the previous product approach by focusing on the process of writing as a complex process aimed to solve a range of problems. Thus, process writing can be defined as a nonlinear process that also involves interaction, communication, and social activities aimed at generating ideas (McCartheya & Ro, 2011).

According to Vivian Zamel (as cited in Matsuda, 2001, p. 21), advanced L2 learners’ writing process is similar to that of L1 writers. By using process writing, students are given the possibility to improve their thoughts and ways of expressing them. One of the main activities that process writing includes is writing in cycles when the students work on their drafts based on the feedback from the teacher and peers. Even though the phases of the writing cycle are quite stable – prewriting, drafting, revising, editing, and publishing – not all of the mentioned activities are necessarily used at the same time (Graham & Perin, as cited in Graham & Sandmel, 2011, p.399).

In collaborative writing, students are meant to join their efforts in order to produce a piece of writing (Storch, 2011, p. 275). To achieve this, according to Bruffee (as cited in Storch, 2011, pp. 275-276), they should engage in reflective thinking and be aware of the potential audience. When regarding collaborative writing as a process, the attention is paid to the complexity and non-linearity of the process that includes different types of social communicative activities aimed at formulation, sorting and final selection of ideas. (TeachingEnglish, 2003).

2.2. Definition of main terms

ESL stands for ‘English as a Second Language’ and is taught to people whose native language is not English but who live in a society in which English is the official language or one of the main languages (Collins English dictionary online).

EFL stands for ‘English as a Foreign Language’ and is taught to people whose first language is not English (Collins English dictionary online).

Computer-assisted language learning (CALL) is a term that is used to define the use of the means of information and communications technology for the purposes of teaching and learning of second languages (Stockwell, 2012, p. 10).

Web 2.0 is an overarching term that is used to define the part of the Internet that allows users to use collaborative applications such as blogs, podcasts, wikis, and social networking websites (Thomas, Reinders, Warschauer & ProQuest, 2013, p. 347) while gradually turning Web into a more and more participatory space (Richardson, 2006, p. 2).
Wiki**s** are a kind of websites that allow any online users to edit the information at any time. The name of these kind of Websites originates from a shortened version of the Hawaiian word *wiki-wiki* that means "quick" (Richardson, 2006, p. 55).

Weblog (**blogs**) is a website that is easy to create and update by an author or multiple authors who write for online auditory which in its turn can write back responses to the publications (posts) (Richardson, 2006, p. 17).

### 3. Sociocultural perspective and second language acquisition

Sociocultural theory was developed by Lev S. Vygotsky – a Russian researcher and theorist who was studying the development of children. His ideas became popular with the translation and publishing of the book *Thought and Language* in 1962. The main idea of sociocultural theory is that the learning of a language is impossible without using that language for interaction with other people, i.e., the learning process “is quintessentially social rather than individual in nature” (Mitchell, Myles & Marsden, 2013, p. 220). Some central concepts that are relevant to the present study are mediation, scaffolding, ZPD and activity theory, which will be presented in the following sections.

#### 3.1. Mediation

According to Vygotsky, language is a ‘tool for thought’, which means that language is mediating our mental activity. With literacy development, new categories that did not exist previously became available to people. Thus, the sociocultural perspective suggests that mediation is a double process that includes, firstly, mediation by the linguistic limits of the speaker and, secondly, it includes social mediation. Within the frames of social mediation, the processes of face-to-face communication and cooperation for problem-solving as well as dialogs with experts and peers play the key roles.

#### 3.2. Scaffolding and the zone of proximal development

Scaffolding is another main concept within sociocultural theory coined by neo-Vygotskyan followers of the sociocultural theory. Scaffolding refers to the process in which assistance to the learners is provided within a higher linguistic level than that of the learner, e.g., within the learner’s zone of proximal development. Thus, the type of scaffolding, whether it is a gesture or a dialogue with explanations, depends on the learner’s need, which changes as the learner becomes more skillful. As the result of that development, scaffolding is being removed and the learner acquires control over the task (Wood et al., 1976, as cited in Mitchell, & Myles, 2004, p. 197).

The zone of proximal development (ZPD) represents the part of knowledge or skill where learning is most productive. That means that the learner him-/herself cannot act alone there, but with a certain amount of help the desired outcome can be achieved (Mitchell & Myles, 2004, p. 195). Vygotsky’s definition of the zone of proximal development is as follows:

> the difference between the child’s developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (1978, p. 85 as cited in Mitchell, Myles & Marsden, 2013, p. 223).
The concept of the ZPD can to some extent be controversial, due to differences in understanding of how the knowledge is formed. According to Vygotsky, knowledge development depends on instruction, while neo-Vygotskian interpretation suggests that knowledge is being constructed by learners themselves while they participate in collaborative activities (Mitchell, Myles & Marsden, 2013, p. 224). However, both of these interpretations can be equally applicable in the present study since both teacher-led and peer collaboration can be seen as scaffolding, and thus, the result should not depend on what kind of scaffolding was chosen.

### 3.3. Activity theory
Activity theory is an important sociocultural idea that was initially developed by A.N. Leontiev, one of Vygotsky’s successors. This idea acknowledges the role of sociocultural context and its influence on individual actions and goals. Hence, the meaning of individual actions and goals is being shaped under the influence of a wider social context (Mitchell, Myles & Marsden, 2013, p. 226).

When applying sociocultural perspective to second or foreign language learning it is important to mention once again that process of meaning-making within collaborative activity is lying to the basis of language learning. According to Lantolf and Thorne (2006), language as a system emerges when there is a need to “produce and interpret communicative intentions” (p. 173, as cited in Mitchell, Myles & Marsden, 2013, p. 227), which in its turn develops the range of available linguistic devices. In other words, it means that language tools are produced and internalized while the learners actively engage in collaborative EFL activities. Due to this fact the theory seems to be useful for analysis of the material since it brings the dimension of communication with the outside world and learners awareness about it into the picture.

### 3.4. The Swedish curriculum for upper secondary school
The Swedish curriculum (Skolverket, 2011) for upper secondary school is written in accordance with sociocultural tradition. Some of the key principles that it brings up are student autonomy, collaboration, sharing of ideas, and pluralism of opinions. Through education learners should be given the possibility to “actively participate in and contribute to professional and societal life”, develop “the ability [...] to find, acquire and apply new knowledge”, “develop their ability to think critically, examine facts and relationships, and appreciate the consequences of different alternatives” (Skolverket, 2011, p. 5).

In accordance with sociocultural perspective on language learning, students are given the possibility to use the language while learning it, to identify their own problems and solve those with the help of scaffolding provided by the audience and peers through communication and cooperation. A wider perspective is added in it with the help of activity theory, since collaboration with the peers outside the classroom and awareness of the audience comes into picture, promoting students active position and engagement and allowing them to bring their own language learning into a wider context in accordance with the activity theory.

### 4. Methodology
#### 4.1. Method and material
The design of this study is a systematic literature review, i.e. the study aims to identify, critically evaluate and incorporate all the relevant findings within relevant previous peer reviewed studies into a study that answers to the research questions (Eriksson Barajas, Forsberg & Wernström,
2013, p. 31). In order to be able to fulfill that, a search for relevant literature was carried out. Furthermore, the peer reviewed journal articles were thoroughly examined to assess whether they could contribute to the present study and could help answer the research questions. The data that was retrieved from the chosen previous empirical studies which in turn were analyzed and used to answer the research questions of the study in question.

The process of collecting the data for the present study and the analysis of this data corresponds to the framework proposed by Eriksson Barajas, Forsberg & Wernström (2013, p. 32) where a researcher should follow a number of steps to complete the research. These steps are as following: motivate the choice of study; formulate research questions that are possible to answer; formulate a plan for study of literature; decide on research words and search strategy; identify and chose relevant literature, e.g. scientific articles or reports; critically assess and decide on quality level of the literature that will be included in the study; analyze and discuss the results; summarize and draw conclusion.

After the subject of the study and the research questions were formulated, a preliminary plan of the study was written. In the plan, some key dates and general guidelines were formulated, for example as to what search engines and databases will most likely be used in order to gather relevant previous studies. Simultaneously, some search words and phrases were identified, which was achieved by looking through the reference lists of the previous degree theses. These theses were gathered during a preliminary search with the help of search engines Diva and Summon. Since it was a preliminary search, no special criteria were applied to the search results. Some articles which seemed to be more relevant to the present study were downloaded and the key words were checked. These helped to form the list of the search words that were lately used in the search of material for the paper. Further on, the material that was found in those searches was examined for relevancy according to some criteria that will be discussed later.

As primary sources of information for this study, some relevant scientific articles and doctoral theses were chosen. As it was mentioned above, these sources were found with the help of search words, which will be discussed in the next part as well as the whole search process.

4.2. Selection criteria
The choice of the subject for this study was based on the researchers personal interest in ICT in language teaching. However, after formulating the subject and the research questions some concerns emerged on whether there is sufficient amount of high-quality scientific material for the present study. The process of selecting relevant material thus started with some preliminary searches without taking any notes, in order to check for the outcome, if any. When the search showed some results, i.e. it did not result in an empty search, it was decided to alter the search words in order to better correspond to the research questions and the subject in general. For example, several combinations of search words were considered in cases where closely related terms were used as synonymous. The list with the search words in English was revised first. It resulted in the following search words:

- Process writing, ESL, EFL
- Blogs, wikis, ESL, EFL
- Collaborative writing, ESL, EFL
- Process writing and ICT
- Recursive writing, ESL, EFL
- ESL, EFL, blog
In order to find actual scientific material in Swedish some of the search words and phrases were translated to Swedish. When the potential literature was studied two different terms in Swedish were used for the term *process writing* - *processkrivande* and *processkrivning*. Due to this fact both translations were used to broaden the search results. The strategy that was used for the Swedish search words was to start with a narrow search and gradually delete some search words in order to widen the outcome. The list of search words in Swedish includes the following words:

- Processkrivning, engelska wiki, blogg
- Processkrivning, engelska
- Processkrivande, engelska wiki, blogg
- Processkrivande, engelska
- Processkrivande

The search results were furthermore limited by additional criteria. Firstly, the material should be relevant to the subject of the study and can be used for answering the research questions. Secondly, the publications should be peer reviewed and the publication date should not be earlier than 2005. Thirdly, the language of the material should be English or Swedish. Besides, the age of the participants (in case of students) in the previous studies should correspond to high school’s students. And finally, experiences of the participants (in case of teachers) should be gathered from the teachers who teach ESL/EFL in high schools.

The systematic search that was carried out resulted in two articles that were considered relevant for the study and thus became a part of it (see Appendix 1). The assessment of articles for relevance was performed in accordance to the table below which was partially based on the table presented by Eriksson Barajas, Forsberg and Wernström (2013, p. 178-192):

### Table 1 - Assessment of relevance

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Was the study peer reviewed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Does the study discuss ESL or EFL teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Does the study discuss the use of blogs and /or wikis?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Does the study discuss teaching of collaborative writing skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Does the study discuss teaching of collaborative process writing skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Was the study published between 2005 and 2017?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The aim of the study:
- Are the research questions well described?
- Is the design of the study appropriate based on the aim of the study?

The research group:
- Is the age of the research group relevant?
- Where the research took place?
- When the research took place?
- What was the size of the research group?

The method of the study:
- Were reliability and validity considered?
- Were ethical aspects considered?
- Were the limitations of the study discussed?
In addition to the search conducted with the help of online databases, other results suggested by the search engines were examined as well, for example in the database ERIC. Furthermore, some articles were chosen, was by scanning the literature lists of the articles that were thematically close to the chosen articles but did not quite satisfy the searching criteria. The articles that were considered suitable for the study after the relevance assessment were shortly summarized in the table in Appendix 2.

However, some of the articles were used in the review even though the age of the participants differed from the target age, i.e. the high school students. Meanwhile, the difference in age of the participants was limited to the minimal age of the 7th – 9th graders and maximum to the undergraduate university levels of studies which has provided more material to the present study.

4.3. Analysis
The content of the chosen material was analyzed partly with the help of assessment questions mentioned above as well as by thorough reading, comparing and summarizing the information in the articles that would help decide whether the publications could meaningfully contribute to answering the research questions of the present study. The sources that were systematically assessed as valuable for the present study were further examined in order to find and synthesize similarities and differences between them.

4.4. Ethical aspects
According to Eriksson Barajas, Forsberg & Wernström (2013, pp. 69-70), it is crucial to consider the ethical aspects when conducting a study. Firstly, it is important to check if the previous studies that are used in this literature review were ethically considered. Secondly, it is essential to include a presentation of all the articles that were included in the study so that other researchers can replicate the study. Finally, the author should avoid selection bias and choose both studies that support the author’s point of view and the ones that do not support it. As a result of the above mentioned ethical aspects, the present literature study welcomes multiple points of view and tries to incorporate those in its analysis. The research questions are formulated in a way which considers different viewpoints, and also allows and supports the plurality of opinions and various experiences. Likewise, all the materials that were included in the study were peer reviewed.

Since the primary sources involve research on students it was also important to consider the ethical aspects of collecting the information concerning individuals. In this regard, the four principles of participant protection described in Dimenäis (2007, pp. 26-27) were considered while choosing the articles for the current study. Thus, the participants have to be informed about the aim of the research. They must also give their consent to the participation and have the right to stop participation at any time. In addition to this, the researcher has to be able to guarantee the anonymity of the participants and the protection of the personal data of the informants. Finally, all the collected data must be used for the research purposes only.

5. Results
The results of the material selection process and the findings based on the analysis of the primary sources will be presented in this section of the study. To make it easier for the reader the above-mentioned analysis will be divided into three subparts based on the research
questions – “Advantages of use of blogs and wikis”, “Disadvantages of use of blogs and wikis” and “How can collaborative process writing with blogs and wikis be organized in the EFL classroom?” – where each subpart tries to provide the answers for the respective research question by sorting and comparing the findings. In the next part of the research the chosen articles will be presented.

5.1. Presentation of the chosen articles
The first chosen article “The phenomenon of blogs and theoretical model of blog use in educational contexts” is written by Kim. The article was peer reviewed and published in Computers & Education, nr.51 in 2008. The study was conducted in the USA and is a literature review on educational blogs and traditional computer-mediated communication (CMC) tools where the aim was to analyze both educational blogs and traditional CMC and highlight the benefits of educational blogs and propose a theoretical model of blog use within education. For example, the researcher found that when blogs are used successfully they might encourage commenting or sharing of relevant information from other sources with peers. The researcher summarizes the shortcomings of the CMC tools and provides the solutions for those limitations based on blog usage. However, the author points out that the results of studies aimed to prove the effectiveness of blog use in educational context are inconsistent and there are doubts about the need of the replacement of current CMC applications with blogs. After studying the previous research, Kim found that students become more engaged in working with personal blogs rather than with shared blogs, which can be explained by the feeling of safety when the blog is personal. However, the researcher mentions that blogs are generally not developed for use in educational context which means that sometimes it makes the use of blogs more difficult (Kim, 2008).

The second source is a PhD dissertation “Blogging and ESL writing: A case study of how students responded to the use of weblogs as a pedagogical tool for the writing process approach in a community college ESL writing class” by Jones (2006). As an ESL instructor, Jones wanted to address some aspects of her teaching methods in her ESL writing class, i.e. she used process writing approach and was concerned about being the only editor of the students’ texts as well as about the unwillingness of the students to participate in group work and collaborative learning. Thus, the researcher was interested in how ESL students would respond to the use of blogs for collaborative process writing. The research is constructivist in nature and is following action research strategy, i.e. teacher research. The participants of the study were the researcher’s own students that were over 18 years old and were of different origin, and stayed in the USA for various reasons. The author states that the use of blogs for collaborative process writing has a huge potential with numerous advantages, such as varied and authentic audience, multiple perspectives for feedback, ownership of content etc. However, the researcher also draws the readers’ attention to the fact that there are some disadvantages for the use of blogs for the process writing. For example, students as blog owners can get contradictory feedback which can confuse them and make the process of editing the text more complicated. Besides, some of the students can be afraid of public opinion and of showing their mistakes to a greater audience (Jones, 2006).

The next article that was analyzed was “Pros and cons of using ICT in teaching ESL reading and writing” by Yunus, Nordin, Salehi, Sun, and Embi (2013) which was published in International Education Studies. The study is a qualitative research study based on in-depth interviews that studies teachers’ perceptions of advantages and disadvantages of using ICT (specifically blogs) in teaching ESL reading and writing skills. The research took place in 23 secondary schools situated in three different areas of Malaysia. According to the researchers
the interest in using the internet and ICT in order to improve the efficiency of language learning and teaching is growing and in this regard blogs can be seen as an efficient multi-dimensional tool that offers access to wide audience and empowers language learners. As far as disadvantages go, only three were found – class control, distraction and use of informal language by students. The researchers are aware of the limited character of their research and suggest further research using different research methods (Yunus et al., 2013).

In their research paper “Proposing a wiki-based technique for collaborative essay writing”, published in Profile in 2014, Navarrete and Cabrera (2014) propose a wiki-based technique for ESL learning and teaching of collaborative writing. The researchers suggest a solution based on their experience of educational ESL context in Chile and their literature review. Navarrete and Cabrera state that ESL teachers and instructors are least proficient in teaching ESL writing skill and as a result they do not dedicate sufficient time to develop this skill. The researchers provide a technique that can be used by ESL teachers in order to promote teaching of writing skills, as well as use of collaborative writing model. According to Navarrete and Cabrera, it is important to define the roles in the groups, which also guarantees the positive outcome of the assignment as well as equal involvement of the participants both on group and on individual levels. The researchers state that wikis reduce the amount of time necessary to complete the assignment because the students are given a chance to work synchronously (Navarrete & Cabrera, 2014).

“Language learning in a wiki: Student contributions in a web based learning environment” by Bradley, Lindström, Rystedt and Vigmo is the next source that was chosen for analysis. The study was published in 2010 in Themes in Science and Technology Education. It is important to note that this is one of few studies conducted in Sweden and thus based on Swedish conditions. Their research is a case study where the participants are software engineering students taking a language course. The aim of the study was to examine students’ behavior in a student driven design setting and assess the consequences of using wikis for language learning. 31 third year students participated in this case study. Due to the nature of the program the students were enrolled on the use of wiki did not encounter any difficulties and did not require additional help from the teacher. The researchers found that the students used two different modes of interaction and tended to keep those throughout the assignment. Those modes incorporated three types of students’ activity – “contributing and writing together, evaluating and peer reviewing, and arguing and discussing” (p. 63). Depending on the activity, the collaboration and text sharing could differ. The researchers suggest that more studies should be done to investigate the use of web based tools in pedagogy in general and specifically in language teaching and learning (Bradley, Lindström, Rystedt, & Vigmo, 2010).

The last article chosen for analysis was “Rationalities of collaboration for language learning in a wiki” by Bradley, Lindström & Rystedt, published in ReCALL in 2010. It is connected to the previous article and was a part of ongoing (at that time) design-based wiki project. A total of 54 students took part in the study. The aim of the study was to examine the written interaction between the students while they use wikis as a language learning tool. The findings showed that the students were very active in commenting and reviewing both the language used and the content. The researchers also discussed some benefits of allowing participants to work with user-generated content such as students taking the responsibility for the design of the content (Bradley, Lindström, Rystedt, 2010).
5.2. Advantages of use of blogs and wikis in process writing

In this section, the findings from the chosen articles are summarized and the aim is to provide an answer to the first part of the first research question “what are the advantages or disadvantages of using blogs and wikis for collaborative process writing in the EFL classroom?”.

All the primary sources in this study discuss the advantages of using wikis and/or blogs for teaching and learning languages in general and collaborative writing skills specifically. However, not all the authors cover the use of both blogs and wikis. While some authors (Jones, 2006; Kim, 2008) analyze only the use of blogs, others (Navarrette & Cabrera, 2014; Bradley, Lindström, Rystedt, 2010; Bradley, Lindström, Rystedt, & Vigmo, 2010) highlight the work with wikis. Only one article (Yunus, Nordin, Salehi, Sun, & Emi, 2013) presents the use of ICT in ESL teaching and learning, while mentioning blogs and wikis only as examples of ICT. However, all the authors agree that collaborative writing as a process becomes more peer focused and results in more discussions during the fulfillment of assignments. Besides, students’ awareness of the audience was also mentioned as a positive factor for increasing the quality of the final product and as motivational factor or engaging in the process of writing.

Compared to all the other sources that were analyzed, Jones (2006, p. 253) provides one of the largest list of advantages for using blogs for collaborative process writing instead of fulfilling the assignments using offline tools, i.e. pen and paper or various word processors. This list of the advantages is based on students’ experience of using blogs for collaborative process writing comparing to traditional language learning tools. Even though this list concerns only blogs it can be used for describing the benefits of using wikis as well because of the rather similar teaching and learning environments. The advantages are presented as follows:

- similarity to word processing
- text and visual representation (Web page format)
- easy public access
- intercultural involvement
- multiple perspectives for feedback
- easy format for posting and reading
- ownership of content
- discourse community
- meaningful learning
- scaffolding and collaboration
- modeling
- writing quality improvement
- audience awareness
- authentic audience
- authentic purpose for writing
- non face-to-face interaction for peer-responding activities (Jones, 2006, p. 253)

5.3. Disadvantages of use of blogs and wikis

While discussing the disadvantages of using blogs and wikis in ESL teaching and learning a possible pattern emerges depending on the country of origin of the research. It seems the researchers from the USA (Kim, 2008; Jones, 2006) and Sweden (Bradley, Lindström, Rystedt, 2010; Bradley, Lindström, Rystedt, & Vigmo, 2010) discuss the disadvantages from the students’ perspective, such as “fear of public opinion, sporadic feedback, conflicting feedback, one-way contact with responders, some purposes for writing not consistent with goals for writing improvement” (Jones, 2006) or that the students can understand the assignment
differently than how the teacher has planned it (Bradley, 2013). The authors from Malaysia (Yunus, Nordin, Salehi, Sun, & Embi, 2013) and Chile (Navarrette & Cabrera, 2014) take into consideration ESL teachers’ perspective on use of blogs and wikis in ESL teaching and learning while discussing some of disadvantages. For example, they mention the novelty of using blogs and wikis in ESL teaching and learning in their countries and an increased workload for teachers that presupposes putting it into practice. They also express concerns that such work forms may affect negatively the language development because the students will use more informal language as the result of such assignments.

Some other disadvantages that all the authors were aware of, were possible problems with technology. One of the teachers in Yunus, Nordin, Salehi, Sun, & Embi’s (2013) study mentions that the problems with technology can become an additional reason for late assignments. Among other common disadvantages fear of public criticism and irregular feedback were mentioned.

5.4. How can collaborative process writing with blogs and wikis be organized in the EFL classroom?
The analyzed articles present either the use of blogs or wikis for collaborative writing assignments. Even though not all the authors explicitly mention the process writing as the purpose of the assignment, it is possible to identify that the assignments are considered by the teachers to be a process and are analyzed as one. For example, Navarrette & Cabrera (2014) pinpoint the potential of collaboration among students and the possibility of improving of texts based on provided feedback. Even Bradley, Lindström, & Rystedt (2010) and Bradley, Lindström, Rystedt, & Vigmo (2010) highlight the process of giving feedback and improving the texts within the given assignments. Thus, the focal points lie on students’ collaboration during the work on the repetition of assignment (Jones, 2006; Bradley, Lindström, Rystedt, 2010; Bradley, Lindström, Rystedt, & Vigmo, 2010; Navarrette & Cabrera, 2014).

All the teachers who were using blogs or wikis in all the studies, including Navarrette and Cabrera (2014) who proposed a model of using wikis for collaborative writing, chose to use wikis and blogs as part of pair or group assignments, where collaboration between the students is one of the focuses, although slight differences in organization of activities were identified. For example, Navarrette and Cabrera (2014) argued for the importance of clearly defining the roles within the groups so that the autonomous work would be implementable, while Bradley, Lindström, & Rystedt (2010) and Bradley, Lindström, Rystedt, & Vigmo (2010) prefer to remain distant from work within the student groups and let them be more autonomous.

6. Discussion
The aim of the study was to investigate what previous research have found about the use of some Web 2.0 resources for collaborative writing on ESL lessons in upper secondary schools. The focus of the study was lying specifically on the use of blogs and wikis within the frames of collaborative process writing. In order to be able to address the aim of this study, the following research questions were used:

- What are the advantages or disadvantages of using blogs and wikis for collaborative process writing in the ESL classroom?
- How can collaborative process writing with blogs and wikis be organized in the EFL classroom?
As to answering the first research question, both advantages and disadvantages of using blogs and wikis for collaborative process writing in the ESL classroom were identified. All the researchers (Jones, 2006; Kim, 2008; Navarrette & Cabrera, 2014; Bradley, Lindström, Rystedt, 2010; Bradley, Lindström, Rystedt, & Vigno, 2010; Yunus, Nordin, Salehi, Sun, & Embi, 2013) identified almost similar advantages of using blogs or wikis for writing practices, that can be summarized as: increased awareness of the audience, increased quality of the final product, better motivation among the students, and better engagement in the writing process. Yet, their concerns about the disadvantages were different. The country of origin of the research can be seen as a possible explanation to this fact since educational systems are based on different theoretical assumptions in different countries, and hence use more or less traditional work forms. Besides, the focus on disadvantages from the teachers’ perspective supports this assumption to some extent. However, a larger sample of research from around the world should be analyzed in order to be able to draw accurate conclusions on this matter.

The Swedish curriculum (Skolverket, 2011) for upper secondary school is based on sociocultural tradition and therefore welcomes student autonomy, collaboration, sharing of ideas, and pluralism of opinions. According to sociocultural perspective on language learning, students are given the possibility to use the language while learning it, to identify their own problems and solve those with the help of scaffolding provided by the audience and peers through communication and cooperation. Consequently, collaboration with the peers and awareness of the audience, forces the students to be active and engaged and bring their own language learning into a wider context in accordance with the activity theory.

In this regard, the identified advantages, such as student autonomy within the groups or pairs, the possibility to improve the quality of writing, multiple feedback (not only from the peers), audience awareness, authentic audience, and authentic purpose for writing, correspond to the main points of view on organization of education in Sweden. Besides, the advantages also demonstrate how the use of blogs and wikis is scientifically grounded in the sociocultural theory by creating favorable conditions for language learning such as engaging the learners in autonomous learning, providing the access for authentic environment and supporting the learning through collaboration with the outside world. Hence, collaborative writing that is oriented on the process of writing stimulates the interaction and exchange of ideas between the students thus also providing needed scaffolding to those of them who find themselves in the ZPD, identified by Vygotsky, and need some help for developing their language skills. In the case of working with blogs and wikis the scaffolding, discussed in the theoretical part of this study, is provided not only by the teacher but also by peers, which can be easier to incorporate in the language learning.

Students who are given the possibility to work with wikis and blogs are more motivated to produce some valuable writing since they become aware of the audience outside of the classroom (Yunus, Nordin, Salehi, Sun, & Embi, 2013). Active and aware position of a student, suggested by activity theory, is of special interest in the context of usage of wikis and blogs for teaching process writing skills in ESL classrooms, since it brings an additional dimension in the ESL classroom – the outside world, which in its turn is not only living and authentic, but also demanding and forming. This means that it is not only the student or teacher who influences the ESL learners' choices but also the outside of the classroom environment. The active position of the student presupposes his or her interaction with the outside world and an adequate response to its demands, which results in meaningful learning for ESL students.
In terms of answering the second question, the sources offer multiple solutions for the organization of collaborative process writing with the help of wikis and blogs within ESL teaching and learning. Even though most teachers would prefer to organize it as a group assignment, it is also possible to work individually with blogs and wikis. Besides, having several owners of the blog can have a negative effect on the fulfillment of assignment because the owners feel less safe when they are several (Kim, 2008). Depending on the student body the teachers will have to provide different amount of help to the students.

6.1. Limitations and further research
The results of this study can to some extend be applied to the situation with use of blogs and wikis in Swedish EFL classrooms. However, it is important to mention that the results are quite limited. There are two main limitations of this study. Firstly, the number of primary sources is rather small. Secondly, scientific research on this subject in Sweden is almost non-existent. Therefore, more research within the frames of this subject in Sweden is needed. A larger literature study with a larger number of sources included would contribute to the development of this subject. Even larger empirical studies on this subject that would include observations and interviews with teachers and students would be of interest, since it could provide valuable information and offer new insights into the subject.

7. Conclusion
The materials analyzed in this study provided enough information to answer both research questions thus fulfilling the aim of the study. Both advantages and disadvantages of the use of blogs and wikis in collaborative process writing in ESL classrooms were identified. Even though most of the points were common for different authors, some differences in focus were noticed. The previously examined research also provided some insights on how collaborative process writing with blogs and wikis can be organized.
8. Reference list


## Appendices

### Appendix 1. Selection results

<table>
<thead>
<tr>
<th>Database</th>
<th>Search words</th>
<th>Restrictions</th>
<th>Titles</th>
<th>Titles read</th>
<th>Abstracts read</th>
<th>Relevant articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summon</td>
<td>Process writing, ESL, EFL</td>
<td>Article Peer-reviewed Full text 2005 – 2017</td>
<td>2994</td>
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<td></td>
<td>Blogs, wikis, ESL, EFL</td>
<td>Article Peer-reviewed Full text 2005 – 2017</td>
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<td></td>
<td>Collaborative writing, ESL, EFL</td>
<td>Article Peer-reviewed Full text 2005 – 2017</td>
<td>2028</td>
<td>8</td>
<td>2</td>
<td>0</td>
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<td></td>
<td>Process writing and ICT</td>
<td>Article Peer-reviewed Full text 2005 – 2017</td>
<td>34477</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Recursive writing, ESL, EFL</td>
<td>Article Peer-reviewed Full text 2005 – 2017</td>
<td>457</td>
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<td>4</td>
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<td></td>
<td>ESL, EFL, blog, wiki</td>
<td>Article Peer-reviewed Full text 2005 – 2017</td>
<td>55</td>
<td>25</td>
<td>7</td>
<td>1</td>
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<td></td>
<td>Processkrivning, engelska wiki, blogg</td>
<td>Article Peer-reviewed Full text 2005 – 2017</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<td></td>
<td>Processkrivande, engelska, wiki, blogg</td>
<td>Article Peer-reviewed Full text 2005 – 2017</td>
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<td>0</td>
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</tr>
</tbody>
</table>
### Appendix 2. Short summary of the chosen articles

<table>
<thead>
<tr>
<th>Article</th>
<th>Aim</th>
<th>Method</th>
<th>Ethics</th>
<th>Validity, reliability, limitations</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kim, H. N. (2008). The phenomenon of blogs and theoretical model of blog use in educational contexts. (USA)</strong></td>
<td>To analyze benefits of use of blogs over traditional computer-mediated communication (CMC). Explain the phenomenon of blogs and propose a theoretical model of blog use in educational context</td>
<td>Literature review of prior studies on educational blogs and CMC applications.</td>
<td>Yes²</td>
<td>Yes³</td>
<td>Successful use of blogs: encourage commenting; share relevant information from other sources, embed an RSS system, employ a visualization tool for linking keywords of blogs, decentralization. A shared ownership of a blog can be a hindrance.</td>
</tr>
<tr>
<td><strong>Jones, S. J. (2006). Blogging and ESL writing: A</strong></td>
<td>Investigate how blogs can be used in collaborative process</td>
<td>Action-based research.</td>
<td>Yes</td>
<td>Yes</td>
<td>Blogging was an effective tool for teaching ESL students collaborative process writing. A number</td>
</tr>
</tbody>
</table>

² Yes in this context corresponds to the answer to the question from the Table 1 about ethical considerations.
³ Yes in this context corresponds to the answer to the question from the Table 1 about reliability, validity and limitations considerations.
<table>
<thead>
<tr>
<th>Title</th>
<th>Research Question</th>
<th>Methodology</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>A case study of how students responded to the use of weblogs as a pedagogical tool for the writing process approach in a community college ESL writing class. (USA)</td>
<td>writing with ESL students. Discover the ESL students’ response to the use of blogs for the collaborative process writing.</td>
<td>Qualitative research that is based on in-depth interviews with ESL teachers and students from 23 secondary schools in different regions in Malaysia.</td>
<td>Both advantages and disadvantages of the use of ICT were identified. Interesting, meaningful encourage students’ independence. Worse (sms) language, technical glitches, limited input that can be confusing for students, absence of necessary expertise in ESL teachers.</td>
</tr>
<tr>
<td>Yunus, M. M., Nordin, N., Salehi, H., Sun, C. H., &amp; Embi, M. A. (2013). Pros and cons of using ICT in teaching ESL reading and writing. (Malaysia)</td>
<td>Identify advantages and disadvantages of using ICT in teaching ESL reading and writing.</td>
<td>Qualitative research that is based on in-depth interviews with ESL teachers and students from 23 secondary schools in different regions in Malaysia.</td>
<td>Both advantages and disadvantages of the use of ICT were identified. Interesting, meaningful encourage students’ independence. Worse (sms) language, technical glitches, limited input that can be confusing for students, absence of necessary expertise in ESL teachers.</td>
</tr>
<tr>
<td>Navarrete, M. O., &amp; Cabrera, A. F. (2014). Proposing a wiki-based technique for collaborative essay writing. (Chile)</td>
<td>Propose a technique for ESL students’ collaborative writing of an argumentative essay in wiki environment in ESL classrooms in Chile.</td>
<td>Description and explanation of a practical assignment on collaborative writing of an argumentative essay in a wiki environment.</td>
<td>The importance of teaching collaborative writing skills is highlighted. The use of technology is promoted and teachers are given a working example of an innovative teaching method.</td>
</tr>
<tr>
<td>Bradley, L., Lindström, B., Rystedt, H., Vigmo, S. (2010) Language learning in a wiki: Student contributions in a web based learning environment. (Sweden)</td>
<td>Examine student interaction in a student driven environment and the possibilities of using wikis for language learning.</td>
<td>A case study involving 31 third year undergraduate students, divided into 14 groups of 2-3 students in each, who were taking a 7-week EFL course “Communication in English and engineering”. History of changes in wikis was used in order to analyze the communication patterns of the students.</td>
<td>Three activities were identified: engaging in forum, wikis or physical meetings. Peer work was focused on form (grammar, vocabulary). Work in forums was focused more on explicit feedback on content and some arguments were presented. Student interactions resembled a synchronous dialog with turn taking.</td>
</tr>
<tr>
<td>Bradley, L., Lindström, B.</td>
<td>Examine written interaction of students</td>
<td>Case study, investigating 57</td>
<td>Different types of student contributions were identified.</td>
</tr>
<tr>
<td>Rystedt, H. (2010). Rationalities of collaboration for language learning in a wiki. (Sweden)</td>
<td>in and English for Specific Purposes course when wiki is used.</td>
<td>student collaboration within wiki environment.</td>
<td>identified: visible interaction, collaborative text alterations, cooperation, negotiation and discussions about the updates of the texts with new content, comments and argumentations.</td>
</tr>
</tbody>
</table>