

Online Homework-Assignments in an Arabization Course: Prospects and Challenges

Prof. Reima Al-Jarf

King Saud University, Riyadh, Saudi Arabia

reeamsado@msn.com

<http://faculty.ksu.edu.sa/aljarf>

Abstract

An asynchronous online discussion forum was created and used to post Arabization homework-assignments consisting of application questions and discussion threads covering the topics taught in class. The instructor gave communicative feedback on the location and types of errors. Errors were color-coded. No correct answers were provided. The participants revised their responses and re-posted them for further feedback. Tips on how to answer questions and what an answer should cover were given. The participants had access to a variety of online dictionaries and resources. At the end of the semester, participants responded to a questionnaire regarding their online homework experience. Participant views and further reflections on online homework are given.

1. Introduction

Homework assignments are an indispensable part of the teaching learning process at all levels and in all subject areas. For hundreds of years teachers and students used pencil and paper hand-written assignments such as essays, short answer, individual and group projects, term-papers and many others. In traditional classes, there is often limited opportunity for students to contribute their own ideas, interests, and experiences as they engage with the subject matter. This situation is exacerbated in university lecture-format classes, where students may stay passive, and not feel comfortable speaking during class (Daniels, 2010).

However, latest developments in information and communication technology have made it possible for teachers and students to use new forms of assignments such as PPT slides, hypertext documents, e-mail, Online Course Management Systems, blogs, wikis, e-portfolios, e-posters, online discussion forums, social networks specially designed homework systems and others.

A review of the literature has shown that the integration of different types of technologies in course assignments was effective in students' learning and have positive attitudes towards homework and technology used. Results are reported in the following sections according to the technology used, differences between pen-and-paper and online homework, shortcomings of online homework, and factors affecting their success.

1.1 Types of Technologies Used

Email and Internet Websites

Smith (1999) used a series of assignments called "Internet Explorations," which were developed for an introductory public relations course. The assignments were distributed via email in addition to several Web site links used for the assignments. Benefits of the assignments included increased classroom discussion quality and connection with current events.

Similar results were obtained by Atamturk (2007) who investigated the present attitudes of ELT students towards the Internet in doing homework. Results showed that the students

resorted to the Internet mostly while doing homework, had good computer skills and positive attitudes towards technology.

Online Workbooks

Sagarra & Zapata (2008) investigated the impact of an online workbook on the attitudes of 245 second language (L2) Spanish learners toward this pedagogical tool. The Results indicated a significant increase in grammar scores. Student perceptions of the online workbook emphasized its benefits in terms of accessibility to the material, user-friendliness, and instant error feedback. Most students praised the usefulness of the online workbook for language learning, particularly in the areas of grammar and vocabulary acquisition.

Written Blogs

In second language acquisition, several researchers used blogs as part of class assignments to reinforce important skills, including critical thinking, political engagement, and essay writing (Lawrence & Dion, 2010); as an out-of-class assignment for the development of learners' language competence (Lee, 2010); to encourage students to do pre-class reading assignment and reflections after class (Al-Fadda & Al-Yahya, 2010); to engage students and require them to make their own connections between classroom knowledge and situations where it might find applications and to induce students to write about the physics content of the class in a more substantive way than was previously part of the class (Daniels, 2010). Research results also showed that regularly creating blog entries had a positive impact on learners' writing fluency and increased their motivation to write for a broad audience. Peer feedback on the content prompted further discussion, whereas linguistic feedback from the instructor encouraged focus on form for language accuracy (Lee, 2010).

Utecht (2007) found that blogs enhance learning. He indicated that the power of blogging comes from the conversation threads that can be carried on among teachers and students. Comments made by classmates or by others, can deepen learning and understanding. They are thoughtful discussions that extend well after a lesson ends. Use of blogs also created a positive attitude towards pre-class preparation and post-class reflections (to encourage students to do pre-class reading assignment and reflections after class (Al-Fadda & Al-Yahya, 2010).

Read (2006) found that blogging satisfied the relatedness and growth needs in Maslow's "hierarchy of needs". The process of writing in blogs helped students grow as writers and improved their technology skills, even for those who have been reluctant to write. Blogging makes writing assignments personal (or self-chosen), relevant, flexible. Knowing that others will read or hear the work motivated the students to do their best. Blogging also allowed for rough drafts and quick feedback. Writing under safe and motivating conditions motivate middle level students.

Audioblogs

Hsu, Wang & Comac (2008) used audioblogs to manage oral assignments, to interact with ESL learners, and to evaluate performance outcomes. Learners recorded oral assignments through cellular phones, and maintained an individual audioblog in which they submitted and archived the oral assignments. The instructor interacted with each learner through the individual audioblog to enhance his or her learning according to individual needs. The results indicated that use of audioblogs met the instructor's instructional needs, provided an efficient and effective way to evaluate students' oral performance and permitted individualized oral feedback. In addition,

learners enjoyed the ease of using audioblogs and believed that audioblogs assisted their language-learning experience.

Online Discussion Forums

van de Sande & Leinhardt (2008) collected a sample of 176 exchanges from free and open online homework forums staffed with volunteer tutors who have the time, knowledge, and willingness to help students with specific problems from homework assignments. They found that the spontaneous participation structure resulted in contributions from multiple tutors to a single exchange and discussed ways in which tutors attended to fellow tutors' contributions: Seeking verification, providing alternative solutions, distributing problems, and answering for one another. Tutors in these spontaneous online help sites can benefit mathematically through interactions with other participants. They conclude that this mode of e-help may be a viable alternative for face-to-face tutoring centers.

Lineweaver (2010) developed an online discussion assignment and found that this assignment had a limited effect on examination performance, but students who completed those online discussions were more likely to read the textbook ahead of class and reported reading it more carefully, particularly late in the semester. Students completing online discussions also reported understanding the lectures better and feeling more prepared for exams immediately after the lecture than classmates.

Online Homework Management Systems

Several studies implemented special online homework systems such as an online homework systems to support student engagement outside of the classroom by mimicking the attempt-feedback-reattempt sequence of events which often occurs in a teacher's presence (Butler & Zerr, 2005; Zerr, 2007); an online homework management system and an artificially intelligent (AI) tutoring system (Phillips & Johnson, 2009); an automated online homework grading system (Allain & Williams, 2006); Computer-Assisted Personalized Assignments (CAPA) (Pascarella, 2002); a series of Web-based homework and tutorial programs implemented through WebCT (Cole & Todd, 2003); and WebAssign (Allain & Williams, 2006). Butler & Zerr (2005) and Zerr (2007) reported that the online homework system improved the overall student performance. The students felt that online assignments were beneficial and useful in helping the students understand first-semester calculus concepts. The online homework systems supported the student engagement outside the classroom by mimicking the attempt-feedback-reattempt sequence of events which often occurs in a teacher's presence. No additional hardware or software resources were required because the online assignments were created with general course management software which was already being used campus-wide. In Phillips & Johnson's (2009) study, students completing homework assignments using the AI tutor, had better test performance than those who completed the same homework problems using a textbook publisher's online homework management system.

On the other hand, results of studies by Allain & Williams (2006); Pascarella (2002); Cole & Todd (2003) and Allain & Williams (2006) found no significant differences in scores, perceptions of subject matter, or conceptual understanding between groups that used the online homework system and those that did not but positive outcomes in student attitudes. The Students reported spending more time studying course materials outside of class when online homework was graded.

1.2 Online Homework vs Pen-and-paper Homework

Studies by Mestre, Hart, Rath & Dufresne (2002), Johnston (2004), Cheng, Thacker, Cardenas & Crouch (2004), Smolira (2008) and Trawick (2010) compared web-based and pen-and-paper homework and found that online homework assessments is superior to the pen-and-paper method for both students and instructor. The students preferred online assignments and reported that they increased their understanding of the material and the time they spent in preparing for class. However, the actual homework performance of students was comparable, regardless of the method used. Web-based homework offerings led to significantly higher overall exam performance. Graded homework increased student understanding of physics concepts. The gain was significantly higher for students taught with interactive engagement methods together with online homework. In addition, significant cost savings were realized in moving from pen-and-paper to web-based. Although pencil and paper is still an easier medium for expressing diagrams and equations, daily collection of paper homework is cumbersome and does not allow same-day feedback. Grove (2002) concluded that online homework assignments helped the students come to class better prepared and that both groups benefit from a problem-based learning approach.

In another study, Zapataa & Sagarrab (2007) compared the effects of an online and a paper workbook on vocabulary acquisition by 549 L2 learners of Spanish. The Results showed no significant differences between the online and the paper workbook groups after one semester of instructional treatment. However, the online workbook group proved better than the paper workbook group in the second semester. These findings confirm results of previous studies on the benefits of CALL in second language vocabulary acquisition, and they point to the pedagogical advantages of online workbooks for large language programs as long as enough length of exposure to the online environment is provided.

Riffell & Sibley (2003) described a hybrid instructional format, consisting of online homework with in-class, active learning exercises, developed and used to improve large lecture courses. They indicated that most students felt that student-instructor interaction was better than in traditional courses and that online homework aided time management and learning.

Short Internet assignments in an introductory undergraduate U.S. government course fostered students' understanding of political science concepts, political behavior, and government structures while in addition to improving students' information seeking skills. The students supported these assignments (Crawford, 1998).

Publishing students' projects on the World Wide Web enabled them to share their work with other students and researchers around the world and to receive feedback from new sources (Nadelson, 1997).

1.3 Shortcomings of Online Homework

Surveys used in prior studies revealed some negative aspects of the use of the online workbook, such as the amount of time needed to complete the online exercises (Sagarra & Zapata, 2008). The mean completion time of students using the Internet was 142 minutes and of those doing traditional homework, 90 minutes (Wilkinson & Echternacht, 1998). Other studies showed that although families view the Internet as a useful resource for homework, they revealed other shortcomings such as the high cost of home internet access in the UK and learning the functional skills and competencies needed to use the Internet autonomously by the parents (Cranmer, 2006). Plagiarism and academic dishonesty on the Internet such as online term paper vendors constitute another shortcoming (Campbell, Swift, Denton & Mello, 2000).

1.4 Factors Affecting Successful Online Homework

Findings of prior research showed several factors that are considered important for the successful integration of technology in homework assignment such as class size, students' educational level, and the type of reading assignment (Al-Fadda & Al-Yahya, 2010). The course type, student course performance, student gender, problem difficulty, and problem type can significantly change the character of online student collaborations (Kortemeyer, 2006). Online homework can replace traditional lectures when coupled with in-class, active learning activities (Riffell & Sibley, 2003). Learners' critical thinking and technological skills are also essential for the implementation of blog projects in second language instruction (Lee, 2010).

Peng (2009) investigated whether students' effort in working on homework problems was affected by their need for cognition, their perception of the system, and their computer efficacy when instructors used an online system to collect accounting homework. Results showed that individual intrinsic motivation and computer efficacy are important factors in determining effort and whether students perceive the system to be useful. These Findings are of interest to educators and system designers as they consider implementing online homework systems and determine which types of students benefit most from the use of these systems in classrooms.

King Saud University has created online discussion forums on its portal for its colleges and deanships. Several faculty members, including myself, have their own online discussion forum for different purposes. To take advantage of the opportunities offered by e-learning, an asynchronous online discussion forum was created for the Arabization course that I was teaching in Spring 2010 (<http://forums.ksu.edu.sa/forumdisplay.php?f=271>). The forum aimed at providing the students with an environment for posting assignment questions and responses by the students and receiving feedback. The present study aims to describes the Arabization online homework environment, the types of questions posted, the types of tasks emphasized, how feedback was provided, how the online homework assignments were used to facilitate students' learning and to enhance their competence and performance, areas of improvement. It also aimed to report students' attitudes towards the online homework assignments and their views of the benefits and disadvantages of their online homework.

2. Participants

Twenty junior EFL female college students majoring in translation at the College of Languages and Translation (COLT), King Saud University, Riyadh, Saudi Arabia participated in the study. They were in semester 7 of the translation program and were enrolled in an Arabization course (2 hours per week) that the author taught. The subjects had completed 4 levels of listening, speaking, reading, writing, grammar and vocabulary building in the first four semesters of the program. In semester 5 they took linguistics (2 hrs), semantics (3 hrs), text linguistics (2 hrs), and consecutive, liaison and simultaneous interpreting courses (6 hrs). In semester 6, they completed 16 hours of translation courses in the fields of medicine, engineering, physical sciences, media, Islamic studies, military, administration and the humanities (2 hrs each).

3. Assessing Students' Needs

Results of a needs-assessment questionnaire administered to the subjects at the beginning of the semester showed that the subjects almost had no knowledge of English word formation

and Arabization processes. The first few class discussions, assignments and pop quizzes also showed that the students had difficulties in identifying, distinguishing and applying the Arabization strategies and Arabic and English word formation processes, and in translating English terms into Arabic. Many students did not submit their paper homework, did not read the comments given on the assignments by the instructor, did not have a chance to view other students' responses to an assignment and the instructor's comments on the same homework. Many students had negative attitudes toward homework and were not enthusiastic about the weekly assignments given in-class as they were used to rote memorization and studying to pass exams, not to acquire skills needed for their career as translators and interpreters.

4. In-class Instruction

The Arabization course aimed to enable the students to do the following: (i) distinguish the different types of Arabization strategies and processes; (ii) compare and contrast the English and Arabic word formation processes; (iii) translate English lexical items and phrases with different forms (primary compounds, secondary compounds, neologisms, acronyms, abbreviations, back formations, clippings and so on) into Arabic; (iv) distinguish correct and incorrect Arabic equivalents to foreign technical terms that are in common use; (v) define the way in which terms were Arabized and identify phonological, morphological changes that took place in the Arabization process; (vi) recognize newly-coined words used in the media and judge their accuracy; (vii) collect newly-coined words and faulty or inaccurate uses of Arabic equivalents in common use in media reports; and (viii) locate, read and summarize articles from one and several Arabization resources.

To achieve those objectives, the students received in-class instruction in the following: (a) Definition of Arabization; (b) Difference between translation and Arabization; (c) A brief History of Arabization; (d) The need for Arabization; (e) Arabization strategies and processes; (f) English and Arabic word formation processes and translation of lexical items and phrases; (g) Coining, standardization of terms, usage of a new term, characteristics of a good term; (h) Examples of loan words in Arabic; (i) Arabic equivalents of Greek and Latin roots; (j) Who coins terms (individuals, Arabic Language Academies, Arabization organizations, role of translator/interpreter in Arabization); (k) Arabization problems/difficulties; (l) Dictionaries and terminology databanks such as BASM, Ajeeb and problems of Arabic bilingual dictionaries.

Lectures were delivered in Arabic and English using a smart interactive board. Extensive English and Arabic examples were given. English examples were translated into Arabic. The students had to write a term paper on an Arabization topic and give a PPT presentation about it in class.



Figure (1) The Arabization Online Homework Forum Main Page

5. Online Instruction

An asynchronous online discussion forum was created and used to post assignment questions related to the Arabization course topics covered in class. Since the Arabization task is very complex, homework assignments focused on helping students do the following: (A) connect what they learn about Arabization in class with Arabization problems, practice and translation equivalents used in daily life, latest language developments; (B) understand the basic Arabization concepts, terms, and strategies; (C) develop students' awareness of the differences between English and Arabic word formation processes, accuracy of newly-Arabized terms and faulty forms; (D) share knowledge and expertise with other forum participants; (E) recognize the linguistic units to be translated (abbreviations, acronyms, back formations, primary compounds, secondary compounds; (F) find Arabic equivalents to terms and expressions in common use. (G) develop students' awareness of faulty Arabic equivalents in common use or of borrowed terms that are more common than Arabic equivalents, borrowings that are in common use although Arabic equivalents exist; (H) raise students' awareness of the Arabization literature by requiring them to locate, read and summarize articles related to the Arabization topics studied in class; (I) develop logical systematic thinking and expressing their point of view; and (J) receive instructor and peer feedback,

The online homework forum was process-oriented and learner-centered, and it utilized social constructivist methods to learning and doing homework online. The author served as a facilitator and encouraged student-instructor and student-student interaction and communication. Instruction was geared towards developing students' Arabization competence and performance. The instructor and students shared information regarding sources available in book and digital forms.

Tasks

Every week I posted a question or discussion thread related to the Arabization topics covered in class. The online assignments focused on English word formation processes and how terms coined on the basis of each could be translated into Arabic. The students worked on identifying problems of translating English terms encountered in media reports and common language use into Arabic. They had to highlight Arabized words and/or translation errors; or locate certain linguistic units then give their Arabic equivalent. The assignments were based on media reports covering political, economic, technological and medical topics selected from the BBC, CNN, and Aljazeera websites in addition to Google news. The students could post English and Arabic news headlines, Arabization articles and illustrative terminology of their choice. In addition, the Online Arabization Forum provided the following:

- (1) Threads that required the students to search for information such as finding examples; making a list of Quranic words of foreign origins and classifying them according to the donor language; English and Arabic news headlines and Arabization articles.
- (2) Websites where the students could locate information related to the question to be answered.
- (3) Online Arabization homework help which included guidelines on to prepare a research paper and a PPT. The students could also ask question.

Online Homework Forum Policies

I set some policies for using the online Arabization homework such as: Students must use their real names; no nicknames were allowed. Copying and pasting articles were not allowed. They had to give the source of their information. They had to summarize each article in their words and give their opinion of the article. They had to use Standard Arabic; use of colloquial language and slang were not allowed. I set the minimum number of examples, articles and news headlines to be given and specified the length of the articles to be read and posted. I told them how I will comment on the answers and give feedback. I gave credit for participating in the online homework forum. Marks given depended on the frequency of posts. No deadline was set for answering each question.

Feedback

To develop participants' Arabization competence and performance, the following strategies were used: Thanking each student for her effort and praising good and comprehensive answers. Errors and comments were color-coded. Communicative feedback on the location and types of errors was always given. No correct answers were provided for most questions. I gave individual comments, i.e. highlighted errors and weaknesses in each student's post and inserted comments. When several students made the same error, had the same weakness or something missing in an answer, I gave a general comment. Spelling and linguistic errors were highlighted as well. I gave oral feedback in class regarding errors made in the Arabization Homework Forum, and displayed some answers using the interactive smart board. Types of corrections to be made were prompted by me.

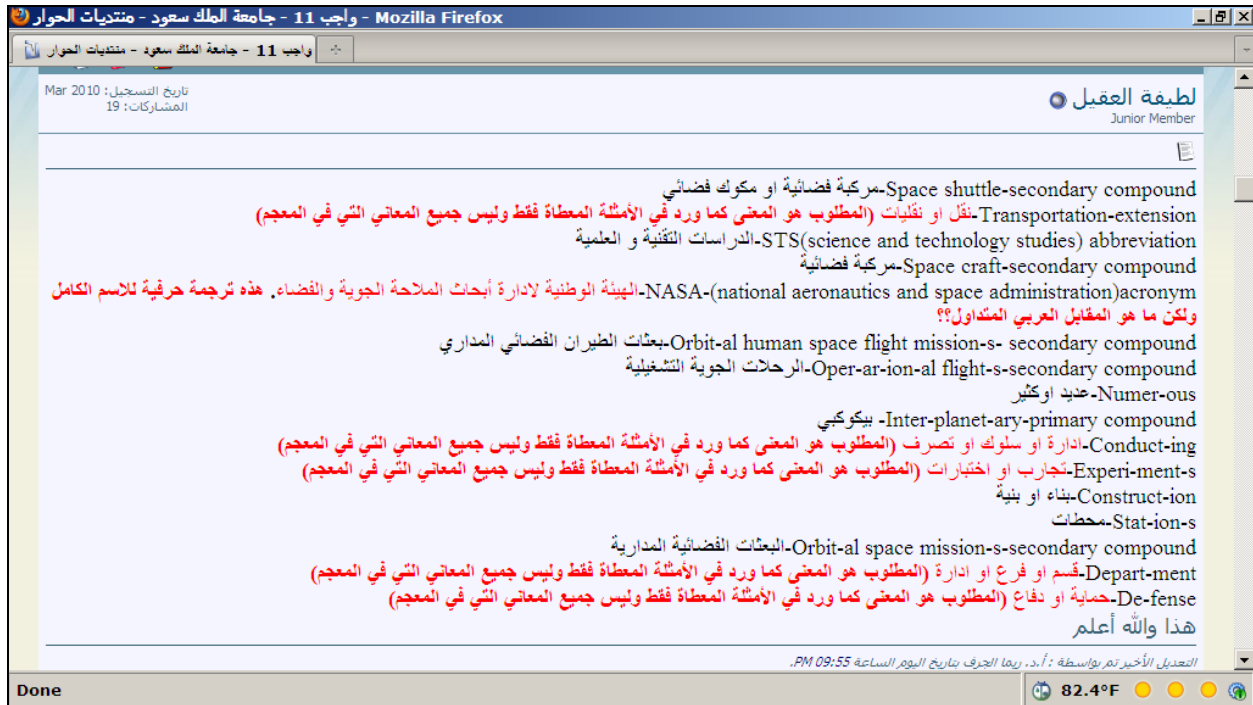


Figure (2): A Sample Assignment and Instructor's Feedback in Red

6. Data Collection

At the end of the semester, the participants responded to a questionnaire regarding their Online Arabization Homework experience and online homework environment, such as effectiveness, management, feedback and communication. I also kept a daily log on the difficulties I had looking for media reports and preparing discussion questions based on them, following up the online homework instruction and the differences between online and in-class face-to-face homework correction. Results are reported qualitatively below.

7. Results

7.1 Amount of Participation

It was found that 80% of the students participated in the online Arabization assignments and posted responses to the online questions, 20% did not participate and did not post any assignment due to technical problems. The percentage of students who answered the online assignment questions ranged between 10% and 75% with a median of 45%. The typical question was answered by 45% of the students (Questions # 1, 2, 5, 6, 7, 1, 13, Arabization readings, English news headlines and Arabic news headlines (See Figure 3). The frequency of responses posted by the students to the assignment questions ranged between 0 and 22 posts with a median of 14 posts, i.e. the typical student posted 14 responses or answered 64% of the questions and discussion threads. The discussion thread views ranged between 154 and 856 with a median of 544 views (see Figure 4).

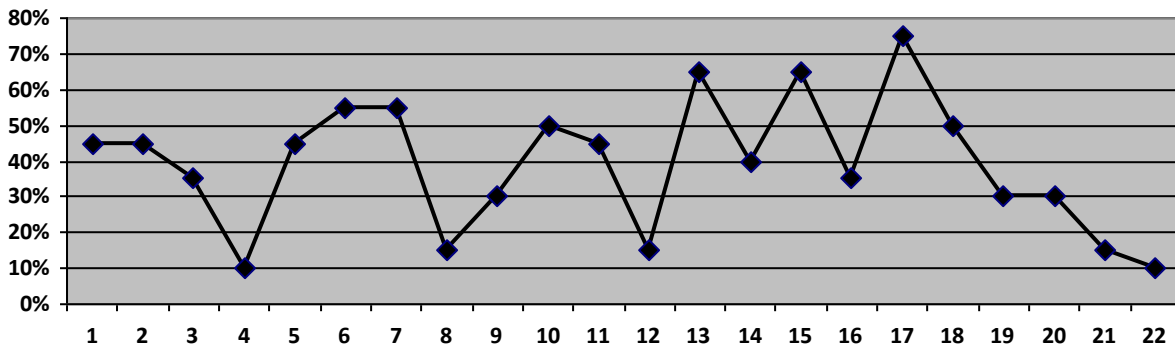


Figure (3): Percentage of Students Who Responded to Each Question

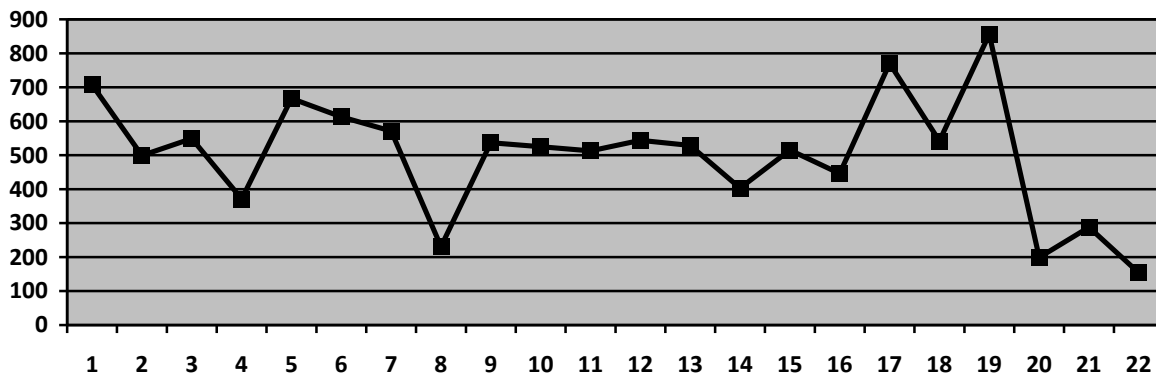


Figure (4): Total Views of Each Assignment Questions

7.2 Effect of Online Homework on Learning and Skill Development

Examination of the students' pre and posttest scores showed significant differences in understanding of the course material, ability to identify, distinguish, and apply the English and Arabic word formation and Arabization strategies ($T= 19.23$; $p < .01$). The correlation between the students' scores and frequency of responses posted to Arabization assignment questions was also significant ($r=.49$; $p < .05$) showing that students who posted more responses had a better performance on the posttest and made significant improvements in their Arabization knowledge and skills as a result of the online home-assignments. Qualitative analysis of students' responses to the Arabization posttest test showed great improvement in identifying Arabization errors, distinguishing Arabization processes, and translating English terms with a variety of word formations into Arabic. Answers became more accurate, more detailed and more comprehensive. It was noted that the students became more active and posted better and more efficient answers to the Arabization questions towards the end of the semester. They also developed critical thinking skills.

7.3 Students Views

Analysis of the participants' responses and comments revealed positive attitudes towards the Arabization online homework. Although it was their first online homework experience, they found the online questions and answers useful as they provided extra practice, gave instant

feedback and provided an opportunity to improve their ability to analyze, scrutinize, translate, identify errors and weaknesses and correct them. Assignment questions helped the students' prepare for their exams. They benefitted from the different kinds of feedback and comments given to the different students. They acquired terminology translation skills, learned to overcome difficulties in translating terminology with different types of structures. They were allowed to participate at their own convenience and everyone was able to see everyone else's contributions. Reading other students' answers to the same question was enlightening. They were able to compare, discern strengths and weaknesses in each, and see for themselves how other students think, analyze, synthesize information and translate terminology. The students benefited from the variety of online resources available. They had a chance to improve computer skills related to document manipulation and formatting. The participants found the online homework environment supporting, encouraging and secure to make mistakes and to continue revising their responses enthusiastically. The online class created a warm-climate between the students and instructor and among the students themselves. All of the participants were appreciative of the time and effort the instructor spent in revising their responses and providing them with written feedback. They found her tips very helpful.

7.4 Instructor's Views

When the participants started using the Online Arabization Homework Forum, it was difficult for most participants to analyze, apply, discuss, summarize, express their opinion. They did not pay attention to all of the requirements of the questions, answers were brief and incomplete. They would give few derivatives or examples although they were required to give all. Answers lacked specificity, justification, explanation, and were not written using the Arabization terminology studied. They also had many linguistic weaknesses in Arabic as well as in English and insufficient background knowledge as they do not watch news about current events and do not read newspapers and media reports. They needed to develop advanced reading comprehension and summarizing skills. At first the students copied and pasted articles from the same sources without even reading them and without documenting them, without summarizing them. They would post responses that contained the same weaknesses and same errors that other students' responses contained and which the instructor had already marked and pointed out. They did not even read other students' responses and my comments on their posts. Some students had word-processing problems such as using a very small form size, did not organize in a clear manageable way.

As the semester progressed, and with the posting of more assignments and provision of detailed comments, guidance and feedback, the participants' became more careful, more specific and more efficient in posting responses.

Contrary to my experience with discussion forums in online courses that I have used in the past 10 years, Arabization students participating in this online homework discussion forum did not respond, comment on, nor correct other students' posts or instructor's comments. They only thanked the instructor when she posted an answer to one of the assignments. Lack of interaction is probably due to the fact that they were apprehensive of making comments as the forum was open to the world and thus lacked privacy as anybody could browse through the posts and comments, although only KSU students and staff can post comments.

Some shortcomings were due to the structure of online discussion forums such as the absence of a tool for compiling references, for showing class members only, and an announcement tool as in an online course.

I found grading the online homework to be more challenging especially finding an efficient way to provide the students with feedback and comments, especially at the beginning of the semester. The process of providing detailed feedback on each and every response posted by each participant was time consuming as well. It is much less time-consuming for me to give oral comments than to highlight errors, and insert written comments in the revised version of an electronic text. In a live in-class discussion, I can simply gesture to point out the relations under discussion or mark parts on the smart board.

8. Discussion and Conclusion

The online homework in the present study was an experiment that the author carried out. It proved to be effective and successful in enhancing the students' acquisition of the target Arabization skills and their positive attitudes towards online homework. Findings of this study are consistent of findings of prior studies that integrated other technologies such as e-mail, internet resources, blogs, and online homework systems due to the continuous support guidance and feedback provided by the instructor. The Online Arabization Homework Forum proved to be more effective than traditional pen-an-paper homework. As Jia's (2005) indicated, collaborative learning in a Web-based environment may give as good results as classroom learning or even better.

To trigger more interaction among the participating students, and to become a very lively forum for debate and exchange of information, more visual resources such as videoconferencing, webcams, Skype or Eluminate are integrated in Arabization pedagogy, and if synchronous online homework is used through videoconferencing, Skype, video or voice chatting to be able to have live discussions of participants' responses. Pym et al also (2003) suggested that a combination of face-to-face teaching and web-based teaching is the best mix. Use of a closed online course discussion forum, like those in online courses, in which postings are only viewed by class participants is highly recommended to initiate and enhance student-student interaction and communication.

Finally, an interactive Arabization questions database, which provides immediate feedback for students and instructor, may be created for translation students to practice and apply the Arabization processes. An Arabization Homework System which includes homework policies, practices, specific assignments, list of homework assistance Websites and provides a format for interactive assignments, feedback and communication can be developed and implemented. Students can post their responses and queries and receive feedback from participating instructors and tutors. Other forms of technologies such as blogs, wikis, e-portfolios can be tried out in Arabization instruction in the future.

References

Al-Fadda, H. & Al-Yahya, M. (2010). *Using web blogs as a tool to encourage pre-class reading, post-class reflections and collaboration in higher education*. ERIC Document Reproduction Service No. ED511312.

Allain, R. & Williams, T. (2006). The effectiveness of online homework in an introductory science class. *Journal of College Science Teaching*, 35, 6, 28-30.

Atamturk, Nurdan (2007). *The attitudes of elt students towards the internet in doing their homework*. ERIC Document Reproduction Service No. ED500089.

- Butler, M. & Zerr, R. (2005). The use of online homework systems to enhance out-of-class student engagement. *International Journal for Technology in Mathematics Education*, 12, 2, 51-58.
- Campbell, C., Swift, C., Denton, L. & Mello, J. (2000). Cheating Goes Hi-Tech: Online Term Paper Mills. [and] Commentary on "Cheating goes hi-tech": Combating academic dishonesty while developing assignments that enhance student learning. *Journal of Management Education*, 24, 6, 726-40,741-44
- Cheng, K.; Thacker, B.; Cardenas, R. & Crouch, C. (2004). Using an online homework system enhances students' learning of physics concepts in an introductory physics course. *American Journal of Physics*, 72, 11, 1447-1453.
- Cole, R. & Todd, J. (2003). Effects of web-based multimedia homework with immediate rich feedback on student learning in general chemistry. *J. Chem. Educ.*, 80, 11, 1338.
- Cranmer, Sue (2006). Children and young people's uses of the internet for homework. *Learning, Media & Technology*, 31, 3, 301-315.
- Crawford, Sue (1998). Internet lite: Short internet assignments for American government courses. *Political Science and Politics*, 31, 3, 573-77.
- Daniels, Karen (2010). Student blogging about physics. *Physics Teacher*, 48, 6, 366-367.
- Grove, Karen (2002). Using online homework to engage students in a geoscience course for general education. *Journal of Geoscience Education*, 50, 5, 566-74.
- Hsu, H. Y.; Wang, S. K. & Comac, L. (2008). Using audioblogs to assist English-language learning: an investigation into student perception. *Computer Assisted Language Learning*, 21, 2, 181-198.
- Jia, Yi (2005). *Building a web-based collaborative learning environment. Information technology based higher education and training*. ITHET 2005. 6th International Conference. 7-9, F2D/7 - F2D/9.
- Johnston, Timothy (2004). Online homework assessments: benefits and drawbacks to students. *Academy of Educational Leadership Journal*.
- Kortemeyer, Gerd (2006). An analysis of asynchronous online homework discussions in introductory physics courses. *American Journal of Physics*, 74, 6, 526-536.
- Lawrence, C. & Dion, M. (2010). Blogging in the political science classroom. *Political Science and Politics*, 43, 1, 151-156.

Lee, Lina (2010). Fostering reflective writing and interactive exchange through blogging in an advanced language course. *ReCALL*, 22, 2, 212-227.

Lineweaver, Tara (2010). Online discussion assignments improve students' class preparation. *Teaching of Psychology*, 37, 3, 204-209.

Mestre, Jose, Hart, David, Rath, Kenneth & Dufresne, Robert (2002). The effect of web-based homework on test performance in large enrollment introductory physics courses. *Journal of Computers in Mathematics and Science Teaching*, 21, 3, 229(23)

Nadelson, Louis (1997). Online assignments. *Science Teacher*, 64, 3, 22-25.

Pascarella, Andrea (2002). CAPA (*computer-assisted personalized assignments*) in a large university setting. Ph.D. Thesis. University of Colorado at Boulder. *Dissertation Abstracts International*, 63-06, B, 2872.

Peng, Jacob (2009). Using an online homework system to submit accounting homework: role of cognitive need, computer efficacy, and perception. *Journal of Education for Business*, 84, 5, 263-268.

Phillips, F. & Johnson, B. (2009). Online *homework versus intelligent tutoring systems: pedagogical support for transaction analysis and recording*. CAAA Annual Conference.

Read, Sylvia (2006). Tapping into students' motivation: lessons from young adolescents' blogs. *Voices from the Middle*, 14 2, 38-46.

Riffell, S. & Sibley, D. (2003). Learning online: Student perceptions of a hybrid learning format. *Journal of College Science Teaching*, 32, 6, 394-99.

Sagarra, N. & Zapata, G. (2008). Blending classroom instruction with online homework: a study of student perceptions of computer-assisted l2 learning. *ReCALL*, 20, 2, 208-224.

Salend, S.; Duhaney, D.; Anderson, D. & Gottschalk, C. (2004). Using the internet to improve homework communication and completion. *Teaching Exceptional Children*, 36, 3, 64-73.

Smith, Michael (1999). *Internet explorations: On-line assignments for the introductory public relations course*. ERIC Document Reproduction Service No. ED436809.

Smolira, Joseph (2008). Student perceptions of online homework in introductory finance courses. *Journal of Education for Business*, 84, 2, 90-95.

Trawick, Matthew (2010). Online self-reporting of pencil-and-paper homework. *Physics Teacher*, 48, 2, 118-120.

Utecht, Jeff (2007). Blogs aren't the enemy; how blogs enhance learning. Voices from Techlearning.com. *Technology & Learning*, 27, 9, 32.

Wilkinson, K. & Echternacht, L. (1998). Internet homework activities and traditional homework activities: the effects on achievement, completion time, and perception. *Delta Pi Epsilon Journal*, 40, 4, 214-30.

Zapataa, G. & Sagarrab, Z. (2007). CALL on hold: The delayed benefits of an online workbook on L2 vocabulary learning. *Computer Assisted Language Learning*, 20, 2, 153 – 171.

Zerr, Ryan (2007). A quantitative and qualitative analysis of the effectiveness of online homework in first-semester calculus. *Journal of Computers in Mathematics and Science Teaching*, 26, 1, 55-73.