REFERENCES:

Adamson, H. D.,Herron, J. and D. Kaess (1995). An experiment in using multimedia to Teach language through content. *Journal of Intensive English Studies, 9,* 24-37.

Aragon, S. R. (2004). Information processing patterns of postsecondary American Indian / Alaska native students. *Journal of American Indian Education, 43*(3), 1-21.

Anderson, N. J. (2003). Scrolling, Clicking, And Reading English: Online Reading Strategies in a Second/ Foreign Language .*The Reading Matrix 3* (3) 1-33.

Baddeley, A. D. (1992). Working Memory. *Science Journal, 225*, 556-559.

Baker, J. R. (2003). The Impact of Paging vs. Scrolling on Reading Online Text Passages. *Usability News, 5*(1). 2-5.

Baker, M. J.(1999). Argumentation and Construction Interaction. *Studies in Writing. Foundations of Argumentative Text Processing*, 5: 179-202, Amsterdam.

Barton, L. & Sardinas, C.D. (2004). *North Star Reading and Writing* (2nd Edition) Pearson Education, N.Y. 177-193.

Berk, R.A (2009). Teaching Strategies for the Net Generation. *Transformative Dialogues: Teaching & Learning Journal, 3*(2), 1-24.

Bikowski, D,. and Kessler, G. (2002). Making the most of the discussion boards in the ESL classroom. *TESOL Journal,* 11(3), 27-29.

Blachowicz, C. L.Z & Connie, Obrochta. (2005). Vocabulary Visits: Virtual field trips for centant vocabulary development. *Reading Teacher, 59*(3), 262- 268.

Blooms, B. S. (1956). *Taxonomy of educational objectives- Handbook 1. Cognitive domain.* London: Longmans.

Boran, G. (2008). The Rationale for using reading materials in teaching writing and some sample applications. *Ekev Academic Review*, *12*(36), 267-280.

Bromley, K. (2003). Building a Sound Writing Program. Best Practices in Literacy Instructions. 143-149. Retrieved: 16the February 2010 from Learner2 learner.org.

Brown, D. (2009). Why and how textbooks should encourage extensive reading. *ELT Journal,* 63, 238-244.

Brozo, W. G. and Flynt, E. S. (2008). Motivating Students to Read in the Content Classroom: Six Evidence- Based Principles. *The Reading Teacher, 62*(2), 172-174.

Brunye, T. T. Taylor, H. A., & Rapp, D.N. (2008). Repetition and Dual Coding in Procedural Multimedia Presentations .*Applied Cognitive Psychology 22*, 877- 895.

Cassidy, J., and Cassidy, D. (2003). What's hot, what's not for 2003. *Reading Today*, 20(3), 1, 18.

Conroy, M. (2008). Internet based language tools: enabling EAL university students to take control of their writing. Paper presented at 'Language Issues in English-medium Universities: A Global Concern', Hong Kong.

Chorney. T. (12th Dec.2005). Interactive Reading, Early Modern Texts and Hypertext: A Lesson from the Past. Retrieved from : www.academiccommons.org/commons/essay /early-modern-texts-and-hypertext.

Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. *The Reading Teacher, 56* 458-464.

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly, 34*(2) 21 – 38.

Davis, J and R. Liss. (2006).*Effective Academic Writing 3: The Essay*. New York, USA: Oxford University Press.

Delphine, P.and Caroline, G. (2002). Idea retrieval in argumentative text writing by 11-18 year old students. *European Journal of Psychology of Education* ,XVII (4) 309-320.

Deng, L. and Hu, H. (2007). Vocabulary acquisition in multimedia environment. *US-China Foreign Language, 5*(8), 55-59.

Donahue, P.L., Daane, M.C. and Yin, Y. (2005). *The nation's report card: Reading 2003* (Publication No. NCES 2004-453) Washinton, DC: U.S. Government Printing Office.

Dudeney, G. (2000). *The Internet and the language classroom.* Cambridge, UK: Cambridge University Press.

Durisin, P. (2002). Information Literacy Programs: successes and challenges. Books. Google.com.

Eisner, S.P. (2005). Managing Generation Y.S.A.M Advanced Management Journal, 70(4).

Esmaeili, H. (2002). Integrated Reading and Writing Tasks and ESL Students' Ready and Writing Performance in an English Language Test. *Canadian Modern Language Review*, *58*(4), 599. Retrieved from Academic Source Complete database.

Ewing, J.M, Dowling, J.D, Coutts, N. (1998). Learning Using the World Wide Web: A Collaborative Learning Event. *Journal of Educational Multimedia and Hypermedia*, *8* (1), 3-22.

Friedman.Gregory, L. (2009). Learner-created lexical databases using web-based source material. *ELT. J, Vol. 63(2)* (2 April 2009), 126-136.

Gaskell, D. and T. Cobb. (2004). Can learners use concordance feedback for writing errors?. *System 32*(3), 310-319.

Gebril, A. (2009). Score generalizability of academic writing tasks: Does one test method fit it all?. *Language Testing*, *26*(4), 507-531. doi:10.1177/0265532209340188.

Gilmore, A. (2009). Using online corpora to develop students' writing skills. ELT. J, 63 (4) (October 2009), 363-372.

Gleason, M. (1999). THE ROLE OF EVIDENCE IN ARGUMENTATIVE WRITING. *Reading & Writing Quarterly*, *15*(1), 81-106. doi:10.1080/105735699278305.

Grabe, W. (2001). Reading –writing relations; Theoretical perspectives and instructional practices. In D. Belcher and A. Hirvela (Eds.), *Linking literacies: Perspectives on L2 reading –writing connections* 15 – 47.

Guo, S. and G. Zhang. (2007). Building a customized Google-based collocation collector to enhance language learning. *British Journal of Education Technology, 38*(4), 747-750.

Guthrie, J. and Davis, M. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. . *Reading & Writing Quarterly, 19* (1), 59-85. doi: 10.1080/10573560308203.

Guthrie, J. T and Humenick, N.M (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle and V. Chhabra (Eds), *The voice of evidence in reading research* (pp. 329-354). Baltimore : Paul H. Brookes.

Hafner, C. A. and C. N. Candlin. (2007). Corpus tools as an affordance to learning in professional legal education. *Journal of English for Academic Purpose, 6*(4), 303-318.

Hancioglu, N. & Eldridge, J. (2007). Texts and frequency lists: some implications for practicing teachers. *ELT Journal, 61*(4) October 2007 330 – 340.

Harrell, M. (2005).Grading According to a Rubric. *Teaching Philosophy*, *28*(1), 3-15.

Hsieh, P., & Dwyer, F. (2009). The Instructional Effect of Online Reading Strategies and Learning Styles on Student Academic Achievement. *Journal of Educational Technology & Society*, *12*(2), 36-50. Retrieved from Academic Source Complete database.

Hu, H., & Deng, L. (2007). Vocabulary acquisition in multimedia environment. *US-China Foreign Language*, *5*(8), 55-59. Retrieved from Academic Source Complete database.

Hui-Tzu, M. (2008). EFL Vocabulary Acquisition and Retention: Reading Plus Vocabulary Enhancement Activities and Narrow Reading. *Language Learning*, *58*(1), 73-115. doi:10.1111/j.1467-9922.2007.00435.x.

Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.

Hyland, K., & Tse, P. (2009). Academic Lexis and Disciplinary Practice: Corpus Evidence for Specificity. *International Journal of English Studies*, *9*(2), 111-129. Retrieved from Academic Source Complete database.

Ismail, S. (2009, January 21). ICT and School Linkages. Retrieved on 17th September, from http://www.scribd.com

John, P. D (2004), Teaching and Learning With ICT New Technology, New Pedagogy? Education, Communication. Retrieved : 12th January 2010 from Interactiveeducation.ac.uk

Jones, L.C & Plass, J.L (2002). Supporting Listening Comprehension and Vocabulary Acquisition in French with Multimedia Annotations. *The Modern Language Journal, 86,* 546-561.

Karim, F. N (2010, October 13). ICT to be prime mover in teaching process. *New Straits Times,* 3.

Krashen, S. (1993) *The Power of Reading*. Libraries Unlimited, Englewood, CO.

Kress, G. (2006). What is English for? *English Education, 40* (1), 1-4. doi:10.1111/j.1754-8845.2006.tb00777.x

Kroll, B.(1991). *Teaching Writing in the ESL Context.* 245-263. Heinle & Heinle Publishers,

Kurniawan, S. H., and Zaphiris, P. (2001). Reading online or on paper: Which is faster? In *Proceedings of the 9th International Conference on Human Computer Interaction,* August 5-10. New Orleans, LA.

Laufer, B. (2003). Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading? Some empirical evidence. *The Canadian Modern Language Review, 59*(4), 567-587.

Lefoe, G. (1998). Creating Constructivist Learning Environments On the Web: The Challenges in Higher Education. ASCILITE Conference Proceedings.453-464 www. ascilite.org.au/conferences.

Leino,.K. (2006). Reading the Web – Students' Perceptions about the Internet. *Scandinavian Journal of Educational Research, 50*(5). 541-557. doi:10.1080/00313830600953618.

Lenatti, C. (2009). Missing the Mark: Why Online Newspapers Fall Flat With Younger Readers. *Seybold Report: Analyzing Publishing Technologies*, *9*(3), 5-14. Retrieved from Academic Source Complete database.

Leu, D. J., Jr. (2002). The new literacies: Reseach on reading instruction with the internet. In A. E. Farstrup and S.J. Samuels (Eds), What research has to say about reading instructions (3rd ed). 310-336. Newark: DE: International Reading Association.

Lewis, M. (1993). *The Lexical Approach.* U.K. Language Teaching Publications.

Li, N. Hung, K. and Chang, C. (2010). A cognitive-situative approach to understand motivation: Implications to technology-supported education. *US-China Education Review 7*(5), 26-33.

Longman (1993). 2nd edition. *Language Activator.* UK.

Loucky, J. (2005). Combining the benefits of electronic and online dictionaries with CALL web sites to produce effective and enjoyable vocabulary and language learning lessons. *Computer Assisted Language Learning*, *18*(5), 389-416. doi:10.1080/09588220500442764.

Macalister, J. (2008). Implementing extensive reading in an EAP programme. *ELT Journal*, 62, 248-256.

Mayer, R.E.(2001).Multimedia learning. New York: Cambridge University Press.

Mayer, R. E & Moreno, R. (2002). Aids to computer-based multimedia learning. *Learning and Instruction, 12* 107-119.

McNamara, D.S. Crossley, S.A, McCarthy, P.M (2009). Linguistic Features of Writing Quality. *Written Communication, 27*(1) 57-86.

Merriam, S. B. (2009). *Qualitative Research. A Guide to Design and Implementation*, San Francisco: Jossey-Bass.

Michelle Yeoh appointed reading ambassador. (2010, March 18). Retrieved from http://www.thestar.com.my

Morgan, W. & Beaumont, G.(2003).A dialogic approach to argumentation: Using a chat room to develop early adolescent students' argumentative writing. *Journal of Adolescent and Adult Literacy, 47*(2), 146-157.

Morris, L. & T. Cobb. (2004). Vocabulary profiles as predictors of the academic performance of TESL trainees. *Systems, 32*(2), 75-87.

Mullamaa, K. (2010). ICT in Language Learning- Benefits and Methodological Implications. *International Education Studies, 2*(1), 38-44.

Munice, J. (2002) Process writing and vocabulary development: comparing lexical frequency profiles across drafts. *Systems, 30*(2), 225-235.

Nassaji, H. (2006). The Relationship Between Depth of Vocabulary Knowledge and L2 Learners' Lexical Inferencing Strategy Use and Success. *Modern Language Journal*, *90*(3), 387-401.

Nation, P. (2001). *Learning vocabulary in another language.* Cambridge: Cambridge University Press.

No equal access. (2010, 14 March). Retrieved from http://www.thestar.com.my.

Noor, N.M. (2006).Reading academic text: Awareness and Experiences Among University ESL Learners. *GEMA Online Journal of Language Studies, 6*(2), 65-78.

Paribakht, T.S., & Wesche, M.(1996). Enhancing vocabulary acquisition through reading: A hierarchy of text-related exercise types. *The Canadian Modern Language Review, 52,* 250-273.

Paribakht, T. S., & Wesche, M.(1996) Assessing vocabulary knowledge: depth vs. breadth. *Canadian Modern Language Review*, *53*(1): 13-40.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Pithers,R.T. (2000). Critical thinking in education: a review. *Journal of Educational Research, 42*(3), 237-249.

Plakans, L.(2007). *Second language writing and reading –to-write assessment tasks: A process study.* Unpublished Doctoral Dissertation, The University of Iowa, Iowa, City : IA.

Reeves, Tom. (1992). Effective Dimensions of Interactive Learning Systems' Keynote address for *Information Technology for Training and Education Conference* (ITTE 1992)

Rho, Y., & Gedeon, T. (2000). Academic Articles on the Web: Reading Patterns and Formats. *International Journal of Human-Computer Interaction*, *12*(2), 219-240. Retrieved from Academic Source Complete database.

Rowsell, J & Burke, A. (2009). Reading by Design: Two Case Studies of Digital Reading Practices. *Journal of Adolescent & Adult Literacy, 53*(2), 106-118.

Samuel, R. J and Zaitun, A.B. (2007). Do Teachers Have Adequate ICT Resources And The Right ICT Skills In Integrating ICT Tools In The Teaching And Learning Of English Language In Malaysian Schools? *Journal on Information Systems in Developing Countries*, 1-15. Retrieved from EJISDChost.

Schmoker, M. (2007). Reading, Writing, and Thinking for All. *Educational Leadership*, *64*(7), 63-66. Retrieved from Academic Source Complete database.

Selinger, M. (2002). Learning computer technology skills on the subject context of learning. *Journal of Information Technology for Teacher Education, 10* (1-2), 143-157

Segler, T., Pain, H., & Sorace, A. (2002). Second Language Vocabulary Acquisition and Learning Strategies in ICALLEnvironments. *Computer Assisted Language Learning*, *15*(4), 409. Retrieved from Academic Source Complete database.

Smith-Sutherland.W.(April 2002) Weaving the literacy Web: Changes in reading from page to screen.The Reading Teacher, 55(7),662-669.Retrieved 7th February 2010, from ERIC database.

Stakhnevich, J. (2002). Reading On the Web: Implications for ESL Professionals. *The Reading Matrix. 2* (2). Retrieved from Academic Resource Complete database.

Stapleton, P. & Radia, P. (2010). Tech-era L2 writing : towards a new kind of process. ELT Journal, *Oxford Journals, 62*(2), 175-183. doi:10.1093/elt/ccpo38.

Steinhauer, K. & Friederici, A.D. (2001). Prosodic boundaries, comma rules, and brain responses:The closure positive shift in ERP's as a universal marker for prosodic phrasing in listeners and readers. *Journal of Psycholinguistic Research, 30*(3), 267-295.

Sullivan, N & Pratt, E.(1996) A Comparative Study of Two ESL Writing Environments: A Computer-Assisted Classroom and A Traditional Oral Classroom. *System, 29*(4) 491-501.

Sun, Y. (2003). Extensive reading online: an overview and evaluation. *Journal of Computer Assisted Learning*, *19*(4), 438. doi:10.1046/j.0266-4909.2003.00048.x.

Sutherland-Smith, W. (2002). Integrating online discussion in an Australian intensive English language course. *TESOL Journal, 11*(3), 31-35.

Torrance, M., Glyn V. Thomas, Elizabeth J. Robinson. (2000). Individual Differences in Undergraduate Essay-Writing Strategies. *Higher Education 39* (2), 181-200.

Tribble, C. (2009). Writing academic English – a survey review of current published resources. *ELT Journal, 63* (4) October 2009. 400-417.

Tse-KIan, N. (2003) Using multimedia in a constructivist learning environment in the Malaysian classroom. *Australian Journal of Education Technology, 19*(3), 293-310.

Usó-Juan, E., & Ruiz-Madrid, N. (2009). Reading Printed versus Online Texts. A Study of EFL Learners' Strategic Reading Behavior. *International Journal of English Studies*, *9*(2), 59-79. Retrieved from Academic Source Complete database.

Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.

Walsh, M. (2008). Worlds have collided and modes have merged: classroom evidence of changed literacy practices. *Literacy*, *42*(2), 101-108.

Weiler, Angela.(2004). Information-Seeking Behavior in Generation Y Students: Motivation, Critical Thinking, and Learning Theory. *Journal of Academic Librianship, 31*(1) 46-53.

Wesche, M., & Paribakht, T. S. (1996). Assessing second language vocabulary knowledge: Depth versus Breadth. *The Canadian Modern Language Review, 53*, 13-40.

Wilson, P. T. & Anderson, R. C. (1986). *What they don't know will hurt them: the role of prior knowledge in comprehension.* In J. Orasanu (Eds), *Reading comprehension: from research to practice*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Wolfe, C.R, Britt, M.A and Butler, J.A.(2009). Argumentation Schema and the Myside Bias in Written Argumentation. *Sage Publications*, *26*(2) 183-209. doi. 10.1177/0741088309333019.

Xu, Jianping. (2009). An Experimental Study on the Effects of Different Reading Tasks on L2 Vocabulary Acquisition. *English Language Teaching, 2*(3), 69-79.

Zhou, A. (2009). What adult ESL learners say about improving grammar and vocabulary in their writing for academic purposes. *Language Awareness*, *18*(1), 31-46.