

Algerian EFL Students' Perceptions towards the Development of Writing through Weblog Storytelling

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Abstract : Weblog as a form of internet-based resources has become popular as an authentic and constructive learning tool, especially in the language classroom. This research explores the use of weblog storytelling as a pedagogical tool to develop Algerian EFL students' creative writing. This study aims to investigate the effectiveness of weblog- writing and the attitudes of both Algerian EFL students and teachers towards weblog storytelling. It also seeks to explore the potential benefits and problems that may affect the use of weblog and investigate the possible solutions to overcome the problems encountered. The research work relies on a mixed-method approach which combines both qualitative and quantitative methods. A questionnaire will be applied to both EFL teachers and students as a means to obtain preliminary data. Interviews will be integrated in accordance with the primary data that will be gathered from the questionnaire with the aim of validating its accuracy or as a strategy to follow up any unexpected results. An intervention will take place on the integration of weblog- writing among 15 Algerian EFL students for a period of two months where students are required to write five narrative essays about their personal experiences, give feedback through the use of a rubric to two or three of their peers, and edit their work based on the feedback. After completion, questionnaires and interviews will also take place as a medium to obtain both the students' perspectives towards the use of weblog as an innovative teaching approach. This study is interesting because weblog storytelling has recently been emerged as a new form of digital communication and it is a new concept within Algerian context. Furthermore, the students will not just develop their writing skill through weblog storytelling but it can also serve as a tool to develop students' critical thinking, creativity, and autonomy.

Keywords : Weblog writing, EFL writing, EFL learners' attitudes, EFL teachers' views

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