



Beyond the Classroom Writing via Web 2.0 Tools

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Abstract

Recently, foreign language (FL) learning/teaching have been shifted from merely focusing on repetition and habit learning to constructing knowledge through experiences within a social world. Thus, within a social constructivist approach, interaction while learning FL has become prominent in that students need to go beyond the classroom and communicate with others to facilitate their language skills. In this sense, Web 2.0 tools have been welcomed as avant garde in FL classrooms, and declared to offer new opportunities for collaboration and interaction (Nagy & Bigum, 2007) especially for enhancing language skills. On the other hand, productive and interactive skill, writing, merits attention as a medium of communication however it has been constrained within scope of classroom environment. Students become passive producers of the writing pieces whom just try to make up to teachers. Thus, there emerges a need to encourage students to be aware of their audiences' presence, write for them, and negotiate the meanings with others to carry writing classes to interactive and collaborative environment. Therefore, the present study investigates the impact of Web 2.0 tools-"Showbeyond" and "Blog" on students' audience awareness, and students' experiences while using them for creating stories and sharing them with others. Hence, paper-pen narrative stories and stories created via "Showbeyond", logs and semi-structured interviews of 8 learners of English as a foreign language (EFL) are collected and analyzed through discourse and phenomenological data analysis. The results show that though students' awareness of their audiences while creating stories on "Showbeyond" is limited, motivation, collaboration, and negotiation for meaning are found to be the most recursive themes when their experiences of using Web 2.0 tools considered. It may be suggested that Web 2.0 tools can be used in EFL writing classrooms to enhance learners' audience awareness, and to establish a community in a motivated way.