

An Electronic School Magazine: Exploring the Use of Blogs in Teaching Writing in a Young Learners' Context

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Abstract

This paper reports on the findings of an ethnographic research carried out in a Greek Primary School investigating the integration of a web 2.0. tool, the weblog, with teaching writing as a process.

In particular, it focuses on the effect an electronic school magazine in the weblog format had on the overall development of the writing skill of a Greek Primary School's sixth grade pupils. It also aims to gain insights into the extent to which the e-magazine helped the particular twelve-year-old learners develop an awareness of purpose, audience and genre and examines the extent to which collaboration and peer feedback were promoted. Furthermore, it explores the effect it had upon the young learners' motivation and researches the interaction they engaged in through comment posting.

During the three-month research, the young learners created a weblog/school e-magazine, collaborated in writing articles that belonged to genres found in magazines and exchanged views with their readers through written comments. They also had access to the teacher's weblog, where they were provided with feedback, self-correction guidelines and links to websites for information access purposes.

A variety of data (observation notes, written products, interviews, questionnaires) was gathered and analyzed and the findings highlight the benefits of the e-magazine in the weblog format on all areas under examination and support further research into the integration of technology within young learners' contexts in the future.