

Blending Technology in EFL Writing Instruction

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Abstract

In the history of language teaching, the delivery of instructional materials has been subject to two major fluctuations (traditional face-to-face instruction and Web-Based Instruction). There has been a long debate recently on the preference of the integration of the Internet in language classes with traditional face-to-face instruction. The main objective of the present study was to find out if blending Web 1.0 and Web 2.0 tools could help the Iranian EFL learners improve their writing abilities. To this end, 202 male and female students studying at university were selected. For the pre-test, they were required to write essays. Then, they were divided into five groups using e-mails, weblogs, wikis, traditional instruction and a special social network called Doreh for their writing practices. After the treatment, all the participants took a writing post-test. The comparison of the writing pre- and post-test scores revealed that firstly, Web 2.0 tools, especially social networks, could help the Iranian EFL learners improve in their writing skill. Moreover, the results of the study indicated that using Web 2.0 tools, female students performed equally well compared to the male students.

Keywords: *E-mail, social networks, wiki, weblog, writing instruction, Foreign Language Learning*