

Learning to Teach EFL Through a Blog-Based Experience

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Abstract

Pre-service EFL teacher training programmes at the Faculty of Education in Melilla (University of Granada) stipulates a practice period of three months in a Primary school, where prospective teachers have the opportunity of bridging the gap between theory and practice. Based on Wallace's reflective model (1991), pre-service teachers fulfill a diary where they reflect on their teaching practice. For years this task was done in a written paper and submitted to faculty supervisors, who may comment on some aspects. However, the consolidation of the ESHE is demanding new interaction patterns as part of the students' integral formation and, in this sense, web 2.0 tools have a great potential. In the academic year 2009-2010 we carried out an innovative experience with pre-service teachers, blending the use of a blog with peer-coaching techniques. The results were that students were highly motivated and learning rates were enhanced by peer-supervision through blogging.

This paper describes this blog-based experience. First it summarises the main literature on peer-coaching and blended learning, focusing on the use of blogs for the learning and teaching of EFL. Next, it reports the experience carried in the University of Granada with pre-service EFL teachers. Finally, it discusses the results obtained and it draws to some relevant conclusions.