

Website Blogs and EFL Learners' Writing Performance

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Received on: 29-9-2021

Accepted on: 16-12-2021

Abstract

The current study aimed to explore the effect of using blogs on EFL learners' writing performance. The participants of the study consisted of 60 female learners in the 11th grade. The quasi-experimental approach was employed in this study. The participants of the study were arbitrarily allocated into three groups; two of them were experimental (websites blogs, and photoblogs) and a control group that was instructed utilizing the conventional approach. All participants sat to a pre-/post-test. A four-question achievement test related to writing skill was designed to measure students' writing performance. The findings of the study showed that there were statistically significant differences between the mean scores of the control group (conventional instruction), and the experimental groups (website blogs and photoblogs) in favor of the experimental groups in writing. Lastly, related recommendations directed for educators, researchers and students were presented.

Keywords: Website blogs; EFL Learners; Writing Performance; Photoblogs.

Introduction

Students live in a global, digital world where information is changing at a rapid pace. They use laptops, instant messaging, video games and cell phones as part of their daily interaction with friends, family and peers. According to Izquierdo and Reyes (2009), computer-mediated communication was presented in the 90's, moving from simple language programs to dynamic web-based tools. Non-native speakers use the Internet in teaching and learning English as a foreign language. Teachers now recognize their significant role in the learning/teaching process of English as a foreign language (EFL) or second language through using the Internet effectively in various types of English language courses. Internet programs like the blog are used for teaching language skills such as writing.

Strampel and Oliver (2008) point out that one of the computer-assisted applications used in online courses is the weblogs (blogs). They become fashionable for people in all sectors to share their views and feelings all over the world. Abu Baker and Ismail (2009) point out that blogs help students in composing writing, which encourages them in enhancing their writing performance. Fellner and Apple (2006) report

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* Doi: <https://doi.org/10.47012/jjml.17.1.1>

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that blogs as online diary tools have become very popular over the previous years, which has gradually made them as a method of alternative assessment for both native speakers and second language learners in writing classrooms, and as an approach to “diary introspection” for teachers. For both teachers and students, blogs are authentic activities as they are common in helping people in expressing their thoughts and feelings, and sharing information all over the world. In conclusion, the web site blog is a helpful technique for language learning (Arochman, 2021; Arochman and Yosintha, 2020; Gandalf, Xuechunzi, and Fiske, 2019; Kamberi, 2015; Saltan and Omer Faruk, 2017). This section includes the following subtitles: website blogs, website blogs vs. regular instruction, types of website blogs, and blogs and learning writing.

Website Blogs

Recent communication tools provide new possibilities for learning. Weblogs (blogs) are a new medium that has risen out of web culture. Shih (2010) demonstrated that blogs have appeared as a new medium for publication and communication. They provide stimulating new ways to express individual views, to share opinions with others, and to communicate using the Internet. They can be used as a cooperative forum for students, and instructors can also use them as tools for tasks such as sending messages and resources, encouraging discussions, and providing comments and feedback.

The term “blogs” (a short form for web logs) is a web page that can be accessed for the individual, and it often reflects the personality of the author. Blogs may develop writing and communication styles that are conversational, colloquial, and interactive. Wu (2005) points out that blogging is the easiest and fastest ways for communication among different groups, using texts, images, video, and audio messages. Many benefits can be gained from using blogs for learning English as a foreign language. Crystal (2006, 136) states that blogs are “the beginning of a new stage in the evolution of the written language”. He added that they are so popular with the appearance of interactive blogging (photoblogs, audioblog, videoblog, and moblog). These developments have created new linguistic styles and conventions, with a chance for more prospects in the future.

Many researchers outline the benefits of blogs for students. For example, Ma and Zhang (2007, 117) report that blogs “coincided with and helped to make an irreversible surge in faster, easier, more ubiquitous publishing to a web of increasingly indexable, searchable, findable and collaborative information”. Blogs have great possibility to affect language learning though they are neither a unique nor a new active online genre-based technologies, instead of a bond between computer-assisted communication via text and multimedia. They can be a promising medium for information management. Churchill (2009) thinks that blogs started to emerge as a beneficial type of educational media. The literature suggests a number of possibilities for using blogs. For example, students post their writing on blogs to talk about tasks in groups, to evaluate others essays, and to be working together on tasks, and to control their e-investments. In conclusion, blogs may help in improving English language teaching and learning.

Website Blogs vs. Regular Instruction

Website blogs are different from regular instruction. Weblogs (blogs) are a new medium that has risen out of web culture. Unlike regular instruction, weblogs may be more functional in language learning than the traditional method. For example, Abu Baker (2009) reports that the blog has made available chance for writers to give vent to their feelings and voice their ideas in a variety of ways. Blogging is one of the social networks (e.g., Google and Facebook blogs). Also, some search engines allow their users to design their blogs in English language.

New communication tools provide new possibilities for learning. According to Dickey (2004), weblogs (blogs) are new tools which have risen from the Internet society. They may offer new techniques for joining feelings of isolation and frustration than the traditional method by offering a new appealing as well as interactive materials, along with individual opinions in a computer-mediated communication environment. To conclude, website blogs may be considered as effective and useful in language learning, especially when compared with the regular instruction.

Types of Blogs

There are several types of blogs. The first is photoblog or photolog which is a type of publishing in the form of a blog and sharing photos. According to Meyer, Rosenbaum and Hara (2005), it is different from a blog in its major use of and focusing on photos rather than texts. Photoblogs include basic types like individual level photoblogs, text photoblogs (for text content such as Blogger), and photo level photoblogs such as Fotolog or Flickr. The second blog type is video blogging (vlogging or vidblogging). According to Noronha (2012), it is a blog type based on video or Web television. Entries usually include video or a video link with a text, photos, and other media. They are displayed in one shot or cut into smaller parts. The vplogging is a very popular blog sort on YouTube.

The third is mobile blogging or moblogging. It is a technique for publishing from a mobile phone or another portable technology directly to the website. A mobile blogging assists bloggers submit texts straight from their phones. Mobile blogging enables bloggers to submit various multimedia files with a mobile phone. It is common among people who use phones with cameras, that allows them to send messages via SMS, MMS, or email images and videos which then post on a website, or to send content through browsers on mobile devices to be published immediately to a blogging website using the Compatibility with mobile posting feature (Huang, Jeng and Huang 2009). The fourth is notebook. According to Ma and Zhang (2007, 117), it is based on replacing the category of notebook with k-log, which “functionally resembles hand-written project journals in which a researcher or project group makes observations, records relevant references, and so forth about a particular knowledge domain”. The current research aims to find the impact of two-blog type (blog vs. photolog) on EFL learners’ performance in writing.

Blogs and Learning Writing

Blog is a useful tool for teaching writing for EFL learners. Risinger (2006) discusses using weblogs in the writing classes, one of the new interactive techniques in teaching where teachers raise questions and students answer them. He adds that the class does not have to end in the blog-based class/session because students can continue discussions that started in the classroom in cyberspace. Blogs have been experimentally used as tools when studying a language in order to improve the writing performance. Fageeh (2011) argues that implications indicate that although blogging should not replace face-to-face interaction. It may provide a practice environment where students can think, reflect, and create language slowly for a real-life audience. No doubts eventually, recent theorist has listed advantages to blogs for language-learning blogs, including students opportunity to select an appropriate language, introducing new approaches to their ideas, and providing the motivational element of identifying that one's voice is heard by people from faraway places in the world.

Abu Bakar and Ismail (2009) point out that blogs can be utilized as a platform and a medium for learners to be innovative in writing classes. They point out that learners provide positive feedback about using blogs as a learning tool, and blogs increase interaction and reflective activities. Blogs can also be used as a writing platform so as to increase learners' desire for writing. Students appear more interested in writing since they are free to complete tasks when blogging, and they have more capacity to realize various features of topics by means of blog-based various duties.

In conclusion, website blogs may help improve writing skills. According to Neo and Neo (2011), using blogs in student-centered learning techniques may provide learners with useful practices in improving their ability to write. Since blogs help learners to voice their own views and feelings, they have the sense of belonging and empowerment to the learning group. Using blogs in writing, students can express their own thoughts and opinions and deal with comments and opinions by other peers in the classroom.

Statement of the Problem

It is clear, from the researchers' experience as well as the revision of the literature of the subject of the study, that EFL learners may encounter many difficulties while learning language skills like writing. One of these difficulties is related to using regular instruction by teachers in the writing lessons. This provides a limited space for creating real-life situations for learning language skills such as writing. Moreover, writing is a productive skill that increases its problematic instead of receptive abilities like reading or listening for students. Therefore, the need arises to develop up-to-date strategies or methods to be used in providing the skills required for productivity, including writing, such as blogs. Blogs may offer a variety of options for learning writing such as reducing stress and anxiety as the learner can blind his/her identity and feel relaxed as no one criticizes him/her when he/she makes erros. Moreover, a review of related literature shows that no study has examined the effect of blogs type (blogs vs. photoblog) on EFL learners' ability in different writing activities. This study focuses on bridging this gap.

In addition, the researchers made a survey about the use of blogs. They asked 60 students who are studying at Mafraq schools and 40 English language teachers if they use blogs while they write English texts. Based on the survey, 95 % of the teachers reported that they do not use them or know how to use them. In addition, only 10% students said that they have the ability to use the blog for learning writing. Consequently, this study may be useful for the Jordanian context as it provides a model for using blogs, which may be helpful for both students and teachers.

The Study Questions and Purposes

The study targets to explore the impact for using blogs on EFL learners' writing skill. In addition, it aims at determining if there is any effect of using blog type (blogs vs. photoblog) on EFL learners' writing performance development. The study also investigated if blogs contribute to EFL learners' performance in writing activity types.

More particularly, the present targeted to reply on the subsequent three study questions:

- 1- What are the variations in the average scores of the experimental groups that are statistically significant compared with the control group which can be attributed to the instruction method (website blogs versus conventional teaching) for the EFL learners' performance on the writing post-test?
- 2- Are there any statistically substantial variations in the experimental groups' average scores as a result of blog type (website blogs vs. photoblog) on the EFL students' writing in the post-test?
- 3- Do any of the differences have statistical significance for using blogs on the EFL learners' performance in writing activities (match the photo, rewrite the sentences, describe the photo, and describe the place) in the post-test?

Significance

The study may be beneficial for diverse groups of people for varied purposes. First, the results of this research are possibly significant in helping EFL learners to learn beyond the language they study in the classroom through their desire to publish their finished tasks through using blogs. Second, the present study may clarify the different aspects of using blog platforms and their advantages for students. The study may also show the significance of using web-site blogs in developing learners' writing skills. The study may develop technical writing skills among students and prepare them to respond with confidence in exams.

Moreover, the present study may be worthwhile for teachers as they may be motivated to use modern technology applications like the blog which may be a helpful medium in teaching the English language. Teachers are possibly encouraged to instruct using an up-to-date learning tool, blogs. Such a study may clarify for teachers the benefits of using website blogs in establishing context in which the language learning may be meaningful and useful. Final, the study may introduce an Internet-based application for using blogs. This may be useful for curricula designers and English language supervisors. They may integrate various types of website blogs and adopt using them in teaching different language areas and skills within the syllabus.

Related Literature about Using Blogs for Learning Writing

In a study which intended to examine the significance and benefits of using internet resources for writing learning, Kovářová (2008) explored the benefits of using blogs in EFL where she examined possible difficulties in using blogs in EFL classes in basic schools. She reported that both learners and teachers can set up their individual blogs to generate their ideas either collaboratively or individually. They enable learners to connect to other communities of learners and furthermore, blogs can be successfully used for international communication and cooperation.

Erickson (2009) explored the use of blogs as a tool for improving open-response writing in the secondary classroom in comparison to the use of handwritten dialogue journals. The study used a mixed-method approach, gathering both quantitative and quantitative statistics obtained from the participants (94 eight-grade learners). Findings indicated statistically insignificant differences in the writing mean ratings between the treatment condition (blogs) and conventional instruction. However, there was a notable variation from the average score regarding the both groups' post-survey, where the blogging treatment group had a higher favorable view regarding the event than the conversation journal control group.

Yang (2009) explored using blogs as a platform in the learning process of EFL teacher-students in Taiwan. Forty-three teacher-students in teacher-training programs in Taiwan participated in this study. Findings revealed that the participants enthusiastically addressed the theories of teaching and the applications with using of blogging. All of them were insightful, and some reflected on their opinions, and made noteworthy observations, and they take into account blogs a beneficial means of communication amongst learners.

Abu Bakar and Ismail (2009) study sought to assess the importance of blogs in improving learners' capacity for productive writing. The participant sample included 41 EFL students. Findings indicated that participants kept an optimistic attitude toward using blogs in learning EFL. For them, blogging was a source of inspiration for learning because blog interactions helped them in developing critical thinking and feedback from peers about their writing projects. Social interaction using blogs also assisted students in improving their writing skill.

Ozgur (2009) investigated the effect of weblog-integrated writing instruction on students' writing performance. Also, students perceptions toward weblog used in their writing courses has been examined. Seventy undergraduate students in the Department of Primary Education at Marmara University participated in this study. Data were collected through students, written products and weblog perception questionnaires. The finding indicated that weblog-integrated writing instruction improved the writing performance of students. Moreover, students had a favorable perception towards weblog use in writing classes.

Tan and Tan (2010) reported an instrumental case study on the use of audioblogs for developing students' language. Research took place in a Singaporean government school (Grade 7-10). The case focused on seven students who completed substantial parts of the activities, and the main sources of data came from the oral recordings and interactions in their audioblogs. The students were found to adopt a

systematic approach in their reflection: evaluating, monitoring, and setting up in which the monitoring strategy receives more consideration.

Miceli, Mury, and Kennedy (2010) examined the experience of integrating a class blog into an advanced language course in order to provide an out-of-class forum for language practice and for sharing course-related ideas and information. It also reports on an evaluation of the blog's effectiveness, drawing on an analysis of the students' blog contributions and their responses to questionnaires. They concluded that blogs play a substantial role in supporting learners' communication and interaction while writing.

Istifci (2011) investigated the opinions of elementary level EFL learners on using weblogs and distance education. The subjects of the study were 10 Native speakers of English in London and 15 Turkish EFL learners who are learning English in the School of Foreign Languages. Turkish EFL learners created a class blog and every week they were given assignments by their class teacher. Findings indicated that the students found the idea of weblogs as a distant learning tool motivating, enjoyable and encouraging in language learning.

Davis and Ewa (2011) explored how blogging influenced student-writing development at the elementary level. Fifth-graders' pre- and post-blogging project writing samples, as well as other student blog posts, were the primary data. From students' opinion, the findings indicated that weblogs are helpful for promoting interaction among learners and connecting them during the writing process. Hashemi (2011) explored whether weblogs have great capabilities as an educational tool for the teaching of EFL writing class in an EFL writing class in Iran. Two groups (30 each) of both males and females were used as subjects to solicit feedback to the use of blog in an English class. The result showed that blogs are not well-known educational tools among the Iranian students as well as the teachers, especially those who are majoring in English. All of the learners responded that they enjoyed the blog project overall.

Hoem (2004) examined whether videoblogs can facilitate practices which promote media literacy and collaborative learning through the making of collective documentaries. Videoblogs with wiki-like functions promise to turn users into producing collectives rather than individual consumers of audiovisual content. The paper grounded theoretical as well as technical parts needed for the design of a stimulating online environment through using video.

Meyer, Rosenbaum and Hara (2005) explored chronological log of photography. Each photo in the log has a date associated with it. When looking at any photo in a photoblog, it could be navigated through going directly to the next older or newer photo. Photoblogs also frequently include documents, which give a permission to examine any of photographs in chronological order. The study of photography on the internet and digital photography in general is still a relatively untapped area.

Zhao (2005) examined whether using blogging is more accessible to the public than moblogging-blogging from a portable device. Moblogging involves, but is not limited to, updating blogs from a portable device, adding a picture to a blogs from a phone, or creating a blog using specialist moblog software and maintaining it with only a mobile. Analysis of Blogging from 6 device showed that moblogging is meant to transform blogging into something that can be maintained in an increasingly mobile lifestyle.

According to Hong (2008), blogs or audioblogs can be used in education to help students in communication as a collaborative tool in their writing projects. They are used as an electronic board to provide efficient, fast communication. They can also be used to send announcements of classes for children's parents or send notes for students. They can also be used as resources for teachers to send post for students like explanations, tips or samples.

Gullett and Bhandar (2010) investigated the use of blogs to support learning in an online MBA school. They examined learners' perspectives to the effectiveness of blogs. Results revealed that although the participants are open to using blogs to improve their learning, there are concerns on their appropriateness for discussions that are threaded, especially with the availability of discussion boards with threads.

Carolyn (2011) investigated the opinions and attitudes of academics who used blogs in discussion and examined blogger behaviors and good blog qualities. Probability sampling techniques are characterized as more scientific, precise and cost-effective. However, nonprobability sampling is appropriate when probability sampling is not viable or the population is unknown. Findings revealed that most of them believe that their blogs represent their cumulative scholarly record.

Aydin (2014) presented a review of the research on the use of blogs in EFL learning contexts. The study revealed that the blog method is functional in language learning. Also, Dandashly (2017) investigated the effect of using website blogs in teaching courses. The control group consisted of 25 learners who studied using regular instruction while the experimental group (22 students) received blended learning instruction using blogs in the same courses. Results of the study indicated students at the treatment condition notably exceeded students at regular instruction condition.

Similarly, Alsubaie and Madini (2018) investigated the use of weblogs being an intermediary for educating English for enhancing language of the Saudi EFL female students. Thirty-seven students participated in the study. The study hypothesized that using website blogs as a tool improves Saudi EFL learners' ability to write. The test consisted of 50 vocabulary items to measure the differences in participants' writing performance after 7 weeks of studying. The findings of the study indicated there is improvement in the students' writing performance because of utilizing weblog posts. Generally, it can be concluded that website blogs are found to be helpful and have a positive effect on language learning, especially writing skills (Arochman, 2021; Arochman and Yosintha, 2020; Gandalf, Xuechunzi, and Fiske, 2019; Kamberi, 2015; Saltan and Omer Faruk, 2017).

Concluding Remarks

Related studies have focused on the effect of using blogs on the writing ability of EFL students. The research aims at exploring using blogs by learners in learning English and its impact on developing their performance in writing. However, the current research is different from those studies in investigating the effect of using blog type (blog vs. photoblog) on students' writing ability development. Moreover, it investigates the effect of using weblogs in writing performance. It also investigates website blog types

that have never been studied in other studies. Moreover, a survey of the Internet and reveals that quite few-quasi experimental studies about the effect of using blogs, blogs types and writing performance are quite rare, a gap to be bridged in the present research.

Method

Participants and Method of the Study

Sixty 11th grade female students were the participants of the current research; they were studying at Iman Bint Al-Hussein Secondary School for Girls in the literary section. They had studied English language and Computer since the first grade. The quasi-experimental design was used in this study. The school was chosen intentionally due to the presence of an adequate number of the 11th learners. It is also close to the researcher village and has two labs; every lab contains 20 computers. The study participants were randomly assigned into three groups (two experimental and one control (20 learners) which were taught using conventional instruction). However, the first experimental group (20 learners) was instructed through website blogs, while the second experimental group (20 learners) was taught using photoblogs. A pre-test was administered for all groups to check their performances in writing before the experiment started. The design of the study is identified in the table below.

Table 1: Participants of the Study

Group	Teaching Method	Number
Experimental 1	Website Blogs	20
Experimental 2	Photoblogs	20
Control	Regular Instruction	20
Total		60

The study has two types of variables, independent and dependent. The independent variables of the study were 1) instruction method (website blog and regular instruction), and 2) blog type (website blogs vs. photoblog). The dependent variable is students' performance in the writing post-test, as well as students' performance in each writing activity in the post-test.

Instrument of the Study

A test was designed by the researchers to evaluate the learners' ability to write before/after the experiment. It included four questions. In the first question, students have to match the description with the correct photo. This question tests learners' proficiency in focusing and understanding. The question contains two descriptions with three photos, and the student should match the photo with the suitable description. Two and a half marks were allocated for each description. In the second question, the learners' ability to rewrite sentences is assessed. The question consisted of five sentences, and the student should replace the underlined phrases with one of those from the box. One mark was allocated for each sentence. Question 3 assesses learners' writing skills. Learners ought to write a description of the photo using adjectives. Question 5 is writing a description for a place you know well without a photo. Five marks were allocated for each question. The table below clarifies the marking scale of writing, which is modified from AbuSeileek (2007, p. 9).

Table 2: Marking Scale for the Writing Test

No	Level	Grade
1	Coherent and clear ideas	1-4
2	Correct grammatical rules	1-2
3	Correct spelling	1-1
4	Mechanics, organization and punctuation marks	1-1
5	Effective use of vocabulary	1-2

To validate the test, it was evaluated by two English language teachers who instruct the 11th grade, three TEFL professors, and an English language supervisor in order to assess its clarity and difficulty and make recommendations for improvements. A question regarding reordering sentences in writing was added, and the test instructions were clarified in response to their feedback. The test was scored by two teachers and had a total of 10 marks. Then it was aggregated out of 5 marks. The inter-rater reliability between them was 0.89, demonstrating accepted inter-rater reliability. The test reliability was assessed using the test-retest method. Twenty learners who are not part of the research participants took the test. The test and retest were administered within a two-week period. The test reliability coefficient was computed. It was determined to be 0.87, which is within the accepted statistical range.

Instructional Treatment

The website blogs method is used in this research. It is the utilization of websites and blogs for learning writing. The researcher explained the nature of the study and its goals for the students. They were given the chance to ask questions about the course/techniques and methods to be used in learning/teaching the writing skill. Next, students took the writing lessons in the computer laboratory. Each student utilized a single computer. The teacher helped the learners in the study groups in making emails to sign in for the blogger. After that, the teacher asked students to open their blogs as well as start writing.

The teacher was an expert in using blogs that are easy to use and do not need training. The teacher role was explaining the instructions for the students, and the students published writing posts independently. Once a learner encountered some challenges throughout publishing, the teacher helped her. The teacher was observing students writing. She showed the students how to write and how to send their posts. The first experimental group (blog) learned how to use the Internet software application (blogger) using text only. The second experimental group (photoblog) was instructed by applying the web application (blogger) by the use of photos and text. In order to instruct the control group, the regular instruction method was used in the classroom.

Instructional Software and Material

Website blogs is an application where bloggers can publish posts, including beliefs, photos, events, opinions, and experiences. The material used in the study is based on the second term 11th grade *Action Pack XI*. They were about multiple topics, including the following:

1. Expressing opinions in an essay.
2. Writing an email to a friend about an event that happened to you.

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3. Writing a report based on statistics.
4. Writing descriptions of a place you visit.
5. Writing a description of a photograph.
6. Reordering sentences.
7. Matching photo and description.
8. Describing the photo.

Study Procedures

After obtaining formal approval from Mafrq Directorate of Education to conduct the study, the following steps and procedures were followed:

1. The experiment was conducted at Iman Bint Al-Hussein Secondary School for Girls. It was selected deliberately for logistical reasons.
2. The 11th grade was selected as the participants of the study.
3. Participants were assigned into three groups (two experimental and one control) randomly.
4. Before the experiment started, the test was given for all participants of the study so as to ensure that there were no noteworthy statistical variations in the means of all study groups in writing before the experiment started.
5. The researchers made a presentation of the research objectives and nature.
6. The control group was taught using conventional instruction.
7. The website blogs were used in instructing the experimental groups. Each student logged into the system. Only students in the experimental group were permitted to access password-protected websites during designated periods.
8. All participants in the experimental and control groups were instructed by the same instructor. The material was taught two periods to every unit once a week for ten weeks.
9. The same performance post-test was administered to the experimental group as well as the control group, directly once the experiment was completed.
10. Two teachers scored and evaluated the test.
11. Proper statistical analyses were used to answer and accomplish the questions and the objectives of the study.

Data Analysis

Data were analyzed using the SPSS software (i.e., Statistical Package for Social Sciences) to achieve the goals of the study. ANOVA test in conjunction with means and standard deviations were used to identify potential variations resulting from the study's applied treatments, including method (website blogs vs. regular instruction), blog type (website blogs vs. photoblogs), and writing activity (match the photo, rewrite the sentences, describe the photo, and describe the place).

Findings of the Study

This study targets to explore the impact of utilizing blogs on Jordan learners' learning of writing. It also aims to determine if there is any effect of using blog type (blogs vs. photoblogs) on learner's writing performance. It also investigates if blogs contribute to EFL learners' performance in writing activity type.

Equivalence of the Study Groups

In order to achieve the objectives of the study, a pre-test was administered to the 11th grade learners to be certain that all study groups (experimental and control) had the same level in writing performance before the experiment started, and insignificant statistical variations exist among them. Table 3 displays averages and standard deviations of the learners' writing skill in the exam before the experiment.

Table 3: Results of One-way ANOVA for Group by Method of Instruction in the Pre-test in Writing

Group	N	M*	SD**	Df	Mean Squares	F.	Sig.***
Website Blogs	20	6.70	2.73	2	1.31	.13	.88
Photoblogs	20	6.90	3.5				
Regular instruction	20	6.40	3.24				

* Mean

** Standard Deviation

*** The findings are significant at the $\alpha = 0.05$ level

The table shows that the mean scores for the study groups (experimental and control) were nearly equal. The mean for the treatment condition (website blogs and photoblogs) as well as the conventional approach (regular instruction) have 6.35, 6.70, and 6.63, respectively. The results showed that students' mean scores in the writing skill due to using blogs type (blogs vs. photoblogs) were comparable on the test before the beginning of the experiment. Moreover, no statistical substantial differences were found in the test before the experiment in the writing skill attributed to blog type (blogs, photoblogs, and regular instruction), suggesting that groups in different treatment conditions were equivalent in language competence related to the writing abilities before the experiment.

Findings Related to First Question

Question one is "What are the variations in the average scores of the experimental groups that are statistically significant compared with the control group which can be attributed to the instruction method (website blogs versus conventional teaching) for the EFL learners' performance on the writing post-test?" To answer this question, T test results about the impact of instruction method on students' means in the writing skill were computed; see Table 4.

Table 4: T Test Findings in the Post-test for Method (Website Blog vs. Photoblogs) in Writing Performance

The Method	N	M	SD	Df	Mean Squares	T	Sig.*
Website blogs	20	12.35	2.40	1	104.50	12.20	.00
Regular Instruction	20	8.10	3.90				

*The findings are significant at the $\alpha = 0.05$ level

Based on the table, all study groups (the experimental and control) had mean scores of 12.35 and 8.10, respectively. It is clear that the experimental group means were greater than the control group in the post-exam. Students in the blog condition did better than their counterparts that received conventional education, which may explain the disparities in the findings. The table also demonstrates that there were statistically notable variations based on the teaching approach (website blogging vs. conventional instruction). The websites with blogs had the best student performance, suggesting that the computerized approach produced the best results in the writing performance.

Results Concerning the Second Question

The second question reads, "Are there any statistically substantial variations in the experimental groups' average scores as a result of blog type (website blogs vs. photoblog) on the EFL students' writing in the post-test?" To answer the question, T test results and descriptive data concerning using website blogs approach (blogs vs. photoblogs) in the learners' ability to write was calculated in Table 5.

Table 5: Results of T Test for Blog Type (Website Blog vs. Photoblogs) in Writing in the Post-test

Type	N	M	SD	Df	Mean Squares	T	Sig.*
Website Blogs	20	11.70	2.40	1	36.10	7.00	.01
Photoblogs	20	13.00	2.50				

*The results are significant at the $p < .05$ level

Table 5 revealed that students who used the photoblog technique achieved higher scores on the post-test than the website blog. The table above also shows that there were significant differences according to blog type (website blogs vs. photoblogs). Students' performance was the highest in photoblogs. According to the table, it was found that there were significant findings between the blogs and photoblogs, in favor of photoblogs, which suggests that students' performance was the highest in the photoblogs treatment condition.

Findings Related to the Third Question

Question three is "Do any of the differences have statistical significance for using blogs on the EFL learners' performance in writing activities (match the photo, rewrite the sentences, describe the photo, and describe the place) in the post-test?" In order to examine the impact of using blogs on Jordanian learners' performance in writing, One-way ANOVA test and descriptive statistics were calculated for both of the groups in the treatment condition as Table 6 reveals.

Table 6: One-way ANOVA Results for Writing Activity Type on the Post-test

Activity	N	M	SD	Df	Mean Squares	F	Sig*
Match the Photo	40	3.40	1.30	3	6.30	3.40	.02
Rewrite the Sentences	40	3.00	2.00				
Describe the Photo	40	3.10	1.00				
Describe the Place	40	3.00	1.50				

Table 6 shows that the means for writing activity type vary; the greatest was achieved by *Match the Photo*. The lowest mean was for *Rewrite the Sentences*. The other two writing activity types (*Describe the Photo* and *Describe the Place*) achieved mean scores of 3.10 and 3.00, respectively. The Analysis of Variance (One-way ANOVA) revealed that there are significant differences between the mean scores in

writing activity types. Table 6 also shows that the Sig. value for the post-test scores was less than 0.05. This indicated that there were significant differences among the means for activity types of writing. To find if there exist significant variations between each pair of the writing activity types, post-hoc Scheffe test was employed to evaluate the variations among all mean pairings. As indicated in Table 7, the Scheffe post-hoc comparison revealed types have statistically substantially differences as the p-value was less than.05.

Table 7: Scheffe Test Outcomes for Writing Activity Types in the Post-test

Writing Activity Type	Variable	Average Variation (I-J)	Std. Error	Sig.
Match the Photo	Rewrite the Sentences	17.60	6.10	.04
	Describe the Photo	7.00	6.10	.73
Describe the Photo	Describe the Place	14.60	6.10	.13
	Match the Photo	-17.60	6.10	.04
Rewrite the Sentences	Describe the Place	-3.00	6.10	.97
	Describe the Place	7.80	6.10	.66

As shown in Table 7, there were statistically notable variations between Match the Photo and Rewrite the Sentences, as the value of significance was in favor of the former. Likewise, the Scheffe test showed statistically substantial variations between the mean scores of *Describe the Photo* and *Match the Photo*; the Sig. values were in favor of the *Describe the Photo*. According to these results, the most effective learners' writing performance development was in the *Match the Photo*. The high mean score may relate mainly to the fact that *Match the Photo* keeps the mind sharp. It may be an excellent way to learn writing and develop the learner's vocabulary.

Discussion of the Results

Question number one investigated whether any substantial differences between website blogs vs. regular instruction exist on the EFL learners' ability in writing. According to the findings of this study, website blogs technique presented an effective teaching prospect for learning the writing skill. Learners could improve their writing performance greatly. Findings showed that the experimental groups (blogging instruction) excelled the control group that received conventional education in learning the writing skill. The findings of the ANOVA indicated that average scores for students in the treatment condition differed significantly from those of the control group. The fact that each group received training using different methods of instruction—the control group received traditional instruction, while the test group was subjected to the internet blogging method - may be the reason for the discrepancies between the two groups. The experimental group students appeared to have become more proficient writers as a result of using the blogs. As a result, blogs can be considered an effective method for enhancing students' writing skills and improving the writing learning process.

Findings could be explained by the fact that learners in the treatment condition used blogs, a computer-mediated communication technique which reduced their stress and enabled them to work in a non-threatening environment. This technique was helpful for them in fostering self-autonomy in the writing lesson. This finding may be attributed to the fact that students may welcome further independence in their learning of writing; they might prefer to take charge of their own education when learning to write

website blogs. These findings are similar to Williams (2004) that blogging has the potential to be a transformational technology for teaching and learning writing. In line with this finding, Fageeh (2011) found that students perceived weblog as a tool for the development of their English, in terms of their writing proficiency and attitudes towards writing. Abu Bakar (2009) lent support to this finding and reported that a variety of writing activities using different language skills and pattern were practiced while blogging, and, thus, encouraging learners to communicate and interact together cooperatively.

The second question tested if there were any significant differences between the mean score of the treatment groups attributed to blogs type (blogs vs. photoblogs) on the EFL learners' performance in writing. The findings of the study revealed that the most effective blogs type for helping EFL learners improve their writing skill was the photoblog with the mean score average of 13.00. The one-way ANOVA post-test revealed that there were significant differences between the mean scores according to the blog type (blogs vs. photoblogs), in favor of the photoblogs type. This may be attributed to the fact that photoblogs provide learners with visual cues that helped them more to perform in writing. However, using the blog without photos technique provided students with texts only through chatting. These findings agree with Meyer, Rosenbaum and Hara (2005) that photoblogging become a specialized community of practice over time. Photoblogging may end up having high utility and long-term meaning for this community of practice.

The third question examined if there were statistically variation of using blogs on EFL learners' performance in writing activity type. Findings showed that the most efficient writing performance in enhancing learners' writing abilities was for *Match the photo*. The Analysis of Variance (One-way ANOVA) revealed that there were statistical notable variations in the average scores this writing activity type. This may indicate that there were significant differences between the mean scores according to writing activity type. This finding may be attributed to the fact that the "*Match the Photo*" is a receptive activity which requires students to choose the correct answer among other options. However, the other activity types like "*Rewrite the Sentences*" is a productive question which asked students to form new sentences and structures. Finally, the Scheffe post-hoc comparison showed that there were two means which were substantially different. The Scheffe test results confirm the results of the ANOVA which was conducted for the same data.

Conclusions

Website blogs assisted instruction of writing activities and could be highly supportive in this process. Gaining knowledge by website blogs is particularly useful as a result of using different tools, including text and photos. The educational environments in which website blogs classroom applications are extremely motivating for learning and accomplishment, particularly when it comes to mastering the writing skill. Therefore, practitioners are advised to integrate website blog-assisted education techniques in the curricula plans of English language subjects. It might create website blogs that refer to the *Action Pack XI* content. Blog-assisted teaching technique could be utilized to other relevant subjects at various academic levels. Website-blog studies may be integrated into learning and teaching environments. When using computer-assisted learning, website blogs have to be arranged in spontaneous school settings, and

should be used as active tools in the process of English language education. There is a need for conducting more studies in blog-assisted areas using different classes, other samples, different language skills and activities by different methods. The findings of this study were restricted to the 11th level EFL female learners who study English at Iman Bint Al-Hussein Secondary School for Girls and similar samples. The duration of the study is limited to 10 weeks. Research materials included writing activity types at *Action Back XI* authorized by Jordan's Ministry of Education. The method is limited to the website blogs vs. regular instruction.

مدونات الإنترنت وأداء متعلمي اللغة الانجليزية لغة أجنبية في الكتابة

سارة منصور الحراشة

المدرسة الدولية للاجئين السوريين في الأردن، الأردن

علي فرحان أبو صيليك

قسم المناهج والتدريس، جامعة آل البيت، الأردن

الملخص

هدفت هذه الدراسة إلى استقصاء أثر استخدام المدونات في الأداء الكتابي لطلبة الأول الثانوي متعلمي اللغة الإنجليزية على أنها أجنبية في الأنشطة الكتابية، وتكونت عينة الدراسة من ستين طالبة، وتم استخدام التصميم شبه التجريبي في الدراسة. وتم تقسيم المشاركين في الدراسة عشوائياً إلى ثلاث مجموعات: مجموعتان تجريبيتان درستتا بطريقة مدونات الانترنت ومدونات الصور، في حين درست المجموعة الضابطة باستخدام الطريقة الاعتيادية. وتم إخضاع المجموعات الثلاثة إلى امتحان قبلي وامتحان بعدي، وتكون الامتحان من أربعة أسئلة تتعلق بمهارة الكتابة. أظهرت نتائج الدراسة وجود فروق جوهرية ذات دلالة إحصائية بين المجموعة الضابطة والمجموعات التجريبية (مدونات الانترنت ومدونات الصور) لصالح المجموعات التجريبية في الأنشطة الكتابية. أخيراً قدمت الدراسة مجموعة من التوصيات موجهة إلى وزارة التربية والتعليم، ومدرسي اللغة الانجليزية والباحثين في مجال تدريس اللغة الانجليزية لغة أجنبية.

الكلمات المفتاحية: المدونات عبر الانترنت، مدونات الصور، متعلمي اللغة الانجليزية في الصف الحادي عشر.

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Appendix A: The Writing Test



The HASHIMITE KINGDOM OF JORDAN

MINISTRY OF EDUCATION

AL-MAFRAQ DIRCTORATE

FIRST SEMESTER FINAL EXAM

Class: 11th grade

Time: 90 minutes

Name:

1) Match description 1 and 2 with the correct photos A-C. (5 points)

1- In the middle of this photograph, there is a big tree. In the background on the right, there is a row of much taller trees. On the left are some other trees, with a wooden fence in the front of them. The sky is sunny.

2- In the foreground of this photograph you can see a tall tree surrounded by short grass. Obviously, it is summer because there are leaves on the tree and it is a warm sunny day. There are several other smaller trees in the picture. The tree could be in a residential area, because there are cars behind the tree.



2) Rewrite the words to make meaningful sentences? (5 points)

a) can / with first class degrees/often/ select exactly the jobs they want /graduates.....

b) would miss/ / is/ and/ too quiet for me; I/ the noise/ the country/ excitement of the city.

.....

c) the other day/ found / I / and / tidied/ on my desk/ my office /all kinds of different things.

.....

d) the exhibition / came from / people / all over the place / to see/.

.....

e) a big celebration/ We / all our family/ are having / next week /, / we / are inviting/ / and / so/ close friends.

.....

3) Write a description of this photograph using position words, adjectives and weather words. Write 100 words. (5 points)

.....
.....
.....

Website Blogs and EFL Learners' Writing Performance

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4) Write your own descriptions of a place you know well. It could be the place you live in. use words and phrases. Write 100 words. (5 points)

The location of the place

The appearance of the outside of the place

Information about any natural features near the place

.....

.....

.....

.....

.....