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The Effectiveness of Integrating Weblogs as a Tool to Enhance EFL Students' Writing Proficiency

Case study of second year Master students at AbdelHamid Ibn Badis University in Mostaganem

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Dedications

I dedicate my work to my family who have always been there for me,

to My grandparents, who have always loved and supported me,

to my uncles who believed in me and in my capacities,

and to my husband, for his support and understanding

Thank you all so much

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Abstract

Lately, the integration of weblogs as a web-based platform has witnessed an increase in EFL classrooms as an authentic teaching and learning tool. The current research aims at exploring the effectiveness of integrating weblogs as a supplementary tool to enhance EFL learners' writing proficiency. It also explores EFL teachers and students' attitudes towards this tool in order to provide innovative methods for teaching writing to assist EFL learners in enhancing their writing skills. In addition to that, it attempts to investigate the possible benefits and barriers that surround the utilization of weblogs. The research follows both quantitative and qualitative approaches. A questionnaire was distributed to a sample of 20 master's students at the English department from different specialties. The second research tool is an interview conducted with 6 teachers at the University of AbdelHamid Ibn Badis from the English department. The results of the study revealed students and teachers' positive attitudes towards incorporating the weblog application in the educational context as a resource to develop students' writing proficiency. It can also be concluded that weblogs hold an effective and positive impact on students' learning process through the benefits that are demonstrated from teachers' interview which indicates that blogs supports reflective thinking in way that it enhance it and it develops creative thinking, in addition, it bridges the gap between classroom and the world and between students and their teachers. It is recommended that the teachers use innovative teaching tools rather than the traditional ones since students needs and interests have changed with the emergence of technology to the educational field. Further recommendations and limitations of the study are discussed in details.

Key words: weblogs, EFL classrooms, writing proficiency, teachers' attitudes, students' attitudes

List of abbreviations

EFL: English as a Foreign Language

HTML: Hypertext Mark-up Language

ICT: Information and Communication Technologies

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General introduction

Due to the emergence of Web 2.0, interchangeably named social media or social technologies, to the field of pedagogy, there was a paradigm shift from traditional tools of learning using board and pen to the modern one or as it is called E-learning. This shift was not limited to the tools but also to the student's interests as it is suggested that modern generations are less motivated in the classroom since the teacher is no longer the only source of information but he/she is rather a facilitator and a guide for the appropriate use of these tools which has created a kind of challenges for him. While in the past, Web 2.0 tools focused separately on communication (e-mail, texts, and chats), content searches (web browsers, search engines) or content creation (websites),the new generation of tools (blogs, wikis, social networks) integrate all these functions and above all link data.

Research today suggests that teachers are frequently urged to make use of these Web 2.0 tools in language learning since online communication has become part of student's personal and academic lives for the purpose of interacting, sharing information or even collaborating. The core idea behind using these new and innovative tools of learning is to create a common space where people with shared interests can exchange ideas and information. Due to this, studies today are frequently making use of these tools and integrating them into the field of education to grasp students' interests as a reaction to the dynamic changes that are occurring in this field, this integration helped in facilitating the communication between people and world widely, this is the case when using blogs as they are being gradually incorporated mostly in EFL classes as a pedagogical tool.

Teaching writing has a particular stand in language teaching since its learning demands knowledge and practice including other skills such as reading, speaking and listening where learners need to set objectives, decide upon topics to write about and give them a logical structure. Teaching the writing skill to EFL learners is a corps of foreign language that reveals students' ability to learn the target language. Studies suggest that writing is the most challenging skill among the other skills and much attention should be paid to develop it since communication is transmitted more via writing than any other type of media as it represents the skill of most professional writings for academic or job applications. Writing is mostly considered an essential skill particularly in higher education due to its position, since it exists mostly in students' examinations, assignments, and dissertations. In this respect, Richards and Renandya(2002) claim that writing is the most difficult skill to master. Meanwhile, blogs can

be a platform where learners can practice their writing skill to make the learning process much easier.

The current study attempts to investigate the effectiveness of integrating weblogs in EFL classes as a new and innovative social application for learners to practice their writing skill. In addition to that, this study enquires about EFL teachers' attitudes toward the use weblogs at AbdelHamid Ibn Badis' University in Mostaganem, also, to test whether the use of weblogs facilitates the teaching and learning of writing. Along with the aforementioned aims, the present research attempts to bridge the gap that exists between learning English and using social media through which those learners usually communicate and also to examine the potential benefits and barriers that may encounter Algerian EFL learners when using the weblogs as a tool for learning writing

Therefore, the questions to be raised in this inquiry are:

- Are weblogs efficient to enhance the writing of EFL students?
- What attitudes do EFL teachers have at using weblogs in teaching English?
- If yes , in what ways does this enhancement show reveal itself?

For these research questions, the following hypotheses:

- The use of weblogs is efficient to develop writing skill of EFL university students.
- EFL Teachers have positive attitudes toward the use of weblogs as a tool to enhance the writing skill.
- The use of weblogs motivates students who are daily users of social media and this is likely to keep them motivated to learn and develop their writing.

In an attempt to confirm the previously mentioned hypotheses (when you start a study and you formulate hypotheses, you don't know whether these hypothesis are true until you reach your findings) a qualitative and quantitative study or a mixed method study natures was conducted in which a questionnaire was given a sample of second-year Master's students at the English department at AbdelHamid Ibn Badis' university. An interview was used to examine teacher's attitudes toward weblogs as a pedagogic tool and to assess its benefits and shortcomings.

This work is divided into three main chapters. The first chapter displays a theoretical background and discusses prior views in relation to the use of weblogs as a new method of

developing the writing skill, along with driving away the privileges and the challenges that surround the implementation of this application. In addition to that, it reveals the previous literature regarding the use of weblogs in the field of education and its significance. In the second chapter, many details about the methodology used to undertake this research are provided; the participants chosen, the focus groups of the questionnaire and the interview, the research design, and the analysis of the data and methods used. However, in the third chapter, much attention is given to discuss the implementation of the questionnaire used and the interview with the teachers, as well as teachers' attitude toward the use of the application and on the discussion of the findings

Literature review: Evaluating the effectiveness of integrating weblogs to enhance the writing skill.

1.1 Introduction

Since the turn of the 21st century, blogs and blogging have been growing in popularity, which has led to a variety of genres addressing different issues; from fashion to sport, from health to education, blogs has been everywhere. In 2004; the prestigious Merriam Webster Dictionary announced ''Blogs '' as the word of the year. In the educational setting in general, and in language teaching and learning in particular, weblogs have become popular as a tool among language learners since it represents a variety of materials and issues that supports the activities outside the classroom, increasingly used by almost everyone of all ages. Blogs can be used for different purposes; from personal interests to commercial affairs, and now that the use of blogs has become widely spread, teachers and instructors are urged to make use of it as a tool for teaching and learning.

The purpose of this chapter is to examine relevant literature regarding the integration of weblogs in EFL classes in relation to the skill of writing. Historical perspectives and detailed discussions around blogs including their types, features, and potentials will be discussed followed by different views regarding the challenges and the perspectives of teachers and students in regard to the integration of such tool in the educational setting. In addition to that, the current chapter will provide historical literature around the use of weblogs as a supplementary tool to enhance the writing skill in EFL context.

1.2.Definition of weblogs

A number of definitions of the term blogs have been presented in researches. The concept weblogs had not been known by the time the blogger Jorn Barger (1997) put the term forward, Barger first used the term "weblog" in 1997 (Blood, 2000); Merholz shortened the term to 'blog' in 1999 (Loving et al., 2007).The term weblogs is a contraction of two words: *web* and *log* i.e. to log on the web. Blogging as defined by Jones (2003) "is short for web logging", interchangeably referred to as blogs or weblogs, is more like an online journal which is often updated by its user (Ozkan, 2011). Blogs are linked to other blogs by their authors, thus creating networked communities of writers and readers known collectively as the blogosphere.

Moon & Lim (2013) defined Weblogs "as free, user-friendly websites that are easily created, maintained, and updated without any knowledge of HTML, offer huge possibilities for innovative learning in classrooms, across disciplines and in various levels"(p.122).The concept weblogs are typically defined as a website which represents an online journal were users discuss multiple topics, reflect on them and share their opinions, mostly allowing the readers to comment on the posts. The entries of the weblogs (also known as postings) are presented in reverse chronological order, they are easy to set up and posts are simple to comment on (Boas, 2011).

1.3.Types of weblogs:

Addressing the nature of the weblogs is the main focus in order to understand the function of weblogs. In this line of thought, research attempted to classify weblogs according to their features; for instance, Hargittai (2003) proposed a classification based on the style and the content. When it comes to the style, they are divided to communicative weblogs, which allow for interaction between the blogger and the readers of the blog; and closed ones. Regarding the content, there seem to be a variety of types: personal; political, social and economic commentaries; and information technologies.

Combining the style and the content, some types are suggested: personal journals, links galores, interactive commentary, one-way commentary and hodge-podge. Mernit (2003) identified eight sorts of weblogs in relation to the author of the blog: the professional journalist; the non-traditional journalist; bloggers focused on a specific theme; the self-expression or journaling crowd; and the education community. Blogs took the present form evolving from an online diary or as it is called *personal blog ,*is probably the most common and preferred type of blog, people use it for various areas of interest and write on it whatever appeals to them about nearly everything.

Focusing on the educational weblogs, its use has knew an increased spread in the field of pedagogy, teachers and instructors have been using them as tools for teaching and learning process (Zhang, 2009). Campbell (2003) identified three types of blogs used in foreign language classes: the instructor or tutor blog, the student blog and the class blog. Regarding the tutor blog is a type of blog where the tutor can communicate with students and provide resources; it is considered to be an additional communication channel between the teacher and its students; they may post assignments with their links and resources along with their

colleagues as well, informs the students about the syllabus to be taught and offers a feedback for both teacher and student.

In relation to students blog, Wagner (2003) defined student weblogs as Bakar (capitalise) (2003)" a learning diary, created concurrently with the learning experience, and reporting on the learning content as wells as the process (including time taken, sources used, and so forth)"(p.131); whether it is an individual work or a group work; student blogs can be used for writing assignments, reading texts, writing comments on their interests and so on, it is considered to be learners' online space (Ozkan, 2011). Regarding class blogs, this type of blog is run by both tutor and learner for discussion; it a centralized teacher directed blog (Light, 2010) that can be used as a cyber environment for an international classroom language exchange (Campbell, 2011).

1.4.Features of a weblog

One noticeable key feature of a weblog is posts and the way they are arranged. A weblog is a website that is frequently updated with new posts that are displayed in reverse chronological order with recent entry at the top (Paquet, 2003; Ward, 2004). Along with the aforementioned feature of a blog, Paquet (2003) identified other blog features: personal editorship; hyperlinked post structure; archival features and free, public access to the content, cited in (Huann et al., 2008).

In addition to that, blog posts usually have the time and the date of when the post was published as a timestamp and the bloggers' name is listed with the timestamp. Notably, weblogs are online journals that can be constructed individually or collaboratively, this feature may allow the users to construct a collaborative environment where they can learn from each other and help the others as well. Another notable feature of using weblogs is the option of editing the blog; it gives blog users the choice to edit the blog by adding texts, hyperlinks, pictures, videos, and audios; as it allows the bloggers to respond to the displayed posts.

One of the distinctive feature of weblogs is the fact that any person with a basic knowledge of HTML can open a blog users can visit the website anywhere, anytime, using a mobile device from one's own personal account(Buran, 2015). Also, relevance; the blogosphere allows teachers and students to upload content that is relevant to their courses and it enhances different interactive patterns in classroom regarding the postings. Blog posts are automatically

archived and the content is easily searched and retrieved using keywords of the content through the search function (Huann et al., 2008).

1.5.The pedagogical potentials of weblogs:

Since the term weblogs was not familiar to most technology users, Huann et al. (2007) designed a diagram showing the potentials of using weblogs in a variety of fields. The designed diagram describes five main principles of what a weblog is capable of offering; multiple contributors, rich content type, multiple purposes, more exchange of ideas, and efficient information retrieval. The designed diagram explains the potential uses of promoting weblogs, and it showed several contributions of blogs for a variety of activities.

Huann (2007) suggested that weblogs offer different contexts that are of relevance to different uses such as hyperlinks; hyperlinks provide a "relational and contextual basis of knowledge and knowledge construction". Blogs can be used for different purposes, from group purpose as in community building (Little, 1991) to personal usage as in developing the reflective skill (Good & Wang, 2002). Going to the aspect of exchanging ideas, the commenting function allow the others to communicate relevant feedback thereby facilitating "the scaffolding of ideas".

In addition to the above mentioned potentials of blog use, Huann (2007) described the potential of accessing to data in a careful manner and using the resources in a thorough way; he stated that weblogs have the function of archiving the posts automatically and make it easy to access to the data that exists in the account. Another key potential of weblogs for education is the fact that they provide teachers and learners with multiple possibilities to enhance their daily practice due to their multimedia features and interactivity by community building, collaborative tasks and by the commenting feature that allows the users to peer-review which contributes in the development of a collaborative environment.
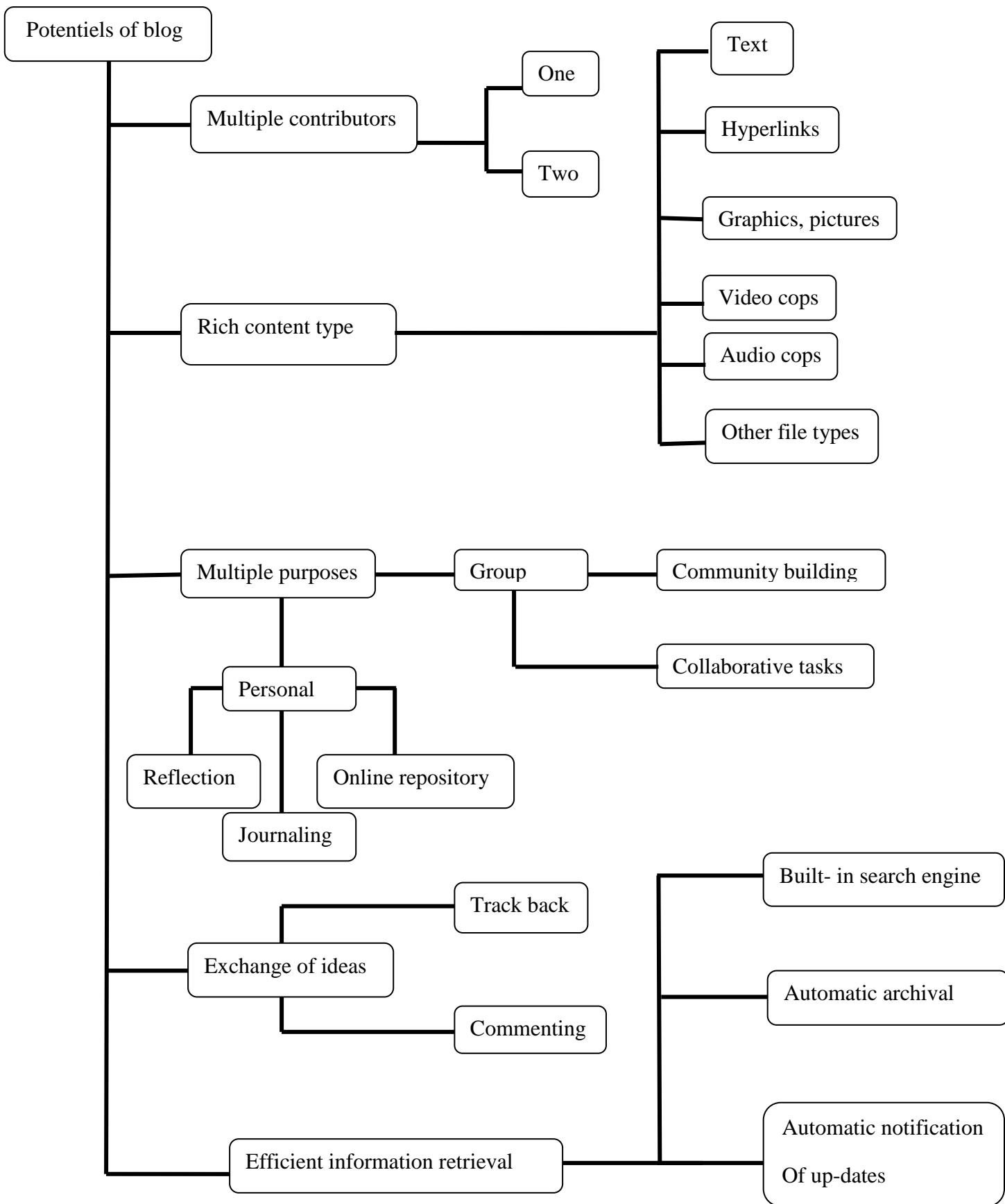
Figure 1.1: Huann et al (2007), blog potentials

1.6.The effect of weblogs on education

Due to the introduction of new technologies such as weblogs to the field of education, EFL teachers were encouraged to make use of these technologies to the context of learning, and to think of the benefits and challenges that surround the use of blogs in the teaching and learning of foreign languages. Weblogs are considered one of the most popular Web2.0 tools used in education as being easy to use, that any person with a basic knowledge of computer skills and internet connection can maintain it. Several studies have been conducted to examine the effect of blogs on learning.

1.6.1. Benefits

Goodwine Jones (2006) in Bakar (2009) echoed the positive aspects of blogging and the apparent advantages of using it. For instance, weblogs offer opportunity for collaborative learning by enhancing knowledge acquisition, knowledge sharing, and reflective processes (Wang, 2010; Yang & Chang, 2012) through the two ways of communication that is fostered between blogger and reader. In addition to that, blogs appear to support reflective thinking (Good & Wang, 2002) as it develops students' analytical and critical skills through a learner centred environment; Oravec (2002) claimed that blog using empower students' to be analytical and to think about their own opinions regarding several topics and to consider how their viewers will interpret their posts.

Blogs is in student-centred learning environment that student can develop the skill of persuasion and argument by providing a logical claim for the audience to read, setting the objectives of the posts and giving credibility to the writings; as they offer a comfortable atmosphere for users to write on the blog, share ideas and support arguments by providing a freedom to write than they do in classroom setting (Baggetun & Wasson, 2006; Bloch, 2004) as they allow the bloggers to create a social relation with their readers.

In addition to the aforementioned contributions of weblog use on learning, they tend to offer a high level of autonomy and an environment where students can learn from each other. Little (1991) states that blogs could help promote autonomy in decision making, the freedom to write and post, delete or change the content of the blog, and providing students with the opportunity of controlling their own learning alone or in cooperation with others, as well as enhancing community building.

Weblogs represent a platform where learners are able to get learning experiences through online learning since they are social spaces that offers a flexible setting for students to create resources that can be shared with others; along with that ,they fosters opportunities for interaction with the audience, and improves students' reading, writing , listening , and speaking(Campbell 2003,Noytim 2010).

1.6.2. Barriers

Despite the positive aspects of using blogs, there seem to be some challenges regarding its use. One of the issues facing blog users is technophobia and anxiety, students who are not confident with technology; this issue can be of obstacle for users that are not comfortable while using advanced technology since it conflicts with the beliefs of the one such as the simplicity of life and modesty; and the issue of consistency, blogging is considered as a daily activity where users are requested to write on a daily basis and post.

Campbell (2004) identified a major difficulty which is the lack of participation from readers outside the classroom; some of mutual interest must exist between the writer and the reader because posting homework, assignments, journals and many other things is not sufficient to have a sustained readership on the blog. The use of weblogs also addresses the issue of plagiarism, since the posts are available on the internet this will cause for an easy act of plagiary other's posts especially among students to have problem solving (Suarez & Martin, 2001; cited in Huann et al., 2008).

Ward (2004) described challenges regarding lack of security and problems associated with technology, there are several concerns regarding the security of the information logged in the weblog in relation to the audience, credibility, authenticity and so many other variables. As well as the issue of motivation, if the bloggers are not motivated enough to write on the blog, they will end up abandoning the blog. Another issue that is worth mentioning is the notion of educational scaffolding (Wood et al., 1976; cited in Huann et al., 2008), they stated that learning will be effective only if learners are given instruction on how to post well, what to include from information, and how to give and respond to feedback.

1.7.Significance of weblogs for teaching:

During recent years, the use of blogs has emerged as a language learning tool in EFL classes. Several studies have been conducted to examine the importance of adopting blogs into the

EFL teaching, Hauck (2007) conducted a research about the use of blogs to gain cultural knowledge, cultural awareness and exploring the target culture, the research shows that students gain cultural knowledge via blogs. Regarding intercultural competence, Elola and Oskoz (2008) examined how intercultural competence is enhanced among Spanish and American students who used blogs as a mediating tool during a semester and found that blog interaction enhances both groups' intercultural competence.

Other research showed that the integration of blogs into the teaching-learning context have facilitated the process of developing interaction between student-student and student-teacher in the target language. As Hsu' (2009) study confirmed that the use of blogs by pre-service teachers enriches the discussion and communication. Similarly, Miceli et al. (2010) shared the experience of integrating a class blog into an advanced Italian as a foreign language course and claimed that blogs played an important role in promoting interactions and developing class community.

Additionally, other researches were promoted to examine the effect of blogs on learners' motivation. Istifci (2011), in a study that examined elementary school EFL learners' opinions regarding weblogs as a distance education tool finds that weblogs enhance motivation. Stevens et al. (2008) reported the findings of an online project that involved key elements that are essential to collaboration in Web 2.0. They noted that participating teachers from several different countries believed that blogging enhances motivation.

Another study that was conducted to examine the effect of integrating weblogs in education by young learners in Singapore, the results suggested that'' teachers should examine their processes, and consider how blogs can replace some of their existing practices. The benefits of edu-blogs can be fully realised only when it is integrated into the teaching and learning practices of the education community'' (Huann et al., 2008).

Along with several other studies that were conducted to check the integration of blogs into the field of education, as the use of blogs as an environment for knowledge and information sharing (Peterson, 2008), as a learning space (Doerr & Sato, 2011), as a reflective platform (Hajizadeh, 2011), and as a platform to improve students' language and critical thinking skills. Good and Wang (2002) claimed that blogging could be a useful tool to help pre-service teachers reflect on their experience and construct meanings; they found that pairing up pre-service teachers to blog and comment on one another's blogs was beneficial to both participants.

1.8.Teachers' attitudes toward using weblogs in education:

Similar to many other emerging technologies, weblogs as well have attracted the interest of researchers in the field of education; it has altered the way students receive, manage and use information. This tool has started to emerge as a means for communication, as a collaborative tool, as a digital portfolio for students' works and as portal for teachers to archive their handouts and assignments (Moundrido & Goulioti, 2010). An experimental study was conducted by Moundrido and Goulioti (2010) to record the instructors' views on educational blogging after applying it on their classrooms. The results revealed that all the instructors seemed to be in favour of educational blogging.

Sun (2010) examined the possibilities and challenges of integrating blogs into teacher training programs. After administering a blogging project to twelve students seeking a Master's degree, the author found that blogging encourages active engagement in knowledge sharing. The results of the study emphasized that blogging causes positive attitudes about student-teachers professional development.

1.9.Students' attitudes toward the use of weblogs in higher education:

Several studies have been conducted to examine learners attitudes toward the use of weblogs as a language learning tool in higher education; William and Jacobs (2004) reported that a majority of MBA students at the Harvard Law School and Queensland University of Technology indicated a positive attitude toward the use of blogs in teaching and believed that the use of blogs contributed to their learning. Other studies have found that undergraduate students report that blogs contribute to building a sense of community and to better understanding learning content (Halic et al., 2010).

A study was conducted by Ellison and Wu (2008) that investigated students' attitudes toward blogging in the classroom and its effect on comprehension. The results of the study indicated that the majority of the participants showed positive attitudes toward blogging. Mali (2015) conducted an interesting study on EFL learners' attitudes on the benefits and issues of using weblog in EFL writing classes. This study concerns solely the undergraduate EFL students within Indonesian context, the results showed that through blogging, students had access to a wider range of audience and were able to have a constructive feedback.

In another study conducted by Okan and Taraf (2013), the results revealed the positive perception of the students toward the use of weblogs, the use of weblogs seems to appeal to students needs and expectations, and it helped them in their development of Information and Communication Technology(ICT) cited in(Emrah Akdag, 2017).

In the Algerian context in particular, Mansouri (2017) conducted an investigation concerning Algerian EFL students' perceptions towards the development of writing through weblogs-writing, it also aimed to examine the potential benefits and barriers that may affect the utilization of weblogs and explore the possible solution to get over the obstacles encountered. The findings of the study revealed that weblog diary affect positively on their writing in English.

1.10.   Weblogs and language skills:

Language skill is an umbrella term for the four traditional language skills: reading, writing, listening and speaking. EFL teachers usually develop opportunities for learners to develop those skills in classes; language skills enable students to create a context where they are able to use the language for the purpose of exchanging information, evidence of learning and confidence. Recently, many studies have conducted to see the effect of using blogs to enhance language skills: reading, writing, listening and speaking.

Rasmussen (2011) described an undergraduate German-language course that aimed to improve students' language and critical thinking skills and concluded that blogging as a web-based learning tool enhances learners' language skill. Sun (2009), in a study that presents findings on using blogs as a platform for language learners' speaking skills, noted that blogging develops skills conceptualization, brainstorming, articulation, monitoring, evaluating, self-presentation and information exchange skills. Similarly, Hsu et al. (2008) researched the use of audio blogs in English as a second language instruction and found that audio blogging improves learners' oral performances and allows individualized oral feedback.

On the other hand, less research have been conducted to test the effectiveness of promoting blogs to enhance reading skills, de Izquierdo and Reyes (2009) explored the effectiveness of blogs with respect to reading activity in a freshman EFL reading program at a university and find that blogs are very well perceived by most of the participants and that they are used effectively when compared to other new ways of learning in the traditional classroom. Ducate

and Lomicka (2008) studied the impact of using weblogs on learners' first reading, than writing skill, it involved students as readers than as blog writers; the findings suggested that learners became linguistically competent and confident as they improved their reading , writing vocabulary and cultural awareness.

Finally, the use of blogs has been found to improve writing skill. For instance, Palombo's (2011), exploratory and design-based descriptive study revealed that sixth grade students' blog experiences facilitated their writing process and improved their written product. Similarly, Sun (2010) compared learners' writing performance to determine the effects of extensive writing on writing abilities and conclude that blogs enhance overall writing performance, promote autonomous writing, and result in positive attitudes towards EFL writing.

1.11. Definition of writing skill:

According to Numan (2003); "Writing are physical and mental act. It is about discovering ideas, thinking about how to communicate, develop them into statements and paragraphs that will be comprehensible to a reader''. It is a form of communication where the writer puts his feelings, messages, knowledge and meanings in an organized, convincing and a well-constructed text for an audience, or in another words as defined by Keith Johnson (1996) ''those abilities where you take ideas and information and present them in a nice written format for others to read''.

1.12. The importance of learning writing skills

Nunan (1986) pointed out that "writing is an extremely complex cognitive activity which requires the writers to demonstrate control of several variables simultaneously" (p.47). Strong writing skills may enhance students' chances for success; it is an essential factor of language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements (as cited in Bell and Burnaby, 1984, p. 36).Vijay Sharma (2018) identifies reasons of the importance of learning the writing skills where he discussed that writing is the most demanding skill that helps to get a job; the vast majority of job applications are done in written form where the person is asked to write a job application to examine his potentialities since he is required to communicate complex messages for different audiences using a variety of ways.

In addition to that, writing can be a part time or full time business; many people nowadays are gaining money from the act of writing by writing content for blogs and websites, entering writing competitions, writing online articles, writing and publishing books and so many other ways. As well as, it is a form where writers are able to present topics and debate them by providing arguments to convince the reader, it is considered as a type of persuasion. It is considered as a type of therapy where the writer expresses his emotions and regulates them; it helps the people in organizing their ideas and give meanings to them.

Many researchers have suggested that diaries and weblogs can help the person to self-regulate his emotions and helping the other as well as they can learn from others' experiences. Writing helps to improve communication skills. Good writing skill enables the person to communicate his ideas with clarity and at ease to different audiences. It increases creativity, imagination and knowledge. Writers tend to discover things about the language and about themselves by promoting personal and linguistic maturity, also developing all type of language skills: grammar, vocabulary and phonology.

Another aspect to be mentioned is that writing improves focus and connects the person with himself, research suggests that while writing the person is more likely to focus on the information he is suppose to write about and decentre it away from other aspects of knowledge that exist in the brain .Walsh (2010) stated that writing is important because it is used extensively in higher education and in workplace. Students' abilities to express themselves in writing enable them to communicate freely and comfortably with other like peers, professors and many others. Besides that, various professional communications are in written form such as: memos, proposals, preliminary interviews, e-mails and many other activities that are part of person's daily and professional life.

1.13. Weblogs as a tool to enhance writing skills:

Despite the various utilizations of writing skills, many EFL students face difficulties in their writing skill due to various reasons such as lack of interest in studying English, insufficient knowledge of writing skills, and exposure to inadequate teaching methodologies and writing skill resources. Because of such difficulties, the materials used to teaching writing process are essential to provide content where learners are able to practice their word and sentence structure, punctuation, and so on.

Blogs can be used as a supplementary tool to aid students for the improvement of their writing skill. Many research have suggested that blogs can enhance learning and more particularly to writing skill (Downes, 2004; Hall and Davidson, 2007). Kennedy (2003) in Barlett-Bragg stated that ''Web publications give students a real audience to write to'', in supporting for that, Berstein (2004) in Zhang (2009, p.67) advocates that writing for an audience improves writing and writing that matters improves writing.

It can be observed that blogs are used as a tool to encourage students writing skill. In recent study conducted by MM Yunus (2013) to investigate the integration of blogs to promote students' writing skills, the findings of the study indicate that blogs are helpful in creating an environment where learners are able to write freely without any barriers, as stated by the students. Ralmi, Rafek and Hasni (2015) studied the learner's understanding of blogging usage in learning writing, at one of the Malaysian Universities. As a result of the study conducted, the outcomes showed that using blogs facilitate the learning of writing skill.

Beside the aforementioned contributions of blogs to EFL writing, further research reported that using blogs to promote writing skill has a significance effect on developing rhetorical strategies (Bloch, 2007) such as organizing ideas into cogent discourse and supporting claims by citing outside texts. In other studies, research has found that blog-writing leads to more varied and appropriate vocabulary use (Ducate & Lomicka, 2008; Fellner & Apple, 2006).

You should have discussed the use of weblogs in teaching English and in Algeria so that you provide an appropriate and fitting background to your research topic.

1.14. Conclusion:

This chapter presented a general overview about the reasons of the creation of weblogs as an instrument of sharing and interacting. In addition to that, a clear definition of the term weblogs was provided along with the commonly used types of the application especially in the field of pedagogy along with its tremendous role that plays in education. The present chapter also highlighted the impact of weblogs on education as considered as a teaching and learning tool as many scholars has suggested that is effective for the development of language skills, especially on writing skill as being the challenging one among the others and the most demanding skill.

Besides the aforementioned highlighted points in this chapter, the significance of the writing skill and the reasons why it is demanding especially in the field of education were presented. Finally, this chapter dealt with the different parts that writing skill would be considered as a crucial skill to develop and the solution for such challenge which is to use the weblogs as a resolving instrument for such demand.

Methodology and data Analysis: investigating teachers' and students' attitudes towards the incorporation of weblogs

2. 1 Introduction:

After reviewing the literature regarding the topic of integrating the weblogs on the educational setting as a teaching and learning tool in order to enhance the language skills, and more specifically the writing skill, this chapter presents a description part of the overall practical side of the study conducted. Firstly, hypothesis are about to be presented in order to display the grounds on which the enquiry is based to meet with the expectations of this study. Secondly, the purpose behind conducting such study is to be explained and discussed. Thirdly, the current chapter provides a description of the context where the study took place, the sampling population that was chosen to work with including the size, information regarding the population, in addition to the reason behind choosing it. Furthermore, this chapter presents an explanation of the methods selected to take the enquiry, a description of data collection tools, and an analysis of the data.

The current research attempts to investigate teachers' attitudes toward the use of such tool for the purpose of enhancing the writing skill at AbdelHamid Ibn Badis' University in Mostaganem and whether they think that integrating this method in the field of teaching is effective or not. In addition to that, this research enquires about the students' attitude toward the integration of weblogs in the field of education at AbdelHamid Ibn Badis' University in Mostaganem, and what are their views regarding the writing skill; in addition to the challenges they are facing in developing the skill through blogging. Last but not least, this research attempts to investigate the students' familiarity of weblogs as aids that they can use for educational purposes.

2.2. Research design:

Research instruments, context and population are selected based on the research hypotheses in a way that teachers' attitudes are essential to reach the necessary results of the study and in a better way to reach those results was to conduct an interview, in addition, since the population of students was numerous, it was better to opt for a questionnaire. The enquiry took place in the fourth term of 2019/2020 school year of the second-year master's students two calendar; it targeted master two students and written expression teachers at AbdelHamid Ibn Badis University in Mostaganem. The present research was based on quantitative and qualitative

approaches which consist of two data collection tools: students' questionnaire and an interview with teachers.

2.3. Research participants:

2.3.1. The students:

The sample is selected in order to examine the hypotheses; for such reason, it is crucial to describe the targeted population of the study. Since the research highlights EFL learners' needs and interests, the participants are divided into two different groups, students and teachers of EFL. The first group consists of twenty (20) students of different specialties; they participated through answering the questionnaire, the sample of students represents a level where their level can be evaluated and assessed since they are more aware of their needs and lacks, in addition to that, they are able to use their cognitive level at developing their writing skill.

2.3.2. The teachers:

The second group consists of EFL University teachers who teach of written expressions of different genders and experiences; they participated in the study by taking part of the interview. Choosing these two samples of participants was crucial for the fact that master two students are more likely to be aware of their needs and interests, besides the teachers of written expression are also aware of the importance of the writing skill in EFL classes.

2.4. Research procedure:

The data collection process allows the researcher to gather and measure information that are of relation to the enquiry variables in a systematic manner that facilitate the process of answering research questions, help in testing hypotheses and evaluating outcomes (Konar, 2011). The questionnaire was self-administrated since it represents the way to evoke self-report on people's opinion, attitudes, beliefs and values (Gall et al., 2007). It was handled individually to the students because it was followed by direct questions to the students.

2.5. Research Instruments:

The data collection instruments that were to be employed in this study were the questionnaire and interview. A mixed-method research approach was adopted to conduct the study of a quantitative and qualitative manner. The first method was the questionnaire as a tool used in

the investigation. According to Kothari (2004), use of questionnaire is one of the most common data collection tools employed in the research works. Questionnaires are used extensively to gather data on current conditions, opinions and attitudes in a precise and concise manner (Orodho, 2008). The questionnaire was be constructed based on the objectives of the study, it aims at exploring students' views and perceptions regarding the integration weblogs into the field of education as a tool to enhance the writing skill. It was addressed to twenty (20) students of master two at the English department in AbdelHamid Ibn Badis University in Mostaganem of different specialties.

In order to have concrete facts about teachers' perceptions toward the integration of weblogs into their teaching practices, an interview was directed to collect qualitative data. The teachers' interview was administrated to six (6) teachers of written expression module at the department of foreign languages at AbdelHamid Ibn Badis' University in Mostaganem, since they are more exposed to students' writing performance and the difficulties that they face with the writing skill.

2.5.1. Description of the questionnaire:

The questionnaire was distributed among twenty (20) master two students of different specialties at AbdelHamid Ibn Badis University in Mostaganem. The designed questionnaire for the present study consists of 19 questions and statements. Each question aims at targeting specific information that is necessary for the study regarding students' knowledge and attitudes regarding the integration of weblogs into the field of education as a tool to enhance language skills and more specifically to the writing skill. The questionnaire is a widely recognized instrument of data collection and it is identified by researchers as an effective tool as it provides the researcher with information, opinions, and attitudes.

Anderson and Arsenaul (2005) argued that "the questionnaire has become one of the used means of collecting information. If well constructed; a questionnaire permits the collecting of reliable and reasonable valid data on a simple, cheap, and timely manner" (p.170); for such reason, the questionnaire was be structured based on the objectives of the study which is to examine the impact of students on the use of weblogs as a tool to enhance the writing skill in EFL classrooms.

The questionnaire contained both closed and open ended questions, multiple choices questions (MCQ) and statements aiming at gathering students' attitudes toward the study. The

participants were asked to tick the suitable answer from the choices available and explaining their choices. The questionnaire consists of three (3) parts; the first part contains general information of the students concerning their activities with the internet, the second part includes questions about students' attitudes concerning the use of weblogs into their education in relation to the skill of writing. The third part concerns students' perceptions in relation to the skill of writing in order to have insight information of students' needs and lacks.

2.5.2. Analysis of questionnaire:

Section one: it contains general information about students' activities using technology in relation to the weblog application (Q1-Q8).

Question number 1: Do you have access to internet? This question aims at discovering the availability of the internet for students; it offers the respondents with multiple degrees of frequency. The data obtained from this question are presented in a circle chart where it is noticible that 60% of the students always have access to internet connection, while 30% of them often obtain internet, as it can be seen that 10% of the students rarely get to access to it. On the other hand, no student opted for the choice of never having access to the network.
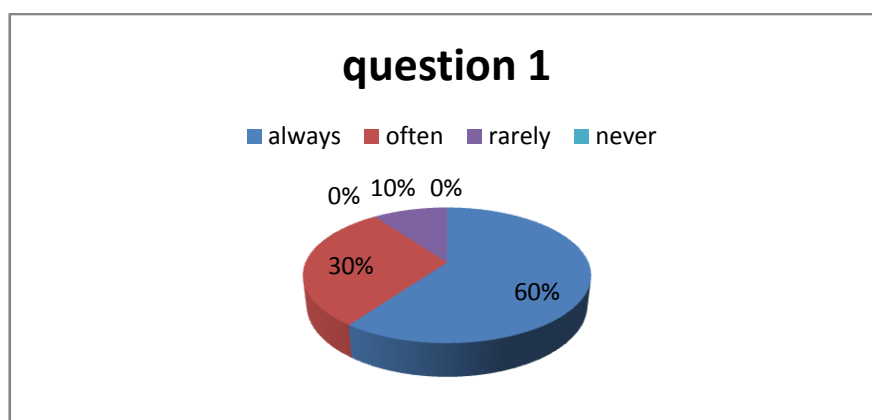
Figure2.1: number of students having access to internet

Question number 2: Do you practice the English language outside the classroom via Internet? As it is shown in the chart, most of the students opted for the choice of "often" by 50%, and 20% of them ticked "always", while the rest of them choosed "occasionally", "rarely" and "never" in an equal manner by 10%.

question 2

■ always ■ often ■ occasionally ■ rarely ■ never

10% 10%

10%

20%

50%
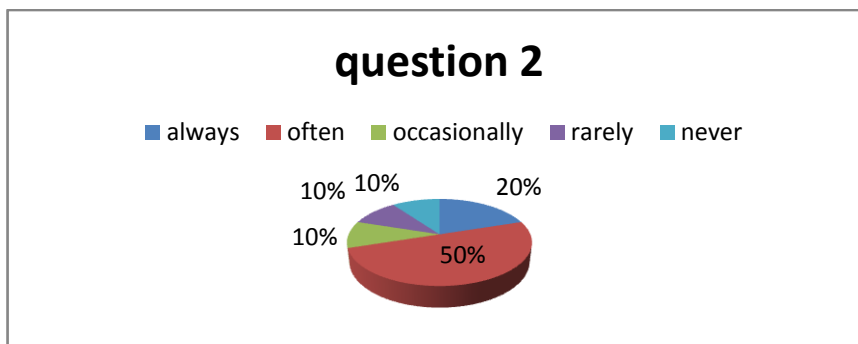
Figure2.2: frequency of practising the English language outside the classroom via Internet

Question number 3: Do you visit blog website? The purpose of this question is to determine whether the blog website is commonly known and used among EFL learners, and how often they use it. Most of the students indicated that they "often" visit the weblog by 40%, while 30% stated that they rarely visit it. 20% of the respondents opted for the choice of "occasionally" and 10% stated that they "never" visit this website.

question 3

■ always ■ often ■ occasionally ■ rarely ■ never

0%

10%

30%

40%

20%
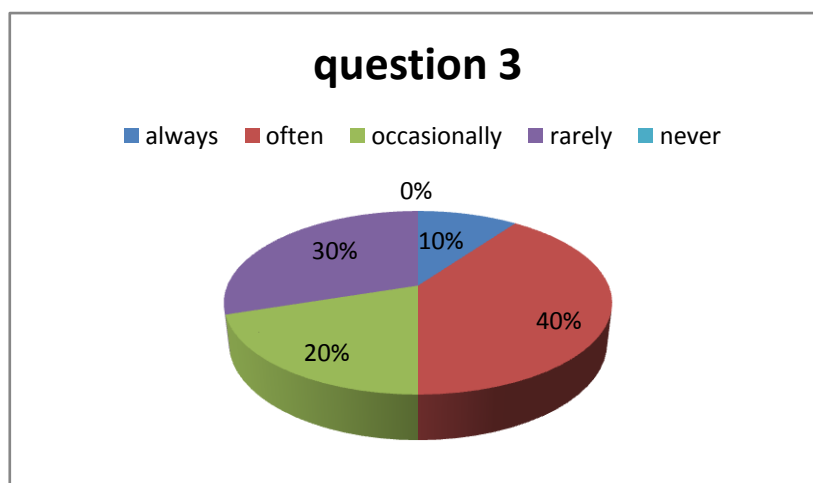
Figure 2.3: frequency of visiting weblog application by students

Question number 4: Do you use blogs for educational purposes? The aim behind asking this question is to know whether those who declared that they use or visit the blog website use it for their studies. The majority of the students by the percentage of 56% stated that they do use the blog website for educational purposes. Whereas, 44% of the respondents said they do

not use the weblog for educational purposes because they do not visit it at all.

question 4

0%

no
44%

0%

yes
56%
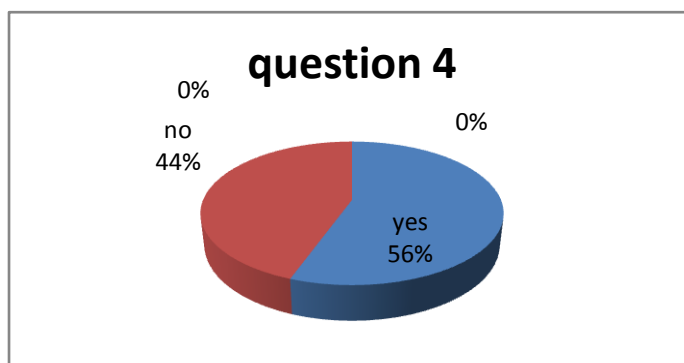
Figure 2.4: blogs use for educational purposes

Question number 5: When reading other blogs, do you think that helps you in developing your writing content? The students asserted that they agree with this idea by 72%, while 22% of the respondents agreed to a great extent by ticking the "strongly agree" choice, and they added that when reading others' blogs, they mostly "develop their vocabulary" content, "structure", "having different styles of writing" and they"get inspired by others" . However, 6% of the students disagreed with the idea that reading others' blogs help in developing the writing content.

question 5

strongly
disagree
0%

disagree
6%

strongly
agree
22%
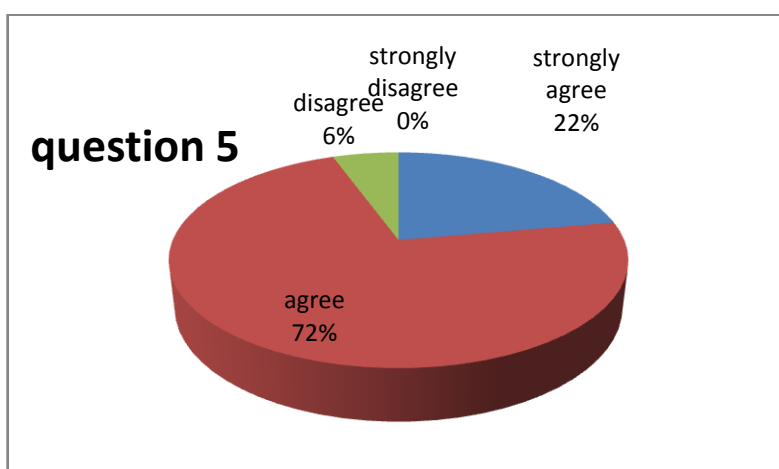
agree
72%

Figure 2.5: Students attitudes towards reading blogs to develop their writing content

Question number 6: Previous research suggested that writing comes from reading, to what extent do you agree? As the under mentioned circle shows, 65% of the students agreed with the understanding; and explained that through reading, they "enrich their vocabulary and enhance thinking" besides they develop their "grammar structure". Besides that, 10% agreed to a great extent. However, 25% of the students disagreed with the idea.
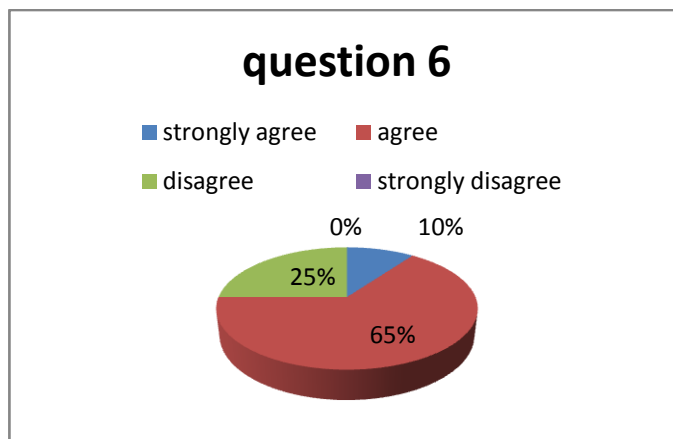
Figure 2.6: Students' agreements with the understanding that writing comes from reading

Question number7: How can weblogs facilitate the writing process? The following chart indicates that 34% of the students see the weblogs as a tool that "provides ideas and resources", while 32% of them stated that weblogs facilitate the writing process by "sharing and commenting on the blog", whereas 18% of the respondents opted for the choice of "providing a space to write creatively, and the rest of them have chosen "promoting coherence and cohesion" by 16%.
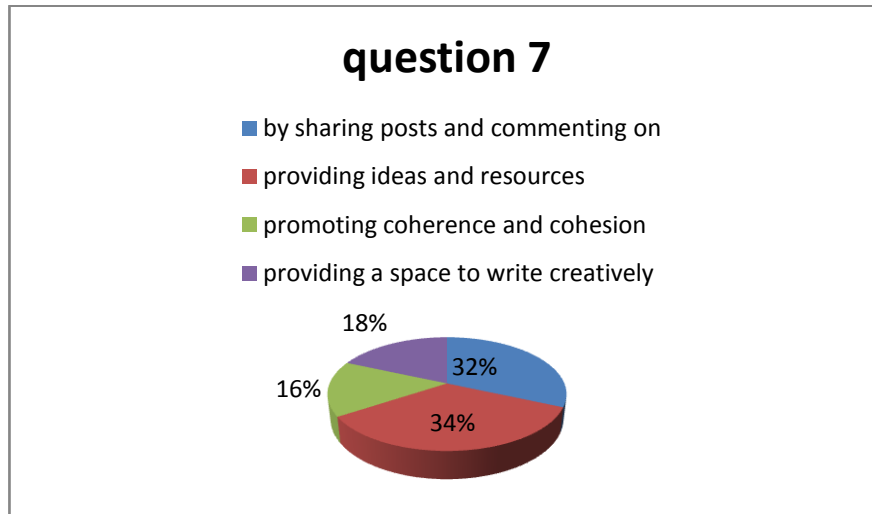
 Figure 2.7: Students' opinions towards weblogs as a tool to facilitate the writing process

Section two: it targets students' attitudes and perceptions towards using weblogs in the classroom(Q9-Q15).

Question number 8: Do your teachers use teaching aids? The majority of the respondents asserted that they use the Facebook application by 56%. The circle also shows that the use of

E-mail and Youtube are equal in their use by the teachers by 22% for both. The respondents also suggested some other aids.

question 8

■ youtube ■ facebook ■ e-mail

0%

22%   22%

56%
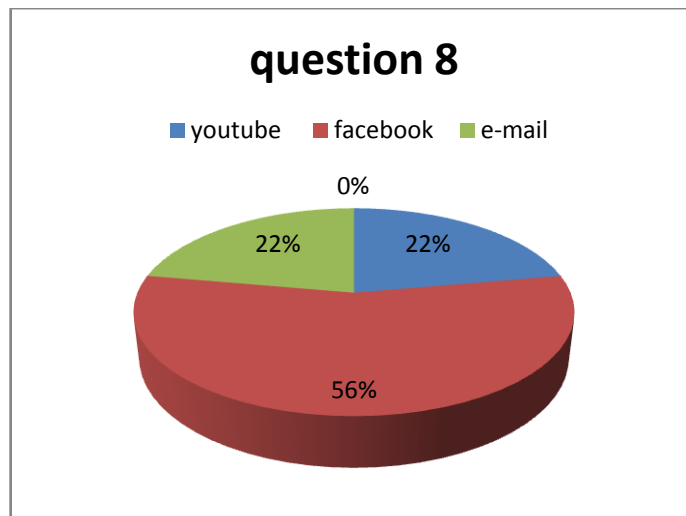
Figure2.8: teachers using technological teaching aids

Question number 9: how often do your teachers use weblogs in classroom? The main goal of this question is to know whether the weblogs is commonly used by teachers in classroom. as it can be noticeable from the circle chart that follows, 70% of the students indicated that their teachers "never" uses the weblogs in their teaching practices only 20% of the respondents asserted that their teachers "occasionally" use the weblogs, and 10% of them declared that their teachers "often" use it.

question 9

■ always ■ often ■ occasionally ■ rarely ■ never

0%

10%

20%

70%

0%
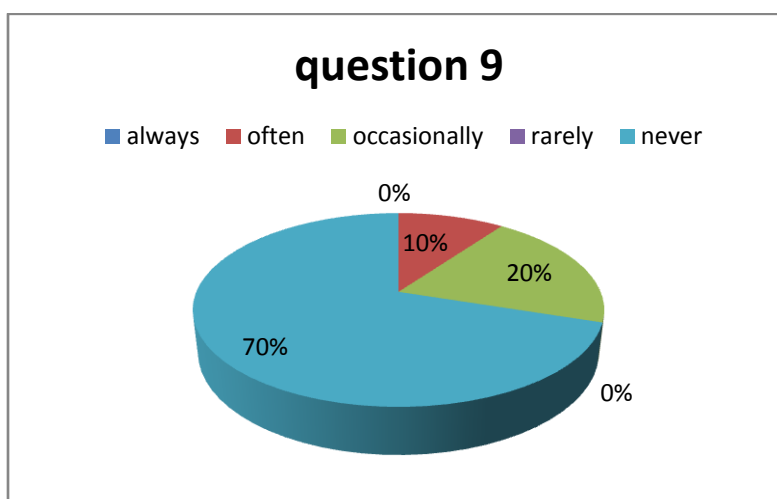
Figure2.9: Frequency of using weblogs in class by teachers

Question number 10: What is your point of view towards incorporating blogs into the teaching and learning process? Half of the respondents believe that the weblogs are "very

useful" to their learning process by 50%, while 40% of them indicated that it is useful. On the other hand, only 10% said that it wouldn't be useful at all for them.
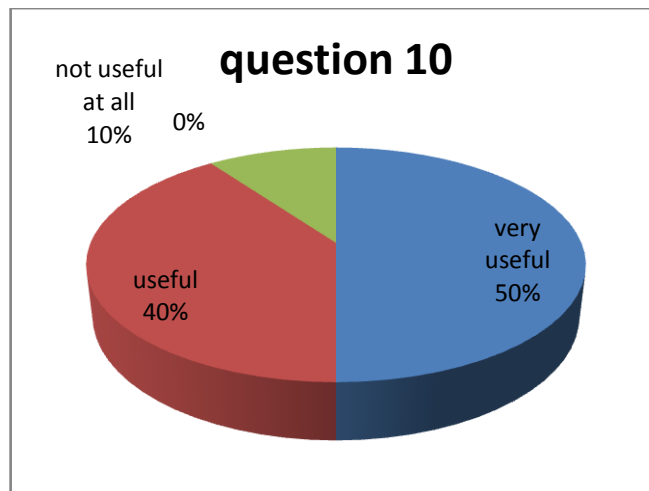
Figure 2.10: students' point of views towards incorporating blogs into the teaching and learning process

Question number 11: Are you satisfied with the traditional methods using board and paper? By this question, the researcher attempts to elicit students' opinions about the traditional methods. Two options are offered in degree of satisfaction, whether they are satisfied or not satisfied. The circle shows that the results are equal, 50% of the students assented that they are satisfied by the traditional methods, while 50% asserted they are not satisfied.
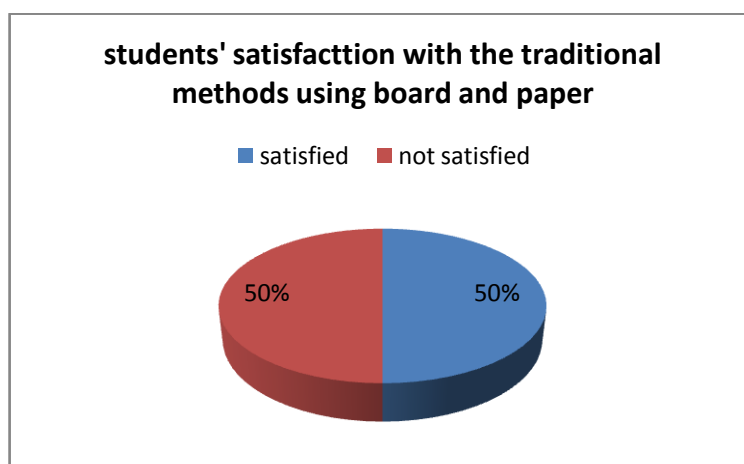
Figure 2.11: Students' satisfaction with the traditional methods of teaching and learning

Question number 12: According to your point of view, using blogs in the classroom will be more interesting than the traditional methods? Mention the reason. This questions aims at investigating students' attitudes towards using the weblog application instead of the

traditional methods that they are using, and whether this would be of their interest or not. 70% of the respondents agreed that this integration is of their interest, while 30% of them strongly agreed. On the other hand, 0% of the students disagreed that the weblogs are not interesting is they are used instead of the traditional methods.
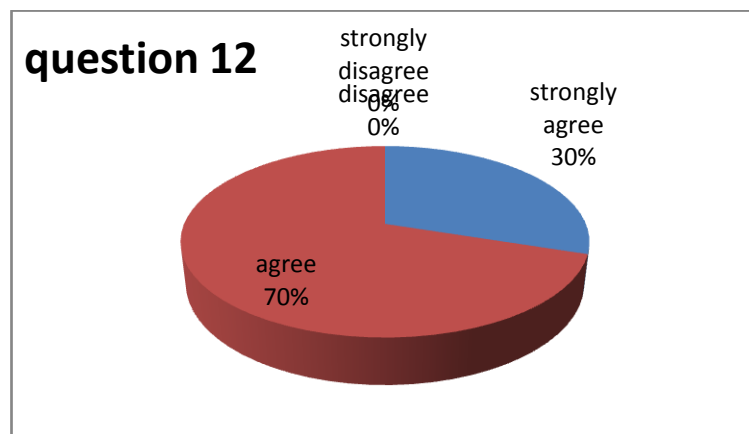
Figure 2.12: students' attitudes towards using blogs in the classroom instead of the traditional methods

Question number 13: which of the following language skills blogs is needed for? The circle chart displays the fact that most of the students opted for two language skills in an equal manner that they think weblogs are related to which are "reading" and "writing" by 35% for each. Whereas, 20% declared that weblogs are needed for speaking and the rest of them by 10% related it to the listening skill.
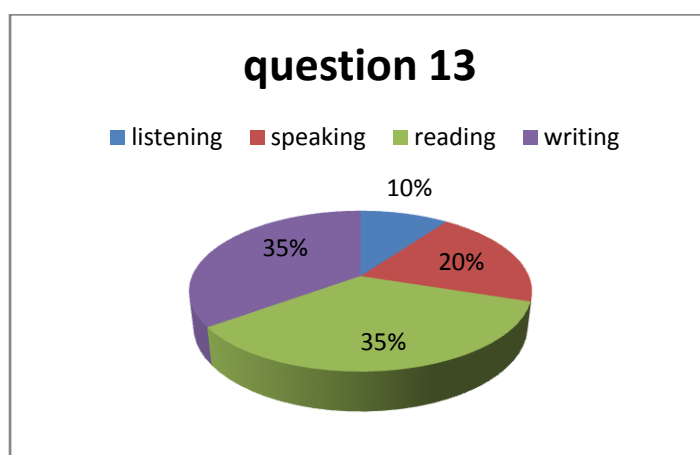
Figure 2.13: Language skills that blogs are needed for

Section three: it aims at collecting data about students' points of views concerning the writing skill and using blogs to enhance the language skill (Q14-Q17).

Question number 14: Do you think that writing skill is important compared to other language skills? The majority of the students stated that the writing skill is equal important to them by 45%; where 40% have chosen the choice of more important that other language skills. On the other hand, 15%¨of the respondents stated that the writing skill is less important than the remaining language skills. The respondents were asked to justify their choices.
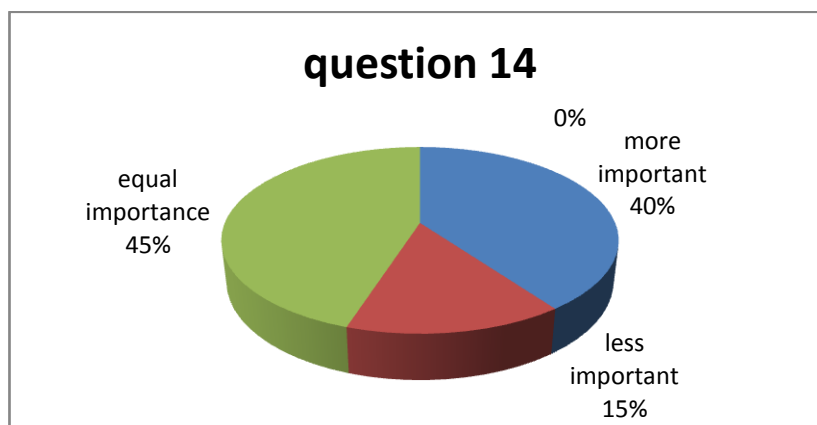
Figure 2.14: degree of importance of the writing skill

Question number 15: Do you think that the writing skill is the most difficult skill among others? If yes, what are the main reasons that make writing a difficult task? This question consists of two parts; the first part addresses students' perceptions towards the writing skill in term of difficulty. The answers are obtained through choosing the degree of difficulty according to the respondents, from very difficult to very easy. As the chart demonstrates, 30% of the respondents think that the writing skill is "very difficult" and 25% think that it is difficult. 20% of the students stated that the writing skill is "easy" among other language skills while 25% of them chose "very easy".
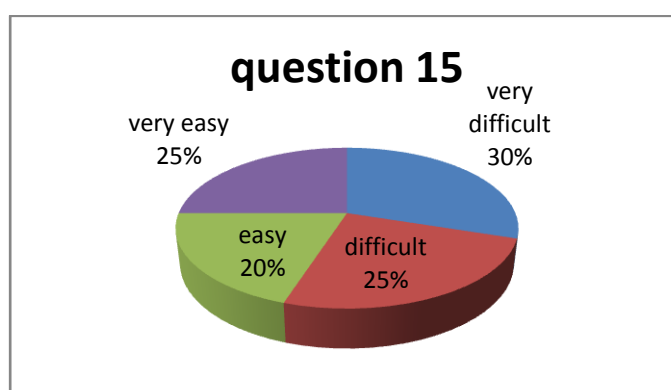
Figure 2.15: Students' perceptions towards the writing skill as being the difficult skill among others

The second part of the question enquires about the reasons that make the writing skill a difficult language skill compared to others. The respondents were asked to choose whatever choice appeals to suit them with the possibility of opting for more than one choice. 2(10%) of the respondents opted for the first choice and last choice by equal, the second choice got 7(35%), the third option 12(60%) which represents the vast majority.

question 15

lack of motivation and interest to study English	lack of knowledge of the writing content such as vocabulary	lack of strategies and techniques of writing	lack of practice of the writing tasks
2	7	12	2
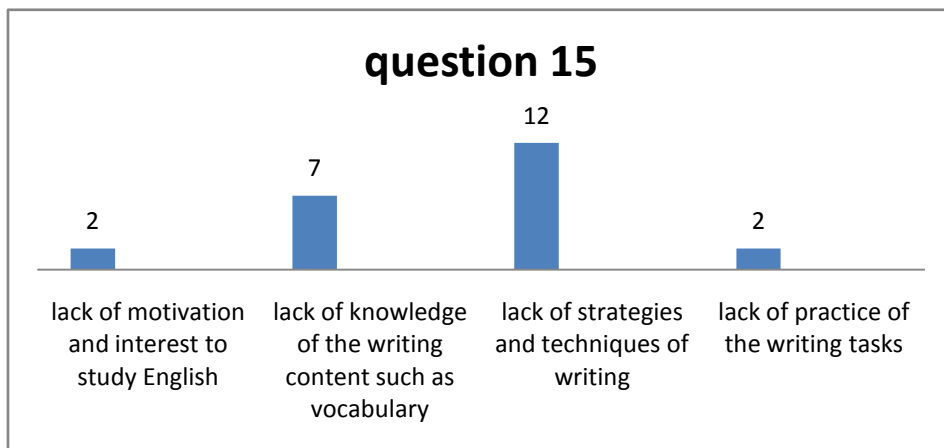
Figure2.16: difficulties that face students with the writing skill

Question number 16: how can blogging help you overcome your difficulties in writing?
The respondents are requested to tick one of the choices, or choose a multiple choices, or even suggesting other options in the 'others' section. 40% of the respondents suggested that weblogs helps in overcoming their difficulties in writing by offering a free space to write to. 33% of the students opted for the choice of a collaborative environment, whereas the third option which suggest that weblogs provides a real audience to write to was the choice of 27% of the respondents.

question 16

- providing a real audience to write to
- a free space to share ideas
- a collaborative environement

0% 27%
33%
40%
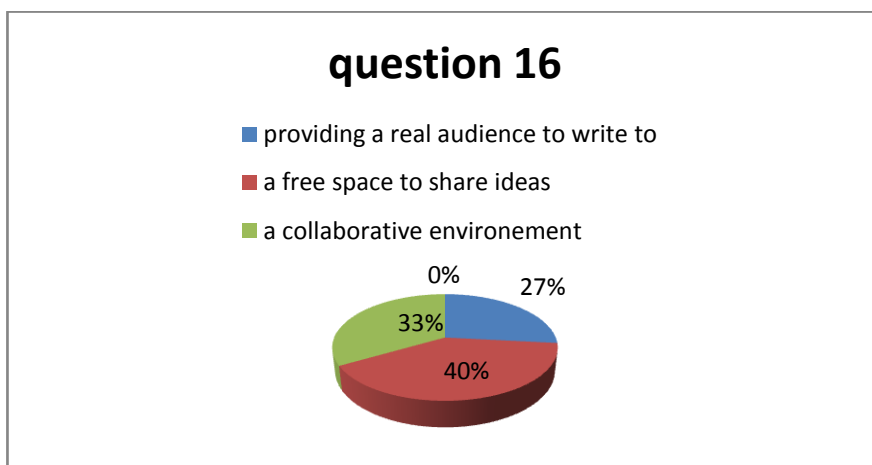
Figure 2.17: the way that blogging helps in overcoming difficulties of writing

The second data collection tool is the interview with six (6) EFL teachers of written expression to gather detailed information in regard to teachers' perceptions and attitudes toward the integration of such tool into their teaching practices. The conducted interview consists of questions that targeted teachers' experiences, opinions and suggestions to approach students' needs, lacks and wants.

2.5.3. The description of interview:

Webster's Revised Unabridged Dictionary in 1913 defined interview as "a conversation, or questioning, for the purpose of eliciting information for publication" (p. 781). From this definition we may say that interview is a form of questions addressed to people in order to collect the necessary data concerning a topic for the purpose of clarifying facts for the people. The research interview was conducted with teachers from AbdelHamid Ibn Badis University in Mostaganem to enquire about their perceptions in relation to the discussed topic. The interview included 9 questions mainly about teachers' perceptions.

The interview consists of 9 closed-ended questions. It deals mainly with teachers' attitudes and perceptions towards the integration of the weblog application into the teaching and learning process as a tool to develop students' writing proficiency, the effect of the incorporation of such tool and what do they think the benefits and challenges that surround the application.

2.5.4. Analysis teachers' interview:

The results of the interview were as follow:

Question 1: Goodwin (2003) defined weblogs as a web-based area in which people can write, edit information and publish it instantly to public via a web browser. In your own understanding, define the weblog:

10 out of 15 teachers defined weblogs as an online diary give numbers. A teacher added that the blog serves as a platform where a person keeps his own personal writings such as pictures, videos and other valuable things, in addition, "it is used also in education by researchers, teachers and students to publish resources, give homeworks, and share personal experiences and point of views regarding a specific topic". An additional point by a teacher is that "weblogs presents platforms for asynchronous discussions". Moreover, a teacher defined weblogs as an "online pedagogical support" for both teachers and students.

Question 2:What do you think of blogging as a learning practice?

All the teachers claimed that blogging can be a valuable learning activity. For instance, one teacher declared that "blogs can support learning and teaching by insuring diverse interaction topics", moreover, the tool enhance understanding of lessons and develop several skill such as extensive reading, vocabulary acquisition and develop writing. In addition, a teacher claimed that weblog application helps the user in mastering sentence structure. An additional point that was added by a teacher is that weblogs presents "an excellent tool for learners to excel in critical reading and critical writing" However, an interviewee claimed that in case the method is coupled with another mean, than it will be useful.

Question 3:What is your point of view regarding the integration of weblogs in your teaching practices as a tool to enhance language skills?

The majority of the teachers supported the idea of incorporating the blog application into their teaching practices and they justified their claims by adding that the blog helps them to bridge the gap between the classroom and the world, in addition, it is a useful platform to post homeworks and to give extra remarks on the classroom content, in addition, it represents an entertaining tool of learning. A teacher claimed that "the use of blogs is a good idea if the teacher could manage to bring new teaching/learning ideas and to update the blog content more often; he also added that in case the students and teachers are committed to enrich blogs, it will be an efficient teaching support and resource. One teacher did not agree with the idea and he explained how most of the students do not have access to internet and they rarely use the blog website, so it would present a challenge for them. However, an interviewee declared that they have already incorporated the application with her students and she stated that the experience worked well but she mentioned an obstacle that prevented her from keeping the practice where she said that" However, it demands extreme diligence and steadiness to be an academic blogger".

Question 4: Do think that blogging has benefits? If yes, what are those benefits?

Almost all the teachers asserted that weblogs have benefits that can be of use in the educational context. For instance, a teacher claimed that weblogs "serves as a bridge for knowledge between teachers and their learners and other teachers", in addition, it keeps the teacher informed about the needs and questions about his/her learners. Another teacher added that weblog benefit the teacher by giving him appropriate support and "it personalizes

teaching content based on the learners' remarks and observations left on the teacher blog". An interviewee declared that a major benefit of the application is that it bridges the classroom with the outside world, he stated that" blog takes learning a step forward: outside the classroom walls and promotes more continuous learning". In addition to the aforementioned benefits, one teacher added that blogs benefit the learners by enabling them to do their first step towards autonomous learning. Moreover, "blogging helps any learner to enhance their ability to think and write critically and creatively", as stated by an interviewee.

Question 5: Do you think that blogging has disadvantages? If yes, what are those disadvantages?

Among the shortcomings that the teachers have stated in their answers, the most mentioned one is internet access, they declared that not all students are able to have access to web links as well as it depends on the type of the device they possess. Another barrier that was stated by a teacher is the fact that "others don't master the language enough to surface on the net for academic purposes; they limit themselves to what teachers give them in classrooms". One additional point that was added by an interviewee is that "reading and interacting in blogs requires a lot of time from the teacher (the writer): to edit, correct, and manage its content to the best need for learners". Moreover, a teacher has stated that absence of students' comments on the blog from remarks and observations would lead to teachers' reluctance from publishing on the blog. Another barrier of the blog is that it demands a lot of time, "blogging necessitates full time engagement". In addition, blogging requires students' control of their own learning but as stated, current students lack the mastery of autonomous learning.

Question 6:Do you have a blog? If yes, what has developed since you started blogging?

Four out of six teachers stated that they do own a blog website. One of those teachers added that the blog contributed a lot in his works; it kept him connected with his colleagues. Another interviewee stated that due to the blog site, she was able to enrich her cultural competence of the target culture. However, one interviewee stated that he started a blog site but because of lack of ICT knowledge, he quitted; and generally it was paid for. For instance, a teacher stated that through blogging, she was able to develop her academic writing.

Question 7: Do you think blogging contribute to your writing skill? Explain

Generally, all the teachers agreed with the fact that blogging contribute to writing skill, and they clarified that by adding that weblogs targets the writing skill more than any other skill, in

addition to reading of course. For instance, one interviewee explained that blogging targets writing because" all you do is writing: drafting, outlining, and editing". Moreover, it promotes students' writing through reading and reflecting upon the texts. In addition, " through the practice of writing for the sake of publishing a piece of writing, one would do more effort in producing a good essay or article", as stated by a teacher. On the other hand, an interviewee claimed that weblogs do not support writing skill in any kind.

Question 8: According to your point of view, writing comments and sharing posts through blogs can enhance EFL writing skill? If yes, how?

The interviewees have added interesting answers and they generally agreed on one idea which is that when they read other blogs, they are mostly developing their writing content and they evolve certain writing styles. In addition to that, reading others' blogs and comments in the blog will enrich learners' vocabulary about different topics, and by that, they will be able to develop arguments of their own. One teacher stated that" reading is the primary step to enable students to write. Gradually, they gain confidence, develop their writing style and at the same time, sharing posts will teach them to avoid mistakes through auto-correction. However, an interviewee stated that the act of writing comments and sharing posts through blogs would not develop EFL writing skill unless an instant correction is done.

Question 9: Do you think that students' comments on blogs can be considered as feedback?

Mostly all the teachers agreed with the fact that students' comments can be considered as feedback. For instance, one interviewee explained that "the comments should be relevant, have an objective analysis of the topics components and deliver a precise description to the reader". In addition, a teacher declared that the comments are what students have learned in class, so they are mostly the main feedback. However, one interviewee claimed that considering the comments as feedback depends on the answers.

2.6. Conclusion:

The current chapter described the research tools, procedure and the findings of the questionnaire and interview. The research design has presented a description of different parts of the study including; a description of the context and the participants, and a description of the tools used in order to investigate the effectiveness of integrating weblogs into the teaching and learning context as a tool to enhance the writing skill in EFL classes. The questionnaire

was addressed to students while the interview was addressed to the teachers, and these tools were analysed in a quantitative and qualitative manner.

Discussion of Findings and Recommendations: examining validity of the results

3.1. Introduction:

The current chapter presents a further examination and analyses of the data gathered in the second chapter. A mixed-method research was conducted in order to investigate the efficiency of integrating weblogs into the field of education as a supplementary tool to enhance the writing skill in EFL classes, a questionnaire was administrated to students and an interview was conducted with teachers. In the same line of thoughts, this chapter attempts to interpret the results gathered from the data collection tools, and discuss the major findings from the questionnaire and the interview. Furthermore, recommendations will be presented along with some limitations that faced the study.

The objective of this study was to investigate the effectiveness of integrating weblogs into the teaching and learning practices as a supplementary tool to enhance the writing skill in EFL classes.

3.2. Discussion of students' questionnaires:

Question number one: Do you have access to Internet? The question addressed Internet availability for the students. The present questions aims at determining students' frequency of practicing the English language outside their classes using the internet. From the data obtained, the results have shown that the majority of the students have access to Internet by 12 out of 20 respondents. As a further explanation, most of the students always have access to Internet. Moreover, 6 out 20 students ticked the choice of often which means that they do not have access to Internet each and every day. On the other hand, the low percentage was given to the students who stated that they rarely have access to Internet. In other words, not all of the students have access to Internet.

Question number two: Do you practise English outside the classroom via Internet? this question aims at discovering students' activities using the Internet and whether they use the English language while connecting. Most of the students opted for the choice of "often" by 10 out of 20 which means that the half of the respondents often practise the English language outside the classroom using the Internet, and which is the highest range. 4 out 20 of the respondents selected the choice of "always", while the remaining numbers were divided between the rest of the choice by 2 for "occasionally", 2 for rarely and 2 for "never".

Furthermore, the interpretation of this is that the majority of the students often use the English language outside the classroom.

Question number three: Do you visit blog website? this question is directed to students in order to see whether the weblog site is common among EFL learners and whether they visit it or not. The most selected frequency of visiting was "often" by 8 students, 6 of the remaining ones opted for the choice of "rarely" and 4 for the choice of occasionally, while 2 of them stated they always visit the blog website.

Question number four: Do you use blogs for educational purposes? The main purpose of this question is question is to determine whether the weblog application is used by students for their studies. 10 out of 20 of the respondents stated that they do use weblogs for educational purposes, while 8 of them opted for the choice of "no", they do not use them for educational purposes. Whereas among those participants, 2 of them did not opt for any choice and they have justified their action by stating that" they do not use weblogs at all".

Question number five: when reading other blogs do you think that you are developing your writing content? The aim of this question is to see whether students who read others blogs agree with the idea that this would develop their writing content or not. the big amount of students by 14 respondents out of 20 show that they agree with the idea that when reading weblogs, it that helps them in developing their writing content and 4 of them strongly agreed with this; these students have justified their choice in a different ways, some expressed their choice by believing that reading other blogs help them in developing their vocabulary and structure content, while other participants explained that they get inspired from others in the style of writing. In the same line of thoughts, it is clear that weblogs do help in developing the writing content by reading them.

The option "disagree" was also chosed by the remaining students who are 2 which mean that they do not think that reading other blogs contribute in developing the writing content and they have added that the quality of writing that blogs have is very casual and un-academic; while the other one said they do not use them at all so they do not agree with the idea.

Question number six: Previous research suggested that writing comes from reading, to what extent you agree? this question attempts to determine whether the students think that the writing process is a result of the reading process. The reason behind asking this question is to identify students' perception and attitude toward the understanding that the writing content

comes from reading; respondents were given different degrees of agreements to choose from and were asked to explain their choices. Most of the students agreed with this understanding by 12 participants out of 20, and they have followed it by an explanation that through reading, the person is able to develop his vocabulary, in addition to that, the reading process help in enhancing the thinking. 2 of the 20 students have opted for the choice of "strongly agree"; and they added that through reading, the learner is able to enhance his grammar competency and develop his critical thinking. Another idea that was suggested by a participants is that "no skill can be taught in isolation and they all are inter-wined, in order to be a good writer the one must be a good reader and vise-versa", moreover, this justification implies that the writing content reflects students' reading practises, the more the person read the more he develop the content that they would use in their writing.

On the other hand, the second most chosed (check the past participle of this verb)option was "disagree" with the idea that reading helps in developing the writing content and they have justified their choice in a variety of reasons, one added that "sometimes the writing skill can be developed by writing itself".

Question number seven: How can weblogs facilitate the writing process? by this question, we wanted to elicit students' opinions on the way that students facilitate the writing process, by providing options for them to choose from, they may opt for more than one choice.The reason behind asking this question is to see whether the students think that reading weblogs helps them in developing their writing content and process, it contains several suggestions to the students to choose from and they may opt for more than one choice. The chart has show that the most selected option was the first option weblogs provide ideas and resources that can be used in the writing process where 13 participants opted for it. In the same line of thought, it can be said that weblogs are a space were users share their ideas, perception on a particular topic according to the type of blog that are mentioned previously in the first chapter by Mernit (2003). The second most selected option was that weblogs offer the option of sharing posts and commenting on others by 12 participants. In the sense that, with students being able to post comments and ask question, that would help them realize their lapses in writing.

Question number eight: this question aims at determining whether EFL teachers use any websites to teach their students in order to meet their needs with their interest and which of the applications that are mostly used.This question aims at determining whether the teachers use technological aids in the classroom to meet with their students' interest. It has been

suggested the most common websites that are familiar to the current generation of learners which are called the digital learners. According to the circle chart, the most used website by the teachers is Facebook by 8 students out of 20, which is the highest range and that indicates that teachers use Facebook in their teaching practices; during the questionnaire, the students were asked direct questions about what their teachers use facebook for, most of them stated that they use Facebook to share assignments, the topic they are dealing with, sources and any information concerning any event that is coming, besides that, they thought that Facebook is professional at all because it gives the students an opportunity to be close to the teacher in an interpersonal way where students are able to see their teachers' private life.

 The second selected option was weblogs by 4 students; they stated that their teachers often use weblogs in their teaching practises in order to have a variety of materials. The third option was YouTube, where it was chosen by 2 students and they answered the question that was directed to them orally as follow, the first one said that "YouTube is a very helpful tool in the teaching and learning process because its content is audio-visual, it targets two styles of learning, visual and auditory", the other participants stated that "YouTube is helpful but you cannot control its content and you need to have an excellent internet connection to have access to it, which is rarely the case". 5 students of the remaining participants opted for the choice of others and they added that their teachers usually use e-mails to contact their students or send their assignments or concerns. While the last participants indicated that their teachers "hardly bring a video or two" and they added that their teachers never use any technological aids.

Question number nine: this question is related to the previous question, because its aim is to have more detailed information about frequency of using weblog by teachers. As the data description demonstrates, most of the participants declared that their teachers never use weblogs which reveals the fact this type of tool is not commonly used for any educational purposes.

Question number ten: this question addressed students' point of views regarding incorporating the weblog site into their learning process whether it is useful or not, as well as, as a tool used by teachers in their teaching practices. This question is directed to students in order to identify their attitudes about incorporating weblogs in the teaching and learning practices and whether they see this incorporation useful or not to them. Half of the participants declared that incorporating the blog website is a useful procedure. It can be seen

the most of the students see the blog as a supplementary tool that is useful in their education, and that can be of use in their learning as their teachers' practices.

Question number eleven: by this question, we wanted to have a further look to students' interests, and whether they have changed with the emergence of technology. For such reason, the question targeted students' satisfaction with the methods of teaching, whether they are satisfied with their studies using the traditional methods of teaching using board and pen. As was demonstrated in the previous chapter, the results shows that the participants were divided into two categories, 10 of them were satisfied while the other 10 were not satisfied. This shows that students differ between ones who are with the use of technology and their interest have changed, and between ones who are satisfied with their traditional methods. So no general tendency can exist.

Question number twelve: in this question, students' perceptions towards the incorporation of weblogs instead of the traditional methods were directed. The circle chart demonstrated that all of the students showed a positive reaction towards such suggestion, the results were divided between strongly agree and agree; no participant opted for the negative reaction which was strongly disagree and disagree. The participants explained their choices by illustrating that "weblogs represents a new and extra materials to the study", while other participants added that" weblogs develop critical thinking, by reading others' blogs and writing in your own blog". In addition to the mentioned reasons, others have illustrated that "weblogs are a space where the person share his opinions and be heard" and they" match the classroom with the real world". Other participant has demonstrated that weblogs are tools that target the needs of digital learners. As demonstrated, students' opinions vary according to their needs, each one of them saw the potential of using blogs instead of the traditional methods of teaching and learning as an opportunity that fulfil his needs.

Question number thirteen:this question is a specific and detailed question that is related to language skills in particular. Students were asked to choose which of the language skill they think that weblogs can be used for.This question was directed to the students in order to examine their responses in relation to language skills and which of the language skills they think weblogs is needed for. The chart offers the four language skills, reading writing, listening and speaking. Many students opted for multiple choices, where they chose mostly two language skills they think blogs can be used for which are reading and writing by 7 participants for each, the remaining students were spread between listening and speaking. The

findings convey that most of the students agree with the fact that weblogs can be used for enhancing the writing skill which is the main issue of the research.

Question number fourteen: the question aims at determining participants' point of view towards the writing skill as being the most important skill in comparison to the others. The question aims at determining respondents' opinions in regard to the skill of writing, the perceptions towards it and whether they think this skill is crucial to their studied or not. Majority of the students by a small difference, 9 participants, declared that writing skill is equal importance in comparison to other language skills and they explained that all language skills are interrelated so no skill can exist or be superior then the remaining skills. A participant added that writing and speaking are important especially in language learning. While 3 participants ticked the choice less important and illustrated that there are other language skills that are more important than writing, one participant stated that the reading skill is more important than writing. The remaining 8 participants declared that writing is more important and they mostly targeted the same point; which is that through writing, students are assessed. The results vary according to what students need and think but it is shown that writing skill is important whether it is by a high degree or medium one.

Question number fifteen: Students' perceptions in regard to the writing skill as being the most difficult skill are investigated in this question. 6 out of 20 of the participants stated that they think the writing skill is a very difficult skill and 5 of the rest chose difficult.Students were asked to justify their option of difficult by choosing from a multiple suggestion concerning the reasons why writing is difficult and they were given the possibility of opting to more than one choice, even the students that stated that writing is not difficult answered this question,four options were offered to choose from; the first option suggested lack of motivation and interest to study English, the second one offers lack of knowledge of the writing content such as vocabulary. The third one suggests lack of strategies and techniques of writing, whereas the fourth and final option suggests lack of practice of the writing tasks. 12 students related difficulty of writing skill to lack of strategies and teaching of writing. 7 students stated that it is related to lack of writing content in term of vocabulary. 2 of them related it to lack of motivation and interest to study English and other 2 opted for the choice of lack of practice of the writing tasks. Concerning the rest of the options of easy and very easy, 5 students stated that writing is very easy and 4 opted for easy. From the results, we can observe that writing is a difficult skill that students are facing because of different reasons.

Question number sixteen: This question enquires about students' views to blogs as a tool that helps students overcome their difficulties in writing by suggesting three options that they may choose one or more from. The first option suggests that weblogs provides a real audience to write to. The second option suggests a free space to share ideas, whereas the third one offers the option of a collaborative environment to write in. the present question offered multiple choices of the different ways that weblogs offer to overcome the difficulties in writing, they were given the opportunity of choosing more than one option.12 students opted for the choice of that weblogs helps students in overcoming difficulties in writing by being a free space to share ideas; this option was the most selected one since bloggers usually use blogs as an online journal to share their opinions regarding a specific topic or to use the website to comment on others' perceptions and views. The second most selected option was that weblogs provide a collaborative environment by 10 students. Moreover, weblogs are a space as indicated before were users can share their opinions and comment, so they are working collaboratively with the others. The last option which was that weblogs provide a real audience to write to was selected by 8 students in the sense that the website provides the bloggers with a purpose of writing which is to be heard by the audience and to be understood.

3.3. Findings from students' questionnaire:

The current study was conducted to investigate the viability of the use of weblogs as an educational tool particularly in relation to writing skill. The results found in the research emphasize the potential use of weblog sites as an educational tool to enhance the writing skill. Many participants from the questionnaire reflected positive attitudes towards the use of weblogs in educational context. The results of our research show that weblogs can be of great benefit for students. In addition to that, the findings indicated that weblog site is not a common site in EFL classes at AbdelHamid Ibn Badis' University.

The different answers given by the students in to clarify some facts, they indicate that teachers at AbdelHamid Ibn Badis University do not use any sort of technological aids in their teaching practices, yet, the respondents have clarified that the use of technological aids would be very interesting for them and can help them to meet with their needs; this is clarified in question (12) as the students have justified their choices by stating that weblogs meet their needs. In addition to that, students' answers have shown that writing content is a result of the reading process; the more the person read, the more they develop vocabulary and writing style, the more they enhance their writing skill.

Moreover, the attitudes of the students were positive towards the incorporation of the weblog application into their learning process as a supplementary tool to enhance their writing proficiency. In more details, students' answers revealed that through blogging, they are likely to develop their content in regard to the ideas and resources that they are going to use them in their writings and through the sharing and commenting option that allows them to correct their mistakes automatically or through a feedback that is provided by the teacher. Moreover, blogging provides a space for learners to write in which contributes to their reflective and creative thinking.

They reported that weblogs presents a new and an innovative learning tool, as they stated that they are an authentic material that bridges the language being learned to the real world, since the language exists only in the classroom. Moreover, they also indicated that weblog application offers them with several opportunities solve many problems that they are facing when learning a foreign language such as authenticity, collaboration between student-student and student-teacher, providing resources and so on. The findings also revealed that weblogs help students overcome their difficulties in writing by providing them with a collaborative environment that targets their reading and writing skill. Regarding the barriers, the major difficulty that faced the students was internet connection, most of the students do not have access to internet or they rarely do.

3.4. Discussion of teachers' interview:

Question one: the aim behind asking this question is to determine teachers' understanding of the term blog and to identify what they think weblogs are needed for according to their personal and academic experience and through the definition offered. The results of the interview revealed that most teachers recognize the bog as an online diary where they keep record of their personal documents such as pictures or videos or even academic ones such as resources used in the lessons, mainly as an archive.

Question two: by asking this question, we wanted to elicit teachers' perceptions towards blogging, whether they consider it as learning and teaching activity or not. Mostly, the answers were positive where all the teachers showed their positive perceptions towards blogging and they provided strong arguments that support the ones stated in the first chapter. For instance, one teacher indicated that weblogs presents a communicative platform for a diverse interactions as stated by Little (1991) that they support community building. As well as, improves writing, vocabulary acquisition and mastery of sentence structure.

Question three: this question enquires about teachers' point of views regarding the integration of weblogs into their teaching practices. Mostly, the results indicated that use of such tool would be effective for both teachers and learners, this leads us to the interpretation that blogging supports teachers through the diverse potentials that it offers, teachers can post assignments and resources that learners need in the classroom; this will help them gain time and create several connections, teacher-student, student-content, student- English language, classroom-real world.

Question four: the objective of this question is to determine the potential benefits that encounter the blog according to teachers. We can note that weblogs own so many potentials that benefit the learning and teaching process at the same. As suggested by the interviewees, weblogs contribute in _bridging the gap between the teachers and students_ informing the teachers about students' needs _ helps the learners in making their learning autonomous _ develop critical and creative thinking.

Question five: this question enquires about the potential barriers and disadvantages that encounter the use of the application in the educational setting. The results revealed that the major difficulty or barrier that surrounds the incorporation of the method is connection, since according to the results of the questionnaire, not all of the students have access to internet connection, and this barrier was demonstrated from teachers' interview as most of the interviewees have stated this problem.

Question six: this question is directed in order to identify teachers' experience with the blog, and what changes occurred while they used the application. As demonstrated in the previous chapter, not all of the teachers have a blog, due to several problems such as lack of HTML knowledge, or as it was previously paid for. But the ones who had a blog declared that through blogging, they become a small community with the other teachers about different contents being taught, and it contributed to their academic writing. As we assumed, weblogs generally targets the writing proficiency either for teachers or for students.

Question seven: this question attempts to investigate about the potential contributions that weblogs bring to the blogger's writing skill. From the results obtained from the interview, the answers revealed that weblogs are more related to writing skill particularly than any other skill because of the different activities done in the application from drafting, editing, posting, commenting and so many other ones.

Question eight: as an attempt to identify teachers' attitudes towards using weblogs to enhance students' writing skill. As the results indicated, the incorporation of the method into the learning process for the purpose of developing students' writing proficiency is an effective application, as the interviewees suggested, reading other blogs contribute in the development of students' content competency in term of vocabulary and writing style.

Question nine: the present question aims at enquiring about the role of students' comments on the blog, and whether they can be considered as feedback of their learning process for the teachers. The answers were positive as most of the teachers declared that students' comments are the feedback of what they have learned in the classroom.

3.5. Findings from teachers' interview:

The results of the interview reveals that blogging contribute to the writing skill particularly in term of vocabulary enhancement and writing style. Thus, we can observe that blogging promotes critical and reflective thinking. The answers, additionally, made clear that weblogs create and incentive learning environment through the free space they offer to write freely. The interview has also revealed that blog writing contribute to the reading skill by means of leading them to read more and to find authentic things to write on the blog. Nevertheless, learners' autonomy cannot be ignored as blog writing has a positive effect on students' independent learning since the methods requires students' individual study and responsibility, as it is a self- directed virtual world.

However, the negative aspects that the blog brings to EFL classes is the access to the internet; mostly all the teachers of the interview stated internet connection is the most common problem among Algerian students when it comes to technology integration. According to the answers of the teachers, they provided a positive attitudes and perceptions towards the incorporation of weblogs into their teaching practices as a learning tool to enhance their EFL students' writing proficiency.

3.6. Research recommendations:

Based on the results of both students' questionnaire and teachers' interview, we concluded several suggestions and recommendation for both teachers and students for a better teaching and learning process and positive outcomes. First, for teachers, they should adopt multiple ways of writing to increase students' interest in the activity. For instance, instead of limiting them to a particular style of writing and a limited method, they can address different issues

that exist in the classroom and ask them to provide their opinion, discuss the problem and provide possible solutions for the issues using different technologies. Moreover, teachers should promote their teaching through blogging and encourage collaborative learning between the students. As a teacher mentioned in the interview, it would be an interesting way of teaching and learning since most of today learners are called digital learners.

In addition to the aforementioned recommendations, we recommend also to build rapport between groups of the classroom; student-student and student –teacher. According to the questionnaire conducted with students, most of them are not satisfied with the traditional methods of teaching; therefore, since most of the teachers do not know how to incorporate technologies in the classroom, they should be involved in technological teaching programs. So, teachers should be trained on how to use blogs when teaching EFL classes.

Also, teachers at AbdelHamid Ibn Badis University should organize activities to develop learners' different language skill, speaking, listening, reading and particularly writing since it is the highly recommended skill in EFL classes. They should use blogging to enhance students' paragraph and essay writing, revising their writings and giving and receiving feedback through commenting and posting on the blog. Therefore, blog-based portfolios and online writing journals are the ideal tools for such activities.

Secondly, for students; they should be autonomous in their learning; they should learn how to depend on themselves. They are recommended to collaborate with teachers in their way to integrate technology in classroom since they represent the c enter of the process, by providing the appropriate feedback for teachers. (feedback includes their posts, comments...).

3.7. Research limitations:

Research limitations are those obstacles that face the researcher during their journey for seeking the knowledge and informing facts. Like any other enquiry, this research was no different as the researcher faced some difficulties in its way to be accomplished. The major obstacle that faced the enquiry is because of the current circumstances of the Corona virus. I faced difficulty of collecting the necessary data from teachers' interview as most of the teachers did not answer the interview that was done in written form through a hyperlink. In addition to that, because of the confinement, half of the questionnaires were displayed online.

3.8. Pedagogical Implications for institutions:

The educational institution is responsible for providing all sorts of means for teachers and learners for a better learning environment, for such reason, we recommend our university to provide teachers and students with different technological aids that they need including internet connection.

In addition, the university should be aware of multimedia integration in order to make teaching and learning possible in the light of the modern learners' needs.

3.9. Suggestions for further studies:

The current research was conducted as an attempt to investigate the effectiveness of incorporating of weblogs into the teaching and learning practices as a supplementary tool to enhance EFL learners writing proficiency, and to examine teachers and learners attitudes towards the integration of the tool. However, due to different limitations and the current circumstances of the country, we recommend taking the study from a different angle by conducting an experiment to test the effectiveness of weblogs by creating an educ-blog. In addition, there has been variety of studies concerning the weblogs in relation to writing skill, which recommended to examine its effectiveness in relation to reading skill.

3.10. Conclusion:

This chapter presented discussions of results demonstrated from students' questionnaires and teachers' interview. In details, the answers of every question were discussed individually followed by an overall interpretation of the findings. The findings indicated that using weblogs in teaching foreign languages especially English language facilitate the process of writing. In addition to that, both students and teachers showed positive attitudes towards this incorporation. Limitations of the study were introduced followed by several recommendations for teachers, students and the educational institution which is University. In order to help others in their future thesis, suggestions for further research were offered in order to validate the study. It is recommended to take the research from another angle and to relate the blog with speaking skill since there is less research to support it.

General conclusion:

Technology has changed the way people think, interact or even live; it has dominated almost every field in life from personal to professional, and even the academic one. Due to such intervention, researchers, teachers and practitioners are urged to make use of such technologies in the educational system to meet students' needs and the innovative learning methods. The current pedagogical trend of higher education is the increasing share of independent tools of learning this leads to the introduction of innovative teaching and learning technologies aims at reaching students needs. Blogging is among these innovative methods that have been increasingly used over the past decade for diverse purposes; accordingly, this technique has come to constitute an important place in EFL classes. Taking into account the clear use of writing, students often lack the adequate content and skill of the type/style of writing needed in the writing process, which makes it difficult to produce a comprehensible text. For such reason, incorporating different methods of learning and various resources would facilitate the process for English ~~language~~ learners to overcome writing difficulties. Combining learning with technology for the current generation would create an easy and enjoyable atmosphere for learners.

Having said that, the current research attempted to investigate the effectiveness of incorporating weblogs into the teaching and learning process as a tool to develop students' writing proficiency at AbdelHamid Ibn Badis University in the English department, the main focus of the enquiry is to determine teachers and students' attitudes towards the effectiveness of weblog application as a supplementary tool and the feasibility of implementing new methods of teaching and learning rather than the traditional ones. In addition to that, the present research enquires about the potential benefits and barriers that may affect the use of weblogs. Moreover, it attempted to examine the innovative methods in term of effectiveness in order to fill the gap between the present learners that are called digital learners and the teacher; and to create a bridge that connects what is learned in classrooms and the real world for a better mastery of the English language.

This research is based on the assumption that the traditional methods of teaching and learning used at AbdelHamid Ibn Badis University are no longer effective which called for innovative tools and resources that target both teachers' goals and students' needs. Because of that, the present enquiry assumes that incorporating weblogs into the teaching and learning process would be an effective procedure to accomplish the targeted goals. In addition, it is based on

the assumption that both teachers and students at Abdelhamid Ibn Badis University may show positive attitudes and perceptions towards the use of the tool and it would be effective for the improvement of learners' writing proficiency. Moreover, it would represent an important impact on their learning process.

The current investigation took place at AbdelHamid Ibn Badis University in Mostaganem at level of the English department during the academic year 2019/ 2020. The research study relied on an approach which enclosed qualitative and quantitative methods. A self-reported questionnaire was used among 20 master two students of different specialties to get preliminary information, followed by an interview with 6 teachers to obtain much valid data concerning the enquiry. Due to certain circumstances, half of the questionnaires and the interview were conducted online. Questionnaire questions addressed students' perceptions towards the incorporation of weblogs into their learning process instead of the traditional methods of learning. Along with, interview questions aimed at determining teachers' attitudes towards the application, the impact of using such tool in their teaching process and what potential benefits and barriers encounter the integration of the tool.

As demonstrated in the third chapter, the results have revealed the positive attitudes of both teachers and students at AbdelHamid Ibn Badis University in Mostaganem towards the incorporation of the blog application into the teaching and learning process as a supplementary tool to enhance EFL learners writing proficiency. The results have also shown that this integration would be an effective practice since the latter benefits in improving their writing performance. The present study approves that the use of technologies in classes enhances the students' learning process and facilitate teachers' teaching practices in various ways including their way to develop EFL language skills which represent the basics of any language learning. In addition, this type of learning including weblogs approves to support learners in building a good rapport with their teachers and their classmates through collaborative learning, practicing the language learned outside the classroom, and feeling connected to the language through the authenticity that the methods offers.

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Appendix 1

Students' Questionnaire

Dear students,

You are kindly requested to respond to this questionnaire as an attempt to collect the necessary data concerning the integration of Weblogs in education EFL classes as a tool to enhance the writing skill for Master students at AbdelHamid Ibn Badis's University in Mostaganem. We would be so grateful if you could sincerely answer the following questions.

Master Two dissertation

<u>Section one</u>: Background information

Q1. Do you have access to Internet?

a. Always ☐   b. Often ☐   c. Occasionally ☐

d. Rarely ☐ ever   ☐

Q2. Do you practise the English language outside the classroom via Internet?

a. Always ☐   b. Often ☐

c. Rarely ☐   d. Never ☐

Q3. Do you visit Blog website?

a. Always ☐ b. Often   c. Occasionally ☐   ☐

d. Rarely ☐ ever   ☐

Q4. Do you use Blogs for educational purposes?

a. Yes ☐   b. No ☐

Q5. When reading other blogs, do you think that you are developing your writing content?

a. Strongly agree ☐   b. Agree ☐

c. Disagree ☐   d. Strongly disagree ☐

Explain...
....

Q6. Previous research suggested that writing is reading; to what extent do you agree?

a. Strongly agree ☐   b. Agree   ☐

c.Disagree   ☐   d. Strongly disagree   ☐

Explain,

....
....

Q7. How can weblogs facilitate the writing process?

a. By sharing posts and commenting ☐
b. Providing ideas and resources   ☐
c. Promoting coherence and cohesion   ☐
d. Providing a space to write creatively ☐

Others, ...

Section two: Students' attitude toward using weblogs in the classroom

Q8. Do your teachers use teaching aids?

a.   Youtube ☐   b. Facebook ☐   d. E-mail ☐

Others, ...

Q9. How often do your teachers use blogs in the classroom?

a. Always ☐   b. Often ☐

c. Sometimes ☐   d. Never ☐

Q10. What is your point of view towards incorporating blogs into the teaching and learning process?

a. Very useful ☐   b. Useful ☐   c. Not useful at all ☐

Q11. Are you satisfied with the traditional methods using board and paper?

☐   ☐

a. Satisfied   b. Not satisfied

Q12. According to your point of view, using blogs in the classroom will be more interesting than the traditional methods?

a. Strongly agree ☐   b. Agree ☐   c. Disagree ☐   d. Strongly Disagree ☐

Can you mention the reason?

....

....

Q13. Which of the following language skills do you think you need Blogs for?

a. Listening ☐   b. Speaking ☐

c. Reading ☐   d. Writing   ☐

Section three: Enhancing the writing skill through blogging

Q14. In your opinion, the writing skill is important compared to other language skills?

a. More important ☐   b. Less important ☐   c. Equal importance ☐

Can you state the reason?

....

....

Q15. Do you think that the writing skill is the most difficult skill among others?

a. Very difficult ☐   b. Difficult ☐

c. Easy ☐ Very Easy   ☐

If yes, What are the main reasons that make writing a difficult task?

a. Lack of motivation and interest toward studying English ☐

b. Lack of knowledge of the writing content such as vocabulary ☐

c. Lack of strategies and techniques of writing ☐

d. Lack of practice of the writing tasks ☐

e. Others,

....

....

Q16. How can blogging help you overcome your difficulties in writing?

   a.   Providing a real audience to write to ☐

   b.   A free space to share ideas ☐

   c.   A collaborative environment to corporate with others ☐

Others, ...

<div align="right">Thank you for your collaboration</div>

Appendix 2

Teachers' interview

Dear teachers, you are kindly invited to answer this interview in order to have a concrete results concerning our research. It would be very grateful if you accept to answer the following questions about the effectiveness of integrating weblogs as a tool to enhance writing skill in EFL classes. Your contribution will be of a great help to the present enquiry. Because of the present circumstances, the interview will take a written form.

➢ Goodwin (2003) describes a blog as a web-based area in which people can write, edit information and publish it instantly to public via a web browser. In your own understanding, define the weblog:

....

➢ What do you think of blogging as a learning practice?

....

➢ What is your point of view regarding the integration of weblogs in your teaching practices as a tool to enhance language skills?

....

➢ Do think that blogging has benefits? If yes, what are those benefits?

....

➢ Do you think that blogging has disadvantages? If yes, what are those disadvantages?

....

➢ Do you have a blog? If yes, what has developed since you started blogging?

....

➢ Do you think blogging contribute to your writing skill? Explain

....

➢ According to your point of view, writing comments and sharing posts through blogs can enhance EFL writing skill? If yes, how?

....

➢ Do you think that students' comments on blogs can be considered as feedback?

....

Thank you for your contribution.