



Mohamed Kheider University of
Biskra Faculty of Letters and
Languages Department of Foreign
Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:

Fairouz SLIMANI

On:

**An Investigation into the Role of Educational Blogs as a Learning Model
in Enhancing Learners' Writing Productivity:**

The Case of Master Students of English at Biskra University

Board of Examiners:

Dr. Tarek ASSASSI	MCB	Biskra	Supervisor
Dr. Ahmed Chaouki HOADJLI	MCA	Biskra	Examiner
Ms. Kenza MERGHMI	MAB	Biskra	Examiner
Ms. Meriem ZAGHDOUD	MAB	Biskra	Chairperson

Academic Year: 2019/2020

Declaration

I, **Fairouz SLIMANI** do hereby declare that the present research work, which is entitled “An Investigation into the Role of Educational Blogs as a Learning Model in Enhancing EFL learners’ Writing Productivity” is my original work and has not previously been submitted to any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information.

This work was certified and completed at Mohammed Kheider University of Biskra, Algeria.

Certified:

Miss. Fairouz SLIMANI

Masters Student, Section of English.

Dedication

I dedicate this work to:

My beloved parents for their limitless love and support,

My supportive family members, dear brother and sisters,

My loving, most ambitious, my dearest friend Hayette for

her cherished encouragement and positive energy,

Thank you all for your unconditional love, endless support, and the positive vibes you spread.

Acknowledgements

First and foremost, the accomplishment of this work could not have been possible without **ALLAH's** help and guidance for giving me the volition and strength to finish this work.

I would like to express my sincere gratitude and appreciation to my supervisor **Dr. Tarek ASSASSI** for his genuine support, guidance, efforts, and, motivational feedback throughout the whole research process.

A limitless gratitude goes to the members of the jury for their acceptance to assess my work, their constructive feedback and remarks: **Dr. Ahmed Chaouki HOADJLI**, **Ms. Kenza MERGHMI**, and **Ms. Meriem ZAGHDOUD**.

I would like to expand my sincere appreciation to **Mrs. Sakina BENCHAREF** and **Mrs. Samira MESSAIBI** for their valuable time, assistance, and collaboration.

I particularly thank my dear friends **Hayette BARKAT**, **Meriem AISSAOUI**, **Kenza SAOU**, and **Amel SEBAA** for their genuine support and encouragement.

Finally, my infinite thankfulness goes to First year Master students of sciences of the language at the University of Biskra for their, time, and collaboration. Your efforts are highly appreciated.

Abstract

The mastery of the writing skill in the foreign language (EFL) context is regarded as the most challenging language learning skill. EFL students nowadays find issues with different language skills, especially at the level of their writing production. Main related issues have pedagogical, psychological, and methodological nature. Indeed, students need to be exposed to new learning methods in their learning experience. Mainly, through being engaged to the newly adopted technological facilities. Furthermore, the principle aim of this study is to investigate the role of educational blogs as an autonomous learning model in enhancing EFL learners' writing productivity. Particularly, we attempt to check how the proposed learning model can provide solutions for EFL students to overcome their writing difficulties. For achieving the present study's investigation, the suggested hypotheses appointed onward that most EFL students encounter several difficulties at various levels in their writing productions. Progressively more, the reliance over educational blogs would come up with positive results in providing students with valid autonomous learning assistances to reach good writing achievements. Within the scope of the present study, the researcher outlined two main parts that refer to both theoretical and practical frameworks that address mainly writing productivity, educational blogs and study fieldwork. Methodically, the present conducted work adopts a qualitative research approach that sought to authorise the validity of the proposed research hypotheses and to draw out research findings based on three data gathering tools. In relevance to this, these tools include mainly an interview administered to five (5) teachers at Biskra University to inquire their attitudes towards the suggested tool and their opinions about students' writing productivity issues; a survey questionnaire is distributed to thirty (30) first Master EFL students from the same sample, besides a focus group that involves ten (10) participants. Additionally, the results proved that both teachers and students agreed upon the significance and effectiveness of educational blogs in both teaching and learning processes, and that it contributes positively in their independent learning to enhance the quality of their writing productions.

Keywords: writing, autonomous learning, writing productions, educational blogs

List of Abbreviations and Acronyms

CMC: Computer-Mediated Communication

Edublogs: Educational Blogs

EFL: English Foreign Language

ESL: English Second Language

ICT: Information Communication Technology

RQ: Research Questions

RH: Research Hypotheses

Weblogs: Web Blogs

List of Appendices

Appendix 01 : Teachers' Interview: Pilot stage

Appendix 02 : Teachers' interview

Appendix 03 : Students' Questionnaire : Pilot stage

Appendix 04 : Students' Questionnaire

Appendix 05 : Focus Group questions: Pilot stage

Appendix 06 : Focus Group Questions

List of Tables

Table 3.1 : Teachers' Degrees	52
Table 3.2 : Teachers' Teaching Career in EFL	53
Table 3.3 : The Importance of Teaching-Learning Writing Skills.....	54
Table 3.4 : The Major Writing Aspects that EFL Students Struggle while Writing	56
Table 3.5 : Teachers' Perspectives on Learner Autonomy.....	58
Table 3.6 : Teacher's Perspective on Relying on External Source of Learning	59
Table 3.7: The Benefits of Edublogs as an Autonomous Learning Technique.....	62
Table 3.8: Skills that Can Be Developed through Edublogs	63
Table 3.9 : The Relationship between Edublogs and Writing Productivity	63
Table 3.10 : Students' Gender Distribution.....	71
Table 3.11: Students Reasons for Learning English at University	72
Table 3.12: Students' Evaluation of their Level in English	73
Table 3.13: Students' Attitudes towards the Difficulty of Learning at University	74
Table 3.14: Respondents Choice of Learning EFL in Master Degree.....	76
Table 3.15: Students' Evaluation of their Level in Writing	77
Table 3.16: Students' Consideration of their Writing Skill	78
Table 3.17: students' most Challenging Writing Aspects	79
Table 3.18: The most Difficult Writing Task (s) for Students	81
Table 3.19: The Factors that Influence on Students' Writing Process	82
Table 3.20: The Importance of Enhancing Writing Productivity.....	85
Table 3.21: The Use of Internet Platforms for Studying Purposes.....	86
Table 3.22: The Rate of Using any Educational Networking Tools.....	87
Table 3.23: Students' Views and Attitudes towards Relying on Webtools	88
Table 3.24: The most Adopted Webtool by Students.....	91
Table 3.25: Students' Knowledge about Blogs / Educational Blogs	92
Table 3.26: The Degree of Students' Agreement on Blogs Representations.....	93
Table 3.27: Improving Language Skills beyond the Classroom through Edublogs	95
Table 3.28: The Advantages of Edublogs from Students' Perspectives.....	97
Table 3.29: Students' Attitudes towards the Concept of Learner Autonomy	99

Table 3.30: Students' Attitudes towards Edublogs, as an Autonomous Learning Tool to Improving Writing Productions.....	101
---	-----

List of Figures

Figure 1.1: Characteristics of Effective Writing in English.....	12
Figure 1.2: Model of Writing.....	13
Figure 1.3: The Linear Model	20
Figure 2.1: The Difference between Blog Post and Page Post.....	31
Figure 3.1: Students' Gender Distribution.....	71
Figure 3.2: Students Reasons for Learning English at University	72
Figure 3.3: Students Evaluation of their Level in English	73
Figure 3.4: Students Attitudes towards the Difficulty of Learning English at University	74
Figure 3.5: Students' Choice of Learning EFL in Master Degree	76
Figure 3.6: Students' Evaluation of their Level in Writing	77
Figure 3.7: Students Consideration of their Writing Skill.....	78
Figure 3.8: Students' most Challenging Writing Aspect (s).....	80
Figure 3.9: The most Difficult Writing Task (s) for Students.....	81
Figure 3.10: The Factors that Influence on Students' Writing Process.....	83
Figure 3.11: The Importance of Enhancing Writing Productivity	85
Figure 3.12: The Use of Internet Platforms for Studying Purposes	87
Figure 3.13: The Rate of Using any Educational Networking Tools	87
Figure 3.14: Students' Views and Attitudes towards Relying on Webtools.....	88
Figure 3.15: The Most Adopted Webtool by Students.....	91
Figure 3.16: Students' Knowledge about Blogs / Educational Blogs.....	92
Figure 3.17: The Degree of Students' Agreement on Blogs Representations	93
Figure 3.18: Improving Language Skills Beyond the Classroom through Edublogs.....	95
Figure 3.19: The Benefits of Edublogs from Students' Perspectives.....	97
Figure 3.20: Students' Attitudes towards the Concept of Learner Autonomy.....	99
Figure 3.21: Students Attitudes towards Edublogs, as an Autonomous Learning Tool in Improving their Writing Productions.....	101
Figure 3.22: Screenshot on the Common Writing Mistakes' Section	108
Figure 3.23: Screenshot for the Process of Academic Essay Writing	108

Contents

Declaration	I
Dedication.....	II
Acknowledgements.....	III
Abstract	IV
List of Abbreviations and Acronyms.....	V
List of Appendices	VI
List of Tables.....	VII
List of Figures	IX

General Introduction

Study Background	1
1. Statement of the Problem.....	1
2. Research Questions.....	2
3. Research Hypotheses.....	2
4. Aims of the Study.....	2
5. Research Methodology	3
Research Approach.....	3
Research Design(s) / Strategy (ies)	3
Data Collection Methods / Tools.....	3
Interview.....	3
Questionnaire.....	4
Focus Group	4
Data Collection Procedures	4
Data Collection Analysis	4
6. Population & Sample.....	5
7. Sampling Technique.....	5
8. Significance of the Study.....	5
9. Structure of the Study.....	6

Chapter One: Writing Productivity

Introduction	9
1.1 General Key Concepts on Writing Productivity	9
1.1.1 The Development of Writing as a Communicative Skill	9

1.1.2 Perspectives on the Description of Writing 9

 1.1.2.1 The Description of Writing from a Broad Perspective 10

 1.1.2.2 The Description of Writing from a Narrow Perspective 10

1.1.3 Significance of Writing in the EFL Context..... 11

1.2 Qualities of Writing 11

 1.2.1 Organisation 11

 1.2.2 Clarity 11

 1.2.3 Coherence 12

 1.2.4 Word Choice..... 12

1.3 The Process of an Effective Writing Productions 12

1.4 Complexities of Writing 14

 1.4.1 Reasons for EFL Learners' Writing Failure 14

 1.4.2 The Main Challenges Faced by EFL Learners 15

 1.4.2.1 Grammar Rules of the Language..... 15

 1.4.2.2 Punctuation 15

 1.4.2.3 Vocabulary 15

 1.4.2.4 Spelling Mistakes 16

1.5 key Concepts in Foreign Language Writing..... 16

1.6 Academic Writing in a Foreign Language Context..... 17

 1.6.1 Characteristics of Academic Writing 17

1.7 The Teaching of Writing Approaches 18

 1.7.1 The Product Approach..... 18

 1.7.2 The Process Approach..... 19

 1.7.3 Genre-based Approach 20

 1.7.3.1 Teaching-Learning through Genre Approach..... 21

 1.7.4 The Social-Constructionist Approach 21

1.8 The Interrelationship between Writing and Other Language Skills 22

1.9 The Enhancement of Writing through Web-based Learning Models..... 22

Conclusion 23

Chapter Two: Educational Blogs

Introduction 26

2.1 Section One: A Brief Overview of Blogs..... 26

2.1.1 Information and Communication Technology (ICT)	26
2.1.2 Historical Development of Blogs	27
2.1.3 Descriptions of Blog.....	27
2.1.4 Blogs in Relation to Education.....	28
2.1.5 Edublogs Usages and Implementations.....	28
2.1.6 Characteristics of the Blogging Platform	29
2.1.7 Types of the Blogging Platform	30
2.1.7.1 Blog as an Online Course Management Tool.....	30
2.1.7.2 Blog as a Discussion Forum	30
2.1.7.3 Blog as an E-portfolio	30
2.1.7.4 Blog as a Research Tool.....	31
2.1.8 Blog Posts Versus Page Posts.....	31
2.1.9 The Significance of Edublogs in EFL Learning.....	32
2.1.10 Edublogs as a Collaborative E-learning Tool.....	32
2.1.11 The Effects of Edublogs on Language Learning.....	33
2.1.12 Reflective Learning through Edublogs.....	34
2.2 Section Two: The Notion of Learner Autonomy in EFL	35
2.2.1 The Notion of Autonomy	35
2.2.2 Key Concepts of Learner Autonomy.....	36
2.2.3 Autonomy in Language Learning.....	37
2.2.4 Autonomy and the Productive Skill.....	37
2.2.5 Developing Learner Autonomy through Edublogs	38
2.3 The Development of Students' Writing Productivity through Edublogs	39
Conclusion.....	40

Chapter Three: Fieldwork and Data Analysis

Introduction	44
3.1 Research Methodology.....	44
3.2 Research Approach.....	45
3.2.1 Research Approach for this Study	45
3.3 Research Design/ Strategies	46
3.3.1 Research Design for this Study	47
3.4 Sampling and Population.....	47

3.5 Data Collection Methods	48
3.5.1 Interview	49
3.5.2 Questionnaire.....	49
3.5.3 Focus Group	49
3.6 Data Analysis Procedure	49
3.7 Teachers' Interview	50
3.7.1 Description of the Interview Used for this Study	50
3.7.2 Aim (s) of the Study's Interview	51
3.7.3 Piloting and Validation.....	51
3.7.4 Administration.....	52
3.7.5 Analysis and Interpretation of Teachers' Interview.	52
3.7.6 Discussion and Interpretation of the Findings.....	65
3.8 Students' Questionnaire.....	66
3.8.1 Description of the Study Questionnaire.....	67
3.8.2 Aim (s) of the Study's Questionnaire	69
3.8.3 Piloting and Validation.....	69
3.8.4 Administration.....	70
3.8.5 Analysis and Interpretation of Students' Questionnaire.....	70
3.8.6 Discussion and Interpretation of the Findings.....	102
3.9 Focus Group	104
3.9.1 Description of the Study Focus Group	104
3.9.2 Aim (s) of the Study's Focus Group.....	105
3.9.3 Piloting and Validation.....	105
3.9.4 Description of the Study's Group Discussion	106
3.9.5 General Description of the Study's Proposed Weblog Site.....	106
3.9.6 Analysis and Interpretation of the Focus Group.....	108
3.9.7 Discussion and Interpretation of the Findings.....	113
3.10 Summary of the Results.....	114
3.11 Synthesis of the Findings.....	117
Conclusion	118
Limitation of the Study.....	119
Pedagogical Implications.....	119

General Conclusion	123
--------------------------	-----

References

Appendix 01: Teachers' Piloting Interview

Appendix 02: Students' Piloting Questionnaire

Appendix 03: Focus Group Piloting Questions

Appendix 04: Teachers' Final Interview

Appendix 05: Students' Final Questionnaire

Appendix 06: Focus Group Final Questions

المخلص

General Introduction

Study Background

Language learning is indeed regarded as a long term process, in higher educational sectors, specifically, foreign language learners are supposed to promote their language skills by learning from various sources, adopting new advanced learning method (s) and relying on an efficient learning tool(s). Moreover, it is not an effortless task to put a step in the process of improving, without the requirement of the following skills; psychological (autonomy and interest), linguistic (language structure, fluency, and accuracy), and cognitive (reasoning, reflection, and productivity). Thus far, through integrating newly adopted technological facilities such; web-based models, educational weblogs, blended learning, and internet platforms, the teaching-learning operations have pragmatically developed and shifted to be restricted to a learner-centred approach.

Based on previous relevant research studies in the literature have integrated this model in the improvement of students' writing productivity. The researcher approaches the concept of the effective role of educational blogs as a learning model in enhancing EFL learners' writing productivity independently. For this reason, blogs are proposed in the educational field, since they have a prominent part in raising students' awareness of being autonomous, and more accurately ameliorating their writing productivity, so that to shift from the traditional learning methods to weblog learning models. To accomplish this aim, through the reliance over weblog learning platforms, EFL learners will have a greater interest within the process of learning in general and with enhancing their writing competencies at the productivity level in particular.

1. Statement of the Problem

Considering the fact that writing is a basic and productive language skill, and that it presents a pivotal part in higher academic levels, especially for productivity and research purposes. Indeed, targeting the objective of developing writing effectively, is one of the main challenges for first year Master EFL students at the University of Biskra due to several reasons; the lack of being engaged with enough practices, giving less importance to the writing skill, though it is complex compared with the other skills, the total dependence on what teachers provide in the classroom without being autonomous and relying on other sources, besides the overcrowded classrooms that stand as a pedagogical barrier against teachers, when it comes to giving their feedback on students' writing productions.

Practically, they face difficulties when it comes to writing well organised and productive pieces, appropriately. Henceforth, the emergence of advanced technologies offers new learning methods and models for EFL students to facilitate the process of improving their language skills and competencies at different planes. In this respect, the rationality behind conducting this study is to spotlight on a recently adopted technological web tool which is considered as a blogging platform for learning, that is referred to as the educational blogs. The latter is suggested for EFL students to improve the various existing issues in their writing productions. For that letter, the researcher suggested that if students rely on edublogs as a learning model their writing productivity would be developed autonomously.

2. Research Questions

The present research study seeks to answer the following research questions:

RQ1: What are the major writing difficulties that most EFL students face during the writing process?

RQ2: How would relying on educational blogs provide solutions to ameliorate EFL students' writing productivity?

3. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: We advance that most EFL students encounter numerous difficulties at the level of different writing aspects and tasks.

RH2: We hypothesise that relying on educational blogs would provide EFL students with valid autonomous learning assistances to enhance the quality of their writing productions.

4. Aims of the Study

- General aim:

The overall objective of this study is, to highlight the effective role of educational blogs as an autonomous e-learning tool in enhancing EFL learners' writing productivity and its pivotal significance in the EFL learning process.

- **Specific aims:**

- a. To raise EFL learners' awareness about the significance of developing their writing productivity over the reliance on the proposed technique.
- b. To seek developing the autonomous learning strategy through relying on educational blogs.
- c. To analyse the effectiveness of educational blogs as an advanced e-learning technique in the EFL learning context.

5. Research Methodology

Research Approach

In order to answer the study researcher questions and confirm the proposed research hypotheses, the researcher follows the qualitative research approach since it highlights the core features of qualitative inquiries. Mainly, through collecting qualitative data and interpreting it descriptively. The rationality for adopting the qualitative approach is to set a fuller understanding of the study, which is held under the investigation of “the effective role of educational blogs as a learning model in enhancing EFL learners’ writing productivity”. Therefore, it is more adequate and appropriate for the nature of our research study that belongs to the social and human sciences.

Research Design(s) / Strategy (ies)

To conduct the present research study, the researcher opts for a case study (small scale study). Moreover, the present study deals with investigating in-depth data and an individual programme on a small-scale study, the case study is selected for its workability as a practical means to the data collection method. Hence, the researcher workably manages to use qualitative research approaches to develop the analysis and to provide a clear understanding of the different methods and mixed kinds of data.

Data Collection Methods / Tools

In the present study, the researcher uses an interview, a questionnaire, and a focus group discussion.

Interview

From a population of more than fifty (n=50) teachers, the researcher works with five (n= 5)

teachers. It takes the form of a recorded face to face interview with teachers aiming to get reliable, and in-depth data in a flexible manner. Also, it is a tool to collect valid data and fruitful insights from EFL teachers on educational blogs, students' writing difficulties, and mainly their attitudes and impressions towards educational blogs, besides their major role in enhancing EFL students' writing productivity.

Questionnaire

Among this population, the researcher works with thirty students (n=30). The questionnaire takes an online form (internet-based survey). It seeks to highlight the main complications that EFL students encounter while writing, their impressions and attitudes towards relying on educational blogs, and if the suggested tool contributed to the enhancement of students' writing productivity autonomously.

Focus Group

For the focus group discussion, the researcher works with ten (n=10) participants. It is an effective instrument that gathers in-depth data from the participants' views, experiences, opinions and attitudes. The questions of the focus group tend to be unstructured in nature to give the participants the freedom to answer the discussed questions concerning the topic of discussion, thus, to feed the researched study with in-depth data.

Data Collection Procedures

To accomplish the aim of this study, the researcher follows these procedures: at first, the researcher conducts an interview with EFL teachers at Biskra University that takes a form of a face to face recorded interview. Second, the researcher distributes a questionnaire to first year Masters of science of the language that takes an online form due to the loaded timetables, besides, a focus group that takes one session of discussion. Thus, both teachers' and students' responses are to be collected by the researcher.

Data Collection Analysis

Within the spectrum of the research study, the researcher opts for a descriptive analysis procedure that it is used to describe and interpret the collected data. More importantly, the researcher tends to use an interpretive analysis for both the interview and focus group discussion as well as, a numerical data analysed through a descriptive statistic for students' questionnaire.

6. Population & Sample

The present study directs first year Master one students' population (N=130) at Biskra University. The present population is selected by the researcher for numerous reasons; students have more access and experience concerning the suggested tool (weblogs), they deal with academic writing, and research papers, besides, submitting a dissertation next year, and for they are considered as novice researchers who necessitate efficient, practical and easy technique to develop their productive writing skills, and promote their autonomy to be appropriately prepared for next year, to write their dissertations.

7. Sampling Technique

In this study, the researcher opts for the purposive sampling technique due to the fact that it is the most straightforward sampling strategy; also the purposive sampling is considered to be representative of the whole population. Practically, the researcher can select the participants that may fit the needs of the study under inquiry.

8. Significance of the Study

The present study would significantly contribute to bringing a considerable interest to EFL learners and teachers in the English division. The conduction of this study seeks to raise students' awareness of the significant role of weblogs in the educational sector. Moreover, the weblog site as an authentic learning technique provides students with opportunities to ameliorate their productive skills and competencies autonomously. Equally important, writing as a productive skill is required at the advanced levels, for that it is mainly used to write academic papers that require academic writing skills.

A great interest among EFL learners is highlighted in leaning through online facilities. Therefore, this research study attempts to highlight the important issue of enhancing EFL learners' writing productivity, through being exposed to English educational blogs. It is required for students to take into account the fact that relying and depending on educational blogs outside the classroom boundaries, as an autonomous assistant tool, will equip them with the needed components to ameliorate their language writing proficiency.

9. Structure of the Study

The present research work consists of two basic parts including the theoretical and practical parts for the conduction of this study. The subsume of the theoretical part includes two main chapters devoted to the literature review. Moreover, the first chapter discusses the major aspects of writing productivity and its researched theoretical areas, wherein, the second chapter outlines a theoretical background about educational weblogs and its relevant areas of use. Progressively more, the third chapter presents the practical part of the study that provides a framework of data analysis and interpretations, besides the discussion of the study's findings.

- **Chapter One**

This chapter displays the main theoretical areas of writing productivity. Mainly through addressing its key concepts and significance in the EFL context. Moreover, it sheds light on its characteristics and the process of an effective writing. Furthermore, it demonstrates the main writing challenges faced by students, followed by the factors that may affect their writing process. Additionally, it highlights the significance of academic writing in the EFL context besides, addressing the teaching of writing approaches. Then, it directs the enhancement of writing through the reliance over web-based learning facilities.

- **Chapter Two**

The second chapter is divided into two sections. The first section outlines a theoretical background about the ICTs in general and weblogs in particular. It directs mainly its development and its relation to the educational sector. Moreover, it highlights the main features of the blogging platform, besides its significance in the EFL learning process. Practically, it displays the positive effects of edublogs on language learning. The second section addresses learner autonomy, its notion, and concepts in language learning, besides its relation to the development of writing as a productive skill through edublogs.

- **Chapter Three**

The third chapter initiated with a theoretical background of the adopted research methodology; namely, research approach, research design, besides dealing with data collection methods, procedures, and analysis. Following, the assigned chapter is based on three data gathering tools; a questionnaire, an interview, and a focus group discussion.

Chapter One:

Writing Productivity

Table of Contents

Introduction	9
1.1 General Key Concepts on Writing Productivity	9
1.1.1 The Development of Writing as a Communicative Skill	9
1.1.2 Perspectives on the Description of Writing	9
1.1.2.1 The Description of Writing from a Broad Perspective	10
1.1.2.2 The Description of Writing from a Narrow Perspective	10
1.1.3 Significance of Writing in the EFL Context	11
1.2 Qualities of Writing	11
1.2.1 Organisation	11
1.2.2 Clarity	11
1.2.3 Coherence	12
1.2.4 Word Choice	12
1.3 The Process of an Effective Writing Productions	12
1.4 Complexities of Writing	14
1.4.1 Reasons for EFL Learners' Writing Failure	14
1.4.2 The Main Challenges Faced by EFL Learners	15
1.4.2.1 Grammar Rules of the Language	15
1.4.2.2 Punctuation	15
1.4.2.3 Vocabulary	15
1.4.2.4 Spelling Mistakes	16
1.5 key Concepts in Foreign Language Writing	16
1.6 Academic Writing in a Foreign Language Context	17
1.6.1 Characteristics of Academic Writing	17
1.7 The Teaching of Writing Approaches	18
1.7.1 The Product Approach	18
1.7.2 The Process Approach	19
1.7.3 Genre-based Approach	20
1.7.3.1 Teaching-Learning through Genre Approach	21
1.7.4 The Social-Constructionist Approach	21
1.8 The Interrelationship between Writing and Other Language Skills	22
1.9 The Enhancement of Writing through Web-based Learning Models	22
Conclusion	23

Introduction

Writing is regarded as the most challenging skill in the EFL context. Even among the other language skills; reading, speaking and listening. To write a well-structured, coherent, and productive piece is not an easy task. Moreover, it requires considerable efforts in practice to reach an effective level of writing, especially, for EFL learners. It is due to the various difficulties that they encounter. Thus far, the present chapter lists a variety of writing aspects including; general key concepts on writing productivity, its significance and effectiveness in the EFL learning process, more importantly drawing on the issues faced by EFL learners indicating the reasons that lead to the emergence of such issues. Additionally, it outlines the basics of academic writing in the EFL context. Lastly, this chapter demonstrates the main teaching approaches of writing, besides, its enhancement through web-based learning facilities.

1.1 General Key Concepts on Writing Productivity

The writing skill was and still one of the multifaceted productive skills in language learning. It is one of the major skills that takes a deliberate debate by several scholars and researchers. This might be the result of its significance in the process of EFL learning.

1.1.1 The Development of Writing as a Communicative Skill

The human being's environment progresses across time based on their needs and how these needs are to be met. Hence, it all started from communicating through producing symbolic sounds by language to be later on determined through the act of writing. Accordingly, Forrester (2016) explains that writing evolved necessarily from logographic, to syllabic, to alphabetical systems. Practically, this development started with acquiring the simplest knowledge to the most complex. As a result, by the gradual change throughout the humans' social-cultural history to develop new knowledge that meets their needs, for instance, communicating through writing.

1.1.2 Perspectives on the Description of Writing

Writing as an essential productive skill in the EFL teaching-learning operations is described and represented variously by previous researchers and scholars, it is described from the broadest to the narrowest perspective, stating what writing is and how it is seen.

1.1.2.1 The Description of Writing from a Broad Perspective

Several researchers describe writing broadly under numerous headings from linguistic, psychological to cognitive perspectives. Firstly, Byrne (1991) declares that writing is a challenging task and that “the problems related to writing are usually grouped under three headings which overlap to some extent: psychological, linguistic and cognitive” (p.4). The complexity is carried under these headings, and then it is highly needed to consider the different aspects of writing at all the above levels. In the same vein, Nunan (1989) claims that writing needs an understanding to be acquired and, so an utter mastery of its elements, which compensate writing both at the sentence and the discourse levels. Thus, the mastery of writing elements is a must to acquire it effectively at both written and spoken levels, for the fact that they both contribute to compensating it. In like manner, White and Arndt (1991) note that “writing demands conscious intellectual effort which usually has to be sustained over a considerable effort of time” (p.3). Meaning that mental (intellectuality) and physical (time management) efforts are such a requirement to fulfil the task of writing.

1.1.2.2 The Description of Writing from a Narrow Perspective

Other scholars describe writing from another perspective, writing to express thoughts and ideas, as being a source of language knowledge, and as setting words to paper. Accordingly, as Kellogg (2001) opines, writing is a cognitive process that examines one's thinking capacity to successfully put the oral command into expressed ideas. This indicates that one's verbal commands and reasoning ability lead to the success of expressing his/her ideas. Besides, Elbow (1973) argues that “writing is a two-step process. First, you figure out your meaning, then you put it into language” (p.14). Supporting this, Weigel (2002) states that writing is to create new knowledge out of our thoughts, yet not only to put one's ideas on paper as they occur. To add more, Tribble (1996) agrees that “It is through writing that the individual comes to be fully effective in an intellectual organisation, not only in the management of everyday affairs but also in the expression of ideas and arguments” (p.13).

Consequently, writing means to have an efficient set of organised thoughts at the level of the individual's cognitive process as (critical thinking and productivity) that does not only encompass daily issues other than that, managing on how to symbolise one's arguments into an appropriate piece of writing.

1.1.3 Significance of Writing in the EFL Context

As EFL learners, writing is of utmost importance in the EFL academic contexts of higher levels. Rogers (2005) explains why writing is highly essential in EFL language learning:

- Writing is an important cultural achievement of human beings,
- One of the most complex skills of the language,
- Writing can supplement one's memory,
- A means of communication at a distance place or time,
- Considering the complexity of its elements to be mastered,
- The task of writing must be learned consciously.

The abovementioned points indicate how writing is to a great extent crucial at several levels, for instance, culturally, cognitively, communicatively, and how its complexity should be considered and learned effectively.

1.2 Qualities of Writing

The process of writing is considered to be the most difficult compared to the other language skills. Moreover, writing qualities are grouped under the following headings as listed by Starkey (2004, pp.4-21) which are summarised as follows:

1.2.1 Organisation

A well-constructed piece of writing is the one that is organised in terms of ideas, paragraphs, and structure. Therefore, certain methods and techniques help learners such as; prewriting as planning for what is going to be written, freewriting which means to put all the ideas in a list, and write without being tied of the rules, then all these ideas will be organised later on, besides, brainstorming as to collect the ideas that are related to the topic to organise them according to the nature of the topics.

1.2.2 Clarity

A clear piece of writing is one of the desirable targets that EFL learners need to achieve in the academic context. To add more, clarity is a significant aspect of the writing process. The purpose behind having a clear piece of writing is, to enable readers to understand and have a clear idea about the topic or, any written materials. Henceforth, learners should be precise and

concise, avoid uncomprehensive, and ambiguous words, in addition, to use simple language, and more importantly, to be direct to the point.

1.2.3 Coherence

The management of ideas and arguments depends on writing a coherent piece that refers to any type of writing, that is highly crucial to put into account. Thus, coherence means writing in a clear, logical manner by linking the ideas and arranging them to enable readers to spot the starting point, the main ideas, and how the passage is concluded.

1.2.4 Word Choice

Choosing the appropriate words to express certain ideas, or thoughts in a given topic, and at any levels is crucially important. Additionally, the choice of words determines the level of writing, for instance; denotations and connotations. Hence, learners should pay attention to those words that are literal in meanings and those that are implied.

1.3 The Process of an Effective Writing Productions

The EFL writing process includes dissimilar elements that EFL learners should put more focus and efforts on. Rao (2017) sets a group of important aspects which contribute to the effectiveness of learners written productions, these elements are illustrated in the figure below:

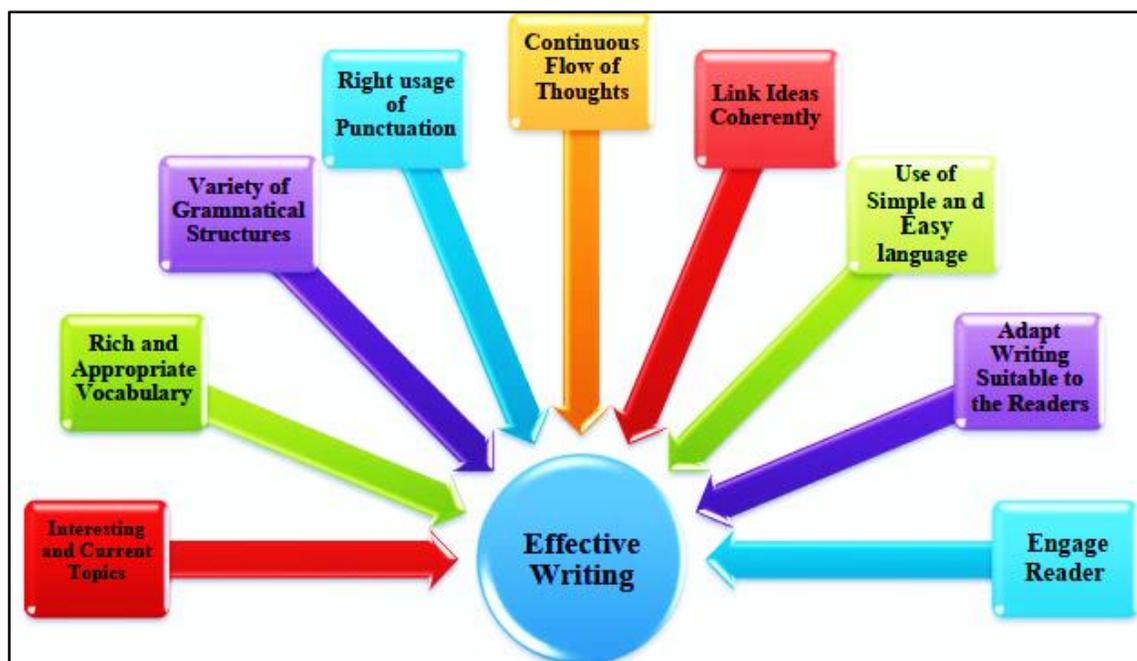


Figure 1.1: Characteristics of Effective Writing in English (Rao,2017, p.81)

Practically, learners should put into account that achieving to have an effective piece of writing requires the consistency of these major aspects; the variety of correct grammatical structures, rich vocabulary, the use of simple language, coherence and cohesion, accurate use of punctuation, besides, selecting an interesting topic that engages the audience (readers) to read about their topics.

Progressively more, Nunan (1999) stresses that writing to be effective depends on not only linguistic, and pragmatic features but also the context, in which it will be interpreted. In the same line, Hedge (2005) points out that the organisation of creating ideas is needed, focusing on vocabulary, grammatical patterns and sentence structure to create a feasible meaning, and a suitable style to the readers, and subject matters. Consequently, it focuses mainly on the linguistic aspects of writing, besides, to the context for its high importance in language learning. Also, White and Arndt (1991) set a model of writing that consists of steps that learners need, during the process of writing their academic pieces, which is indicated below:

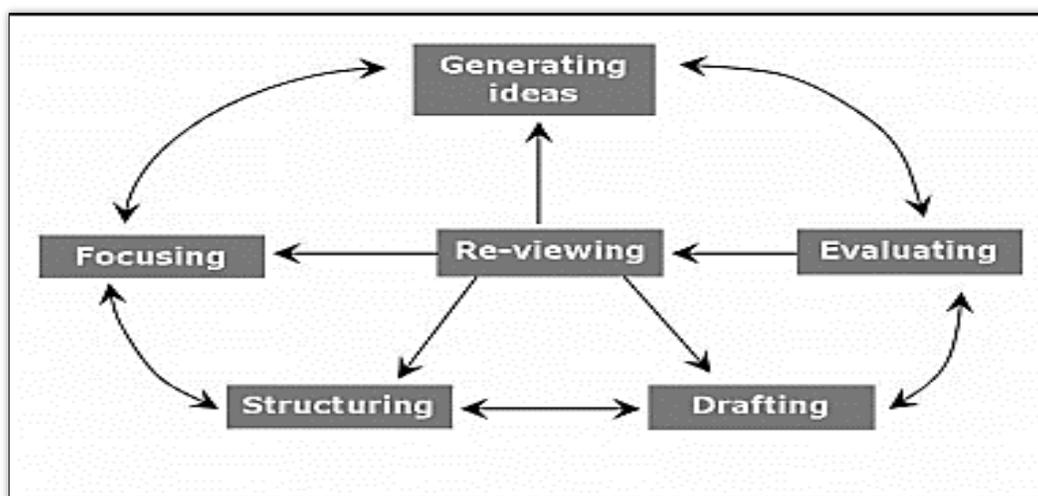


Figure 1.2: Model of Writing (White & Arndt, 1991, p.11)

These sequential techniques that are stated by White and Arndt (1991) in the figure (1.2) above are summarised as follows:

a) Generating ideas

Initially, when learners create and put the ideas on paper, and then organising them according to the target topic or what has been seen in the lesson., at this level, brainstorming can take part since it is useful to produce the ideas that are relevant to the topic, also helpful for those who are less imaginative in exercising creative abilities.

b) Focusing, structuring, and drafting

At this level, they outline to write their first draft. Concentrating on the organisation of the whole text. Also, the text is divided into introduction, body paragraph(s) and conclusion. Also, being aware of the possible text structures, because effective paragraphs contain supporting ideas and topic sentence in each paragraph.

c) Evaluating and reviewing

This stage is the most crucial in the writing process. To clarify more, after writing the final draft, whereby, teachers then give their feedback on it. Hence, learners revise and edit their work, for the reason that they may make some changes for instance; correcting the punctuation, grammatical or spelling mistakes. Thus, revising here means making possible changes, and finally reviewing their written production.

1.4 Complexities of Writing

The writing skill's deficiencies and the issues faced by a considerable number of learners, not only EFL learners all around the world but also native speakers of the language. This latter refers to numerous reasons that push learners to struggle with these problems while writing.

1.4.1 Reasons for EFL Learners' Writing Failure

The majority of EFL learners encounter several problems while writing productively, these problems occur in the EFL learning writing process, for various reasons. Moreover, according to Al-Khsawneh (2010) EFL learners mainly lack the writing competencies due to the following set of reasons:

- The teaching methods and the environment,
- The lack of motivation and self-confidence,
- The lack of teachers' and learners' interest in the subject matter,
- The use of the mother tongue because of the isolated culture,
- The lack of enough writing practices in the educational institutions.

As a result, the aforementioned issues occur due to the previously stated reasons that contribute to making learners fail when it comes to fulfil the writing tasks (productions) or even having a desire to attend writing classes.

1.4.2 The Main Challenges Faced by EFL Learners

Most EFL learners find writing as a challenging task to achieve, and that they face struggles getting started. This issue is related to the complex aspects and elements of writing that the majority of EFL learners' encounter in this task, the main set of these difficulties are described and summarised as follows:

1.4.2.1 Grammar Rules of the Language

Grammar (accuracy) is the basis in the writing process of any language, and to be one of the difficult aspects among the other writing aspects. Harmer (2001) defines grammar as "the description of how words can change their forms and can be combined into sentences in that language" (p.12), this is what is called grammar rules of the language. In addition, Annab (2016) indicates that grammar rules comprise mainly of tenses, prepositions, word class, voice and others, these rules stand as a problem for several learners in their writing. In the same vein, the main writing difficulties learners find concerning grammar is the low understanding of grammar, which results later on in difficulties in arranging proper writing (Bahri & Sugeng,2010). Henceforth, the elements and the sub-elements that are found in grammar are to an extent hard to be understood by some learners.

1.4.2.2 Punctuation

The use of accurate punctuation is highly crucial in any piece of writing, it gives the written production a smooth and logical link between the ideas and paragraphs. According to Goma (2010), this is one of the common aspects of writing that most of learners do struggle, especially, those with an Arabic background since Arabic has few limitations in the use of commas and periods than English. In the same line, Carroll and Wilson (1993) illustrate three problems linked to punctuation; punctuation rules are not exact, it is complex, and depending much more on the style to determine the meaning. Thus, the punctuation itself contributes to change the target meaning, which is a common problem, so being aware of putting the right punctuation is highly required.

1.4.2.3 Vocabulary

The limited range of vocabulary is regarded as one of the main gaps that learners encounter while writing. This latter leads them to multiply repetitive words and ideas on what they are

producing, and it hinders their creativity and limits their ideas. Likewise, Rabb'ah (cited in Adas & Bakir, 2013) asserts that learners could not give voice to their thoughts and ideas because they lack the adequate stock of vocabulary. Indeed, Muhammad, Almas and Muhammad (2016) add, "ESL learners lack knowledge of appropriate vocabulary: they cannot come up with the words like how to express their thoughts" (p.85). consequently, lacking the vocabulary unbaes students to express critical and appropriate thoughts on a particular topic.

1.4.2.4 Spelling Mistakes

Learning to write correct words is also a hard task for some learners, it is one of the familiar issues found in learners 'written production. This latter occurs due to a lack of reading tasks. More importantly, Banacha (2013) states that the lack of concentrating on how words are to be written correctly, and it may take place when learners are tired or less careful about the words' correctness. To say more, spelling is one of the aspects which need to be taken into account by learners, when dealing with writing because it is an aspect that teachers in the EFL context focus on when evaluating learners' work. Correct spelling gives one's work credibility.

1.5 key Concepts in Foreign Language Writing

The EFL context requires huge efforts from teachers, to provide their learners with different teaching methods and orientations to decrease writing problems. Moreover, Hyland (2003) opines "an additional perspective to illuminate what learners need to learn and what teachers need to provide for effective writing instruction" (p.2). Similarly, he adds "It is helpful therefore to understand these theories as curriculum options, each organising L2 writing teaching around a different focus" (p.2), this means that there are several orientations as curriculum options teachers should put more focus on:

- The focus on language structure,
- The focus on text functions,
- The focus on the content and creative expressions,
- The focus on genre and contexts of writing,
- The focus on the writing process.

Altogether, the main struggle for EFL learners is, to learn how to write proper, and academic pieces of writing. Thus, it becomes a hard task for them to deal with any issue, teachers should

emphasise on the linguistic, structural, and contextual features of the language, especially, when the writing process takes place in EFL classes.

1.6 Academic Writing in a Foreign Language Context

In higher levels, learners are expected to be both acquirers of the language and novice researchers concurrently at a time. In this case, they are exposed to an absolute different context, setting, level, and environment. Finding themselves presented to a new reciprocal teaching-learning process. Thus, they should have an eye vision about the core of academic writing, its principles, and how it can serve them in their studies.

One of the highly demanded requirements in the EFL academic context is, to be a good academic writer. Hence, it is essentially required to adopt academic writing procedures. In other words, academic writing is, “the writing you have to do for your university courses, your instructors may have different names for academic writing assignments; essay paper, research paper, analysis paper” (Whitaker, 2009, p.2). The assignments mentioned above have the same principle, which is to be written, objectively, and concisely following the rules of academic writing requirements.

1.6.1 Characteristics of Academic Writing

Academic writing is the type of writing that has its basis, it is indeed different from; creative writing, personal writing, slang language, or even different from writing in your native language, besides constructions, abbreviations, and incomplete sentences because they are informal (Oshima & Hogue, 2007). Additionally, “In academic writing, it is necessary to produce logically structured ideas with well-thought-out, verified points and to consider different opinions” (Gillet, Hammond & Martala, 2009, p. 88). Academic writing is about how to be both a good academic writer and researcher since academic writing skills are the essence of conducting research as far as university learners are concerned.

Academic writing takes its name from the context where it should be put and used in. practically, it is of utmost significance to consider all writing principles. Akin (2009) claims that all pieces of academic writing specifically, are to be clear, understandable, remarkable, and concise, presenting certain order by ensuring coherence and cohesion among its subsections.

That is to say; the main features of an academic piece of writing are clarity, conciseness, followed by a coherent and cohesive flow of ideas in its subsections.

Similarly, Monippally and Pawar (2010) add “What is common in all categories of academic writing is that where the ideas are centralised and people remain in the background, the author’s personal feelings play no role whatsoever in the presentation of ideas or insights” (p. 77). That is to say, academic writing has its basic principles to be followed and considered for the reliability and validity of any written pieces that require academic writing skills as mentioned and stated above.

1.7 The Teaching of Writing Approaches

Writing is centred in a special position in the language teaching-learning process. Recently, teachers have taught writing using different procedures, and components of each approach still found in classrooms today. Therefore, it is of fundamental importance to tackle the different approaches that teachers used to apply. Showing the effectiveness of each approach that may help learners to develop the knowledge, strategies, and awareness required to become good effective writers.

1.7.1 The Product Approach

The product approach is unlike the other teaching approaches in the process of writing. practically, this approach has its emphasis on the form, it is a traditional, text-based approach which is still used in different materials today (Tribble, 2009), the teacher here presents decisive texts to mimic or adapt since it is a text-based. In the same line, a product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analysed at an early stage” (Gabrielatos, 2002, p.5). For instance, students are supplied with a standard sample of text and they are supposed to follow the standard to build up a new piece of writing.

The product approach model is comprised of four main stages which explain the process of constructing a piece of writing. Steele (2004) enumerates the following stages that are stated as follows:

a) First stage

Learners are provided with the model text to study. Followed with highlighted features, for instance, studying formal letters where the learners' attention spot on the language used to make formal requests. Another example, when they read a story the focus may be on procedures used in the story and how the author applied them.

b) Second stage

This stage consists of controlled tasks of the highlighted features, in isolation. Therefore, if learners are studying a formal letter, they may be asked to practise the language used to make formal requests.

c) Third stage

This is the most significant stage where the organisation of ideas takes place. Scholars who favour this approach crucially argue that the organisation of ideas is of fundamental importance than the ideas themselves and as important as the control of language.

d) Final stage

This is the final product of the learning process. It shows learners how they can manage to be competent and fluent language users. They utilise these skills, vocabulary, and structures that they have learned to construct the final product.

1.7.2 The Process Approach

The writing approaches distinguish from an approach to another and each one has its foci and features. The process approach is one of the main approaches to writing that has its emphasis on both the process of writing and the fluency of writing rather than focusing on the accuracy and product (Onozawa, 2010). Along with this view, this approach switches from the traditional perspective of looking at writing as a product to emphasis the process of writing (Matsuda, 2003). The previous views significate that learners should be aware that, what they do write on papers is not their final product, rather it is the starting point. Also, it relies on providing them time to work on what they want to write, to go from prewriting activities to the final draft. The principle aim of this approach is to tutor learners and show them how to create ideas, plan them and putting in view the target audience, besides drafting and redrafting to have the final written product.

Several scholars attempt to identify the distinctive stages of the process writing approach that include: prewriting, writing, and re-writing. However, Tribble (1996) constructs a new model for the various stages of this approach as presented below:

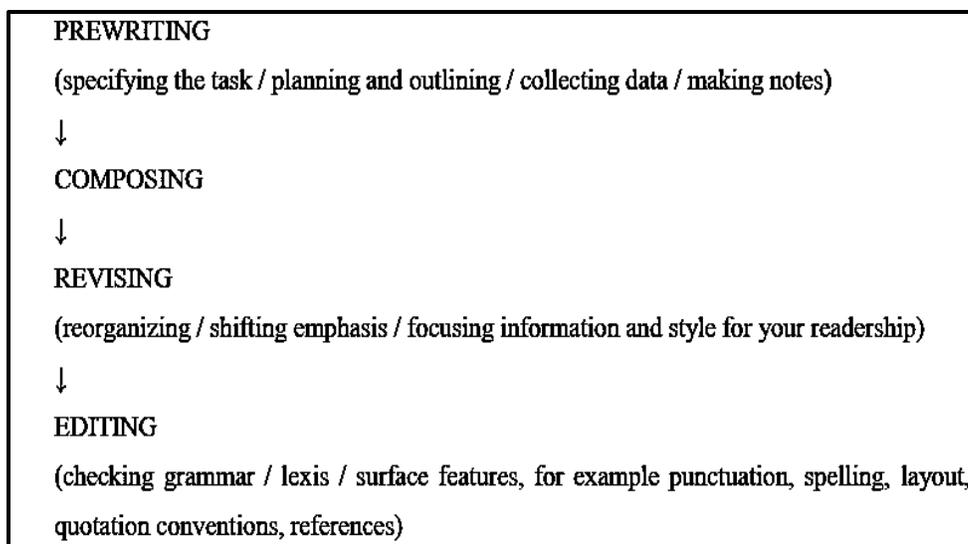


Figure 1.3: The Linear Model (Tribble, 1996 , p.9)

The model above in figure (1.3) referred to as a linear model, the word itself refers to a continuous chain of steps. Meaning that the continuation of each step demands on completing the previous step (s). As seen prewriting is in the initial level. It consists of planning, brainstorming and collecting relevant information, then composing, and finally to revise and edit by organising ideas and checking grammatical structures. To say more, when learners write they cannot move directly to the final level unless if they finished the preceding ones.

1.7.3 Genre-based Approach

Several scholars and researchers define this approach from different perspectives. In addition to its importance in the teaching-learning process. Swales (1990) simply defines it as “a communication event in which the members have a set of communication goals” (p.53). Meaning that the genre-based approach is considered to be a communication process, which carries a set of objectives for its members, in a specific event of communication, for specific social context. According to Thoreau (2006), writing in the genre is a writing type that has a special style, the certain aim of readers, and a specific target. This indicates what should be socially considered as for; the style, the content, the structures, and the audience. Likewise, another perspective held by Badger and White, (2000), the genre approach demonstrates social

acts which means that writing is dissimilarly used based on the context where it is produced, hence, writing is said to be used and produced in accordance with a given context.

1.7.3.1 Teaching-Learning through Genre Approach

The writing context in genre-based approach consists of variant orientations. Learners should be provided with opportunities to try different aspects of writing as such; the topic, conventions, style of the genre, and the context of writing where to be read (Harmer,2004). Genre as an approach to teaching and learning writing presents an exemplary procedure in which it can be developed through a set of stages that should be followed. Likewise, these three major stages of genre writing process include modelling, construction, and language understanding.

Additionally, Cope and Kalantzis (1993) indicate that the phases that learners need to pass through are; learners are expected to examples of the genre they have to produce, the construction of the text by learners and teachers, and finally the independent construction of texts by students. This approach considers that writing pedagogies should offer learners explicit and systematic explanations of the way language functions in social contexts (Hyland, 2003). For the reason, that social communicative language functions must be explicable and clarified when language is used in social contexts.

1.7.4 The Social-Constructionist Approach

This approach has been introduced as an approach to writing by Dudley-Evans and St John (1998) that is called the social-constructionist approach. Constructivism, in general, maintains that knowledge is constructed by individuals (learners) who are writers or readers that do not take into consideration the broader context of the writing process. Moreover, writing in this approach is seen as a social act where learners have to be aware of the writing tasks' context in which they are writing (Klimova, 2013). For example, considering the social, and cultural norms of the given (context) community.

In brief, Klimova (2013) explains that the context places certain limitations on what learners can write, and on how they can express ideas. Also, the introducers of this approach Dudley-Evans and St John (1998) address the following approach to writing:

- Obtain rhetorical awareness through given model texts;
- Apply particular genre features, especially moves and writer stand;

- Carry out writing activities showing awareness of the needs of individual readers and the discourse community and the purpose of the writing;
- Assess the writing (via peer review or reformulation).

As a consequence, learners reflect the values, expectations and norms of the community to which they belong. In practice, teachers of writing often use a blend of the previously mentioned approaches.

1.8 The Interrelationship between Writing and Other Language Skills

Writing is understood as a difficult task in EFL classrooms, several researchers advocate that writing should not be taught in an isolation rather it should be integrated with the other language skills. Atkins (1996) claims that “by learning to integrate the skills, the learners not only develop their ability to express themselves but also, they develop their thinking power” (p.226).

Teaching language skills in integration enable learners to develop their cognitive and communicative skills of a certain language. Accordingly, Dana and John (2005) indicate that the writing courses are sometimes found on the premise that "writing competence results somehow from exposure to reading, and good readers make good writers” (p.40). This means that reading and writing can go and occur together in EFL classrooms.

On the other part, According to Greenia (1992), the teaching of speaking and writing skills can be best combined through the application of group and/or pair work activities. The previously mentioned tasks may help improve both productive skills speaking and writing. An additional, Atkins (1996) further states that the English teacher has to provide listening tasks to lectures and must help learners to learn and to take good notes. This method helps learners to improve both listening and writing in integration.

1.9 The Enhancement of Writing through Web-based Learning Models

The ICTs have gained more significance in the last two decades. This predominance has progressed this way that they have become an indispensable tool recently, for instance, in the educational sector. Nowadays, web 2.0 technologies as websites, blogs, weblog sites, and wikis appear as strategies to improve learners' difficulties in the EFL learning operation.

According to Ducate and Lomicka (2008), social networking tools are providing valuable opportunities for learners to break the routine of the traditional classroom, since sites as, Wikis, Blogs, and Twitter have a large audience. Furthermore, writing as a basic productive skill requires requisite factors which are grouped under a set of headings, namely; time management, structural focus, frequent practice, and academic skills.

Practically, a study by Nadzrah (2007) also reports that blogs help learners compose writing with specific purposes which encouraged them to improve their writing. Additionally, Kim (2009) states in his study that when the learners use (weblogs) constantly, they become eager to produce more writing, to post their opinions, and to give direct feedback and that using weblogs leads to increase their writing quality.

In sum, several scholars, studies, and researchers asserted the benefits of relying on web-based e-learning tools such as weblogs, websites, and wikis to enhance the quality of EFL learners' writing productions, which in turn, will be depicted in their academic achievements. Hence, most of them stressed on weblogs since they are advantageous and indispensable in improving EFL student's quality of writing from different angles.

Conclusion

To conclude, the researcher attempted to present through this chapter a collection of components as far as writing is concerned. It presented at first a general overview on writing productivity showing its development as a communicative skill, and its description from two different perspectives. Additionally, it addressed the importance of this skill, its numerous qualities, and the process of effective writing. Moreover, it shed light on a fundamental part where the difficulties of this skill take place, also, the major reasons that led to the growth of several issues. Furthermore, one of the highly and crucially recommended requirements is, having good academic skills in writing since university learners are concerned to write academically. Lastly, the final section was devoted to state the main approaches to the teaching of writing, showing their significance and role in the EFL teaching-learning context. Besides demonstrating a summary on how writing can be interrelated with the rest of language skills, and its development through web-based e-learning tools.

Chapter Two: Educational Blogs

Table of Contents

Introduction	26
2.1 Section One: A Brief Overview of Blogs.....	26
2.1.1 Information and Communication Technology (ICT)	26
2.1.2 Historical Development of Blogs	27
2.1.3 Descriptions of Blog.....	27
2.1.4 Blogs in Relation to Education.....	28
2.1.5 Edublogs Usages and Implementations.....	28
2.1.6 Characteristics of the Blogging Platform	29
2.1.7 Types of the Blogging Platform	30
2.1.7.1 Blog as an Online Course Management Tool.....	30
2.1.7.2 Blog as a Discussion Forum	30
2.1.7.3 Blog as an E-portfolio	30
2.1.7.4 Blog as a Research Tool	31
2.1.8 Blog Posts Versus Page Posts.....	31
2.1.9 The Significance of Edublogs in EFL Learning	32
2.1.10 Edublogs as a Collaborative E-learning Tool.....	32
2.1.11 The Effects of Edublogs on Language Learning	33
2.1.12 Reflective Learning through Edublogs.....	34
2.2 Section Two: The Notion of Learner Autonomy in EFL	35
2.2.1 The Notion of Autonomy	35
2.2.2 key Concepts of Learner Autonomy.....	36
2.2.3 Autonomy in Language Learning.....	37
2.2.4 Autonomy and the Productive Skill.....	37
2.2.5 Developing Learner Autonomy through Edublogs	38
2.3 The Development of Students' Writing Productivity through Edublogs	39
Conclusion	40

Introduction

In recent years, Advanced facilities took part in the EFL teaching-learning processes. The progression of these up-to-date tools offered valid and pivotal assistance for EFL learners to facilitate the process of their learning. Therefore, the latter has no better place to sustain progress than the internet platforms as widespread tools, and educational blogs in particular. Essentially, this chapter is an attempt to highlight the prerequisites of edublogs in the educational sector. Practically, it is divided into two sections; the first section addresses a brief overview on ICTs, blogs and educational blogs and its historical development, definitions, blogs and educations, characteristics and models, its significance, impacts and relation to reflective learning. Besides, the second section sheds light on learner autonomy, its notion, key concepts, and its relation to the productive skill. The last part highlights the association between edublogs and writing productivity.

2.1 Section One: A Brief Overview of Blogs

Technology is a worldwide field that consists of numerous services, that can be offered at certain levels, used for different purposes and found in multiple settings. It embraces precisely the higher educational field, mainly the learning-teaching processes. Thus far, EFL learners may be engaged to modern instruments to sustain progress in their learning journey.

2.1.1 Information and Communication Technology (ICT)

The growth of the new web tools is associated with the noteworthy role of computers and the Internet that play in the educational area. Adams and Brindley (2004) define ICT as information and communications technology refers to a range of various technologies as well as being a subject of study in its own right. This means that ICTs are these technological tools that range from computer applications. Accordingly, ICT is considered as a set of probable delivery and instructional tools, that can be used for education, leisure, work etc, additionally, it helps individuals to acquire skills to fit into society (The Organisation for Economic Co-operation and Development, 2006). In the same line, Benson (2001) investigates the efficiency of using ICT's including; the Internet, Blogs, Emails, and Facebook, to progress learners' self-adjustment; thus, the exposure to that ICT has its major impact on learners' autonomy. In sum, the evolution of ICTs paves the way for newly adopted tools that can be used for educational and academic purposes such as; Websites, Emails, and Blogs.

2.1.2 Historical Development of Blogs

The notion of blogs or blogging arises from different terms and concepts. Back to the days, Chapman (2011) declared that “Justin Hall’s Links.net” is commonly considered as the first blog. Blogs have their first creation in 1994 and evidently, it was not referred to as a blog but as a ‘personal homepage’. In December 1997, John Barger, the online diarist who coined the word “Weblog” which is derived from logging the “Web” (Thompson, 2015). In early 1999, Peter Merholz notified that “he will pronounce it weblog” and naturally, the term was shortened to blog. At this point, more people start publishing their blogs. Thus, blogs began growing fast and this rapid growth continued progressively until July 1999 (Blood, 2000).

As at the beginning of the 2000s, the blogging phenomenon became worldwide in various communities and it became evident that the blog is the newly arose CMC tool. Today, Reid (2011) states that blogs operate on blog hosting sites such as WordPress, Blogger, Typepad. With such databases, blogs entries are saved and selected for publication following the requirements of the database fields. In the year 2012, Evan Williams and Pyra Labs established medium, which was developed into great blogging platforms. To conclude, the users of such a platform can post, publish, learn, teach, interact and communicate flexibly.

2.1.3 Descriptions of Blog

The new advanced technological facilities revolutionise the world. The interconnection between the Internet and education leads to the invention of the so-called computer weblogs that are popular examples of web 2.0 application tools, including particularly the “Educational blogs”. Furthermore, Hong (2008) defines a blog as a short term of “weblog” an online chronological collection of personal commentary and links. A blog is a part of the Web 2.0 family, the second generation of web adventure. Moreover, Williams and Jacobs (2004) state that a set of phenomena that have, since its foundation as a manner of producing anything from online diaries to academic and reflective journals, developed to have the capacity to “engage people in collaborative activity, knowledge sharing, reflection and debate” (p. 232). Besides, a blog can be defined as a “personalised webpage, kept by the author in reverse chronological diary form” (Du & Wagner, 2005, p.2).

On the other hand, blogs are not defined merely as a term but also defined as a means that is offered for different users towards multiple proposes, and in various areas. Williams and Jacobs (2004) further state, “ ‘Blogs’ have evolved along similar lines to other forms of human

communication in that they are a product of convenience rather than design” (p. 232). This means that blogs are represented as a useful convenient device for all types of users. Additionally, blogs platform encompasses dissimilar arenas such as; fashion, business, health care, and education. Hong (2008) adds that there are several types of blogs such as LibLogs (library blogs) and Edublogs (education blogs).

In sum, one of the areas that blogs shed light on is education, and the interconnection between both of them leads to the birth of Edublogs (educational blogs). Essentially, the integration of education in this platform plays a fundamental role in providing learners with opportunities to develop their skills in the learning process.

2.1.4 Blogs in Relation to Education

In the educational sector, blogs are called edublogs. The bond between both blogs and education creates a suitable and convenient platform for all types of users in general and EFL learners in particular. According to Raghavendra (2017) “when Weblogs became widely available, a surprisingly wide variety of blog uses can be observed in the higher education and research arenas. Researchers, academics, teachers, and learners are excitedly embracing blogs”(p.137). Furthermore, Puschmann and Mahrt (2012) argue that educational blogs are not restricted to blogs used in classroom settings alone, other types of blogs revolutionising educational sector are personal blogs such as scholarly blogs written by academic experts.

How can blogs be utilised or implemented in education? According to Ray (2006), blogs in education or edublogs can be used to communicate, as tutoring sources, as collaborative tools, and a platform for student projects. The edublogs platform provides a fast, efficient means of communication. Accordingly, Ellison and WU (2008) discuss several assistances of using blogs in education. Blogs can potentially enhance analytic and critical thinking skills as the critical skill of writing is dominant to the act of blogging. The ability to discuss, share experiences, and express oneself on blogs, also enhances the development of digital literacy.

2.1.5 Edublogs Usages and Implementations

The blogging platform's affordances can be seen in the way they can be used and implemented at both levels of teaching and learning, towards various objectives. Noytim (2010) argues that “Weblogs have been asserted to have potential values in English language education”(p.2). He clarifies that blogs can be implemented for classroom purposes as teacher's

and student's blogs to post lectures, tasks, assignments, readings, and workshops. This means that the implementation of blogs is directed by the instructor for learners to and do the tasks.

However, he further adds that learners' blog encourages learner self-expression and develops a sense of ownership, this refers to the use of blogs beyond the classroom or beyond teachers' instructions, whereby learners feel free to self-learn and self-direct their learning process, and where they think that they need to develop certain skills in the language. In short, blogs can be implemented in education and academia and used in the classroom where learners are directed by their teachers' instructions, additionally, its usage also involves self-dependent learners where they find it more reflective and relaxing to learn by their own and develop their language and skills, in other words, to be successful autonomous learners.

2.1.6 Characteristics of the Blogging Platform

Nowadays, the blogging platform arouses a sense of responsibility towards one's learning, and the latter stands against the traditional classroom methods of learning. Within the surprising advance of alternative methods where the e-learning technique takes place, EFL learners encounter other more suitable ways for self-learning and developing skills in the language. According to previous literature, Raman et al. (2015) and Angelaina and Jimoyiannis (2012) set the following features for this learning platform indicating that:

- a) It is an interactive web-based software that permits learners to actualise themselves in a social environment,
- b) It is powered by wordpress.com, one of the biggest blog platforms, which focuses on academic purposes,
- c) It is one of the Blog platforms that allow users (learners or teacher) to post their thought and idea,
- d) It incorporates content posts (often involving text, pictures, graphics, and hyperlinks) with commentaries to these posts, usually presented in reverse chronological order,
- e) It provides organised links to recommendations of favourite or suggested websites, blogs, content resources, and events; in other words, a blog can act as a powerful personal learning entry,
- f) It has a strong archival feature; posts are automatically archived and the content is easily searchable and retrievable.

As shown above, the blogging platform shapes an integral part of education, specifically, at higher levels. Where the provision of this platform consists of various materials and all the aspects that learners necessitate for better successful learning. The latter comprises several types where teachers, learners, academics and even experts can take place in it.

2.1.7 Types of the Blogging Platform

The blogging platform generally consists of several types of blogs in higher education and academia, each type is characterised by distinctive features, usages and purposes. In this respect, Angelaina and Jimoyiannis (2012) discuss various types of blogs that can be used for educational and academic purposes which are summarised as follows :

2.1.7.1 Blog as an Online Course Management Tool

This category of a blog is directed to support classroom tasks in both a formal and informal way. The tutor posts assignments, announcements, information, and summaries of lectures. Learners share their learning experiences and express their thoughts to the instructor and peers via the course blogs. Otherwise, a daily topic is posted learners posts their thoughts on the topic, as an assignment. Learners post examples and exercises related to the lectures, assignments as well as discuss reflections on course materials. Besides, blogs of this format may facilitate extensive discussions beyond the classroom. Thus, blogs in the educational field serve learners inside and outside the class since the latter can be applicable at distance.

2.1.7.2 Blog as a Discussion Forum

The blog that is in a form of a discussion forum is designed for learners who discuss and exchange information related to the course's subject, lectures, announces, and readings as well (Makri & Kynigos, cited in Angelina & Jimoyiannis,2012). On the other hand, researchers in the field as Deng and Yuen (cited in Angelaina & Jimoyiannis,2012) propose an empirically grounded framework for educational blogging that highlights four areas: self-expression, self-reflection, social interaction, and reflective dialogue. The latter does not only encompass discussion, yet also considered as a platform for reflective learning.

2.1.7.3 Blog as an E-portfolio

This type of blogs addresses learners who establish their own blog that is in accordance with the teacher's assignments and guidelines; thus, learners post in the blog their homework writing assignments, tasks, and exercises. The teacher observes learners' progress and encourages them

to overcome cognitive difficulties and the issues encountered. E-portfolios present the class blog where both teachers and learners collaborate at distance.

2.1.7.4 Blog as a Research Tool

Blogs can also be used in academia and more specifically, in higher levels and research purposes. In this sense, researchers in the field of education can be assisted and supported by this tool during the research process. According to Mejias (cited in Angelaina & Jimoyiannis, 2012) blogs are accurately designed for researchers as they can be used as a powerful tool supporting academic research. Also, blogs can constitute a platform for continuing literature review for academic objectives.

In sum, blogging provides the user with multiple opportunities for discussing ideas, sharing experiences, and each other's contents. Nowadays, blogs are represented as an appropriate social constructivist learning environment. As a consequence, the literature highlights an increasingly notable interest in the use of blogs in the educational sectors, that can be used or relied on both inside the classroom for teachers and learners and outside the classroom as an external source of learning. All the previously mentioned categories of blogs serve; teachers, learners, researchers, and educators for multiple academic learning-teaching process determinations.

2.1.8 Blog Posts Versus Page Posts

The difference between the former and the latter is highlighted in terms of how each one of them updates its posts. Waters (2018) differentiates between blog posts and webpages posts in the figure below:

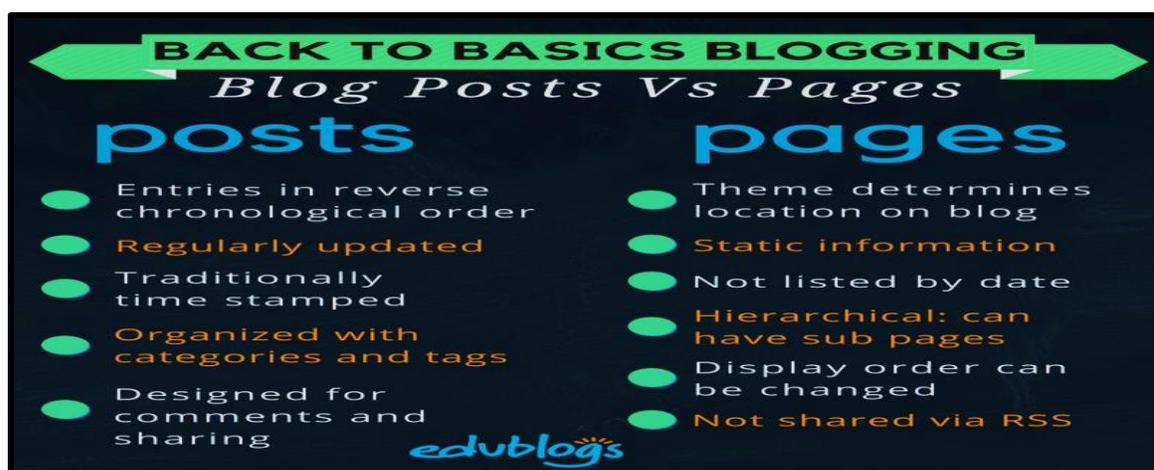


Figure 2.1: The Difference Between Blog Post and Page Post (Waters , 2018)

As an educational blog, there is a remarkable difference between the blog as a newly adopted tool and the usually known webpages. The figure (2.1) indicates that blog posts differ from pages' posts in terms of the order, updates, and theme. As can be seen, in the blog posts, the entries reverse in chronological order, it is regularly updated, it has various sections, and designed for discussion and sharing. Whereas the page posts determine location, not listed by date or regularly updated due to the static information, besides, it is not stamped by date. As a result, blog posts serve better for the fact that they are organised in terms of dates, updates, information and services.

2.1.9 The Significance of Edublogs in EFL Learning

In higher levels, having good academic language skills is a requirement for EFL learners. The high importance of edublogs is addressed in assisting learners with what they necessitate during their learning process. The fundamental role of edublogs platform is demonstrated as follows:

- Learners develop a high level of thinking skills by reaching the information and making the meaning in mind (Richardson, 2010),
- Learners interactive discussions may help them improve the feeling of community among other learners (Miceli et al.,2010),
- Learners comfortably use the foreign language, they learn about the target culture, which is impossible to learn from a textbook alone (Ducate & Lomicka, 2008),
- Learners stimulate a sense of creativity, boost autonomy, and may decide the topic and write freely whenever they want (Ducate & Lomicka, 2008),
- Learners collaborate in the learning process since it is a collaborative learning tool which arouses great interest among educators lately (Godwin-Jones, 2003).

In short, the edublogs platform represents a beneficial external source of learning that assists them differently, provides them with numerous representations, and boosts their self-dependence and collaboration to progressively learn and improve their skills.

2.1.10 Edublogs as a Collaborative E-learning Tool

Edublogs as an accessible collaborative learning tool assists EFL learner with the necessitated options to promote not just their language skills in general; however, they develop their self-dependence to be successful autonomous writers, in particular. According to Dyrud et

al. (2005), as an online writing tool, a blog enhances collaboration construction in the course of interaction. Furthermore, Özdemir and Aydin (2015) state that collaborative learning helps to understand and respect each other's thoughts, beliefs and ideas, increase writing achievement and greatly contributes to social interaction. They furtherer add autonomous learning leads the teacher and learners' roles to change dramatically. This means that learners attempt to promote their skills by self-direction and that teachers' role change according to the level of their progress. Keeping in the same vein, Little (2000) asserts that the situation that aids to attain the required objectives of teaching in autonomous learning is, to enable teachers to have their independence. Meaning that having autonomous learners in an autonomous learning atmosphere that helps the teacher for better achievements and independence.

In brief, this platform provides a relaxing, collaborative, and autonomous environment of learning, whereby the learning situations which support self-determination are highly advantageous in terms of learners' language skills, creativity, attention, cognitive development, and writing achievement.

2.1.11 The Effects of Edublogs on Language Learning

The platform of edublogs works as an external assistant tool of learning for EFL learners during their learning journey. Accordingly, Raghavendra (2017) agrees that this platform has several effects on learners in the language learning process in which are summarised as follows:

- **Facilitating learners' critical thinking skills**

When learners are engaged in collaborative learning and through their interactions with others, it serves them as an incentive for critical thinking. Blogs foster critical thinking and allow learners to be easily associated with resources that reinforce their assertions, and thereby encourage critical thinking. Thus, critical thinking enhances learners' writing.

- **Developing learners' quality of writing**

The quality of writing is demonstrated in several ways. The permanent nature of online broadcasting encourages learners to pay more attention to content and language. The feedback received from the various sources as well as the different types, critical and noncritical; also affects the quality of their writing. The learners also enhance the quality of their writing by the visual representation, visual literacy, visual thinking, and

visual learning are concepts related to the purpose of constructing meaning. Adding visual associations in blogs helps the learners express their points of views.

- **Providing examples for learners to model and to learn**

Publishing reflective commentaries on the Internet is an effective way for learners to share each other's reviews. Not only will readership increase, when learners see each other's works, but they can also learn from one another, thereby motivating them to produce better reviews. When a significant number of interested visitors give comments and input to a blog, a community of learners may be formed.

- **Facilitating meaningful learning for learners**

Blogging expedites meaningful learning for the learners since they explore other blogs and links to learn more about other countries, cultures, and the people who write to them. In the EFL context, the benefits of blogs include cultural understanding. Some learners even use blogs to switch different culture with some foreigners. By participating as active readers of blogs, learners can gain the insider's perspective on various cultural topics, thus leading to a better understanding of other cultures and what shapes them.

In sum, edublogs as a learning tool is highly advantageous in language learning in general and for EFL learners in particular. All the aforementioned points indicate how this tool influences the progress of learning; besides, it provides learners with various learning aspects that help them to ameliorate their abilities and skills in language learning.

2.1.12 Reflective Learning through Edublogs

As far as learners are concerned in the EFL learning context, certain aspects affect their learning process inside the classroom, for instance; the environment, the teaching method, peers and teacher's feedback. Hence, recent literature marks growing attention on the significance of edublogs as a tool that has the potential of facilitating reflective learning.

Several researchers report the crucial role of edublogs at this level. Mynard (2007) claims that weblogs can be a tool for language educators to use, to encourage learners to reflect on their learning experience and to interact in other people's blogs to support further reflection. Additionally, Johnson (2004) indicates that virtual environments are conducive to reflection. Weblog environments can stimulate reflective activities in learners as they lengthen the distance between learners and the content to be learned.

On the other hand, Johnson (2004) further clarifies, in Bateson's learning theory, when there is a straight relationship between the learner and the content to be learned, no reflection occurs; Nevertheless, when there is an indirect relationship (distance) between the learner and the content to be learned, learners use reflection as one of the means in their learning process and, then there is a systematic reflection on how to solve a problem, thus, learners are conscious about the fact that they are learning.

To conclude, it is highly important for learners to have their own space for learning beyond the classroom. So, they can express and reflect what they have learned in a relaxing constructive environment. One of the crucial concepts that edublogs help learners to achieve during their learning process is the so called learner autonomy that has its major fundamental effects on learning and promoting language skills outside the class boundaries.

2.2 Section Two: The Notion of Learner Autonomy in EFL

In the present time, the remarkable growth of advanced implements witnesses a surprisingly observed use and adaptation by a sizeable number of users and EFL learners are among this community. The edublogs platform is considered to be one of the most notable e-learning tools for all types of learners. The latter does not reflect only on the process of learning, yet it also has its reflection on the psychological side of learners, for instance increasing learner autonomy.

2.2.1 The Notion of Autonomy

The notion of independence and autonomy in learning takes a wider interest in the fields of philosophy, psychology, politics and education. Currently, the key concept sheds light on education in general and in language learning in particular. One of the most fundamental educational objectives is to develop learner autonomy. Pedagogically speaking, the link is driven between autonomy and Internet technological tools.

Several scholars and researchers define autonomy dissimilarly, where each one of them shares a point in common. Firstly, Benson (2001) defines autonomy as "the capacity to take control of one's learning" (p.46). This means that learners are self-determinant and learn on their own. Additionally, Little (1991) regards it as a capacity for detachment, critical reflection, decision-making and independent action which suggests that a learner should develop awareness on what and how he or she learns. Meaning that these aspects require learners to be

aware of the way and what they necessitate to learn. On the other hand, Wenden (1991) considers learner autonomy as a skill and illustrates learners who are autonomous to have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently. In the same line of thoughts, Benson (2001) further suggests approaches to fostering autonomy may also focus on technology or other resources, on the learner himself or herself and/or on decision-making in the learning context. Hence, technology does not only promote language skills but also increases an autonomous atmosphere for learners to put more focus and interest in what they are targeting to learn.

To conclude, autonomy is considered as a crucial learning aspect that aids learners to put emphasis and decide on how and what to learn. educational platforms contribute to intensifying the sense of learning by being self-direct.

2.2.2 Key Concepts of Learner Autonomy

In higher mastery levels, learners are seen as novice researchers in which they are required to take responsibility and control of their learning. Several pedagogical barriers stand against teachers in the classroom where it becomes a hard task for them to provide everything in the classroom, or give their feedback to each learner on their classroom productions. Thus, learners need to be equipped with useful tools that trigger a sense of autonomy for better learning.

Furthermore, Benson (2001) advocates that “when learners succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live” (p.1). another perspective by Dickinson (1987) where he describes autonomy as “situation in which the learner is responsible for all the decisions concerned with his or her learning and the implementation of those decisions. In full autonomy, there is no involvement of a teacher or an institution or any specially prepared material”(p.11). He sets up six concepts that are accurately bound up with autonomy. These concepts are incorporated as follows :

- a) **Self-instruction:** refers to situations when learners work without the direct control of the teacher which means they work and learn without being instructed;
- b) **Self-direction:** refers to learners' certain attitude towards the tasks, where they accept responsibility for all decisions concerned their learning;

- c) **Semi-autonomy:** the intermediary level, in which learners are getting ready for autonomy;
- d) **Self-access materials:** appropriate to and available for self-instruction;
- e) **Self-access learning:** self-instruction, during which learners make use of a collection of self-access materials.

To sum up, all that is stated above demonstrates the significance of autonomy in language learning and how learners manage to have a strictly bound autonomous learning atmosphere. Consequently, learners need to be exposed to certain advanced techniques to succeed in developing their autonomy.

2.2.3 Autonomy in Language Learning

Autonomy as a recently adopted concept in language learning carries numerous terms such as; individualisation, self-instruction, self-direction, self-dependent, and self-determination. Littlewood (1996) describes three components of autonomy, such as; autonomy as communicators, autonomy as learners and autonomy as persons, also suggests that there are different levels of autonomy in each domain. This means that learner autonomy in language learning includes the previously mentioned types of learner autonomy.

Accordingly, Nunan (1997) sets up a scheme in which he recommends five levels for boosting learner autonomy, namely; awareness, involvement, intervention, creation and transcendence. These recommended levels in the process of language learning attempt to encourage the sense of autonomy for learners. In the same path with this view, Sharle and Szabó (2001) classify a group of activities that are designed in fostering learner autonomy into three types representing three phases namely; raising awareness, changing attitudes and transferring roles.

In conclusion, most of the previously stated components, levels, and phases contribute to the development of autonomy in the language learning process.

2.2.4 Autonomy and the Productive Skill

The development of autonomy presents a perfectly straight path towards the learning process in general and language skills in particular. The more the learner is autonomous the more he succeeds in developing language skills, especially the productive skill. Furthermore, writing as

a productive skill, indeed, entails more practice among learners, and classroom tasks may not be enough for learners to practice and apply the various skills of writing.

As a consequence, learning to write independently and autonomously becomes now a necessity, particularly for university learners. Ferris (2002) argues that given autonomy in English language writing, autonomous writers are aware of their error patterns. Additionally, they gain organisational skills and efficiency, becoming more agentic at accepting responsibility to become a competent and autonomous writer (Dion, 2011). The great value of autonomy in the fields of foreign language writing has been recently acknowledged (Foroutan, Noordin, & Hamzah, 2013).

To sum up, autonomy plays a vital role in developing one's productive skill, and becoming an autonomous writer means achieving the goal of efficiency as an autonomous productive writer.

2.2.5 Developing Learner Autonomy through Edublogs

The progress of new technologies affects learners to change traditional methods of learning. Self-access multimedia facilities make learners take charge of their learning by developing their knowledge and skills in the language, without being instructed or directed by the teacher. Benson (2011) points out that the technology-based approach is among the major stimulators of learners' autonomy. In the same line, Reinders and White (2016) claim that "early thinking considered the use of technology on learners' independence provide them with access to resources and the possibility of working at times and in locations of their own choosing" (p.143).

Similarly, Aydin (2014) indicates that "blogs are useful and practical tools and they can be easily benefited in EFL context." Moreover, Ankan and Bakla (2011) studies show that the implementation of blogs and websites makes use of four points of reference: decision-making, independent action, critical reflection, and detachment. These four points are attached in a direct way of promoting learner autonomy.

To conclude, integrating blogs in the educational sector, particularly the EFL learning context assists learners to effectively accomplish the task of promoting their autonomy and by doing so, they achieve the goal of being good language learners.

2.3 The Development of Learners' Writing Productivity through Edublogs

Edublogs as a learning platform is represented as a beneficial and external source of learning that works on enhancing EFL learners' language skills in a broader sense and they are symbolised as an effective autonomous means to improve learners writing productivity in particular. For this reason, writing productivity is addressed as the main struggle for EFL learners to improve.

The fundamental significance of edublogs is seen at numerous levels in language learning. Several studies and research works show the impacts of edublogs on writing as follows:

- Blogs are useful for learners in developing writing and sparking interest, the former does not only boost their interest in the subject, yet crucially importantly their writing productivity as well (Koçoglu, 2009),
- Blogs improve learners' writing skills in particular tasks, these tasks are provided within the blogs sections (Vurdien,2013),
- Blogs help learners for better writing performance, this indicates the effectiveness of relying on edublogs to improve language skills (Wu,2005),
- Blogging activities provide opportunities for learners to be engaged in the writing process (Boas, 2011),
- Blogs encourage active and reflective participation in learners' generation and knowledge sharing and that they provide a space for purposeful writing (Sun &Chang,2012).

Consequently, the integration of blogs in education and academia provides valuable opportunities for teachers, learners, academics, educators, researchers, and academic experts. The significance of edublogs in the EFL learning context is highlighted mainly in promoting EFL learners writing productivity. Thus, EFL learners necessitate an alternative assistant technique beyond the traditional classroom method to have a sense of ownership and responsibility of their learning.

Conclusion

This chapter was an attempt to review the fundamentals of edublogs in academia and higher education. It was divided into two sections; through the first section, we attempted to present a general overview on technology, in general, starting from the ICTs and integrating them in education to specify the model of edublogs, we highlighted its historical background, definitions, its relation to the educational sector, its characterises and types, in addition to its significance, impacts, and relation to reflective learning. Section two traced the relationship between edublogs and learner autonomy in promoting writing beyond the classroom. Its elements were highlighted in; the notion of autonomy, its key concepts, its role in language learning, besides its relation to the writing as a productive skill. The final part addressed the association between edublogs autonomy and writing productivity.

Chapter three:

Fieldwork and Data analysis

Table of Contents

Introduction	44
3.1 Research Methodology	44
3.2 Research Approach.....	45
3.2.1 Research Approach for this Study.....	45
3.3 Research Design/ Strategies	46
3.3.1 Research Design for this Study	47
3.4 Sampling and Population.....	47
3.5 Data Collection Methods	48
3.5.1 Interview	49
3.5.2 Questionnaire.....	49
3.5.3 Focus Group	49
3.6 Data Analysis Procedure	49
3.7 Teachers' Interview	50
3.7.1 Description of the Interview Used for this Study	50
3.7.2 Aim (s) of the Study's Interview	51
3.7.3 Piloting and Validation.....	51
3.7.4 Administration.....	52
3.7.5 Analysis and Interpretation of Teachers' Interview.	52
3.7.6 Discussion and Interpretation of the Findings.....	65
3.8 Students' Questionnaire.....	66
3.8.1 Description of the Study Questionnaire.....	67
3.8.2 Aim (s) of the Study's Questionnaire	69
3.8.3 Piloting and Validation.....	69
3.8.4 Administration.....	70
3.8.5 Analysis and Interpretation of Students' Questionnaire.....	70
3.8.6 Discussion and Interpretation of the Findings.....	102
3.9 Focus Group	104
3.9.1 Description of the Study Focus Group	104
3.9.2 Aim (s) of the Study's Focus Group.....	105
3.9.3 Piloting and Validation.....	105
3.9.4 Description of the Study's Group Discussion	106
3.9.5 General Description of the Study's Proposed Weblog Site.....	106

3.9.6 Analysis and Interpretation of the Focus Group.....	108
3.9.7 Discussion and Interpretation of the Findings.....	113
3.10 Summary of the Results.....	114
3.11 Synthesis of the Findings.....	117
Conclusion.....	118
Limitation of the Study.....	119
Pedagogical Implications.....	119
General Conclusion	123

Introduction

Based on the previous theoretical chapters, the present chapter deals with the fieldwork of the study that consists of two parts. Mainly, the first part addresses the theoretical background of the adopted research methodology of the under-investigated study. It provides detailed information about the nature of the research approach, research design, population, participants, sampling, data collection methods, and crucially important the methods of analysis. Moreover, the second part elicits data and information about the effectiveness of educational blogs as an autonomous learning model to enhance EFL students productive writing skills, besides, promoting their autonomy during the learning process. Furthermore, it introduces an interpretation of the data analysis procedures and reporting of the findings through which the researcher extracts critical conclusions based on the present study. Additionally, it demonstrates an interpretation of the obtained results in an attempt to answer the two assigned research questions to confirm the suggested hypotheses.

3.1 Research Methodology

The fundamental basis that any research should be built upon is the adopted methodology that researchers follow during the research process. In its general sense, research methodology refers to the scientific and systematic way of conducting a research study or a problem under investigation. As stated by Leedy and Ormrod (2001) research methodology is defined as “the general approach the researcher takes in carrying out the research project” (p.14). This means that there are several criteria and principles folded within the methodological process of research, where the researcher should consider as explaining the reason behind addressing such an issue, adopting a particular method, using certain techniques for collecting, analysing data and reporting findings and how he/she draws out conclusions. In other words, research methodology is a broad concept that consists of multiple methodological aspects where the researcher is required to explicate logically the process that he/she builds upon it the research process in general and the problem under investigation in particular.

To conclude, researchers must logically put into consideration the steps they take and the decisions they make concerning the conducted research study and the process of the whole adopted research methodology during the whole research process.

3.2 Research Approach

Methodologically speaking, the research approach refers to the theoretical framework of research that a researcher uses and addresses depending on the nature of the under-investigated study, the data collection methods, analysis and interpretations. Dorney (2007) states that a research approach functions as a theoretical background that is carried out within a particular study. Besides, the research approach consists of two main types which are the qualitative and the quantitative approaches, besides, a combination of both approaches can be methodologically applied as another highly suggested approach in use.

Furthermore, Denzin and Lincoln (1994) describe qualitative research “as multimethod in focus, involving an interpretive, naturalistic approach to its subject matter” (p. 2). This means that qualitative researchers study things in their natural settings, where they attempt to make sense of or interpret and describe phenomena in terms of the meanings people bring to them. On the other hand, Aliaga and Gunderson (2002) describe quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analysing with the aid of mathematical methods; in particular statistics. Additionally, a mixture of both approaches can be used in which both data collection methods and designs can be involved depending on whether the nature of the study requires a combination of approaches.

To sum up, a research approach is a theoretical outline that the researcher chooses to build upon it his/her research process. It involves the aforementioned types of approaches in which qualitative, quantitative, or a mixture of both approaches can be used based on what the under-investigated study, nature, and procedures require.

3.2.1 Research Approach for this Study

As far as research approach is concerned, Creswell (2003) asserts that qualitative research can be described as an effective model that occurs in a natural setting and enables the researcher to develop a level of detail from being highly involved in the actual experiences. This means that qualitative research is a process of inquiry with the goal of understanding and describing a social or human problem from multiple perspectives; conducted in a natural setting. The present study is held under an investigation into “the role of edublogs as a learning model in enhancing EFL students writing productivity” that is accordingly based on the characteristics of the

qualitative research approach. Moreover, Creswell (2014) discusses the main characteristics that rely on adopting the qualitative research approach for this study, these qualities opt for:

- Research is described and conducted in a natural setting,
- The qualitative data,
- Insider meaning; to explore the participants' views of the situation being studied,
- Small sample size,
- Interpretive analysis.

In this sense, the present study matches the aforementioned qualities of the qualitative research approach. The overall aim of this study is to describe the effective role of edublogs as an autonomous technique and its interrelation with enhancing EFL Master students productive writing skill. Based on what has been explicated from the above, this study adopts the qualitative methodological research approach, for the reason that it is suitable for the nature of the present study and corresponds with paradigmatic qualities of the study's approach. Crucially importantly, the significance of adopting the qualitative approach is that it provides the researcher with the opportunity to obtain an in-depth data, fuller understanding, and more insights, knowledge and information from both teachers and students, additionally, to explore their views, opinions, ideas, and attitudes towards relying on edublogs as an advanced learning model to enhance EFL students writing productivity autonomously.

3.3 Research Design/ Strategies

The research design refers to the overall framework of research methods and techniques that are chosen by researchers. The design allows researchers to refine research methods that are suitable for the subject matter and mainly the research problem since it is the basis on which the research design is determined. Henceforth, the researcher integrates the different components of the study that are sequenced coherently and logically, whereby, ensuring that he/she will effectively address the research problem that constitutes the blueprint of procedures of inquiry for the collection, interpretation, and analysis of data. Therefore, research approaches are subdivided into three classifications of research designs whereby each approach carries a set of research strategies, namely; the qualitative research design, quantitative research design, and mixed methods research design.

Based on what has been discussed from the above, Creswell (2014) defines research designs as “types of inquiry within qualitative, quantitative, and mixed methods approach that provide specific direction for procedures in a research design”(14). This evokes that each research approach requires a subdivided set of research designs that determine the procedures of inquiry for collecting, interpreting, analysing, and drawing out critical conclusions for the problem under study. Denzin and Lincoln (2011) further state that research designs are considered as strategies of inquiry. In brief, the procedure of selecting a suitable research design for a particular study is to deliberate the integrated sections of the study to be rationally sequential from the starting point till reaching the step of collecting data and analysis.

3.3.1 Research Design for this Study

As far as the present study is concerned, the researcher adopted the case study as a research design due to time and the research nature. Practically, Creswell (2003) defines case study as “a qualitative design in which the researcher explores in-depth a programme, an event, an activity, a process, or one or more individuals” (p. 15). The former indicates that case study encompasses exploring various concepts as in-depth programmes, events, activities, or individuals. He further suggests that the structure of a case study should be the problem, the context, the issues, and the lessons to be learned.

In other words, the significance of implementing this research design is that it relies on; small scale study, familiarising in-depth understanding to the studied case, the data collection for a case study is extensive and draws from multiple sources, it requires a small sample size (the target population consists of a small number), and a researcher can apply mixed methodologies. the abovementioned grounds correspond with qualitative research approach paradigm qualities.

3.4 Sampling and Population

To check the validity of the research study as a whole and hypotheses in particular, also to gather reliable data and information that contribute respectively to answer some research questions, the researcher dealt with both EFL teachers and students at Mouhamed Kheider University of Biskra to accumulate their feedback concerning the study under-inquiry.

- **For Teachers**

The approximate number of EFL teachers at Mouhamed Kheider University of Biskra is about fifty teachers (N=50), and the researcher dealt with five (n=5) teachers. Most of the

interviewed teachers teach written expression and academic writing modules, for the reason that they would provide valuable feedback concerning the studied issue.

- **For Students**

The present study targeted Master One EFL students (Science of the Language) at Mouhamed Kheider University of Biskra. The present population is chosen by the researcher for numerous reasons; they have passed the level where the teacher shows them how to produce, instead, they are required to contribute on showing their production, they deal with multiple tasks such as assignments, research papers, critical essays, and summaries that need effective, academic writing skills, more importantly, because they are highly familiar with the newly adopted technological platforms of learning. In other words, first year Master EFL students were chosen for this study, for they are considered as novice researchers who necessitate efficient, practical and easy technique to develop their productive writing skills and promote their autonomy to be appropriately prepared for next year to write their dissertations since the basis of the research is the critical, academic writing skills. Hence, the population consists of (N=130) students, after a discussion with the supervisor concerning the number of students, the researcher decided to deal with thirty (n=30) students for the questionnaire, and among them (n=10) participants who have volunteered to take place within a focus group discussion.

3.5 Data Collection Methods

Data collection methods present procedural process where the researcher uses different ways to gather relevant data from reliable sources. In its general sense, data collection methods are the research procedures that rely upon the “how” to conduct a research study and by which means. Likewise, Creswell (2014) defines data collection methods as the process in which the researcher that sets the boundaries for the study, collecting information through; interviews, observations, focus group, questionnaires, surveys, experiments and visual materials, as well as establishing the protocol for recording information. Meaning that data can be collected from qualitative, quantitative or from the combination of both methods.

In this respect, the present study implements the use of three data gathering tools to strengthen the validity and reliability of the under-investigated issue. Thus, the researcher advocates using the interview with EFL teachers to obtain valuable and original feedback,

besides, a questionnaire and a focus group with first year EFL Master students to collect holistic and in-depth data.

3.5.1 Interview

The interview is one of the commonly used data gathering tool by a considerable number of researchers concerning the inquired study. Interviews consist of different types of questions described as close-ended, open-ended or mixed questions. Thus, interviews can be divided into three categories namely; structured, semi-structured and unstructured interviews. The researcher opts for using the interview to ask teachers, and knowledgeable experts in a form of recorded face to face interview, to get insightful, valid, and original data.

3.5.2 Questionnaire

Likewise, a questionnaire is another type of data collection that is mostly known and used by researchers in the field of social sciences. They are thought of as a kind of written interviews. In its simplest sense, a questionnaire is described as a research instrument that consists of a series of questions to gather information from respondents. The data gathered by questionnaires can take different forms as; paper-based or internet-based (online) survey. Moreover, questionnaires can hold open-ended questions, close-ended or a combination of both types of questions.

3.5.3 Focus Group

A focus group or it is also called group discussion, it is an effective instrument that gathers in-depth data from the participants' views, experiences, opinions and attitudes. A focus group consists of a small number size of participants that ranges from (8-12) participants. The questions of the focus group tend to be unstructured in nature to give the participants the freedom to answer the discussed questions concerning the topic of discussion.

3.6 Data Analysis Procedure

Data analysis presents the phase where the process of inspecting, analysing, and interpreting the gathered data by the researcher takes place, intending to obtain results and draw out conclusions for this study. Practically, the researcher gathered data using an interview with teachers, besides the questionnaire and focus group with students. Moreover, the researcher manages to analyse both the interview and focus group using interpretive analysis, while the questionnaire is to be analysed through the use of descriptive statistics. Thus, the obtained

results from the preceding data tools will contribute to see both teachers' and students' viewpoints and attitudes towards writing productivity and educational blogs.

3.7 Teachers' Interview

Conducting an interview is thought as one of the most commonly effective data tools in which it provides a fuller and deeper understanding of the studied phenomenon. It seeks to explore the interviewees' views, attitudes, experiences, and opinions towards the target topic. Equally important, Lambert and Loiselle (2003) argue that interviews are widely used as a data collection tool in qualitative research. They are typically used as a research strategy to gather information about participants' views, experiences and beliefs concerning a phenomenon of interest. Furthermore, there are three types of interviews namely; structured, semi-structured, and unstructured.

The present study deals with a semi-structured type of interview that combines both structured and unstructured questions where the questions are pre-planned before the interview questions to guide and limit the interviewees to the target topic, by asking certain structured questions besides, the interviewer (researcher) gives the interviewees the chance to elaborate and explain particular issues through using the extreme version of unstructured ones. Henceforth, the semi-structured interview offers a more flexible approach to the interview process. Berg (2009) points out that the flexibility of the semi-structured interview allows the researcher to pursue a series of less structured questions and also permits the exploration of spontaneous issues raised by the interviewee to be explored. Thus, the mixture of both type pf questions provides flexibility to the interview.

3.7.1 Description of the Interview Used for this Study

The researcher designs the interview guide to gather the necessary data from EFL teachers at Biskra University. The present study relies on using a semi-structured interview as a data collection method. Moreover, the interview consists of thirteen (13) (open-ended and close-ended questions). The researcher has interviewed five teachers (n=5) who have experience and extensive background knowledge about the researched study. From what has been designed in the interview, the researcher aimed to check whether writing as a productive skill is highly significant in the learning-teaching process, how do teachers evaluate students' writing

productivity, besides highlighting the main issues faced by students while writing and the main factors that have negative effects on their writing process.

Additionally, the main intention was to collect teachers' views and opinion about relying on edublogs as an autonomous learning model to develop EFL students' writing productivity. The core principle of this study is to elicit detailed information and reliable feedback from teachers who in turn are familiar with the ICTs field and have experience in teaching writing as well. Crucially importantly, the interview aimed to check if edublogs are a useful tool that students rely on to develop their productive writing skills and promote their autonomy. Lastly, the researcher gave them the freedom to add any further suggestions or additional comments concerning the topic.

3.7.2 Aim (s) of the Study's Interview

The applicability of a semi-structured interview draws upon providing the research study with detailed, organised, and rich data from EFL teachers concerning the topic of inquiry. The principle goal of conducting the interview is to obtain in-depth information, fuller understanding of self-dependence online learning from multiple perspectives. Progressively more, to elicit teachers' attitudes, perceptions, and detailed opinions about the e-learning platform of educational blogs on EFL students' writing productivity.

3.7.3 Piloting and Validation

After designing the interview and submitting it to the supervisor to check it, he proposed to do the piloting and to select one or more teachers before the final administration of the interview. In its simplest sense, the main goal of the piloting phase is to check the validity of the interview and to provide the researcher with overall remarks concerning the design, the questions and give some additional comments and further suggestions, in which the logic of piloting is to validate and to set a reliable data collection.

Henceforth, this interview guide is followed by a piloting stage, that took place on February 2020, and it took approximately one week, besides, the interview was piloted by two teachers in the field. One was an experienced teacher in online learning and the other one was experienced in teaching writing. It was face to face and recorded interview. It has been remarked that none of them found any issues, ambiguity or repeated questions and they have comfortably piloted and answered the interviewer's questions.

3.7.4 Administration

Practically, in the administration phase, the interview was designed as a semi-structured interview administered to teachers of the division of English at Mohamed Kheider University of Biskra. The semi-structured interview was administered to five (n=5) teachers; conducted in face to face interaction with voice recording aids. The researcher printed some copies in case if any of the teachers wanted to have time reading the questions though (the printed copies were not needed by the end).

Additionally, concerning the date of the interview, it took up from the 23rd of February to the 11th of March. The conduction of the interview took almost nineteen (19) days respectively. Furthermore, during the period of data collection, the duration of the interview ranged in time between 20 to 30 minutes. In sum, all the interviewed teachers gave valuable answers, constructive feedback and rich information.

3.7.5 Analysis and Interpretation of Teachers' Interview.

As a tool to collect data from teachers, this interview is designed to obtain breadth and in-depth information, opinions, thoughts, and viewpoints from teachers that will be analysed, interpreted, then used to reinforce the validity of the researched study.

Item 01: Teachers' degree

Teaching at university level encompasses various degrees, this item intended to identify teachers' academic degrees, that mark their status as English language teachers at the University of Biskra. Teachers' academic degrees include; Doctorate, Magister, or Master degree.

Table 3.1
Teachers' Degrees

Option	Number
Doctorate	2
Magister	3
Master	0
Total	5

The above table classifies teachers' degrees according to their years of expertise. It is remarked that three (3) teachers have the Magister degree, while the two (2) other teachers have the Doctorate degree; nevertheless, none of the interviewed teachers has the Master degree. As it is clearly stated from the above, teachers' ranks differ according to their status in English language teaching. Consequently, the interviewed teachers have different higher status and,

hereafter, their involvement and answers are vitally beneficial in providing reliable and credible information to the researched study.

Item 02: Teachers' experience in teaching EFL

This item aimed to identify the expertise area of English language teachers at Biskra University. To clarify, the interviewees were asked to identify the years they have been teaching English (EFL), in which they were given the following choices (1-5 years/5-9 years/or more than 10 years). Teachers' experience and knowledge in teaching are determined by the number of years they have been teaching.

Table 3.2

Teachers' Teaching Career in EFL

Option	Number
1-5 years	1
5-10years	2
More than 10 years	2
Total	5

Teachers responses indicate the level of experience in their EFL teaching career. Hence, it is noticed from the above table that some teachers have different levels of experience. Two teachers (2) teach EFL from 5-10 years, while the two (2) other teachers teach EFL for more than 10years; wherein one of them is out of 5 years of experience. The number of teachers who have experience in teaching from 5to 10 years or almost 10 years is equal. Therefore, four teachers are considered as expert teachers. The multiplicity of teachers' proficiency in EFL teaching at university reinforces the validity of the study and provides the researcher with a comprehensive, reliable explanation and feedback on the researched study.

Item 03: The importance of teaching-learning writing skills

This item was addressed mainly to check teachers' viewpoints about the significance of writing skills in the EFL teaching-learning process; whether it is beneficial and crucially important to be learned and taught or not. Then, they were given space for justifying and further explaining either answer (Yes / No).

Table 3.3***The Importance of Teaching-Learning Writing Skills***

Option	Number
Yes	5
No	0
Total	5

As the table indicates , all the interviewed teachers agreed upon the significance of writing as a productive skill in the reciprocal teaching-learning operations in the EFL context. Furthermore, the majority of the interviewed teachers' justifications asserted that writing is considered as one of the basic language skills that require more focus in the teaching-learning process. Progressively more, in teachers' justifications section, (teachers 1, 2, and 4) mentioned that it is one of the main basic and productive skills to measure students' performance, and mastery of different language aspects, also, it is certainly an essential element in the process of language learning and teaching. The ability to produce a meaningful and well-structured piece of writing, especially, academic papers is an important requirement at university.

Moreover, both (teachers 2 and 5) pointed out that writing is of utmost significance, nevertheless, when it comes to productivity both speaking and writing are considered as essential productive and communicative skills; however, writing comes first since students in the advanced levels are more required to write than to speak and they are required to write academic papers such as; essays, research papers, proposals and exams that demand effective writing skills. Additionally, teacher (2) further added that students can listen, speak, and read, but when it comes to writing they find various difficulties. Henceforth, EFL students are required to put more efforts and focus on the level of producing good academic pieces of writing.

As a result, all the interviewed teachers confirmed that writing as a productive skill is highly fundamental for efficacious EFL teaching-learning process. Consequently, writing is required and needed at multiple levels. In like manner, a great majority of teachers emphasised the importance of constructing well-structured written productions. Based on this premise, students are expected to improve the quality of their writing to produce productive, academic, and meaningful pieces of writing.

Item 04: Teachers' opinion about EFL students' writing productivity level

Through this item, teachers revealed their opinions about EFL students' nowadays level of productivity in writing. Though some teachers agreed upon almost the same answer, others had other viewpoints; indeed, each teacher structurally expressed his/her opinion upon this matter in his /her own words.

Teacher 01: Nowadays EFL students tend to have poor writing skills, especially at the production level.

Teacher 02: It is good for some students, but needs to be improved for the majority of them. Most of them face obstacles when it comes to writing.

Teacher 03: After all these years of experience, it is average for the majority and a small minority portion of students who are very good writers.

Teacher 04: Most EFL students nowadays struggle with several difficulties in writing. Although their amount of information is at an increase, they still cannot synthesise and summarise them in an organised way. I think that our students must learn more about how to make an academic written product following the right or the most relevant writing style.

Teacher 05: I believe that it is not that convincing. Students turn to be lazy nowadays in writing productivity.

All the interviewed teachers provided their thoughts about EFL students writing productivity level, wherein each one of them differently stated his/ her points of view; however, most of them have almost the same responses. According to the teachers (2, 3, and 4), it is remarked that small portion of students does have good writing skills, and they are "very good academic writers", whereas, the majority of students struggle with various difficulties when it comes to doing the task of writing, and in turn, they have average writing skills that require improvements at different levels. Moreover, both teachers (1 and 5) had another opinion where they claimed that EFL students tend to have poor writing skills and their level in the skill is unconvincing.

From what has been stated above, one can deduce that a minority of EFL students do have good writing skills, meanwhile, the majority of them have average writing skills and among

the majority, there is small portion of students with less, not convincing, or poor productive level of writing.

Item 05: The major writing aspects that EFL students struggle while writing

This item presented a set of writing aspects. The researcher estimated to gather the main writing aspect (s) that EFL students face problems with when it comes to doing the task of writing such as; Grammar and Punctuation, Spelling Mistakes, Word Choice, Coherence and Cohesion, Academic Writing Style, Organising and Generating Ideas, or All of them.

Table 3.4

The Major Writing Aspects that EFL Students Struggle while Writing

Option	Number
Grammar and Pronunciation	0
Spelling Mistakes	0
Word Choice	0
Coherence and Cohesion	0
Academic Writing Style	0
Organising and Generating Ideas	0
All of the Above	5
Total	5

According to what is indicated from the above, it is observed that all the interviewed teachers (n=5) agreed upon all that is stated in the table from writing aspects but with different degrees. Additionally, all teachers have explained the reason behind the chosen option and each one of them has ranked each aspect according to the level of difficulty and occurrence. Furthermore, out of the five (5) teachers, both teachers (1 and 2) stated that all these issues are found in most of the students' written productions, especially, grammar and punctuation, writing in an academic style, organisation and generation of ideas. Progressively more, teacher four (4) noted that all these elements can be areas of difficulty for EFL students in the writing task, grammatical mistakes, spelling mistakes, wrong lexical choices, in addition to problems of organisation and cohesion, whereas teacher five (5) observed that EFL students may face problems while writing with all the above mentioned elements, yet with different degrees. Besides, coherence and cohesion and academic writing style are the most difficult to be recognised and applied by the students. Finally, teacher three (3) claimed all of them are issues faced by students with different degrees, all are concerned with these problems especially, coherence and cohesion, spelling mistakes, grammar, and punctuation.

Consequently, all teachers' responses and justifications agreed upon the importance of all the aforementioned writing aspects and that most of the EFL students face several difficulties in writing, yet with different degrees. Henceforth, all of these aspects cannot be neglected and students must put more effort and focus on all of them, and try to improve each aspect one by one, for the reason that it is required in all subjects and at all levels.

Item 06: The main factors that hinder EFL students writing productivity

In the present item, the researcher aimed to collect teachers' views concerning the main factors that contribute to hinder EFL students writing productivity. Some teachers had similar responses and others explicate their thoughts differently.

Teacher 01: The main reasons behind students' writing issues are; the lack of reading tasks, lack of practice and the effect of social media and its informal language.

Teacher 02: The lack of reading and practising tasks in the writing skill, since students do not know how to relate their readings to their writing production.

Teacher 03: First of all, the lack of practice because classroom tasks and writing sessions are not enough, besides the problem of having a great number of students in the class, it is hard for the teacher to give appropriate feedback for each one after any writing composition. The lack of reading since it is a skill that is related to writing, and the lack of exposure to English, by being exposed to all the materials that are related to English such as; smartphone apps, blogs, and eBooks that would, in turn, facilitate the process of learning and improving as well.

Teacher 04: The lack of reading is factor number one. In fact, who does not read effectively, cannot write properly. Another reason may be the lack of practice (practice makes perfect). They are not focused on this skill, they prefer speaking which is rapid and spontaneous, and since writing takes time and demands conscious efforts, they do not practice it. It is an exhausting task for them. Students nowadays are not patient enough.

Teacher 05: Writing in a second language context is a difficult task to do due to the mother tongue's effects, grammar, and syntax which strongly affect the students' minds.

The factors involve out of date educational programmes, ineffective teaching methods and systems of examination, low motivation, untrained teachers, large classrooms, and unexploited technological materials such as data show, internet...etc.

Based on all teachers' responses, it is indicated that most of the teachers took the lack of reading and practising as the two main factors that have negative effects on students writing; nevertheless, each teacher further added other side factors. Equally important, out of the five (5) teachers, teacher (1,2,3, and 4) argued that the lack of reading and practising led students to have ineffective writing skills, in addition to other factors as; putting more focus on the speaking skill, large classrooms, and not being exposed to authentic materials.

On the other hand, teacher five (5) claimed that the linguistic aspects of language such as; grammar, syntax, and the effects of the mother tongue(most of the students do not think in English) are strong factors that hamper students' writing, besides other pedagogical barriers, and the lack of exposure to the technological and authentic materials.

According to the aforementioned responses, all teachers provided valuable, beneficial, and constructive answers concerning the factors that lead students to face issues when writing that, also, hinder their productivity. Henceforth, what has been cited by all teachers convincingly indicates the reason behind students writing failure, in the meantime, they stimulate the high significance of the factors that have been neglected by EFL students in the process of writing in particular.

Item 07: Teachers' perspective on learner autonomy

The purpose of this item is to shed light on learner autonomy since autonomy is highly crucial in the process of learning. The researcher aimed to check teachers' opinions about whether EFL students are more self-determinant to take charge of their learning (Yes/No).

Table 3.5

Teachers' Perspectives on Learner Autonomy

Option	Number
Yes	5
No	0
Total	5

Based on what the above table illustrates, all of the five (n=5) interviewed teachers decided upon choosing the first option which is “yes”, the latter means, teachers confirmed the fact that, in the present time students tend to be more autonomous and take control of their learning, which indicates that they do not only depend on what the teacher presents in the classroom, also they may rely on other sources during their learning journey.

Item 08: Teachers' perspective towards relying on an external source that can foster EFL students' self-dependence.

After the agreement from all teachers over learner autonomy, and that students tend to be more autonomous during their learning, through this item, the researcher aimed to check how teachers perceive relying on external sources can foster students' self-dependence to learn and develop skills in the language, besides mentioning the external sources that they think students may learn from, use, and rely on.

Table 3.6

Teacher's Perspective on Relying on External Source of Learning

Option	Number
Yes	5
No	0
Total	5

The present table illustrates that all teachers asserted that relying on external sources can contribute to foster students' self-dependence to learn and promote their skills and competencies in the language. Henceforth, it is observed from teachers' agreement upon this matter, that autonomy is crucially important and that students can self-learn by not depending only on the teacher in the classroom; however, even depending, using, and relying on other sources is beneficial and effective to enable them to improve their skills. Similarly, this item is subdivided into another question in which teachers were asked to mention some of these external sources that are stated as follows:

Teacher 01: Most of the ICTs help students promote autonomy and language skills such as computer applications, YouTube channels, and Blogs.

Teacher 02: Students tend to use external sources as YouTube channels and Websites.

Teacher 03: All the technological devices as phones and laptops help students to get access to different apps and websites such as; YouTube channels, Blogs, and E-books.

Teacher 04: External sources as Blogs and YouTube channels provide students with the necessary information and tips, and they allow for practising and receiving feedback.

Teacher 05: Phone and PC applications like Elevate, YouTube channels, Blogs, even communication with native speakers through social media, google web sites...etc.

According to all the above stated external sources stated by all the interviewed teachers, it is noted that all the five (n=5) teachers shared almost the same responses. To clarify, the majority of teachers mentioned both (YouTube channels and Blogs), yet not the case for teacher two (2) where she mentioned websites which are quite similar to blogs. Moreover, teachers (1,3 and 5) shared some points in common as well, wherein, the three of them considered phone and computer applications. Progressively more, teacher four (4) asserted that these external sources of learning enable students to practice, receive feedback, being exposed to necessary information and tips. Consequently, teachers emphasised relying on YouTube channels and blogs as they provide students with what they necessitate during their learning journey.

From teachers' responses, one can deduce that the advanced web tools can effectively help EFL students to develop their language skills, and provide them with the opportunities to take charge of their learning, which is beneficial for both students and teachers as well.

Item 09: Teachers knowledge and experience with educational blogs

Through this item, the researcher aimed to check teachers' knowledge about educational blogs as an online platform that consists of different levels and different users among them academics, experts, tutors, and teachers. Practically, to check whether teachers do rely on them as an assistant tool in their EFL teaching career.

Firstly, teachers were asked about if they have knowledge about educational blogs or what educational blogs present as a learning platform. Equally important, it is remarked from the selected option "Yes" that all of the five (n=5) interviewed teachers know educational blogs and what they represent as an online learning platform. Furthermore, within this question teachers

were given space to mention if they have used or if they are currently using this tool. Hence, teachers' responses to their experience in relying on educational blogs are listed as follows:

Teacher 01: Yes, I use them in teaching and I prepare from some of them my lectures.

Teacher 02: No, I do not use them.

Teacher 03: Yes, I am using them to prepare lessons in my main modules which are grammar and written expression, they are helpful to check for grammar, exercises, quizzes, and compositions.

Teacher 04: Yes, I do use them, but not frequently.

Teacher 05: To be honest, no. I am looking further to use them.

Based on the above responses, and out of the five (n=5) teachers, it is remarked that teachers (1,3, and 4) had experience in relying on and using blogs in their EFL teaching career, wherein, both teachers (1 and 3) mentioned that they use these blogs when preparing their lectures since teacher (3) considered them as helpful because they deliver exercises, quizzes, lessons and much more. Additionally, teachers (2 and 5) said that they do not use them and one of them (teacher 3) added that there is a possibility to use them in the future.

In this sense, to synthesise teachers' knowledge and experience, it is indicated that all teachers have knowledge about educational blogs, yet with dissimilar degrees. Due to the fact that, teachers who are already exposed to blogs and have in-depth knowledge about them, would use them and figure out their benefits. On the other hand, some EFL teachers have superficial knowledge about blogs which means that they either use them rarely or they do not use them in their EFL teaching career.

In sum, to specify more, all of the interviewees share a point in common where all of them are familiar with the concept of this platform and that they have good knowledge about blogs; however, some of them have previously experienced the use of this model and they are currently using it in their teaching process. Henceforth, educational blogs are beneficial, helpful, and useful to be put into application for both EFL students and teachers at university.

Item 10: The benefits of edublogs as an autonomous learning technique

In this item, the researcher estimated to verify the extent to which edublogs can be beneficial as an autonomous learning technique for EFL students. It consists of four options which are; Very beneficial, Beneficial, Somehow beneficial, and Not beneficial at all.

Table 3.7

The Benefits of Edublogs as an Autonomous Learning Technique

Option	Number
Very beneficial	3
Beneficial	2
Somehow beneficial	0
Not beneficial at all	0
Total	5

The principal aim of this item is to figure out how teachers perceive edublogs and to what extent they think they are beneficial as a self-instruction learning technique. Thus, as it is illustrated from the above, all teachers contributed to show their perspective towards how blogs are beneficial. From the total number of teachers, three (3) teachers had a common agreement on the fact that edublogs are “very beneficial” in EFL as a tool to effective autonomous learning, whereas, the two (2) other teachers agreed on choosing the second option which represents that blogs are “beneficial” and relying on them enables EFL students to not just enhance their language skills, yet also paves the way for them to be good autonomous students which would, in turn, reflect on their attitudes and level of learning.

Henceforth, all the interviewed teachers reacted positively towards the extent that edublogs can be beneficial, in the meantime, they proved that such technique would contribute to facilitate the EFL learning process and ameliorate EFL students' quality skills.

Item 11: Skills that can be developed through edublogs as an external learning technique

This designed item classified a set of different language skills at multiple levels. It sought to check which of the following present skills in the table can be developed by relying on edublogs as an external learning technique. The skills include; Personal and Social Skills, Productive Skills, Cognitive Skills, or All of them.

Table 3.8***Skills that Can Be Developed through Edublogs***

Option	Number
-Personal and Social Skills (communication, interaction, collaboration, etc)	0
-Productive Skills (writing and speaking)	1
-Cognitive Skills(understanding, problem-solving, critical thinking)	0
-All of the above	4
Total	5

As it is shown in the above table, out of the five (n=5) teachers that have been interviewed, teachers (1,2,3, and 4) agreed that all the aforementioned language skills including; personal and social skills, productive, and cognitive skills can be developed through depending on edublogs, since they claimed that all these skills are crucially important and needed to be developed, yet with different degrees, wherein, teacher four (4) has chosen the option that tackled productive skills (writing and speaking) for the reason that teacher four (4) asserted that these are the most difficult and essential skills that must put more emphasis on. Hence, teachers proved that edublogs provide students with opportunities to develop all the aforementioned skills, for EFL students are considered as novice researchers, and which is a requirement for them to have effective language skills at various levels.

Item 12: The extent to which teachers agree or disagree on the effectiveness of edublogs

Through this item, the researcher aimed to know the extent to which edublogs is related to the development of students' writing productivity, crucially important, to find out to what extent teachers "Agree or Disagree" on the fact that edublogs present an effective autonomous learning source that contributes to developing students' writing productivity beyond the class.

Table 3.9***The Relationship between Edublogs and Writing Productivity***

Option	Number
Strongly Agree	3
Agree	2
Strongly Disagree	0
Disagree	0
Total	5

Accordingly, all teachers had a total agreement on the extent that edublogs can develop students' writing productivity, yet with different degrees. To specify, all teachers "Agreed", yet teachers (1,4, and 5) "Strongly Agreed" that writing as a productive skill can be developed outside the classroom through relying on edublogs. Progressively more, it is remarked from their points of view and agreements that proved the effectiveness of edublogs in the EFL learning process, and showed the significance of developing the writing skill, especially at the productivity level. Consequently, edublogs contribute relatively to increasing learner autonomy which in turn changes students' attitudes towards the target subject and thus, they attempt to self-learn and fill the gaps of deficiencies in their writing productions.

The following item: Teachers' suggestions or comments

This item is designed for teachers to further comment on or add any suggestions concerning the researched study. All five (n=5) interviewed teachers merely showed their support, interest, and appreciation towards this topic, whereas some of them mentioned factors that can ameliorate the level of EFL students at the University of Biskra. Moreover, teacher two (2) added: "as a teacher of academic writing, I think students should be aware of the importance of being effective writers, this awareness allows them to practice more, read more, and being able to revise their writing pieces". Whereas teacher (3) further pointed out that "since you relied on edublogs to autonomy it is one of the most known and modern methods of teaching that teachers and educationalists are focusing on, they try to find effective strategies that boost and foster learner autonomy, trying to promote learner autonomy is highly important, and I would thank you for the topic because educational blogs are something very important".

This has been discussed in the previous questions and all teachers agreed upon learner autonomy and it can make students self-develop their language skills. Additionally, teacher (5) suggested that "An interesting subject that must be taken into consideration in the teaching-learning process, and teachers in Algeria have to start working through edublogs as soon as possible". This means that teachers should create blogs for their own and make it easier to reach students and daily present and update their lessons which is one of the features of edublogs.

From teachers' perspectives, the researcher figured out that both students and teachers should be exposed to authentic materials to promote the reciprocal level of the EFL teaching-learning process. Thus, edublogs deliver multiple assistances that contribute to the promotion of a self-

learning strategy that allows students to enhance their writing as a productive skill and elevate their level across the other language skills at university.

3.7.6 Discussion and Interpretation of the Findings

Based on the analysis of the interviews' responses, the data provided by all the interviewed teachers are highly vital in interpreting and synthesising the study results. The obtained data from teachers' interview have provided the researched study with a varied range of in-depth and rich information that is constructive to answer some of the study's research questions that are intended to be studied. Therefore, the discussions draw upon several outcomes and conclusions related to the present study.

From all teachers' responses, the researcher deduced that writing as a productive skill is deliberated as the basis of language teaching and learning, at different levels in the EFL context. Equally important, all the interviewed teachers argued that writing has the priority among the other language skills, and considered it as the core principle of effective academic achievements, especially at advanced levels of EFL teaching-learning process. Additionally, teachers explained their vision towards the vitality of writing, whereby, they mentioned that writing is used and required at various tasks, as for assigning research papers, writing essays, exams, and contests. It indeed demands huge time, efforts (practice), and patience.

On the other hand, some of the interviewed teachers reacted differently towards EFL students' level of writing productivity. Some teachers described it as poor and not convincing, wherein the rest pointed that a small portion of students are said to be good academic writers, which is not the case for the majority of students since their level fluctuates between average and weak. Moreover, they further added that students tend to face several difficulties and issues in certain aspects when it comes to doing the task of writing, in which all teachers agreed that most students face problems with; grammar and punctuation, coherence and cohesion, academic writing style, generation and organisation of ideas.

Progressively more, they have explained and cited several reasons behind the emergence of these issues, which they have mentioned; the lack of readings and practice, not being exposed to authentic materials, teaching programmes and methods, in addition to the disinterest and demotivation in the subject. Hence, they suggested urging students to develop their level in

writing by working and practising more and being exposed to the English language through authentic materials, since they contribute to boost students' autonomy.

Equally important, all teachers have agreed upon the concept of learner autonomy, in which all of them reacted positively towards the fact that most of the students tend to be more autonomous, due to the widespread of the newly adopted technological facilities. Furthermore, teachers agreed that external sources can develop students' language skills, and promote their autonomy, in which they have stressed on relying on YouTube channels and blogs. For more details, teachers were asked about their experience and knowledge about educational blogs, that almost of them have shown great interest in what blogs represent, as an online learning tool, and to the assistance, they deliver to help students facilitate the process of learning.

In this respect, all the interviewed teachers have had a convincing agreement on the fact that educational blogs as an autonomous external source of learning, is beneficial for EFL students in the development of language skills in general, and writing productivity in particular. They have suggested that educational blogs deserve be adopted by both students and teachers in the English language division. Henceforth, it can be derived that relying on educational blogs as a learning model has a vital role in enhancing EFL students' writing productivity.

In conclusion, from data analysis and interpretations, it was remarked that having good academic and productive writing skills is a required condition for the efficacious EFL teaching-learning operations. The majority of students have a weak and average level in writing where they need to put more effort, focus, and practice, teachers insisted on the exposure to authentic materials where they can practice autonomously to improve their levels in language skills. Thus, educational blogs are highly advantageous to develop EFL students' writing productivity, and adopting them as a tool will come up with progressive outcomes.

3.8 Students' Questionnaire

The study questionnaire is the second tool that is considered as one of the most widely used instruments of data gathering methods across the social sciences. Brown (2001) defines questionnaires as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"(6). Hence, a questionnaire is a data gathering tool constructed in a

form of written statements, and questions by which the respondents react by choosing from the existed answers or write their full answers depending on the questions asked. To add more, questionnaires are divided into three categories namely; structured, unstructured, and semi-structured questionnaires.

The present study opted for using a semi-structured questionnaire, whereby this type of questionnaire consists of both close-ended and broken with open-ended questions. Thus, the questions are constructed either through selecting choices from the given response options or react by writing out their answers on the “how” and “why” questions. The variety of the questionnaire items attracts respondents' attention, provides guidance and offers a more flexible process to answer the questions. The researcher used a semi-structured questionnaire, which aimed to collect EFL students' feedback, comments, and attitudes towards relying on educational blogs as a learning autonomous technique to develop their writing productivity.

3.8.1 Description of the Study Questionnaire

The study questionnaire is the second tool of the under-investigated study. A semi-structured questionnaire administered to EFL students at the University of Biskra, and it was divided into three sections:

- **Section One: General Information (from item 1 to item 5)**

The first section consists of five (5) questions that aimed to gather general background information about the respondents as; to start with, identifying their gender, and given options to specify the reasons for choosing to learn English at university, besides, checking their level in English. Moreover, the researcher intended to gather information about the respondents' views and attitudes towards learning English at university and citing the main difficulties they face during the journey of learning at university, in the justification option. Eventually, the last question in this rubric was about students' application for the Master's degree, whether it was by their personal choice or by any other choice.

- **Section Two: Writing Productivity (From item 6 to item 11)**

The second rubric includes six (6) questions about writing productivity. At first, students were asked to identify their level in writing by choosing the appropriate option that identifies each level with the gradual possibilities to improve. Then, the next question was about to find out students' viewpoints about whether writing is considered as the most difficult skill or not,

besides, justifying either choice. Additionally, this question consists of various options that refer to the main challenging elements that EFL students face problems with when writing, similarly, as Master students, they were asked to select the writing tasks they find the most difficult to apply or practice. Progressively more, the researcher intended to check the level of influence of each factor on students writing, thus, they were asked to select the factors according to the level of influence on their writing process. Finally, the last question in this section aimed to check students' opinions about the importance of enhancing writing as a productive skill.

- **Section Three: The Association between Writing Productivity, Blogs, and Educational Blogs (From item 12 to item 21)**

The third section of the questionnaire includes mainly ten (10) questions, which emphasised blogs and educational blogs. To start with, the first two questions from this section aimed to ask students general questions about the use of internet platforms for studying purposes and any educational platforms for online learning, that they may develop their skills in the language. Next, in this question the researcher attempted to obtain students' ideas and opinions about whether relying on educational web tools may contribute specifically to the enhancement of EFL students writing skills, besides, the question is subdivided into another question that allows students to explain the "how" of the former. Then students were given multiple options that refer to a set of different online learning platforms to choose from and to check what tools that EFL students may rely on, and part from this question allows students to cite any other tools besides the preceding ones.

Progressively more, the two next questions tackled students' knowledge about blogs and educational blogs, besides, to the extent of their agreements on what blogs represent as a learning tool in the educational sector. Moreover, it attempted to gather information and perceptions towards improving writing productivity outside the classroom through the use of educational blogs, followed by another subdivided question on how this tool can serve them in the process of improving. Additionally, students were asked to select the appropriate statements concerning the benefits of edublogs and whether they are beneficial or not. The last two questions present the core of this section, where the researcher intended to collect students' perception and attitudes towards the autonomous learning and much more their opinions about

the notion of learner autonomy, also to gather their thoughts about the relationship between writing productivity and relying on educational blogs as an autonomous learning technique.

3.8.2 Aim (s) of the Study's Questionnaire

The under-investigated questionnaire aimed to gather data from EFL Master One Sciences of the Language students at Biskra University. Equally important, the applied data collection tool aimed to check respondents' attitudes, perceptions, knowledge, and opinions about how online educational platforms can enhance their skills during the learning process.

Additionally, to spot the light on the main challenging aspects faced by EFL students while writing. Precisely, it aimed to figure out EFL students' familiarity with educational blogs and if this tool would contribute to the enhancement of their productive writing skills. The main goal over the reliance on this data tool is, that it directed respondents' answers and provided them with opportunities to further explain and express their opinions and thoughts.

3.8.3 Piloting and Validation

Before the final administration of the questionnaire, the researcher pre-tested to check and to ensure its quality, in terms of validity and reliability of the inquired study. Initially, in the piloting stage, the researcher distributed a paper-based survey to six (6) students from the population of first year Master students of Sciences of the Language at Biskra University. The objective of the piloting phase is to check the existence of any repeated questions, test the compressibility of questions, ambiguity, the overall format and the layout of the questionnaire.

The questionnaire was handed to the students on February the 20th, 2020. The respondents took so long to hand back the questionnaire because they did not have enough time, for having charged programme to answer instantly and hand it back right after the completion. The students who took part in the piloting stage agreed upon the compressibility of the questions, the attractiveness of the layout and some of them said that it is direct to the point with neither the foundation of any repeated questions nor ambiguity.

Apart from students' feedback, our supervisor also gave his feedback concerning the questionnaire and made a single remark concerning question number fifteen (15) that tackled types of e-learning platforms. Crucially importantly. The supervisor suggested to change the option (d) on question number (15) by changing the word "Facebook" to Social Media"

(Facebook- Social Media). Based on the abovementioned remarks, both students' and the supervisors' feedback has been considered before and during the designing of the final administration.

3.8.4 Administration

After the completion of the piloting and validation phase, the final administration of the questionnaire took place. The questionnaire was distributed to EFL students through an internet-based survey that took an online form precisely through "Facebook.com. Due to the university was closed because of the lockdown and students were not available, so the possibility to reach students was through online based facilities . Concerning the due date of the questionnaire, it took almost a week, precisely from the 26th of March to the 1st of April.

Practically, the questionnaire was distributed in an online form to first Master EFL students, the number of respondents who participated to answer the questionnaire was twenty-five (25) respondents. Then, after discussing with the supervisor concerning the number of respondents, he proposed to administer more if there is a possibility to do it. The researcher considered the supervisor's suggestion and administered it to reach thirty (30) respondents. The online questionnaire was highly helpful and beneficial especially in this period to gather the necessary data from students.

3.8.5 Analysis and Interpretation of Students' Questionnaire

As a second tool to gather data from EFL students for the under-investigated study, the researcher designed this questionnaire to investigate students' views, attitudes, perceptions, and opinions, then to analyse and interpret the questionnaire's items and findings. to test (prove/ reject) the study's hypotheses. As mentioned previously, the questionnaire consists of three rubrics dealing with different research angles. Accordingly, the analysis of these responses will consider each item respectively.

- **Section One: Background Information (From item 1 to item 5)**

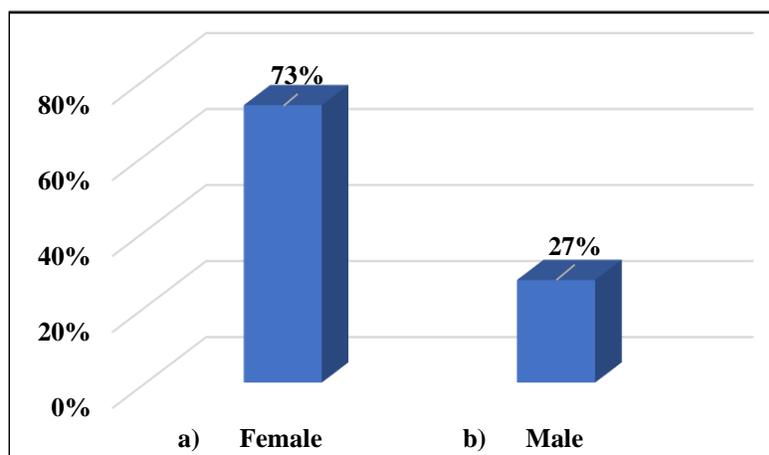
This section prompted to collect general background information about the sample's gender, the reason for choosing to learn English at university, how they do consider their level in English, how they evaluate the degree of difficulty of learning English at university, besides their application for the Master degree.

Item 01. Students' gender

This item illustrated respondents' gender distribution (Female / male).

Table 3.10***Students' Gender Distribution***

Statement	Number	Percentage
a) Female	22	73%
b) Male	8	27%
Total	30	100%

**Figure 3.1: Students' Gender Distribution**

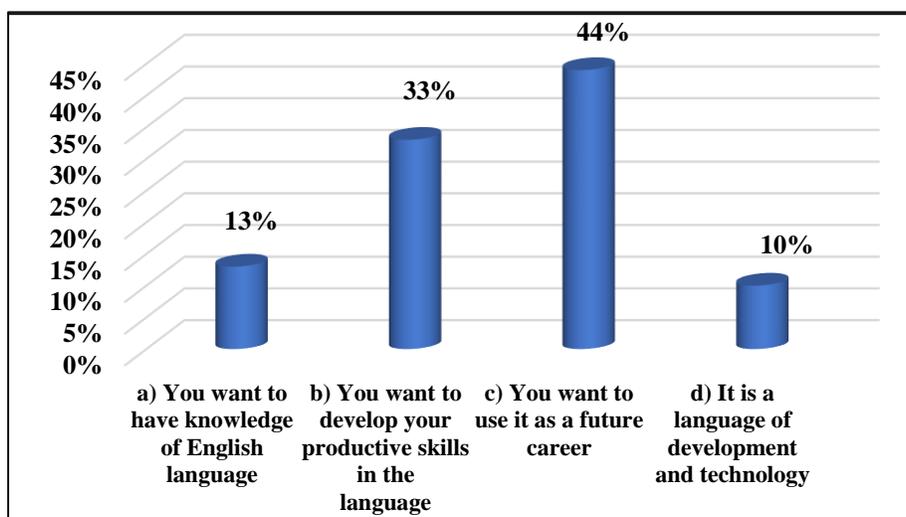
The present item is a dual-choice question about the gender of respondents. The table validates the distribution of gender for the under-inquired study sample. As it is illustrated, the table presents the number as well as the percentage of both females and males. Likewise, it is noticeable that more than the half of respondents 22 of about (73%) were females, whereas 8 respondents of about (20%) were males. This clarifies that the majority of the target sample are females. Equally important, the surpassed number of females over males indicates that females are more interested to take their English language into another proficiency level which is learning English at Master levels.

Item 02. Reasons behind students' preference to major in EFL

This item aimed to check EFL students' reasons for choosing the English language at university, in which they were given several options, to select the appropriate responses according to the reason that EFL students refer to.

Table 3.11***Reasons Behind Students' Preference to Major in EFL***

Statement	Number	Percentage
a) You want to have knowledge of the English language	4	13%
b) You want to develop your productive skills in the language	10	33%
c) You want to use it as a future career	13	44%
d) It is a language of development and technology	3	10%
Total	30	100%

**Figure 3.2: Reasons Behind Students' Preference to Major in EFL**

As it is illustrated above, 13 respondents that present (44%) of the majority of students who have chosen English as a branch at university for their future career, whereas (33%) of respondents noted that their selection to learn English at university was to develop their productive skills in the language. Additionally, a percentage of about (13%) claimed that having knowledge of the target language (English language) is their main reason, and the rest (10%) indicated that their selection relies on their consideration to the English language as a language of development and technology.

Consequently, the majority of EFL students selected the English branch for raising their job opportunities in different domains and to develop their productive skills that are highly needed, and required in the educational and academic fields.

Item 3. Students' level in English

This item aimed to check EFL students' level in the English language at university, in which they were given four options (Beginner, Intermediate, Upper intermediate, Advanced).

Table 3.12

Students' Evaluation of their Level in English

Statement	Number	Percentage
a) Beginner	10	33%
b) Intermediate	18	60%
c) Upper intermediate	2	7%
d) Advanced	0	0%
Total	30	100%

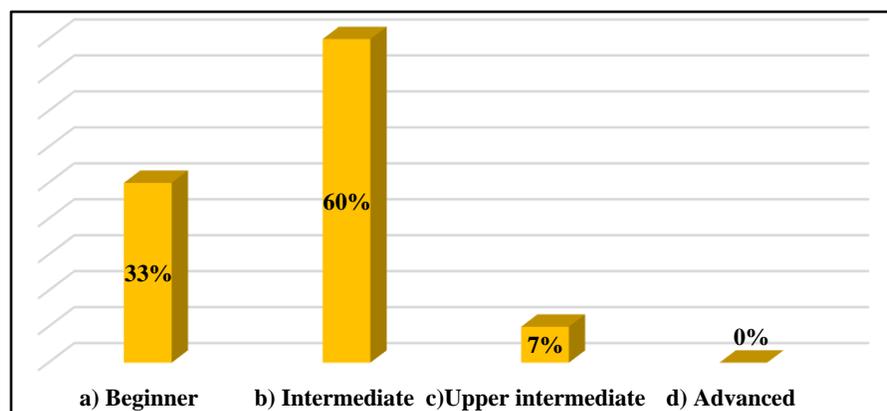


Figure 3.3: Students Evaluation of their Level in English

This question was asked to the respondents to evaluate their level in English. As the table demonstrates, the majority (more than the half) of respondents that represents (60%) stated that their level in English is “Intermediate”, while 10 respondents of about (33%) evaluated their level in English as “Beginner”; however, a minority that represents a small portion of 2 (7%) of respondents who asserted that they do have a good “Upper Intermediate” level in the English language. As a result, students' academic level in English fluctuates mostly between average and good, wherein it is a rare case for the very good levels.

Therefore, the majority of the respondents categorised themselves as average (Intermediate) achievers of the English language in terms of English skills proficiency or using English appropriately. Whereas, a minority portion stands as good (Upper-intermediate) level of students and the lowest level represents students who are either facing serious issues in English or having low skills proficiency in the language.

Item 04. Students' attitudes towards the difficulty of learning English at university

As a matter of fact, through this item, the researcher targeted to check EFL students' attitudes towards the degree of difficulty of learning English at university. The choices that the respondents were given range between (Easy, Average, Difficult, and Very difficult).

Table 3.13

Students' Attitudes towards the Difficulty of Learning English at University

Statement	Number	Percentage
a) Easy	4	13%
b) Average	20	67%
c) Difficult	6	20%
d) Very difficult	0	0%
Total	30	100%

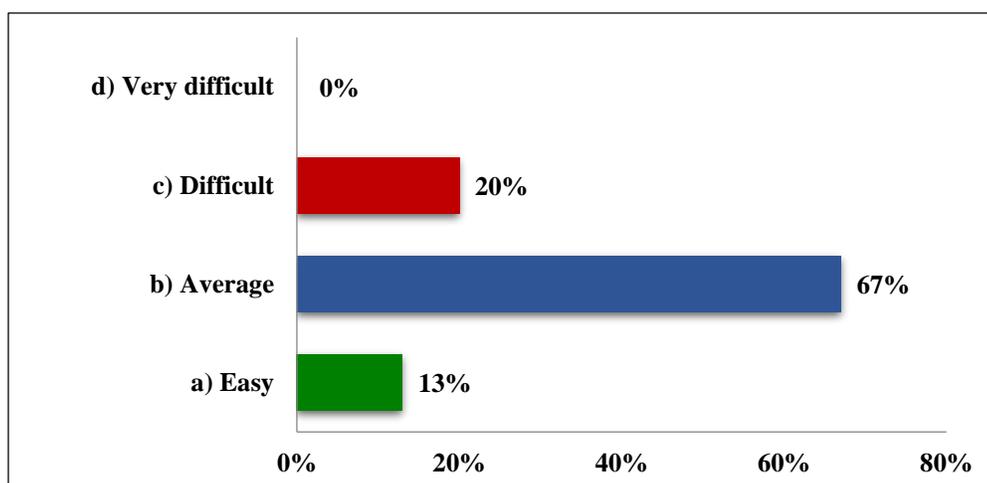


Figure 3.4: Students Attitudes towards the Difficulty of Learning English at University

The respondents were asked this question to react by evaluating the difficulty's degree of learning at university. As it is clearly observed from the above figure, the dominant degree among the respondents was "Average" with a percentage of (67%) of 20 respondents, while 6 (20%) of them considered the level of learning at university as "Difficult". To add more, 4 respondents that represent (13%) noted that learning English at university is "Easy", while no one of the respondents thought that learning at university is "Very difficult". As a consequence, the degree of difficulty of learning at university is fluctuated between average, difficult, and easy, while very difficult is a discounted rate.

Respondents' Justifications of their Answers

In this question, the variety of the difficulty's degrees makes a remarkable sense among the respondents. They were asked to justify the options that they have selected. Firstly, students who answered with "Easy" argued that English as a language is easy to be learned at university and that the requirement relies on making efforts and working hard to achieve good results. In the same line, one of the respondents claimed that "learning English at university is easy as a language and that the difficulty is in the surrounding conditions" this indicates that it is easy to learn English as a language, yet the surrounding conditions stand as barriers that raise the difficulty. However, another respondent explained, "I have prior knowledge about English language skills so university for me is a guide". Henceforth, according to the respondents' justifications, the facility of learning at university relies on making efforts, learning in helping conditions, and having prior knowledge about the English language.

On the other hand, most of the respondents who answered with "Average" and "Difficult" agreed upon several points in common, which present the factors that make learning at university average for most of them and difficult for some others such as; "the variety of the modules they deal with", "the different tasks that need efforts and time as presentations and research papers", and "the focus on the four language skills". Thus, the researcher synthesised that one of the respondents who claimed that learning at university is average summarises by saying "learning in itself is not that easy nor highly difficult it is in between. So, I consider learning at university as average because we as students need to divide our focus into different modules and practices".

Similarly, another respondent who noted that learning at university is difficult shares almost the same viewpoint by saying "I find it difficult. After all, one has to keep up with the four language skills to master the language properly. Also, there are different modules to focus on and numerous presentations to perform per week". Moreover, some students limited the difficulty to the basic skills that they necessitate as researchers, which are a requirement for them to master since they are considered as novice researchers.

From all the respondents' justifications, the researcher extracted that learning at university is easy with the condition of working hard, having rich background knowledge about the language, and learning in good conditions. Likewise, it can also range between

difficult and average when it is affected by side factors like the variety of modules, mastering language skills, and the tasks that require huge efforts and time to be applied.

Item 05. The choice of applying for the master degree

Through this item, the researcher attempted to identify the respondents' main reason for their application for master degree and to check whether it is (An own choice, parents' choice, or someone's advice).

Table 3.14

Respondents Choice of Learning EFL in Master Degree

Statement	Number	Percentage
a) Your own choice	27	90%
b) Your parents' choice	3	10%
c) Someone's advice	0	0%
Total	30	100%

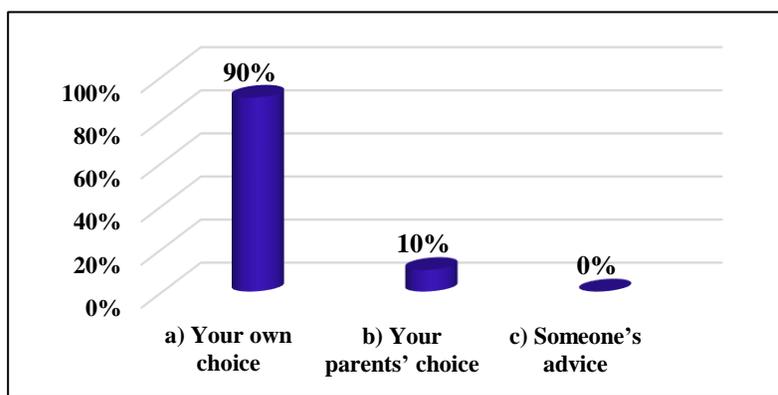


Figure 3.5: Students' Choice of Learning EFL in Master Degree

As it is noted, the above figure distributes the percentage of the respondents' choices of applying for the master degree. Practically, 27 respondents of about (90%) applied for the master degree as their own choice, while only 3 (10%) of respondents whose application was as their parents' choice, and none of them applied for master level as someone's advice. Henceforward, the greater number of Master's applications in the Division of English at the University of Biskra was by students' personal choices. This evidences that the majority of students who request the application for the master degree are highly interested to further carry on their studies at master levels. Therefore, it is notable from the respondents' prior responses

that a great number of them applied for the master degree because they are interested to get more job opportunities and elevate their level to mastering basic language skills.

- **Section Two: Writing Productivity (from item 6 to 11)**

The foci of this section were designed to stress on the variable of writing productivity. It sought to gather information about EFL students' evaluation of their production level in writing and whether they consider writing as the most difficult skill. Progressively more, it aimed to respectively highlight the main challenging aspects that students face issues with when writing, besides it shed light on the tasks that students consider as hard for them to be applicable in the writing process. Moreover, this rubric's objective is to draw out the main factors that affect students' writing skills during the process of learning. Lastly, it attempted to gather students' thoughts and opinions about the importance of improving their writing productivity.

Item 06. Students' evaluation of their level in writing

This item aimed to check students' evaluation of their level in writing, in which they were provided with multiple options that consist of different degrees of improvement including ; Poor/Acceptable/Good/ Excellent.

Table 3.15

Students' Evaluation of their Level in Writing

Statement	Number	Percentage
a) Poor - I definitely need some help	0	0%
b) Acceptable - but I know I could improve	16	53%
c) Good - I could improve with some advanced tips	14	47%
d) Excellent - I do not think I could improve much	0	0%
Total	30	100%

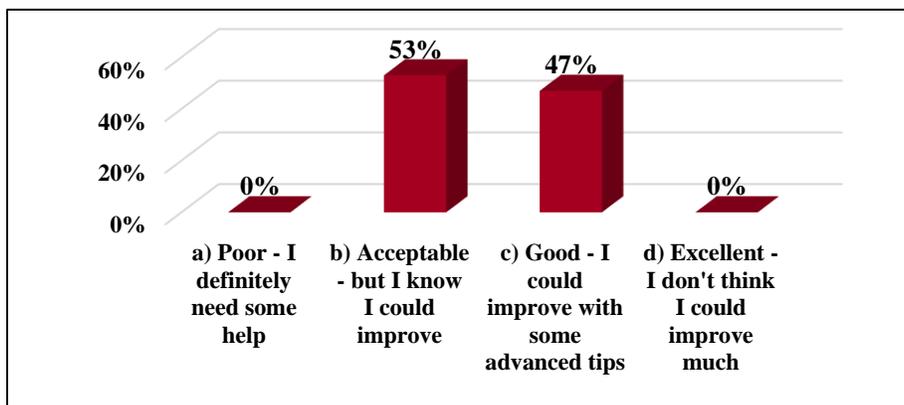


Figure 3.6: Students' Evaluation of their Level in Writing

This question was mainly addressed to master students to check their writing productivity level, and whether their writing skill needs further improvements according to which of the above degrees their evaluations refer to. As it is remarked from the above, the highest degree refers to the respondents who agreed that their level in writing is acceptable (they know they could improve) with a percentage of (53%) of 16 respondents. On the other hand, almost the other half of respondents that presents (47%) noted that their level in writing is good (they could improve with some advanced tips); however, none of the respondents (0%) claimed about having poor level(they need some help) or excellent level (they do not think they could improve much).

Consequently, from the respondent's answers, it is observed that the majority of students writing productivity level ranges between acceptable and good. This indicates that even if their level is acceptable or good, it still needs improvements and some advanced tips at multiple levels, while poor and excellent levels are remarked as an excluded rate. Hence, the necessity to improve demonstrates that students may face issues when writing or they may find difficulty in applying some of the writing tasks during the learning process.

Item 07. Students' consideration of the writing skill

This item aimed to gather EFL students' opinions, and attitudes towards the difficulty of the writing skill and whether they consider writing as the most difficult skill in the learning process. They were given the options to choose between (Yes/No).

Table 3.16

Students' Consideration of their Writing Skill

Statement	Number	Percentage
a) Yes	23	77%
b) No	7	23%
Total	30	100%

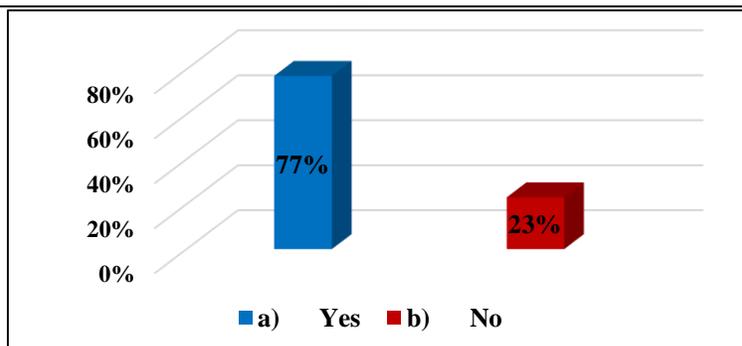


Figure 3.7: Students Consideration of their Writing Skills

As it is observed, the above table reveals that most of the respondents considered writing as the most difficult skill to be learned. So, a percentage of (77%) regarded writing as the most difficult skill, while a small number of respondents of about (23%) had another vision towards writing, whereby, they noted that writing is not considered as the most difficult skill. Therefore, this indicates that writing is seen as a difficult skill for the majority of students, which means that they face some difficulties and challenges in their writing since writing needs frequent practice, time management, and efforts.

As a result, since the majority of respondents asserted that writing is a difficult skill for them, then this means that there are some existing issues either in students' writing process or in the writing tasks. Henceforth, students are required to develop their writing, and spotlight on the main challenging aspects that they face problems with when they do the writing tasks and try to put more focus on the development of their productivity level.

Item 08. Students' most challenging writing aspects

After confirming that the majority of students consider writing as the most difficult skill, this item sought to highlight the main challenging aspect (s) that EFL students face problems with, in writing as ; Grammar and Punctuation, Spelling Mistakes, Word Choice, Organisation of Ideas, Writing in Academic Style or All of them.

Table 3.17

Students' most Challenging Writing Aspect (s)

Statement	Number	Percentage
a) Grammar and Punctuation	4	13%
b) Spelling Mistakes	4	13%
c) Word Choice	3	10%
d) Organisations of Ideas	5	18%
e) Writing in Academic Style	4	13%
f) All of the above	10	33%
Total	30	100%

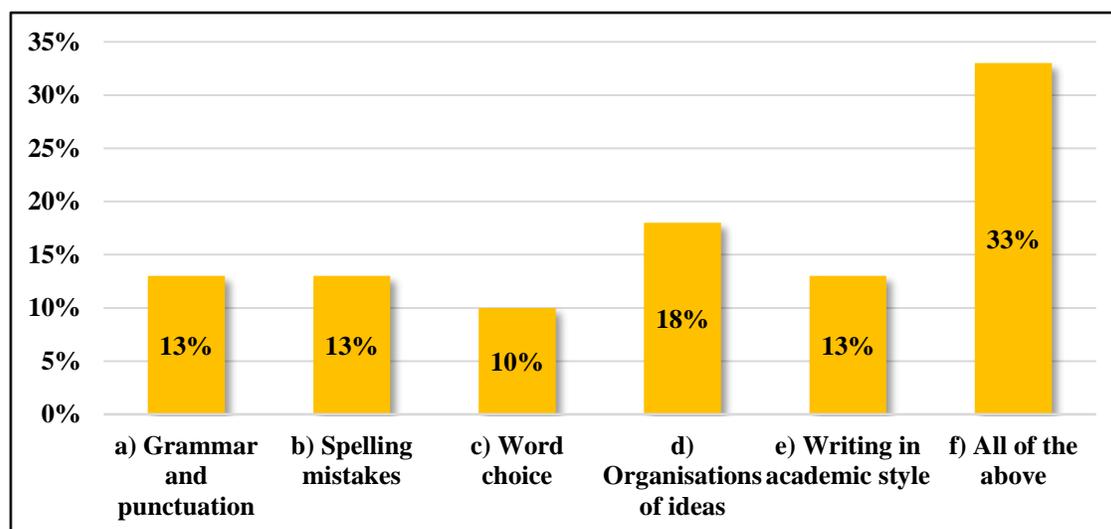


Figure 3.8: Students' most Challenging Writing Aspect (s)

Statistically speaking, as an individual selection of the most challenging writing aspect (s) that EFL students struggle with while writing, it is noted from the respondents' answers that "All of the above" option has been selected by (33%) of the respondents, while the organisation of ideas that refers to coherence and cohesion got a percentage of (18%). Additionally, a percentage of (13%) has been an equal percentage to the different aspects that have been selected by the respondents, whereby, (13%) refers to grammar and punctuation, besides, an equal percentage of (13%) who have selected spelling mistakes, while (13%) agreed upon selecting writing in an academic style, the rest of the respondents of about (10%) have chosen word choice as their main area of difficulty in writing.

Consequently, the dominant number of respondents refers to those who selected the option that gathered all the challenging aspects simultaneously. Additionally, an equal number of respondents who selected three different aspects, while a small portion of respondents chose the remaining option. Subsequently, it is remarked that the majority of students consider all the aforementioned aspects as the most challenging for them and that they face a problem when they write at the level of each one of them but with different degrees. The level of difficulty relies on the existence of issues that students encounter during the writing process. Thus, students should be aware of the fact that writing is a basic language skill that needs focus at all levels and attempting to develop it especially at the level of productivity is a requirement.

Item 09. The most difficult writing task (s) for students

After checking EFL students most challenging aspects during their writing process, this item similarly attempted to spot the light on EFL students' attitudes towards the toughest writing task (s), in which students were asked to select (Writing Essays, Research Papers, Paraphrasing Texts, Classroom Tasks or All of them).

Table 3.18

The most Difficult Writing Task (s) for Students

Statement	Number	Percentage
a) Writing Essays	8	27%
b) Writing Research Papers	15	50%
c) Paraphrasing a Text	4	13%
d) Classroom Tasks	0	0%
e) All of the above	3	10%
Total	30	100%

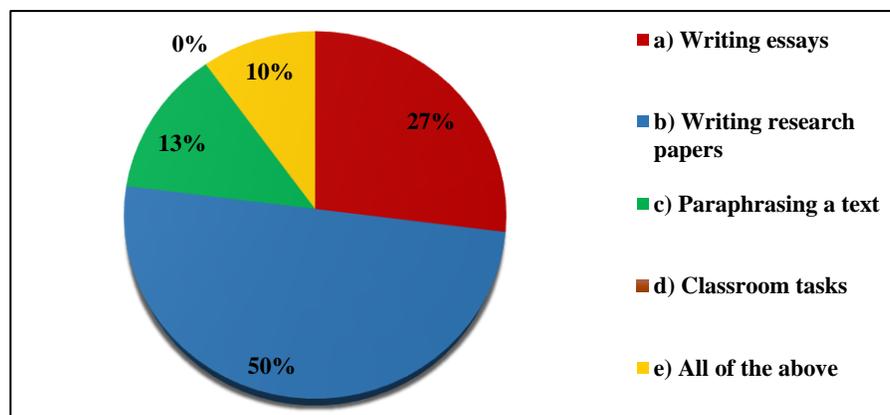


Figure 3.9: The most Difficult Writing Task (s) for Students

This question was purposefully asked to EFL master students to check which of the aforementioned task (s) they find most difficult to practice or to apply as assignments. As the above table reveals, half of the respondents (50%) agreed that writing research papers is considered as a hard assignment, while a percentage of (27%) claimed that the difficulty of writing is highlighted when writing essays, additionally, the remaining portion has been divided between (13%) of respondents who selected paraphrasing texts as their toughest task and about (10%) of respondents asserted that all the above mentioned tasks are difficult for them but with dissimilar degrees, and (0%) refers to classroom tasks that no one of the respondents claimed of having difficulty in them.

Accordingly, a great number of respondents agreed that writing research papers is regarded as the toughest task since research papers require mastering productivity in writing at multiple levels. Progressively more, other respondents considered writing essays as the most difficult for them, though essays can also be written within research papers. This illustrates that most of the students lack productivity and that it is hard for them to produce constructive and productive pieces of writing. Indeed, research papers and essays are two types of assignments that need time, practice, and more focus, for the reason that at master levels, they depend mainly on written pieces as the previously mentioned ones, besides some teachers use essays in their exams and tests. Hence, EFL students should raise their awareness towards developing their writing at the production level, to be able to produce academic, and productive pieces of writing.

Item 10. The degree of influence of the factors that affect students' writing process

Through this item, the researcher targeted to check EFL students' reactions and attitudes towards the main factors that have certain degrees of negative influence on their writing process. Hence, the respondents were given a set of options that consist of various factors with different degrees of influence to select each factor with its degree of influence on writing including; The lack of motivation and self-confidence, the teaching method, the environment, and teachers' feedback and assessment, the lack of writing activities and reading tasks in the educational institutions, and the lack of students' interest in the subject matter.

Table 3.19

The Factors that Influence on Students' Writing Process

Statement	No influence		Medium Influence		Great Influence	
	N	%	N	%	N	%
Options						
▪ The lack of motivation and self-confidence.	3	10%	16	53%	11	37%
▪ The teaching method, the environment, and teachers' feedback and assessment.	3	10%	15	50%	12	40%
▪ The lack of writing activities and reading tasks in the educational institutions.	11	37%	0	0%	19	63%
▪ The lack of students' interest in the subject matter.	2	6%	11	37%	17	57%

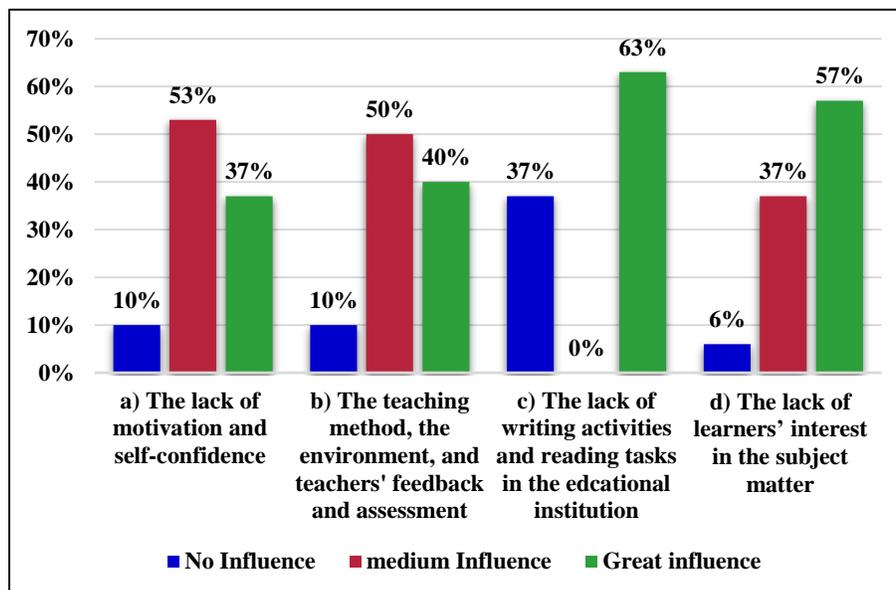


Figure 3.10: The Factors that Influence on Students' Writing Process

To simplify what is illustrated in the above the researcher stated some factors that can affect negatively on the performance of EFL writing at the master level. Then, they were asked to classify them according to their level of influence. To start with, all classes consist of different students with different learning styles and strategies, so a variety of responses is expected. Practically, the first factor refers to “The lack of motivation and self-confidence”, a great number of respondents of about (53%) agreed by reacting that it has a medium influence on their writing process, while a percentage of (37%) believed that these two psychological factors can have a great influence on students writing since the timid and self-confident type of students who may hesitate to ask the teacher about a certain point feel shy to participate in class activities or to read their production to the whole class, wherein a minority of about (10%) pointed out that these factors do not affect over students' writing process. Hence, the majority of EFL master students consider (The lack of motivation and self-confidence) the main psychological factors that can affect negatively the process of students' writing.

Additionally, even external factors may influence the progress of students writing during the learning process. To add more, the lowest percentage of about (10%) considered (The teaching method, the environment, and teachers' feedback and assessment) to have no influence on affecting negatively on their writing, which deduced that they think the teaching method is suitable for all students, and teachers' feedback and assessment on their writing productions

have no negative impacts on their performance, besides, half of the respondents (50%) claimed that “medium influence” is the suitable classification of these factors, however, a percentage of (40%) highlighted that these factors have a great influence on students writing performance in the classroom, especially the teaching method, and teachers' feedback and assessment can influence negatively on students' performance.

Furthermore, the respondents were asked to classify “The lack of reading tasks and writing practices” according to the degree of their influence. The highest percentage of about (63%) of respondents who claimed that these factors have a great influence on hindering their writing productivity and they are two main reasons which contribute to causing the issues faced by EFL students. Moreover, none (0%) of them claimed about having medium influence. On the other hand, a percentage of about (37%) noted that these factors do not affect students writing achievements, these respondents either have no issues faced in their writing or they consider other factors. Consequently, the majority of the respondents affirmed that the lack of reading and writing practices can harm students writing achievement at the master level. Master students are considered novice researchers who are required to read frequently and to be effective academic writers and, as it is known good readers are good writers, and practice makes perfect.

In the same line, the last given factor is “The lack of students' interest in the subject matter”. To start with, a minority of about (6%) agreed that the disinterest in the subject matter does not influence students' writing, their selection to this degree may be referred to as that there are students who are not interested in certain subjects but they can perform well, however, this is regarded as an exception only for high proficiency achievers of the language. Whilst, an average percentage of about (37%) affirmed that the disinterest in the subject has a medium influence, wherein the dominant percentage of about (50%) who noted that this factor has a great influence on the writing achievement of students and that when students are not interested or they have no tendency towards studying or even attending the module's sessions, would affect negatively on the level of their performance, and once again it is related to the motivation factor where students feel demotivated and exhausted.

The overall results deduced that varied categorisation of the abovementioned factors identified that (The lack of motivation and self-confidence) as well as (The teaching method,

the environment, and teachers' feedback and assessment) have a medium influence on students writing achievements, while the factors of (The lack of reading tasks and writing practices) besides (Students disinterest in the subject matter) have indeed a great influence on students' writing performance. As a result, students should be aware of the main factors that contribute to hamper their writing productions, rather they should attempt to surpass the barriers that may cause issues during their learning process.

Item 11. The importance of enhancing writing productivity

This item attempted to gather students' opinions and attitudes towards the importance of improving their writing productivity in which they were provided by (Yes/No) options.

Table 3.20

The Importance of Enhancing Writing Productivity

Statement	Number	Percentage
a) Yes	30	100%
b) No	0	0%
Total	30	100%

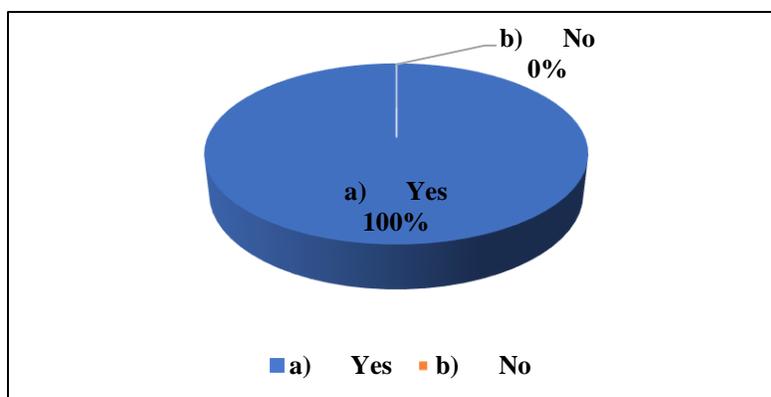


Figure 3.11: The Importance of Enhancing Writing productivity

The present question aimed to verify students' awareness of the importance of developing their writing productivity. As it is clearly stated above, the complete rate of (100%) of respondents agreed upon the significance of putting more focus and efforts in the process of enhancing their productive writing skill, while (00%) none of the respondents disagreed about the necessity for improvement. This indicates students' awareness about putting a step further in developing their writing.

Consequently, it is clearly stated that students are convinced about the need to develop their productive skill in the language, and that they are considered as novice researchers in which having effective, academic and productive writing productions is a requirement, especially at master levels. As a matter of fact, students at master levels are responsible for their own learning more than the teacher him/her self. Hence, they should rely on different techniques and sources of learning beyond the classroom; since the reliance over the teacher is not sufficient, and attempting to self-develop their productive skill by relying on other external sources can make a remarkable difference.

- **Section Three: The Association between Writing Productivity, Blogs, and Educational Blogs (From item 12 to item 21)**

This section attempted to spotlight on how edublogs can be related to the development of EFL students' writing productivity. The first three questions aimed to check whether students use and rely on any online platforms for studying and developing language skills. Additionally, it sought to have an idea about students' background knowledge about blogs and educational blogs (edublogs) and what they present as an e-learning tool. Moreover, it shed light on autonomous learning and students' perception towards the concept of "learner autonomy" on relying on external sources and techniques during their learning journey. Finally, it aimed to gather students' opinions about developing their writing productivity through edublogs as an autonomous learning technique.

Item 12. Students' Responses about Using Internet Platforms for Studying Purposes

This question generally aimed to check students' opinions about the utilisation of the e-learning platforms as the internet for studying purposes, since it is considered as the starting point to reveal students' perceptions towards the ICTs and the recently adopted tools. The respondents were given (Yes/No) options.

Table 3.21

The Use of Internet Platforms for Studying Purposes

Statement	Number	Percentage
a) Yes	30	100%
b) No	0	0%
Total	30	100%

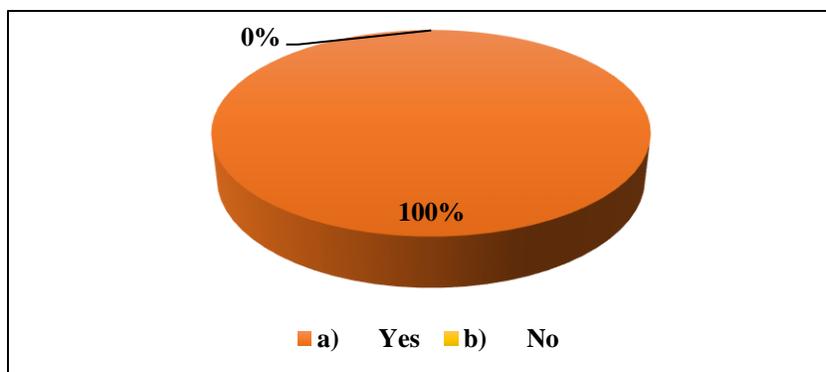


Figure 3.12: The Use of Internet Platforms for Studying Purposes

As it is notably indicated in the above table, from all the respondents' answers, the entire rate of (100%) of respondents affirmed the use of the internet for studying purposes, while no one claimed otherwise. This illustrated that students do rely frequently on external sources for studying proposes, and the internet is a wide platform that involves different types of learning and by various tools that students tend to rely on.

As a result, the reliance of students on internet platforms for learning objectives indicates that they are familiar with different platforms, and they are aware of the use of its tools at multiple levels. Hence, reaching the level where students rely on external sources means that they are fully convinced with its effectiveness to attain positive results.

Item 13. The Rate of students' views on using educational networking tools

In its general sense, through this item, the researcher aimed to check students' opinions about whether the reliance on educational networking tools develops their language skills.

Table 3.22

The Rate of Using any Educational Networking Tools

Statement	Number	Percentage
a) Yes	23	77%
b) No	7	23%
Total	30	100%

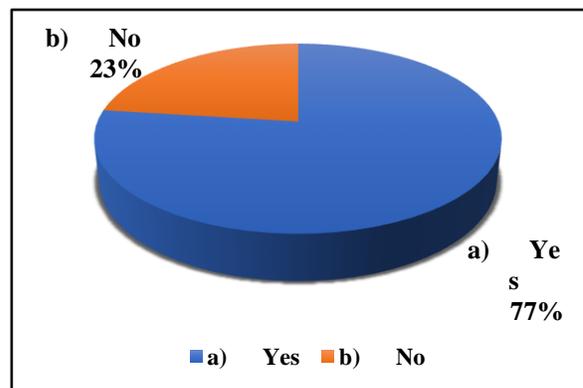


Figure 3.13: The Rate of Using any Educational Networking Tools

This question was mainly asked with an attempt to highlight students' awareness towards using certain educational tools to develop students' language skills. As the present table reveals, it is clearly noticeable that the highest percentage of (77%) presents (more than the half of respondents) refers to the respondents who had a total agreement on the use of educational tools to enhance their skills in the language. On the other hand, a percentage of (23%) that presents the minority who claimed that they do not use educational tools to develop their language skills, this indicates that they may use them either to only learn or gather the necessary information they need.

Furthermore, based on the respondents' views, it is observed that the majority of students use educational tools for studying purposes and developing skills in the language, wherein, a small number of students may use them for dissimilar purposes other than the enhancement of skills. Henceforth, this is regarded as an indication of students' consciousness about self-learning to be opened to critical knowledge and self-developing skills to be good language acquirers.

Item 14. Students Views and attitudes towards relying on web tools

Likewise, as it has been previously discussed, at this level the researcher specifies the development of students' writing productivity through educational web tools. Hence, Students were asked to provide their opinions about whether web tools may contribute to the enhancement of their writing productivity, in the meantime, they explained how these web tools can provide solutions to ameliorate their productive skill. They were given (Yes/No) options.

Table 3.23

Students' Views and Attitudes towards Relying on Webtools

Statement	Number	Percentage
a) Yes	30	100%
b) No	0	0%
Total	30	100%

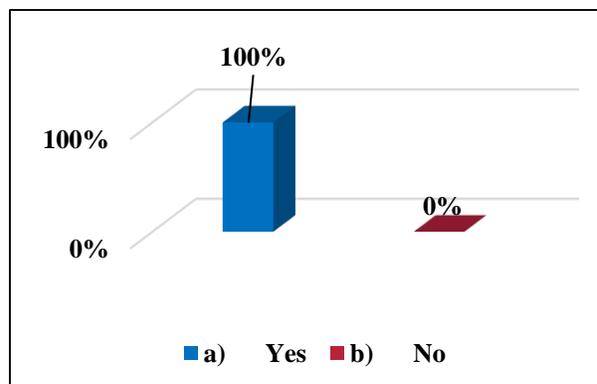


Figure 3.14: Students' Views and Attitudes towards Relying on Webtools

The above table reveals the rate of the respondents' agreements about the possibility of enhancing EFL students' language skills in general and their writing productivity in particular, through web tools. As it is remarkably presented all the respondents (100%) agreed upon the effectiveness of relying on educational web tools to enhance the productive writing skills. Consequently, the reliance on web tools has positive impacts on students' development not only at the productive level, yet also at the communicative and linguistic plane.

Respondents Justifications of their Answers

To gather more data about how educational web tools can be effective to develop EFL students' language skills in general and writing productivity particularly, since all types of educational web tools have the same academic, and educational purposes, yet with different ways of delivery. The researcher asked the respondents to justify their answers. Initially, all respondents have provided interesting justification that proved the benefits of adopting the educational web tools, additionally, some of the respondents have named the web tools they are currently using.

Furthermore, the majority of the respondents' justifications highlighted that the benefits of these educational web tools refer mainly to what they deliver and offer to the students. Progressively more, most of them spotlight on how can these tools assist them during the process of development in which they have mentioned that web tools offer readings, quizzes to test your competency in the language, rich knowledge, guidance, and better understanding, as one of the respondents summarises all these aspects in one justification by saying "online educational sources and tools would help EFL students to develop their skills since they offer different types of items, information, guidance, activities, readings and so forth". Hence, this illustrated that students are quite familiar and have good experience with online educational tools.

On the other hand, several respondents stressed their justifications on what these webtool offer for academic researchers, since they are at master levels and they are regarded as novice researchers. To add more, these respondents claimed that by relying on websites they will be able to have a good understanding on how to apply what we have learned appropriately, similarly as one of the respondents has affirmed: "To be connected with current learning processes such as using social networks or websites is important to have a clearer vision about how native writers or researchers apply their ideas on solid ground". Likewise, another

respondent asserted that “ we are no longer learners we are also novice researchers; we need to develop our writing skills especially academic writing because we are required to present academic written productions”. Thus, this indicates that students are fully aware of the usefulness of these tools in their learning process and that it is beneficial to take part in the process of development.

Practically, the respondents claimed that learning has taken a step into technology and that they are no longer stick to only teachers as a source of knowledge since the teacher is just a guide. Two other respondents mentioned blogs in their justifications' claiming that they are currently using them and that they help them to develop their writing, and they mentioned that blogs can improve writing productivity in particular tasks, foster collaboration and help get benefited from other students' feedback. Consequently, these are considered as one of the main benefits of web tools that students can get benefited from using them. Additionally, one of the respondents provided a constructive explanation, besides, he showed that self-learning (autonomy) plays a great role in developing students' skills. The respondent claimed that the variety of sources provides the learner with rich feedback, especially when he personally gets the required information for instance; from blogs, because the learner relied on himself to get what he is in need to, which will help improve his foreign language skills outside the classroom, and of course his writing skill through for example imitating writing style of some experts who share their writings with people.

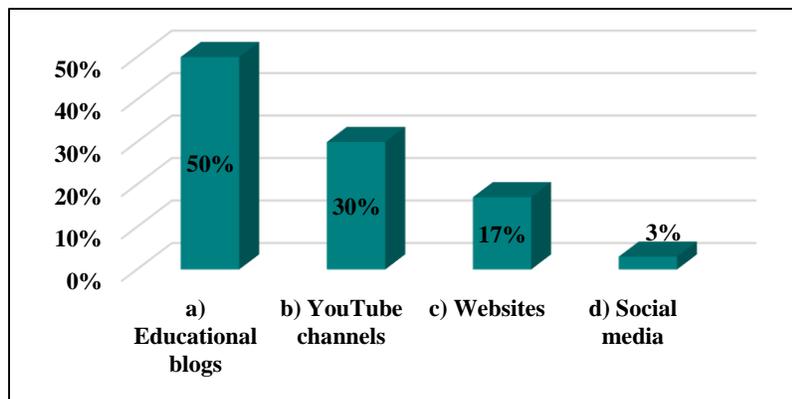
In sum, most of the respondents provided interesting and constructive justifications about the effective role of web tools in developing EFL students' language and writing productivity, and more importantly their detailed explanations on how educational web tools provide them with assistance and guidance. Henceforth, this remarks that students have knowledge about these tools and they are interested to improve their language competencies, and, their positive attitudes towards these web tools show its vital role in the learning process.

Item 15. The most adopted webtool for EFL students

After confirming that all students rely on different educational web tools, this item attempted to highlight which of the following web tools that students mostly use and rely on. Hence, these web platforms include: Edublogs, YouTube Channels, Websites, and Social Media.

Table 3.24***The Most Adopted Webtool by Students***

Statement	Number	Percentage
a) Educational Blogs	15	50%
b) YouTube Channels	9	30%
c) Websites	5	17%
d) Social Media	1	3%
Total	30	100%

**Figure 3.15: The Most Adopted Webtool by Students**

As the figure indicates, most of the respondents (the half of them) of about (50%) asserted that they mainly rely on educational blogs as a beneficial tool, while a percentage of about (30%) of respondents noted that they use YouTube channels as their main adopted sources of leaning, wherein (17%) refers to those who rely on websites, additionally a small number of (3%) have chosen social media as a tool for their learning. Consequently, the majority of students use and rely on educational blogs because they are more formal, provide valid knowledge and information, besides, they are run by academics and experts.

Moreover, students were given space to freely add any details concerning their choice, two respondents from the category who have chosen educational blogs, as their most used tool agreed that it is more academically similar to what the students studied, and sometimes they can find much better information of the wanted content better than the classroom environment, and students can gain more details academically. As a result, educational blogs have a vital role to develop EFL students' language skills and competencies.

Item 16. Students' knowledge about blogs / educational blogs

After checking all respondents' answers about the most reliable tools for them, this item is considered as a starting point in this section towards verifying how much the respondents know about blogs and educational blogs and the amount of familiarity, in which they were given (Yes/No) options.

Table 3.25

Students' Knowledge about Blogs / Educational Blogs

Statement	Number	Percentage
a) Yes	28	93%
b) No	2	7%
Total	30	100%

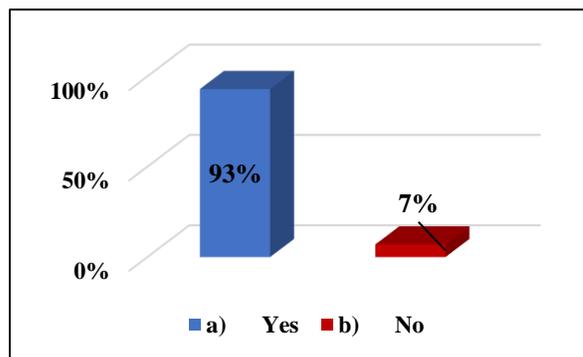


Figure 3.16: Students' Knowledge about Blogs / Educational Blogs

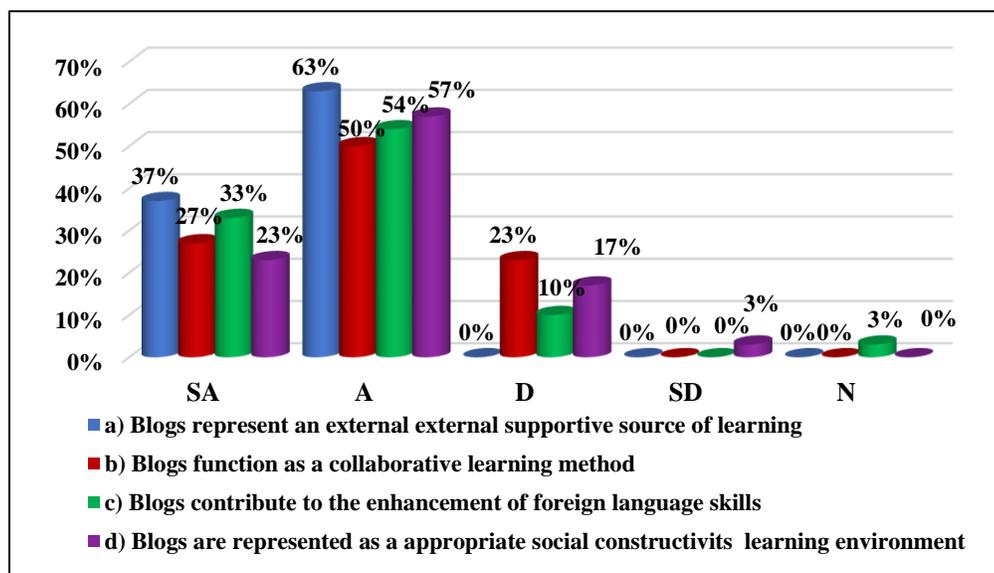
According to the above table, 28 respondents confirmed that they know or they have knowledge about edublogs, and only 2 of them disconfirmed their familiarity with edublogs. As to confirm, the figure above illustrates that the high percentage of conformation reached (93%), while the disapproval recorded (7%) which in turn depicts that the overall number of respondents was of great relevance and have rich knowledge about edublogs. Consequently, the majority of students have good knowledge of blogs and educational blogs, which means that they use them to discover new information, acquire new alternatives, and develop their skills.

Item 17. The degree of students' agreement on blogs representations

Through this item, the researcher attempted to review respondents' opinions, attitudes, and perceptions towards blogs, and to highlight the extent to which the respondents agree or disagree about the representations of blogs and how they are represented for the development in the learning process. The respondents were provided by four (4) statements followed by the degrees of their agreements.

Table 3.26***The Degree of Students' Agreement on Blogs Representations***

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
a) Blogs represent an external supportive source of learning.	11 (37%)	19 (63%)	0(0%)	0 (0%)	0 (0%)
b) Blogs function as an efficient collaborative learning method.	08 (27%)	15 (50%)	07 (23%)	0(0%)	0(0%)
c) Blogs contribute to enhance foreign language skills.	10 (33%)	16 (54%)	03 (10%)	0(0%)	01 (3%)
d) Blogs are presented as an appropriate social constructivist learning environment.	07 (23%)	17 (57%)	05 (17%)	01 (3%)	0 (0%)

**Figure 3.17: The Degree of Students' Agreement on Blogs Representations**

- **Statement 01: “Blogs represent an external supportive source of learning”**

To start with, the respondents were asked to choose the degree of agreement for this statement. Hence, from the stated data in the table, 11(37%) of respondents strongly agreed about the fact that blogs represent an external supportive source of learning, while more than the half of the respondents 19(63%) chose “Agree”, additionally, an equal percentage of (00%) refers “Strongly Disagree”, “Disagree”, and “Neutral” that no one of the respondents selected any of them. Thus, the dominant number refers to those who had a total agreement on the

aforementioned statement. It can be insinuated that their agreement relies on how much they know about blogs and their experience to learn from them.

- **Statement 02: “Blogs function as an efficient collaborative learning method”**

In the second statement, they were asked to state the degree to which they think that blogs can function as an efficient collaborative learning method, which in turn will depict the degree of their familiarity with educational blogs of English learning. From the recorded data, 8 (27%) of respondents indicated their strong approval, while the half of respondents 15(50%) had a total agreement, 7(23%) disagreed and that may refer to their unfamiliarity and how peer students interact and collaborate together, and none of the respondents selected neither “Strongly Disagree” nor “Neutral”. It can be deduced that the majority of them are familiar with this tool and that they have good experience in collaborating and exchanging feedback from each other.

- **Statement 03: “Blogs contribute to enhance foreign language skills”**

The third statement estimated to elicit the respondents' opinions about the enhancement of foreign language skills through relying on blogs. Practically, 10 (33%) affirmed their strong agreement on that blogs can improve language skills, wherein, 16 (53%) refers to a great number of respondents who confirmed their agreement in which they selected “Agree”, also, a minority of respondents 3 (10%) showed their disagreement on the statement, besides none of them selected “Strongly Disagree” and the rest of 1(3%) was neutral. As a result, the majority of the respondents had a total agreement on how blogs contribute to the development of English language skills over the reliance of blogs.

- **Statement 04: “Blogs present an appropriate social constructivist learning environment”**

In the present statement, respondents were asked to provide their views concerning the presentation of blogs as a suitable social constructivist learning environment which means that, blogs construct appropriate social learning with students, peers, blog posts, collaboration. Moreover, 7(23%) confirmed that they strongly agree on what the aforementioned statement states, while a great number of 17(57%) selected “Agree” as their degree of agreement, while a minority of 5(17%) disagreed, and of about 1(3%) selected “Strongly Disagree”, while the

rest 0(00%) stands neutral. Consequently, a variety of agreements shows the level of awareness and familiarity about blogs and their representations.

Item 18. Improving language skills beyond the classroom through edublogs

The present item aimed to check more details about how can edublogs contribute to enhance language skills outside the classroom, since the main concern of this study is, one of the hardest and essential skills that requires enhancement at different levels. So, the researcher elicited to stress the benefits of edublogs on promoting English language skills with the aid of other assistant sources of learning.

Table 3.27

Improving language Skills beyond the Classroom through Edublogs

Statement	Number	Percentage
a) Yes	29	97%
b) No	1	3%
Total	30	100%

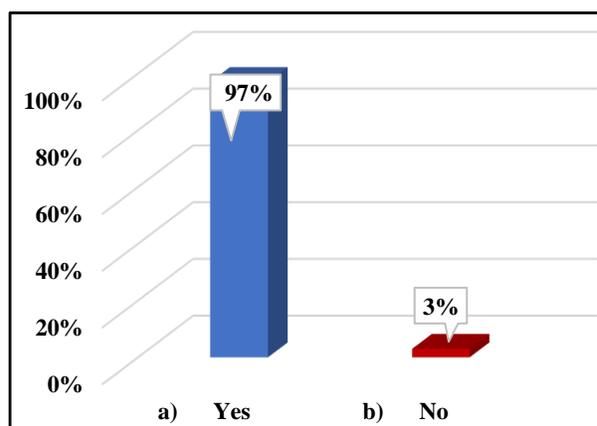


Figure 3.18: Improving Language Skills Beyond the Classroom through Edublogs

Statistically speaking, as it is indicated from the above table, plenty of respondents (97%) confirmed the fact that educational blogs can be an effective technique to develop EFL students' language skills outside the classroom, which implies their importance in learning EFL. However, only (3%) who believed that edublogs are not enough to develop English language skills beyond the class boundaries. Consequently, educational blogs as a technique are of great importance for developing EFL students' language skills since relying on them will contribute to attaining positive results.

Respondents Justifications of their Answers

To gather more data about how educational blogs as an e-learning strategy can be effective to develop EFL students' language skills, we asked the respondents to justify their answers.

Initially, the respondent who answered with “No” did not provide any reason. However, those who answered with “Yes” have provided interesting justification that proved the benefits of adopting this learning strategy. The majority of respondents' justifications highlighted that depending on classroom tasks only and on the teacher is not enough, relying on other sources beyond the class would give sufficient results and improvements for instance, what educational blogs offer since they shape an integral part of education.

Furthermore, several respondents mentioned the factor of time taken inside the classroom for learning and practices. Hence, they believed that the time taken inside the classroom is 1/3 of the time that is spent during the day or during scrolling down with phone which means students can learn much more from educational blogs if they took the 2/3 as an account in learning. Additionally, they added that edublogs provide them with a rich bank of information and make them autonomous students, which in turn will help them to easily retain the information they have researched because they themselves searched for the first time. This indicates that students are aware of the fact that edublogs has a vital role in the development of EFL language skills.

Moreover, this category of respondents emphasised on the tasks and practices that blogs deliver, whereby, they claimed that students need another tool to figure out their gaps and, so educational blogs will provide them with diff items, tips, and quizzes to apply, besides, through the reliance over edublogs they can use the correct grammar and vocabulary while communicating outside the classroom. Progressively more, out of (29) respondents, one of them noted that “When the student has the right motivation and self-responsibility to improve his educational skills. Blogs are the perfect solution”. Besides the external factors as time, practices, and learning they have also mentioned two psychological factors presented in; learner autonomy and motivation, since these two factors have a vital significance on the process of learning. In sum, the variety of justifications provided by respondents proved a high awareness of promoting their language skills and their critical knowledge and familiarity with the concept of blogs and their assistance.

In conclusion, the majority of respondents agreed upon the possibility to promote EFL students' language skills outside the classroom. Educational blogs can provide EFL students with what they necessitate, especially the gaps in knowledge and skills to improve beyond the

class as an external learning tool besides the teacher. The reliance over edublogs is crucial due to their positivity in EFL learning, especially at master levels.

Item 19. The advantages of educational blogs from students' perspectives

Through this item, the researcher aimed to check respondents' perceptions towards how can edublogs help EFL students to develop various skills, at different levels, and through the assistance they deliver. So, the respondents were given four statements with the following options (Yes/No/ I do not know).

Table 3.28

The Advantages of Edublogs from Students' Perspectives

Statements	Yes	No	I do not know
a) Providing students with opportunities to develop knowledge and improve language skills (specifically writing skills).	30 (100%)	0(0%)	0 (0%)
b) Facilitating students' critical thinking skills and reflective learning.	23 (77%)	0(0%)	07 23%
c) Examining your ability in the target skill (writing) by delivering tips, quizzes, and tasks to perform.	24 (80%)	0(0%)	06 (20%)
d) Stimulating students' sense of collaboration, creativity, and Boosting autonomy.	22 (74%)	01 (3%)	07 (23%)

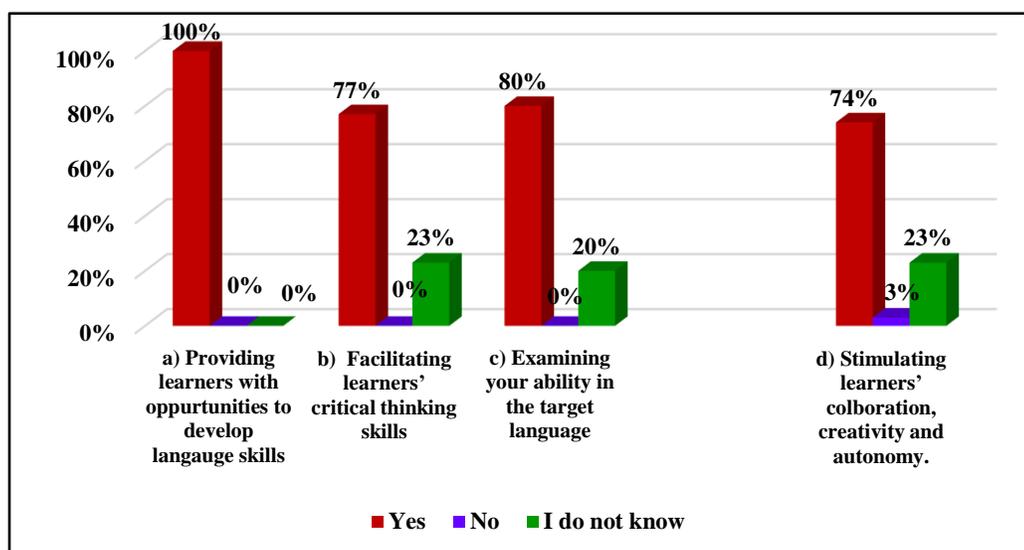


Figure 3.19: The Benefits of Edublogs from Students' Perspectives

This item consists of different statements that tackle which skills edublogs can develop and how they provide students with assistance to develop their skills and other internal factors. As it is observed from the above, to start with the first statement, all respondents (100%) agreed that edublogs can help EFL students by providing them opportunities to develop their EFL language skills and particularly their writing productivity, wherein (00%) means that no one is against the idea that edublogs present such assistance for students.

Furthermore, the second statement presents how edublogs can facilitate EFL students' critical thinking skills which are regarded as one of the cognitive skills that are highly crucial especially when writing academic papers. As the data recorded, a percentage of about (77%) noted that edublogs contribute to the facilitation of students' cognitive skills which is critical thinking skills, while a minority of about (23%) claimed that they have no idea, additionally, no one disapproved what the statement states.

Practically, the present statement highlighted how edublogs examine its users'(students) abilities in the target language that they want to develop and how the latter engages students in the learning process. Thus, the highest percentage of (80%) refers to the respondents who had a total agreement on that edublogs engage students by delivering quizzes, tasks, and exercises to perform, as well as to test their ability in the target skill. Additionally, none of the respondents disconfirmed this fact, however, a small number 6 (20%) of respondents reacted by " I do not know", they have no idea.

Moreover, the last statement consists of three physiological and internal factors that edublogs stimulate students to promote them namely autonomy, creativity, and collaboration. To start with, the majority of respondents (74%) affirmed that edublogs aid to stimulate learner sense of collaboration, creativity, and autonomy, while (3%) refers to the respondents who disagreed about this matter, besides, a percentage of (23%) claimed that they neither approve nor disagree, yet simply they have no knowledge about it.

In sum, as it is observed, the dominant number of respondents refers to those who have critical knowledge and detailed information and good experience on the reliance over edublogs to develop their language skills, and cognitive skills, besides encouraging their self-learning

strategy. Hence, edublogs play a fundamental role in the development of the EFL learning process and particularly their writing productivity.

Item 20. Students attitudes towards the concept of learner autonomy

In its simplest sense, as it has previously seen from respondents' answers, a number of them mentioned "self-responsibility" and others mentioned "self-learning" which are indeed equal to the concept of learner autonomy. So, the question of this item attempted to highlight students' responses about whether they support what is called "learner autonomy" on relying on external sources during the learning process.

Table 3.29

Students Attitudes towards the Concept of Learner Autonomy

Statement	Number	Percentage
a) Yes	28	93%
b) No	2	7%
Total	30	100%

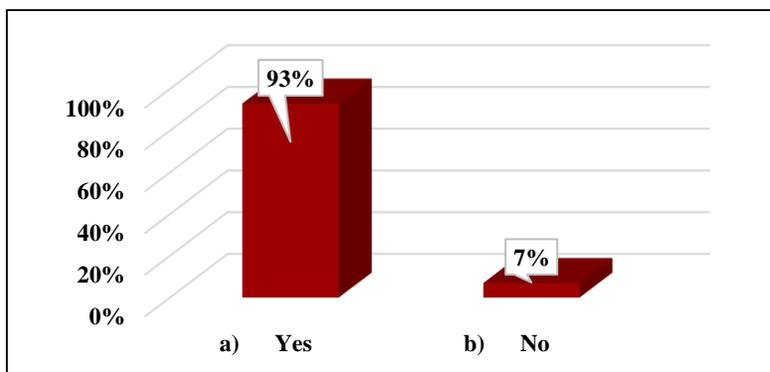


Figure 3.20: Students' Attitudes towards the Concept of Learner Autonomy

As the figure reveals, the majority of respondents of about (93%) support the concept of learner autonomy on relying on an external source of learning. Additionally, a small number of respondents of about (7%) who do not believe, neither encourage the concept of learner autonomy. Since the majority had a total agreement on supporting the autonomous strategy on depending on external sources of learning, then, it indicates that it has an effective impact on students during the learning process, and that will enable students to be responsible of their learning especially at master levels, where teachers only guide students to what they have to learn and achieve the rest is up to the students.

Respondents' justifications of their answers

This sub question's objective is designed to check respondents' views and attitudes towards the notion of "learner autonomy" in relying on external sources during the EFL learning process and to spotlight on their general background knowledge on the of concept learner autonomy.

To start with, the majority of respondents provided constructive, interesting, and valid information about learner autonomy and more importantly, they have explained how learner autonomy is linked to the external sources of leaning that aid student to develop their language skills beyond the class. Moreover, they have defined learner autonomy in their own words wherein, they referred to this concept as it is " self-relying", "self-direction", "self-determinant", "self-control" and "self-responsible", all these expressions define learner autonomy. On the other hand, they have further explained how autonomy is related to the development of students' language skills.

Progressively more, one of the respondents affirmed "From a broad view, when the learner is self-autonomous, he became responsible for his learning. Means, he can take ownership of his learning through for example relying on external sources during his learning process", besides another respondent added "Learning by one's self is great. Learner autonomy should be encouraged between EFL students for it is an effective strategy of learning". Thus, their valuable justifications indicate that they are fully aware, and have critical thoughts towards the notion of learner autonomy and its relation to the enhancement of their language skills in general and their writing productivity in particular.

Furthermore, out of all the respondents who have justified their responses, one of them fully described this concept in which she completely supports learner autonomy by mentioning that, it allows the learner to take control of his learning and monitor himself, since he is the only one who is aware of his strengths and weaknesses and, thus, knows what he lacks or needs to improve. He knows how to achieve certain knowledge by relying on his mindset and educational blogs can assist them. Additionally, teachers are not necessarily the only responsible for students' learning process. They serve as guides only. also, students would develop critical thinking skills and independent personality.

Altogether, the majority of respondents' justifications completely confirmed their interest and positive support towards learner autonomy, besides their assertion towards how external sources can monitor their autonomy to self-learn and develop language skills beyond the class boundaries. Thus, all the external sources are regarded as autonomous tools where students can take charge of their learning. Henceforth, EFL students can highly benefit from edublogs as an autonomous learning technique to enhance their critical and productive skills.

Item 21. Students' attitudes towards relying on educational blogs, as an autonomous learning tool in improving their writing productions

In the present item, the researcher aimed to verify the extent to which educational blogs can be useful as an autonomous learning technique to enhance EFL students' writing productivity. Through this item, respondents were asked to provide their opinions and the extent to which they think edublogs are useful in the EFL learning process, they were provided with the following options (Very Useful, Useful, Not Useful at All).

Table 3.30:

Students' Attitudes towards Edublogs, as an Autonomous Learning Tool to Improving Writing Productions

Statement	Number	Percentage
a) Very useful	10	33%
b) Useful	20	67%
c) Not useful at all	0	0%
Total	30	100%

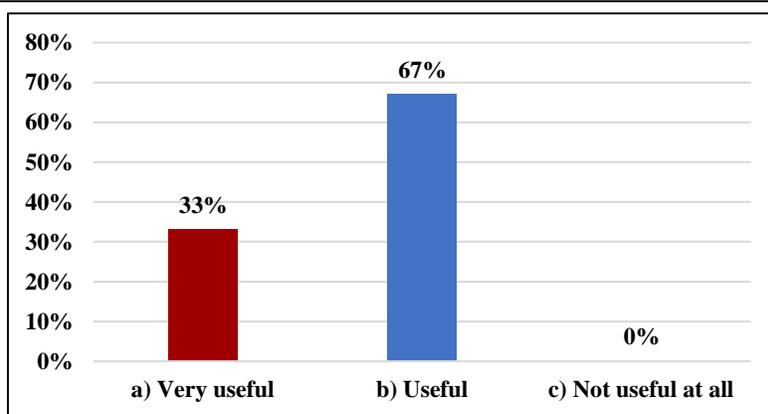


Figure 3.21: Students Attitudes towards Edublogs, as an Autonomous Learning Tool in Improving their Writing Productions

Statistically speaking, as the present data recorded through the figure above, a percentage of (33%) asserted that educational blogs are “very useful” as an autonomous learning technique to enhance EFL students’ writing productivity, wherein a great number of students of about 20(67%) confirmed the usefulness of edublogs in the EFL learning process. Additionally, none of the respondents disconfirmed their usefulness. Thus, it is asserted that EFL students writing productivity can autonomously be enhanced through reliance over edublogs.

As a result, the majority of respondents revealed their assertion towards the usefulness of edublogs to autonomously develop EFL students’ writing productivity. Moreover, at master levels, students need to master their writing productivity, since it is required at several levels for instance; when writing essays and research papers, and in different modules that require the mastery of productivity. Thus, students writing productions demand to be effective, academic and productive. Henceforth, through edublogs, EFL students can autonomously elevate their writing productivity level.

3.8.6 Discussion and Interpretation of the Findings

The analysis of students’ findings supplies the present study with different information, valuable responses, and constructive feedback that supported the study's hypotheses. Primarily, from students’ responses the researcher deduced that learning EFL at university ranges between average and difficult; precisely, at master level due to the challenge’s students face during the learning process. To state some, the variety of modules and their level of difficulty, the assignments and tasks and presentations that require much time, efforts and focus, besides, the limited time devoted for classroom practices and to keep up with the four language skills to master the language properly. Thus, the majority of students’ responses stressed the various modules and their degree of difficulty in which the latter requires working hard, and putting more focus and time to reach positive results.

In the same vein, most of the students’ writing productivity level ranges between acceptable and good, wherein they could improve with some advanced tips. Additionally, a considerable number of respondents regards writing as the most difficult skill, which indicates that the level of complexity is drawn on the challenges they face during the writing process. Progressively more, the majority of EFL students face difficulties at various levels namely; grammar and punctuation, spelling mistakes, word choice, coherence and cohesion, writing in an academic

style, and the generation of ideas. Keeping with the same line, there are two main academic writing tasks students claim that are difficult for them, these tasks include writing essays and research papers, for the reason that they require much time, efforts, and focus, besides some students, lack the academic and research skills and they do not have a full understanding on how the task of writing research papers is based on.

In the same path, the difficulty of writing does not only encompass the aforementioned aspects and challenges, yet other several factors also have a negative influence on the students' performance during the writing process. Practically, starting with external factors that involve; the teaching method, the environment, teachers' corrective feedback and assessment, besides, mainly the lack of writing practice and reading tasks. Also, even psychological factors have a great role in affecting students writing achievements and progress such as; the lack of motivation and self- confidence, in addition to students, disinterest in the subject matter. Consequently, all respondents agreed upon the importance of developing their writing productivity. Crucially important, almost all students rely on online external sources as educational web tools besides the teacher to promote their language skills, and precisely their writing skills, since it is considered as a productive skill that requires creativity, productivity, interest, and critical thinking.

Practically, respondents agreed that educational web tools are highly advantageous in terms of learning and elevating one's language skills and that they provide rich knowledge, deliver quizzes and tasks to performs, besides, the reading and writing challenges among students that can promote their motivation, autonomy and make students interested and engaged to develop their language skills. Moreover, when the respondents were asked to select the most effective tool, they depend on during their learning process such as; educational blogs, YouTube channels, websites, and social media. The majority of respondents selected educational blogs and some of them chose YouTube channels and websites. Thus, this indicates that students are massively familiar and have knowledge and experience with online learning tools, and sources that can develop their language skills in general, and their writing productivity in particular.

Furthermore, most of the respondents agreed upon the fact that edublogs present an effective learning method that contributes to enhancing foreign language skills beyond the class boundaries, facilitate their critical thinking, besides, they assist students with quizzes, practices,

and challenges to perform to boost their interest, motivation, and more importantly their self-learning to take charge of their learning. To add more, a great number of respondents noted that through edublogs, students can develop their language skills, and take control of their learning outside the classroom, since time is limited to practice in the classroom and teachers at master levels are regarded as guides and they cannot provide everything in the classroom. Henceforth, most of the respondents asserted their support concerning learner autonomy on the reliance over external sources of learning. Altogether, respondents had a total agreement on the usefulness of edublogs as an autonomous model in enhancing EFL students' writing productivity.

Consequently, EFL students should be engaged with external sources of learning as edublogs to promote their writing productions, especially research papers and essays, since they are the core principle of research and academic writing. From what has been suggested as tools to develop writing productivity, students provided valuable and interesting answers concerning edublogs and their utility in promoting their writing productivity autonomously.

3.9 Focus Group

A focus group that is also known as group discussion, is a qualitative data gathering tool that can generate in-depth and high-quality data that is fruitful for the researcher. The moderator (researcher) of the focus group deliberately selects students who were interested to participate in a facilitated discussion intended to elicit them about a particular topic or area of interest. Usually, a focus consists of a small number size of participants that ranges from (8-12). Also, the questions of the focus group tend to be in the extreme version of unstructured questions. Moreover, the participants can challenge, argue, and debate, whereby, this technique usually leads to the emergence of in-depth and rich data. The researcher aimed to use the focus group to strengthen the validity and reliability of the study from the provided data from first year Masters EFL students at Biskra University.

3.9.1 Description of the Study Focus Group

The study focus group is used as an additional data gathering tool that a researcher considers to gather in-depth and insightful data from the selected participants' viewpoints and perceptions towards the researched study. In its simplest, the focus group consists of a small number size of participants; the researcher purposefully selected ten (10) participants within the same sample

from the population of first year Master EFL students at Biskra University. The focus group consisted of six (6) unstructured questions that aimed to collect fruitful and profound data from the participants who contributed to be involved in this study.

To start with, the researcher has worked with ten (n=10) participants who were selected purposefully, more importantly, they were interested to take part in the study. From the questions that have been designed for the focus group discussion, the researcher intended to check participants' opinions and viewpoints about educational blogs in general, their attitudes towards the kinds of writing aspects and information they discovered by reviewing this platform. Progressively more, through a focus group, the researcher offered participants the opportunity to cite the main advantages of relying on such a technique, besides, the extent to which it will help them improve their writing productivity. To add more, the participants were asked about the main writing elements that they think they need to promote during the learning process.

3.9.2 Aim (s) of the Study's Focus Group

The objective over the reliance on an additional data gathering methods (focus group) for the study under-inquiry is, to gather detailed, insightful, and fruitful data from first year EFL Master students, which in turn will ensure and strengthen the validity and the reliability of the researched study. Progressively more, the researcher aimed to elicit participants' attitudes, perceptions, and viewpoints towards the online educational platforms as educational blogs to assist them with the necessary aids to develop their language skills.

3.9.3 Piloting and Validation

Before the final administration, the researcher distributed an attached file through an email-based mail to an expert in the field. The attached file consisted of the group discussion questions to be asked to the participants. Hence, He was asked to pilot the overall organisation, construction, and comprehensibility of questions, and if there was any ambiguity or difficulty that participants may face, which is, in fact, the principal aim of the piloting phase. The expert made a significant remark whereby, he proposed to add a question about students' writing challenges and issues as a "needs analysis" to the studied issue.

Apart from the expert's feedback, the supervisor also made some notes about certain words that were supposed to be changed to add more precision to the questions. For more details, the

supervisor suggested to reformulate and change the wording in question number (1). Moreover, he proposed to change the word “benefits ” on question number (3) by changing it to “advantages” (benefits-advantages). From the aforementioned remarks, both the experts and the supervisors’ feedback has been taken into account.

3.9.4 Description of the Study’s Group Discussion

The researcher created a “group discussion on Facebook” for the possibility to reach the participants and provide them with a proposed weblog site. The researcher discussed with the participant about the under-investigated study and then, on March the 5th, 2020 they were provided with an adopted weblog site concerning the themes that were tackled in the researched study, within a period of week approximately, to have enough time to check them and review their content before the final administration of the questions for discussion, and to have an idea about the information and the assistance this blog delivers.

After confirming that all participants have reviewed and checked the proposed blog that has been provided by the researcher. The participants were asked to have a meeting at university for group discussion on March the 11th, 2020, where the researcher raised six (6) questions to be discussed by the participants, additionally, the duration of the discussion took almost one hour (1h). The participants who were involved in the focus group were introduced to the way our focus group works though we had explained before the whole process online. Under the title of relying on educational blogs as an autonomous learning strategy to enhance EFL students’ writing productivity.

3.9.5 General Description of the Study’s Proposed Weblog Site

Due to limited time allocated and students occupied schedules, the researcher decided to work with ten participants through a focus group discussion. Moreover, the researcher provided the participant with proposed weblog site called “skills you need.com” to review and check its content for further discussion. Mainly, the present blog site is used for academic and educational purposes. It is devoted for students to develop a variety of educational skills. Additionally, it consists of different parts that are devoted to different skills such as learning skills, writing skills, critical thinking skills, and personal skills, etc.

Progressively more, the part devoted for writing skills comprises various sections as for academic writing, grammar and punctuation, writing styles, essays and so forth. Additionally, each section includes some tips and quizzes concerning the directed item or aspect that needs improvement. Furthermore, a section is devoted for comments and peer feedback, and search box where they can search for any element, they need concerning writing aspects, besides students can freely subscribe to the weblog site's newsletter by signing up to receive the blogsite's latest updates.

- **Aim (s)**

In its general sense, the researcher aimed to highlight the major benefits over the reliance on the proposed weblog site. Henceforth, it attempted to check participants views and attitudes towards this blogsite through the process of reviewing it. Moreover, it aimed to gather more reliable, and in-depth data from participants perspectives, through being exposed to the blog content and sections, which in turn, proved the validity of the study's researched hypotheses.

- **Quality (s)**

- ✓ It offers a free service accessible to all.
- ✓ It produces and publishes high-quality, well researched and easy-to-read information about essential life skills.
- ✓ It stays up-to-date with current affairs, and research.
- ✓ It develops links with education providers and other relevant bodies.

- **The Study's weblog's representations**

The blog site presents multiple aids for students since it is run by teachers and academics. It represents a special section for writing skills within different subsections for tips and quizzes. Moreover, it delivers useful items concerning the process of writing an essay, research papers, thesis, academic writing styles...etc. practically, it helps students to spot the many writing difficulties and mistakes they have been committing during the learning process. Thus, some of its representations are exemplified in the following pictures:



Figure 3.22: Screenshot on the Common Writing Mistakes' Section
(SkillsYouNeed,2017)

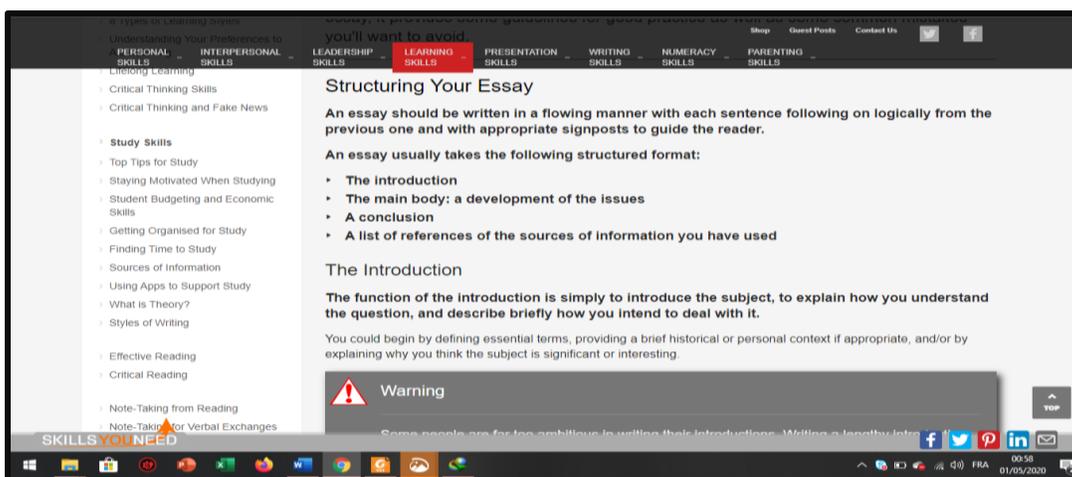


Figure 3.23 : Screenshot on the Process of Academic Essay Writing
(SkillsYouNeed,2017)

3.9.6 Analysis and Interpretation of the Focus Group

As an additional data gathering tool, the researcher designed a focus group discussion to strengthen the validity of the research study, since the main aim of conducting a focus group is to collect in-depth data from the participants concerning the issue under investigation. As it has been explained earlier, the participants were exposed to an English educational blog concerning different language skills among them the writing skill to review its content and check its sections. Hence, it attempted to gather participants' perceptions, opinions and attitudes towards this blog and how they find edublogs as an e-learning tool.

Item 01: Participants' opinions about the target blog

Through this item, the researcher attempted to check the participants' opinions and views towards the blog after reviewing its content in the first place.

Regarding this question, all participants revealed their positive attitudes towards reviewing the proposed blog. Progressively more, most of the involved participants in this study reported that this blog appears to be "very practical", "interesting", "very helpful" and "beneficial for use". While participants (8, 9 and 10) remarked that the good thing about this blog is that it is divided into sections that are varied with different writing aspects that need improvement, where students can improve different skills and aspects separately and be engaged in practice, and receive reciprocal feedback.

Moreover, participants (1 and 5) surprisingly remarked an interesting factor that edublogs may help students to achieve, in which they asserted that blogs can improve learner autonomy and facilitate self-learning. This indicates their familiarity and awareness about the usefulness of relying on edublogs to enhance their language skills; precisely their writing productions. Henceforth, all participants provided the study with positive feedback concerning the attached blog that they were asked by the researcher to review it.

Item 02: Participants' views towards the information and writing aspects they discovered through reviewing this blog

This item attempted to highlight the main information and major writing aspects that participants discovered and attracted them the most through checking the content of this blog, for the reason that, this blog consists of a section that is devoted to developing writing skills. Hence, all participants provided interesting answers and constructive feedback.

As far as the second question is concerned, almost all the participants provided the same responses that shared some points in common. To clarify more, through being exposed to this blog, the majority of participants discovered; reading can improve writing productivity, gain vocabulary and master grammar, besides, some of the participants mentioned that they were attracted to the way writing should be written at different levels, which means that writing a job application letter is not the same as writing an essay and that the audience we are writing to should always be put in mind and the piece should be written in a suitable structure.

Additionally, one of the participants reported “I acquired lots of information just by moving from one section to another in the blog by scrolling down. Not to mention the different writing styles and the vocabulary employed depending on the topic”. This means that the blog sections consist of various writing aspects and multiple pieces of writing with different styles that are depended on the target topic.

Consequently, the discovered aspects and information that the participants mentioned, when reviewing the blog, indicate that the blog is interesting, beneficial, also its content is well-structured and appropriate to feed their knowledge about writing skills, develop their level, and develop their language skills. Hence, EFL students are required to rely on such tool to autonomously promote their writing productions at different levels.

Item 03: Participants' thoughts about the advantages of edublogs

This item attempted to spotlight on the advantages of edublogs and how they can be beneficial in the learning process. Thus, the participants were asked to mention according to them the main advantages of using and relying on edublogs as an e-learning strategy to develop their writing productivity.

To start with, all of the present participants agreed upon several constructive points in common, concerning the benefits of relying on and using edublogs in the learning process. Besides, all of them have intellectually supplied the study with various logical, interesting and, constructive answers. Crucially important, all of our participants cited a set of points concerning the advantages of edublogs and they are summarised as follows:

- Edublogs simplify the understanding and the comprehension of specific items and aspects that have not been understood in the classroom,
- Edublogs promote the positive use of the internet by the learner as we live in an era of technology. They also sharpen student critical thinking and creativity. One can grasp both the information needed and the style of writing, and subsequently, enhance his writing productivity,
- Edublogs facilitate the process of enhancing writing skills, inform the students to read further and to find an accurate solution for student's writing issues,

- Edublogs are created for educational purposes, where they motivate students to become better readers and writers,
- Edublogs are energetic and exciting and they are a reliable source to gain knowledge rather than the typical dull strategy.

As a result, all of the aforementioned points revealed by our participants indicates the crucial role that edublogs plays in the EFL learning process either externally (assistance, practice, interactions, feedback), or psychologically (being motivated, interested, productive, and autonomous). Thus, the significance of edublogs is relied on the advantageous aids and services that they deliver, besides the varied content that assist students with what they necessitate to improve and learn.

Item 04: Participants opinions towards the sections that can help improve writing productive

Due to all participants have reviewed the blog's content and sections, through this item the researcher aimed to ask participants to mention precisely which of these sections they think it is helpful for them to improve the productive writing skill.

Primarily, almost the majority of the participants had a total agreement on some of the target blog's section, while some of them mentioned others. Practically, the participants agreed that the sections of reading, checking for grammar, and punctuation, besides the subdivides sections that are devoted to practice and quizzes. Additionally, the participants (07 and 08) asserted that the section with tips and practical examples contributes to developing certain writing aspects, wherein participant (05) further added: "readers are leaders". Based on this, good writers must be good readers. Expanding vocabularies by recognising where to place them, and how to place them can help to master the target language and, therefore using it correctly". Thus, based on the participants' answers, it is observed that they have difficulties at the level of grammar punctuation and spelling mistakes, limited range of vocabulary, that indeed results from the lack of reading tasks and writing practices.

Consequently, after the participants' review to the required sections that they think they are beneficial and helpful in the EFL learning process, it is remarked that most of EFL students face problems with different writing aspects that need fuller focus and more efforts to be well-structured, besides, the main reason behind the emergence of this issues as it is previously

remarked from the participants' choice of sections is the lack of reading and writing practice. Hence, all of the selected sections deliver motivating and helpful aids for students for better and further writing achievements.

Item 05: The main writing aspects participants think they could improve through edublogs

After confirming the participants' selection to the appropriate sections that they necessitate to develop their writing productions, this question aimed to highlight participants' thoughts and opinions about the main writing elements that they think they can develop through relying on edublogs and after their general review to its devoted sections.

Firstly, through all participants' answers, they appeared fully aware of the main elements that necessitate improvements. To add more, all participants mainly spotlight on certain writing aspects yet with different degrees, in which they were included in; the correct use of grammar, expanding vocabulary, spelling mistakes, and writing in academic style where well-structured pieces of writing are required, especially when writing essays. Moreover, some of them claimed that improving grammar is highly significant and noted that "messed grammar = messed meaningless writing" and another participant asserted that the accurate vocabulary is the essential element of writing that one must improve to achieve well-developed and comprehensible pieces of writing. Two participants mentioned reading as a task that can be improved through edublogs and that reading, in turn, will enhance writing.

In sum, it is observed that most of the students face issues in their writing in different aspects that consist mainly of; grammar, spelling mistakes, writing academically, and lack of vocabulary. Practically all participants agreed that the aforementioned writing elements can be improved through relying on edublogs and that to keep up using this platform accurately will contribute to achieving positive results.

Item 06: The extent to which edublogs can enhance students writing productivity

Through this question, the researcher attempted to check participants' opinions concerning the extent to which they think that edublogs can enhance EFL students writing productivity. Hence, some of the present participants provided their views in different ways while the majority of them shared almost the same thoughts.

Initially, most of the participants agreed that edublogs are “very helpful” in the process of enhancing writing productivity, whereby, they noted that the “accurate”, “careful” and “appropriate” way of using this blog will lead to reaching positive results such; writing without making spelling, grammar, and punctuation mistakes, being engaged into the practice, besides, having full knowledge about the different writing styles that are suitable for each type of writing. Additionally, the participant (01) affirmed that “it is a well-known fact that a good writer was once a passionate reader. By beholding how the authors on these educational blogs express their ideas in well-crafted essays encourage the learner to start producing such academic pieces. They attempt to use the vocabulary they memorised whenever the opportunity arises so that they remain engraved in his mind when he wants to write”, while participant (05) added that “Educational blogs can help you not only produce productive writings, yet finding your mistakes and fixing them which is considered as self-assessment”, which means edublogs do not only develop the level of students’ writings, yet also provide them with opportunity for self-correction and gain rich vocabulary.

To sum up, according to all the participants' responses, it is firmly confirmed that edublogs have a remarkable and significant role in the EFL learning process, also, they function as a supportive e-learning tool, that can appropriately assist EFL students with the required materials, items, and aspects to autonomously enhance their writing productivity during the academic learning process.

3.9.7 Discussion and Interpretation of the Findings

The obtained data from the focus group discussion provided us with a wide range of rich and in-depth data that is beneficial to answer the study’s research questions and confirm the suggested research hypotheses that are intended to be investigated, besides the discussion raised new information and thoughts to the present study, which gave us further insights and more clarifications. Practically, all the involved participants in the present study have provided us with interesting answers, constructive feedback and fruitful discussion. Based on all the participants' responses, the researcher deduced that participants reacted positively towards the proposed weblog site, and they described it as practical, helpful, and appropriate to rely on for educational and academic purposes. Additionally, the participants were fully aware of the

important use of edublogs, for the reason that they have mentioned interesting information and writing aspects that they have discovered through the blog entries.

In the same line of thoughts, through the group discussion, the majority of participants almost agreed upon several points in common, in which they have supplied the discussion with a variety of constructive answers concerning the effectiveness and advantages of using edublogs in EFL learning process. All participants were pleased and have replied supportively through relying on edublogs. They found them as an advantageous strategy to enhance their writing productivity and the idea of edublogs in itself was interesting in terms of structure, content, vocabulary and the vivid way in which the information was delivered. To add more, concerning the selected sections by participants, it indicates that they lack mostly both the reading tasks and writing practices, besides some other difficulties that appear to be detected through edublogs.

Consequently, from the data analysis and interpretations, it was remarked that edublogs are of a great significance in the EFL learning process, and that students were highly interested and engaged through the process of reviewing the blog entries, content and sections which, in turn, depicts constructively the way they interacted in the group discussion and the answers they have provided to feed the study. Progressively more, it was observed that EFL students need to practice more and have full knowledge of certain aspects that they have been seen previously in the blog. Henceforth, it is indeed affirmed that writing productivity is highly required for the successful EFL learning process, especially at master levels because most of the modules require academic writing skills, thus, edublogs are highly useful as a learning model to autonomously develop EFL students' writing productivity and relying on them will come up with positive results.

3.10 Summary of the Results

As a recapitulation, the present study is conducted to investigate the role of educational blogs as an autonomous learning model to develop EFL learners' writing productivity. Moreover, it aimed to check whether educational blogs are beneficial and deserved to be relied on as an e-learning tool for EFL students. Practically, to accomplish such credible results, the researcher dealt with varied data tools to gather feedback that supply the researched study including mainly; an interview administrated for EFL teachers and a questionnaire administrated to first

year master EFL students. , besides, a focus group discussion with EFL students for more detailed and in-depth feedback.

The present research study attempted to impart the English learning process to be relied on within technological-enhanced environment, namely, through edublogs learning platform; precisely to develop EFL students' writing productivity through suggesting this tool for more knowledge and practice, additionally, it helps researchers as guide and source of information during the research and learning process. Furthermore, the study attempted to spotlight on the main difficulties that students face when doing the writing task and to check how educational blogs can provide appropriate solutions for the raised issue, from both EFL students' and teachers' perspectives. Moreover, it aimed to acquaint both EFL students and teachers of the intended tool of learning as one of the main useful learning tools to enhance EFL students' writing productivity.

In this respect, the interview findings showed that teachers asserted their confirmation on the significant role of the writing skill in the teaching-learning EFL process. Additionally, they gave priority to writing productivity and they described it as one of the English language basic and essential skills for better EFL learning achievements; to add more, they proved that most of EFL students have an average level of writing, in which they referred it to the lack of reading tasks, and writing practices, demotivation, besides, the difficulties they face during the writing process including; grammar and punctuation, coherence and cohesion, academic writing style, generation and organisation of ideas. Henceforth, they fostered students' awareness of the development of their writing productions and elevate their level of thinking critically and productively to achieve better results.

In the same vein, the conducted interview indicated that edublogs are regarded as a beneficial and effective technique that should be relied on by EFL students; more importantly to develop EFL students writing productivity, since the blog boosts their autonomy and allows them to have insightful knowledge, rich information and practice. Progressively more, at master levels, students deal with essays and research papers, and teachers mentioned that academic papers need to be written productively. Practically, all teachers showed their positive attitudes towards the role of edublogs as an autonomous technique to develop EFL students' writing productions. Thus, the obtained results from the interview presented that the development of students writing

productivity is related to being exposed to English educational blogs. The results confirmed that edublogs and good writing level contribute to facilitating students conducting academic papers. This letter can be considered as a positive point for the validity of our research hypotheses.

On the other hand, students' questionnaire results agreed with teachers' interview results in several common points, whereby, the results revealed students' knowledge, familiarity and experience with edublogs, besides, their awareness to develop their writing productivity, for the reason that students shed light on the main writing difficulties and the reasons behind the rise of this issue, thus, students reacted positively towards the significant role of edublogs in enhancing their writing productivity. The obtained data highlighted students' agreement upon the effectiveness of educational blogs as a technique; and that their effects are not restricted only to develop writing skills, yet they give students opportunities to practice, learn, enhance academic, communicative, and reading skills, raise their familiarity with knowledge and facilitates their critical thinking skills. Moreover, the gathered results showed that students had a total agreement on that, relying on educational blogs an autonomous learning source is very useful and it contributes to paving the way for them to develop their writing skills and avoiding the traditional way of the reciprocal process of EFL learning -teaching that lacks to an extent some pedagogical aspects.

As an additional data gathering tool, the participants who were involved in the study were exposed to an English educational weblog site to review and check its content for further discussion. Besides, the focus group discussion results agreed and shared various points in common with both the questionnaire and teachers' interview. Hence, the obtained data highlighted the positive reactions towards the usefulness of the proposed blog, in which all participants fed the study with supportively constructive and interesting feedback, especially concerning the advantages of edublogs and their awareness to the different writing issues they faced, besides its impacts on developing their writing productivity. Consequently, the gathered results elicit the effectiveness of relying autonomously on this edublogs as an academic and educational model of learning to develop EFL students' writing productions.

Altogether, the feedback obtained from all sides was addressed effectively, beneficially, and positively which depicts the present study's validity of research hypotheses. Crucially importantly, it revealed that the suggested learning technique can be a beneficial adopted

strategy to rely on by both EFL students and teachers. Therefore, it contributes to providing critical solutions as to assist students with suitable items, concepts, tips, correct and improve their writing aspects, guides them to learn by themselves, helps them to engage into online practice, as well as it contributes to providing students with appropriate research knowledge that enhances the research writing quality in the English division. Furthermore, the obtained results raised the awareness of the fundamental role of writing productivity for positive results and better students writing achievements, in which in turn, proved its significance in the EFL teaching-learning process.

3.11 Synthesis of the Findings

The obtained results from the three data collection methods draw upon the concluding summary of the final synthesis. The implemented data collection methods provided approximately similar results and directed the researcher to critical conclusions towards the role of educational blogs as an autonomous learning model to develop EFL students' writing productivity. Moreover, the present study relied on three data gathering tools to answer the two studied research questions to validate and confirm the research study's hypotheses.

The three implemented data collection methods confirmed the validity of the research hypotheses, through which EFL teachers and students at the University of Biskra provided constructively positive attitude towards relying on educational blogs as an external source of learning since it provides opportunities for students to practice and receive feedback, take charge of their learning, improve their language skills, and writing difficulties, be motivated to learn and facilitate their critical thinking skills. Furthermore, both teachers' and students' feedback answered all research questions as well as it confirmed the hypotheses which pointed that EFL students face numerous difficulties when doing the writing task and, thus, they stressed on the significance of developing the writing skill in learning EFL.

As a result, edublogs supportively provide solutions and critical assistance to ameliorate EFL students writing productivity. Equally important, both EFL teachers and students confirmed the positive impacts of educational blogs in developing EFL students' writing productivity, since they firmly considered writing as a significant skill for the reason that academic papers are based on effective, academic and productive writing skills and thus, it is a crucial element especially for success and developing essay writing, and research papers.

Progressively more, the obtained feedback affirmed that educational blogs as an e-learning autonomous technique deserves to be relied on by EFL students in their learning process and can be effectively adopted by EFL teachers to facilitate EFL teaching-learning operation.

In sum, the study results answered all the research questions and achieved all the study aims. Likewise, all research hypotheses have been confirmed; primarily, both teachers and students highlighted the main writing issues faced by EFL students at both linguistic (grammar, academic writing, generating ideas and punctuation) and writing assignments (research papers and essay writing) levels, besides, they stressed on the significance of writing on the EFL learning process. Additionally, it has been confirmed that educational blogs can appropriately be relied on to provide EFL students with well-structured assistance to ameliorate their writing productivity. Consequently, both respondents found educational blogs highly useful as an autonomous model of learning to enhance EFL students' writing productivity, through which they self-learn and develop their writing deficiencies without being directed, they feel motivated to learn, promote their critical thinking skill, and practice freely without pressure.

Conclusion

The present chapter outlined the fieldwork of the present study that consists of two parts. At the outset, the first part focused on the theoretical background concerning the research methodology used for this study. Considerably, it explicated the process that the researcher followed in the study; namely: research approach, research design, population, sampling, and data collection methods. Moreover, the second part aimed to answer the research questions and to confirm the suggested hypotheses through the provided data from both teachers and students, thus, to check the reliability of the useful use of educational blogs as a tool to enhancing EFL students' writing productivity from EFL teachers and students' perspectives. In addition, it dealt with detailed data analysis, interpretation, discussion of findings, and the synthesis of the results.

Limitation of the Study

The present study sought to investigate the efficiency of relying on edublogs as an autonomous learning model in enhancing EFL students' writing productivity. However, in conducting any research, the researcher faces certain impediments that appear to limit the process of gathering the necessary data for this study. Initially, the number of participants who were involved in the study was not enough sufficient due to students' occupied schedules.

Additionally, the participants were exposed to only one weblog site; nevertheless, the researcher attempted to expose the study participants to varied weblog sites but because of the total lockdown that results in closing the university, it was impossible for the researcher to meet the participants multiple times. Practically, the unavailability of (books) about edublogs which stands as barrier in gathering theoretical data. Consequently, with regard to the above mentioned barriers that affected the study, in spite of the fact that positive results and feedback were achieved to reinforce the validity and reliability of the research study.

Pedagogical Implications

Within the spectrum of this study, it is highly regarded that writing as a productive skill has a significant role on students' academic papers achievements, and it is regarded as one of the basic language skills that require critical focus and frequent practice. Based on this premise, the present study highlighted the beneficial use over the reliance on educational blogs as a model of learning to enhance EFL students' writing productivity at different levels, which in turn, reflects on their attitudes to take charge of their learning and develop their language deficiencies, for the reason that their writing is affected by several factors such as, students number size, the teaching method and the environment, lack of practice due to the limited time and sessions (teachers cannot provide everything in the classroom and it is hard for them to provide each student with full and appropriate feedback). Based on the findings stemming from students' questionnaire, teachers' interviews and the focus group discussion's data analysis that result in affirming the effectiveness and positive influence of educational blogs as a useful tool, the researcher attempts to propose several pedagogical recommendations and implications that might be helpful to elevate EFL students writing productions at master levels.

- **Suggestions for Teachers**

- ✓ It is highly recommended for teachers to adjust their methods of teaching the writing skills, and base it more on practice both inside and outside the classroom,
- ✓ It is highly recommended for teachers to raise EFL students' awareness towards the importance of putting more focus and efforts on ameliorating their writing deficiencies,
- ✓ It is highly recommended for teachers to adapt to the new teaching and learning models of technology and not be resistant to new approaches,
- ✓ It is highly advised for teachers to stimulate their students' autonomy, teachers' teaching styles should correspond with their students' preferred ways of learning,
- ✓ It is highly recommended to teach academic writing as a basic module from the 3rd year to be prepared for writing critical essays and academic research papers,
- ✓ It is highly advised for teachers to adapt educational blogs as a linking bridge between teachers and students in the EFL teaching-learning operation,
- ✓ Teachers should plan for their personal websites, blogs or platforms of English learning and integrate their courses and materials.

- **Suggestions for Students**

- ✓ EFL students should be aware of the high importance of developing their writing productions, especially at Master levels, since all academic papers are based on effective, academic and productive pieces of writing,
- ✓ EFL students should practice more, correct their mistakes and have full knowledge of the required materials, by themselves through the use of the proposed strategy in their writing which is educational blogs,
- ✓ EFL students should be aware of the academic and pedagogical implications of their writing productions since first Master EFL students are regarded as novice researchers that are required to have academic writing research skills,
- ✓ EFL students should be more autonomous and rely more on external sources during their learning journey, to have more insights, information and critical knowledge,
- ✓ As a novice researcher, EFL students should read critically and extensively to develop their writing productions and research skills.

- **Suggestions for Policy Makers**

- ✓ The administration is recommended to provide more laboratories with easy Internet access for students to encourage them to use authentic materials in their learning process inside and outside the classroom,
- ✓ The administration is recommended to reduce the number of students in the classroom because it becomes a hard task for teachers to provide students with appropriate and critical feedback on their written productions, due to the overcrowded classes,
- ✓ The administration is recommended to devote extra session for written expression and academic writing modules, since two sessions per week are not sufficient, and writing as a productive skill requires more focus, practice and time,
- ✓ The administration is recommended to reduce volumes of lectures per week since most EFL master students complain from the charged timetables and that they have limited time to learn themselves through external sources and do their assignments,
- ✓ The administration is recommended to devote more sessions for the writing module and implement academic writing as the main module from 3rd year.

General conclusion

General Conclusion

The rationale for conducting the present study is to spotlight on the effective role of educational blogs as an e-learning model in developing EFL students' writing productivity. Mainly, to explore the usefulness of relying on educational blogs as an autonomous e-learning technique in delivering learning items and materials. Henceforth, the present research study attempted to answer the two proposed research questions and confirm the validity the two accompanied research hypotheses, which highlighted that if students rely on educational blogs as an external source of learning, they will be equipped and provided with direct assistance to solve their issues.

Within the spectrum of this study, the latter consists of three chapters, the two initial chapters were devoted to the theoretical frame of the study; whereas, the third chapter highlighted the practical framework. Firstly, the first chapter highlighted the basics of writing productivity; precisely, it dealt with the background of writing, its qualities, and its definitions, mainly, it presented the significance of writing in the EFL learning context, its major foci and concepts; furthermore, it shed light the main writing challenges faced by EFL students and the factors that affect their writing process, besides emphasising on academic writing in the EFL context.

Practically, the second chapter consisted of two sections that dealt with educational blogs and learner autonomy. The first section shed light on the basics of educational blogs (background on the ICTs, a variety of definitions, its types, its relation to the educational sector, and its implementations). Moreover, it highlighted the importance of edublogs in the EFL learning process and its effects on language learning. While the second section was devoted to learner autonomy, in which it addressed its major elements namely; the notion of autonomy, its key concepts, its position in language learning, its relation to the productive skill, and its development through edublogs.

Progressively more, the third chapter addressed the study framework. Primarily, the study's filed work dealt with the practical part of the study that presented theoretical background about the research methodology (research approach, research design, population and sampling, and data collection methods). Then, it shifted to data analysis and interpretation, besides, the discussion, summary and synthesis of the study findings. To achieve the study objectives, the researcher dealt with a qualitative research approach that corresponds the implemented data

collection methods. Altogether, the present study was based on three data collection methods that consist of; an interview, which has been administrated to EFL teachers, a questionnaire, and focus group discussion which has been both administered and held with EFL students. Additionally, both teachers and students the researcher worked with were from Mohammed Kheider Biskra University. The sample of the study included five (5) teachers for the interview, thirty (30) students for the questionnaire and ten (10) participants for the group discussion. Consequently, the three data collection methods aimed at answering the two researched questions and verifying the researched hypotheses.

Accordingly, based on the obtained data from the interview, the questionnaire, and focus group discussion, the results proved that both teachers and students have positive attitudes towards the effectiveness of educational blogs as a learning strategy to enhance EFL students writing productivity. Additionally, teachers supportively urge students to be engaged and exposed to authentic materials such blogs and recommended to be adopted as an e-teaching strategy, and all students reacted positively towards the importance of enhancing their writing. More importantly, the achieved results proved that the majority of EFL students have an average level of writing and most of them face various writing challenges, especially at the linguistic and cognitive levels, which, in turn, refers to both external and psychological factors as the teaching method, teachers feedback ,low motivation detected, lack of reading and writing practices. Thus, edublogs function as an effective assistant tool that provides students with reliable assistances that contribute to ameliorate their writing productivity, fosters autonomous learning, in addition to its advantageous services that have been asserted by students.

Consequently, it can be deduced that the reliance over educational blogs as an autonomous e-learning model is effective for better EFL students' writing achievements. Therefore, students can rely on this tool to independently take control over their learning as; to ameliorate the main challenges they face at the level of the writing tasks and aspects, through which they correct their mistakes, have the opportunity to practice more through quizzes, acquaint a range of vocabularies on various topics, and gain knowledge on different academic writing styles and research areas. Additionally, it contributes to making students, self-dependent, engaged in learning and motivated to develop their language skills to achieve positive and concrete results.

References

References

- Akın, G. (2009). *Scientific Research and Writing Techniques*. Ankara: Tiydem Yay.
- Aliaga, M. & Gunderson, B. (2002). *Interactive Statistics*. Thousand Oaks: Sage Publications.
- Al-Khasawneh, F. (1993). Writing for academic purposes: Problems faced by Arab postgraduate students of the college of business, *UUM. ESL World, Issue 2 (28) vol. 9, 2010*, Retrieved from <http://www.esp-world.info>
- Atkins, J. (1996). *Skills Development Methodology part II*. Addis Ababa: Ababa University Press.
- Angelaina, S. & Jimoyiannis, A. (2012). Educational blogging: Developing and investigating a students' community of inquiry. *Research on e-Learning and ICT in Education*, 169- 182. doi:10.1007/978-1-4614-1083-6_13
- Ankan, A. & Bakla, A. (2011). Learner Autonomy Online: Stories from a Blogging Experience. In D. Gardner (Ed.). *Fostering Autonomy in Language Learning* (pp. 240-251). Gaziantep: Zirve University.
- Annab, A. (2016). *Investigating EFL Students' Writing Difficulties and Common Errors in Writing*. (Master dissertation, university of Bèjaia, Algeria).
- Aydin, S. (2014). The use of blogs in learning English as a foreign language. *Mevlana International Journal of Education*, 4(1), 244-259. doi:10.13054/mije.13.79.4.1
- Badger, R., & White, G. (2000). A Process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160. doi:10.1093/elt/54.2.153

- Bahri, S. & Sugeng, B. (2010). Difficulties in writing in vocabulary and grammar of the second year students of SMPN I Selong East Lombok West Tenggara in the school year2008/2009. Retrieved from <http://journal.uny.ac.id>
- Bakir, A.& Adas,D. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International Journal of Humanities and Social Science*, 3 No. 9,256-257.
- Bancha, W. (2013). What causes spelling errors of the Thai EFL students? *ARECLS*, 10, 107-129. Retrieved from http://research.ncl.ac.uk/ARECLS/volume_10/bancha_vol10.pdf
- Benson, P. (2001). Learner Autonomy. *TESOL Quarterly*, 47(4) P. (8). doi:10.1002/tesq.134
- Benson, P. (2001), *Teaching and Researching in Autonomy in Language Learning*. Longman.
- Benson, P. (2011). *Teaching and Researching Autonomy* .Longman.
- Berg, B.L.,(2009) *Qualitative Research Methods for Social science*. England: Longman.
- Boas, I. V. (2011). Process writing and the internet: Blogs and Ning networks in the classroom. *English Teaching Forum*, 49(2), 26-33.
- Brown, J. D. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.
- Byrne, D. (1991). *Teaching Writing Skills*. Hong Kong: Longman.
- Caroll, J. & Wilson, E. (1993). *Acts of Teaching*. Englewood, Colo: Teacher Ideas Press.
- Chapman, C. (2011). *A brief history of blogging*. Marketing, Web design, WordPress, Retrieved from <http://www.webdesignerdepot.com>

<http://www.webdesignerdepot.com/2011/03/abrief-history-of-blogging/>

Cope, B. & Kalantzis, M. (eds.).(1993). *The Powers of Literacy: A genre approach to teaching writing*. London: Falmer Press.

Creswell, J. (2003). *Research Design: Qualitative, quantitative and mixed methods approaches* (2nd ed.).Thousand Oaks, CA: SAGE.

Creswell, J. W. (2014). *Research Design: Qualitative, quantitative, and mixed methods approach* (4th ed.). Thousand Oaks, CA: SAGE.

Dana, R.F,& John S.H, (2005).*Teaching ESL Composition: Purpose, process, and practice*. London: Lawrence Erlbaum Associates, Inc.

Denzin, N., & Lincoln. Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks, CA, US: Sage Publications Inc.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage Handbook of Qualitative Research* (4th ed.). Thousand Oaks, CA: Sage.

Dickinson, L.(1987). *Self-Instruction in Language Learning*. Cambridge: Cambridge University Press.

Dion, C. M. (2011).*Tools to Enhance Second Language Writing Autonomy: Can we do things better?* In D. Gardner (Ed.), *Fostering Autonomy in Language Learning* (pp. 64-75). Gaziantep: Zirve. University. Retrieved from <http://ilac2010.zirve.edu.tr>

Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. New York, NY: Oxford University press.

Ducate, L. C., & Lomicka, L. L. (2008). Adventures in the blogosphere: From blog readers to blog writers. *Computer Assisted Language Learning*, 21(1), 9-28.

doi:10.1080/09588220701865474

Dudley-Evans, T., & St John, M. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.

Du, H.S. & Wagner, C. (2005). Learning with weblogs: An empirical investigation. Paper presented at the 2005 Proceedings of the 38th Annual Hawaii, *International Conference on System Sciences*.

Dyrud, M. A., Worley, R. B., & Flatley, M. E. (2005). Blogging for enhanced teaching and learning. *Business Communication Quarterly*, 68(1), 77-80.

Elbow, P. (1973). *Writing Without Teachers*, pp. 12–75. New York, NY: Oxford University Press.

Ellison, N. & WU, Y. (2008). Blogging in the classroom: A preliminary exploration of student attitudes and impact on comprehension. *Journal of Educational Multimedia and Hypermedia*, 17(1), 99-122.

Ferris, D. (2002). *Treatment of Error in Second Language Learner Writing*. Ann Arbor: University of Michigan Press.

Foroutan, M., Noordin, N. & Hamzah, M. S. G. (2013). Weblog promotes ESL learners' writing autonomy. *Journal of Language Teaching and Research*, 4(5), 994-1002.

Forrester, R. (2016). History of Writing and Record Keeping. Retrieved from

<http://homepages.paradise.net.nz/rochelle.f/>

Gabrielatos, C. (2002). *EFL writing: Product and process*. Retrieved

from <http://www.gabrielatos.com/Writing.pdf>

Gillett, A., Hammond, A. & Martala, M. (2009). *Successful Academic Writing*. Essex:

Pearson Longman.

Godwin-Jones, R. (2003). Emerging technologies. *Language Learning & Technology*, 7(2), 12-16.

Gomaa, L. (2010). Writing Trouble Spots for ESL Students of Arabic: The Apple Where Teachers Meet and Learn.

Greenia, G. D. (1992). 'Computers and teaching composition in a foreign language'. *Foreign Language Annals*, 25 (1), 33-46.

Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.

Harmer, J. (2004). *How to Teach Writing*. Edinburgh Gate: Pearson Education Limited.

Hyland, k. (2003). *Second Language Writing*. New York City: Cambridge University Press.

Hyland, K. (2003). Genre-based pedagogies: A social response to the process. *Journal of Second Language Writing*, 12(1).

Hedge, T. (2005) *Writing*. Oxford: Oxford University Press.

Hong, W. (2008). Exploring educational use of blogs in us education. *Online Submission*, 5(10),34-38.

Johnson, A. 2004. Creating a writing course utilizing class and student blogs. *The Internet TESL Journal*,10 (8).

Kellogg, R. T. (2001). Long-term working memory in text production. *Memory & Cognition*, 29 (1), 43{52.

Kim, J. (2009). A Social network analysis of weblogs in collaborative college writing. *English Teaching*, 64(2), 77- 102.

Klimova,B.F.(2013). Approaches to the teaching of writing skills. *Procedia - Social and*

- Behavioral Sciences* 112 (2014) 147 – 151.
- Koçoglu, Z. (2009). Weblog use in EFL writing class. *Ankara University Journal of Faculty of Educational Sciences*, 42(1), 311-327.
- Labuschagne, A. (2003). Qualitative research: airy, fairy or fundamental. *The Qualitative Report* (8): 1-4.
- Lambert, S.& Loisel, C.(2007). Combining individual interviews and focus groups to enhance data richness. *J Adv Nurs* (62) : 2 228-37.
- Leedy, P. & Ormrod, J. (2001). *Practical Research: Planning and design* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.
- Little, D. (1991). *Learner Autonomy: Definitions, issues and problems*. Authentik: Dublin.
- Littlewood, W. (1996).Autonomy: An anatomy and a framework. *System* 24: 427-4350.
- Little, D. (2000). We're all in it together: Exploring the interdependence of teacher and learner autonomy. In all together now, *Papers from the 7th Nordic Conference and Workshop on Autonomous Language Learning, Helsinki*.
- Matsuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing*, 12(1), 65–83.
- Miceli, T., Murray, S. V., & Kennedy, C. (2010). Using an l2 blog to enhance learners' participation and sense of community. *Computer Assisted Language Learning*, 23(4), 321-341.
- Monippally, M. M., Pawar, B. S. (2010). *Academic Writing – A guide for management students and researchers*. New Delhi: Vivek Mehra for Response Books.
- Muhammad, F., Almas, A. & Muhammad. B. (2016). ESL learners' writing skills:

- Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2) ,85.
- Mynard, J. (2007). A Blog as a tool for reflection of English language learners. *Asian EFL Journal*, November: 1-10. Retrieved 15 June 2008, from http://www.asian-efl-journal.com/pta_Nov_07_jm.pdf
- Nadzrah, A. (2007) English language activities in computer-based learning environment: A case study in ESL Malaysian classroom, *GEMA Online Journal of Language Studies*, Vol. 7, No. 1, pp. 33-49.
- Noytim, U.(2010). Weblogs enhancing EFL students' English language learning. *Procedia Social and Behavioral Sciences* 2 (2010) 1127–1132.
- Nunan, D. (1989). *Describing Tasks for the Communicative Classroom*. Cambridge University Press.
- Nunan, D.(1997).*Designing and Adapting Materials to Encourage Learner Autonomy*.in: Phil Benson –Peter Voller (eds.), 192-203.
- Nunan, D. (1999) *Second Language Teaching & Learning*. Boston: Heinle.
- Onozawa, C. (2010). A Study of the process writing approach a suggestion for an eclectic writing approach. *Proceedings of Kyoai Gakuen College, Japan*, 10, 153-163.
- Oshima, A.& Hogue, A. (2007). *Introduction to Academic Writing*. United states Longman.
- Özdemir, E. Aydin, S.(2015). The Effects of blogging on EFL writing achievement. *An International Conference on Teaching and Learning English as an Additional Language*. *Social and Behavioral Sciences* 199 (2015) 372 – 380.
- Puschmann, C., & Mahrt, M. (2012). Scholarly blogging: A new form of publishing or science journalism 2.0? *Science and the Internet*, 171-182.

- Rao, P.S. (2017) Teaching of writing skills to foreign or second language learners of English. *ELT Vibes: International E-Journal for Research in ELT*. 5(2). 136-152.
- Raman, A., Don, Y., & Daud, Y. (2015). Usage of edublogs among Malaysian secondary school students. *Mediterranean Journal of Social Sciences MC SER Publishing*, Rome-Italy Vol 6 No 5 September 2015, Doi:10.5901
- Ray, J. (2006). Welcome to the blogosphere: the educational use of blogs. *Kappa Delta Pi Record*, 42(4), 175-177.
- Reid, A. (2011). Why blog? Searching for writing on the web. *Writing Spaces. Readings on Writing*, 302.
- Reinders, H., & White, C. (2016). 20 Years of autonomy and technology: how far have we come and where to next? *Language Learning & Technology*, 20(2), 143-154.
- Richardson, W. (2010). *Blogs, Wikis, Podcasts, and other Powerful Web Tools for Classrooms*. SAGE Publications.
- Rogers. (2005). *Writing Systems: A linguistic approach*. England: Blackwell publishing.
- Sharle, A.& Szabó, A.(2000). *Learner Autonomy: A guide to develop learner responsibility*. London: Longman.
- SkillsYouNeed. (2017) *Common mistakes in writing*. Retrieved from <https://www.skillsyouneed.com/write/common-mistakes1.html>
- SkillsYouNeed.(2017). *Academic writing*. Retrieved from <https://www.skillsyouneed.com/write/academic-writing.html>
- Starkey, L. (2004). *How to Write Great Essays?* New York: Learning Express.
- Steele, V. (2004). *Product and Process Writing*. Retrieved on 5th Sept. 2010 from <https://>

- www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-tips/product-process.
- Sun, Y. C., & Chang, Y. J. (2012). Blogging to learn: Becoming EFL academic writers through collaborative Dialogues. *Language Learning & Technology*, 16(1), 43-61.
- Swales, J. M. (1990). *Genre Analysis English in Academic and Research Settings*: Cambridge: Cambridge University Press.
- The Organisation for Economic Cooperation and Development.(2006).ICT and Learning Supporting Out-of-School Youth and Adults.
- Thompson, C. (2015). *The Early Years*. New York. *News & Politics, dostępe na stronie internetowej*: Retrieved from <http://nymag.com/news/media/15971/> 2015-08.
- Thoreau, M. (2006). *Write on Track*. New Zealand: Pearson Education New Zealand.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Tribble, C. (2009). *Writing*. New York: Oxford University Press.
- Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a foreign language class in Spain. *Computer Assisted Language Learning*, 26(2), 126-143. doi:10.1080/09588221.2011.639784
- Waters,S. (2018 April, 09).Blog posts versus page posts. Retrieved from <http://theedublogger.com>
- Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Wenden, A. (1991), *Learner Strategies for Learner Autonomy: Planning and implementing learner training for language learners*, Prentice Hall, London.

- Whitaker, A. (2009). *Academic Writing Guide: A step-by-step guide to writing academic papers*. City university of Seattle: Slovakia.
- White, R.V., & Arndt, V. (1991). *Process Writing*. Essex: Addison Wesley Longman Ltd.
- Williams, J., & Jacobs, J. (2004). Exploring the use of blogs as learning spaces in the higher education sector. *Australian Journal of Educational Technology*, 20(2), 232-247. Retrieved on September 25, 2007, Retrieved from <http://www.jeremywilliams.net/AJETpaper.pdf>
- Wu, W. S. (2005). Using blogs in an EFL writing class. *In Meeting of the 2005 Conference and Workshop on TEFL and Applied Linguistics Dept. of Applied English, Ming Chuan University*. Retrieved July 1, 2014, Retrieved from www.chu.edu.tw/~wswu/publications/papers/book_chapters/01.pdf

Appendices

Appendix 01: Teachers' Piloting Interview

Dear teachers,

This interview is an attempt to collect data for the accomplishment of a master dissertation. The main purpose of this interview is to explore your attitudes towards "The Role of Educational Blogs as a Learning Model in Enhancing EFL learners' Writing Productivity. Indeed, we would be highly thankful for the information that you will provide us with. The responses you provide will remain anonymous and contribute to the achievement of the research objectives.

Thank you for your effort, time, and collaboration.

Q1. Would you specify your educational degree?

Q2. How long have you been teaching English?

Q3. Do you think that writing is considered to be of utmost significance in the learning-teaching process?

-Briefly, justify your answer, please.

Q4. How do you find EFL learners' writing productivity nowadays?

Q5. Which of the following elements do you think that EFL students may face problems with while writing?

- a) Grammar and punctuation
- b) Spelling mistakes
- c) Word choice
- d) Coherence and cohesion
- e) Academic writing style
- f) Organising and generating ideas
- g) All of the above

Please explain.

Q6. In your opinion, what are the main factors that hinder EFL students' writing productivity, during the writing process?

Q7. Do you think that EFL students are more autonomous nowadays?

Q8. Do you think that relying on external sources can foster EFL students' self-dependence to learn and develop skills in the language?

-If yes, please mention some of these external sources.

Q9. Do you know what educational blogs are?

-If yes, have you ever used this tool in teaching?

Q10. According to you, to what extent can edublogs be beneficial as an autonomous learning technique?

a) Very beneficial b) Somehow beneficial c) Not beneficial at all

Q11. Which of the following skills do you think maybe developed through educational platforms such as "blogs" as an external source of learning?

- a) Personal and/social skills(communications, interaction, collaboration, etc)
- b) Productive skills (writing and speaking)
- c) Academic skills (Reading, writing, oral skills, etc)
- d) Cognitive skills (understanding, problem-solving, critical thinking)
- e) All of the above

Q12. To what extent do you agree or disagree with this statement:

Relying on edublogs ,as an autonomous tool outside the classroom , can contribute to the development of students' writing productivity.

a) Strongly agree c) Neutral d) Strongly disagree

b) Agree e)Disagree

Q13. We would be highly grateful for any further suggestions or comments.

Thank you for your effort, time, and collaboration.

Appendix 02: Students' Piloting Questionnaire

Dear students,

This questionnaire is an attempt to collect data for the accomplishment of a master dissertation. The main purpose of this questionnaire is to explore your attitudes towards "The Role of Educational Blogs as a Learning Model in Enhancing EFL learners' Writing Productivity. Indeed, we would be highly thankful for the information that you will provide us with. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. The responses you provide will remain anonymous and contribute to the achievement of the research objectives.

Thank you for your effort, time, and collaboration.

Prepared by:

SLIMANI Fairouz

Supervised by:

Dr. ASSASSI Tarek

Academic Year, 2019-2020

Section two: Writing Productivity

Q6. How do you find your level in writing?

- a) Low b) Average c) Good d) Very good

Q7. Do you consider writing as the most difficult skill?

- a) Yes b) No

Q8. According to you, which of the following writing aspects you find challenging when doing the task of writing?

- a) Grammar and punctuation
b) Spelling mistakes
c) Word choice
d) Organisations of ideas
e) Writing in academic style
f) All of the above

Q9. Do you think that it is important to enhance your writing skill?

- a) Yes b) No

Q10. As master students, which of the following tasks you find the most difficult when you write?

- a) Writing essays
b) Writing research papers
c) Paraphrasing a text
d) Classroom tasks
e) All of the above

Q11. To what extent can each of the following factors have an influence on EFL students' writing process?

Others:

.....

Q16. Do you know what blogs / educational blogs are?

a) Yes

b) No

Q17. To what extent do you agree with these statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Blogs represent an external supportive source of learning.					
Blogs function as an efficient collaborative learning method.					
Blogs contribute to the enhancement of foreign language skills.					
Blogs are represented as an appropriate social constructivist learning environment.					

Q18. Do you think that educational blogs can improve foreign language skills outside the classroom?

a) Yes

b) No

Please, explain how?

.....

Q19. Do you think that educational blogs would help in:

Appendix 03: Focus Group Piloting Questions

Dear participants,

The focus group discussion attempts collect data for the accomplishment of a master dissertation. The main purpose of this discussion is to explore your attitudes towards “The Role of Educational Blogs as a Learning Model in Enhancing EFL learners’ Writing Productivity. Indeed, we would be highly thankful for taking part within our group discussion.

Thank you for your collaboration.

Q.1: What was your first impression about educational blogs?

Q.2: What kinds of writing aspects and information you have discovered most relying on educational blogs?

Q.3: What are the benefits of using educational blogs?

Q.4: To what extent do you think that educational blogs may enhance your writing productivity?

Q.5: Which sections from these blogs you think will help improve your productive skills (writing skills specifically)?

Q.6: What are the major writing elements you think you should improve/ or the major issues you face while writing?

Thank you for your effort, time, and collaboration.

Appendix 04: Teachers' Final Interview

Dear teachers,

This interview is an attempt to collect data for the accomplishment of a master dissertation. The main purpose of this interview is to explore your attitudes towards "The Role of Educational Blogs as a Learning Model in Enhancing EFL learners' Writing Productivity. Indeed, we would be highly thankful for the information that you will provide us with. The responses you provide will remain anonymous and contribute to the achievement of the research objectives.

Thank you for your effort, time, and collaboration.

Q1. Would you specify your educational degree?

Q2. How long have you been teaching English?

Q3. Do you think that writing is considered to be of utmost significance in the learning-teaching process?

-Briefly, justify your answer, please.

Q4. How do you find EFL students' writing productivity nowadays?

Q5. Which of the following elements do you think that EFL students may face problems with while writing?

- h) Grammar and punctuation
- i) Spelling mistakes
- j) Word choice
- k) Coherence and cohesion
- l) Academic writing style
- m) Organising and generating ideas
- n) All of the above

Please explain.

Q6. In your opinion, what are the main factors that hinder EFL students' writing productivity, during the writing process?

Q7. Do you think that EFL students are more autonomous nowadays?

Q8. Do you think that relying on external sources can foster EFL students' self-dependence to learn and develop skills in the language?

-If yes, please mention some of these external sources.

Q9. Do you know what educational blogs are?

-If yes, have you ever used this tool in teaching?

Q10. According to you, to what extent can edublogs be beneficial as an autonomous learning technique?

a) Very beneficial b) Somehow beneficial c) Not beneficial at all

Q11. Which of the following skills do you think maybe developed through educational platforms such as "blogs" as an external source of learning?

- f) Personal and/social skills(communications, interaction, collaboration, etc)
- g) Productive skills (writing and speaking)
- h) Academic skills (Reading, writing, oral skills, etc)
- i) Cognitive skills (understanding, problem-solving, critical thinking)
- j) All of the above

Q12. To what extent do you agree or disagree with this statement:

Relying on edublogs ,as an autonomous tool outside the classroom , can contribute to the development of students' writing productivity.

a) Strongly agree c) Neutral d) Strongly disagree

b) Agree e)Disagree

Q13. We would be highly grateful for any further suggestions or comments.

Thank you for your effort, time, and collaboration.

Appendix 05: Students' Final Questionnaire

Dear students,

This questionnaire is an attempt to collect data for the accomplishment of a master dissertation. The main purpose of this questionnaire is to explore your attitudes towards "The Role of Educational Blogs as a Learning Model in Enhancing EFL learners' Writing Productivity. Indeed, we would be highly thankful for the information that you will provide us with. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. The responses you provide will remain anonymous and contribute to the achievement of the research objectives.

Thank you for your effort, time, and collaboration.

Prepared by:

SLIMANI Fairouz

Supervised by:

Dr. ASSASSI Tarek

Academic Year, 2019-2020

Section two: Writing Productivity

Q6. How do you find your level in writing?

- a) Poor - I definitely need help
- b) Acceptable - but I know I could improve
- c) Good- I can improve with some advanced tips
- d) Excellent-I do not think I could improve much

Q7. Do you consider writing as the most difficult skill?

- a) Yes
- b) No

Q8. According to you, which of the following writing aspects you find challenging when doing the task of writing?

- g) Grammar and punctuation
- h) Spelling mistakes
- i) Word choice
- j) Organisations of ideas
- k) Writing in academic style
- l) All of the above

Q10. As master students, which of the following tasks you find the most difficult when you write?

- f) Writing essays
- g) Writing research papers
- h) Paraphrasing a text
- i) Classroom tasks
- j) All of the above

Q11. To what extent can each of the following factors have an influence on EFL students' writing process?

h) Social media

Others:

.....

.....

Q16. Do you know what blogs / educational blogs are?

b) Yes

b) No

Q17. To what extent do you agree with these statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Blogs represent an external supportive source of learning.					
Blogs function as an efficient collaborative learning method.					
Blogs contribute to the enhancement of foreign language skills.					
Blogs are represented as an appropriate social constructivist learning environment.					

Q18. Do you think that educational blogs can improve foreign language skills outside the classroom?

a) Yes

b) No

Please, explain how?

.....

.....

.....

Appendix 06: Focus Group Final Questions

Dear participants,

The focus group discussion attempts collect data for the accomplishment of a master dissertation. The main purpose of this discussion is to explore your attitudes towards “The Role of Educational Blogs as a Learning Model in Enhancing EFL learners’ Writing Productivity. Indeed, we would be highly thankful for taking part within our group discussion.

Thank you for your collaboration.

Q.1: What do you think about educational blogs?

Q.2: What kinds of writing aspects and information you have discovered most relying on educational blogs?

Q.3: What are the advantages over the reliance educational blogs?

Q.4: Which sections from these blogs you think will help improve your productive skills (writing skills specifically)?

Q.5: What are the major writing elements you think you should improve/ or the major issues you face while writing?

Q.6: To what extent do you think that educational blogs may enhance your writing productivity?

Thank you for your effort, time, and collaboration.

المخلص

يعتبر إتقان المهارات اللغوية في قطاع تعلم اللغات الأجنبية من أكثر المتطلبات أهمية ، خاصة على مستوى مهارة الكتابة بحيث ترتبط هذه الأخيرة بنجاح عملية التعليم. و بالتالي فإن الدراسة التي نحن بصددتها تهدف إلى تحفيز طلاب اللغة الإنجليزية للاعتماد على أساليب تعليمية نموذجية جديدة ، و ذلك من خلال الإنخراط في النماذج التكنولوجية المعتمدة حديثاً، لأنهم في الوقت الحاضر يفتقرون إلى مهارات لغوية مختلفة ، خاصة على مستوى الكتابة بطريقة جيدة. وعليه، قمنا بالتحقق عن كيفية قيام نموذج التعلم المقترح بتقديم حلول لطلاب اللغة الإنجليزية للتغلب على الصعوبات الكتابية. وقد افترضنا بأن الأداة المقترحة ستساهم بشكل فعال و إيجابي في التطوير من جودة إنتاجاتهم الكتابية. لذلك فإن الهدف الرئيسي من إجراء هذه الدراسة هو البحث عن أهمية دور المدونات التعليمية كأداة تعلم مستقلة في تعزيز مهارة الكتابة ، بحيث يتم إستخدام التقنية المقترحة كنموذج عملي يساعد الطلاب في مهام التعلم المستقل المختلفة. لتحقيق هذا الغرض فإن الدراسة الحالية تتكون من جزئين الجزء الأول يكمن في الجانب النظري والذي يسلط الضوء على النموذج القائم على المدونات التعليمية المستقلة الحديثة في تحسين جودة المهارات الكتابية . في حين خصص الفصل الثاني للجانب التطبيقي والمتمثل في الدراسة الميدانية. فيعتمد العمل الحالي الذي تم إجرائه على نهج بحث نوعي إلى تأكيد صحة فرضيات البحث المقترحة لإستخلاص النتائج عن طريق الإيتماد على ثلاث وسائل مختلفة لجمع البيانات بحيث تتضمن هذه الوسائل مقابلة شفوية مع خمسة (5) أساتذة بجامعة بسكرة للإستفسار عن مواقفهم تجاه الأداة المقترحة بالإضافة إلى إستبيان تم توزيعه على ثلاثين (30) طالب سنة أولى ماستر في اللغة الإنجليزية كلغة أجنبية من نفس العينة ، إلى جانب مجموعة التركيز التي تضم عشرة (10) طلاب. وفي الأخير أسفرت النتائج المتحصل عليها أن كلا من الأساتذة والطلبة إتفقوا على أهمية وفعالية المدونات الإلكترونية في كل من عمليات التدريس والتعلم و التي تساهم بشكل إيجابي و فعال في تعلمهم المستقل لتحسين جودة إنتاجاتهم الكتابية.