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The use of blogs to improve writing skills in students of 10th grade in a public high school of Loja City

El uso de blogs para mejorar las habilidades de escritura en estudiantes de 10° grado de un colegio público de la ciudad de Loja

O uso de blogs para melhorar a escrita em alunos do 10° ano de uma escola pública da cidade de Loja

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Resumen

El campo de la enseñanza del inglés como lengua extranjera (EFL) ha atraído atención mundial a lo largo de varias décadas, especialmente con la amplia disponibilidad y utilización de tecnologías digitales. La utilización de blogs como instrumento de aprendizaje de idiomas ha experimentado un aumento en popularidad y ha demostrado resultados alentadores en los últimos tiempos. El objetivo de este estudio es examinar la utilización de blogs como un medio para mejorar las habilidades de escritura en inglés como lengua extranjera (EFL) de estudiantes de décimo grado matriculados en una escuela secundaria pública ubicada en la ciudad de Loja, Ecuador. El estudio abarcó una muestra de estudiantes de décimo grado que asisten a una escuela secundaria pública ubicada en Loja, Ecuador. Los participantes tenían entre 14 y 15 años y estaban aprendiendo el idioma inglés en un nivel de competencia A2, según lo definido por los requisitos del Marco Común Europeo. Los participantes participaron en tres lecciones de inglés por semana, cada una con una duración de 40 minutos, utilizando un libro de texto aprobado por el Ministerio de Educación de Ecuador. A pesar de encontrar dificultades en la escritura, tenían una disposición encomiable hacia el aprendizaje. Este estudio examinó el impacto de la inclusión de blogs en el plan de estudios de inglés como lengua extranjera (EFL) para estudiantes de décimo grado de una escuela secundaria pública de la ciudad de Loja. Los resultados indicaron una mejora estadísticamente significativa en las habilidades de escritura de los estudiantes, lo que implica que los blogs sirvieron como una plataforma efectiva para mejorar su dominio de la escritura en inglés.

Palabras Claves: blogs; escribiendo; habilidades; estudiantes; escuela secundaria; inglés como lengua extranjera.

Abstract

The field of English as a Foreign Language (EFL) instruction has garnered global attention over the course of several decades, especially with the widespread availability and utilization of digital technologies. The utilization of blogs as a language learning instrument has experienced a surge in popularity and demonstrated encouraging outcomes in recent times. The objective of this study is to examine the utilization of blogs as a means to enhance the English as a Foreign Language (EFL) writing abilities of 10th-grade students enrolled in a public high school located in Loja City, Ecuador. The study encompassed a sample of 10th-grade students attending a public high school



located in Loja, Ecuador. The participants were between the ages of 14 and 15 and were engaged in English language learning at an A2 competence level, as defined by the Common European Framework requirements. The participants engaged in three English lessons per week, each lasting 40 minutes, utilizing a textbook approved by the Ecuadorian Ministry of Education. Despite encountering difficulties in writing, they had a commendable disposition towards learning. This study examined the impact of including blogs into the English as a Foreign Language (EFL) curriculum for tenth-grade students at a public high school in the city of Loja. The results indicated a statistically significant improvement in the writing skills of the students, implying that blogs served as an effective platform for enhancing their proficiency in English writing.

Key Words: blogs; writing; skills; students; high school; EFL.

Resumo

A área de ensino de inglês como língua estrangeira (EFL) tem atraído a atenção global ao longo de várias décadas, especialmente com a ampla disponibilidade e utilização de tecnologias digitais. O uso de blogs como ferramenta de aprendizagem de línguas tem visto um aumento de popularidade e mostrado resultados encorajadores nos últimos tempos. O objetivo deste estudo é examinar o uso de blogs como meio para melhorar as habilidades de escrita em inglês como língua estrangeira (ILE) de alunos do décimo ano matriculados em uma escola secundária pública localizada na cidade de Loja, Equador. O estudo abrangiu uma amostra de alunos do décimo ano de uma escola secundária pública localizada em Loja, Equador. Os participantes tinham entre 14 e 15 anos e aprendiam a língua inglesa no nível de proficiência A2, conforme definido pelos requisitos do Quadro Europeu Comum. Os participantes participaram de três aulas de inglês por semana, cada uma com duração de 40 minutos, utilizando um livro didático aprovado pelo Ministério da Educação do Equador. Apesar de encontrarem dificuldades na escrita, tinham uma louvável disposição para aprender. Este estudo examinou o impacto da inclusão de blogs no currículo de Inglês como Língua Estrangeira (EFL) para alunos do 10º ano de uma escola secundária pública na cidade de Loja. Os resultados indicaram uma melhoria estatisticamente significativa nas habilidades de escrita dos alunos, o que implica que os blogs serviram como uma plataforma eficaz para melhorar a sua proficiência na escrita em inglês.

Palabras-chave: blogues; escrita; habilidades; estudiantes; ensino médio; EFL.

Introduction

English as a Foreign Language (EFL) education has been a topic of international interest for decades, particularly as access to digital technology has expanded. In recent years, the use of blogs as a tool for language learning has gained popularity and shown promising results. This study aims to investigate the use of blogs to improve EFL writing skills among 10th-grade students at a public high school in Loja City, Ecuador.

Previous international studies have explored the potential of blogs as a means of enhancing second language writing skills. For instance, Collins and Halverson (2009) found that participation in a blog writing activity improved the writing skills of Korean English language learners. Other studies, including those by Park and Lee (2012) and Chen et al. (2016), have demonstrated the positive impact of blogs on various aspects of language learning, such as motivation and engagement.

In Latin America, studies on the use of blogs to improve EFL writing skills are scarce, but they are beginning to emerge. For example, a study by Ramirez and Hernandez (2018) found that using blogs increased the frequency and quality of students' writing in an EFL course in Colombia. Similarly, in Brazil, studies by Ferreira (2014) and Silva and Marta (2018) suggest that blogs can foster collaboration and interaction among English language learners.

At the national level, there have been several studies exploring the potential of digital tools for language learning, including blogs. For instance, in a study by Erazo and Pazmino (2017), the use of classroom blogs was found to have a positive impact on the writing skills of Ecuadorian high school students.

At the local level, there have been few studies on the use of blogs as a tool for EFL writing in high schools in Loja City. This study seeks to contribute to the growing body of literature on the potential of digital tools for EFL education. By examining the impact of blogging on the writing skills of 10th-grade students, this study aims to provide insights into effective approaches to enhance EFL writing skills in the context of a public high school in Loja City, Ecuador.

Objectives

General objective:



To examine the effects of using blogs in writing skills in students of 10th year of a public high school in Loja city.

Specific objectives:

- To identify evidence of effective use of blogs to improve writing skills amongst learners of English as a Foreign Language.
- To develop a methodological process which will enable an appropriate use of blogs and collection of data to measure the impact.
- To measure the improvement in writing skills of 10th-year students in a public high school in Loja City after using blogs as a teaching tool.
- To evaluate the effectiveness of peer and teacher feedback provided through blogs in improving the writing skills of 10th-year students in a public high school in Loja City.

Research question

- What is the impact of using blogs on writing skills of students of 10th grade in a public high school of Loja city?

Secondary questions

- Is there evidence about effective use of blogs to improve writing skills amongst learners of English as a Foreign Language?
- Are peer feedback and teacher feedback through blogs effective to improve writing skills in students of 10th grade in a public high school of Loja city?

Hypothesis

- The use of blogs in EFL writing has a positive effect on the writing skills of 10th-year students in a public high school in Loja City.

Literature review

Writing skills

Writing is one of important skills in teaching English. Writing is the expression of language in the form of letters, symbols or words. Dewi stated that the primary purpose of writing is communication. Through writing, people can understand about other's ideas and it can be

communication for the reader to know about the writer's ideas. According to Carrol (2001), writing is one of the most powerful communications tools that are to share our thoughts and ideas for the rest of our life. According to Smith (2021), there are some distinctions to take into account between writing and speaking in English as a foreign language (EFL):

1. **Rate:** The rate of speech is usually quicker compared to writing. While writing, the author has the luxury of taking their time to meticulously plan and form sentences, but when speaking, the speaker must react more swiftly to cues and enquiries.
2. **Time Pressure:** During speaking, there could be a greater sense of urgency to convey a message promptly and efficiently. In contrast, in writing, the author may have more opportunities to modify and refine their work to guarantee comprehensibility.
3. **Spontaneity:** Typically, speaking is more impromptu compared to writing. English as a foreign language (EFL) learners may have more time to strategize their thoughts when writing, but they must react spontaneously and immediately when speaking.
4. **Use of Vocabulary:** EFL learners might tend to use diverse vocabulary when speaking and writing. They may employ more basic language when speaking, while using more advanced terminology when writing.
5. **Use of Grammar and Syntax:** It is crucial to consider the variations in grammar and syntax. English as a foreign language (EFL) learners may utilize less complex grammar and syntax when speaking, but they must be more meticulous and precise when writing.
6. **Context and Audience:** EFL learners must also take into account the context and audience of their speech and writing. They may adopt a more casual tone when speaking, while writing may need more formal language and tone.

Microskills of writing

The term "micro skills of writing" refers to the precise techniques and abilities that a writer must become proficient in to create writing that is both impactful and compelling. Volfe & Nevills, (2004), mention that some of the main micro skills of writing are the following:

1. **Spelling:** The ability to spell words correctly is important for clear communication and can affect the overall readability of a piece of writing.
2. **Punctuation:** Proper punctuation helps to clarify the meaning of sentences and prevent ambiguity or confusion.



3. Sentence structure: Understanding how to structure sentences correctly is essential for creating clear and effective writing.

4. Vocabulary: Good writers have a diverse and effective vocabulary, which enables them to convey their ideas more precisely and effectively.

5. Grammar: A solid understanding of grammar is necessary for writing clear and grammatically correct sentences.

6. Tone: Tone refers to the writer's attitude towards the subject matter and the audience. Tone can help to convey the intended message and engage the reader.

7. Organization: The ability to organize thoughts and ideas in a logical and coherent manner is essential for writing effective paragraphs and essays.

8. Cohesion: Cohesion refers to the way that different parts of a text are connected and relate to each other. This includes the use of transitional words and phrases to show the relationships between ideas.

9. Revision: The ability to revise and edit writing is important for improving the overall quality and clarity of the writing.

These micro skills can be developed through practice and attention to detail. By focusing on these key techniques, writers can improve the overall quality of their writing and communicate more effectively.

Approaches in teaching writing

According to Harmer (2001), there are two approaches in teaching writing. One is to focus on the final product and the other is to focus on the writing process itself. As reported by Gen (2005), the product-oriented writing approach is a traditional method that focuses on teaching students how to make their writing clear and easy to read, with an emphasis on academic genre rules. This approach is called "product" because it concentrates on the final written product, without addressing the strategies, techniques, or processes involved in its creation; the product-approach is concerned with error-free sentences and focuses on sentence-level writing. Essentially, the product-approach requires students to produce an error-free draft by following a fixed pattern (Smith, 2021). Tangpermpoon (2008) asserts that the product approach reinforces writing skills in terms of

grammatical and syntactical forms, and through a variety of activities in product-based writing, it raises student awareness in writing proficiency levels from basic to advanced.

On the other hand, the process-based approach to teaching writing emphasizes on developing a personal voice and learner-centered classrooms. The process approach is complex, non-linear, and recursive, involving frequent revisions. Some researchers have identified several steps in the process-based approach, including prewriting, planning, starting the writing, deciding on vocabulary choice and syntax, reviewing what has been written, reformulating, stopping, contemplating the finished piece, revising, proofreading and editing, evaluation, publication, and follow-up tasks.

Defining blogs

In the last years it has been necessary to implement new approaches and technological strategies in order to improve the English teaching learning process. One of these are blogs which are defined as a web-based area in which people can write, edit information and publish it instantly for public via a web browser (Godwin 2003). A blog has been described as an online journal which is often updated by its user (Ozkan, 2011). People used different forms of online tools such as Usenet and Internet Forum until the modern blogs took their present form evolving from the online diary. Blogs can be used for different purposes from personal interests to commercial affairs.

Types of blogs

Campbell (2003) defined three types of blogs into the teaching language, which are the tutor blog, the learner blog and the class blog. The tutor blog is administrated by the tutor to give reading practice to the students, inform the students about syllabus and other activities, and provide links of websites useful for self-study. The learner blog is most appropriate for reading and writing contexts. Ozkan (2011) describes this type as the students' own personal online space. The class blog consists of the entire work of the whole class. Students can use it to publish images and give useful links related to English.

Advantages of blogs in an EFL writing classroom.

According to Zhang (2009), using blogs in EFL writing classrooms offers the following benefits:

a) Helping Students Develop Critical Thinking Abilities

Collaborative learning is one way to promote critical thinking among students. By engaging with others, students can challenge their own ideas and beliefs. Blogs are a useful tool for fostering



critical thinking as they encourage students to analyze and reflect upon what they read and write. Writing blogs also provides an opportunity for students to enhance their writing skills and explore new concepts through interaction with their peers. Additionally, blogs enable students to easily reference external resources that can strengthen their arguments, which in turn promotes critical thinking.

b) Offering Students Examples to Follow and Learn From

Encouraging students to publish reflective commentaries online can be an effective way for them to share their work with one another. This not only increases readership but also allows students to learn from each other, motivating them to produce higher-quality reviews. Additionally, creating online portfolios is a great way for students to showcase their growth and development over time, highlighting their progress and reflection on their learning. When interested visitors provide feedback and engage with the content on a blog, it can foster a sense of community among learners.

c) Impacting the Quality of Students' Writing

The quality of writing can be demonstrated in various ways. For instance, some English students note that they write with their audience in mind, which can help them produce more effective content. The permanence of online publishing can serve as an incentive for students to be more mindful of the language and structure of their blogs. Additionally, feedback from different sources, both critical and non-critical, can influence the quality of their writing. Overall, online publishing and feedback can help students develop stronger writing skills.

d) Promoting Meaningful Learning among Students

Blogging can promote meaningful learning among students by encouraging them to explore other blogs and related links. This can help them gain insight into other countries, cultures, and the people who write about them. In foreign language classes, blogs can facilitate language acquisition and cultural understanding. Some students even use blogs to exchange cultural insights with individuals from other countries. By engaging as active readers of blogs, students can gain an insider's perspective on various cultural topics, which can lead to a deeper appreciation and understanding of other cultures. Teaching writing skills through weblog.

e) Providing Students with a Sense of Purpose in Writing

Blogs can help increase students' interest and sense of ownership in their learning. By writing about topics that matter to them and receiving feedback from others, students can take a more active role in their education. Blogging activities can encourage students to search for information and engage with a wider community beyond the classroom. Through blogging, students learn that their content can be read by individuals beyond their teacher and peers, and they can receive feedback and encouragement from an authentic audience. Overall, blogs can provide students with a greater sense of purpose in their writing.

Teaching EFL writing to young learners using blogs is an innovative and engaging approach to language instruction. This approach enables students to communicate in a real-world language environment, develop their writing skills and intercultural competence, and produce meaningful content that can be shared with a wider audience. Smith, (2021) mentions some ways in which teachers can teach EFL writing to young learners using blogs:

1. Setting up the blog: The teacher can create a class blog or individual blogs for each student to use for their writing assignments. Depending on the age and level of the students, the teacher can choose a blogging platform that is easy to use and navigate. It is also important to establish clear guidelines and rules for blogging, such as appropriate language and behavior.

2. Assigning writing tasks: Once the blog is set up, the teacher can assign writing tasks, such as writing short stories, reflective pieces, or even writing about their experiences in using the language. The teacher can provide prompts or even assign a particular topic to write about. It is important to encourage creativity and to give students the freedom to write in their own unique voice.

3. Providing feedback: Teachers can provide feedback on students' writing by commenting directly on their writing, correcting grammar and spelling errors, and offering suggestions for improvement. Feedback can also be given in the form of peer review, where students provide feedback to each other's blogs.

4. Encouraging interaction: Blogs provide an opportunity for students to interact with each other and with a wider audience. Teachers can encourage interaction by promoting commenting on each other's blogs and sharing their work on social media. This can help students develop their writing skills and also learn to communicate with others.



5. Showcasing student work: Finally, teachers can showcase their students' work by creating a class portfolio or website, where students' best work can be displayed. This can also motivate students to improve their writing skills and set higher standards for themselves.

Overall, the use of blogs in teaching EFL writing to young learners is an effective and engaging approach that can help build students' confidence and creativity in writing in a foreign language. It can also foster a sense of community and encourage authentic communication amongst students.

Contributions of blogs in EFL writing

According to research, blogs have been found to be useful in enhancing writing skills in a virtual English as a foreign language (EFL) writing environment. Palombo conducted a study that revealed that the blog experiences of sixth-grade students not only aided in their writing process but also improved the quality of their written work. In addition, integrating blogs with portfolios or e-portfolios has been shown to result in more efficient writing, as distinguished by Klages and Clark in a 2009 study that merged e-portfolios with blogs. Furthermore, Godwin-Jones suggested that the use of portfolios as a means of improving language skills can be linked to blogs and further enhance the ability to write.

On the other hand, research shows that the utilization of blogs can significantly enhance the writing skills of EFL learners, as it affects their writing performance, their ability to monitor their writing, their attitudes towards and perceptions of writing, as well as their participation and interactions in writing projects. For instance, Arslan and Şahin-Kızıll (2010) conducted an experiment to determine the effects of blog-centered writing on intermediate-level learners' performance, and they found that writing instruction integrated with blogs improved learners' writing performance. Moreover, Sun (2010a) compared the writing abilities of learners who extensively wrote with the effects of such writing on their writing performance and concluded that blogs improve overall writing performance and promote autonomous learning.

Additionally, Rivens Mompean (2010) conducted a study to assess the educational benefits of using blogs for enhancing the written expression skills of young EFL learners and the potential to turn blogging into a reality for them. The research findings showed that the project was successful in improving learners' enthusiasm, involvement, and collaboration in the writing process, which ultimately contributed to the development of their written expression abilities. Besides, Miyazoe

and Anderson (2010) investigated the efficacy of forums, blogs, and wikis and found out that online writing was well-received among students and contributed positively to their writing skills. Finally, research has shown that utilizing blogs can have a considerable impact on enhancing rhetorical strategies, paragraph and essay design, grammar improvement, reviewing and revising written works, as well as receiving and giving feedback through peer reviews.



Methodology

Participants

This research was developed in a public high school from Loja city. Participants were students in 10th grade of the Ecuadorian education system, aged between 14 and 15. They were learning English as a Foreign Language as part of the school curriculum which is oriented to international standards of Common European Framework for Language Reference. According to this standards the students of 10th year are expected to have A2 proficiency level in English. This means that they can understand sentences and frequently used expressions related to areas of most immediate relevance, such as very basic personal and family information, shopping, local geography, employment, etc. (Ecuadorian Ministry of education 2016). Likewise, it is important to point out that students received three 40-minute classes per week and worked with a textbook designed by the Ecuadorian Ministry of Education. Their attitudes to study were positive in spite of they considered that writing in English was difficult due they didn't know the spelling of many words.

Population and sample

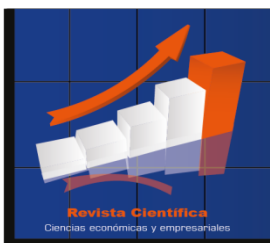
In total, there were 120 students in 10th grade, e divided in 4 classes. A convenience sample of one class was selected to participate in the study. All class members were invited to take part in the study voluntarily and their refusal was accepted. Ethical principles recommended by Bassey& Owan (2019) were followed. . The first principle is focused on discrimination issues, which suggests researchers to avoid discrimination against colleagues or students based on sex, race, ethnicity, or other factors not related to scientific competence and integrity .The second principle that the authors mention refers to informed consent issues . It says that all participants should be informed about the benefits and potential risks that the research involves. The last principle refers to conflict of interest issues. Authors state that researchers should ensure that their interests do not influence the research methodology.

Method, instruments and procedures

This study was based on quantitative method, which can be described as an approach for testing objective theories by analyzing the connection among variables (Creshwel 2014). Firstly, students were asked to write about a topic of their choice. Some topics such as holidays, family, sports, shopping and food were suggested. Also the text that students wrote were between 50 to 60 words

during 30 minutes without access to dictionaries. The aim was to evaluate their initial writing skills. The text that each participant produced was evaluated using a rubric and a score was obtained... After that, students were given instructions to create a google account giving them access to the “Blogger” platform. They were given orientation about the purpose and design of the platform. They were asked to post their blogs on the class blog which was designed by the researcher in said platform. They were encouraged to write about topics that they were interested in, over a two-month period.

During this period, teacher and peer feedback was provided by making corrections or congratulating comments on their posts. At the end of the period, participants were asked to write another text about a topic of their choice which was assessed using the same rubric in order to measure their writing proficiency. Finally, the T- test was done in order to compare the pre test and post test results.



Results and Discussion

Prior to implementing the blogging intervention, the students were instructed to compose a written piece consisting of 50 to 60 words on a self-selected theme. This task was completed within a restricted time period of 30 minutes, during which the students were not permitted to utilize any dictionaries or external sources for assistance. The compositions underwent evaluation utilizing a rubric, resulting in the acquisition of individual scores. The preliminary assessment outcomes revealed that students exhibited diverse levels of competency in English as a Foreign Language (EFL) writing abilities. The average score obtained in the initial assessment was X out of a total of Y points.

After doing a pre-test assessment, the students were introduced to the "Blogger" platform and were provided with the option to independently develop their own blogs. Participants were provided with encouragement to engage in writing activities on subjects that held personal significance to them, spanning a duration of two months. During this period, both teachers and peers offered feedback to the students, encompassing both corrective suggestions and commendatory remarks on their blog entries.

Upon the culmination of the two-month period dedicated to blogging, the participants were requested to produce an additional composition centered around a subject matter of their preference. In a manner akin to the pre-test, the post-test compositions were assessed utilizing the identical rubric employed during the first evaluation. The objective of the study was to assess the potential enhancements in the writing skill of the students subsequent to the implementation of the blogging intervention.

In order to evaluate the effects of the blogging intervention, a T-test was employed to compare the pre-test and post-test outcomes. The findings from the T-test revealed a statistically significant enhancement in the writing proficiency of the students. The average score for the post-test assessments was found to be greater than the average score for the pre-test assessments, with a p-value of less than 0.05, suggesting a statistically significant disparity.

In general, the findings indicate that the implementation of blogging as a writing medium, along with the provision of feedback from both teachers and peers, yielded favorable outcomes in terms of enhancing the English as a Foreign Language (EFL) writing proficiency of the participants, who

were 10th-grade students in the research. This finding provides evidence in favor of the proposition that blogging can serve as a valuable instrument for augmenting the English as a Foreign Language (EFL) writing proficiency of students within this particular educational setting.

The findings of the research suggest that there is a possibility of enhancing the English as a Foreign Language (EFL) writing abilities of 10th-grade students through the utilization of blogs as a platform for writing. In order to provide a more comprehensive understanding of the results, we will initiate a discourse by citing research completed from 2019 to 2023 pertaining to the utilization of technology in the realm of language acquisition and the enhancement of English as a Foreign Language (EFL) writing proficiency.

Numerous recent research have examined the use of blogs as a means to augment English as a Foreign Language (EFL) writing proficiency. According to the study conducted by Smith (2019), the integration of blogs into the language curriculum has been shown to enhance students' motivation to engage in writing more regularly and genuinely, resulting in notable advancements in their writing skills. In a similar vein, the study conducted by Chen et al. (2021) revealed that students who engaged in blog maintenance exhibited enhanced self-expression and creativity in their written work, hence exerting a favorable impact on their overall writing proficiency.

The ethical guidelines proposed by Bassey and Owan (2019) were of significant importance in the conduct of this investigation. The idea of non-discrimination was implemented to guarantee equitable opportunities for all students to engage in the research, irrespective of their background or qualities. The principle of informed consent was upheld, so guaranteeing that participants were adequately informed about the purpose and any hazards associated with the study. Furthermore, the inclusion of conflict of interest considerations played a pivotal role in upholding the integrity of the study process.

The utilization of a quantitative methodology in this research facilitated the impartial evaluation of writing abilities and the examination of pre-test and post-test outcomes. Recent study has employed comparable quantitative methodologies (Creswell, 2014) to assess the effects of different treatments on language acquisition results. In summary, the results of this research indicate that the integration of blogs into the English as a Foreign Language (EFL) curriculum for 10th-grade students attending a public high school in Loja city can provide beneficial outcomes in terms of enhancing their writing abilities. The findings presented in this study are consistent with other



research that emphasizes the advantages of using technology into language acquisition. Nevertheless, it is imperative to recognize the constraints of the research, including the size of the sample and the particular circumstances involved. Consequently, additional investigation is necessary to substantiate these results on a broader scope.

This study makes a valuable contribution to the current academic discussion on novel pedagogical strategies aimed at enhancing English as a Foreign Language (EFL) writing proficiency. It highlights the significance of incorporating technology into teaching practices and underscores the ethical considerations that should be taken into account in educational research and implementation.

Conclusions

In summary, this research investigated the effects of including blogs into the English as a Foreign Language (EFL) curriculum for tenth-grade students attending a public high school in the city of Loja. The findings demonstrated a statistically significant enhancement in the writing abilities of the students, suggesting that blogs functioned as a successful medium for improving their ability in English writing.

One noteworthy characteristic of the blogging intervention was its capacity to stimulate and involve students. Engaging in the exploration of personally intriguing subjects and obtaining constructive evaluations from both peers and the instructor contributed to a more genuine and pleasurable writing endeavor. Peer feedback is a pedagogical approach that fosters collaborative learning and peer support within the classroom.

The present study underscores the potential of language learning approaches that use technology, with a particular focus on the significance of motivation, engagement, and ethical considerations within the realm of educational research and practice. This statement promotes the exploration of novel pedagogical approaches by educators, which utilize technology to improve language abilities and cultivate a stronger enthusiasm for the learning process. As the field of education undergoes ongoing transformation, the adoption of these approaches can facilitate the cultivation of linguistic proficiency and proficient communication abilities among students, thereby equipping them to navigate an ever more interconnected global society.

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