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Teaching of English as a Foreign/International Language

Postgraduate Dissertation

Measuring the effect of web-based tools, particularly
Facebook and Blogs, on B1+/B2 students' writing skills.

Evangelia Kyrgiakou

Supervisor: Dr. Georgios Damaskinidis

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Evangelia Kyrgiakou

Supervising Committee

Supervisor/First Assessor

Dr Georgios Damaskinidis

Second Assessor

Dr Ourania Sarri

Hellenic Open University

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Key words: writing skills, web tools, blogs, Facebook

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Μετρώντας την επίδραση των εργαλείων ιστού 2.0, συγκεκριμένα του Facebook και των Blogs, στις ικανότητες γραπτού λόγου των B1+/B2 μαθητών.

Ευαγγελία Κυργιάκου

Η παρούσα έρευνα στοχεύει στο να απαντήσει τις ερωτήσεις: 1) Ποιες είναι οι απόψεις των μαθητών για την χρήση των εργαλείων ιστού 2.0 για να ενισχύσουν τις ικανότητες του γραπτού τους λόγου και 2) Ποιο είναι το επίπεδο βελτίωσης των ικανοτήτων γραπτού λόγου των μαθητών σε όλη την διάρκεια της διαδικασίας μέσα από εμπειρική έρευνα. Σύμφωνα με την έρευνα, μετά από περισσότερους από τρεις μήνες διδασκαλίας των μαθητών για να γράφουν ακαδημαϊκές εκθέσεις χρησιμοποιώντας ένα ιστολόγιο, ο εκπαιδευτής ανέφερε ότι ο γραπτός λόγος βελτιώθηκε σημαντικά σε περιεχόμενο και δομή. Παρόλο που άλλα στοιχεία όπως η εκπαίδευση, το κίνητρο και η αναποτελεσματικότητα παραλήφθηκαν από την έρευνα, είναι αδύνατο να αρνηθούμε ότι η γραφή μέσω ιστολογίου βοήθησε τις ικανότητες γραπτού λόγου των μαθητών να αναπτυχθούν.

Λέξεις Κλειδιά: ικανότητες γραπτού λόγου, εργαλεία ιστού, ιστολόγια, Facebook

Abstract

The present paper aims to answer the questions: 1) What are the students' views on using web 2.0 tools to enhance their writing skills and 2) Which is the level of improvement of students' writing skills throughout the process through empirical research. According to the study, after more than three months of teaching students to write academic essays using a blog, the instructor reported that writing improved significantly in both substance and structure. Even though other elements like education, motivation, and self-efficacy were left out of the study, it is impossible to deny that blogging helped students' writing skills develop.

Key Words: writing skills, web tools, blogs, Facebook

Introduction

Over the last few decades, the phenomenal expansion and dissemination of digital technology has had an influence on almost every aspect of life, including education. From an early age, today's students are able to use a computer efficiently, access the Internet, play computer games, and interact via social media platforms like Facebook and Twitter. It is expected that interactive whiteboards will ultimately replace traditional textbooks in the English Foreign Language (EFL) classroom, and electronic books will eventually displace traditional books. Paper seems to be irrelevant to the latest generation of "digital natives," as Prensky (2001) concisely refers to contemporary learners who are natural speakers of the digital language of computers, mobile phones, and the Internet, as opposed to previous generations. Modern teachers, on the other hand, who have received their education in the traditional manner, are attempting to capture learners' attention, develop their critical thinking skills, and increase their motivation by seeking innovative ways to connect with and engage their students, much like "digital immigrants," who can learn to speak the digital language but will never be able to communicate fluently with it.

Chapter 1: Web 2.0 Tools in Foreign Language Classrooms

A. Definitions: web 2.0, web 2.0 tools and web 2.0 platforms

The new generation of the World Wide Web (also known as the Internet) is referred to as Web 2.0. It is built on users' increasing ability to share information and work together online. Users can communicate on this new generation's dynamic online platform even if they lack specialized computer and networking knowledge.

The term "Web 2.0" was originally used in 2004 at an O Reilly Media and Media Live International conference when suggestions for improving the World Wide Web were made. Dale Dougherty and O Reilly VP saw that a rising number of people were beginning to use the internet extensively and as a significant component of their everyday life. The public quickly became aware of new websites and applications that were released on a regular basis. Additionally, most businesses are beginning to concentrate their efforts on the internet and work to attract customers there.

They considered Web 2.0 to be the second generation of Internet-based services with all of this in mind. This statement served as the subtitle for several Web 2.0 Summit

conferences. These conferences are still held today to define the phrase and spread the message to all interested parties (Plikos, 2015).

Web 2.0 is a term used to describe a second generation of Internet-based services that emphasize electronic communication and the sharing of information between users. Examples include social networking sites, wikis, communication tools, and folksonomies. In reality, the second generation of Internet services that emphasize users' ability to share information and participate online are referred to as Web 2.0. Here, rather than "on" our personal computer, we "run" the software and services over the internet. Also, there are many web 2.0 tools and platforms which can be used in education such as:

1) Social networks and social networking apps

Twitter and Facebook are the most popular. The direct interaction between users is the programs' main concept. Users can communicate in real time and exchange messages and files. They can and do play a significant role in education. They provide parents and children with the means to contact the school or teachers whenever they want. There are also updates on assignments and significant school events so that everyone is aware of what is going on.

2) Blogs

As long as they are permitted to submit their opinions or upload digital content, bloggers and their readers can effectively use blogs as online calendars. The blog presents this content in chronological order, with the most recent posts appearing first. This content can take the form of articles, photos, videos, works, etc. Although blogs are typically offered for free, occasionally the author will pay a modest sum to provide additional room for his entries. Because many teachers have personal blogs where they share educational resources and teaching experiences, useful teaching tools, comment on what's happening in the educational space, have direct contact with their students through posts, and share and comment on links that are pertinent to their subject matter, the usefulness of blogs is extremely important. Additionally, students are given the chance to upload their assignments and anything else associated with the course's instruction.

3) Dropbox: A file-sharing service

Dropbox is a cloud storage program, or service, that enables the storing, synchronizing, and sharing of data between various devices (PCs, tablets, and smartphones) that the user has chosen to link to his account. In essence, Dropbox is a tool for managing and storing personal files online, but it does more than that. Here, we can post any kind of content for free and have internet access to it, including our work, notes, e-books, films, and other files. The sharing of file directories between many accounts is a crucial function that Dropbox offers (users). For instance, a student can share files with his or her teachers and classmates when creating a subdirectory with their own files in their own area. Everyone will be able to see any modifications made to this folder. They can therefore add, remove, update, or edit any other files in the particular folder. It serves as a shared file management area for various users in this way.

4. Edoboard, a virtual classroom.

A free online e-learning platform called Edoboard is used for sessions, lectures, and video conferences with both audio and video. All you need to participate in this "virtual classroom" is a webcam and a microphone. All users have access to a shared board that is used for educational presentations, but the administrator has overall authority. With the use of Edoboard, a teacher can interact in real time with his class and answer any questions they may have.

5. The Wunderlist task manager.

The Wunderlist tool is a task management application, which means it manages our commitments, our objectives, the length of time it takes to complete one or more projects we've assigned or received, as well as the deadline for completion. The Wunderlist interface is appealing, simple to use, and intuitive because it enables us to

make various to-do lists and prioritize them. The application's ability to be accessed online through any browser or through programs that can be installed on a user's computer, tablet, or smartphone is a major benefit. This application's ability to let users synchronize their tasks and share their to-do lists with other users is a huge advantage.

6. TitanPad - Group Text Writing

Titanpad is an internet tool that permits group text authoring by numerous people at once in real time. One can quickly and easily create a text, add images, and invite other users to join him in the creation of the text. This allows for the participation of multiple users in the creation of the text. Additionally, users have the option of viewing what other users are writing in real time, with each user's content being highlighted in a distinct color to make it simpler to determine who is writing what. With regard to the learning objective they are tackling, the TitanPad improves student collaboration by allowing them to share and discuss ideas.

7. Zooburst's electronic children's books

Using this program, you may easily and quickly make 3D books. These books are made up of characters and items that users either "upload" themselves or choose from a database that is already prepared. This program enables the user to record a voice and include it into the narrative characters, giving the story a more genuine feel. The book can be readily incorporated into the rest of the teaching materials thanks to Zooburst's ability to embed books into other web pages like blogs and wikis. The main benefit of this program is that you may give a didactic unit in a pleasant and entertaining manner since you can express the text's content in any lesson with a little tale in a 3D book. In order to determine whether they have mastered the lesson's subject matter, you might also ask your pupils to write little stories on the stuff they have learned.

8. Wikispaces.

It is among the most significant e-learning programs. Wikispaces is a platform that enables users to build their own Wikis, or personal "encyclopedias." Wiki is made up of a collection of web pages that all users may use to quickly and simply add to, delete from, amend, or edit their material. Wikis encourage group writing efforts to provide instructive content.

9. Screenr's screencasts

Students can make screencasts using the internet application Screenr without downloading any software to their PC. Screencasts, also known as "video-based software usage scenarios," are videos of a presenter demonstrating a feature or general use of a piece of software while moving around and speaking. In Screenr, all actions you take in the selected area of the screen are recorded when you simply press the record button. Your microphone narration is also recorded. The outcome is a high-resolution Flash file that may be shared on Twitter, YouTube, and other websites. Even an iPhone can be used to view the file.

10. Pixton's Create Comics

A tool for creating comic books online is called Pixton. With the characters they will construct themselves, users can easily and quickly write their own stories (educational tutorials). Although there are pre-made characters in this application, the user has the option to build their own. Each comic book narrative you produce can be printed, published on your website, and distributed to your pupils via email. By giving your students the instructions to create their own stories that are obviously related to the lesson's topic, you may quickly peak their attention with Pixton.

11. Diigo's social "Favorites"

Essentially, it is an online service that users may use to store their favorite web pages, tag them for classification, share them with other users, and get quick access to them on any mobile or non-device. With this tool, teachers and students can highlight particular web page portions and make notes on them, as well as save email addresses or photos from online pages. These remarks may be shared with other user groups,

made public, or kept private. The ability of the user to save the whole contents of web sites so that he can access them even if they cease working shouldn't be disregarded.

12. Social networking sites - Social GO

With the help of the application SocialGO, each user can design their own private or public social network. It is safer compared to the most popular open-ended social networks like Facebook and Twitter since it enables the establishment of "private" social networks, or closed communities, which will have all the advantages of well-known networks (facebook and twitter). In essence, SocialGO's key benefits are the "security" it offers users (mostly kids and students) and the potential for portability. The content that is present in his social network as well as the users are completely under his creator's control. With all the essential protection for the students, SocialGO can develop into the social network of the classroom or even the entire school. You can utilize it in the classroom to improve educational instruction (participation, sharing, information). It can run and support a number of blogs and forums for use in schools for classes and activities.

13. Comapping, or collaborative conceptual mapping

The idea map is a visual representation of concepts, with the nodes standing in for individual concepts and the links for connections among concepts. Essentially, it is a method of representing knowledge. Concept maps and the related processes (creation, completion, assessment, error identification, etc.) are thought to be very helpful in promoting constructive learning. The Comapping tool is an online application that enables group concept map generation. Up to 20 people can work together, and they can communicate with one another by participating in chat and sending messages. The process for making maps is fairly straightforward, and the contributions of various users are displayed in real time. The program records all actions performed on

each map so that, if necessary, one can restore the concept map to the state it was in at a certain moment and date.

14. Animoto for Multimedia Presentations

With dazzling motion effects and ones favorite song playing in the background, Animoto enables you to create video slideshows to share images. Animoto syncs audio and video to create a special video in which your photographs are displayed after analyzing your photos and music. The film is available for download and sharing online on sites like Facebook, MySpace, Friendster, YouTube, and other platforms. The finished product has a truly professional appearance. Choose the images you wish to use in your video, then upload them from your computer or a website like Flickr. Then decide which photo you want to emphasize the most and the order in which the photos are shown. Last but not least, upload the song that will go with the video or choose one from the library. Animoto will take care of the rest while keeping you updated on the progress of the video production. When a teacher registers for an Animoto account, he has the option to register his students, providing their email addresses. (WHDSG, 2022)

Type	Definition	Sample Reference	Examples
Mashups	The “mashing” together of two or more Web services or applications (Sutter, 2009)	(Sutter, 2009)	PadMapper.com, Flickr Maps
Information-sharing Sites	Sites whose primary purpose is the sharing of information or media, from videos to photos to articles to bookmarks/links	(Sutter, 2009)	YouTube.com, Flickr.com, del.icio.us
Social Networking	Online social networks help users keep in contact and receive updates from their friends, family, and colleagues	(Sutter, 2009)	Facebook.com, Orkut.com
Syndication	A service that tracks updates to various sites on the Web, aggregating the various “feeds” for later consumption	(Sun, He, and Leu, 2007)	RSS, Atom
Weblogs (Blogs)	A personal Web page or diary, easily updated and generally displayed in reverse chronological order	(Ip and Wagner, 2008)	HuffingtonPost.com, Engadget.com
Wikis	A website that anyone can edit	(Kane and Fichman, 2009)	Wikipedia.org, Wikihow.com

Table 1: Web 2.0 Technologies

Wilson, David & Lin, Xiaolin & Longstreet, Phil & Sarker, Saonee. (2011). Web 2.0: A Definition, Literature Review, and Directions for Future Research..

B. The importance of the use of web tools

The ability to participate in social activities is essential for cognitive development. According to Vygotsky, social learning takes precedence over development in contrast to Jean Piaget's perspective of child development, which holds that growth always takes precedence over learning.

Every function in a child's cultural development emerges twice, according to him: first on a social level, then on an individual level; first between persons (interpsychological), and then inside the child (intrapsychological) (Vygotsky, 1978). He was especially concerned in the links that existed between people and the sociocultural frameworks in which they behaved and participated in shared experiences, which he called "interactions" (Crawford, 1996).

Theoretical psychologist Lev Vygotsky asserts that humans govern their social conditions by using tools that have emerged via culture, such as speech and writing. Initially, children learn these abilities only for social reasons, such as to communicate their needs to their parents and teachers. While Vygotsky disagreed with this view, he did believe that internalization of these tools led in the development of higher cognitive capacities. This has led to the conclusion that social networking sites may provide the essential tools for obtaining this higher level of reasoning.

Similarly, Prensky (2001a) observes that "today's students have not grown gradually from former generations, nor have they just updated their vocabulary, dress, body adornments or fashion trends, as previous generations have done" (p. 1).

C. The Net Generation

As a result of the introduction and rapid expansion of digital technology in the later decades of the twentieth century and beyond, a significant generational split has formed. They are the first generation to have grown up with this revolutionary technology, which has been interwoven in their everyday life. This group of students has been called "the Net Generation." Educators cannot expect students to study in the same way they did ten years ago due to their continual involvement with technology; Web 2.0 technologies must be incorporated into the classroom to guarantee that students learn (Prensky, 2001a).

As reported by researchers (Motteram& Sharma, 2009; Pereira 2009), Net Generation students are excited about adopting Web 2.0 technology into their classrooms

(Motteram& Sharma, 2009) and are keen to engage in a variety of learning styles. The authors of Motteram and Sharma (2009) discussed an article by Warschauer (2006) that described how learners in countries that have traditionally been referred to as English as a Foreign Language, who previously had little or no access to the language being learned, now have the potential for significant access through a variety of Web-based technologies to bring this topic home.

D. The use of Web 2.0 in classroom

Increasing use of Web 2.0 technologies such as blogs, wikis, and social networking sites has resulted in this development. Using a Web-based technology, more specifically, blogs, Motteram and Sharma showed how social involvement might benefit students in enhancing their second language ability. They relate the story of a group of Iranian medical students who came upon Warschauer's personal blog about his son, who was suffering from some kind of medical ailment at the time. These students then phoned Warschauer to discuss his son's sickness, and they were able to contact with someone in another country and have a true English-language discussion about a topic of common interest with him as a result of their efforts. As a result of this narrative, Motteram and Sharma discovered that students enrolled in immersion programs are not the only ones who have access to the target language; rather, through the use of various Web 2.0 platforms that is to say blogs, any learner can gain real-world experience without ever having to leave the classroom. A study conducted by Bernaus and Gardner (2008) revealed that engaging students in classroom activities such as discussion and active participation in language classes rather than just following a textbook increased students' enthusiasm to learn a new language.

Despite this, students preferred that their grammar faults be addressed directly by the instructor in order to further strengthen their language talents. Following up on their previous findings, Bernaus and Gardner discovered that incorporating technology into the classroom was related with an improvement in students' attitudes and enthusiasm toward the learning situation, hence increasing the likelihood that students would learn a new language. So far, it has been demonstrated that students' likelihood of acquiring a foreign language increases when they are able to practice the language in meaningful ways rather than simply learning the rules of the new language, which may or may not result in students being able to communicate in the new language

immediately. Many instructors, according to Lam (2000), have been unable to comprehend the connection between computers and language education, a situation that is unlikely to arise in other subjects such as math or science (p. 410). Despite the fact that Lam conducted his research more than a decade ago, my own experience has shown that this assumption is still true in many situations today.

Language learners must be able to demonstrate their capacity to develop the target language competently, whether in a face-to-face setting or via the use of a Web-based technological platform. Not only is this beneficial to the student, but it also contributes in the motivation of the learner. As learners are allocated a genuine audience other than the instructor, their products are more likely to display positive qualitative distinctions when compared to when learners are simply required to complete their work for the instructor. This is particularly true when feedback is offered (Chinnery, 2008).

E) Synchronous computer mediated environment

It has, on the other hand, not been sufficiently shown that Web 2.0 can be used in a foreign language classroom. Using a synchronous computer-mediated communication (SCMC) environment, Kern (1995) demonstrated that, despite the fact that the topic of discussion remains the same, students participate more in an SCMC environment than they do in a large group face-to-face classroom setting.

In this research, the data indicate that students' motivation to learn a new language increased as a result of the use of technology, which resulted in an improvement in their language ability. A study conducted by Chun (in 1994) of German students in their first and second semesters supports similar findings. These German students, in contrast to the participants in Kern's experiment, participated in online discussions on topics of their choosing in addition to their regular academic work.

Their academic duties are outlined below. Observations by Chun revealed that students engaged more actively in these dialogues than they did in class, and that they provided remarks and asked questions to one another at a higher rate when they were not being prodded by the teacher. The use of this Web 2.0 tool, according to Chun, increased the complexity of syntax in non-traditional classroom written work

throughout the course of the school year: specifically, a greater percentage of complex sentences with logical reasoning and the use of cohesive linguistic allusions and phrases. It is no longer necessary to focus solely on language without regard to its application in human connection; rather, the emphasis is now on the use of Web 2.0 technologies (such as online social networking sites, blogs, and wikis) to facilitate student conversation and debate, as well as collaborative research and social engagement (Thorne & Payne, 2005).

F) The benefits of web tools

Embedding foreign language learning within a larger context of significant relationship development has been shown to have significant benefits, particularly in the area of pragmatics, or the ways in which context contributes to meaning; in language education, this is accomplished through social interaction. It is obvious that participation in digital communities such as Facebook, blog networks, instant messages, and voice and text messaging over cell phones has a significant impact on the lives of college students, such as those targeted in this study (Thorne & Payne, 2005); now is the time to leverage this technology to assist students in learning a foreign language.

Belz and Kinginger (2003) conducted an experiment in which they tracked usage over time in both email and SCMC sessions of foreign language German students, based on the belief that "classroom discourse is highly conventionalized in ways that severely constrain both the quantity and quality of learners' participation" (p. 592). They discovered that after pivotal occasions in which students used the incorrect form of "you" (many languages have a formal and informal method of addressing people) in conversations with classmates who were expert speakers, the American subjects started to systematically adjust their language abilities.

The opportunity to see native speakers utilizing appropriate pronouns throughout synchronous and asynchronous computer-mediated communication modalities provided the American students with valuable insight into how to improve their interpersonal relationships in their own countries. These experiments exhibited some of the benefits of Web 2.0 technology in the context of foreign language training, but none of them involved the use of social networking sites. As a result, this research will make use of a social networking site to try to simulate genuine social interaction

in a foreign language classroom environment. In their definition, Boyd and Ellison (2007) provided the best description of these sites as a web-based service that allows individuals to create a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their own list of connections as well as connections made by others. These websites have been around since 1997 (Boyd & Ellison, 2007), when the bulk of them were created as a basic tool to aid users in communicating with and sending messages to one another; nevertheless, there has been little research on their use in a foreign language classroom.

This might be due to the fact that, as Ellison, Steinfield, and Lampe (2007) pointed out, social networking sites are mostly used to maintain or solidify existing offline connections rather than to meet new people.

G. The use of social software

Additional investigation looked at the ways in which technology allows the traditional classroom to be connected to the real world in novel ways (Motteram & Sharma, 2009). In order to relate it directly to how students engage with one another, whether face to face or via the use of digital artifacts, the researchers tied the learner's motivation to the fact that students may increasingly choose what they can focus on in class. Many hours and resources have been devoted to the development of software that was intended to make a difference in the language classroom, but in many cases, all that has been produced is a collection of exercises that are similar to those found in books, but which are now accessible through a computer. Why not experiment with new technology while it is still available? Because of their upbringing in a technologically-rich environment, today's learners, also known as the Net Generation, have different wiring in their brains than their predecessors, as previously stated.

They expect, and in some cases, demand, a constant influx of new content in order to stay alert and focused on their work (Prensky, 2001a; Motteram & Sharma, 2009; Tapscott, 2008). Through the use of social media sites, this constant stream of information is brought into the lives of students – and potentially even into the educational context as well. Harrison and Thomas investigated how social software had a direct impact on foreign language teaching and learning in Japan in 2009 by enabling instructors and students to create and engage in multimedia, collaborative

learning environments that promoted active and creative language learning. They found that social software enabled instructors and students to create and engage in multimedia, collaborative learning environments that promoted active and creative language learning. According to their findings, language acquisition occurs as a result of the development and sharing of user profiles and friends on social media platforms such as instant messaging, blogging and commenting, as well as images and videos; a common type of virtual social connection that many people engage in on a regular basis. While social networking sites differ from other sorts of websites in that they allow users to express their thoughts in plain language, they differ from other types of websites in that they allow students to practice their communication skills in a more indirect way.

As a consequence, Harrison and Thomas (2009) highlighted that social networking has been identified as a Web 2.0 tool with the potential to be used for structured language learning purposes, as well as social networking sites.

1.1 Using Web blogs and Facebook in students' writing class

1.1.1) Written communication in tools

Throughout history, people have relied on written communication to communicate knowledge, preserve historical documents, and perform a variety of other functions. Writing is a historical extension of human language that has existed throughout history and transcended space and time. It is the most important invention on the whole planet, since humans have been using writing to exchange information, preserve historical documents, and perform other similar jobs for hundreds of years.

Writing, according to Vivian Zamel (2007), is a medium of communication that may be used to transmit information or express sentiments in written form. Moreover, writing is a kind of communication in which writers may establish connections with other people in order to communicate a message or achieve a certain communication aim. Writing is emphasized in schools and universities as an essential talent for the formation of new languages. When it comes to English as a foreign language, writing not only acts as a means of communication, but it also serves to assist students organize their material and transfer their ideas and thoughts into written form. The fact that writing is considered to be one of the most difficult abilities to learn in an EFL context proves that this is true. In general, children's writing talents degrade as they get older. The fact that the acquisition of productive writing skills is influenced

by the success of other skill acquisitions suggests that writing is the most difficult ability to master in the English language.

As Fageeh explains, "many English Foreign Language (EFL) learners put a high value on writing as an essential capacity for language learning"(31-48). He goes on to say that "writing is a vital ability for language acquisition" (31-48). Writing is certainly vital for students of English as a foreign language. It aids pupils in acquiring academic mastery via many means. In view of these many writing functions, the professor's involvement in EFL writing courses is crucial.

College and university students are under the impression that they would grow into superb writers. Students who do not have good writing abilities may run into a variety of difficulties during their academic career. Thus, teachers play an important role in writing courses; they should encourage students to develop their writing abilities and educate them on the importance of doing so.

When it comes to writing instruction, the medium used is crucial and useful for both the teacher and the students in order to obtain successful mastery of writing talents on both sides of the classroom (Rahmawati, et al. 2019). Information and communication technology (ICT) is one of the media that may be used in university-level English as a foreign language writing courses (ICT). According to Eka, Tinio defined information and communication technology (ICT) as a vast mix of technological instruments and resources used to transmit, create, distribute, store, and manage information. (2016) Currently, it is possible to emphasize the significance of information and communication technology (ICT) in all aspects of life, particularly in the field of education.

1.1.2) The use of Weblogs

Weblogs are one kind of information and communication technology (ICT) that may be used as a medium in writing lessons in the educational setting. Weblogging (also known as blogging) is an online platform that allows users to write paragraphs or articles that can be seen by anybody who has access to the internet and a blog of their own. As described by A.P. Campbell (2016), there are three types of blogs used in foreign language classes: tutor blogs, class blogs, and learner blogs (or learner blogs). Weblogs have become more popular among EFL students in the digital age. Weblogs contain capabilities that allow users to write, publish, and comment on posts, as well as interact with other users. These tools make it simple for students to share their writing knowledge with others. Blogs offer a particular advantage over other forms of

language training when compared to those other forms. According to Kavaliauskiene (2014), students like blogging regardless of the difficulty of the projects they are working on at the time. It has been argued by the author Amal Alsubaie (2018) that blogging allows students to improve writing skills, boost their desire to write, and effectively interact in both social and real-world situations. In addition, Richardson said in Drexler et al. (2015) that weblogs assist students in developing their character and gaining insight into the writing process via reflection. To this end, the teacher at IAIN Curup's English Study Program used a web blog as a learning medium to assist students in developing their writing skills in the beginning of 2019. In order to put it into action, the teacher at IAIN Curup recommended that students create a blog that would be searchable on Google in order to complete it.

Each student is obliged to upload their own written work on a web blog as part of their course requirements. As a result, students must give the URL to their professors. It is possible, however, that incorporating Information and Communication Technology (ICT) resources such as weblogs into EFL writing sessions can assist students in developing their point of view. The process through which a person lends meaning to his or her reality, according to Edy (2019), is characterized by him or her as perception. As an additional point of clarification, Richard (1992) identified three types of perception: visual perception, auditory perception, and speech perception. The findings of Wan (2011)'s research confirmed that students feel that online blogs may help them acquire confidence, improve their writing talents, and help them express themselves more effectively.

1.2 The social networking site Facebook

According to studies, online interactions may help second language (L2) learners communicate more effectively (Kissau&Pyke, 2010; Moore &Iida, 2010), and this seems to be the case with the social networking site Facebook. In a study involving L2 French students, Mills (2011) observed that social networking sites (SNS) enhanced social engagement, which resulted in a sense of community among the participants. An investigation on the influence of an intercultural interaction between Korean EFL students and American college students conducted via Facebook found findings that were similar to those observed by Jin (2015). Jin (2015) discovered that the quality and quantity of posts and comments on Facebook helped to enhance engagement and intercultural proficiency among its users. In contrast to previous

studies, Alm (2015) looked at the use of Facebook outside of formal language learning circumstances, which was a first in the field. His findings revealed that the SNS may have the capacity to promote L2 engagement in certain situations. What mattered most, however, was whether or not a student had Facebook friends who were native speakers, highlighting the importance of native speakers as a language learning resource. Alm (2015) also observed that advanced language learners were more likely to use social media in their second language and to be members of a Facebook L2 group than beginning language learners.

These results suggest that language students may use Facebook outside of the classroom to engage effectively with individuals who speak the target language, regardless of where they live. Mitchell (2010) observed that social networking sites encouraged ESL college students to connect with their Facebook friends in English, therefore boosting both their intake and production in the second language. The sentiments of second language students about the use of Facebook for language learning seem to be mixed. Even while all learners in Alm's (2015) study reported feeling less worried when conversing in the L2 via Facebook, only advanced students believed that it was advantageous for informal language learning. In his study on the use of Facebook and peer assessment by university EFL students in Taiwan, Shih (2011) identified a trend that was comparable to the one described above. According to the results of surveys and interviews, Shih (2011) revealed that participants had a generally positive opinion about the combination of Facebook and peer assessment in general. It was considered by the learners in his study that the blended learning technique helped them enhance their L2 writing skills, reduce their stress, as well as give a convenient and fun manner of communicating in their target language.

Despite this, their overall perceptions of Facebook were positive, and they highlighted a variety of benefits of using the site, including a low-pressure learning environment, opportunities to practice Chinese, and better relationships with their peers. Additionally, in Kabilan, Ahmad, and Abidin's (2010) research of Malaysian EFL students, they identified many advantages of Facebook writing, including enhanced writing abilities, increased confidence and motivation, and positive attitudes about the target language. Additionally, Kabilan et al. (2010) uncovered a few adverse characteristics of Facebook. The SNS, to be more specific, was considered unfit for English learning by some of the study's participants, according to the researchers.

Additionally, several of them reported that they were unable to improve their English language skills via the usage of Facebook, which is mostly used to share stories and information with friends and family members.

While research suggests that social media might aid in increasing L2 writing productivity and fluency, it is unclear if the SNS can also aid in improving students' writing quality. When Wang and Vásquez (2014) investigated the use of Facebook by second-language Chinese learners, they observed that the Facebook group wrote much more Chinese characters on a post-test than a control group that did not receive any intervention. However, there were no statistically significant differences in the quality of the writing between the two groups. Dizon (2016) reported similar outcomes in a study of EFL learners who were exposed to Facebook advertisements. Participants were placed into two groups for the study: an experimental group that used Facebook, and a comparison group that used traditional paper and pencil writing techniques. When participants took a timed post-test, they found that the Facebook group improved their writing fluency more than the comparison group, but there were no statistically significant gains in lexical richness or grammatical accuracy. As of this writing, only Shih's (2011) study has shown that utilizing Facebook may result in significant improvements in the quality of second language writing (L2). However, there was no control group in this study, which relied on a combination of peer rating and social media.

As a result, it is uncertain if Facebook had a substantial influence on the changes achieved or whether peer review had a larger role.

1.3 Blogs

Blogging and its classroom applications are two of the most widely used and researched applications to emerge from the Web 2.0 era (Wang & Vásquez, 2012). Blogging and its classroom applications are two of the most commonly employed and explored applications to emerge from the Web 2.0 era. A large number of studies have shown the benefits of incorporating blogs into language learning courses (Sykes, Oskoz & Thorne, 2008; Warschauer, 2010). The usage of blogging, like with Facebook, has been shown to increase communication among students; this has been linked to blogging's inclination for enabling contact among students who post on it. ESL students engaged in academic writing programs, according to Nepomuceno

(2011), were seen commenting on blog posts published by their classmates on a range of diverse topics. Students went out to their friends and communicated on their own initiative since the researcher did not confine them to any certain subjects. Additionally, students claimed that blogging helped them to meet new people and form new relationships. Pinkman (2005) reported similar outcomes in an action-research project she conducted with Japanese EFL students who used blogs as part of their coursework. Students spent time discussing ideas on how to respond to their classmates' comments on blogs, which they shared with the class.

The fact that people who were not enrolled in the class began commenting on student blogs led to the conclusion that blogs, since they are a public open platform, may perhaps allow more global connectivity and motivate students to contact with others in other countries. In a similar vein to Alm's (2015) findings on Facebook, Hashimoto (2012) observed that proficient L2 students were able to participate in genuine target language discussion using the Web 2.0 platform, therefore increasing their sense of autonomy in the language learning process. Blogging is generally well-liked by students when utilized for written exercises or activities; nevertheless, the level to which students like blogging tends to differ by student and certain contextual conditions in classroom size. Miyazoe and Anderson (2009), Pinkman (2005), and Nepomuceno (2011) all indicated that their students found blogging to be an exceptionally pleasant experience since it linked them to the broader world and was more convenient than other modes of communication like email and instant messaging. According to Miyazoe and Anderson (2009), students who used blogging in conjunction with other Web 2.0 tools such as wikis and bulletin boards had a more positive perception of it in class than students who did not.

While the overall opinion of blogs was positive, actual classroom usage indicated a significant lack of interaction amongst students in terms of commenting on one other's blogs. Indeed, according to the researchers, students saw each blog as a "private zone" in which they were free to express themselves without being judged. It should be noted, however, that students did indeed read the blogs of their classmates. Amir, Ismail, and Hussin (2011) discovered that students became more motivated after six weeks of writing about certain subjects on blogs, according to their findings. After the research was completed, students indicated a stronger interest in writing, which assisted them in improving their writing talents. They also expressed increased

confidence in their writing after the study was completed. Research reveals that students gain from the usage of blogs in the classroom when it comes to language outcomes, according to the findings. Fellner and Apple (2006) discovered that low-level Japanese students who took part in a seven-day, 20-minute blog exercise increased their writing fluency and overall writing proficiency. Additionally, a lexical analysis of the students' blogs revealed the use of more difficult phrases, suggesting that lexical complexity was promoted in addition to writing faster and within the allotted time. While investigating the lexical complexity of student blog posts after a specified number of timed blogging sessions in an ESL classroom, Nakatsukasa (2009) discovered results that were similar to those observed by other researchers.

It was discovered that after many weeks of working on an assignment that required them to collaborate on a blog and comment on one other's posts, students were using more challenging terminology than they had before. However, it has been observed that the length of posts is governed by student interest in the subject matter, rather than simply by acclimatization to the act of blogging or accidental knowledge acquisition. When students used Moodle, Miyazoe and Anderson (2009) observed that they had a higher lexical density, which is defined as the ratio of total words to different keywords used in the text. Also claimed by the researchers were higher degrees of complexity as well as the utilization of foreign language in the study. However, no quantitative investigation of these allegations was carried out. There have only been a few studies conducted to far that have attempted to assess the syntactic complexity of student writings that have been posted on blogs over an extended period of time.

1.4 Conclusions

In summary, Facebook and blogs provide startlingly comparable advantages and have been included into an increasing number of curricula over the last several years. Both have been demonstrated to enhance engagement amongst second language (L2) students (Alm, 2015; Jin, 2015; Mills, 2011; Mitchell, 2010; Nepomuceno, 2011; Pinkman, 2005) as well as real L2 communication (Alm, 2015; Jin, 2015; Mills, 2011; Mitchell, 2010; Nepomuceno, 2011; Pinkman, 2005). (Alm, 2015; Hashimoto, 2012). Additionally, learners appear to have a favorable attitude toward their use for L2 learning, despite the fact that these web 2.0 tools each have their own distinct

disadvantages (Alm, 2015; Amir et al., 2011; Kabilan et al., 2010; Miyazoe& Anderson, 2009; Nepomuceno, 2011; Shih, 2011; Wang & Kim, 2014). Finally, studies on Facebook and blogs indicate that students may increase their L2 language skills via their usage (Dizon, 2016; Fellner& Apple, 2006; Miyazoe& Anderson, 2009; Nakatsukasa, 2009; Shih, 2011; Wang & Vásquez, 2014).

Many forms of computer-mediated communication (CMC) have been investigated in the study described above, but only a few studies have compared two independent web 2.0 technologies. The only exception is Castaneda Vise's (2008) study, which evaluated two groups of L2 Spanish learners who used wikis and blogs to communicate with one another. According to the findings of the research, there were no statistically significant differences in levels of achievement or satisfaction across the groups. Furthermore, despite these findings, further research is required to determine if Web 2.0 tools are the best suited tools for use in formal language learning contexts.

Chapter 2: Students' Reflective experience from writing in Facebook

The advantages of social networking sites are highly valued in educational contexts. One of the most extensively utilized social media networks is Facebook. Despite the fact that it was not designed to create learning experiences, Facebook allows students to meet their peers in their own space and use the environment to access learning resources, allowing them to move beyond the temporal and spatial constraints of traditional classroom teaching (Rodrguez, Ignacio, & Elia, 2015). (Bosch, 2009). Outside of the classroom, students may communicate with their professors and peers, get announcements and updates, and collaborate.

Students are familiar with Facebook and feel at ease using it, which is one of the advantages of utilizing it for educational purposes (Ramires&Gasco, 2015). It is also extensively utilized, thus academics should look at the pedagogical approaches that may be applied with Facebook for educational purposes. Despite the quantity of Facebook studies and recommended practices, research on writing abilities and Facebook is scarce (Razak&Saaed, 2013). Although students can use Facebook to

write, it is important to realize that writing in the virtual world, such as on Facebook, is not a process: "writing becomes an act of going from immediate composition to instant publication." (Klages & Clark, 2009, p. 33). Klages and Clark raised some valid points, such as how to engage students and help them value process as a necessary tool for becoming more articulate in their writing, as well as how to help students code switch between their use of technology with friends and their use of technology in academic and professional settings. When students engage in online writing in a social media environment like Facebook, we must move our research focus to the students' perspective in order to assess the quality of their work and attempt to explain success and failures in completing a certain task.

Individuals may absorb and repeat what they've learned through reflection, which is an important part of the learning process (Lavoue et al. 2015). Reflections on the cognitive and emotional processes that occur after a task is completed. According to Yang, students were able to learn from each other through reflection-in-action (2010). Reflection-in-action focuses more on the students' grammatical improvement since peer feedback lets students analyze their works in depth for greater accuracy. Because of the context of their reflection on Facebook, the writing dynamics connected with the learners' self-directed practices are often unique from classroom practices in this study.

They are not, however, regulated by the medium. Instead, people are placed in circumstances through negotiation, which develops in their everyday activities and might vary among cultural, geographical, social, and institutional groupings. As a result, additional knowledge of the possibilities and restrictions based on a specific context and environment is required. The students' eagerness to study, grasp new concepts, and engage with web content in fulfilling their overall job is part of the learning ecosystem (Wichmann & Rummel, 2013). The pupils' reflective notebook is referred to as reflection-on-action. In the Malaysian setting, only a few studies have been undertaken to explore students' thoughts after using Facebook to accomplish narrative writing tasks.

There has been a research conducted at a Malaysian urban Chinese school, where traditional face-to-face interaction is the norm. Malaysian pupils are observed to be uninterested in writing owing to a lack of writing abilities (Darus & Ching, 2009). Due

to time restrictions and mother tongue interferences (David & Su, 2009; Darus & Ching, 2009), the Chinese students who participated in this study lacked the needed writing abilities, which continued to impair their academic performance in their English language classes.

Furthermore, the researchers' discussions with the Panel's Chairman indicated that the students' failure to write adequately is mostly due to time restrictions and the vast number of pupils in each class. As previously stated, research have demonstrated Facebook's capabilities as a language learning site. As a result, the concept of teaching and conducting learning activities via Facebook is a unique concept that has yet to be fully explored and should be examined. Two research questions were offered based on the online archives and each student's reflective journal in terms of the way that enables students' reflection-in-action in Facebook benefitted from self-correction and feedback and what was the students' action-reflection after using Facebook for educational purposes.

2.1 Benefits of reflection studies

Reflection studies have looked at the importance of reflection in improving the quality of students' writing (Chen, Wei, Wu & Uden, 2009). With the development of internet technologies, research have shown that online reflection plays an important role. Saito and Miwa (2007), for example, found that students performed better in an innovatively created setting with supporting reflecting activities and instructional usage. Furthermore, the students viewed reflection and feedback favorably since they had a considerable beneficial impact on their self-regulated learning results.

As Yang points out, pondering is associated with a number of issues (2010). "First, despite the fact that various studies have developed systems that provide students with reflective tasks, the effects of reflection facilitators such as the teacher, the writing activity, or the automated mechanism of the system have not been properly acknowledged." The influence of reflection on writing is unclear if just quantitative data is offered since the criteria for assessing students' reflection are vague.

Second, in earlier research, neither the process of students reflecting on their activities, nor the process of students verifying and modifying tactics in writing, had been provided (Yang, 2010, p. 1203). Teachers' capacity to notice pupils' deficiencies and give prompt assistance is hampered by such constraints. Similarly, when peer

review is conducted, the focus will be on the results "focusing on the end product rather than the process of writing" (Storch, 2005, p.154). Due to these constraints, further study is needed, with a focus on the actual event that occurs when reflection is elicited.

Yang (2010) examines two sorts of reflections described by Schön (1987) in the context of reflections: reflection-in-action and on-action, that is to say "reflections occurring during and after activities to increase learning" (Yang, 2010, p 1202). Yang's (2010) definitions of reflection in-action and reflection-on-action, as specified in Table 1, were modified for this study. Table 1: Reflection-in-action and reflection-on-action operational definitions.

Facebook has also been utilized by several scholars to create relevant teaching and learning activities. Previous Facebook study has mostly focused on people's views on the usage of Facebook for education. Reyes (2015) indicated that students acknowledged Facebook strengths in teaching which were communication, self correction, feedback, motivation and performance.

The nature of Facebook's affordances is also consistent with Vygotsky's (1978) constructivist philosophy, which emphasizes cooperation, social interaction, and feedback in effective teaching and learning activities. Kabilan and Tuti (2016) studied the efficiency of Facebook for knowledge acquisition among Community College students in a research. To determine their performance, students were given a pre- and post-test. It was discovered that Facebook may be used as a supplement to learning when used in conjunction with proper educational methods such as collaboration and group work.

Furthermore, Yasemin et al. (2014) discovered that not only using Facebook can improve learners' engagement and interactions but also highlighted the need of maintaining learners' engagement and interactions as one of the issues that must be handled with proper pedagogical techniques.

Students were allowed to review, assess, and rewrite their own and their classmates' texts after receiving criticism from peers and the teacher. The teacher was able to assess the pupils' talents and potential to enhance the quality of their writings thanks to the reflective approach. The online writing platform also encouraged students to support one another, allowing the teacher to more efficiently coordinate teaching and

learning activities. These findings support research by Hyland&Hyland (2006), Liu & Carless (2006), and Berg (1999) that show peer review improves students' writing skills.

The essays' content and arrangement, on the other hand, remained nearly unchanged. In other words, students did not completely rewrite the essay, but rather fine-tuned it for correctness. This conclusion is in line with Tuzi's (2004) assertion that feedback is often focused at the low level, which comprises clauses, sentences, and paragraphs. This study benefited greatly from the use of a reflective writing diary. The majority of those who took part regarded Facebook as a way to develop their writing talents. Students' responses suggested that using the site enhanced their grammar since they were able to discuss thoughts and opinions about language, particularly vocabulary, tens of thousands of times. According to the research, web-based settings like the one investigated in this study offer a variety of chances for fostering a constructivist learning environment by supporting student-centered and interactive activities that engage students as active learners (El-Soud, Al-Khasawneh&Awajan, 2007; Zhang, Zhao, Zhou & Nunamaker, 2004). In summary, students' responses suggested that they had a pleasant experience with the online writing environment. As a result, some scholars (Ross, 2014; Yang, 2012 & Boud, 2001) have emphasized the relevance of reflection in educational settings.

Teachers can use the reflections to better understand students' reactions to instructional approaches that might otherwise go unnoticed. The following are the most important educational practices: 1. Teachers can steer students' responses toward a more critical debate. Knowledge construction and critical thinking are aided by analytical debates on linguistic features such as verb tenses and subject verb agreement. 2. Students should utilize a checklist for the micro and macro components of the essay to make reflection-in-action more successful. 3. Students should be given step-by-step instructions on how to analyze articles from diverse angles. Students will be able to contribute effectively rather than just editing with the checklist, improving content structure, vocabulary use, and language correctness. 4. It is also critical that students rebuild the substance of their essays, as well as give fresh resources, ideas, and insights for their classmates to include into their writings, with previous coaching on providing comments. Reflection-in-action, without a doubt, boosted the quality of the pupils' writing. When students are engaged in online writing settings, though,

more might be done. Students may be taught to be critical readers and writers, and to become proficient in the process.

Teachers who weave pertinent conversations and draw students' attention to the task's relevance to give adequate information would assist students reflect on content and create a better comprehension. It is practical for teachers to give adaptive teaching tactics that correspond to students' thinking types. Students can ultimately become self-critical enough to edit and rewrite their own writing with this kind of instruction. When kids are involved in online writing activities, this may be an effective goal to pursue. The benefits of reflection-in-action can only be realized if students are given a checklist and are taught.

Chapter 3: Methodology

3.1 Aims of the study

The aim of the present study is to identify whether there is improvement in students' writing skills through employment of blogs and Facebook. The research will be based on the following research questions.

- 1) What are the students' views on using web 2.0 tools to enhance their writing skills
- 2) The level of improvement of students' writing skills throughout the process

3.2 Sample

With the purpose of fulfilling the aim of the present study, students' from two classes participated. The first class was B1+ class comprised of 9 students and the other one was B2 class comprised of 8 students. The reason these two classes were chosen is because writing has evolved through the years that have passed by and it is of utmost importance that students in more advanced classes would take part. It is also notable that students of both classes have taken lessons for 5 and 6 consecutive years, meaning since they had begun English as a foreign language lessons.

3.3 Research Design

The research was conducted in my own Language Teaching Organization (LTO) in Trikala that specializes in general purpose programs that leads to assist students acquire certificates such as FCE, ECPE and IELTS prep. Taking into account the place's Infrastructure, classrooms are equipped with modern Interactive Whiteboard Systems (IWBs), however there is not adequate place as regards the existence of a fully equipped computer lab whereby students can elaborate on the acquired knowledge or exercise more if gaps exist in the knowledge that should be acquired. In this regard, the teacher, not being able to have all students working on computers, has been compelled to make use of the classroom computer and projector, as well as a notebook and a laptop from the private institution and asked students bring their mobile devices so that they could work by using them.

As being aforementioned students from two different classes would take part in the research belonging to the age groups from 12 to 14 years old. The teacher ensured that none of the students have learning difficulties so that there is not apprehension in terms of participation and low self-esteem that would constitute the whole process difficult. Additionally, all of the students have been put in a teaching setting that is outside of the Kachruvian circle (Kachru, 1985), which implies that English is their second language and none of them are bilingual or have English descent for the whole course. They are mostly from middle-class families with a standard economic and educational background. A good assessment of the institution, its professors, and its teaching techniques is shared by both students and parents.

However, although parents are interested in their children learning one or two foreign languages for communication purposes, their major desire is for their children to get a language certificate and in addition in a young age so that focus is put in their preparation for university studies later on, which is considered a prerequisite in Greece for future employment opportunities.

Specifically, the curriculum is heavily exam-oriented and relies on language competence examinations administered by British or American institutions certifying knowledge of the language such as Cambridge or Michigan. Both language examinations and textbooks for foreign language institutions, which are widely

known in Greece, are based on the Common European Framework of Reference for Languages (CEFR), which was developed by the Council of Europe (CEFR).

3.4 Description of the research

It should be stated that this specific research aims at producing blog essays written in the English language by the students enrolled in the LTO. The purpose is both for the students' enhancement of knowledge and for the promotion of the school by uploading their work on the website. The blog space that would be used is Padlet for students attending the B1+ class and Facebook for students attending B2 class. The reason these two options were selected involve the fact that Padlet can be a more controlled place for smaller in age children while Facebook is a wider space and students can follow their friends aside from partners at school, parents and teachers as well and is amongst the most well renowned social media that teenagers use.

The decision of the instructor to work with the students in these two tools is that they look similar; chatting can be done in both as well as commenting.

The ability for each student to work on privately controlled tools and then have the opportunity of publishing written work on the institutions' website would not only boost their confidence and motivation, but it would also last longer in time. Secondly, despite the fact that the technology is appropriate for an electronic journal since it is local (as opposed to blogs, which feature dated articles in reverse chronological order), the need for a website to hold following issues would arise, without necessarily removing previous content. It is likely that if all students used the same sites to create their articles, the number of pages would be quite huge, making editing and monitoring extremely difficult, if not impossible, to manage. Because of this, students wrote their essays on their space on the blog and Facebook and then uploaded them to the journal via a hyperlink.

Another issue to investigate is the instructor's responsibility in evaluating student progress and offering feedback in a practical and timely way. Simultaneously, the aesthetics of the students' websites should not be disregarded. The 'History' button on the Padlet enables the instructor not only to monitor the writing process (drafting, editing, etc.), but also to grade the students' articles, without depriving them of their right to rectify their work and ultimately generate a faultless final result. Additionally, utilizing Padlet and Facebook enables professors to provide comments on their

students' work, which can be accessed at any time by the students using the 'Comments' option on both sites.

3.5 Research Approach

The research would be qualitative strongly related to student feedback, to determine whether or not an improvement in student writing performance would take place as a consequence of the practice and interaction in both the blog and Facebook. However, evaluating just student responses would not be adequate proof of the effectiveness of this strategy. The result was that in this specific case study, a mixed methods' strategy was used to gather data, which allowed researchers to combine the detailed, contextualized insights gained through qualitative research with the more efficient but less accurate findings gained through quantitative research to produce a more complete picture of the situation.

In the beginning both students and parents were asked to complete a requirements' analysis statement that had been designed in both Greek and English to ensure that students of both classes could comprehend the reason the research was conducted and to ensure the validity and reliability of it.

In addition to the consent paper, the influence of using blogs and Facebook to improve writing skills was investigated through qualitative interviews with students that took part in the research divided into three parts – before, during and after the research was over. In the meanwhile, the teacher kept a notebook, in which she tracked the development of the whole attempt according to the theory of Creswell (2003). Additionally, the teacher made notes of the comments of students of the two classes in both the Padlet and Facebook concerning their opinions on writing which were spontaneous and genuine.

Each of the following phases served as a starting point for the experiment to the teacher:

1. Inspected all of the technological equipment, including the Internet connections and mobile devices. (Teacher's and students').
2. Presented the students with an explanation and announcement of the whole activity.

3. Speak with parents about the effort, reassure them about Internet safety, and ask for their consent before proceeding.
4. Showed the pupils how to use Padlet and directed them to the school's Facebook page.
5. Support learners with the creation of a blog and an associated Facebook presence.
6. The instructor began the discussion by announcing the first topic.
7. Postings and comments would be monitored, and involvement from all students would be required or points would be removed.
8. Completed a post-meeting questionnaire with the participants of the conference.

The initial posts and comments herald the beginning of the about three-month-long investigative procedure (from October to January). Writing courses are included in the weekly program for fifty minutes twice a week. Introduction to the subject, participation in class discussions on the class blog and on Facebook, beginning work on the draft, and completion of the draft at home were all part of the process. Students received comments and evaluations of their work from the teacher prior to the next class session, which was done via the blog and Facebook. Every two weeks, students were required to write an article. Once they had finished it and received clearance from their teacher, who also acted as editor, they were ready to submit it. Additionally, they were entrusted with the obligation of complementing their text with images, videos, or hyperlinks to third-party resources.

Finally, it is notable that the onset of the research took place fifteen days after the first term of the current academic year started, which followed approval and acceptance from the institution as well as the consent from parents or guardians and the students. A total of two one- hour sessions each week were scheduled over the treatment period, which lasted more than 13 weeks.

Chapter 4: Reflections

According to the data, the majority of students, regardless of their age, are computer literate and possess a mobile device (either a phone or a tablet). They are also typically highly acquainted with new technology. Indeed, fourteen of the seventeen students in total who participated in the research (82 percent) have internet access, and all have an email account, albeit none specifically utilize it for educational reasons. In terms of social networks, a sizable amount of students (62 percent) have a Facebook account, while a comparable percentage publish comments or talk on the internet. As a result, it is clear that students strongly link computers, especially the internet, with amusement rather than education. Indeed, an astonishing 100% of students use the internet for recreational reasons, such as playing computer games, and 81% download and watch YouTube videos, but just 57% of students questioned use the internet to improve their English.

In addition, the first questionnaire that was delivered before the onset of the process included, among others, questions on students' views toward process writing as well as questions regarding their writing styles in general. It's worth mentioning that, despite the fact that less than half of students create a plan or write down their ideas before they begin writing, the majority of students claimed that they always read their work again after they've finished so that they discover and proceed with corrections of their mistakes. Additionally, almost half of those who write in English admitted that they have not stopped thinking in Greek and translating into English although they have been attending English lessons for a lot of years, and 61 percent use an online dictionary if they do not recall a word in English. Nine out of seventeen students who responded to the poll said they always read their instructors' comments at the end of their papers. In a similar vein, although a big majority of students would prefer that their teacher improve their papers prior to publication online, peer review is seen unfavorably, with just 19 percent of students feeling that their peers are capable of supporting them in rectifying their mistakes.

In conclusion, the responses to the researcher's questions about the students' attitudes toward incorporating computer technology and the internet into writing instruction through blogs and Facebook were quite enlightening and markedly differed from the researcher's expectations and hopes for the project's motivation-raising effect on students.

Aside from having a strong desire to use the internet in the EFL classroom and having a favorable response to writing articles electronically with the addition of digital sounds and images to supplement their text, only about half of the students expressed a desire to have their own website where they could upload their compositions and participate in an electronic journal project.

In contrast to the teacher's anticipation that writing in Padlet and Facebook would increase motivation levels, the pupils' first reaction to this novel tool was relatively cautious. When students were asked whether they would be interested in creating their own website where they could post their written assignments as early as the beginning of the study, half of those who responded positively said they would. Pupils were asked whether they would want to write and the responses were very similar, with twelve students agreeing to do so and just three students rejecting. After comparing the data with the diary that the instructor maintained during the investigation, it was determined that there were no differences. In fact, despite the fact that they were well-versed in new technology and social networking sites, the younger students inquired as to whether participation was mandatory.

During the first three weeks of the exploratory experiment, after the commencement of the activity, a noticeable shift in the students' attitudes regarding the whole activity could be detected. Interestingly enough, even the most skeptic students admitted that they enjoyed participating in the blog and Facebook, as well as exchanging posts and comments with their peers, and that they sought feedback from their teachers as well as consultation on the use of other Web 2.0 tools to further their knowledge.

Indeed, students began requesting participation in blogging and Facebook writing throughout each session and even produced essays and uploaded them to both sites as well as to personal blogs after obtaining permission from the instructor and receiving direction on where to post. However, it must be acknowledged that out of the seventeen students who originally participated in the study, four students consistently refrained, demonstrating an ignorance of the posting and commenting processes. The post research assessment revealed that the majority of students expressed an interest in producing articles for this activity. Indeed, females embraced this novel instrument with more zeal. Additionally, the majority of students found writing on the blog and

on Facebook to be more enjoyable than the conventional 'pen and paper' technique, with the greatest percentages preferring the fact that their written portions were visible to all classmates except their instructor which seems to be contrary to the traditional approach where written work was just seen by their teacher alone.

Another intriguing fact is that although just a few students initially supported the use of technology in writing education, their excitement waned as the process became tedious. Finally, students' comments to the post-assessment indicated that, although being more enjoyable, writing on the blog and on Facebook did not motivate them to write more. While this contrasts with the research's overall favorable findings regarding learners' motivation levels, observations and study of their work aided in explaining the problem and disclosing important data. Indeed, participants were driven by cutting-edge technology and online publication, but not to the extent that their writing habit would be altered. The instructor must determine how to attract the pupils' attention. For the three-month study period, the instructor made the informed choice that students would generate written works only on Padlet and Facebook, so that their writing growth could be tracked. However, data from the teacher's evaluation process and student contributions indicates that a smoother transition would be desirable for students to get more accustomed with the new tool and not see it as an intrusion into their language learning routine. Once students begin writing in blogs or social media and get familiar with this kind of technology in order to incorporate their abilities for educational purposes, integration may be detected in their writing.

Additionally, the teacher considered their own time restrictions, since giving comments on a large number of articles may be time consuming. In fact, both time and perseverance may result in great outcomes when teaching writing. Additionally, motivation may be increased by allowing students to engage in a variety of projects and then publishing their results in the journal. For instance, they may be working on the construction of a digital narrative or doing a Skype interview with someone in another nation. Additionally, the utilization of different Web 2.0 technologies may assist maintaining students' attention. The final study question examined whether collaborative and reflective writing is facilitated. Numerous instructors have emphasized the collaborative nature of Web 2.0 technologies (Hampel, Selke, & Vitt, 2005, Schaffert et al., 2006). Thus, from this viewpoint, the whole process fostered

cooperation, since it was the result of collaborative effort and each student was able to submit, remark, and even publish their articles in response to the work of other students. When students were asked to collaborate with a partner on an outside-of-classroom writing assignment, the results were somewhat dissimilar, as only a tiny percentage of students completed the job.

Nonetheless, study data indicate that more than half of students prefer to work in pairs or groups and that precisely half believe they write better in a collaborative atmosphere. For example, one student answered that: "...Group work is preferable to...writing alone... Okay, because, okay, with the other children, we put the words together and create a more complete sentence..."

Others indicated that their partners' remarks benefited them, while just a few stated that they are unsure if they supported their partners during pair work, which might be due to a humble attitude. What's more remarkable is that learners disagree with the notion of ending collaborative work on the blog and Facebook, while three others claimed that they do better when writing alone. However, the latter contradicts the aforementioned results, since the majority of students said that they preferred a hybrid strategy that included both collaborative and solo work in order to maximize the advantages of both.

Regarding peer feedback, although a sizable proportion of students considered editing and discussing their written pieces of work in class to be useful and valuable, a sizable percentage acknowledged to feeling uneasy about having their written pieces reviewed in class.

When it comes to reflective writing, the study has shown some extremely encouraging findings. Indeed, according to the interviews, kids expressed excitement at not being spoonfed corrected mistakes and considered the process of correction useful and entertaining. The majority of them said that the teacher's underpinning approach increased their vigilance, and they also recognized that the bulk of their 'careless' faults could be readily spotted and fixed via proofreading. Without a doubt, we had the opportunity to observe our own fault, and since it was not totally ready at the time, we had to seek for what went wrong and what we might change... And when the mistakes were not as significant, that is, they were sometimes made carelessly... More precisely, the post-meeting questionnaire results reveal that the majority of

respondents learned how to fix their own faults and also recognized their ability to do so.

Students generally like the teacher's underlining correcting approach and correction code. Both Padlet and Facebook seem to have aided process writing significantly, since the vast majority of students learned to be aware of coherence and to use cohesive methods such as connecting words and paragraphs. After three months of producing articles, tales, and essays for both sites, the post-assessment found that the majority of participants remained confused about whether the overall endeavor aided in their writing development. More precisely, some students responded that they have not reached a decision on the aforementioned matter, while others are adamant that they have benefited from the project. While the majority of students considered themselves aided by the project, a small percentage responded that they have not been aided. Boys and girls are charged at the same rate. However, the teacher's comments on students' work on the blog and on Facebook indicated that their writing had improved. To begin, students wrote and redrafted their written pieces of work both in and out of the EFL classroom, and instructor observation revealed that modifications took around two weeks for each piece of work produced. While students were primarily concerned with accuracy, they also attained fluency.

Students often succeeded in addressing their errors, using paragraphs, and organizing their content more effectively. When comparing students' first and final drafts, one can see the adjustments made and the progress made not only in terms of linguistic modifications to grammar, vocabulary, or syntax, but also in terms of organizing ideas, paragraph structure, and adding pictures or videos to the text. Additionally, according to the interviews, the whole procedure familiarized students with electronic writing and enhanced their illiteracies, both of which are regarded critical for the students' academic or professional futures. Indeed, despite some initial difficulties, they were able to overcome it as they gained familiarity with the new technology. According to one student, 'initially, it was difficult to upload them, and since we were novices, it wasn't simple,' but "we improved." Another student remarked that initially, we didn't know how to use wikis, but with each composition, we improved.

Additionally, online publication, in terms of the sensation of a real audience, contributed significantly to students being more conscientious about their writing output.

A student claimed that the fact that they would be able to expand their writing outside of Padlet and that others from all over the globe would be able to read our work when it was posted to other sites had a significant impact on them. We wanted it to be pleasant, we wanted it to be correct, so that these individuals would join and provide feedback on already completed work, as well as offer new projects and help with those currently underway.

Students embraced reflective writing because it improved metacognition, educated them about the value of advanced organizational skills, and helped them develop self-confidence as they assumed the role of the corrector, honing their critical thinking, and asserting a more active and energetic role in writing. According to interview results, wikis enable students to readily review and redraft their written work and motivate them to proofread and continuously update their wiki material. Simultaneously, they assist students develop their confidence by demonstrating that they can identify and readily rectify errors on their own, as well as overall improve the quality of their writing.

In the same way, students' collaborative work facilitated peer criticism and provided an opportunity for them to experiment with new writing techniques, which will assist them in the future on an academic or corporate level.

Chapter 5: Results and Discussion

Having designed the way the research would proceed, the goal of this study, as being aforementioned, was to shed light on the pedagogical possibilities of introducing technology aspects into an EFL classroom in order to assist students in improving their writing talents.

There were four axes to the study's overall conduct, which started with the construction of a lesson plan from the standpoint of the teacher on how to proceed with the writing activities in both Padlet and Facebook applications.

To begin, the teacher through a questionnaire reflected the students' own levels of motivation at various stages during the research. Through the responses it was clear that students are inspired to write with significantly more passion when they are able to share their work on the internet and address and respond to real people, as opposed to when they are writing traditionally in the classroom setting (McPherson, 2006).

The second axis of the research involved collaboration. Each of these programs has been designed in such a way that it encourages collaboration between students and instructors both within and outside of the EFL classroom. It is possible for learners to work on projects in pairs or groups even if they are not physically present. Text, images, videos, and links are some of the methods they may use to transmit information, and they can also post comments and track the growth of their sites. As a result, it was of utmost importance to examine the effectiveness of websites like as blogs and Facebook in terms of facilitating collaborative learning among students. With regard to emerging literacies, literacy is no more a singular and print-based endeavor; rather, the iconic and digital demands of the twenty-first century have spawned literacies that necessitate cross-media collaboration between print and nonprint-based media (Lankshear&Knobel, 2003). As a result, it is worthwhile to investigate the ways and extent to which both the Padlet and Facebook can aid in the development of learners' technological literacy (Singh & Reed, 2001; Vlachos, 2010), facilitate blended learning (Singh & Reed, 2001), and appeal to learners with a variety of learning styles (Singh & Reed, 2001). (Gardner, 1983).

Finally, technology was selected to assist process writing education in order to encourage learners to practice their writing abilities without focusing on errors, while simultaneously having the option to fix their work before to uploading it through the usage of auto correct. Additionally, reflective writing has the potential to strengthen learners' critical thinking abilities by requiring them to make informed judgments and exercise metacognition by reflecting on and gradually improving their writing over time. They are all interrelated and all attempt to help students enhance their writing talents in some manner. Engaging learners in collaborative activities (such as the journal project) and introducing technology into the learning process may both motivate and engage learners. By picking students' interest and introducing them to the process writing approach, they may be able to improve their written communication talents.

The present research has common elements to other research that have been conducted. More specifically, there has been research conducted on another language institution on a course that provided access to web-based activities such as blogging, online forums, reflections, and response logs where students may leave comments on one another's work over the length of the treatment session. Use of the Internet to explain how the writing class was conducted was the goal of this project. The session started with a mini-lecture on the specific kind of material that students would be asked to generate, such as an extended definition essay, before moving on to the next step. The class was then given the assignment of critiquing an instance of a certain genre that had been discussed in class. Later, students were encouraged to do their own independent study at home on a topic that they were interested in writing about for their extended definition essay. They were advised to bring their laptop computers to school with floppy copies of the research they had done on their chosen subject.

Within one and a half hours, they were expected to have completed pre-writing tasks such as identifying and grouping concepts relevant to their topic based on what they had learned in class and their prior knowledge. In accordance with the ideas they had formed, they were expected to produce an outline with a thesis statement. At the next meeting, their outlines were reviewed by both the teacher and the students, and they made changes to their outlines in response to the criticisms. Then, under the disguise of a pseudonym, students worked on the initial draft of their strategy, which they posted online in their own blogs. Each of them was asked with providing feedback on at least two essays, which they completed from the comfort of their own homes. In addition, the teacher provided constructive critique over the internet. The third step was revision, during which students were obliged to construct the final draft of their essays in response to input from their peers and instructors. After 13 weeks of research, the students were required to write an exit essay on a topic that was similar to the topic of their first essay. Afterwards, a focus group discussion with fifteen students was conducted in order to get insight into their opinions on the impact and benefits of blogging in general.

The following question was posed: "How would you characterize the influence of blogging and online commenting on one another's articles on your writing abilities?" "Consider yourself a writer. Do you feel that blogging and online commenting on one another's articles has helped you improve your writing skills? And, if so, what improvements in your writing talents might you point to?," as well as, "How did you

overcome the challenges you encountered while generating essays utilizing blogging and online peer editing?" In order to determine if blogging has a facilitative effect on students' writing skills, three language experts judged the entry and exit essays on a comparable or related topic using Gustilo's (2011) criteria on a similar or related subject.

One of the key aims of the instructor is to engage pupils in terms of participation and production with the purpose of increasing motivation for writing education. The fact that just three students were inactive suggests that the promised state-of-the-art tool failed to motivate even a tiny number of students to become engaged in the first instance, either due to the perceived difficulty of such an endeavor or due to their association with computers. What is clear from the lessons is that the students who participated more actively demonstrated a high level of motivation and not only developed self-confidence and "pride of authorship" for online publishing, but also exemplified active participation and a strong sense of common purpose; in other words, wikis contributed to stimulating writing, consistent with previous literature (Fountain, 2005, Kovacic, Bubas&Zlatovic, 2007, Lamb, 2004, Mak&Coniam, 2008). A critical factor that increased motivation was the breadth of application and versioning options afforded by the Web 2.0 tool.

Specifically, a student from the B2 group said that...The output on the computer is more gratifying, since personal images are added to make it prettier, to make you appear attractive in your own eyes, and to say look what I did... Additionally, you get confidence when you see a bit of yourself published on the Internet, hmm... Additionally, it becomes clear that technological literacies were necessarily engaged, since their involvement with the blog and Facebook required them to hunt for material and knowledge relevant to the subject examined, exposing them to genuine content (Harel&Papert, 1991). Students' computer abilities were enhanced since they were required to generate text, add photos or videos, and even construct linkages and avatars in addition to looking for information. Indeed, learners have chosen to publish their contributions in wiki journals. Since a few of theorists have drawn attention to it, the collaborative nature of the whole action is its most remarkable and much studied element (see, for example, Barton, 2005, Carr et al., 2007, Garza & Hern, 2005, Moxley& Meehan, 2007). What the current research discovered was that this technique fostered cooperation among learners inside the classroom and was well

regarded in terms of evaluation of the whole process, as shown by both posted comments and class discussion.

It's important to note how well students worked with one another and showed respect for one another's work. Additionally, they assisted one another via the provision of peer feedback, appraisal, and contributions to one another's respective works. Once again, the outcomes of the study corroborated previous literature, such as the influence of blogging and Facebook usage on younger students enrolled in an English as a foreign language course. Students were unable to collaborate successfully outside of the classroom, despite the fact that the function was made available to them from the beginning. It should be emphasized, however, that there was very little comment posting that may have promoted communication outside of the classroom. The latter may even serve to increase the likelihood of collaboration and peer input. Finally, the wiki journal provided students with an excellent chance to practice and internalize the process of reflective writing and thinking (Phipps, 2005). After rewriting and redrafting their initial pieces of work, students gained awareness that knowledge generation is a protracted process that takes significant time, effort, and continuous monitoring (Hedge, 2005). Due to the fact that students asked and made comments on their peers' work, the technique benefited in the development of critical thinking and fostered metacognition, as well as a knowledge of the writing process among participants.

Students were quite appreciative of both the underlying theory and the error-correcting code presented by the instructor. As a result of this, learners' autonomy and confidence were strengthened as they took charge of their learning conditions and sought to change their articles with just a few remarks from their instructors. The students' hesitation to upload for fear of shame had a substantial influence on their attitudes regarding the new technology, on the negative side of the coin. For example, students addressed the issue in order to justify their conservatism in the face of this teaching method and their low levels of motivation in the classroom.

Finally, and perhaps most importantly, the majority of the research on blogs and Facebook as a publishing environment for learners has been conducted with students enrolled in higher education, who are significantly more trained and qualified to handle such a volatile medium than students enrolled in lower education. It was

revealed by this survey, in fact, that students' age and grade level had a significant impact on their attitude toward and commitment to the project, with the B2 group showing the most positive and open-minded response to it, despite the fact that they were the most stressed out about upcoming examinations.

In a different study, students were asked about how they felt when using Facebook to improve their writing skills since the researchers were interested in their reactions. To put it more simply, the question was whether or not it would be advantageous to them. The mean score before the test was 81 points, and the mean score after the test was 85 points. It is crucial to remember that not all outcomes were favorable, with 26% of people reporting an unfavorable change in their health. As Creswell noted, the Paired T-test was used in this study to compare the outcomes of the pre- and post-tests (2012). When evaluating these results, it is important to keep in mind that the causes of the grade discrepancies were not thoroughly investigated. This demonstrates that the participants' participation in the Facebook sessions may not have been the only element that contributed to their successful outcomes. This result calls for a more in-depth quantitative analysis of the relationship between Facebook input and the errors or speech recorded in participants' writing activities. During the interviews, the subjects were asked whether the lessons on Facebook were of use to them. The answer was positive. A significant majority of the informants claimed that Facebook allows them to not be concerned with issues such as space and time constraints, which they experience when they are required to attend lectures. No longer am I concerned about when or where I will be able to use the platform. " In my room, or in the café, working on assignments is entirely up to my discretion. Because I am able to make use of my leisure time, it is fantastic," stated student 1. Another participant noted that she had appreciated using the Facebook platform for class a great deal since she already had it and used Facebook every day, and she particularly like it when they were required to go back and read their partners' work and provide nice comments on their work. She remembers that some of her friends were even brave enough to offer her writing tips. This assumption is consistent with the findings reported by Kabilan, Ahmad, and Abidin in their research (2010).

Concerning the second question, it was advised that students continue to use Facebook to practice their writing skills in order to enhance their writing performance. The Paired T-test results, which McDonald (2014) states analyze before

and after observations of the same individuals while simultaneously examining the null hypothesis, offered evidence in favor of the answer to this problem. The researcher may confidently consider the null hypothesis rejected if the test results indicate that the value of 0.05 is less than 0.01. The two-tailed critical P-value was 0.0005, indicating that we have sufficient evidence to reject the null hypothesis at a 5% level of significance, a significant finding. The third question asked participants to explain the kind of comments they found most attractive or appealing. Following their participation in the survey at the start of the semester, participants stated that photographs were their favorite type of information, closely followed by video sources and words in third place. The round-table interviews that took did substantiate this information. The participants expressed their appreciation for the platform and their belief that they had a better grasp and retention of material after seeing lectures that contained visuals to illustrate different concepts and arguments. The third research question examined the emotional dimension of the issue by inquiring if learners think that their use of the Facebook network motivates them to accomplish their writing tasks.

During the interviews, students reviewed their entire Facebook experience, with some of them expressing a positive opinion of the platform. The student who identified himself as number 23 said that "using Facebook is neither unique nor difficult, and it offers me with a stronger feeling of security than using the university's platform." Despite the fact that I was not a prolific writer owing to a lack of free time, I loved coming to the platform to read what others were writing and used it as inspiration for my own work. According to student 3, "When I heard your comments about my work being extremely outstanding or wonderful," it made her feel good about herself since she was doing everything correctly, she adds. When it came to improving their writing skills, students thought that utilizing the Facebook platform to do so was an enjoyable experience. Additionally, it acted as a link between the student and the elements in the environment that assisted them in their grasp of cognitive activities throughout their learning. The fact that they were use a tool that they were already familiar with from their own lives made it easier for them to accept the mission. Following their classmates' and teacher's comments on their work gave them more confidence in the material they posted on the site.

When participants posted their comments on Facebook, they seemed to be at ease. Because of this, Krashen's (1988) Affective Filter might be reduced, their feeling of self-confidence could be boosted, and their writing work performance could be improved.

Limitations

Furthermore, there was some worry expressed regarding the utilization of time. However, contrary to initial expectations, it was not the typing that took the most time; instead, students encountered difficulties with Internet access at home, found writing on the computer less inspiring, and thus required more time to think; in addition, performing some of the tasks in class took longer than expected, as navigating the internet is a time-consuming task in and of itself; and performing some of the tasks in class took longer than expected. The teacher was also concerned about time management since it was almost difficult to finish a written assignment in class within the allowed time. As a result, the majority of the pieces were produced by students at their homes. It was also incredibly difficult and time-consuming to keep track of pupils' progress. While acknowledging the aforementioned negative consequences, there are a number of important considerations to keep in mind, including the following: According to the findings of this study, the exam-oriented character of the courses generally, both at school and in private institutions may have had a role in influencing students' attitudes on the use of blogs and Facebook in writing teaching. In other words, pupils may have regarded this method as a deviation from the traditional writing routine and may not have been mentally equipped to deal with such a radical departure. Because the language institution lacked a fully equipped computer lab, only a few sessions required students to write assignments in class. Of course, the small number of pupils in each session made up for this setback, and the publishing job was completed effectively with the help of an interactive whiteboard system and a few of laptop computers. Moreover, it was the teacher's objective not to deviate too far from the class's established procedures, while simultaneously encouraging learners to exercise greater autonomy beyond the restrictions of the classroom. In the same way, the instructor purposefully did not place much pressure on students to participate in the wiki journal since she wanted to see some real reaction on the students' part, otherwise motivation could not be tracked. The fact that participation was optional did not imply that it was not made

clear that participation was required. More research is needed to consider the usefulness of reflection-in-action and reflection-on-action in various social and cultural settings when students are using Facebook to finish their narrative writing. In this study, reflection-in-action refers to both micro and macro dimensions (language, vocabulary, mechanics) (organization and content).

Conclusion

The present research corroborates previous results (Jones, 2006; Roth, 2007; Kelley, 2008; Zhang, 2009; Drexler, Dawson, & Ferdig, n.d; Simsek, 2009; Fageeh, 2011) that blogging facilitates students' writing skill improvement. Writing increased dramatically in both content and structure after more than three months of training students to write academic essays via the use of a blog, according to the instructor. It is impossible to dispute that blogging contributed to the improvement in writing skills of students, even if other factors such as instruction, motivation, and self-efficacy were not included in the study. As a result of the interviews and student replies, it was discovered that students saw blogging as a tool to improve their writing skills by reading and commenting on the writings of their classmates (Baker, 1985; Ware, 2008; Zhang, 2009). Simultaneously, having access to their classmates' works, students were able to quickly read, assess, and offer constructive feedback on their own work. In a similar way, they enjoyed receiving constructive feedback from their peers, which helped them improve the content, style, structure, flow, and organization of their written work. Language instructors, particularly writing instructors, should, according to Meier (n.d.), train students in assessing academic writings prior to peer editing so that they may spot flaws in a piece of academic writing as soon as they see them during peer review.

Students will be well prepared to aid their peers in enhancing their essays as a consequence of their previous experience evaluating and criticizing academic works. Additionally, with intensive education in essay criticism, students will understand not only what to avoid while writing academic papers, but they will also understand what key advice to follow in order to produce academic papers in a timely and effective manner. Because blogging has a positive impact on students' writing skills, language teachers may encourage students to use blogging as a platform for producing essays

online. Writing may be fun and joyful for students, not only because of the satisfaction of having a big audience, but also because of the rise in their confidence in their own writing abilities as a result of the experience. A large number of studies (Bernstein, 2004; Fellner& Apple, 2006; Roth, 2007; Anderson, 2010; Kelley, 2008 ;) have demonstrated that regular blogging on a variety of topics improves writing abilities, allowing learners to take pride in their writing accomplishments and, as a result, increases their self-confidence. Direct teaching, on the other hand, cannot be underestimated when it comes to assisting students in improving their writing talents. Students' major difficulty with text structure, according to the study's findings, should prompt teachers of language arts to expand their use of coherent devices in their instruction to guarantee that students can seamlessly apply appropriate transition markers in their academic writing.

As shown by studies, the Internet is crucial in bringing new venues for academic writing by students, such as blogging. While several qualitative studies indicate that blogging improves students' writing skills (Kelley, 2008; Jones, 2006; Liu, 2007; Ware, 2008; Lee, 2010; Simsek, 2009), little research has been conducted to compare the effects of blogging on writing proficiently to the traditional tool of paper and pen in writing essays. Thus, this study proposes doing experimental research employing two forms of academic essay writing, conventional paper and pen and creative writing on a computer through blogging, to determine which method is more beneficial at developing students' writing abilities. Finally, a follow-up research utilizing multiple regression analysis may be done to determine the impact of blogging, teaching, and peer feedback on the improvement of students' writing abilities.

Appendices

Questionnaire

1. Are you computer literate?
2. Do you possess a mobile phone?
3. Are you highly acquainted with technology?
4. Have you got internet access?
5. Have you got a Facebook account?
6. Do you use internet for game playing?
7. Do you watch videos on YouTube?
8. Do you use computer to improve your English skills?
9. Do you think Greek and then translating in English while writing?
10. Do you use an online dictionary?
11. Do you always read instruction comments?
12. Do you like working in pairs?

13. Can your peers help you rectify your mistakes?

14. Would you prefer your teacher to improve your papers prior to online publication?

15. Would you like to have your own website?

16. Would you like to use internet in the classroom?

Interviews

Participant 1

1. Are you computer literate?

Yes, I am.

2. Do you possess a mobile phone?

Yes I have one since I was 6 years old.

3. Are you highly acquainted with technology?

Yes.

4. Have you got internet access?

I have internet access when I am home.

5. Have you got a Facebook account?

Yes, all my peers have we can talk free all day.

6. Do you use internet for game playing?

Yes.

7. Do you watch videos on YouTube?

Of course.

8. Do you use computer to improve your English skills?

Sometimes this happens.

9. Do you think Greek and then translating in English while writing?

Yes, it's the only way I can write.

10. Do you use an online dictionary?

Sometimes.

11. Do you always read instruction comments?

Yes, but not always.

12. Do you like working in pairs?

Yes, I prefer that.

13. Can your peers help you rectify your mistakes?

Why not? Some of them.

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes, of course.

15. Would you like to have your own website?

I would really like it

16. Would you like to use internet in the classroom?

Yes, it would be amazing!

Participant 2

1. Are you computer literate?

I am. We all are.

2. Do you possess a mobile phone?

Of course.

3. Are you highly acquainted with technology?

I could say that.

4. Have you got internet access?

I have!

5. Have you got a Facebook account?

I have one.

6. Do you use internet for game playing?

Mostly!

7. Do you watch videos on YouTube?

Every day! I want to be a you tuber!

8. Do you use computer to improve your English skills?

Yes, I watch videos in English daily.

9. Do you think Greek and then translating in English while writing?

I can't avoid that!

10. Do you use an online dictionary?

Sometimes!

11. Do you always read instruction comments?

Yes, I always read them.

12. Do you like working in pairs?

I like it a lot. But I prefer working with my friends.

13. Can your peers help you rectify your mistakes?

Some of them can.

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

I would love that!

16. Would you like to use internet in the classroom?

Of course!

Participant 3

1. Are you computer literate?

Yes, I am.

2. Do you possess a mobile phone?

I do.

3. Are you highly acquainted with technology?

I think so!

4. Have you got internet access?

I have.

5. Have you got a Facebook account?

I just made one a few days ago. I like it!

6. Do you use internet for game playing?

Of course I do!

7. Do you watch videos on YouTube?

Every day!

8. Do you use computer to improve your English skills?

Yes, a lot!

9. Do you think Greek and then translating in English while writing?

Yes.

10. Do you use an online dictionary?

I use one often.

11. Do you always read instruction comments?

I read them most of the time.

12. Do you like working in pairs?

Yes.

13. Can your peers help you rectify your mistakes?

Maybe yes

14. Would you prefer your teacher to improve your papers prior to online publication?

Of course!

15. Would you like to have your own website?

I would really like this.

16. Would you like to use internet in the classroom?

It would be interesting!

Participant 4

1. Are you computer literate?

I am.

2. Do you possess a mobile phone?

I could not live without one!

3. Are you highly acquainted with technology?

Yes.

4. Have you got internet access?

I have!

5. Have you got a Facebook account?

I recently made one!

6. Do you use internet for game playing?

Yes I do.

7. Do you watch videos on YouTube?

I like YouTube!

8. Do you use computer to improve your English skills?

Yes!

9. Do you think Greek and then translating in English while writing?

Most of the times!

10. Do you use an online dictionary?

Not often but yes

11. Do you always read instruction comments?

Not always.

12. Do you like working in pairs?

I love working in pairs!

13. Can your peers help you rectify your mistakes?

We really help each other!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes, I always have mistakes!

15. Would you like to have your own website?

Yes and I am planning to make one!

16. Would you like to use internet in the classroom?

Yes! We need that!

Participant 5

1. Are you computer literate?

I am computer literate! I grew up with a pc!

2. Do you possess a mobile phone?

Yes!

3. Are you highly acquainted with technology?

Yes!

4. Have you got internet access?

I have!

5. Have you got a Facebook account?

I also have!

6. Do you use internet for game playing?

I play games sometimes but not every day! My parents do not allow me!

7. Do you watch videos on YouTube?

Yes, about everything!

8. Do you use computer to improve your English skills?

Of course, I learned English through videos and games!

9. Do you think Greek and then translating in English while writing?

Sometimes yes! I should stop I know!

10. Do you use an online dictionary?

Yes! I prefer them!

11. Do you always read instruction comments?

Not always but usually.

12. Do you like working in pairs?

I like it a lot!

13. Can your peers help you rectify your mistakes?

I don't think so!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

I'd love that

16. Would you like to use internet in the classroom?

Yes!

Participant 6

1. Are you computer literate?

Yes.

2. Do you possess a mobile phone?

Yes.

3. Are you highly acquainted with technology?

Yes.

4. Have you got internet access?

I do.

5. Have you got a Facebook account?

Of course.

6. Do you use internet for game playing?

I do.

7. Do you watch videos on YouTube?

Every day.

8. Do you use computer to improve your English skills?

Yes!

9. Do you think Greek and then translating in English while writing?

Many times!

10. Do you use an online dictionary?

I use!

11. Do you always read instruction comments?

I always do!

12. Do you like working in pairs?

I like it.

13. Can your peers help you rectify your mistakes?

No, but my teacher can.

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

Yes!

16. Would you like to use internet in the classroom?

I would like it!

Participant 7

1. Are you computer literate?

I am!

2. Do you possess a mobile phone?

I do!

3. Are you highly acquainted with technology?

Yes!

4. Have you got internet access?

I have when I am home!

5. Have you got a Facebook account?

Yes!

6. Do you use internet for game playing?

I do!

7. Do you watch videos on Youtube?

I love them!

8. Do you use computer to improve your English skills?

Sometimes!

9. Do you think Greek and then translating in English while writing?

I do it often!

10. Do you use an online dictionary?

Sometimes!

11. Do you always read instruction comments?

Yes!

12. Do you like working in pairs?

I do!

13. Can your peers help you rectify your mistakes?

Not really!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

I'd like it!

16. Would you like to use internet in the classroom?

Of course!

Participant 8

1. Are you computer literate?

Yes, I am.

2. Do you possess a mobile phone?

I do.

3. Are you highly acquainted with technology?

I think so!

4. Have you got internet access?

I have.

5. Have you got a Facebook account?

I just made one a few days ago. I like it!

6. Do you use internet for game playing?

Of course I do!

7. Do you watch videos on YouTube?

Every day!

8. Do you use computer to improve your English skills?

Yes, a lot!

9. Do you think Greek and then translating in English while writing?

No I do not.

10. Do you use an online dictionary?

I use one often.

11. Do you always read instruction comments?

I read them most of the time.

12. Do you like working in pairs?

Yes.

13. Can your peers help you rectify your mistakes?

I don't believe that!

14. Would you prefer your teacher to improve your papers prior to online publication?

Of course!

15. Would you like to have your own website?

I would really like that.

16. Would you like to use internet in the classroom?

It would be interesting!

Participant 9

1. Are you computer literate?

Yes!

2. Do you possess a mobile phone?

I do!

3. Are you highly acquainted with technology?

Yes, I am.

4. Have you got internet access?

I have!

5. Have you got a Facebook account?

Yea!

6. Do you use internet for game playing?

Yes!

7. Do you watch videos on YouTube?

I watch!

8. Do you use computer to improve your English skills?

I do.

9. Do you think Greek and then translating in English while writing?

I do this often!

10. Do you use an online dictionary?

Yes.

11. Do you always read instruction comments?

I always do

12. Do you like working in pairs?

I like it!

13. Can your peers help you rectify your mistakes?

Yes, most of them.

14. Would you prefer your teacher to improve your papers prior to online publication?

Of course!

15. Would you like to have your own website?

Yes!

16. Would you like to use internet in the classroom?

It is an amazing idea!

Participant 10

1. Are you computer literate?

Yes, I am!

2. Do you possess a mobile phone?

I do!

3. Are you highly acquainted with technology?

I am!

4. Have you got internet access?

Not every day!

5. Have you got a Facebook account?

I have one!

6. Do you use internet for game playing?

Yes!

7. Do you watch videos on YouTube?

A lot!

8. Do you use computer to improve your English skills?

Hmmm, not really!

9. Do you think Greek and then translating in English while writing?

No!

10. Do you use an online dictionary?

Sometimes!

11. Do you always read instruction comments?

No!

12. Do you like working in pairs?

I like that!

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13. Can your peers help you rectify your mistakes?

They are not teachers, they can't!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

Not really!

16. Would you like to use internet in the classroom?

Yes!

Participant 11

1. Are you computer literate?

I am!

2. Do you possess a mobile phone?

I do!

3. Are you highly acquainted with technology?

Yes!

4. Have you got internet access?

No!

5. Have you got a Facebook account?

Only Instagram!

6. Do you use internet for game playing?

Yes!

7. Do you watch videos on YouTube?

Sometimes

8. Do you use computer to improve your English skills?

I don't!

9. Do you think Greek and then translating in English while writing?

No!

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10. Do you use an online dictionary?

No!

11. Do you always read instruction comments?

Not really!

12. Do you like working in pairs?

I can't cooperate!

13. Can your peers help you rectify your mistakes?

They make the same mistakes! No!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

No, I never thought about this!

16. Would you like to use internet in the classroom?

Yes!

Participant 12

1. Are you computer literate?

I am!

2. Do you possess a mobile phone?

I do have one!

3. Are you highly acquainted with technology?

Yes! I am!

4. Have you got internet access?

No! My parents do not let me!

5. Have you got a Facebook account?

Only Instagram not Facebook!

6. Do you use internet for game playing?

Yes!

7. Do you watch videos on YouTube?

Sometimes I do!

8. Do you use computer to improve your English skills?

I don't! I use it only for fun!

9. Do you think Greek and then translating in English while writing?

No!

10. Do you use an online dictionary?

No!

11. Do you always read instruction comments?

No, I always forget!

12. Do you like working in pairs?

I do not like this.

13. Can your peers help you rectify your mistakes?

No!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

No.

16. Would you like to use internet in the classroom?

Yes! It would be nice!

Participant 13

1. Are you computer literate?

Yes!

2. Do you possess a mobile phone?

Yes!

3. Are you highly acquainted with technology?

I am!

4. Have you got internet access?

Not daily! Only on Sunday!

5. Have you got a Facebook account?

I don't!

6. Do you use internet for game playing?

Yes!

7. Do you watch videos on YouTube?

Yes!

8. Do you use computer to improve your English skills?

No!

9. Do you think Greek and then translating in English while writing?

No I don't do this. My teacher asked me to avoid that!

10. Do you use an online dictionary?

No!

11. Do you always read instruction comments?

No!

12. Do you like working in pairs?

Not at all!

13. Can your peers help you rectify your mistakes?

No!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

No I don't know how to use it.

16. Would you like to use internet in the classroom?

No, it would distract me!

Participant 14

1. Are you computer literate?

I am!

2. Do you possess a mobile phone?

Yes, but not a smart phone!

3. Are you highly acquainted with technology?

Yes!

4. Have you got internet access?

Not every day!

5. Have you got a Facebook account?

No!

6. Do you use internet for game playing?

Only for games!

7. Do you watch videos on YouTube?

No, I have seen a few with my friends!

8. Do you use computer to improve your English skills?

No!

9. Do you think Greek and then translating in English while writing?

No!

10. Do you use an online dictionary?

I never used one!

11. Do you always read instruction comments?

No!

12. Do you like working in pairs?

Oh, no!

13. Can your peers help you rectify your mistakes?

They are not grown up to do so.

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes!

15. Would you like to have your own website?

Not really!

16. Would you like to use internet in the classroom?

Yes!

Participant 15

1. Are you computer literate?

Yes!

2. Do you possess a mobile phone?

I do!

3. Are you highly acquainted with technology?

Yes!

4. Have you got internet access?

No, only a few times!

5. Have you got a Facebook account?

No! I have an Instagram account!

6. Do you use internet for game playing?

Mostly!

7. Do you watch videos on YouTube?

No, I find them boring!

8. Do you use computer to improve your English skills?

No!

9. Do you think Greek and then translating in English while writing?

No!

10. Do you use an online dictionary?

No, but it would be useful!

11. Do you always read instruction comments?

No!

12. Do you like working in pairs?

I do not! I am a shy person!

13. Can your peers help you rectify your mistakes?

Not really! I don't think so!

14. Would you prefer your teacher to improve your papers prior to online publication?

No, it would not be original!

15. Would you like to have your own website?

No!

16. Would you like to use internet in the classroom?

Yes, why not?

Participant 16

1. Are you computer literate?

I am!

2. Do you possess a mobile phone?

I do!

3. Are you highly acquainted with technology?

Yes!

4. Have you got internet access?

No, I have not!

5. Have you got a Facebook account?

No!

6. Do you use internet for game playing?

Yes!

7. Do you watch videos on YouTube?

I do not like it!

8. Do you use computer to improve your English skills?

No! I do not know how!

9. Do you think Greek and then translating in English while writing?

No!

10. Do you use an online dictionary?

No!

11. Do you always read instruction comments?

I always forget!

12. Do you like working in pairs?

No!

13. Can your peers help you rectify your mistakes?

I don't think they can!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes! I would feel safe!

15. Would you like to have your own website?

No!

16. Would you like to use internet in the classroom?

Yes!

Participant 17

1. Are you computer literate?

I am!

2. Do you possess a mobile phone?

I have two mobile phones!

3. Are you highly acquainted with technology?

Yea, I am!

4. Have you got internet access?

I have not all the time, only when my parents allow me!

5. Have you got a Facebook account?

No, but I have other social media accounts.

6. Do you use internet for game playing?

Yes! I love gaming!

7. Do you watch videos on YouTube?

I am not interested in YouTube!

8. Do you use computer to improve your English skills?

No, but I would like that!

9. Do you think Greek and then translating in English while writing?

No, I avoid this!

10. Do you use an online dictionary?

No, I don't know how!

11. Do you always read instruction comments?

No, but I should!

12. Do you like working in pairs?

It's not so easy for me!

13. Can your peers help you rectify your mistakes?

I would not trust most of them!

14. Would you prefer your teacher to improve your papers prior to online publication?

Yes, of course!

15. Would you like to have your own website?

Not really, maybe a famous account!

16. Would you like to use internet in the classroom?

Yes, it would help me a lot!

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