



**An-Najah National University
Faculty of Graduate Studies**

**THE ROLE OF USING ENGLISH LANGUAGE BLOGS
IN NINTH GRADE STUDENTS' WRITING SKILLS AS
PERCEIVED BY ENGLISH LANGUAGE TEACHERS
AT NABLUS PUBLIC SCHOOLS**

**By
Lina Jamil Mahmoud Ghannam**

**Supervisor
Dr. Nedal Jayousi**

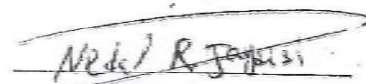
**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree
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This Thesis Was Defended Successfully on 21/08/2022 and Approved by

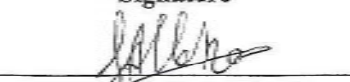
Dr. Nedal Jayousi
Supervisor


Signature

Dr. Khalid Dweikat
External Examiner


Signature

Dr. Fawaz Aqel
Internal Examiner


Signature

Dedication

All gratitude is due Allah, the Almighty and the Creator,. for blessing me to complete this work.

Besides, I would like to dedicate this thesis to my adored parents for their endless prayers, love and encouragement.

I am thankful to my beloved husband for motivating and supporting me to pursue my dreams and complete my thesis.

I also dedicate this work to my respectful family members, lovely siblings, and my little angels: Revan and Mohammed.

I am also grateful to all the people who have supported me throughout this journey of research .

Acknowledgment

I would like to express my most profound appreciation to my supervisor Dr. Nedal Jayousi for his inspiration, extraordinary efforts and guidance. He generously provided me with knowledge and expertise.

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

THE ROLE OF USING ENGLISH LANGUAGE BLOGS IN NINTH GRADE STUDENTS' WRITING SKILLS AS PERCEIVED BY ENGLISH LANGUAGE TEACHERS AT NABLUS PUBLIC SCHOOLS

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name: _____ لينا جميل محمد غنيم

Signature: _____ لينا غنيم

Date: _____ 10/11/2019

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THE ROLE OF USING ENGLISH LANGUAGE BLOGS IN NINTH GRADE STUDENTS' WRITING SKILLS AS PERCEIVED BY ENGLISH LANGUAGE TEACHERS AT NABLUS PUBLIC SCHOOLS

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Supervisor
Dr. Nedal Jayousi

Absttact

Introduction: Exploring and trying new methods in teaching English language skills to students is important. Teachers are responsible for creating an environment that motivates students to learn English in and outside the classroom. This study has investigated the role of using English language blogs in ninth-grade students' writing skills as perceived by English language teachers at Nablus public schools. I has also identified the obstacles hindering teachers and the students from using blogs.

Methodology: To achieve these objectives, the descriptive-analytical method was used. An online questionnaire was developed and administered to 124 male and female English language teachers at Nablus public schools. The questionnaire's 27 items were distributed among three domains: communication skills, writing a well-organized paragraph, and teachers' perspectives towards using blogs. The SPSS program was used to analyze the data of the questionnaire. The online interview was used as a second tool to answer the study questions and support the questionnaire results. The number of participants in the interviews was 12 and the number of the interview questions was seven

Results: The study's results showed no statistically significant differences at $\alpha=0.05$ in teachers' perspectives towards the role of using English language blogs in ninth-grade students' writing skills at Nablus public schools which could be attributed to the variables of gender, experience, and having a blog. One of the promising results of the interview indicated a consensus among teachers on the importance of using blogs and their role in improving students' writing skills. It was also found that the blogs had a significant role in communication and active participation among the parties of the teaching-learning process. In addition, using blogs saved time, encouraged students to create blogs, and changed students' negative attitudes towards learning English.

Conclusion: In the light of the study findings, the researcher recommend raising awareness among teachers , students and parents about the benefits of using blogs. Also, new teaching trends with educational programs that increase students interaction and achievement in acauiring writing skills and other English language skills should be included in the curricula.

Keywords: Blog; Teachers Perspectives; Writing Skills; Communication Skills

Chapter one

Introduction and Background of the Study

This chapter presents the introduction of the study, statement of the problem, aim and objectives, questions, hypotheses, significance, limitations, and operational definitions.

1.1 Introduction

Research on using language as a means of communication has a long tradition. It is not just letters that are pronounced; however, behind these letters, there is a high-level art that enables individuals to communicate with each other and share what they want, what they think, and what they feel(NishanthI, 2008).

For decades, one of the most popular ideas in English literature has been the idea that the English language is one of the international languages worldwide. With this in mind, it is the most widely spoken language in all countries which makes English the language of culture, communication, media, and science while holding a critical role in today's world(Khalil, 2021).

Understanding the function of learning writing skills has been influential in the field of foreign language learning. Writing is one of the four language skills that language curricula focus on. It is a productive skill that learners must acquire to communicate successfully in English as a foreign language. Moreover, many scholars agree that the writing skill is one of the most challenging skills for many learners. As an illustration, mastering the writing skills requires the learner's ability to construct content that includes their thoughts and opinions in addition to having rich vocabulary, grammar knowledge, and punctuation(Albalawi, 2016).

Nowadays, with the widespread in internet technologies, it is no longer enough to use the same teaching style and learning method . In this regard, learners need to use new strategies and methods for gaining knowledge to develop their learning skills. The internet has offered several benefits to language teaching, including raising learners' motivation and delivering authentic material(Alsubaie & Madini, 2018).

Recent theoretical developments have revealed that the the blog is one of the essential technological applications used in teaching and learning a foreign language. Blogs can be used for various objectives, from personal interests to business matters. The most

frequently used and favored form of blogs, for example, is the personal blog. People utilize blogs for various purposes and write whatever appeals to them about almost anything. On the other hand, a business blog is intended to market a company online and is retained for commercial purposes (Azdag & Ozkan, 2017).

Teachers and learners may need to use blogs as a means to express their opinions, share their ideas, and exchange fascinating material to communicate in English as a foreign language. Similarly, using technology to teach writing abilities makes writing less difficult and more pleasant for students(Tharwa, 2017). Under those circumstances, bloggers use their blogs to express themselves and gain empowerment, which helps them become more thoughtful and critical in their writing(Alsamadani, 2017).

In the past several years, blogs have played an essential role in offering a platform for writers to post articles or materials in a public forum accessible to anybody with an internet connection. This has allowed language learners to speak, share their thoughts, and what they want with the world's largest online community(Ozdemir & Aydin, 2015). With attention to blog-based English lessons benefits, learners can develop their critical thinking skills, lexical items, writing style, and grammatical competence. Moreover, learners can enhance their awareness, organizational structure, and inventiveness(Alaboudi, 2014). Students also have become more powerful to use more words after the writing experience on the blog, and there have been improvements in students writing, motivation, and self-efficacy (Lin, 2015).

Furthermore, recent studies have shown that blogging increases EFL students' views about English language acquisition in EFL environments. Henceforth, using blogs in the classroom benefits both students and instructors who may offer broad comments to classrooms and individual blog input, while saving time (Fadilah, Akmal, & Ariffin, 2020).

Since the context of this thesis is Palestine, the employment of e-learning by the Palestine's Ministry of Education is a priority of its strategic plans.The initiative was taken a few years ago to make e-learning successful at schools. Equally important, the Ministry of Education is seeking great interest in implementing e-learning successfully at schools. This success depends on several factors, most notably the teachers' readiness

and their perspectives on using one of the e-learning applications: using blogs to teach English writing skills(Ministry of Education, 2014).

1.2 Statement of the Problem

There are growing endeavors to explore the difficulties facing EFL students in their learning. Learning English as a foreign language involves several challenges including lack of enthusiasm for learning English, POOR writing skills, and limited exposure to effective teaching techniques and writing skill resources. Consequently, students learn a limited number of words, inappropriate use of idiomatic and conversational language, weak phrasing, unconventional grammar use, word order, sentence structure, spelling , and poor rephrasing written content(Alsubaie & Madini, 2018). Writing is an essential skill and may be the most difficult to learn since EFL learners need the skill of writing to succeed in their future careers (Othman, 2017).

Most theories of learning English,however, focus on explaining the reasons for these difficulties, especially the writing skill. Learners of English as a foreign language in Palestine experience several challenges in developing writing skills. One source of this issue is a lack of gradation in writing instructions. Teachers emphasize writing as a product rather than a process that should be taught progressively in the classroom(Kawazba, 2015).

This study considers the field of writing as a major concern in Palestine. Nevertheless, some challenges can be seen in students' low level of writing skills and a lack of comprehension of many components of writing. Their mastery of syntax, lexical terms, cohesiveness, and coherence seem to be weak. By the same token, students' sentences frequently include several grammatical mistakes, particularly when utilizing tenses. By all means, students must enhance their vocabulary skills. They struggle to connect words to context while forming sentences; therefore, they cannot write a well-developed paragraph(Lutfian, 2011).

Based on the short review and the researcher's experience in teaching English at Nablus schools, students' written competence and ability to express their opinions and ideas are limited. For these reasons, their grades are usually low. Depending on traditional teaching methods to improve students' writing skills is no longer sufficient, especially in light of the current technological developments. Therefore, it is necessary to move

towards using new methods that motivate students and lead them to develop themselves and their ideas.

Therefore, this study aims to identify the role of using English language blogs in ninth grade students' writing skills as perceived by English language teachers at Nablus public schools. Besides, the study aims to identify the obstacles that may hinder the teachers and the students from using the blog.

1.3 Aim and Objectives

To investigate the role of using Blogs in ninth-grade students' writing skills as perceived by English language teachers at Nablus public schools:

1. To explore the role of blogs in improving students' communication skills as perceived by English language teachers.
2. To find out if using blogs motivates EFL learners to write a well-organized paragraph.
3. To identify the perceptions of English language teachers towards using the blog in teaching ninth-grade students.
4. To point out the obstacles that may hinder the teachers and students from using the blog.

1.4 Questions of the study

Based on the aforementioned insights, this study seeks to answer the following questions:

What is the role of using blogs in ninth-grade students' writing skills as perceived by English language teachers at Nablus public schools:

1. What is the role of blogs in developing students' communication skills as perceived by English language teachers at Nablus public schools?
2. Does using blogs enhance English language students to write a well-organized paragraph?
3. What are the perceptions of English language teachers toward using the blog in teaching ninth-grade students at Nablus public schools?
4. What are the obstacles that may hinder the teachers and the students from using the blog?

1.5 Hypotheses of the Study

This study attempts to test the following hypotheses:

1. There are no statistically significant differences at $\alpha \leq 0.05$ in the role of using blogs in ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards using the blog) as perceived by English language teachers at Nablus public schools due to the variable of gender.
2. There are no statistically significant differences at $\alpha \leq 0.05$ in the role of using blogs in ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards using the blog) as perceived by English language teachers at Nablus public schools due to the variable of experience.
3. There are no statistically significant differences at $\alpha \leq 0.05$ in the role of using blogs in ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards using the blog) as perceived by English language teachers at Nablus public schools due to the variable of having a blog.

1.6. Significance of the Study

To the researcher's best knowledge, the current study might be the first study in the Palestinian context aiming at identifying the role of blogs concerning writing proficiency: one of the students' major weaknesses.

It is hoped that this study will encourage EFL teachers and students to abandon traditional pedagogical techniques in favor of a digital method favorable to improving writing performance. In fact, this study seems to open new doors for teachers, students, and researchers to pay attention to using blogs and their applications in teaching the writing skill and maybe other skills. Furthermore, it is hoped it will draw educational decision-makers' attention to the obstacles teachers and students may encounter in employing technological tools and finding acceptable solutions.

Besides, this study is expected to raise the awareness of curricula designers and stakeholders on the importance of using blogs to enrich students' writing skills. Also, it

may draw the attention of specialists and educational supervisors towards guiding teachers on how to effectively manage the students when using the blog.

1.7 Limitations of the Study

1. Topical limitation: This study is limited only to the role of using English language blogs in ninth-grade students' writing skill as perceived by English language teachers at Nablus public schools.
2. Time limitation: This study was conducted in the second semester 2021-2022.
3. Place limitation: This study was restricted to Nablus public schools.
4. Human limitation: The sample of the study was limited to English language teachers at Nablus public schools.

1.8 Operational definitions

The following definitions are provided to help the reader to be familiar with the terms used in this study:

1. Blog: is operationally defined in this study as an effective technological tool which is used to enrich the mastery of writing skills. It is a website which a blogger can use to express his/her ideas and to create his/her own diary in chronological order. The researcher identifies the role of using it in developing learners' writing skills.
2. Ninth grade: is one of the grades aged between 14-15 years in the high elementary level. The students of this level need to be particularly interested in the writing skills. It is better if they are introduced to an excellent way to develop their writing competence and critical thinking through the blog.
3. Writing skill: is one of the most crucial language skills that learners need to improve. This study identifies the role of blogs in enhancing this skill and its effect on students' performance.
4. Perspectives: teachers' vision and viewpoints towards using the blog in teaching writing skill based on their experience. This involves mentally viewing things in their true relationships or relative importance.

Chapter Two

Theoretical Background and Literature Review

This chapter presents the theoretical background, literature review, and comments on previous studies.

2.1 Theoretical Background

Writing as a productive skill entails expressing one's thoughts, ideas, information, goals, and remarks in writing. It is usually regarded as one of the most challenging skills for foreign language learners to master since it necessitates complicated mental processes in which learners are expected to not only have thoughts and ideas but also to convey them on paper(Ozdemir & Aydin, 2015).

Writing is taught in schools and colleges as a fundamental skill in language creation. It serves as a communication channel in the EFL domain, but it also requires students to arrange their information or put their ideas and thoughts into written form. It suggests that writing is regarded as one of the most challenging skills to develop in the context of EFL (Apriani, 2020).

Writing has long been seen as an essential skill in learning the English language. This significance stems from the fact that it reinforces grammatical structures and vocabulary teachers attempt to teach their learners(Cole & Feng, 2015).

Therefore, the mastery of excellent writing is increasingly recognized as essential for preparing learners to succeed in the twenty-first century. The capacity to effectively convey ideas and information across the global network is critically dependent on good writing. It is an ongoing process of determining the appropriate language to express one's thoughts and feelings.

As a writing skill, functional writing equips the learners with the necessary knowledge, abilities, and understanding to operate successfully in education and life. It requires learners to be able to communicate effectively and clearly in a variety of relevant domains. Not only that, but also it entails adapting writing to real-world instances and circumstances.

Hence, encouraging learners to become functional in writing entails helping them to select appropriate communication methods. They should be suitable for the purpose, communicate in ways that meet the audience's and situation's needs, apply writing English skills in various meaningful contexts, and become increasingly self-sufficient in their learning. Writing and reflective thinking are related because they are components of the critical thinking process, including evaluating and forming decisions about what has been done. Learners manage their learning by actively participating in reflective thinking during learning settings- analyzing what they know, what they need to know, and how they bridge the gap (Tharwa, 2017).

Technology's role in education is fourfold. It is included as a part of the curriculum, an instructional delivery system, a means of aiding instructions, and a tool to enhance the entire learning process. Education has gone from passive and reactive to interactive and hostility , thanks to technology(Apriani, 2020).

Technology is a priceless blessing. It may be the greatest of God's blessings after the gift of life. It is the cradle of civilizations, arts, and sciences. Technology has undoubtedly altered the way humans live. It also has influenced several aspects of life and has redefined living. Undoubtedly, technology plays a significant part in all aspects of life to the extent that contemporary technology provides us with complex and crucial procedures that might have the potrnial to change our life for the better (Raja & Nagasubramani, 2018).

The medium used in teaching writing is highly significant and beneficial to teachers and students in achieving mastery of writing abilities. Information and communication technology (ICT) is one of the media that may be utilized in an EFL writing lesson at university.This is described as a broad mix of technical instruments and resources used to transmit, generate, distribute, store, and manage information. Nowadays, the influence of information and communication technology (ICT) in all aspects of life, including education, cannot be overlooked(Rahmawati, Syafryadin, & Widiastuti, 2015).

Resulting from the revolutions in technology and communication, blogs emerged and gradually developed to be one of the strategies used to teach English language skills and the writing skills in particular.The word "blog" is an abbreviation for two words: web

and log. They refer to a customized web page maintained by a writer in the style of a reverse chronological diary. Some people consider blogs as personal online diaries that have lately emerged as a collaborative technology and are seen as a new method for learners to express themselves in public. Most blog writers (bloggers) use this setting for self-expression and empowerment, as blogging encourages people to be more thoughtful and critical in their writing (Yunns, Tuan, & Salehi, 2013).

Meanwhile, blogs are strongly related to computer applications that have been used in addition to multimedia, email, electronic journals, databases, World Wide Web, chat, audio and video conferencing, and so on. Because a web blog is interactive, students may communicate quickly and easily with their classmates, teachers, and even native speakers of the target language (Lutfian, 2011).

Blogs, in addition to serving as a conduit for journal entries, allow authors to self-publish, collect reader feedback, and archive their writings. Thus, the growing popularity of blogs on the internet has exciting implications for communication, education, and educational technology. By the same token, bloggers tend to improve their literacy, critical thinking, and knowledge construction skills (Blood, 2002).

Using blogs to enhance writing skills has considerable effects on EFL learners with respect to their writing performance, their ability to monitor writing, their attitudes towards and perceptions of writing, and their interactions and participation in writing projects (Aydin, 2014).

Ferdig and Trammell (2004) enumerated four significant educational benefits of blogging for students:

- It helps students become subject-matter experts by scouring and filtering through online material for pertinent information for their articles.
- It boosts students' interest in and ownership of their studies.
- It provides students with real opportunities to engage in conversation outside the classroom and enculturates them into a community of practice.
- It allows for the exchange of different points of view.

According to Hamon (2011), blogs may be an effective tool for learning to write since the writers can regularly update their own words, ideas, and thoughts using software

that allows the materials to be published swiftly. The collection of writing and other information can create learning notes and resources for others. Because blogs are interactive, communication can form a threaded dialogue between the author and readers via the author's and readers' answers.

To explain how language acquisition is formed by using blogs, this study adopts a social constructivist method. According to the social constructivist, knowledge is created by students who construct meaning from prior experiences in a social environment. Students construct meanings and develop ideas in a school setting through interacting with classmates and teachers (Jones & Brader-Araje, 2022).

The whole learning process, therefore, urges students to utilize language and new information in a variety of settings, such as expressing themselves, explaining, negotiating, and compromising with others when debating ideas. This language-learning technique can be applied to other language abilities, such as writing. The learning process exemplifies what it means to be in a social constructivist classroom. Using blogs as a writing activity in the English classroom, particularly group blogging, may foster a collaborative learning atmosphere that encourages students to work together in a social setting (Seitzinger&Brandon, 2008).

The following are the essential characteristics of learning:

- Active and manipulative, involving learners in interactions and explorations with learning materials and allowing them to witness the outcomes of their activities.
- Constructive and reflective, allowing learners to integrate new concepts with existing knowledge to make sense of them and learn via reflection.
- Intentional, allowing pupils to articulate their ideas.
- Authentic, demanding, and real-world (or simulated), allowing for greater comprehension and application of learning in new settings.
- Collaborative, conversational, and cooperative, allowing learners to communicate with one another to clarify, exchange ideas, seek help, negotiate difficulties, and debate solutions (Seitzinger & Brandon, 2008).

Thus, writing blogs, by adding one's thoughts and suggestions in addition to exchanging ideas with the readership, can improve students' writing correctness and fluency. By

writing blogs, learners attempt to be comprehensible and utilize words from the middle range: in this way, they achieve their writing style (Yessenova, 2016).

In addition to that, the usage of blogs is consistent with communicative learning and teaching theory. The main objective of learning a foreign language is to converse effectively in the target language outside of the classroom (Richards, 2006). Blogs can provide various chances for students of English as a foreign language to communicate outside the classroom. Furthermore, the relatively casual character of blogs allows students to write and connect under less pressure (Nepomuceno, 2011). Again, blogs promote fluency, so students are less concerned about making errors and blunders. Students' accuracy will be increased as they write more and read their classmates' contributions to other blogs.

The use of blogs in ESL writing complements the socio-cultural theory. Socioculturalists based their ideas on Vygotsky's (Vygotsky, 1997) notions that interaction and collaboration are essential components of learning (Wertsch & Bivens, 1992). Scaffolding is central to their learning theory, which essentially states that the skilled person will scaffold (i.e., support, lead, mentor) the beginner who would finally learn in interaction and collaboration (Bruner, 1977). When students cooperate, such as discussing pertinent ideas and terminology, in pairs or small groups, they scaffold and learn from one another. By completing an ESL writing course utilizing blogs, most students can improve their ESL writing abilities (Kitchakarn, 2012).

Finally, the use of blogs in ESL writing is consistent with Krashen's Affective Filter Hypothesis. According to Krashen (1982), a filter depends on the learners' emotional state. If the learners' emotional state is favorable (e.g., they are motivated, have a positive attitude toward learning, are less nervous, etc.), their affective filter will be low. It enables second language (L2) information to pass through and activate the Language Acquisition Device (LAD) in their brains (another proposed construct).

As a result, students will get some knowledge of the second language (L2). On the other hand, if their emotional state is negative (i.e., they are unmotivated, do not have a good attitude toward learning, are more nervous, etc.), their affective filter will be activated, blocking L2 information from passing through the filter. As a result, they will not be able to learn any of the L2 skills (Krashen, 1982).

The Affective Filter Hypothesis of Krashen may be applied to blogs. Using blogs in ESL writing increases student motivation (Vurdien, 2011). Most students are enthusiastic about utilizing blogs in their ESL writing lessons. Thus, using blogs decreases students' affective filters while also assisting them in learning about and improving their ESL writing (Kitchakarn, 2012; Nepomuceno, 2011; Vurdien, 2011).

2.2 Literature Review

This section presents local, Arab and foreign studies related to the current study.

2.2.1 Local Studies

To start with, **Swaity (2021)** conducted a study to measure the effectiveness of online classrooms in teaching English writing skills during the COVID-19 pandemic. The study sample consisted of two groups of 18 students from the 12th grade at Al-Lakiyya High School in the Negeb. The first was the control group, which received traditional face-to-face instruction, and the second was the experimental group, which received online education. Both groups took a pre-test and a post-test. In addition to testing, the experimental group received pre-and post-surveys to assess their views and agreement about satisfaction, ease of use, utility, communication effectiveness, and writing skill progress. The results of the tests were quite similar, with the experimental group achieving 10% improvement compared to 7.23% for the control group. Accordingly, teachers should constantly be kind and patient in class and understand their students' goals. It was also recommended that teachers should use integrated learning wherever feasible to break down social barriers and using camera-surveilled tests to prevent cheating. Besides, further courses in these two areas are advised because pupils lack vocabulary and language skills.

Zatary (2017) investigated the effect of using Facebook on the writing abilities of sixth-grade students at Al-Nukhbah and Al-Azhar Private schools. The study's sample included 60 sixth-grade students from Al-Nukhbah and Al-Azhar Private schools during the second semester of academic year 2015. The researcher split the participants into two groups for data collection: a control group and an experimental group. The same material was given to both groups. The control group was taught to write traditionally, whereas the experimental group was instructed to write on Facebook. Before performing the study instrument, the researcher administered a pretest to both groups to

assess equality in writing and to determine their writing level. Both groups obtained nearly identical results, indicating that the participants in this research had roughly the same writing skill. The researcher then created a Facebook page and invited all of the learners from the experimental group to join. Using Facebook, the learners were assigned a variety of writing assignments. The study discovered that utilizing Facebook had an evident influence on enhancing learners' writing abilities. Furthermore, the learners were enthusiastic about using Facebook for educational purposes. Finally, the researcher suggested that instructors, decision-makers, educational institutions, and researchers focus more on utilizing Facebook in teaching and learning than other methods.

Dwaikat (2016) examined the impact of using facebook on improving English communication skills by using a blended teaching strategy. In the first semester of the academic year 2013-2014, fifty second year students at Al-Quds Open University in Palestine who were majoring in methods of teaching English and taking a course titled “Language Use” served as the subjects. Randomly selected students were split up into two groups: a control group and an experimental group . The course was taught to the control group through the traditional method while the experimental group was taught through using the traditional method as well as online lectures. The findings showed statistically significant differences in the experimental groups ' achievements before and after using facebook, in addition to significant differences in the experimental groups ' achievements..

2.2.2 Arab Studies

Several studies have been carried out in the Arab world to investigate the impact of using different types of technological advancements on English language skills. For instance, **Alsamadani (2017)** conducted a study to examine the impact of blogging on learners' individual and group writing skills. Individual learners and group learners were separated among the participants. Through blogging techniques, they employed pre-writing and post-writing samples. The study was carried out for 14 weeks to maximize blogging. The study's findings showed that blogging has changed EFL education and methodology (learning and teaching) in contrast to traditional methods of enhancing writing abilities. Blogging-based writing practice was more participative and engaging, allowing learners to significantly improve their writing abilities regarding a topic, word

choice, style, and language mechanics. This research suggests that blogging should be used in writing classes and integrated into the school curriculum.

Layali (2017) explored how students at Jubail Industrial College's English Language Institute (ELI) felt about using blogs as extra out-of-class ESL writing tasks. It also aimed to identify ELI students' perceptions of the benefits and drawbacks of using blogs in ESL writing outside of class. The study involved ten Saudi males enrolled at the ELI of JIC in Jubail, Saudi Arabia, in a course called "Unlock 3 Reading and Writing." The number of participants was enough because the findings were not meant to be extended to any wider group (Perry, 2011). To meet the triangulation concept and assure data dependability, the researcher used three data collecting methods: a self-created 18-item questionnaire, individual interviews, and a researcher's notebook (Glesne, 2016; Perry, 2011). The study's findings identified six benefits of using blogs in ESL writing outside of class: (a) collaboration/interaction with classmates outside of class, (b) assistance for shy students in expressing their views, (c) motivation to write, (4) ease of use, (5) less pressure on students due to the informal nature of blogs, and (6) improved writing. Furthermore, two restrictions were identified: (1) distraction from online adverts, games, and chat invites, and (2) using unpleasant language by certain bloggers.

Tharwa (2017) examined the influence of blogging in improving functional writing skills and reflective thinking for EFL majors at Al-Majmaah University, Saudi Arabia. The study employed a one-group pre-test/post-test design with 35 students. The study's findings confirmed that there were no statistically significant differences in scores on the pre-post test of their writing abilities favoring the post-application. It was concluded that using a blog is significant in the development of functional writing abilities and reflective thinking among EFL learners; there were also positive viewpoints towards using this strategy. Accordingly, the study recommended that blogs be used in teaching EFL writing at the college level. The learners were given ample opportunities to use modern technology in their learning, teachers encouraged learners to participate in the evaluation of their writing, and teachers gave learners writing activities related to their thinking.

Gunduz (2016) investigated the development of learners writing skills as a result of using blogs. The participants in this study were 103 first-year university learners who developed group blogs to discuss their views throughout their spoken communication

sessions. Learners were connected with their peers through blogs by simply reading and commenting on one other's posts. The data were collected via blog posts, and a questionnaire was administered by the end of the study to assess learners' opinions of the efficacy of blogs in enhancing their writing and critical thinking abilities. It was found that blogs might be practical tools for motivating learners by enabling them to engage with one another and openly express their thoughts. Using blogs in the writing process also gave learners the chance to improve their critical thinking abilities by considering the content of their blogs and expressing their opinions on the blog entries of their peers.

Fageeh (2011) studied the usage of a blog in an intermediate-level EFL college writing class and its impact on building positive attitudes towards writing compared to the oral presentation tradition of writing teaching. To investigate the effects of blogging on writing skills and attitudes, the researcher used a triangulated research methodology that included an experimental research technique and a descriptive study design. Fourth-year English Department students ($n = 25$ for the experimental group and 25 for the control group), College of Languages and Translation, King Khalid University in Abha, enrolled in English 217 (Writing IV) class during the second semester of 2010, and their instructors served as subjects for this study. According to the findings, students evaluated Weblog as a tool for developing their English in terms of writing skill and attitudes towards writing. According to the students, Weblog provided a chance and freedom for self-expression in English, writing for both a local and worldwide audience, establishing active, engaged social exchanges in blogs, and keeping an interactive relationship with a real-time readership. Overall, students had a favorable opinion regarding the usage of blogs. These findings imply that in college writing syllabi, Weblogs can give learning incentives and possibilities for authorship and reading, as well as the development of writing abilities.

2.2.3 Foreign Studies

Mukminatien, Cahyono, & Saukah (2019) conducted a study to discover new knowledge that can inform the implementation of Blog-Assisted Language Learning (BALL) in a writing class. It also investigated how Blog-Assisted Language Learning (BALL) can improve EFL tertiary learners' writing performance by covering complexity, accuracy, and fluency through collaborative action research. This study

used Collaborative Classroom Action Research, which was carried out in one cycle over one semester to enhance the teaching and learning of writing utilizing BALL. In this study, 30 university students, in the English Education Department participated in the Advanced Essay Writing class. The information was gathered through an interview, an open-ended questionnaire, an in-depth interview, and a writing exam. The findings revealed that EFL students increased/improved their writing skills and became more engaged in online classes with two atmospheres: collaboration and competitiveness.

Namouz, Misher-Tal, & Sela (2017) investigated the impact of incorporating blogging into the English as a Foreign Language (EFL) curriculum on learners' expressive writing performance. Previous research has found that blogging in EFL instruction increases learners' motivation while developing their linguistic and social skills due to the interaction between the bloggers and their followers. In this study, 22 Israeli-Arab high school learners were instructed to submit guided essays to personal blogs and discuss one another's contributions. Over four months, the blogs were examined, and the learners' mistakes were classified, tallied, and documented. In addition, at the end of the research period, the learners completed a questionnaire to understand their opinions better regarding the procedure and the blogging experience. The study's findings revealed a substantial improvement in writing quality and a decrease in the number of learner mistakes. Furthermore, the learners were enthusiastic about utilizing blogs to hone their writing abilities.

Yunns, Tuan, & Salehi (2013) discussed how using blogs may be integrated into classroom activities to improve and polish learners' writing abilities. It demonstrated the features provided by blogs and the motivating aspect associated with blogging. A semi-structured interview was utilized to obtain the necessary qualitative data to accomplish the study's goal. The study's findings indicated that the blogs that were used in the curriculum should be reformatted and reused with students in order to achieve greater success in improving students' writing skills by English language teachers.

Kitchakarn (2012) examined students' summary writing abilities before and after being taught using a blog, a new medium or instrument for written communication and engagement in many different languages worldwide. The research design was a one-group pretest-posttest design. Participants were 33 first-year students from Bangkok University who took EN 011 course (English in Action) during the first semester of the

academic year 2012. They were assigned to six groups. Each group of five or six students started a blog at www.blogger.com and collaborated for fourteen weeks to produce six pieces of summary written work. Each group member contributed to the blog by commenting, editing, and revising until the group completed a final summary document and submitted it to the teacher for marking. This study's tools were (1) two summary writing examinations, (2) a questionnaire evaluating students' attitudes regarding learning through blogs, and (3) blog entries reflecting their learning experience. The findings demonstrated that after the students collaborated on weblogs, their post- test English summary writing mean score was higher than the pretest. They had good attitudes regarding utilizing weblogs in learning. Regarding cooperative learning experiences using weblogs, most students believed it was exciting and a new experience to collaborate with their peers on the weblogs.

Lutfian (2011) conducted a study to improve learners' writing skills in Class X.6 of SMA N 7 Purworejo by using an English online blog. This was a two-cycle action research project including 32 learners from Class X.6, one English teacher as a collaborator, and the researcher himself. This study's data were both qualitative and quantitative. The qualitative data were collected by observing the teaching and learning process while the actions were being executed and interviewing learners and the collaborator about the activities. Field notes and interview transcripts were used to collect qualitative data.

Meanwhile, quantitative data were gathered by evaluating the learners' writing abilities via pretest and posttest. The qualitative data were analyzed using Miles and Huberman's (1994) qualitative data analysis, which included data collection, data reduction, data presentation, and conclusion drafting and verification. The quantitative data were examined using the SPSS version 16.0 software and a t-test. The findings of this study indicated that using an online blog to enhance learners' writing abilities was beneficial. The learners were interested in the writing process, which made the learning process more engaging. It concluded that the learners were more passionate and interested in writing in English.

Lou (2010) investigated the impact of blogging on Chinese language composition teaching in a Taiwanese vocational high school. The researcher created a methodology for teaching Chinese language composition via blogging. The research participants were

forty randomly selected learners from a public vocational high school. The experimental method was used. The study's findings revealed that the instructional approach for using blogging in Chinese language composition in a vocational high school could be successfully implemented and yield favorable effects. Moreover, results revealed that incorporating blogging into Chinese language composition teaching could improve learners' composition learning. The participants had a positive attitude toward the instructional model of using blogging. Most participants expressed satisfaction with the blog's overall design, the teaching resources, and their progress in learning composition.

2.3 Comments on previous studies

Blogs are a constructivist learning method where learners gain a high level of thinking competence by getting to the material and making sense of it. Blogs are another collaborative learning technology that has recently piqued learners' interest. So the theoretical background has helped the researcher identify this important and valuable application to serve the learners, as it showed its role in enhancing the students' various skills and sparking their interest in learning the English language. It also discussed the utilization of blogs in EFL writing instruction and the effect of using blogs on writing achievement.

After reviewing the relevant studies, the researcher has found that using blogs in education should be investigated in the Palestinian context. She has also found few local studies which examined teachers' perspectives towards the role of using blogs in improving students' writing skills.

Most studies relied on applying this method to students to determine its impact. Most of these studies used questionnaires and interviews to identify the students' perspectives. The results were reached from the application of this method in teaching English. Its impact on the students' writing skills differs from this research, which is concerned with identifying teachers' perspectives and finding out the extent of its use at Nablus public schools.

Arab and foreign studies have examined the effect of using the blog on students' writing skills. These studies highlighted the role of blogs in improving writing skills and motivating students to use the blog and its role in enhancing students' language skills and encouraging them to write and develop themselves. For example, Fageeh(YEAR)

found that the usage of blogs in the writing process also provided learners with the chance to improve their critical thinking abilities by considering the content of their blogs and expressing their opinions on the blog entries of their peers. In addition, Mukminatien(YEAR) found that EFL students increased their writing skills and became more engaged in online classes with two atmospheres: collaboration and competitiveness. Therefore we can say that blogs are commonly regarded as one of the web tools for improving one's English language abilities. The use of blogs in language learning aids in acquiring cultural knowledge, allows for exploring the target culture, and raises cultural awareness. Also, it is a way to help students explore and assimilate new ideas. Students can strengthen their knowledge by constructing their meanings in writing and interpreting them based on their understanding and experiences.

Chapter Three

Methodology and Procedures

This chapter presents population and sample and instruments of the study as well as their validity and reliability and statistical design.

3.1 Population of the Study

The population of the study consisted of all ninth grade English language teachers of both sexes at Nablus public schools (n= 164). This number was according to the Department of Research, Development and Quality of Education for the two districts of Nablus. Data reported that 104 English language teachers worked in Nablus district, and 60 worked in Southern Nablus district in the academic year 2021/2022.

3.2 Sample of the Study

A sample of 124 teachers was randomly chosen to answer the items of the questionnaire. Both male and female teachers were represented in the sample to check if the factor of gender had a significant effect on the participants' responses and their perspectives regarding the study questions.

Table 1

Distribution of the sample according to the study variables

Variable	Category	Repetition	Percentage
Gender	Male	48	39%
	Female	76	61%
Years of experience	Less than 5 years	48	39%
	More than 5 years	76	61%
Having a blog	Yes	26	21%
	No	98	79%
Total		124	

Table 1 shows the distribution of the study sample according to personal factors. Male teachers represented 39% while female teachers 61% represented. Of these, 39% had less than 5 years of experience while 61% had more than 5 years of experience. Also, 21% of the participants had blogs as opposed to 79% who didn't have blogs.

3.3 Instruments of the study

The researcher used two instruments: a questionnaire and a focus group on Zoom. The researcher used them to align with the study methodology. However, due to the

reluctance of most teachers to be interviewed on the Zoom application, the lack of a sufficient number of teachers for that interviews, and the lack of time from their perspectives, the researcher interviewed the sample on online platforms. These tools helped the researcher identify the blog's role in students' writing skills as perceived by English language teachers at Nablus public schools. In addition, the study instruments identified the obstacles that prevented the teachers from using the blog with their students.

3.3.1 Questionnaire of the Study

The questionnaire mainly aimed at identifying the role of the blog in improving students' ability to write a well-organized paragraph and its role in developing students' communication skills. The questionnaire explored teachers' perspectives towards the blog. Thus, an online questionnaire was prepared for English language teachers. One of the main reasons for using an online questionnaire was the researcher's belief in protecting the environment and reducing paperwork use and time. The questionnaire consisted of 27 items distributed among three domains.

Table 2

Distribution of questionnaire items among study domains

Domain	Number of items
Communication skills	7 items
Writing well-organized paragraph	7 items
Teachers' perspectives and attitudes towards blogging	13 items

Table 3

Distribution of Responses and Numerical Value Corresponding to Each Response.

Response	Numerical value corresponding to each response
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

3.4 Validity of the Questionnaire

To check the validity of questionnaire's items in light of the study's aims, the questionnaire was submitted to three experts in the field. The researcher added a table with the names of the experts (See Appendix B). Based on the experts' comments and suggestions, some items were reformulated, and the researcher made the proposed

modifications to test the validity of the questionnaire and its accuracy . The final form of the questionnaire consisted of 27 items covering three domains (See Appendix D).

3.5 Reliability of the Questionnaire

The reliability of the questionnaire was confirmed by calculating the stability coefficient of the Alpha Cronbach. The results indicated that the Cronbach Alpha stability coefficient values were high (0.937). So, the researcher inferred that the questionnaire had a high degree of internal consistency in its statements. Therefore, , it was valid for administration and then it was used for collecting and analyzing the data to answer the study questions and achieve its objectives. It can also be relied upon to generalize the results on the study population.

Table 4

Cronbach's Alpha Coefficients for Testing Reliability of the Study Tool

Domain	Cronbach's alpha coefficient
Communication skills	0.801
Writing a well-organized paragraph	0.911
Teachers perspectives towards blogging	0.814
Total reliability	0.937

The researcher found that all Cronbach's alpha coefficients were valid for the study. The scores of three domains were 0.801, 0.911, and 0.814 and the total score was 0.937. They were educationally acceptable values for the study (Lord, De Vader, & Alliger, 1986).

3.5.1 Semi-structured Interview

The researcher chose the semi-structured interview as a second tool for this study. It was used to support the results collected through the questionnaire and answer the second question of the study. The interview consisted of seven questions (See Appendix E). The researcher conducted the interview using social media, , including WhatsApp and Messenger applications.

The number of the interviewed teachers was 12: 5 males and 7 females. The questions of the interview were chosen based on the results of the questionnaire. In addition, some of them were extracted from the ideas in the questionnaire. Then, the researcher reviewed the interview questions, discussed them with the supervisor and the

specialists, and made the required modification. The researcher documented the teachers' responses, results, and summaries after the interviews.

3.6 Procedures of the Study

1. The population and the sample of the study were determined.
2. The researcher developed the study questionnaire according to the specialists' suggestions.
3. An authorization letter was sent from An-Najah National University to the Ministry of Education to facilitate its administration
4. A facilitation letter was sent from the Ministry of Education to the Directorates of Education in Nablus and Southern Nablus.
5. The questionnaire was administered electronically to a sample of English language teachers. This was during the first semester of the academic year 2021/2022.
6. The researcher collected the questionnaires and then processed them statistically using a Statistical Program Package for Social Sciences (SPSS).
7. The researcher spelled out the desired goal of the interview and then formulated the questions based on the results of the questionnaire and specialists' opinion
8. The interviews were conducted electronically on a sample of English language teachers during the second semester of the academic year 2021/2022.
9. The researcher collected the qualitative data, summarized them, extracted the results and discussed them.
10. The researcher presented some recommendations and suggestions according to the final results.

3.7 Variables of the Study

1. Independent variables

Gender: Male and female.

*Years of experience: less than 5 years and more than 5 years.

Having a blog: Yes No

2. Dependent variables

*Efficiency of students' writing skills

*Development of students' communication skills

* Teachers' perspectives

3.8 Study Design

In this study, the researcher used descriptive analytical approach in the questionnaire to answer quantitative questions and the semi-structured interview to answer qualitative questions.

This study was conducted from teachers' perspectives because they can observe learners' writing skill in their everyday work. The study used online instruments for data collection. The data collection instruments of the study were an online questionnaire and a semi-structured interview. These instruments focused on studying the topic in-depth as it is in reality by accurately describing and analyzing it.

Statistical methods

1. Descriptive statistics (mean, standard deviation, percentages, frequency) were used to calculate the means of the questionnaire's items and their scores .
2. An independent sample T-test was used to test the study hypotheses.
3. After writing the interviewees' responses and arranging them in the form of specific data, the researcher reviewed and integrated the participants' responses and identified the differences and similarities.
4. Qualitative analysis of the content was made .

Chapter Four

Results of the Study

The current study aimed to investigate the role of English language blogs in ninth-grade students' writing skills as perceived by English language teachers at Nablus public schools. It also sought to identify the obstacles that hindered teachers and students from using the blog in their classes. Thus, to achieve these objectives, the researcher used two tools,; an online questionnaire and an interview, to collect the data.

4.1 Questionnaire Results

The researcher raised one main question and four sub-questions. The main question was: **What is the role of using blogs in the ninth-grade students writing proficiency from the perspectives of teachers at Nablus public schools?**

To answer this question, the researcher calculated the arithmetic means, standard deviations, and rank for each field of study. The researcher adopted the following scale to estimate the level of competencies: Distance learning for teachers of the basic upper stage, which is a measure designed according to the following equation:

$$\text{Estimation range} = (\text{high degree} - \text{low degree}) / 5 = 5 - 1 / 5 = 0.8$$

(4.21 and more = 82.2%) = Very high

(4.20 - 3.41 = 68.2% - 84%) = High

(3.40 - 2.61 = 52.2% - 68%) = Medium

(2.60 - 1.81 = 36.2% - 52%) = Low

(Less than 1.81 = 36.2%) = Very low

Table 5

Means, standard deviations and the degree of the role of English language blogs in writing skills among ninth-grade students as perceived by English language teachers at Nablus public schools

No.	Domain	Mean	Std.	Degree
1.	Improving communication skills	4.07	0.46	High
2.	Writing a well-organized paragraph	4.25	0.49	Very high

Table 5 shows that the role of English language blogs in improving communication skills among students as perceived by teachers at Nablus schools was high. The arithmetic mean was 4.07, and the standard deviation was 0.64 .

It is also clear from the table that the role of English language blogs in ninth-grade students to write a well-organized paragraph from teachers' perspectives at Nablus public schools was very high. The arithmetic mean was 4.25 and the standard averages for the sample ranged in both sections between 3.68-4.37.

Results of the first question: What is the role of using blogs in improving students' communication skills from teachers' perspectives at Nablus public schools?

The researcher calculated the arithmetic means and the standard deviation for the items. Also, she also calculated degree/level and the rank for each item of this domain:

Table 6

Means, standard deviation and the degree of the role of English language blog in improving communication skills among ninth-grade students from the perspectives of teachers at Nablus public schools:

No.	Rank	Item	Mean	Std	Degree
6	1	Using blogs enhances students' critical thinking.	4.34	0.72	Very high
3	2	Using blogs helps the students to interact with their peers.	4.24	0.64	Very high
1	3	Using the blog increases students' communication with each other.	4.13	0.56	High
7	4	Using blogs enhances students' Confidence.	4.13	0.67	High
5	5	Using blogs promotes discussion among students.	4.11	0.6	High
2	6	Using blogs helps students to use English language outside schools.	3.89	0.77	High
4	7	Using blogs increases students' interaction and participation in the classroom.	3.68	0.76	High
Total			4.07	0.46	High

Table 6 shows that the role of English language blogs in improving students' communication skills was high. The arithmetic mean was 4.07 and the standard deviation was 0.46.

The above table also shows that the highest mean was scored by the item 6: "*Using blogs enhances students' critical thinking.*" Its arithmetic mean was 4.34 and its standard deviation was 0.72. The second rank was scored by the item 3: "*Using blogs helps the students to interact with their peers.*" The arithmetic mean was 4.24 and the standard deviation was 0.64. . Item 1 "*Using the blog increases students' communication with each other.*" Ranked third. Its arithmetic mean was 4.13 and its standard deviation was 0.56. Item 7, "*Using blogs enhances students' confidence,*" ranked fourth; its arithmetic mean and standard deviation were 4.13 and 0.67 respectively. Item 5 ranked fifth . It states "*Using blogs promotes discussion among students*". The arithmetic mean and the standard deviation were 4.11 and 0.6 . Item 2 states, "*Using blogs help students to use the English language outside schools.*" Its arithmetic mean 3.89 and its standard deviation was 0.77. As for the seventh and Item 4, "*Using blogs increases students' interaction and participation in the classroom*" ranked seventh Its arithmetic mean was 3.68 and its standard deviation was 0.76. They all reflected high scores

Second Question Results

Do blogs enhance English language students' writing of a well-organized paragraph from teachers' perspectives at Nablus public schools?

The researcher got the arithmetic mean and the standard deviation for the items. Also, the score and the rank were determined for each item.

Table 7

Means, standard deviation and the degree of the role of the English language blogs in writing a well-organized paragraph from the perspectives of teachers at Nablus public schools:

No.	Rank	Item	Mean	Std.	Degree
12	1	Using blogs reinforces students' writing skills.	4.37	0.61	Very high
13	2	Using blogs enables students' practicing writing skill.	4.31	0.62	Very high
14	3	Using blogs motivates students to write fluently.	4.29	0.58	Very high
8	4	Using blogs helps students to improve their writing skills.	4.24	0.64	Very high
11	5	Using blogs improves English grammar.	4.21	0.58	Very high
10	6	Using blogs improves English language spelling.	4.18	0.64	High
9	7	Using blogs assists students in increasing their vocabulary.	4.13	0.53	High
		Total	4.25	0.49	Very high

Table 7 shows that the role of English language blogs in writing a well-organized paragraph was very high. The arithmetic mean was (4.25 and the standard deviation was 0.49.

The above table shows that item 12 ranked first Its arithmetic mean was 4.37 and its standard deviation was 0.61. The Item 13 ranked second; its arithmetic mean and a standard deviation were 4.31 and 0.62. Item 14 ranked third. Its arithmetic mean was 4.29 and its standard deviation was 0.58.

Item 8 ranked fourth. Its the arithmetic mean and standard deviation were 4.24 and .64.. Item 11 ranked fifth . This item's arithmetic mean and the standard deviation were 4.21 and 0.58 . Moreover, The sixth rank was scored by item 10 Its arithmetic mean was 4.18 and its the standard deviation 0.64.

Item 9 ranked last; its arithmetic mean was 4.13 , and its standard deviation was 0.53.

Third Question Results : What are the perspectives of English language teachers towards using the blog in teaching ninth-grade students at Nablus public schools?

The researcher calculated the arithmetic mean and the standard deviation for the items. Also, the score and the rank were determined for each item:

Table 8

Means, standard deviation and degree of of English language teachers' perspectives towards using the blog in teaching ninth-grade students at Nablus public schools:

No.	Rank	Item	Mean	Std.	Degree
23	1	Using blogs promotes autonomous learning.	4.35	0.6	Very high
21	2	Using blogs enables students' to practice reading skill.	4.29	0.66	Very high
18	3	Students prefer to use blogs over traditional teaching methods.	4.26	0.63	Very high
20	4	Using blogs gives an opportunity for peer review.	4.26	0.68	Very high
24	5	Using blogs allows students to be more interested in learning the target language.	4.21	0.55	Very high
25	6	Using blogs prepares students better for the present age.	4.19	0.57	High
26	7	Using blogs saves the time.	4.18	0.61	High
22	8	Using blogs helps students to get higher grades in writing.	4.18	0.71	High
19	9	Using blogs is fun.	4.1	0.72	High
27	10	Using the blog allows the teacher to take into account the individual differences among students.	4.03	0.63	High
17	11	Using blogs changes students' attitudes towards learning English.	3.26	0.85	Medium
15	12	I encourage my students to create a blog.	1.82	0.9	Low
16	13	I apply the blog in teaching my students.	1.79	0.41	Low
Total			3.76	0.37	High

Table 8 shows that the degree of the perspectives of English language teachers towards using the blog in teaching ninth-grade students at Nablus public schools was high. The arithmetic mean was 3.76 and the standard deviation was 0.37.

It is clear from the previous table that item 23 ranked first; its arithmetic mean was 4.85 and its standard deviation was 0.6. The second rank with a very high degree Item 21 ranked second; Its arithmetic mean and standard deviation were 4.29 and 0.66 Item 18 ranked third; its arithmetic mean and standard deviation were 4.26 and 0.63. .Item 20came fourth; its arithmetic mean was 4.26 and its standard deviation was 0.68 .Item 24 ranked fifth; Its arithmetic mean was was 4.21 and its standard deviation was 0.55.

Item 25 ranked sixth; its arithmetic mean and standard deviation were 4.19 and 0.57. Item 26 had the seventh rank. Its arithmetic mean was 4.18 its standard deviation was 0.61. Item 22 ranked eighth; Its arithmetic mean and standard deviation were 4.18 and 0.71. Item 19 ranked ninth; its arithmetic mean was 4.1 and its standard deviation was 0.72.

In addition, item 27 ranked tenth; its arithmetic mean was 4.03 while its standard deviation was 0.63. Item 17 got the eleventh rank; its score was average. . Its arithmetic mean was 3.26 and its standard deviation 0.85. Item 15 had the lowest score Its arithmetic mean was 1.82 and standard deviation was 0.9 . Item 16 rank was thirteen Its arithmetic mean and standard deviation were 3.76 and 0.37.

4.2 Results of Hypotheses

To achieve the main objectives of this study, one major hypothesis was used to include several variables and domains. The hypothesis stated that there were no statistically significant differences at $\alpha \leq 0.05$ in the role of using blogs on ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards the blog) from teachers perspectives at Nablus governmental schools due to the variables of gender, years of experience and having a blog.

First Hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the role of using blogs on ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards the blog) from teachers' perspectives at Nablus public schools due to the gender variable.

To test the first hypothesis, the means, standard deviations and t-test were used and the results are shown in Table 9 below.

Table 9

Means, standard deviations, and t-tests for two independent samples examining the role of using blogs in ninth-grade students' writing skills due to gender

Section	N=(48) Male		N=(76) Female		T	sig
	Mean	Std. deviation	Mean	Std. deviation		
Communication skills	4.02	0.41	4.11	0.49	0.76	0.45
Writing a well-organized paragraph	4.21	0.41	4.27	0.53	0.41	0.68
Teachers' perspectives towards the blog	3.72	0.3	3.79	0.41	0.71	0.48

Table 9 shows that the value of "t" was not statistically significant at a level of significance less than 0.05 in the total score, as well as in the three sub-domains. This means no statistically significant differences at $\alpha \leq 0.05$ in the scores of the role of using blogs in ninth-grade students' writing skills concerning the writing of a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards the blog at Nablus public schools due to the gender variable. Therefore, the null hypothesis was accepted.

Second Hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the role of using blogs in ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards the blog) at Nablus public schools due to the experience variable.

To test the second hypothesis, the means, standard deviations were calculated. Results are shown in Table 10.

Table 10

Means and standard deviations of the role of using blogs in ninth-grade students' writing skills from teachers' perspectives due to the experience variable.

Section	Less than 5 years N=(48)		N=(76) Female N=(76)		T	sig
	Mean	Std. deviation	Mean	Std. deviation		
Communication skills	4.02	0.41	4.11	0.49	0.76	0.45
Writing a well-organized paragraph	4.21	0.41	4.27	0.53	0.41	0.68
Teachers' perspectives towards the blog	3.72	0.3	3.79	0.41	0.71	0.48

Table 10 shows that the value of "t" was not statistically significant at a level of significance less than 0.05 in the total score, as well as in the three sub-domains. There were no statistically significant differences at the significance level $\alpha \leq 0.05$ in the degree of the role of using blogs in ninth-grade students' writing skills (writing a well-organized paragraph,improving students' communication skills, and teachers' perspectives towards the blog)at Nablus public schools due to the experience variable. Therefore, the null hypothesis was accepted

ThirdHypothesis: There are no statistically significant differences at $\alpha \leq 0.05$ in the role of using blogs in the ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards the blog at Nablus public schools due to the variable of having a blog.

To test the the third hypothesis, the means, standard deviations were calculated

Table 11 in appendix (G) shows that the value of "t" was not statistically significant at a level of significance less than 0.05 in the total score, as well as in the three sub-domains. There were no statistically significant differences at the significance level $\alpha \leq 0.05$ in the degree of the role of using blogs in the ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards the blog) at Nablus public schools due to the variable of having a blog. Therefore, we the null hypothesis was accepted

4.3 Interview Results

Semi-structured interviews were conducted to collect data and obtain more information about the study problem. The first step was contacting English language teachers at Nablus public schools to interview them and discuss the issue of interest. As soon as the interviewees accepted the request for approval, interviews were arranged about the role of English language blogs in the ninth-grade students' writing skills as perceived by English language teachers at Nablus public schools.

Analysis procedures of transcribed interviews were done based on the guidelines of thematic analysis. The researcher was mainly interested in identifying themes that demonstrated the current situation of the perspectives of English language teachers at Nablus public schools towards the role of English language blogs in the ninth-grade students' writing skills . The results of the interview were classified into central themes. Tables 12 in Appendix (G) sums up the results.

Seventh theme that emerged from the teachers' semi-structured interviews:

1. Teachers' attitudes towards using the blog to enhance students' level in the writing skills were positive. Using blogs increases students' self-confidence and motivation. It also improves their writing skills, makes students get to the point, express ideas, possess the knowledge, and avoid making writing mistakes.
2. Using blogs in teaching have several advantages: creating a suitable environment for developing students' English skills, encouraging cooperative learning between learners themselves and teachers, giving feedback to students, enriching students' experience in learning English skills, and saving time, effort, and space in learning English.
3. One effects of using the blog on students' attitudes toward learning English is increasing their motivation towards learning. Another one is promoting collaboration between learners, improving their English language.
4. Using blogging motivates English language students to write a well-organized paragraph
5. Using blogs enhances English language students' communication and cooperation skills, introduces them to new topics and ideas, increases students' linguistic competence, reinforce their communication skills, acquire new vocabulary, learn translation, and increase their participation.

6. Using the blog helps teachers in enriching their experiences, enhancing cooperation with students, saving time, and creating a modern teaching environment.
7. Obstacles impeding the teacher's use of blogs in their classes involves lack of technology skills among some teachers, weakness of internet infrastructure, short supply of computer resources , lack of cooperation between school and homes, and the huge number of students.

4.4 Summary of Results

Afer data collection and analysis, it was found that there was a high degree of agreement among the participants of the current study concerning the role of English language blogs in the ninth-grade students' writing proficiency at Nablus governmental schools.

The results of the questionnaire were in line with the results of the first interview question about teachers' perspectives towards using blogs to enhance students' level in writing which shows that using the blog could enhance students' level in writing skill. It was also found that using the blog in teaching would encourage co-operation between students themselves and their teachers. In addition, it was found that the effect of using blogs on students' attitudes towards learning English was clear in promoting collaboration between students.

Moreover, the interview results showed that using the blog increased students' self confidence and motivation, encouraged co-operation for learning between students themselves and their teachers, improved their students' communication and their interaction skills, and enhanced their critical thinking.

Finally, these results concurred with the results of the interview that using the blog would enhance students writing skills, increase students' motivation towards learning and writing a well- organized paragraph.

Chapter Five

Discussion, Conclusion and Recommendations

This chapter discusses the results of the study in the light of the questions and the hypotheses.

5.1. Discussion of the Results of the Questions

The study revealed that the role of English language blogs in developing students' communication skills, as perceived by English language teachers at Nablus public schools was high. The arithmetic mean was 4.07 , and the standard deviation was 0.64. As Table 5 shows, t item had the highest mean. In addition, the item 3 reflected a very high score.

According to the teachers, using blogs could enhance students' critical thinking and help them to interact with their peers a significantly. English language students can enjoy these advantages. The students can learn better when they practice using the blog under the teacher's supervision.

By the same token, the teachers strongly agreed that using blogs could increase students' communication with each other and could enhance students' confidence, promote discussion among them help students use English outside schools, and increase students' interaction and participation in the classroom. These also the advantages of using this method in the speaking and communication skill.

These results concur with those found by Alsamadani (2017) and Gunduz (2016): motivating students' interaction and expression of feelings and ideas with no inhibition and thinking critically of content.

Discussion of the results of the second question:

Table 7 showed that using blogs could enhance students to write a well-organized paragraph. It received high interest from teachers teachers . The arithmetic mean was 4.25, and the standard deviation was 0.49.

Items 11-14 and 8 received a very high degree of support among teachers . This indicated that using the blogs reinforced students' writing skills, enhanced their practise

writing skills and motivated them to write fluently. This in turn helped in improving their grammar and writing skills.

According to the teachers, using blogs could reinforce students' writing skills. By the same token, using blogs could enable students to practice writing skills and motivates to write fluently. Results also showed that blogs could help students improve their writing skills and English grammar and spellingspelling .

These results concur with those findings of Alsubaie & Madini(2018), and Apriani (2020). They found that blogs caould be a good tool for students to improve their writing skills and enrich vocabulary knowledge. They advised teachers to use the blogs in teaching to develop students' writing achievements.

Discussion of the results of the third question

Table 8 showed that the degree of support among teachers towards using the blog in teaching ninth grade students was high. The arithmetic mean was 3.76 and a standard deviation was 0.37.

It is Blogs promote autonomous learning and enable students to practice reading skills. Results also showed that students preferred to use blogs over traditional teaching methods.Using blogs allows peer review. Equally important, blogs enable students to be more interested in learning the target language to a very high degree. Using blogs prepares students better for the current age, saves time, and helps students to get higher grades in writing.

Unsurprisingly, using blogs was found to be fun and allowed the teacher to consider students' individual differences. Comparatively, using blogs changed students' negative attitudes toward learning English and encouraged them to create a blog.

Discussion of the results of the fourth question

Some teachers and students were found to have poor skills in dealing with technology. Moreover, there was a lack of cooperation between schools and homes . Some students had no motivation in using the blog.

Based on these results, the researcher has provided some suggestions and possible solutions that may help in dealing with such obstacles.

Discussion of Results of Hypotheses:

1. There were no statistically significant differences at $\alpha \leq 0.05$ in the role of using blogs in ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards using the blog), as perceived by English language teachers at Nablus, public schools due to the variable of gender.

The results of the first hypothesis indicated that new methods of teaching the English language, such as English language blogs, are modern techniques in the teaching process. All teachers, despite their gender, experience, and having a blog or not were understanding of their importance. So , there was agreement among English language teachers males and females, towards the positive role blogs can play in teaching students..

2. There were no statistically significant differences at $\alpha \leq 0.05$ in the role of using blogs on ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards using the blog),as perceived by English language teachers at Nablus public schools, which could be attributed to the variable of experience.

The absence of statistically significant differences in teachers' perspectives toards using the blog can be explained by the fact that students are weak in writing and other skills. The teachers' consensus on using technology and its applications in the teaching process means that the effect of using blogs did not differ according to their experience. Teachers are encouraged to use blogs because of their advantages to improve students' writing and communication skills, increase their interest and motivation, and change their negative role with the positive role based on active learning. .

3. There were no statistically significant differences at $\alpha \leq 0.05$ in the role of using blogs on ninth-grade students' writing skills (writing a well-organized paragraph, improving students' communication skills, and teachers' perspectives towards using

the blog), as perceived by English language teachers at Nablus public schools, due to the variable of having a blog.

The results of the third hypothesis showed that teachers , regardless of having a blog or no, had encouragement to use blogs in teaching since students need to be in contact with the technological application (the blog) with their great role in motivating students to practice English skills and continue learning outside the classroom in an authentic environment . In addition, using the blog motivated the students to depend on themselves in their learning and work in their own pace.

The results of the current study concurred with those of other researchers: Zatory(2017); Swaity (2021); Faqeeh(2011); Gunduz, (2016); Alsamadani, (2017); Layali, (2017); Tharwa, (2017); Lou, (2010); Lutfian, (2011); Kitchakaran, (2012); Yunnus, Tuan, &Salehi, (2013); Namouz, Misher-Tal, & Sela, (2017); and Mukminatien, Cahyono, &saukah, (2019).

Discussion of Results of Interviews

Results of the interviews showed that teachers' attitudes towards using the blogs in writing were positive. They believed they would increase students' self-confidence and motivation. They would also enhance their writing skills, make students get the point, express ideas, and possess knowledge, and avoid making writing mistakes.

The advantages of using the blog in teaching according to the teachers are creating a suitable environment for developing learning English skills, encouraging cooperation for learning between learners and teachers, giving feedback to students, enriching students' experience in learning English skills, and saving time, effort, and space of learning English.

Besides, using blog in learning English increases their motivation towards learning, promoting collaboration between them and improving the English language learning process. Using the blog can enhance English language students to write well-organized paragraphs. Using blogs can also enhance English language students' communication and cooperation, introduce new topics and ideas, and increase their linguistic competence. In addition, blogging helps teachers enrich their experience, collaborate with students, save time, and create a modern teaching environment. Blogs have proved

to overcome obstacles that prevent teachers from using blogging in their classes. These include lack of technology skills among some teachers, weak internet infrastructure and short supply of resources , lack of cooperation between school and homes, and many students in one classroom.

Teachers understand the significance of the new technical methods in teaching speaking and other skills because language is highly acquired by the interaction between students. This accordingly can develop their communication skills.

In addition, human beings live in the age of technology. The teaching process confirms the importance of using such applications, and this allows teachers to better account for individual differences and have more time to design diverse and enjoyable activities that meet the students' needs.

By the same token, using the blogs can create a positive teaching-learning environment, different from what students are accustomed to in the traditional environment as they give them opportunities for writing practice, correcting mistakes, and commenting on published topics.

Therefore , it can be stated that the use of blogs in teaching represents a free platform and a broad field for sharing ideas and opinions. It also helps offer an atmosphere of cooperation and active participation away from shyness, fear, and tension that may limit participation in the traditional classroom. Moreover, using the blog helps the students build their linguistic skills and raise their awareness of varied vocabulary and structures by allowing them to read various posts and comments and using those words and structures in their writings.

Therefore, the interview results concurred with the questionnaire results concerning the advantages of using blog in teaching English skills.

5.2 Conclusion

The role of English language blogs plays in ninth-grade students' writing skills according to English language teachers at Nablus school schools, can be rewarding academically and personally. It was found that using the blog allowed the students to work at their own pace, to practice their language skills , to present ideas in new ways and to depend on themselves especially that they were growing up surrounded by new

technological communication tools . It can also be a good method that teachers can use to improve students' writing skills and develop their communication skills. It can also provide the students a venue in which they can comment, reflect, review, analyze and communicate outside the classroom in an authentic environment. Therefore, the researcher has several suggestions and recommendations develop this new technique to enhance students' performance in learning the English language skills and writing skills in particular.

5.3 Recommendations

In the light of the results of the study, the following recommendations are offered:

5.3.1 Recommendations related to the results of the first secondary question of the study

- Using blogs by teachers to teach students communication and interaction skills.
- Employing the use of the electronic blogs by teachers to develop students' critical thinking skills

5.3.2 Recommendations related to the results of the second secondary question of the study

- Providing English language teachers with learning opportunities and adequate training on using blogs as an educational tool to develop students' paragraph writing skills.
- Using blogs in a way that facilitates writing lessons for learners of English as a foreign language and improves their skills.

5.3.3 Recommendations related to the results of the third secondary question of the study

- Raising awareness among teachers, students and parents about the benefits of using blogs by conducting workshops.
- Training teachers on the different ways and methods of using blogging in teaching students.
- Improving internet infrastructure at schools in order to overcome the drawbacks of poor internet infrastructure and shortage in computer-technology resources .

5.3.4 Recommendations related to the results of the fourth secondary question of the study

- Enhancing internet and technology infrastructure and offering free internet access .
- Improving the online platform (blog) and finding other effective online platforms.
- Strengthening the skills of using the blog for teachers by conducting training courses and workshops .

5.3.5 Recommendations to the Ministry of Education

Based on the study results, the following recommendations, the researcher suggests the following to the Ministry of Education :

- Introducing new teaching trends with educational programs, such as blogs, to increase students' interaction and achievement in acquiring writing skills and other English language skills.
- Designing educational programs such as blog programs e to save time, encourage students to create blogs, and change students' negative attitudes toward learning English.
- New approaches by using blogs, facebook in teaching writing skills with new technical programs which suit the students' levels are important.

5.3.6 Recommendations to future researchers

Conducting experimental research to investigate the effect of using blogs to develop and improve students' skills.

- Conducting more research on using new techniques (blogs) in teaching other skills.

5.3.7 Recommendations to the teachers

- Encouraging teachers emphasize the importance of using modern technology applications to improve student' skills.
- Encouraging teachers to give the writing skill the attention it deserves through the continuous evaluation of students' writings.

5.3.8 Recommendations to the curricula designers

- Introducing educational programs such as blogs to increase the students' motivation, participation, and achievements in the classroom.
- Organizing training courses to strengthen teachers' ability on the ways of using the blog with the students.

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Appendices

Appendix A: Approval of the thesis title

<p>An-Najah National University Faculty of Graduate Studies Dean's Office</p>		<p>جامعة النجاح الوطنية كلية الدراسات العليا مكتب العميد</p>
<p>التاريخ: 2021/11/29</p>		
<p>حضرة الدكتور فايز محاميد المحترم مستشار برنامج ماجستير اساليب تدريس اللغة الانجليزية تحية طيبة وبعد،</p>		
<p><u>الموضوع: الموافقة على عنوان الأطروحة وتحديد المشرف</u></p>		
<p>قرر مجلس كلية الدراسات العليا في جلسته رقم (412) الملتقذة بتاريخ 2021/11/10، الموافقة على مشروع الأطروحة المقدم من الطالب/ة أينا جميل محمود غنام، رقم التسجيل 11952586، تخصص ماجستير اساليب تدريس اللغة الانجليزية، عنوان الأطروحة: أثر المدونات الالكترونية على مهارة الكتابة لطلبة الصف التاسع من وجهة نظر معلمي اللغة الانجليزية في مدارس نابلس</p>		
<p>The Effect of English Language Blogs on Ninth Graders' Writing Proficiency from the Teachers' Perspectives at Nablus Schools</p>		
<p>بشرف: د. نضال جبوري</p>		
<p>ملاحظة: لاعتماد الأطروحة وتسجيلها على الفصل الاول 2022/2021.</p>		
<p>يرجى اعلام المشرف والطالب بضرورة تسجيل الأطروحة خلال اسبوعين من تاريخ اصدار الكتاب، وفي حال عدم تسجيل الطالب/ة للأطروحة في الفترة المحددة له/ها ستقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف</p>		
<p>وتفضلوا بقبول وافر الاحترام،،،</p>		
<p>عميد كلية الدراسات العليا</p>		
<p>أ.د. وليد صويلح</p>	<p>نسخة: د. رئيس قسم الدراسات العليا للعلوم الإنسانية المحترم</p>	
	<p>د. عميد القبول والتسجيل المحترم</p>	
	<p>د. مشرف الطالب</p>	
<p>جامعة النجاح الوطنية من أفضل 500 جامعة على مستوى العالم في تصنيف التايجز البريطاني 2022</p>		
<p>فلسطين، نابلس، ص.ب 7، 707، هاتف: 2345115، 2345114، 2345113 (09) 972، فاكس: 2342907 (09) 972</p>		
<p>Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115 هاتف داخلي (5) 3200</p>		
<p>*www.najah.edu - email fgs@najah.edu فاكس: 972 92342907</p>		



التاريخ: 2022/2/10

حضرة الدكتور فايز محاميد المحترم
ممنسق برنامج ماجستير أساليب تدريس اللغة الانجليزية
السلام عليكم ورحمة الله وبركاته

الموضوع: تعديل عنوان أطروحة قبل المناقشة

وافق مجلس كلية الدراسات العليا في جلسته رقم (415)، المنعقدة بتاريخ 2022/2/3، على تعديل العنوان قبل المناقشة للطلاب/ة
لينا جميل محمود غلام، رقم تسجيل 11952586، تخصص ماجستير أساليب تدريس اللغة الانجليزية:

عنوان الأطروحة القديم:

أثر المدونات الإلكترونية في كفاءة مهارة الكتابة باللغة الانجليزية لطلاب الصف التاسع من وجهة نظر المعلمين في
مدارس نابلس

**The Effect of English Language Blogs on Ninth Graders' Writing Proficiency from
Teachers' Perspectives at Nablus Schools**

عنوان الأطروحة الجديد:

دور المدونات الإلكترونية في كفاءة مهارة الكتابة باللغة الانجليزية لطلاب الصف التاسع من وجهة نظر المعلمين في مدارس نابلس
**THE ROLE OF ENGLISH LANGUAGE BLOGS ON NINTH GRADERS' WRITING
PROFICIENCY FROM TEACHERS' PERSPECTIVES AT NABLUS SCHOOLS**

بإشراف: د. نضال راشد نمر الجبوسي

مسوغات التعديل: لأن البحث وصفي وبأخذ آراء واتجاهات المعلمين لذا رأينا انا ومشرفي الدكتور نضال الجبوسي تغيير كلمة
Effect إلى كلمة Role.

وتفضلوا بقبول وافر الاحترام ...



أ.م. وليد صويلح
عميد كلية الدراسات العليا

نسخة: رئيس قسم الدراسات العليا للعلوم الاساسية المحترم
عميد القبول و التسجيل
مشرف الطالب

جامعة النجاح الوطنية من أفضل 500 جامعة على مستوى العالم في تصنيف التايمز البريطاني 2022



التاريخ: 2022/08/24

حضرة الدكتور كفاح يزهم المحترمة
مسنقة برنامج ماجستير أساليب تدريس اللغة الإنجليزية
السلام عليكم ورحمة الله وبركاته

الموضوع : تعديل عنوان أطروحة بعد المناقشة

والذي مجلس كلية الدراسات العليا في جلسته رقم (421)، المنعقدة بتاريخ 2022/8/17، على تعديل العنوان بعد المناقشة المطالبية
لنا حمل محمود غنام، رقم تسجيل 11952586، تخصص ماجستير أساليب تدريس اللغة الإنجليزية:

عنوان الأطروحة القديم:

دور المدونات الإلكترونية في كفاءة مهارة الكتابة باللغة الإنجليزية لطلاب الصف التاسع من وجهة نظر المعلمين في مدارس
نابلس الحكومية

**The Role of English Language Blogs on Ninth Grade Students' Writing Proficiency from
Teachers' Perspectives at Nablus Governmental Schools**

عنوان الأطروحة الجديد:

دور استخدام المدونات الإلكترونية في مهارات الكتابة باللغة الإنجليزية لطلاب الصف التاسع الأساسي كما يتصورها معلمي
اللغة الإنجليزية في مدارس نابلس الحكومية

**The Role of Using English Language Blogs on Ninth Grade Students' Writing Skills as Perceived by
English Language Teachers at Nablus Public Schools**

بإشراف: د. نضال رشيد تمر الحويسي

مسوغات التعديل: To make the the title much better

وتفضلوا بقبول والفر الاحترام ...

أ.د. وليد صويحج

عميد كلية الدراسات العليا



سجلا: رئيس قسم الدراسات العليا للعلوم الإنسانية المحترم
عميد القبول والتسجيل
مشرف الطاقم

جامعة النجاح الوطنية من أفضل (500) جامعة على مستوى العالم في تصنيف التيمز البريطاني (2022)

قنطين، نابلس، صرب 7-707 هاتف: (972) 2345114، 2345113، 2345113 (09) 2345113 فاكس: (972) 2342907 (09) 2342907
Nablus, P. O. Box (7) *Tel, 972 9 2345113, 2345114, 2345115
* Facsimile 972 92542907 *www.najah.edu - email fgs@najah.edu

Appendix B: List of Arbitrators

1. Dr. KhaledDweikat\ Instructor at the Al-Quds Open University
2. Dr. Ahmed Amer\ Instructor at the Al-Quds Open University
3. Dr. Nezar Asad\ Instructor at the Arab American University
4. Dr. suzzanne Arafat \ Instructor at An-Najah University.

Appendix C: An assignment facility obtained from An-Najah National University to the Ministry of Education


State of Palestine
Ministry of Education
Center for Educational Research and Development


الهيئة العامة للتعليم
دولة فلسطين
وزارة التربية والتعليم
مركز البحث والتطوير التربوي

الرقم: و ت ١٣٣/١/٢٠٢٢
التاريخ: 2022/ 03/07م

لمن يهمه الأمر
الموضوع: تسهيل مهمة باحثة*
يهديكم مركز البحث والتطوير التربوي أطيب تحية، ويرجو منكم التكرم بتسهيل مهمة الباحثة:
"لينا جميل محمود غنام"
من جامعة النجاح الوطنية للحصول على المعلومات اللازمة لإعداد دراسة بعنوان:
تور المدونة الالكترونية على كفاءة مهارة الكتابة في اللغة الانجليزية لدى طلبة الصف التاسع في مدارس
نابلس*.

ملاحظات:

- تتضمن الدراسة توزيع استبيانات ومقابلات على عينة من معلمي اللغة الانجليزية للصف التاسع في مدارس نابلس الحكومية.
- ت/تولى الباحثة/ة أنشطة جمع البيانات، يتسقى مع مسق البحث والتطوير والجودة في المديرية.
- الاستجابة على الأدوات البحثية من قبل عينة المدعوين طوعية.
- نظراً لظروف الجائحة يتم تطبيق أدوات البحث عبر النماذج المحوسبة دون تواصل وجاهي مع المدعوين.

مع الاحترام،،

د. محمد مطر
٢/٩
مدير عام مركز البحث والتطوير التربوي



تسفة:
عطوفة وكيل الوزارة المحترم
عطوفة الوكلاء المساعدين المحترمين
السادة مديريين عامين لتربية والتعليم/ نابلس - جنوب نابلس المحترمين
د. نضال حويدي المحترم المشرف الرئيس على الدراسة -بريد الكتروني- nidal.jayousi@gmail.com

Tel (+970-562-501092) E-mail (ncerd@moe.edu.ps)

Appendix D: The questionnaire

The questionnaire before editing:

Questionnaire

The Role of English Language Blogs on Ninth Graders' Writing Proficiency from Teachers' Perspectives at Nablus Governmental Schools

The researcher is conducting a study entitled "The

Role of English Language Blogs on Ninth Graders' Writing Proficiency from Teachers' Perspectives at Nablus Schools.

The study is conducted in Partial Fulfillment of the Requirements for the Master Degree of Methods of Teaching English as a Foreign Language, Faculty of Graduate Studies at (An-Najah National University).

Please kindly dedicate a part of your time to read the items of the questionnaire, taking into account the accuracy of the answer about the questions, because of their role in achieving the objectives of the study.

It is worth mentioning that your responses will be used only for this research. Based on the foregoing, your responses will be treated strictly confidential and a great value of the assistance.

With all appreciation

Section One: Demographic information

1.Gender: Male Female

2.Experience: 1-5 yrs. 6-10 yrs. over 10 yrs.

Section Two: Read the following items carefully and tick under the column that best represents your response.

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Do you have a blog?					
2	Have you used the blog in teaching your students?					
3	Blog helps students to use English language outside schools					
4	Using blogs arouse positive attitudes					
5	Students prefer using blogs over traditional learning methods					
6	Blogs will help students in improving their writing skills					
7	Blogs develop critical thinking					
8	Blogs give an opportunity for peer review					
9	Blogs promote students' understanding the four language skills					
10	The blog is student centered method that helps them interact and reinforce their writing skills					
11	Students use blogs to get better marks					
12	Blogs encourage self dependent					
13	Blogs encourage self expression					
14	Blogs allow students to be more interested in learning the target language					
15	I encourage my students to create a blog					
16	Blogs assist students to recognize new words					
17	Blogs enhance students' confidence					
18	I sometimes apply blogs with my students					

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19	Using blogs is a waste of time					
20	Blogs don't motivate students to write English					
21	School setting and environment don't encourage applying blogs					

Thank you for your participation

The questionnaire after editing:

The current study aims to examine the Role of English Language Blogs on Ninth Grade students' Writing Proficiency from Teachers' Perspectives at Nablus Governmental Schools.

The study is conducted in Partial Fulfillment of the Requirements for the Master Degree of Methods of Teaching English as a Foreign Language, Faculty of Graduate Studies at An-Najah National University. Kindly take your time to answer the items of the questionnaire accurately and objectively, noting that the data collected will be used for scientific research only and will be treated with complete confidentiality.

With all appreciation

A blog (a shortened version of “weblog”) is an online journal or informational website displaying information in reverse chronological order, with the latest posts appearing first, at the top. It is a platform where a writer or a group of writers share their views on an individual subject.

Do you want to participate in the questionnaire?

*Yes.

*No.

Section One: Demographic information

Choose the best answer that suits you

Gender

*Male

*Female

Experience

*Less than 5 years

*More than 5 years

Section Two: Read the following items carefully and tick under the column that best represents your response.

I have a blog

*Yes

*No

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Section one: Improving communication skills						
1	Using the blog increases students' communication with each other.					
2	Using blogs helps students to use English language outside schools.					
3	Using blogs helps the students to interact with their peers.					
4	Using blogs increases students' interaction and participation in the classroom.					
5	Using blogs promotes discussion among students.					

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Section two: Using the blog to write a well- organized paragraph						
6	Using blogs enhances students' critical thinking.					
7	Using blogs enhances students' Confidence.					
8	Using blogs helps students to improve their writing skills.					
9	Using blogs assists students to increase their vocabulary.					
10	Using blogs improves English language spelling.					
11	Using blogs improves English grammar.					
12	Using blogs reinforces students' writing skills.					
13	Using blogs enables students' practicing writing skill.					
14	Using blogs motivates students to write fluently.					
Section three: Teachers' attitudes towards the blog						
15	I encourage my students to create a blog.					
16	I apply the blog in teaching my students.					
17	Using blogs arouses students' positive attitudes towards learning English.					
18	Students prefer to use blogs over traditional teaching methods.					
19	Using blogs is fun.					
20	Using blogs gives an opportunity for peer review.					
21	Using blogs enables students' practicing reading skill.					
22	Using blogs helps students to get higher grades in writing.					
23	Using blogs promotes autonomous learning.					

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
24	Using blogs allows students to be more interested in learning the target language.					
25	Using blogs prepares students better for the current age.					
26	Using blogs saves the time.					
27	Using the blog allows the teacher to take into account the individual differences among students.					

Thank you

Here is the link of the questionnaire:

https://docs.google.com/forms/d/1YyiQQnNzDRstiTKZFUaGaLI1wM6NTdUiFAQDL_PDKrm0/edit

Appendix E: The interview

The questions of the study interview before editing:

1. What are the advantages of using the blog in teaching English?
2. What is the effect of using the blog on students' attitudes in learning English English?
3. Do you think using the blog helps you as teacher?
4. What are the obstacles that hinder you from using the blog?

Name		
Dr. Suzzane Arafat	Instructor at An Najah University	No answer
Dr. Nedal Jayousi	Instructor at An Najah University	Write questions that answer the questions of the study. The questions are good.
KhaledDweikat	Instructor at the Al Quds Open University	Write these questions: What are the obstacles that hinder the teachers and the students from using the blog. Do you think that using the blog will enhance English language students to write a well organized paragraph?

The interview questions after editing:

1. What are your perspectives and viewpoints towards using the blog to enhance students ' level in writing skill?
2. . From your points of view, what are the advantages of using the blog in teaching English?
3. In your opinion , what is the effect of using the blog on students' attitudes in learning English?
4. Do you think that using the blog will enhance English language students to write a well organized paragraph?

5. Do you think that using the blog will enhance English language students' communication? How?
6. Do you think that using the blog will help you as a teacher?
7. In your opinions, What are the obstacles that hinder the teachers and the students from using the blog ?

Appendix F: The interview responses

1. What are your perspectives and viewpoints towards using the blog to enhance students' level in writing

skill?

Teacher 1 (Amani): **It helps to establish writing as a routine.**___

It helps you to become more confident writer.

It helps you to get to the point.

_Teacher 2 (Rula): 1.Using blogs enhances students' ability to express their ideas and explore new ones. Blogs create the motivation to criticize and think well in order to discuss some topics. Therefore, students will end up with a construction of knowledge that helps them in their writing

Teacher 3 (Rammah): I think it is a good application. We are in the age of technology and I, as a teacher, make sure to use technology in teaching my students. And any application that can benefit them in English language skills, I will use it.

Teacher 4 (Yasmeen): 1- Using the blog is a good way to improve students' writing skills. It allows students to express their ideas and opinions. When they write, they will practise the writing rules. Then, their teacher will give them feedback on their writing. As a result, they will recognise their mistakes and correct them.

Teacher 5 (Mahmoud): I think that the use of such educational blogs could surely develop the students' capability of the grammar as well as their spelling. It would also improve the writing skills of theirs because the more you expose the learners into the target language by authentic (native) speakers the better they get notably.

Teacher 6 (Anwar):the use of a blog can positively enhance learning in the second language classroom and that blogs can improve writing skills. Moreover, it encourages students to show their ability to become independent learners through blogging.

Teacher 7 (Waseem):In my down-to-earth viewpoint, I reckon that using blogs does indeed enhance students' level in writing skills. Take for instance the posts posted on

that platform. You can clearly see so many people from different backgrounds writing, posting or commenting in English. These people could well be natives, for example, which will probably help correct our own mistakes as foreigners of learning English. Besides, humans learn from each other, always. Thus, the more someone goes through the blogs, the more well-competent they will be in writing, simply because the more you read, the more you write.

Teacher 8 (Haroon): I think using blogs helps students to be active members of a community characterized by its steady changing rhythm, where knowledge is built up within a large sociocultural system. However, I have a blog but I have no time to use it at my class, at the same time I use it to share my thoughts and my philosophy towards life, I always tell my students that reading others experiences would help you to develop your experience especially in writing.

Teacher 9 (Alaa): The blog is really useful for students and teachers at the same time. Students can write and express whatever they want. It gives them a free space to participate and express their ideas freely. Also , it is a very good way for shy students. Some students face difficulties in talking face to face, so the blog is the best solution for them. So I really encourage using the blog. It develops students writing skill and it is an interactive way so they can write and reply at the same time. I want to say another thing, some illiterate people learn writing and reading through face book so the blog could play the same for the students as they could learn how to write better using the blog.

Teacher 10 (Khalid): Blog is a highly recommended tool for enhancing students writing by putting them in a context for that purpose.

Teacher 11(Hiba): the students share their ideas and feelings by the blog and that will improve their language especially their writing skill by using different words, idioms, concepts and using different structure and starting from lower level of writing to better one and they can use different programmes to correct their mistakes.

Teacher 12 (Naba): I think that using blog in educational content does enhance students' writing skill. For example, when the students reply to the posts, posted on the platform, they attempt to use correct and fine sentences, so they try to edit their responses before

posting them again. In other words, blogs give the students enough time to revise their writings. In addition, blogs provide them with a chance to learn from others, for example, when they read the native speakers responses, they will be aware of their mistakes and correct them. So blogs can improve their writing skill.

2. From your points of view, what are the advantages of using the blog in teaching English?

Teacher 1 (Amani)

They create an environment suitable for class discussion.

Students interact with their friends and teachers outside the class and that helps to fill the gaps of their knowledge of the course topic. They can get quick feedback from the teacher.

Teacher 2 (Rula): . 2.In general, using blogs helps students to get a wider experience. In classroom, especially while teaching English language, blogs enhance their writing skills, get them to learn new vocabulary in different fields, and have critical thinking skills that will help them to express themselves effectively.

Teacher 3 (Rammah): I think that using the blog will improve students' writing and reading skills. It will increase the student's linguistic outcome because he will go to search for the meaning of the word he does not know. This, in my opinion, will help him in the speaking skill because it depends on his linguistic knowledge a lot.

Teacher 4(Yasmeen): 2_ English teachers can employ the blog in teaching English, for example by adding questions for discussion. So, students will write and discuss.

Teacher 5 (Mahmoud): **I think teaching English doesn't exclusively take place in classroom with traditional teaching methods. When students go online they have to communicate with others by their own; which gives them the chance to search and look up meanings and words and it is so useful to depend on themselves to do the job.**

Teacher 6 (Anwar): the use of a blog can positively enhance learning in the second language classroom and that blogs can improve writing skills. Moreover, it encourages students to show their ability to become independent learners through blogging.

Teacher 7(Waseem): Of course, blogs are intriguing factors for us, teachers, when teaching English. easing the matter of reaching to students on a well-respected platform is an advantage. Also, as a teacher, I can share with my students my personal experience in learning English: the hardships I went through. This, in my opinion, reduces the utmost formality between the teacher and learner, which in the final analysis helps students to enjoy a bounded, informal relationship with the teacher. Finally, given that is it is online, it saves time, effort and space.

Teacher 8 (Haroon): I think using blog in teaching will provide a good environment in the class, specially it needs some reflection and discussions about social practices, that would increase critical thinking of learners

Teacher 9(Alaa): I can change the environment of the classroom. Instead of giving them a certain subjects and asking them to write at the classroom, I can ask them to write about these subjects at their houses on the blog. So they can write and at the same time read other writings , interact with them and reply to their posts. I think it is very useful in teaching English language.

Teacher 10 (Khalid): it helps the students to start thinking of writing by posting their daily events and moments. They use the blog to write what do they think and the activities that they are interested in .

Teacher 11(Hiba): Improving writing skill

Improving critical thinking

Improving hand writing improving their using of grammar and structure.

Teacher 12(Naba): Of course, blogs play a crucial role in facilitating teaching process, through blogging, teachers and students can have a good rapport by exchanging ideas, expresses and thoughts. Blogs also can help in improving students autonomy in learning. And this will make the teaching process easier. In addition, blogs can promotes students discussion and interaction, this will be resulted in improving their

social life and education levels. Using blogs give the learners the chance to express themselves with different writing styles in short time and effort.

3. In your opinion , what is the effect of using the blog on students' attitudes in learning English?

Teacher 1(Amani):It helps students to reflect on what they have read in class.

It motivates them to read texts more carefully.

Blogs promote collaboration (i.e. students share ideas).

Teacher 2 (Rula): 3.I think it will be a real motivation to them since using blogs brings a lot of joy besides learning. Having fun while learning creates a perfect atmosphere of learning. Students will commence with others and share their ideas in English, so they will recognize different ideas and habits, and that's a good opportunity to learn daily English conversation while talking to different people.

Teacher 3 (Rammah): I think students will be excited to use it a lot because it is related to technology. Especially students who have a desire to learn English will seek anything that can help them, and I think that using the blog will benefit them a lot.

Teacher 4 (Yasmeen): 3_ When students write, discuss topics on the blog and communicate with each other, their skills will be improved. Also, they will feel satisfied and good at English. So, their attitudes towards learning English.

Teacher 5 (Mamoud): It shall give them more motifs to learn new vocabulary in the classroom so that they could reflect more on the blog.

Teacher 6 (Anwar): 3- In my point of view, I think that writing blogs will increase the student's interest in the language if they choose topics, especially blogs about topics they love, even if they are not related to the syllabus, because as we see that the students create the things they love more than the things that are imposed on them

Teacher 7 (Waseem): Objectively speaking, this is a two-edged weapon, meaning that it may have negative effects as well as positive ones. Nevertheless, its positive aspects outweigh the negatives. For example, students will probably become more social,

especially when they get to befriend new friends stemming from different countries. This affects learning English in addition the culture affiliated to it. I mean here that it is a must when learning a new language to master somehow its culture due to the cultural connotations. As such, the students become sensitive to what they acquire.

Teacher 8 (Haroan): I think using blogs will affect students attitudes toward learning English, because it give them a chance to communicate with others and read others experience, which generates more motivation to learn and to write.

Teacher 9 (Alaa): I think the students attitudes towards using the blog are really positive as they become better readers and better writers.

Teacher 10 (Khalid): that supports the purpose of learning English since they start to believe the importance of writing to communicate effectively.

Teacher 11(Hiba): the students have a positive attitudes towards the blog. Because it depends on technology instead of the traditional way and students interacts with others more.

Teacher 12(Naba): Blogs can enhance students social life by strengthening the present relationships and shape new ones. They also help them to recognize new culture and new language style as they attempt to reach beyond the confines of their culture.

4. Do you think that using the blog will enhance English language students to write a well organized paragraph?

Teacher 1 (Amani): Yes, because when they blog constantly , they will begin to pay attention to sentence structure, word-choice , tone and word order.

Teacher 2 (Rula): 4.It will definitely help them practice writing and learn from their mistakes. Practicing gradually help them to write short paragraphs, then improve it to be a good well-formed paragraph with cohecion and good grammar.

Teacher 3 (Rammah): It will certainly enhance the student's writing skills, especially since students have a general weakness in writing skill. Therefore, using the blog will help them little by little in writing a correct paragraph.

Teacher 4(Yasmeen): 4- I think using the blog will effectively help students to write a well organized paragraph. When they practise writing, they will understand the way of writing and grammar rules. Then , they will produce a good paragraph.

Teacher 5 (Mahmoud): **Regarding the paragraph that they have to write, I think it might enhance their skills in a notable level by which they seem to have a better understanding of the well-organized paragraph's elements such as the topic sentence, its body and the conclusion of course the some help from the teacher.**

Teacher 6(Anwar): 4 Blogs sometimes depend on the external form to attract the attention of reader to the content, so bloggers always strive to write blogs that are free from spelling and linguistic errors. They also seeks to arrange the writing paragraphs correctly and present them in the form of an introduction, presentation and conclusion. With the repetition of blogging, the student will master the skills and rules of writing paragraphs perfectly.

Teacher 7 (Waseem):In my forementioned answer, I approached the positives of the platform, yet to attain a hundred per cent learning is something quite impossible. Blogs are normally informal, meaning that hardly can someone see well-knit paragraphs there. However, this might depend on whom the blogger follows. If he follows me, he will highly get affected by the level of formality I write on my blog as well as the spontaneous cohesion and coherence achieved in my masterpieces. In a word, students' potential to write well-organized paragraphs requires them to follow bloggers who are writing like the language found in books, however

Teacher 8 (Haroon):Yes indeed, students through reading others blogs will make rich vocabulary, also students writing through blogging can imagine their audience's point of view and thus can revise and improve their ideas and writing style

Teacher 9 (Alaa): I think the blog helps a lot. It is a great way to encourage students to express their ideas and be creative and have a confidence in writing and communicating with their peers and the teacher at the same time. So it is really a good way in teaching them how to write and how to be confident in speaking and writing at the same time.

Teacher 10 (Khalid): it helps in developing their skills.

Teacher 11 (Hiba): yes , because students need to write and think which enhance their writing and they will use different structures, correct grammar and connectors and that will improve their writing skill.

Teacher 12(Naba): Bloging is a process that enables the students to reuse their writing more than one time before posting them . In addition , when students share and expand knowledge , as they reply, they will help in improving their writing as well as if the blogger has a good writing, this will extremely affect the students' writing positively.

5. Do you think that using the blog will enhance English language students' communication? How?

Teacher 1 (Amani): Yes, because students can read blogs of other people and learn from their perspectives and can also communicate with them. Blogging is a kind of bridge between students by which they can learn from each other.

Teacher 2 (Rula): 5.By using blogs, many topics will be introduced to get discussed. People from different places will share their ideas so that others may criticize them in a positive or negative way. This will encourage the communication between them in order to discuss different topics by either agree with others' ideas and support them by evidence or disagree with certain views.

Teacher 3 (Rammah): As I said recently, the blog will increase the student's linguistic output. This, in turn, will improve the skill of speaking and communication because it depends a lot on the student's possession of words and sentences in the English Teacher

4 (Yasmeen): 5- It is a good method to promote communication between students. They can comment on their class mates' blogs.

Teacher 5 (Mahmoud): Surely, they will expose to different themes and topics that have new vocabulary, hence they may use the dictionary to look them up. Practice makes perfect.

Teacher 6 (Anwar): 5 Of course, while writing blogs the student will master the vocabulary and structures he has already learned and learn new vocabulary this will be reflected in his ability to communicate with others , as he will be able to express his/herself fluently.

Teacher 7 (Waseem): Certainly, yes. Thanks to the variety of apps and services available via the internet, students might well refer to translation websites so that they get to know what a specific word spotted on the blog means. Having identified that, they become knowledgeable and are able to communicate in English with others. More importantly, owing to the mass numbers of people using these blogs, each, without a doubt, has a special interest. This leads to the fact that following more and more, one becomes encyclopedic and has somewhat sufficient vocabulary items needed to run a conversation concerning a subject about history, for example.

Teacher 8(Haroon): surely, when students read others blog they will comment and that will increase responsibility, this is their comments and thoughts, many individuals will pass on, whether they are with them in the classroom environment so they will be careful in choosing the words used in the responses and see them always keen to communicate and give a good impression

Teacher 9(Alaa): I think the blog helps a lot. It is a great way to encourage students to express their ideas and be creative and have a confidence in writing and communicating with their peers and the teacher at the same time. So it is really a good way in teaching them how to write and how to be confident in speaking and writing at the same time.

Teacher 10 (Khalid): yeas, because writing and learning to write is all about being engaged in the ability to communicate since their writing stems from the desire to discuss what do they think .

Teacher 11(Hiba): Yes, because students share their ideas with others by using the blog and they will get comments from their friends which will enhance their communication skill.

Teacher 12 (Naba): Of course yes. Writing in general depends on vocabulary and grammar to compose correct sentences. If the students are able to compose a correct sentence , they will be able to communicate it correctly. Blogs help in improving speaking and communication.

6. Do you think that using the blog will

help you as a teacher?

Teacher 1 (Amani): Yes ,teachers share their successful projects, ideas and resources.

They help teachers reflect on their own learning and teaching by engaging in the best thinking activity – writing.

Teacher 2 (Rula): 6.I think it is more effective than traditional ways of teaching because it saves time as well as building students' knowledge in different fields once. Their writing skills, getting new vocabulary, and communication skill. That's a really good opportunity to help students in improving their skills so that with definitely saves my time and effort as a teacher. It will make me proud of my students since they use new techniques of learning see them improve different learning skills quickly.

Teacher 3(Rammah): We teach and learn at the same time. The use of the blog will benefit us like the student in terms of increasing the experience in using technology and in terms of increasing our knowledge and anything that can benefit the student, this will help us a lot in our teaching.

Teacher 4(Yasmeen): 6- It can help teachers to be in touch with students. Also, teachers can add questions as a revision, photos and videos related to the lessons.

Teacher 5(Mahmoud): **Yes , the more your students' have a larger lexicon, the more flexibility and diversity of topics the teachers could have in the classroom.**

Teacher 6(Anwar): 6 Surely, when the student masters writing skills, this means that he/she has mastered the skills of the language. In addition to this, writing blogs will expand the student's vocabulary and learn new words that will enable him/her learn the language faster and increase his/her academic achievement.

Teacher 7(Waseem): Personally, I use it a lot, especially with my 10th, 11th and 12th graders. They are mature enough of surfing this app, and for me it is quite easy to work on such technological developments that are far away from traditional methods of teaching. For example, once I taught a reading comprehension passage on "Comfort Zone, for Tawjihi, I started, after that, posting questions for general discussions about stepping outside our comfort zones and risks involved. Luckily, about 85% of students welcomed the idea and they responded with their simple language and even broken

English. Yet, what matters to me was their participation which turns their fright into courage and confidence.

Teacher 8(Haroon): Yes I think. Reading others thoughts will give me more details about their attitudes and the way they think, that would help me to understand and increase my sociocultural competence which give the teacher an advantage of the way that he deals with, especially with students differences

Teacher 9(Alaa):Yes , it helps a lot. It saves time, instead of spending too much time writing at the classroom, I can ask them to go home and write. It is also a safe interactive method that enables the students to express their ideas freely.

Teacher 10 (Khalid): it helps us to create a modern environment in teaching English specially writing but we need time . Time is one of the challenges facing English teachers in Palestine.

Teacher 11(Hiba): yes, because the student will practice writing skill in real life out side the classroom. And that will improve their writing.

Teacher 12 (Naba): Personally, I often use blogs with my seventh grade students especially when the texts deal with cultural aspects like dresses, food and crafts. I posted a question for general discussion. I sent them a question about food manners in Palestine and other countries. Some of the students wrote their experiences when they were outside Palestine about food manners. So I noticed that there is an acceptance of using blogs as a new method in teaching so I still use it until these days.

7. In your opinions, What are the obstacles that hinder the teacher from using the blog in their classes?

Teacher 1 (Amani):Lack of technology skills and support.

Time required to monitor

Teacher 2 (Rula): 7.Internet connections the main obstacle that may affect the process badly. In addition to a serious issue which is internet safety such as blocking any distraction that may affect students as inappropriate ads or videos

Teacher 3 (Rammah): I think that the lack of a sufficient number of computers will hinder us from that, in addition to the weak Internet service. But this can be avoided by using it more at home with students, for example, as giving students homework using the blog and providing feedback later, but we hope that this problem will be solved in our schools so that our students can benefit more.

Teacher 4(Yasmeen): 7- Heavy workload at school or home. Some teachers don't know how to use the blog

Teacher 5 (Mahmoud): **First the students will have difficulty accessing the blogs and using it as it should be. Second, they might be not motivated since they are not used to the computerized method of learning.**

Finally, this method is used when the students have a good amount of previous language knowledge which I think a great percentage of the students lack this knowledge already.

Teacher 6(Anwar): 7 One of the most obstacles facing this idea is the lack of technological capabilities in schools, as most of our schools suffer from a lack of computers or smart devices that help the student to implement the idea. On the other hand, the school Internet doesn't support such ideas. Some schools don't have the Internet. Also, blogs sometimes need to be payed, and this reduces the possibility of students to create blogs

Teacher 7(Waseem): I think the majority of teachers are not qualified enough to make use of technology at a higher level. Also, some of them are not interested in “wasting” their time preparing such well-organized, neat pages. In addition, they lack control over students on such pages.

Teacher 8 (Haroon): I think the lack of time, not all students have a time to spend on arranging recent advances in educational technologies especially that related to teaching and learning. Also the lack of classrooms designed for language learning and equipped with the necessary audio-visual tools to facilitate learning language skills. In addition lots of distractions are on the internet like game.

Teacher 9 (Alaa): I think the main problem is the internet. Some times we don't have internet.

Teacher 10(Khalid): I think that it needs a cooperation among teachers students and the family and a motivation for using blogs among the students.

Teacher 11(Hiba): Lack of time and lack of internet . and big number of students.

Teacher 12(Naba): internet problem, some students have poor skills in computers. Poor infrastructure .

Some students are unmotivated to participate in using the blog.

Appendix G: Tables

Table 11

Means and standard deviations of the role of using blogs in ninth-grade students' writing skills from teachers' perspectives due to the variable of having a blog.

Section	Having a blog N=(26)		Having no blog N=(98)		T	sig
	Mean	Std. deviation	Mean	Std. deviation		
Communication skills	4.08	0.41	4.07	0.48	0.03	0.98
Writing a well-organized paragraph	4.18	0.36	4.27	0.52	0.59	0.56
Teachers' perspectives towards the blog	3.71	0.25	3.78	0.4	0.58	0.57

Table12

Summary of English language teachers's responses to the role of English language blogs in ninth-grade students' writing skills.

No.	Theme	Frequency	Percentage
Teachers' perspectives towards using the blog to enhance students' level in writing skill			
1.	It increases students' self- confidence and motivation.	6	23.0
2.	It enhances writing skills.	12	46.0
3.	It makes students getting the point, expressing ideas and possessing knowledge.	5	19.3
4.	It makes students avoid making writing mistakes.	3	11.7
Total		26	100.0
Advantages of using blogs in teaching			
1.	Creating suitable environment for developing learning English skills	10	41.7
2.	Encouraging cooperation between learners themselves and teachers	4	16.7
3.	Giving feedback to students	2	8.3
4.	Enriching students' experience in learning English skills	6	25.0
5.	Saving time, efforts and space of learning English	2	8.3
Total		24	100.0
Effect of using blogS on students' attitudes towards learning English			
1.	Increasing students' motivation towards learning	6	26.1

No.	Theme	Frequency	Percentage
2.	Promoting collaboration between learners	6	26.1
3.	Improving English language among learners	5	21.7
4.	Improving English language among students	6	26.1
	Total	23	100.0
Using the blog motivates English language students to write a well -organized paragraph			
1.	Yes , it motivates English language students to write a well -organized paragraph	12	100.0
	Total	12	100.0
Using the blog enhances English language students' communication			
1.	Yes, it can enhance English language students' communication, cooperation skills , introduce them to new topics and ideas, increase students' linguistic competence promote communication skills, learn new vocabulary, ltranslation and increase shouldering responsibilities.	12	100.0
	Total	12	100.0
Using the blog helps the teacher.			
1.	Yes, it enriches experience, cooperation with students, saves teaching time and create a modern teaching environment.	12	100.0
	Total	12	100.0
Obstacles that impede the teacher's use of blogs in their classes			
1.	Teachers' lack of technology skills	7	36.8
2.	Weakness of internet infrastructure and short supply of computer resources	8	42.2
3.	Lack of cooperation between school and homes	2	10.5
4.	Big number of students	2	10.5
	Total	19	100.0



جامعة النجاح الوطنية
كلية الدراسات العليا

دوراستخدام المدونات الالكترونية في مهارات الكتابة باللغة الانجليزية
لطلاب الصف التاسع الأساسي كما يتصورها معلمو اللغة الانجليزية
في مدارس نابلس الحكومية

إعداد

لينا جميل محمود غنام

إشراف

د. نضال الجيوسي

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الانجليزية
بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2022م

دور استخدام المدونات الالكترونية في مهارات الكتابة باللغة الانجليزية لطلاب الصف التاسع الأساسي كما يتصورها معلمو اللغة الانجليزية في مدارس نابلس الحكومية

إعداد

لينا جميل محمود غنام

إشراف

د. نضال الجيوسي

الملخص

المقدمة: ان البحث عن طرق وأساليب جديدة في تعليم الطلبة لمهارات اللغة الانجليزية هو أمر في غاية الأهمية. ان المعلمين مسؤولون عن خلق بيئة تعليمية تشجع الطلبة على تعلم الانجليزية داخل وخارج الغرف الصفية. تناولت هذه الدراسة دور مدونات اللغة الإنجليزية في مهارات الكتابة لدى طلاب الصف التاسع كما يتصورها معلمو اللغة الانجليزية في مدارس نابلس الحكومية ، كما هدفت إلى تحديد المعوقات التي تحول دون استخدام المعلمين والطلاب للمدونة.

المنهجية: لتحقيق هذه الأهداف تم استخدام المنهج الوصفي التحليلي. تم إعداد استبيان إلكتروني وتوزيعه على (124) معلم ومعلمة لغة إنجليزية في مدارس نابلس الحكومية. تكون الاستبيان من (27) فقرة موزعة على ثلاث مجالات هي: مهارات الاتصال والتواصل وكتابة فقرة جيدة التنظيم وتصورات المعلمين ورائهم تجاه استخدام المدونة. تم استخدام برنامج SPSS لتحليل بيانات الاستبيان ، كما تم استخدام أداة المقابلة عبر الإنترنت كأداة ثانية للإجابة على أسئلة الدراسة ودعم نتائج الاستبيان. بلغ عدد المتقابلين من معلمي اللغة الإنجليزية (12) مع سبعة أسئلة.

النتائج : ظهرت نتائج الدراسة عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في تصورات المعلمين تجاه دور مدونات اللغة الإنجليزية في مهارات الكتابة لطلاب الصف التاسع كما يتصورها معلمو اللغة الانجليزية في مدارس نابلس الحكومية تعزى لمتغيرات الجنس ، والخبرة

وامتلاك مدونة. أشارت النتائج الأخرى للمقابلة إلى وجود إجماع بين المعلمين على أهمية استخدام المدونة ودورها في تحسين مهارات الكتابة لدى الطلاب. كما أشارت النتائج إلى أن المدونات لها دور كبير في التواصل والمشاركة الفعالة بين أجزاء عملية التعليم والتعلم. بالإضافة إلى ذلك ، فإن استخدام المدونات يوفر الوقت ويشجع الطلاب على إنشاء مدونات ويثير مواقف الطلاب الإيجابية تجاه تعلم اللغة الإنجليزية.

الاستنتاج: بناءً على ذلك، أوصت الباحثة برفع مستوى الوعي بين المعلمين والطلاب وأولياء الأمور حول فوائد وميزات المدونات الإلكترونية، بالإضافة إلى تضمين الاتجاهات الجديدة في التدريس مع برامج تعليمية ترفع من مستوى تفاعل الطلاب وانجازاتهم في تعلم مهارات الكتابة والمهارات الأخرى في اللغة الإنجليزية في المناهج الدراسية.

الكلمات المفتاحية: المدونة الإلكترونية، تصورات المعلمين، مهارات الكتابة، مهارات التواصل.