

Full Length Research Paper

The impact of weblog on performance of Iranian Intermediate EFL learners in EFL writing

Mohammad Reza Aria and Siros Izadpanah*

Department of English Language Teaching, Zanjan Branch, Islamic Azad University, Zanjan, Iran.

Accepted 3rd October 2016

Abstract

New models of communication technology created good pedagogical models and learning field. On the other hand, paying attention to this fact that writing is a social process accentuates the importance of weblog writing. This study investigated the influence of weblog on learners' writing performance in Jahade Daneshgahi Language Institute of Miyaneh. In this study a quasi-experimental research design was applied to elicit data from 48 Iranian intermediate EFL learners ranging from age of 16 to 18 and extracted from 60 EFL learners. Learners took part in a GEPT (General English Proficiency Test) to be sure about their homogeneity in term of English proficiency. It was a standard proficiency test that was adapted and validated to my context with Test-Retest. The learners with score in beyond $\pm 1SD$ GEPT (12 learners) were excluded. Then, to avoid bias they were randomly paired to control group and experimental group. Control group was taught through conventional way of writing in the class on odd days and experimental group was received treatment through weblog with the same instructor on even days for twenty an hour sessions during three weeks. The data was collected through GEPT as pre-test and post-test after treatment. The collected Data was analyzed by using deductive methods like using T-test on SPSS 18 to find out the consequences of the research assumptions. It was revealed that weblog had positive influence on writing performance. Meanwhile, according to statistics, confidence interval of the difference in all tests of the study was 95% and P value was less than 0.05 indicating the fact that the result was due to considered variables, and not due to other variables. The finding of the study draws teachers', course designers', and stock-holders' attention to this fact that they should integrate computer and its technology into EFL education.

Keywords: EFL learners; EFL writing; weblog.

INTRODUCTION

Recent developments in the field of technology have led to a rehabilitated interest in using it in language teaching and learning. According to Badrinathan (2013) and Naganuma (2008); Williams & Jacobs (2004) blogs expand the opportunities for student interaction and the horizons of "learning space" exponentially, and provide writers with a far greater audience both within and

outside the classroom. Yih and Nah (2009) cited writing is important for education of EFL (English as a Foreign Language) learners for some reasons. Recent developments in technology have heightened the need for using weblog in the field of learning and teaching because teachers can open a new way for their students to write through creating a blog. Introduction of blog in 1998, have increasingly attracted the attention of many scholars. Moreover, teaching and learning through weblog is a great way to communicate with parents and keep them involved in what is going on in the classroom

Corresponding author email: cyrosizadpanah@yahoo.com

with their children even if they cannot physically be there. In addition, it enhances learning via visual learning. Goetz and Fritz (1993); Kobayashi (1986); Rieber (1996); mentioned students can remember information better when it is expressed in both verbal and visual forms.

Weblog increases information being stored and consequently retrieved. Language classes benefit from a wide range of technologies all of which aim at making language learning more enjoyable and effective. Using technology for learning language is not confined to particular profession or age. Furthermore, blog provides a safer and more relaxed environment for language learners, especially for the shy or less confident ones (Kazai , Yusof & Clarke , 2016); Salaberry, 2001). Many studies have also shown that it can be difficult to motivate language learners when it comes to writing (Bull , Bull, & Kajder , 2003; Motteram & Brown , 2009). A large number of educators have confirmed with applying of easy-to-use technology to classroom instruction and language learning like Campbell and Stanley (1963); Davies, Stock and Wehmeyer (2003) and Noytim (2010). " It helps learners in a writing class" (Wu, 2005). Nowadays, nobody can deny the role of computer in educational settings. In a way that use of computer and the Internet are frequent in pedagogical programs than ever before because educators try to keep up with new technological progresses. In spite of potential demerits of technology, it is pervasive in our lives since researchers have recognized that technologies have potential to help in foreign language teaching and learning (Hincks, 2003; Kim, Turner, Rimal & Morrison, 2006; Smith and Joyce (2004) ; Xie , Ke & Sharma, 2008).

One major creativity of these types of technologies especially weblog in language teaching is trying to enhance writing teaching and learning. Therefore, all reasons and confirmations of educational experts mentioned necessitated the studying in this case to train EFL learners more motivated and powerful to write effectively. Different studies reported strong relationship between learners' writing performance and technology and a large number of points of view were introduced as vital factors impacting on the use of technology in education particularly in language learning. Advent of computer and its sub-section technologies in language classroom drew attentions of researchers on learners' writing performance. The significant literature on the role of technology-based instructions in learning and teaching reveals the key importance of these technologies in education particularly language learning.

Recent developments in technology have heightened the need for using weblog in the field of learning and teaching because teachers can open a new way for their students to write through creating a blog. Introduction of blog in 1998, have increasingly attracted the attention of many scholars. Moreover, teaching and learning through weblog is a great way to communicate with parents and

keep them involved in what is going on in the classroom with their children even if they cannot physically be there. In addition, it enhances learning via visual learning. Goetz and Fritz (1993); Kobayashi (1986); Rieber (1996); mentioned students can remember information better when it is expressed in both verbal and visual forms. Weblog increases information being stored and consequently retrieved. Language classes benefit from a wide range of technologies all of which aim at making language learning more enjoyable and effective. Using technology for learning language is not confined to particular profession or age. Furthermore, blog provides a safer and more relaxed environment for language learners, especially for the shy or less confident ones (Salaberry, 2001). Many studies have also shown that it can be difficult to motivate language learners when it comes to writing (Bull , Bull, & Kajder , 2003). A large number of educators have confirmed with applying of easy-to-use technology to classroom instruction and language learning like Campbell and Stanley (1963); Davies, Stock and Wehmeyer (2003) and Noytim (2010). " It helps learners in a writing class" (Wu, 2005). Nowadays, nobody can deny the role of computer in educational settings. In a way that use of computer and the Internet are frequent in pedagogical programs than ever before because educators try to keep up with new technological progresses. In spite of potential demerits of technology, it is pervasive in our lives since researchers have recognized that technologies have potential to help in foreign language teaching and learning (Xie, Ke & Sharma, 2008).

One major creativity of these types of technologies especially weblog in language teaching is trying to enhance writing teaching and learning. Therefore, all reasons and confirmations of educational experts mentioned necessitated the studying in this case to train EFL learners more motivated and powerful to write effectively. In spite of many researches done in this case, far too little attention has been paid to the role of weblog in enhancing of EFL learners' writing performance. Since most of them have concentrated on CALL in EFL teaching and learning. Some of them have focused only on relationship of computer and learning skills and they haven't paid enough attention to the effect of weblog on learners' writing performance in Iran. Additionally, since technology and its sub-sections in Iran EFL classes haven't been progressed a lot, it is a new opening to conduct investigation in teaching and learning. Besides, our findings may pave the way for teachers and educational stock-holders to integrate computer and its technologies into EFL teaching and learning.

The study sought to address the following question that "What was the influence of weblog on Iranian intermediate EFL learners' writing performance?" Since writing has been one of important skills in learning English as a foreign language, most of the students have

had problem in writing in spite of the fact that they have spent a long time to learn English and most of them have been reluctant to write or to learn how to write. Therefore, this study will motivate learners and help them to facilitate their learning to write in English, because it is new and creative way to negotiate their knowledge on writing and giving or getting peer feedback through weblog. It may facilitate the procedure of writing via getting help from even parents. The study may improve teaching methods of English writing. The purpose of this paper was to study the impact of weblog on performance of Iranian Intermediate EFL learners in EFL writing.

THE PURPOSE OF STUDY

This study aims at determining the effectiveness of using weblog in learning English language writing compared with the traditional method. With the help of computer and weblog language learning environments can be more cheerful, motivating for learners to learn writing.

Research Question

The present study aimed to answer the following research question about ELT (English Learning and Teaching) among Iranian intermediate EFL (English as a Foreign Language) learners:

a). What is the Influence of Weblog on Performance of Iranian Intermediate EFL Learners in EFL Writing?

Hypotheses

H1: There is statistically significant performance difference in writing between Iranian intermediate EFL learners who use weblog in writing and those ones who do not use.

H2: Weblog can influence Iranian intermediate EFL learners' performance in writing positively.

LITERATURE REVIEW

Introduction

Today, it is undeniable that the revolution of technology in the recent years has modified the way in which pedagogical resources and information are distributed in different institutional levels and fields. So focusing on technology and its usage in instructional and academic curricula has been one of debatable issues. This study aimed to investigate the Iranian intermediate EFL learners' writing performance using CALL in the form of weblog in their writing process. The review of literature of the study tried to provide the role of weblog in language

learning, technology, high quality staff development, teachers' perspectives, and learners' viewpoints. These concepts build a foundation of knowledge regarding weblog and its impact on the learning community in EFL classroom. As an important part of research, technology integration requires investigations and explorations in EFL field on the use of CALL and weblog in language classrooms. In this respect, literature related to essential concepts in the research was provided.

History of CALL in Language Classroom

According to Landoli (1990), nowadays, it has been common to use CALL (Computer-Assisted Language Learning) in various methods. The integration of CALL in language learning caused to increase the use of different media into the computer system (Pusack & Otto, 1990). With the development of information technology, increasing attention has been paid to CALL. Meanwhile, increasing enthusiasm is seen for English learning and teaching in world. Today, use of technology, especially CALL has been a methodology that motivates students more in language learning activities and increases learners' attitude. Warschauer (1998) categorized CALL into three main categories: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL involves behavioristic model including repetitive language drills like using computers by students to enable them to practice individually. Communicative CALL developed in 1970s and 1980s emphasized on form of language rather than forms. In other words, students used computers to grasp meaning in order to communicate actively. With rejection of communicative CALL, integrative CALL emerged in late 1980s and early 1990s which focused on integration of four major language skills and technology together in teaching and learning language. Warschauer (2000) cited that Grammar Translation Method classrooms used a simple and primitive technology like blackboard that was not motivating for students. But some methods took advantages of these technologies a lot. For example, audiotapes were used in audio-lingual method. Riasati, Allahyar & Tan (2012) cited technology in teaching and learning can enhance learners' engagement and motivation in accomplishing teaching and learning goals.

Types of CALL

What we know about CALL is largely based upon empirical studies that investigate how computer can influence on teaching and learning. Liu, Moore, Graham & Lee (2002) categorized different types of CALL as drill-practice, tutorial, simulations, utility, the World Wide Web, internet, and email. Drill-practice is mostly used for grammar practice. In other words, they are similar to paper and pencil workbooks. Tutorial provides

information and improves materials to fit students' ability. Simulation environment provides motivation for language students. They are drawn from realistic experience, context, and knowledge. Utility programs are important for students' capability. Word processing is one example of utility program. World Wide Web, internet, and email are recent mediums in computer-based programs. These inter-related mediums have been recognized as authentic option in language learning.

Call and Learners

Hiltz and Turoff (1993) stated that computer-mediated education can increase social connectivity. Additionally, it can provide equal opportunities for learners' participation. Regarding with the fact that computer technology paves interactive learning and gives learners deep understanding of authentic materials, most of language teachers have started to use computer-based instructions since the late 1980s (Bush & Terry, 1997). The teachers have also developed an interest in embracing the children's orientation toward digital play by creating language learning opportunities in which the learners use computer games within an educational context (Motteram & Brown, 2009).

Writing

A large number of researchers have emphasized the importance of writing. For example, Yih and Nah (2009) mentioned that writing is important for education of FL learners for some reasons. Firstly, writing well is a necessary skill for academic achievement. Secondly, writing can be an effective tool for the development of language proficiency itself. Thirdly, writing across the curriculum can be valuable for mastering diverse subject matter as written expression allows learners to raise their awareness of knowledge gaps, abstract problem-specific knowledge into schemas that can be applied to other relevant cases, and elaborate mental representations of knowledge that can be more easily retrieved.

Defining a Weblog

According to the dictionary, "A blog is a website where entries are made in journal style and displayed in a reverse chronological order. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic". A weblog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet (Zhang, 2009). Similarly, Galien and Bowcher (2010) stated that weblog commonly known as a blog is a contraction of two words: web and log. It is a great way to communicate with parents and keep them involved in learning and teaching, even if they cannot physically be

there.

Types of Blogs

Three types of blogs have been described by Campbell and Stanley (1963): the tutor blog; the learner blog; and the class blog. The tutor blog is run by the tutor for the learner and its purpose is to give reading practice to the learners, promote exploration of English websites, encourage online exchange by use of comment buttons, provide class or syllabus information, and serve as a resource of links for self-study. Learner blogs are run by individual learners themselves. Learner blogs are best suited for reading and writing classes. The class blog is the result of the collaborative effort of an entire class. It can be used for posting messages, images, and links related to classroom discussion topics. Class blogs could also be used as a virtual space for an international classroom language exchange.

Weblogs and Writing Instruction in ELT

Computers have been used in writing classrooms for a long time. Originally the use of computers in the teaching of writing has been restricted to word processing. It is easy for teachers to make corrections and for students to make revisions. Later, some editing programs provided additional functions such as spelling checkers, and readability scores that helped students with textual errors. However, the use of computers in composition teaching has grown dramatically as new software programs and teacher-designed computer exercises are created. The programs and exercises that prompt the learners to compose, revise, and offer suggestions for improvement have now become available. It brings active learner participation and a genuine sense of audience into the writing learning (Mendonca & Johnson, 1994). Even the proponents of CALL maintain that computer and web-based tools can augment the success of learners considerably (Meich & Navar, 1996). It plays an increasing role in the learners' educations. Stoney and Oliver (1998) also cited that "computers can save efforts from painting, shading, and calculations for lightening effects appropriately."

In addition, it is creative, up to date and motivating. Mosteller, Hoaglin and Tukey (1998) cited these technologies can basically improve the success of the learners compared with traditional instructions. Well-modeled peer response training sessions through weblog may significantly enhance the effect of peer review on learners' revised writings (Alvarez *et al.*, 1999). The students can choose among the materials referred by the teacher according to their own needs, and this will lead to the individualization of learning (Stepp-Greany, 2002). It offers an authentic communicative context that never judges about learners (Hyland, 2004). Blog also enables

individuals to express their thoughts at their own pace and in their own space so that, in contrast to traditional classroom settings, learners who use blogs do not have to compete with their classmates for the instructor's attention (Bloch, 2004). Dieu (2004) reaffirmed this by stating that blogging gives a learner the chance to "maximize focused exposure to language in new situations, peer collaboration, and contact with experts". "Recent technologies like weblog can pave way for students to write in optional ways and topics" (Eastment, 2005).

Because creating and maintaining of weblog is easy to use, it is perfect for writing instructors to construct and manage their own weblogs (Wu, 2005). In addition, although more research results showed that the effects of peer responses have been baffling, some L2 teachers are more willing to use weblog because of peer feedback (Wu, 2006). Many researchers, such as Downess (2004), Hall and Davison (2007) have claimed that students' writing skills improve when they use blogs. Students can develop a sense of autonomy in writing, and learn how to create a text practically. Moreover, whatever they write can instantly be evaluated and revised by others through weblog (Farmer, 2006). Nadzrah (2007) found that blogs let students compose writing with specific purposes that can encourage them to enhance their writing in the language constructively. Blogs expand the opportunities for student interactions and the horizons of that "learning space" exponentially, and provide student writers with a far greater audience both within and outside the classroom (Badrinathan, 2013; Williams & Jacobs, 2004). Salehi (2013) indicated that the experience of writing on blogs provides opportunities to help students improve their knowledge of English. By responding on blogs, students can get feedback from other audiences throughout cyberspace. Students have an opportunity to read things in which they are interested and write things that they truly wish to write, Thereby determining their own texts in language education and combining text with conversations in a very personal and stimulating way. Moreover, Thomee, Shamma, Friedland, Elizalde and Li (2015) added that multimedia has the ability of capturing the attention of a generation who has grown up with technology.

Previous Studies on the Effect of CALL especially Weblog on Learners' Performance

A large and growing body of literature has investigated the impact of CALL especially weblog on success of EFL students' academic achievement. For example: Mergendoller, Maxwell and Bellissimo (2000). Comparing problem-based learning and traditional instruction in high school economics. They explored the possible effects of computer-mediated collaboration in the improvement of language skills. The participants in this experiment were

59 Reserve Officer Training Corps (ROTC) students (47 male and 12 female) selected based on whether or not they had been previously trained on the problem-solving process from a large southwestern university in the United States. Only cadets that had not been previously trained were selected. The two treatment groups for this study were (a) an individual Web-based learning group and (b) a computer-mediated collaborative Web-based learning group. Data collected were analyzed descriptively with (ANOVA). Multivariate analysis of variance (MANOVA) was conducted on the data from the attitude survey. One-sample chi-square tests were conducted on the open-ended question: It was found that the students hold positive attitudes to collaborate computer in the teaching and learning context.

Salaberry (2001) compared computer-based instruction with teacher-directed instruction. Postsecondary English as Second Language (ESL) students' were instructed English structures in computer-based instruction and teacher-directed instruction. The findings indicated that students got higher scores on open-ended tests within the computer-based instruction than teacher-directed students, there weren't any vital variations between the computer-based and teacher-directed students' scores on multiple choice or fill-in-the-blank tests. What is more, findings showed that computer-based instruction will be a good methodology of teaching synchronic linguistics in second learning.

In another study Pinkman (2005) sought to determine the usefulness of using blogs in the foreign language classroom, and to assist foreign language professionals interested in developing learner independence in their own learners by using this relatively new computer-based learning forum. This project was implemented in a Pre-Advanced English class at Kwansai Gakuin University (KGU) in Japan. The class was an integrated skills class with a focus on oral/aural skills. The class was made up of 15 learners, all of whom were required to obtain a TOEFL (Test of English as a Foreign Language) score of 475 before entering the class.

They were from the departments of Humanities, Sociology, Economics, Business, and Law, and were studying in their second, third, and fourth years (of four-year programs) at KGU. Data were collected from learners through questionnaires and interviews conducted at the end of the term. At this time, learners were asked to reflect on their attitudes about the blog project and how it aided them in practicing English out of the classroom. Findings suggested that learner-perceived benefits of using blogs included increased interest and motivation to use English because of interaction with, and feedback from, classmates and teachers. There was also indication, however, that although the project helped to improve reading and writing skills, some learners were more interested in developing oral communication skills not directly

addressed in the blog project. The findings also suggest that learners who participated in the blog project were interested in continuing to blog even after the semester finished.

Arani (2005) maintained that approximately three quarters of the class of 40 students preferred writing through weblog to the more traditional written journal; most students believed that the weblog can improve English; seven disagreed; 15 students said that they would definitely continue using the weblog; 15 said they definitely would not, and 10 were unsure. Ellison & Wu (2008) in a preliminary exploration of student attitudes and impact on comprehension, explored student perceptions of blogging in the classroom regarding (a) which specific characteristics of educational blogging (writing an entry, reading other students' blogs, or reading other students' comments on one's blog) were most helpful for understanding course content and (b) other aspects of the instructional blogging experience, such as the process of providing and receiving peer feedback. Quantitative data analysis revealed that reading other students' blogs was believed to be most helpful for understanding course concepts. This exploratory study was conducted on 52 College students who completed a series of writing assignments, submitted either as traditional, hard copy papers or as blog entries and then completed a survey instrument probing comprehension of material and perceptions, used quantitative and qualitative data. Analysis of the open-ended responses revealed a need for more guidance regarding the process of reviewing and critiquing the work of peers and appreciation for the way in which blogging exposed students to more diverse viewpoints from their peers.

Shahamat and Riazi (2009) to investigate the place of Information and Communication Technology in Second language teaching in Girl's High schools and Private English Institutes in Shiraz studied how information technology in second language teaching can affect their learning in the female high schools and private English institutes in Shiraz. To this end, 700 students, which 391 of them were in 3rd grade from eight different public schools, and 309 were from language institutes were studied through modified questionnaire to see how frequently different means of educational technology are used at both Iranian schools and language institutes. The finding showed that use of educational technology in high schools was much lower than language institutes.

Simsek (2009) investigated the effect of weblog integrated writing instruction on students writing performance. Also students perceptions toward weblog used in their writing courses has been examined 70 undergraduate students in the Department of Primary Education at Marmara University participated in this study. Data were collected through students, written products and weblog perception questionnaires. The finding indicated that weblog integrated writing instruction

improved the writing performance of students. Moreover students had a favorable perception towards weblog use.

In a similar study, Liu, Chen and Chang (2010) studied the influence of a computer-assisted concept strategy on EFL learners' English reading comprehension. To this end, 194 freshmen who were enrolled in the English course were divided into low-level and high-level groups according to their English proficiency. A computer-assisted concept mapping learning strategy was introduced to the learners in the experimental class to improve their reading ability. Data collected was analyzed through two-way ANOVA. The findings explored that concept mapping reading strategy had an affective influence on students' ability in reading comprehension and increased the learner's confidence in English reading. In addition, the results of independent sample *t*-test analysis indicated that the computer-assisted concept mapping learning strategy enhanced learners' use of other English reading strategies—listing, enforcing, and reviewing.

Kilickaya and Krajka (2010) compared teaching vocabulary through computer and the traditional methods in upper-intermediate class divided into two groups. Findings revealed that experimental group performance surpassed control group performance. In a study, Marzban (2011) showed the effects of CALL on reading comprehension of Iranian female students. Experimental group used CALL for reading comprehension and control group used traditional way. 30 students out of 60 subjects were randomly selected to form the treatment group and the rest of them formed the control group. One instructor taught reading comprehension to both groups using CALL and the other group was taught reading comprehension in the traditional way. The result of the research showed, the use of CALL can improve students' comprehension.

In another study, Sadeghi and Dousti (2013) investigated the possible effects of the integration of CALL technology on young Iranian Elementary EFL learners' grammar gain. Moreover, it examined the role of length of exposure to find an optimum balance for the proper amount of CALL integration to language activities. A total number of 49 Iranian female elementary EFL learners within the age range of 11 to 13 were randomly divided into two experimental groups and one control group each consisting of 15 participants. In order to homogenize the participants and to gauge their level of general proficiency, Cambridge Young Learners English Test was utilized. Afterward, to deal with non-randomization of the participants, a semi-randomization procedure was used. Two experimental groups used CALL technology for twice as long as the other group. All the participants tried their answers in separate immediate as well as delayed post-tests. The results of one way ANOVA demonstrated significant differences between control and experimental groups in the immediate post-test.

In the other study, Mohsenzadeh, Marzban and Ebrahimi (2015) investigated the effect of Power-Point Computer Program on reading comprehension of 10 instructors who had M.A. and Ph.D. qualifications with at least three years of teaching experience and 40 Iranian senior high school students selected randomly from B.A. students of TEFL varying from 18 to 21 years old.

They were divided in control group which was taught instruction through textbooks traditionally and in experimental group instructed by using prepared-power point materials based on the textbook, pedagogical CD, video, and computer through Pre/Post Tests to see improvement of students' vocabulary and reading comprehension proficiency.

Results of the study certified the positive effect of power - point Computer Program on participants' vocabulary and reading comprehension and instructors' teachings. Instruments of the study were two questionnaires aiming to collect data concerning the attitudes of the learners and instructors at the two universities in Shadegan. The instructor's questionnaire included 10 five-point Likert-scale items and five open-ended questions along with some demographic optional information. The learner's questionnaire included 10 five-points Likert-scale items.

Since Writing has been one of important skills in learning English as a foreign language; most of the EFL learners have had problem in writing in spite of the fact that they have spent a long time to learn English and most of them have been reluctant to write or to learn how to write. So this study will motivate learners and help them to facilitate their learning of English writing, because it is new and also a creative way to negotiate their knowledge on writing and giving or getting peer feedback through weblog. It will facilitate the procedure of writing via getting help from even parents, too.

Even the study will improve teaching methods of English writing. Different studies reported strong relationship between learners' writing performance and computer especially weblog in the literature and a large number of points of view were introduced as vital factors impacting use of weblog in education and particularly in language learning.

Advent of computer and its sub-section technologies like weblog in language classroom drew attentions of researchers on learners' attitudes toward computer-based teaching and learning. Therefore, it was thought that there is necessity to study the influence of weblog on learners' writing performance in Iran. The present study was designed to determine the effect of weblog on Iranian intermediate EFL learners' writing performance in Jahade Daneshghahi of Miyaneh.

RESEARCH METHODOLOGY

Research Design

Quasi-Experiment

In this study, the researcher followed the classic view advocated by Cook and Campbell (1979) who mentioned, frequently in educational research, studying individuals or larger groups of learners is very hard at random. Therefore, the term `quasi-experiments were used to indicate "experiments that have treatments, result measures, and experimental processes, but may be affected by other factors". In this study, the researcher used quantitative methods like pretest and posttest to investigate the same issue of weblog impact and learners' writing performance change in the EFL writing classroom. However, because the researcher couldn't control all independent variables like gender, history, and others, therefore, quasi –experimental method was employed to conduct the study.

Setting and Participants

This study investigated the influence of the use of weblog on learners' writing performance. This study was done in Jahade Daneshghahi Language Institute of Miyaneh. The important reason for choosing Jahad Daneshghahi Language Institute for the study was that it is an authoritative and official state institute under supervision of Tabriz University to teach English Skills. The participants were at the same intermediate level of English. In this study a quasi-experimental research design was applied to elicit data from 48 Iranian intermediate EFL learners ranging from age of 16 to 18 and extracted from 60 EFL learners selected out of 70 learners according to Cochran Formula. (See Appendix A) The participants ought to be at the same intermediate English level. For this reason, initially, students took part in a GEPT (General English Proficiency Test) to be sure about their homogeneity in term of English proficiency. This was a standard proficiency test that was adapted and validated to the context and its reliability was tested with Test-Re-test Reliability through pilot test.(See Table 3.1& 3.2); The students with score beyond +1/-1standard deviation(12 students) were excluded . (Appendix B) Then, they were randomly assigned and paired to control and experimental groups to avoid bias. (Appendix C) Control group was taught through conventional way of writing in the class on odd days in Jahade Daneshghahi and experimental group was received treatment through weblog with the same instructor giving them instructions how to use their weblogs in computer site of Jahade Daneshghahi on even days for 20 sessions during three weeks.

Data Collection Tools

The data was collected through pre-test, intervention (treatment), and post-test.

Table 1. Reliability of Validated GEPT According to Context

Number	Test Score	Re-TEST Score
1	14	15
2	16	17
3	16	16
4	18	19
5	17	20
6	19	19
7	18	17
8	15	17
9	14	16
10	15	17

Table 2. Correlations of Test and Retest Of GEPT

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.745*
	Sig. (2-tailed)		.013
	N	10	10
VAR00002	Pearson Correlation	.745*	1
	Sig. (2-tailed)	.013	
	N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

Pretest

The pre-test was used in this study was a GEPT (General English Proficiency Test). That was a standardized test was commissioned by Taiwan’s Ministry of Education in 1999 and was developed and administered by the Language Training and Testing Center in Taipei, Taiwan in 2002, including listening, speaking, reading and writing tests should measure the students writing performance. Section one included five listening parts, with an overall number of 25 questions, each part consisting of five questions. Section two was devoted to reading and writing which had 30 questions being presented in six parts; however, it had to be noted that its reading section was scored objectively and its writing section was scored by two raters to prevent raters’ bias. The researcher shortened and validated the section two which was 35 questions to 20 questions including reading and writing questions, and to check the reliability of the test after adaption, first 10 learners who were similar to the target group took the test for the first time and after 15 days again they were given the same test. The correlation of two tests was 0.74 that showed the validated test was reliable enough to be used in our study according to our context, (See Table 1 & 2).

Post-test

After treatment, learners’ writing performance was

evaluated based on the results of GEPT (General English Proficiency Test) including reading and writing tests and adapted to the context by the researcher. It was measuring the writing performance of the learners after treatment. (See Appendix H)

Piloting GEPT Questions

The pre-tests and post-test to examine learners’ writing performance in this study was a GEPT (General English Proficiency Test) which was a standardized test was commissioned by Taiwan’s Ministry of Education in 1999 included listening; speaking, reading and writing tests should measure the learners’ writing performance. Section two was devoted to reading and writing which had 30 questions being presented in six parts; however, it had to be noted that its reading section was scored objectively and its writing was scored by two raters to prevent raters’ bias. The researcher shortened and validated the section two which was 30 questions to 20 questions including reading and writing questions, and to check the reliability of the test after adaption, first 10 learners who were similar to the target group took the test for the first time and after 15 days again they were given the same test. The correlation of two tests was 0.74 that showed the validated test was reliable enough to be used in our study according to the context. (See Table 1 & Table 2)

Table 3. One-Sample Kolmogorov-Smirnov Test

		writing	
		pretest	posttest
N		48	48
Normal Parameters a, b	Mean	16.71	16.94
	Std. Deviation	1.935	1.961
	Absolute	.143	.185
Most Extreme Differences	Positive	.086	.086
	Negative	-.143	-.185
Kolmogorov-Smirnov Z		.992	1.283
Asymp. Sig. (2-tailed)		.278	.074

Test distribution is Normal

Table 4. Paired Samples Descriptive Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	16.83	24	1.949	.398
	post_test	17.50	24	1.794	.366

Data Collection Procedure

Administration of GEPT as a Test to Determine the Learners' Writing Performance

To this end a validated version of GEPT was used as pre-test and post-test to estimate learners' writing performance before and after treatment.

Treatment

The treatment of the research included teaching of writing to experimental group learners through weblog in computer site of Jahade Daneshgahi of Miyaneh by an instructor on even days. It took 20 an hour sessions three times a week, practicing writing with them practically, negotiating, and evaluating their writing through weblog. The learners selected for the treatment were instructed how to create weblog in computer site of Jahad Daneshgahi. Once the learners had completed their blog they were instructed to write their first blog entry, a self-introduction. A list of blog addresses was collected by the instructor and posted on the instructor's main blog. Learners were then instructed to read two to three of their classmates' blogs and comment on them. But control group learners were instructed writing in conventional way in class and without weblog by the same instructor 20 an hour sessions three times a week on odd days.

DATA ANALYSIS AND RESULT

The findings of the quantitative analysis are discussed with regard to the hypotheses and each research question 7.

The Effect of Weblog on the Learners' Writing Performance

In the answer of the research question "What is the Influence of Weblog on Performance of the Iranian Intermediate EFL Learners in EFL Writing?" The researcher focused on the quantitative data of the learners' writing performance outcomes. In the following section, the quantitative data of learners' performance is examined by comparing the scores of pre- and post-GEPT in the experimental group and the control group. As the research study was conducted with a focus on EFL writing, the researcher only adapted the reading with multiple choice and paragraph-writing component from the test at the intermediate level. Besides, a target sample of students was required to pass the GEPT at the intermediate level. To this end firstly, the researcher should be sure whether the distribution of data was normal or not. Therefore, the researcher used Kolmogorov-Smirnov test that showed it was normal in both pre-test and post-test according to the descriptive statistics. (See Table 3)

So the researcher used paired T-test to analyze the data. Secondly, the learners' scores in pre-test were also compared with their scores in post-test with paired t-test. It was explored that there was significant difference between mean of pre-test scores and the mean of post-test scores in experimental group and with 95 % confidence interval of difference, mean difference between pre-test and post-test was .667 that shows meaningful difference in writing performance of pre-test and post-test indicating that weblog has positive influence on the learners' writing performance . (t= 2.23, df= 23, P=0.018, 1-tailed) (See Table 4 and Table 5)

H1: There is statistically significant performance difference in writing between learners who use weblog in writing and those ones do not. (H1: $\mu d \neq 0$)

H0: There is no statistically significant performance difference in writing between learners who use weblog in writing and those ones who do not. (H0: $\mu d = 0$)

In line with this comparison, the researcher compared the control group learners' scores in with experimental learners' scores in post writing performance test. The finding revealed that there was significant difference between the mean of control group learners' scores (16.38) with the mean of experimental group learners' scores (17.50) in post writing performance test with difference of -1.12 between the means of two groups indicating that when the learners write through weblog, their performance is better than their performance when they write in conventional way. Therefore, this can certify the positive influence of weblog on learners' writing. ($t=2.112$, $df=23$, $P=0.046$, 2-tailed) (See Table 6 and table 7)

One may argue that the use of the GEPT test is questionable as it is a test of General English Proficiency Test that does not evaluate the performance in writing specifically and may not be directly related to what had been taught during the course. The researcher had several reasons for using the GEPT as the measuring instrument. Firstly, the GEPT was perceived by Taiwan's ministry of education to be a valid and reliable check for each level of ability in English. Secondly, writing performance can be assessed depending on the type of measure used and also depending on the purposes for which it is used, for example, as a diagnostic or as a proficiency test. Thirdly, the researcher had modified and adopted the GEPT criteria for assessing students' writing with reference to the course content and syllabus. Therefore, the ability to use lexical and grammatical structures to create sentences that are connected to one another to produce an organized and coherent paragraph was incorporated into the marking rubric.

Reliability of the Learners' Writing Performance Scores in Pre-test and Post-test

Apart from the multiple-choice reading test, learners were given the test with another component of descriptive paragraph-writing in the GEPT paper. It is important to avoid any bias or subjectivity in the evaluation of learners' writing performance and attention must be paid to achieve a certain degree of inter-rater reliability. The paragraphs were then read and evaluated by two raters using the same marking rubric. In the process of assessment, all copies of the GEPT exam papers were firstly evaluated by the second rater. The first rater then evaluated the same paragraphs and scored on their original exam papers to establish the reliability of the results.

The following Table 8-11 indicated that the results of the GEPT literacy test from the two scores were highly correlated at the beginning and end of the term and there was no significant difference between the two raters in terms of the evaluation of the learners' paragraph writing. There was a strong correlation between the scores of the two raters in the pre-writing test and post-writing test of control group and experimental group. The correlation of two raters in pre-test of control group was 0.90 and correlation of two raters in post-test of control group was 0.82; correlation of two raters in pretest of experimental group was 0.90 and correlation of two raters in post-test of experimental group was again 0.90. (See 8)

Bearing in mind the above findings, it should be noted that different technological experiences such as weblog and online writing represent a form of social learning activity and social interaction. These technological experiences can play a role as a facilitator when learners are engaged in the context of cooperative learning. Based on the quantitative findings, learners who experienced the weblog writing had a more positive attitude toward the weblog activities and writing. The researcher found that after twenty sessions of the EFL writing course with the weblog intervention, learners who often used weblog reflected a big difference in their writings compared with those who never or sometimes used weblog to write in English. This means learners who use weblog frequently are more likely to welcome suggestions and to invite readers or to have their writing proofread by others. As we know, the feature of weblog provides learners a platform to make comments and the above writing activities. Therefore, it is possible to assume that weblog activity helps the learners to adapt themselves in some writing tasks, particularly when they are asked to proofread and make suggestions on other are writing.

At the end of the course, the learners in the control group hadn't changed their writing performance. In comparison with them, learners in experimental group had a positive and big change in their writing preference in the post-test.

After a statistical examination of writing performance had been conducted, the result clearly indicated that there was a starting line for all research participants with no significant difference in the beginning of the course between learners who received the conventional EFL writing classroom and those who had the weblog-mediated experience. After some sessions of teaching in the EFL writing course through weblog, the result illustrated a significant difference between the two different instructional modes of learning in relation to writing performance by the use of the weblog in the EFL writing course. Findings revealed that the learners in the weblog experiment developed their writing performance. Therefore, weblog had positive influence on writing performance of Iranian intermediate EFL learners toward writing.

Table 5. Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - post_test	-.667	1.465	.299	-1.285	-.048	-2.230	23	.036

Table 6. Paired Samples Descriptive Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control Group	16.3800	24	1.99592	.40742
	Experimental Group	17.5000	24	1.79371	.36614

Table 7. Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean					
Pair 1	Control Group - Experimental Group	-1.12500	2.60956	.53267	-2.22692	-.02308	-2.112	23	.046

Table 8. Correlations of Two Raters Pre-test, Control Group

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.907**
	Sig. (2-tailed)		.000
	N	24	24
VAR00002	Pearson Correlation	.907**	1
	Sig. (2-tailed)	.000	
	N	24	24

Correlation is significant at the 0.01 level (2-tailed).

Table 9. Correlations of Two Raters Post-test, Control Group

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.825**
	Sig. (2-tailed)		.000
	N	24	24
VAR00002	Pearson Correlation	.825**	1
	Sig. (2-tailed)	.000	
	N	24	24

Correlation is significant at the 0.01 level (2-tailed).

Table 10. Correlations of Two Raters Pre-test, Experimental Group

		VAR00002	VAR00003
VAR00002	Pearson Correlation	1	.907**
	Sig. (2-tailed)		.000
	N	24	24
VAR00003	Pearson Correlation	.907**	1
	Sig. (2-tailed)	.000	
	N	24	24

Correlation is significant at the 0.01 level (2-tailed).

Table 11. Correlations of Two Raters Post- test, Experimental Group

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.901**
	Sig. (2-tailed)		.000
	N	24	24
VAR00002	Pearson Correlation	.901**	1
	Sig. (2-tailed)	.000	
	N	24	24

Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

Discussion of the research question looked into the theoretical perspectives of the use of weblog activities for the support of second language learning and EFL writing. The researcher answered the research question based on data from GEPT. As mentioned in previous chapter, the purpose of conducting the pre-test, post-test, and dependent t-test as a baseline observation was to validate the quantitative data collection and analysis. The theoretical perspectives on the use of computer especially weblog in education as well as the awareness of EFL writing mentioned in chapter two, have demonstrated that computer-mediated course creates a new way of interacting for the process of.

In comparison with any usual face-to-face EFL writing instruction, learning with weblog enriches the experience of online written interaction and leads students into a more focused idea-generating process without any digressions during the composing process (Schultz, Copley, Doerks, Ponting & Bork, 2000). According to the comprehensive perspectives outlined in the literature review, the integration of computer technology and education promotes in-depth learning in a group-based environment. Consequently, the potential results of intellectual development increase through the dynamic exchange and peer review of the learners' writing. A large number of recent researches have emphasized the way that language content like writing develops during the use of computer networks.

Accordingly, this quasi-experimental study was carried out at two instructional environments with the same

teacher. It is mainly dealt with the quantitative study of the learners' writing performance. The quantitative presenting of learners' responses in chapter three substantially proved what had been found from the theoretical perspectives regarding the use of computer and weblog in language learning especially writing. With reference to Table 4 & 5 the statistical result of learners' writing performance based on the rubric (See Appendix J), learners have improved production of their written work in terms of their overall organization of the argument, paragraph level development, coherence, sentence construction, and linguistic mechanics (for example, vocabulary, grammar and punctuation). Thus, intervention of the weblog can augment learners' writing performance.

An overview of above discussions of the question relating to the comparisons of the EFL writing performance in the two different instructional modes makes it possible to arrive at certain degree of general and broad conclusions as to how learners can best achieve the modified outcome, and facilitate some cognitive characteristics of learning. The discussion of the research findings in relation to the research question can be summarized as follows.

Discussion of the Effect of Weblog on the Learners' Writing Performance

In the answer of the first research question "What is the Influence of Weblog on Performance of the Iranian Intermediate EFL Learners in EFL Writing?" and to prove hypotheses that "There is statistically significant performance difference in writing between Iranian

intermediate EFL learners who use weblog in writing and those ones who do not use." And "Weblog can influence Iranian Intermediate EFL Learners' performance in writing positively." the researcher proved that the distribution of data was normal in both pre-test and post-test according to Kolmogorov-Smirnov Test. (See Table 3). Then, comparing the learners' scores in pre-test with their scores in post-test with paired t-test showed that there was significant difference between writing performance of pre-test and post-test according to Table 4 and Table 5. It was found that weblog has positive influence on the learners' writing performance. Moreover, comparison of the control group learners' scores in writing performance with experimental group learners' scores in writing performance of post-test revealed that there was significant difference between writing performance of learners who use weblog in writing and those who do not use. Therefore, it was explored the positive effect of weblog on learners' writing performance. (See Table 6 & 7)

It is important to mention that as mentioned in literature of review, there were a lot of studies that this study is in line with. For example: Salaberry (2001) compared computer-based instruction with teacher-directed instruction, and found that students got higher scores on open-ended tests within the computer-based instruction than teacher-directed students, and Sadeghi, & Dousti (2013) investigated the possible effects of the integration of CALL technology on young Iranian elementary EFL learners' grammar gain. The results of the study demonstrated significant differences between control and experimental groups in the immediate post-test.

In the other study, Mohsenzadeh, Marzban and Ebrahimi (2015) investigated the effect of Power-Point Computer Program on reading comprehension of 10 instructors and 40 Iranian senior high school students, and certified that positive effect of power - point Computer Program on participants' vocabulary and reading comprehension and instructors' teachings. Also, conducting a study on pre-service foreign language teachers, by Sardegna and Dugartsyrenova, (2014) showed that pre-service teachers' perspective confirmed learning via technology by creating fruitful interactions, improving sense of collaboration, and enhancing students' autonomy. Meanwhile, Arani (2005) maintained that approximately three quarters of the class of forty students preferred writing through weblog to the more traditional written journal. Ellison and Wu (2008) explored a need for more guidance regarding the process of reviewing and critiquing the work of peers and appreciation for the way in which blogging exposed students to more diverse viewpoints from their peers. A study by Simsek (2009) revealed that weblog integrated writing instruction improved the writing performance of students. Moreover students had a favorable perception towards weblog use. Gardner, Lalonde and Moorcroft

(1985) proved that they were effective in vocabulary learning, students who had high language aptitude, learned vocabulary faster than those with low aptitude. Ates, Altunay and Altun (2006) found that there was a significant difference between the students' scores after receiving computer-based instruction. Additionally, factors such as gender, and students' income weren't significantly effective on their attitude.

In other similar study, Liu, Chen and Chang (2010) explored that concept mapping reading strategy had an affective influence on students' ability in reading comprehension and increased the learner's confidence in English reading. In addition, the results of independent sample *t*-test analysis indicated that the computer-assisted concept mapping learning strategy enhanced learners' use of other English reading strategies—listing, enforcing, and reviewing. In another study, Marzban (2011) revealed use of CALL can improve student's comprehension. In a same study by Warschauer (2010) showed that students had more inclination to participate in electronic discussions.

CONCLUSION

The paper has given an account of and the reason for influence of weblog on EFL learners' writing performance. The main conclusion to be drawn from this study was that according to statistics, weblog activities have positive effect on EFL learners. The major finding of the study was the positive effect of weblog on EFL learners' writing performance that most of the previous studies mentioned in literature confirm it. In spite of the fact that the study could investigate the influence of weblog on EFL learners' writing performance, that most of the previous studies disregarded, there were some other variables like gender, age, cultural, personal, social factors which the researcher couldn't focus on. Therefore, Future investigations need to be done in Iran to establish whether there is any correlation between weblog and mentioned factors.

RECOMMENDATIONS

Based on the findings of the present study, integration of computer technology in language instructions requires some major factors such as providing enough facilities, holding training courses of computer skills for both instructors and learners. Also, the findings propose that a proper curriculum makes learning through computer easier. Another finding of the study also suggests that learners' need to be aware of the advantages of computer technology specially weblog as learning tool in order to accept it as part of language instruction syllabus. This may help reduce the dehumanizing effect of

computer instructions. In other words, students will not consider CALL environment and weblog activities unreal and unnatural. The last thing to mention is that the study can pave way of teaching and managing educational programs and courses for teachers and educational stock holders.

Unfortunately, most of the learners and students receive their English courses at schools and even some of the institutes based on Grammar Translation Method or they only focus on speaking in conventional way ignoring writing and computer-mediated education in Iran. It is recommended that in language learning and instruction specially writing, computer and its sub-section technologies like weblog to be considered. It is important to draw attention of stock-holders specially Education and training Ministry of Iran to this point that computer-mediated education can reform our educational system with paying attention to learners' needs.

FUTURE RESEARCH

The current study explored the Iranian Intermediate EFL learners' viewpoints on the effect of CALL in general, weblog activities in particular on their attitude toward writing and writing performance. The research revealed the learners' writing performance with writing pre-test and post-test so as to gain in-depth results. In spite of 95% confidence interval of difference in all descriptive statistics indicating that the result gained were due to considered variables, the study didn't focus on the other variables like gender, age, cultural, personal, social factors. Therefore, it is proposed that the future researches take into account the mentioned factors in Iran.

Furthermore, the other major thing is that the current experiment studied only the effect of weblog on writing performance. However it can be taken into account as opening step to other studies. Therefore, it is also suggested to conduct other studies to explore the effect of weblog on other language skills like listening, speaking and reading.

REFERENCES

- Ackerman, M. J. (2006). Forensic report writing. *Journal of Clinical psychology*, 62(1), 59- 64
- Arani, J. A. (2005). Teaching writing and reading English in ESP through a web-based communicative medium: Weblog. *ESP-world 4* (3)230-234.
- Ates, A., Altunay, U., & Altun, E. (2006). The Effects of Computer Assisted English Instruction on High School Preparatory Students' Attitudes towards Computers and English. *Student Usage and Attitudes.*, 2(2), 97-112.
- Badrinathan, V. (2013). Understanding learner autonomy through the study of a class blog experiment. *International Journal of Technology Enhanced Learning*, 5(1), 85-96.
- Bull, G., Bull, G., & Kajder, S. (2003). Writing with weblogs. *Learning and Leading with Technology*, 31(1), 32-35.
- Bush, M. D., & Terry, R. M. (Eds.). (1997). *Technology-enhanced language learning*. NTC Publishing Group.12(3) , 67-75.
- Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research on teaching. *American Educational Research Association*. 23(4), 83-91.
- Cook, T. D., Campbell, D. T., & Day, A. (1979). Quasi-experimentation: Design & analysis issues for field settings, 351(2) 141-146.
- Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and higher education*, 15(1), 3-8.
- Davies, D. K., Stock, S. E., & Wehmeyer, M. L. (2003). A palmtop computer-based intelligent aid for individuals with intellectual disabilities to increase independent decision making. *Research and Practice for Persons with Severe Disabilities*, 28(4), 182-193.
- Eastment, D. (2005). Blogging. *ELT Journal*, 59(4), 358-361.
- Ellison, N. B., & Wu, Y. (2008). Blogging in the classroom: A preliminary exploration of student attitudes and impact on comprehension. *Journal of Educational Multimedia and Hypermedia*, 17(1), 99-106.
- Farmer, G., Harris, J., Hope, T., Kennedy, S., & Mayou, R. (2006). Attitudes of women with chronic pelvic pain to the gynecological consultation: a qualitative study. *BJOG: An International Journal of Obstetrics & Gynecology*, 113(4), 446-452.
- Galien, P., & Bowcher, W. L. (2010). Using blogs in ESL/EFL teaching and teacher-training. *Asian EFL Journal*, 42, 4-23.
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language learning*, 35(2), 207-227.
- Gass, S., Mackey, A., & Ross-Feldman, L. (2005). Task-based interactions in classroom and laboratory settings . *Language Learning*, 55(4), 575-611.
- Goetz, E. T., & Fritz, J. B. (1993). Impact of concreteness on comprehensibility, interest, and memory for text: Implications for dual coding theory and text design. *Journal of Educational Psychology*, 85(2), 291.
- Hiltz, S. R., & Turoff, M. (1993). *The network nation: Human communication via computer*. MIT Press.
- Hincks, R. (2003). Speech technologies for pronunciation feedback and evaluation. *Re CALL*, 15(01), 3-20.
- Hyland, K. (2004). *Disciplinary Discourses*, Michigan Classics Ed.: *Social Interactions in Academic Writing*. University of Michigan Press, 72(2), 75-83.
- Iandoli, L. J. (1990). Call and the Profession: The current state. *The French Review*, 64(2), 261-272.
- Kazai, G., Yusof, I., & Clarke, D. (2016). Personalised News and Blog Recommendations based on User Location, Facebook and Twitter User Profiling. In *Proceedings of the 39th International ACM SIGIR conference on Research and Development in Information Retrieval* (pp. 1129-1132).
- Kilickaya, F., & Krajka, J. (2010). Comparative usefulness of online and traditional vocabulary learning. *TOJET: The Turkish Online Journal of Educational Technology*, 9(2)164-169.
- Kim, H. Turner, M. M., Rimal, R. N., & Morrison, D., (2006). The role of anxiety in seeking and retaining risk information: Testing the risk perception attitude framework in two studies. *Human Communication Research*, 32(2), 130-156.
- Kobayashi, T. (1986). The internationalization of Japanese education. *Comparative Education*, 22(1), 65-71.
- Liu, M., Moore, Z., Graham, L., & Lee, S. (2002). A look at the research on computer-based technology use in second language learning: A review of the literature from 1990–2000. *Journal of*

- Research on Technology in Education, 34(3), 250-273.
- Liu, P. L., Chen, C. J., & Chang, Y. J. (2010). Effects of a computer-assisted concept mapping learning strategy on EFL college students' English reading comprehension. *Computers & Education*, 54(2), 436-445.
- Maeda, K., Lee, H., Grimes, S., Wright, J., Parker, R., Lee, D., & Mazzucchi, A. (2010). Technical Infrastructure at Linguistic Data Consortium: Software and Hardware Resources for Linguistic Data Creation.
- Marzban, A. (2011). Improvement of reading comprehension through computer-assisted language learning in Iranian intermediate EFL students. *Procedia Computer Science*, 3(5), 3-10.
- Mendonca, C. O., & Johnson, K. E. (1994). Peer review negotiations: Revision activities in ESL writing instruction. *TESOL*, 28(4), 745-769.
- Mergendoller, J. R., Maxwell, N. L., & Bellissimo, Y. (2000). Comparing problem-based learning and traditional instruction in high school economics. *The Journal of Educational Research*, 93(6), 374-382.
- Mohsenzadeh, A., Marzban, A., & Ebrahimi, S. F. (2015). Attitudes of EFL Learners and Instructors towards the Application of Power Point Presentation in Iranian Classroom Context. *Journal of Applied Linguistics and Language Research*, 1(2), 74-87.
- Mosteller, F., Hoaglin, D. C., & Tukey, J. W. (Eds.). (1998). Understanding robust and exploratory data analysis, 3(11), 251-256.
- Nadzrah, A. B. (2007). Using Blogs To Develop Interests Among ESL Students: A New Paradigm In Language Education. In 5th Asia TEFL International Conference, Putra World Trade Centre (PWTC), Kuala Lumpur, 50(1), 57-85.
- Noytim, U. (2010). Weblogs enhancing EFL students' English language learning. *Procedia-Social and Behavioral Sciences*, 2(2), 1127-1132.
- Pinkman, K. (2005). Using blogs in the foreign language classroom: Encouraging learner independence. *The JALT CALL Journal*, 1(1), 12-24.)
- Pusack, J. P., & Otto, S. K. (1990). Applying instructional technologies. *Foreign Language Annals*, 23(5), 409-417.
- Riasati, M. J., Allahyar, N., & Tan, K. E. (2012). Technology in language education. *Journal of Public Relations Research*, 21(3), 341-359.
- Rieber, L. P. (1996). Animation as feedback in a computer-based simulation: Representation matters. *Educational technology research and development*, 44(1), 5-22.
- Sadeghi, K., & Dousti, M. (2013). The Effect of length of exposure to CALL technology on young Iranian EFL learners' grammar gain. *English Language Teaching*, 6(2), 14-17.
- Salaberry, M. R. (2001). The use of technology for second language learning and teaching: A retrospective. *The Modern Language Journal*, 85(1), 39-56.
- Sardegna, V. G., & Dugartsyrenova, V. A. (2014). Pre-Service Foreign Language Teachers' Perspectives on Learning With Technology. *Foreign Language Annals*, 47(1), 147-167.
- Saville-Troike, M. (2012). *Introducing second language acquisition*. Cambridge University Press, 3(9), 174-179).
- Schultz, J., Copley, R. R., Doerks, T., Ponting, C. P., & Bork, P. (2000). SMART: a web-based tool for the study of genetically mobile domains. *Nucleic acids research*, 28(1), 231-234.
- Seltzer, T., & Mitrook, M. A. (2007). The dialogic potential of weblogs in relationship building.
- Shahamat, F., & Riazzi, A. (2009). The place of Information and Communication Technology in Second language Teaching in Girl's High schools and Private English Institutes in Shiraz. *Iranian EFL Journal*, 4, 71-93.
- Simsek, O. (2009). The effect of weblog integrated writing instruction on primary school students writing performance. *International Journal of Instruction*, 2(2), 157-160.
- Smith, J. C., & Joyce, C. A. (2004). Mozart versus new age music: Relaxation states, stress, and ABC relaxation theory. *Journal of Music Therapy*, 41(3), 215-224.
- Stoney, S., & Oliver, R. (1998). Interactive multimedia for adult learners: Can learning be fun?. *Journal of Interactive Learning Research*, 9(1), 55-57.
- Warschauer, M. (1996). Motivational aspects of using computers for writing and communication. *Telecollaboration in foreign language learning*, 29-46.
- Warschauer, M. (2004). Technology and social inclusion: Rethinking the digital divide. *MIT press*, 3(10), 237-242.
- Warschauer, M. (2010). Invited commentary: New tools for teaching writing. *Language learning & technology*, 14(1), 3-8.
- Warschauer, M., & Kern, R. (2000). Network-based language teaching: Theory and practice.
- Warschauer, M., & Meskill, C. (2000). Technology and second language teaching. *Handbook of undergraduate second language education*, 303-318.
- Williams, J. B., & Jacobs, J. S. (2004). Exploring the use of blogs as learning spaces in the higher education sector. *Australasian journal of educational technology*, 20(2), 232-247.
- Witte, S. (2007). "That's Online Writing, Not Boring School Writing": Writing With Blogs and the Talkback Project. *Journal of Adolescent & Adult Literacy*, 51(2), 92-96.
- Wright, W. A., Knight, P. T., & Pomerleau, N. (1999). Portfolio people: Teaching and learning dossiers and innovation in higher education. *Innovative Higher Education*, 24(2), 89-103.
- Wu, G. (2005). The mediating role of perceived interactivity in the effect of actual interactivity on attitude toward the website. *Journal of Interactive Advertising*, 5(2), 29-39.
- Wu, W. S. (2006). The effect of blog peer review and teacher feedback on the revisions of EFL writers. *Journal of Education and Foreign Languages and Literature*, 3(2), 125-138.
- Xie, Y., Ke, F., & Sharma, P. (2008). The effect of peer feedback for blogging on college students' reflective learning processes. *The Internet and Higher Education*, 11(1), 18-25.
- Yang, S. U., & Lim, J. S. (2009). The effects of blog-mediated public relations .
- Yih B. Y., & Nah A. (2009). Measuring students' perception of writing web logs in ESL classroom employing the Technology Acceptance Model. *Proceedings of CSSR : quality research creates quality publications*, 2(6), 143-147.
- Zhang, D. (2009). The application of blog in English writing. *Journal of Cambridge studies*, 4(1), 64-72.
- Zhang, S. (1995). Reexamining the affective advantage of peer feedback in the ESL writing class. *Journal of second language writing*, 4(3), 209-222.

Appendices

Appendix A

$$n = \frac{\frac{z^2 pq}{d^2}}{1 + \frac{1}{N} \left(\frac{z^2 pq}{d^2} - 1 \right)}$$

When your society population is 72, so your sample size will be 60 .The interval confidence of difference is 95%.

Appendix B

Scores	Frequency
20	5
19	6
18	10
17	6
16	6
15	9
14	5
13	3
12	1
11	2
10	2
9	1
8	2

Total Numbers = 60

Mean (Average) = 15.81667

Standard deviation = 3.05593

Variance (Standard deviation) = 9.3387

Population Standard deviation = 3.03036

Variance (Population Standard deviation) = 9.18306

Range of subjects' scores = mean +/- 1 SD □□15.81667 +/-1× 3.05593 = 18.81(19) 12.81(13)

So we should exclude students who had got (20 , 12, 11, 10 , 9 8) □□60 – 12 =

48 ÷ 2 = 24 (for each group)

Appendix C

Experimental Group		Control Group	
No	Name of Subject	No	Name of Subject
1	S2	1	S1
2	S2	2	S1
3	S2	3	S1
4	S2	4	S1
5	S2	5	S1
6	S2	6	S1
7	S2	7	S1
8	S2	8	S1
9	S2	9	S1
10	S2	10	S1
11	S2	11	S1
12	S2	12	S1
13	S2	13	S1
14	S2	14	S1
15	S2	15	S1
16	S2	16	S1
17	S2	17	S1
18	S2	18	S1
19	S2	19	S1
20	S2	20	S1
21	S2	21	S1
22	S2	22	S1
23	S2	23	S1
24	S2	24	S1

Appendix D

Reliability of validated gept according to context

Number	Test Score	Re-TEST Score
1	14	15
2	16	17
3	16	16
4	18	19
5	17	20
6	19	19
7	18	17
8	15	17
9	14	16
10	15	17

Correlations

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.745*
	Sig. (2-tailed)		.013
	N	10	10
VAR00002	Pearson Correlation	.745*	1
	Sig. (2-tailed)	.013	
	N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix E

General English Proficiency Test: Oxford University Press 1

Test 4 Reading and Writing

Name: _____ **Gender:** _____ **Age:** _____

Part 1:– 5 questions

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. (Lovely_ torch _ dark _ visiting _ arrived _ sailing _ rock _ brave)

Last year I was staying with my family in a lovely hotel by the sea. From our window we could see a small island. And that's when Dad decided to get a boat! We took a picnic and a few blankets and then we were (1) **arriving** to the island. We weren't far from the island when it started to get windy and Dad hit a dangerous (2) That was the end of the boat! We swam to the island, sat on the sand and ate our sandwiches. But then a storm came and it started to get (3) so we went inside a cave. Dad had a (4) with him so we could still see. He found somewhere dry and Mum put the blankets on the ground. And that's where we all slept for the night! The next day a big boat full of people (5) on the island and our adventure was over!

(6) Now choose the best name for the story.

An interesting island an exciting adventure A terrible holiday

Part 5:– 5 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

At the bank



My name's Tony and I am a photographer. I work for a big newspaper in the city. Yesterday morning I was going to a hotel in town to take some pictures of famous singers. I was walking past the bank and I suddenly decided to go in because I needed to get some money to buy lunch later. But when I was inside I knew something was wrong. There was a man wearing a black sweater. I couldn't see his face but he was holding a big plastic bag. A woman was putting money into it. I knew then that he was stealing the money so I shouted ' Stop that right now!' He turned round and I took his picture. He was very surprised! He just dropped the money and then, before I could catch him, he ran out of the bank. Everyone said they thought I was very brave and they thanked me.

Then a policeman arrived and asked me lots of questions. Someone told him that I had a picture of the man. But the policeman asked, 'Why did you take his picture?' and said it was a dangerous thing to do. I felt stupid. Then the policeman took my camera away so I didn't get my photos of famous people that day!

Examples

Tony works as a photographer.
Yesterday he had to go to a hotel in town.

Questions

- 1). Tony went into the bank because he wanted to for lunch.
- 2). Tony when he walked into the bank.
- 3). The man looked when Tony took his picture.
- 4). Everyone in the bank told Tony that he was
- 5). The policeman took Tony's camera away so he couldn't take pictures of

Part 6:– 5 questions

Read the text, choose the right words and write them on the lines.

The Sahara Desert

The Sahara Desert is the biggest of 22 deserts and is sometimes called the Sea of Sand. The temperature can be very high and there is very little water there (1)..... it doesn't rain very often.

An 'oasis' is like a lake in the desert. The water in an oasis comes from rivers into the ground. There are many 'oases' in the Sahara desert but people often have to travel for many days to find one.

Although life is difficult in the Sahara, a lot of people (2)..... live there. They move from one place to another to find the water they need and use camels to carry something when they move. Camels have a large foot which means that they can walk easily(3)..... the rocks and sand.

Lots of other animals and insects live in the Sahara too: snakes, lizards and spiders, for example. These animals get most of their water from the plants they eat (4)the day small desert animals look for cool caves to sleep in and other animals lie down under trees.

And did you (5) that the Sahara is growing every year?

Example

big bigger biggest

1 but because then

2 still also yet

3 across above opposite

4 Until During Since

5 know knew known

Part 7:– 5 questions



Write one paragraph about your best school day.

Appendix F

Experimental Group Writing Performance Scores

Experimental			Group		
Pre-Test			Post-Test		
No	Name of Subject	Score	No	Name of Subject	Score
1	S2	17	1	S2	19
2	S2	17	2	S2	16
3	S2	19	3	S2	18
4	S2	15	4	S2	17
5	S2	18	5	S2	19
6	S2	13	6	S2	14
7	S2	17	7	S2	18
8	S2	14	8	S2	16
9	S2	18	9	S2	20
10	S2	17	10	S2	16
11	S2	15	11	S2	17
12	S2	18	12	S2	18
13	S2	19	13	S2	18
14	S2	17	14	S2	19
15	S2	16	15	S2	18
16	S2	19	16	S2	19
17	S2	14	17	S2	16
18	S2	16	18	S2	18
19	S2	20	19	S2	19
20	S2	18	20	S2	18
21	S2	16	21	S2	18
22	S2	14	22	S2	12
23	S2	20	23	S2	18
24	S2	17	24	S2	19

Appendix G

Control Group Writing Performance Scores

Control Pre-Test			Group Post-Test		
No	Name of Subject	Score	No	Name of Subject	Score
1	S1	13	1	S1	12
2	S1	15	2	S1	15
3	S1	12	3	S1	14
4	S1	19	4	S1	18
5	S1	16	5	S1	17
6	S1	18	6	S1	16
7	S1	15	7	S1	17
8	S1	15	8	S1	16
9	S1	19	9	S1	20
10	S1	18	10	S1	17
11	S1	16	11	S1	18
12	S1	18	12	S1	18
13	S1	17	13	S1	17
14	S1	14	14	S1	13
15	S1	17	15	S1	18
16	S1	18	16	S1	16
17	S1	19	17	S1	19
18	S1	16	18	S1	16
19	S1	17	19	S1	18
20	S1	20	20	S1	20
21	S1	16	21	S1	15
22	S1	17	22	S1	15
23	S1	16	23	S1	19
24	S1	17	24	S1	15