

## USING BLOGS TO ENCOURAGE ESL STUDENTS TO WRITE CONSTRUCTIVELY IN ENGLISH

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### Abstract

This paper reports on a study incorporating blog projects as part of an integrated English project assignment. Students did the project outside classroom hours to practice their language skills in an authentic environment, using blogs to communicate with each other. This study seeks to assess the usefulness of blogs in developing students' ability to write constructively. We collected data through questionnaires that requested students' feedback on their attitudes and perspectives pertaining to the integrated blog project and how the project motivated them and helped them increase their interest in writing in English. We found that students had a positive attitude about blogging. The students perceived blogging as an interesting and motivating learning environment because interacting through blogs helped with the critical thinking and peer feedback facets of their writing projects. We also found that social interaction helped students improve their writing skills

**Keywords :** Blog, online learning, writing, English language learning, and computer based language learning

### Introduction

Teaching English to non-English speaking students is very challenging. The English language classroom has always been associated with competencies, grammar, tasks, exercises, and drill activities that position teaching and learning a language as an educational activity that is separated from society. Thus, the ways in which students are taught are confined to classroom learning and fall within a limited scope of knowledge. Allum found that, as a result, students were found to be unmotivated and uninterested in learning the language (2002). New paradigms in language teaching and learning are needed to encourage students to acquire and improve their second language or foreign language proficiency in a social context (Vygotsky, 1978), which affects the nature and quality of language learning. Allum found that the conventional way of teaching English was not attractive enough for students who were reluctant to use and learn the language (2000). This conventional approach does not reflect the current trend in teaching and learning English, in which the classroom is situated in a social context. This brings in the significance of the social constructivist view of learning, which influences education specifically in the areas of pedagogy and curriculum design.

Technology has influenced pedagogy, and this is evinced by the latest teaching approach using a technology known as "Blended Learning", as discussed by Sharma and Barret. They use this methodology in a language course that combines a face-to-face (F2F) classroom component with appropriate use of technology (p.7). The term "technology" refers to the Internet, CD-ROMs and interactive whiteboards and computer-based communication (including chat, email, blogs and wikis) to enrich teaching and learning. The growing popularity of blogs as educational tools can be explained by research in this area. Many researchers, such as Downess (2004) and Hall and Davison (2007), have claimed that students' writing skills improve when they blog. Another study conducted by Kavaliauskienė and Vaičiūnienė (2006) indicated that the experience of writing on blogs (for an audience) provides opportunities to help students improve their knowledge of English. 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", also known as weblogs or online journals (personal journals), which have recently become a collaborative technology, are a new way for people to express their thoughts in public. This form of writing has

become popular among Internet users. Most blog writers (“bloggers”) use this environment for self-expression and empowerment, as writing in blogs helps people become more thoughtful and critical in their writing (Blood, 2002). Blood (2002) differentiates between two types of blogs. The first type is that of journals, which function as an electronic diary in which bloggers can express their thoughts, ideas, and opinions, among other things. The second type is the filter-style blog, where bloggers post links to other web content with associated commentary. Blogs are best described as web sites that are updated frequently and in chronological order that let bloggers and readers to communicate with each other by leaving comments and suggestions on the content of the blogs or by discussing new ideas. Although a blog can be devoted to only one user and one topic, it can also have more than one contributing writer. As Feng, Lianghuan, and Long (2000) indicated, the development of collaborative technology has strengthened online virtual communities in which people communicate, share ideas or information, and keep in touch with each other.

Blogs can also be used to publish and exchange personal knowledge. The idea of using blogs in language learning is similar to the use of journal writing described by McLeod (2001; cited in Lowe, 2004), which he defined as a way to “help students explore and assimilate new ideas, create links between familiar and the unfamiliar, mull over possibilities, [and explain] them to others. The analogue for this kind of student writing is the expert’s notebook ...” (2001, p. 152). Knowledge building becomes important as the students construct their own meanings in writing and interpret these meanings based upon their worldviews.

### **Social Constructivism in Language Learning**

We take a social constructivist approach to understand how language learning is constructed in blogging. From the social constructivist’s perspective, knowledge is the process by which students construct meaning from past experiences in a social context. In a classroom environment, students create their own meanings and develop ideas through

interaction with peers and teachers (Jones & Brader–Araje, 2002). The whole process of learning thus encourages students to use language and new knowledge in different situations, including using language to express themselves, to explain, to negotiate, and to compromise with peers while discussing ideas. This process of language learning can be transferred to other language skills such as writing. This learning concept reflects what a social constructivist classroom is all about. Using blogs, especially group blogging, as a writing activity in the English classroom can create a learning environment that encourages students to work collaboratively in a social context.

The most practical description of constructive learning is that found in the report of Miers (2004 in Seitzinger, 2006) on a learning management system for the technology school of the future. In this study, we use Miers’s description to understand blogs as a learning tool. The report says that “constructivist learning should engage students in meaningful learning and ... the critical features are the learning should be:

- Active and manipulative, engaging students in interactions and explorations with learning materials and provid[ing] opportunities for them to observe the results of their manipulations
- Constructive and reflective, enabling students to integrate new ideas with prior knowledge to make meaning and enable learning through reflection
- Intentional, providing opportunities for students to articulate their learning goals and monitor their progress in achieving them
- Authentic, challenging and real-world (or simulated), facilitating better understanding and transfer of learning to new situations
- Cooperative, collaborative, and conversational, providing students with opportunities to interact with each other to clarify, share ideas, to seek assistance, to negotiate problems and discuss solutions.”  
Miers (2004 in Seitzinger, 2006)

### **Blogs in the Language Classroom**

Modern technology has come to dominate the classroom and teaching using computers has

become a common phenomenon. The use of computers in the classroom has increased tremendously, and it is quickly becoming one of the learning tools used in language classes (Nadzrah, 2005). In fact, it has been used as a writing tool to promote active writing among students. In writing, blogs can be used as a tool and a platform for students to be creative in their writing. The ease of using blogs for writing development means that they provide an advantage for writers who publish their writing online. When students have access to the Internet, blogs can easily replace or become an alternative to traditional journal writing. Blogs have also gained popularity in education, particularly in language classes. Educators use blogs in three different ways and with different purposes. These three blog types are tutor blogs, learner blogs and class blogs.

1. Tutor blogs: The tutor creates and monitors a tutor blog to provide daily reading practice for students. The tutor blog provides different English Web sites for students to explore. It also serves as a resource of links for self-study. This type of blog can be used as a platform to encourage students to participate in online verbal communication. It can also provide a space for tutors to post learning information, such as assigned tasks and course information.
2. Learner blogs: Students create and run learner blogs, either individually or as a small collaborative group. Students use this type of blog as a platform to express themselves through free writing. It can also be a forum in which students can discuss their writing.
3. Class blogs: – This type of blog is run by the entire class. It can be used as a discussion platform for project-based language learning, and as a free-form bulletin board where students can post any information for others to read. In addition, a class blog can serve as a space for an international classroom language exchange.

There are many advantages of using blogs as a writing tool. According to Godwin-Jones (2006) online writing (writing on blogs):

- encourages feedback and represents both writing and reading activity;
- stimulates debate, critical analysis, and encourages articulation of ideas and opinions;
- offers opportunities for collaborative learning: projects, debates or interactive travel logs;
- provides an environment in which students can develop skills of persuasion and argumentation;
- creates a more student-centred learning environment (students control the content); and
- offers informal language reading.

However, there is a question of whether blogging in the classroom enhances education. Several studies on educational blogging have indicated that blogging enhances learning opportunities and encourages communication and collaboration by providing an interactive space in which students can interact. Williams and Jacob (2004) pointed out that students gave positive feedback on the use of blogs as learning tools, and that blogs increased interactivity and reflective activities. Pinkman (2005) strongly stressed that blogs are authentic, interesting, and communicative resources that can serve a variety of purposes in the foreign language classroom (p. 21). The students in her study took the opportunity to practice language skills and communicate with others while blogging, as it encouraged students to go beyond the classroom and interact with people.

Although educational blogging is not a new phenomenon, the use of blogs in teaching and learning in higher education in Malaysia is still in an early stage. The research in this area is even more nascent. We are interested in studying students' attitude and perception about blogging as an activity for language learning. We are also determined to find out how students use blogs as a platform for their writing and how they use this learning environment to construct their learning. The social learning environment created in blogs allows students to use a language actively. We thus take a social constructivist approach to examining how students create meaning in their learning through by interacting through blogging.

## Limitations of the Study

The study has some limitations. Most of the students who participated were female, and no comparative study could be done. Some students were not exposed to blogging until they registered for this course. These students did not participate as actively as did the group members who were familiar with blogs.

## Methodology

Rationale for Project work

This study incorporates a blog project into the class project to accomplish the following objectives:

- to study students' attitude and perspective about using blogs as an online writing platform
- to determine the usefulness of using blogs to encourage students to use the English language
- to investigate how blogging affects students' level of language learning

## The Samples

The sample included 41 first- and second-year students who were taking an English for Social Sciences course. Their level of proficiency in English was intermediate with some basic knowledge of computer skills, as all of them had taken a basic computer course at the university. The English for Social Sciences course is a compulsory course for students from the Faculty of Social Sciences. The aim of this course is to equip students with relevant skills in English to help them develop academic skills such as reading, speaking, and writing. This course comprises several evaluation components: Integrated Project and Final Examination.

This study examines one part of the evaluation component of the course: the Integrated Project. This project was divided into three related components and three different evaluations. The goal of the project was to produce a small report on research conducted by students in groups of three or four. Once students were divided into these small groups, they were asked to choose a suitable social science topic. After that, the students created their group

blog and began discussion. In order for them to participate in the discussion, they were to collect relevant reading materials for references. The end product of this project work was for the students to produce one written report. The group discussion was divided into two parts: first, the students conducted their discussions on blogs (written discussion), and second, they had to use the information on their blogs as points for group discussion in class. The discussion on the blogs was carried out among the group members; however, participation by other students outside the group was also encouraged. Diagram 1 illustrates the project work.

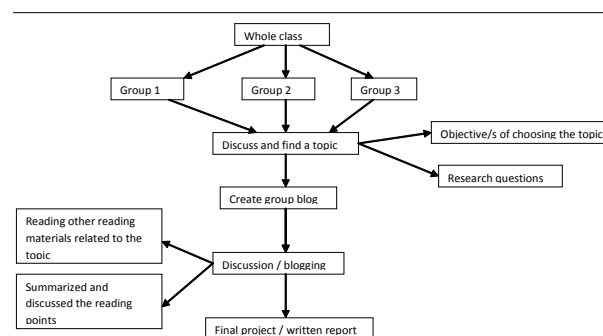


Diagram 1: The framework of the project

At the beginning of the study, students were divided into groups. The students had the freedom to choose their own group members from among their classmates. They generally chose their friends in the forming of teams. Being among familiar friends makes it easier for students to discuss project work. During the first week of the project, students were given a choice of either a suggested topic from the course file or any topic related to social sciences. After they had decided on the topic, they came up with questions that they needed to discuss on the blogs. The students then created their group blogs and participated in the blogs. Each student in the group discussed the questions posted in the blogs, as well as other topics related to the project work. Each group was required to post at least five questions. Finally, the study questionnaires were distributed at the end of the semester.

## Findings of the Study

The findings of this study are divided into

two parts: first, the students' perceptions on using blogs as an online writing platform, and second, how students construct their learning while blogging.

The students' perceptions about using blogs  
In general, all students in this study were familiar with the Internet. However, some of them were not familiar with blogs. Fifty-seven percent (23) of the students had one to three years of experience using the Internet for their learning, and 29% (12) had three to four years of experience. In addition, 37% (15) of them had their own blogs and had been actively using blogs for personal purposes, while 37% (15) of them heard about blogs before but had no knowledge about them. Since they had to participate in blogging, they were encouraged to learn from their friends how to build their own blogs. In all, 77% (32) of students said that it was easy to create their blogs, while only 17% said it was hard for them to create a blog, but almost all managed to complete their task and found that writing on blogs was interesting and fun (91%; 37). In fact, 86% (35) of the students wanted to continue blogging after they completed the course, and all of them suggested that writing on blogs should be a class requirement.

The next section will discuss the findings in detail in order to understand the students' perceptions about the use of blogs in their English class.

### **Useful Tool for Writing**

All the students felt that using blogs in the class as a writing tool was a good idea. The students benefited a lot from this activity. They indicated that when using blogs they were able to write better (91%; 37) because they were more aware of the need to check grammar before posting (65%, 27), and when writing papers, some of them did not carefully check their grammar (25.7%; 11). Most probably, they realised that when writing online, the Web site is open for everyone to read, and they tried their best to write using correct grammar and sentence structure. They indicated that when writing blogs, they could write effectively (97%; 40) and be creative (80%) though their English language skills were limited (82%; 34). On their

blogs, some students inserted links related to the discussion topic for readers who wanted to read further on the subject. The students' intention of putting in links on the blogs was for the group members to read and discuss the ideas from the links and to use the information to develop their group project work.

A pertinent discovery was that some students realised that they were able to write longer online (68.6%; 28) compared to writing on paper. This is because the environment of blogging is different from that of writing on paper. When blogging, students were able to take their time and there was no pressure for them to finish the task (71%; 29). The students realised that this specific writing environment played an important role in improving their writing. This can be observed in their writing progress during the course. Their writing progressed tremendously in terms of sentence and paragraph length. This is because they were able to express themselves using simple conversational English (72%; 30), rather than writing in very formal English. In fact, all of them agreed that they used conversational expressions when blogging, and by using conversational expressions, they were able to express themselves freely (80%; 33). Surprisingly and interestingly, they said they were more organised when blogging (91%; 37).

Furthermore, the students indicated that blogs were a useful writing tool because they used blogs to share their writing and ideas with friends online (97%; 40). In fact 90% (36) of the students invited their friends to read their blogs. One student (3%) felt that it was not a good idea to share their writings online. Most probably, this student was not very proficient in English and felt pressure knowing that his or her friends and other people would read his/her work. When sharing ideas with friends, the students preferred their friends to give comments or feedback and they believed that by reading the comments they received, they were able to improve their writing ability (96%; 39). The comments given not only helped the students with their language, but also helped them to increase their knowledge on how to provide productive comments and raise their self-confidence in presenting ideas.

## **Blogging vs. Oral Discussion**

One of the objectives of blogging in this study was for the students to conduct group discussions. They discussed the topic they had chosen for their project work on the blogs. Each group posted at least five questions for discussion. Beyond that, they were also allowed to discuss or to post anything that was related to the group project. Later, they used this discussion as the framework for the oral group discussion; then for their oral presentations; and finally for their written project work.

Overall, the students indicated that they could participate better in the oral discussion after they had participated in the blog discussions (74%; 30). In interviews with the students, they stressed that blog discussion gave them opportunities to understand the topic better and also to gather more information that they could develop and use for the oral discussion in the classroom. In fact, they felt more confident in the oral discussions after they had participated in the online discussions. In other words, they were able to select important points from the online discussions and use them during the oral discussions. Besides that, 85% (35) of the students were also able to insert links into their blogs for their group members or friends to read. This extra information helped them to understand the discussion better and to acquire more information that could be used in their oral discussion. Nevertheless, four students interviewed indicated that the online discussion did not help them in their oral discussions because writing and oral skills are different.

When asked about their participation in online group discussions compared to oral group discussions, 91% (37) of the students indicated that they could participate better during online discussions than in oral discussions. They revealed that they were able to express themselves better in writing than orally (94%; 39), because they could take more time to formulate their discussion on the blogs (86%; 35) because the time for them to express themselves in writing was unlimited. In addition, the students also claimed that they could think effectively when blogging (83%; 34). This could be observed when the students sat for their first oral group discussion activity, which was

before they did the online discussion: they were not able to participate actively and productively during this first discussion. The situation was more passive compared to the situation where they had the opportunity to discuss the topic online first before participating in the oral group discussion. During the online discussion, the students indicated that they were free to express themselves, and responded effectively to the discussion topics (89%; 36). Most probably, the unlimited time they had when responding and writing in blogs gave them the opportunity to think carefully and critically before posting.

## **Blogging vs. Writing on Papers**

When comparing writing on blogs with writing on paper, in general, a high percentage of students (73.4%; 30) indicated that they could write better when blogging than on paper in the class. Moreover, 72% (29) of the students said they were more creative when blogging than on paper. This is because to the students could include video clips, pictures and sounds in their blogs. The purpose was not only to make the site more interesting, but also to make it more informative. This could not be done on paper. The students also pointed out that they were able to build their self confidence in writing when blogging compared to writing on paper (62.9%; 26). Furthermore, 66% (27) of them said that they could write longer when writing online. When we observed their writing on the blogs, we saw that their writing became longer, and sentence structures became more complex.

A total of 57.1% (23) of the students said that they checked their work more carefully when blogging than on paper. However, 17.2% (7) of the students indicated that although they checked their work more carefully when blogging than when writing on paper, blogging did not help them to write better. The rest of the students (25.7%; 11) indicated that they did not check their work either when writing on blogs or on paper. They also found that blogging did not help them to write any differently than writing on paper.

Some students (71%; 29) felt that blogging was better because they could express themselves better and more freely compared to writing on paper in the classroom. About 22% (9) of

the students agreed that they could express themselves better and more freely when writing on blogs, but they found that blogging did not help them to improve their writing. This is because they found the classroom environment to be too stressful for writing because they had to complete the tasks in “real time”. Since the students’ level of English proficiency was low, they needed more time to think of the correct vocabulary to use and to formulate the correct sentence structures while also thinking of the content when writing. In fact, some students wrote and thought in their first language and then translated into English. When blogging, they had unlimited time to write, and as a result, they were able to think and write more constructively.

The construction of learning while blogging  
 In this section, we discuss learning processes. We found that a type of learning structure existed while the students accomplished their task. During the learning process, the students created a pattern from which the learning structure arose. We consider the learning process that the students used to be a framework for better understanding of the role of blogging in learning English. We call the framework for this study the “Blog-based learning activity” framework (Diagram 2). The discussion of the framework is divided into two stages: teacher-oriented and student-oriented learning activities.

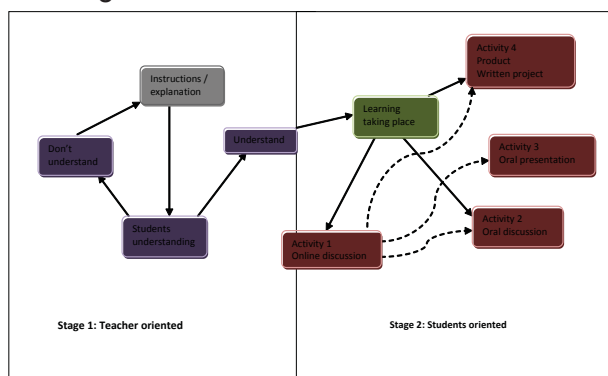


Diagram 2: The blog-based learning activities framework

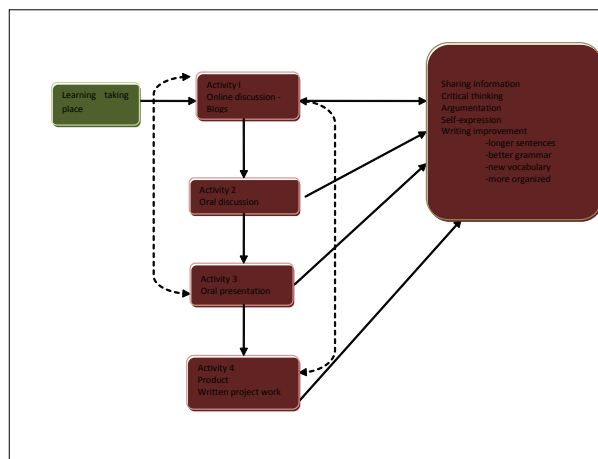
### Stage 1: Teacher-oriented

The learning process began with instructions or input given by the teacher. Instructions are important elements to initiate the learning process. When instructions are unclear,

students may get confused and the starting point of learning may be stopped or slowed down at this stage. Teachers need to understand their students before giving them their first instructions: for example, understanding the students' background in the topic or task. There should be space for students to raise questions and to get feedback from the teacher in order to get clarification and to avoid misunderstanding the task. For example in this study, teachers gave the instructions in the fourth week of regular class time. Students were given ample time to ask questions and receive feedback from the teacher. When problems occurred, there was space for students to solve the problems, whether with their friends or with the teacher. On the other hand, if students had not yet understood the instructions, they had difficulty moving to Stage 2. We conclude that Stage 2 depended strongly on the success of Stage 1.

### Stage 2 Student oriented learning activities

Diagram 3: Student-oriented Learning Activities



### Stage 2: Learning activities

Stage 2 is where learning takes place. The learning environment changed from being teacher-oriented in Stage 1 to being student-oriented in Stage 2. Students were more independent. When opportunities were given for students to learn independently, they were able to learn more effectively and constructively. In Stage 2, the students did four related types of activities. In this activity, the blog was used

not only as a platform for students to write but also as a tool for socializing and exchanging of ideas within the group members. They were also able to think critically about the issues being discussed on the blogs. This environment encouraged students to learn effectively and independently in an authentic social context. This is evident because they constructed their learning through feedback given by their friends who participated in the activity, and also from the teacher who gave feedback on the content of the discussion. Feedback is important to facilitate continuous and effective discussion.

Activities 1 through 4 were related, and the end product was the written project paper. The types of activities were important in order to achieve the learning goal. Those activities (1-4) encouraged students to use the language effectively in different learning environments, and at this stage, they applied different language skills. The learning environments examined include online discussion (using an online environment), oral discussion (classroom environment), oral presentation (classroom environment) and a written project paper. Maintaining different types of learning environments provides more opportunities for students of different levels of proficiency to learn the language constructively. For example, when discussing on the blogs, less proficient students could spend more time on the writing. They thus had the chance to construct their ideas in writing without any time pressure, unlike oral discussion, which required students to respond to the discussion immediately in order to maintain the discussion flow. Furthermore, when they had participated in the online discussion, they were able to perform better in the oral discussion, as they had constructed ideas during the online discussion.

This learning environment, especially in Activity 1, not only encourages students to be independent, but also allows students to be constructive and reflective when managing their learning. Students could integrate new ideas with prior knowledge to create meaning and thus enable learning through reflection (Miers, 2004 in Seitzinger, 2006). When students participated actively in blog discussions, they had broad opportunities to learn, to share and to increase their knowledge with their

peers on blogs constructively. In constructive learning, students learn through a cooperative, collaborative, and conversational learning environment. This environment creates opportunities for students to interact with each other, to clarify and to share ideas. It also opens a space for students to get assistance, negotiate and solve problems.

In Activity 2, students used spoken language. This activity is related to and is the continuation of Activity 1. In fact, the students' ideas and discussion points during oral discussions were gathered throughout the online discussion. Students' oral discussions show how much they understood the topic that they had discussed online and their ability to transfer the information from online to oral discussion. After they had completed Activity 2, the students continued to Activity 3, in which the students did a group oral presentation on their work. This presentation is also related to Activity 2 and Activity 1. Students were encouraged to use the points and ideas they had gathered from earlier activities and compose them to make relevant and effective presentations. They presented their ideas in a formal situation using PowerPoint as a tool to help them deliver their messages. Students were given the autonomy and responsibility to monitor each other's work, such as the progress of their project work. At the end of the project work, students condensed all the points they had gathered from the discussions in the form of a written report.

To ensure that all stages are completed, the teacher needs to focus on the basic requirements for the students to complete the task. The teacher must first explain the learning objectives for each stage and justify how students can accomplish the learning objectives. Second, to determine the level of learning objectives that the students need to achieve, the teacher needs to evaluate and monitor every step taken by the students. This can be done by monitoring the number of blogs and the content of the blogs produced by the students within the time frame. Furthermore, the topic of discussion should not be teacher-selected, but rather student-selected. This helps sustain the students' interest in participating in blogs and in finishing their project work. When topics are too teacher-oriented, students may



lose interest in the task, and consequently the students' learning process will be ineffective.

### Implications of the Study

Blogs have been mainstream since 2003, and gained a dominant presence among the public as well as in the educational milieu. Blogs have been widely used in universities such as Harvard and MIT as a "vibrant link between the students, teachers and the university" (Satish & Kaila 2005). One of the features of a blog that is essential to learning is that it can be used as a collaborative tool, as discussed in this study. As students write and express their views on specified topics, they also learn from their peers and themselves; thus this promotes self-learning. Self-learning signals students' ability to be independent and thus become their own 'player' in the learning process.

Learning using blogs is generative, not reductive (Hamp-Lyons & Condon 2000). As students write and discuss ideas on the blogs over a period of time, blogs establish learning by consolidating and building on the students' existing knowledge and confirming issues related to their learning process.

A direct impact of using blogs is to introduce IT literacy to students developmentally in an electronic environment. Students get the feel of technology as much by its support of their sharing of information as from the teachers sharing instruction. On this basis, learning by doing is explicitly realised through blogs, as technology is situated in modern day learning

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with emphasis on the learners.

### Conclusion

We have found that blogs are an effective and interesting way for ESL students to practice and to publish their writing. When integrating online learning environments with pedagogy, choosing the type of activity is very important because the activity will influence the type of learning accomplished by the students. Blogging, for example, gives more benefits to students in terms of sharing their writing in an interactive social environment; thus, this will motivate the students to improve their writing. Blogging also offers a useful learning environment that gives the students a chance to create a strong sense of community in which they can participate actively while learning. Most importantly, they can practice the language using different skills, especially in writing, in an authentic learning environment.

Furthermore, when students are aware of their own learning needs, they can assess their own work when blogging. They also become more conscious of their writing ability, and when their knowledge on a certain issue is challenged, they, in fact, become more engaged, particularly when the issue interests them. They use their existing knowledge to share with their friends on the blogs and build new knowledge they gained from the discussions. This reflects the constructivist learning perspective, where the students construct and reconstruct their own knowledge about learning and learning from their new knowledge.

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## Learner Perceptions - Survey Form

- 1 How long have you used Internet for learning?
  - a. more than 5 years
  - b. 3 to 4 years
  - c. 1 to 3 years
  - d. less than 1 year
  
- 2 Have you heard about blogs or did you have your own blogs before you were asked to set up your blogs for class?
  - a. Yes I heard about it but I had no idea what it was.
  - b. Yes, I had heard about it and also had a rough idea what it was.
  - c. No, I hadn't heard about it.
  - d. Yes, I had had my own blogs.
  
- 3 Do you feel it is easy to establish your own blogs?
  - a. Yes, quite easy
  - b. Quite hard
  - c. No, opinion

Please tick (√) your answer

4 Strongly agree
3 agree
2 disagree
1 Strongly disagree

- |  |   |   |   |   |
|--|---|---|---|---|
| 1 A blog is a useful tool for you to share your writing / ideas with others in the cyberspace/ world | 4 | 3 | 2 | 1 |
| 2 I have invited my friends or classmates to read my blogs.  | 4 | 3 | 2 | 1 |
| 3. Posting my articles on my blogs is a good idea  | 4 | 3 | 2 | 1 |
| 4 I agree it is a good idea to use blogs for writing in an English class                             | 4 | 3 | 2 | 1 |
| 5 I learn to write better when writing on blogs.   | 4 | 3 | 2 | 1 |
| 6 I check my work carefully before posting it online.  | 4 | 3 | 2 | 1 |
| 7 I don't check my work carefully when I write on paper.   | 4 | 3 | 2 | 1 |
| 8 I like to write on my blog because I can write freely to express myself                            | 4 | 3 | 2 | 1 |
| 9 I check my grammar carefully before posting it.  | 4 | 3 | 2 | 1 |
| 10 I am not shy to share my work in cyberspace/world   | 4 | 3 | 2 | 1 |
| 11 I feel that I my writing is better when writing on my blogs than writing on paper in class.       | 4 | 3 | 2 | 1 |

- 12 I can express my idea better when writing on my blogs than on paper  
4 3 2 1
- 13 I can be more creative when writing on my blogs than on paper  
4 3 2 1
- 14 I feel more confident with my writing ability when writing on my blogs than on paper  
4 3 2 1
- 15 I feel that I can write longer when writing on my blog than on paper  
4 3 2 1
- 16 I feel no pressure when writing on my blog because I have more time to write  
4 3 2 1
- 17 I like to read the comments from friends and teachers on my blogs because they are useful for me in improving my writing ability. 4 3 2 1
- 18 Overall, I feel that I have improved my writing in English in the areas of grammar, structure, and vocabulary. 4 3 2 1
- 19 Blogging should be used as part of writing activities in class because of its benefits.  
4 3 2 1
- 20 I have improve my writing skills since I began blogging 4 3 2 1
- 21 I can express my ideas better in my blogs than in oral communication (speaking)  
4 3 2 1
- 22 I can participate in the group discussion better when I have discussed the issue previously in blogs 4 3 2 1
- 23 I like to read my friends' ideas on my blog 4 3 2 1
- 24 The discussion in blogs helped me with my oral discussion  
Yes, because \_\_\_\_\_  
No, because \_\_\_\_\_
- 25 When I participated in discussions in my blogs, I was free to express myself 4 3 2 1
- 26 When I participated in discussions on my blog I could take my time  
4 3 2 1
- 27 When I participated in discussions on my blog I was able to make links to other interesting sites for my friends to read 4 3 2 1
- 28 I will continue blogging outside the class 4 3 2 1
- 29 I am not ashamed to express my thoughts on my blog 4 3 2 1
- 30 Blogging should be a part of the writing activities in classes 4 3 2 1
- 31 I like my friends to read my writing on my blog 4 3 2 1

- 32 I write effectively when blogging 4 3 2 1
- 33 I think effectively when discussing my ideas on the blogs 4 3 2 1
- 34 I responded effectively during discussion on the blogs 4 3 2 1
- 35 I can write effectively although my English is limited 4 3 2 1
- 36 I believe that blogging is good writing practice 4 3 2 1
- 37 I believe I can improve my written English if I participate actively in the discussion  
4 3 2 1
- 38 I can increase my knowledge on the topic discussed when I read my friends' opinions  
4 3 2 1
- 39 I feel that writing on my blog is fun 4 3 2 1
- 40 I feel that I am more organised when blogging 4 3 2 1
- 41 I am more careful with my writing when blogging 4 3 2 1
- 42 I always check my sentences before I post my writing on the blogs  
4 3 2 1
- 43 I have more freedom in writing when blogging 4 3 2 1
- 44 I can express myself easily when blogging 4 3 2 1
- 45 I use simple conversational expressions when blogging 4 3 2 1

Thank you