





*“The improvement of Iraqi Non-specialist learners' writing motivation and performance through the blogging technique: A Case Study”*

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**"تحسين دافعية الكتابة لدى المتعلمين العراقيين غير المتخصصين وأدائهم من خلال تقنية التدوين: دراسة حالة"**

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## المستخلص

بحث الدراسة الحالية في تأثير تقنية التدوين على دافعية الكتابة لدى الطلاب العراقيين غير المتخصصين في اللغة الانكليزية وكفاءتهم وذلك بهدف توفير مزيد من المعرفة حول قيمة مدونات الويب في سياقات التعلم. استخدمت هذه الدراسة طريقة الملائمة وذلك لاختيار عينة تتكون من ٥٠ طالبا عراقيا غير متخصص من مقرر جامعيين كاملين للمشاركة في الدراسة. تم توزيع العينة أعلاه بشكل عشوائي على مجموعتين متساويتين التجريبية والضابطة حيث كانت حصة كل مجموعة ٢٥ طالبا. سمح لطلاب المجموعة التجريبية استخدام المدونات لنشر واجباتهم المدرسية، في حين تم توظيف المنهجية التقليدية لتدريس المجموعة الضابطة دون استخدام المدونات أو أي تكنولوجيا إضافية. تم جمع البيانات باستخدام الاختبار القبلي بالإضافة إلى الاختبار البعدي الذي يتكون من مقياس تحفيز الكتابة في اللغة الثانية واختبارات (IELTS) للكتابة. أظهرت النتائج أنه في حين زادت مهارات الكتابة والدافعية لدى المجموعتين، تفوق طلاب مجموعة المدونات أي المجموعة التجريبية على المجموعة الضابطة، وهذا الدليل يشير إلى أن استخدام إجراء التدوين في التدريس أدى إلى تحسن كبير في مهارات الكتابة وتحفيز الطلاب غير المتخصصين. أن لمثل هذه النتائج دلالات مهمة على التدريسيين الذين يقومون بتدريس الطلاب غير المتخصصين.

الكلمات المفتاحية: التكنولوجيا، تقنية التدوين، التحفيز، مهام الكتابة، الطلاب والمدرسون غيرالمتخصصين.

## Abstract

*The current study probed the impact of the blogging technique on Iraqi non-specialist students' writing motivation and competence to provide further insight into the value of weblogs in learning contexts. Convenience sampling was used to choose 50 Iraqi non-specialist students from two intact university courses to participate in the study. Next, 25 students were assigned to the experimental group, while 25 students were assigned to the control group at random. In the procedure of instructing writing skills, the experimental group's students used blogs to publish their homework, while the control group was given conventional instruction without utilizing blogs or any additional technology. Data were collected using a pretest along with a posttest that consisted of the L2 writing motivation measure and the IELTS tests for writing. The results shown that while the two groups' writing skills and motivation increased, the blog group's students outperformed the control group, indicating the use of the blogging procedure in instructing significantly improved the writing skills and motivation of non-specialist students. Such results can have important ramifications for teachers who teach non-specialist students.*

*Keywords: technology, blogging technique, motivating, writing tasks, and non-specialist students and teachers.*

## 1. Introduction

These days, there is a renewed focus on the application of technology in educational settings due to the introduction of innovative technological applications (Smith, 2020). The proliferation of the internet has contributed to a notable surge in the usage of technology in recent times. According to a number of studies (Bain, 2000; Arslan, 2010), technology may be an advantageous instrument for enhancing learners' motivation, independence, and creativity of thinking. The incorporation of technology into instruction has been the main focus of many teachers due to the good effects that technology can have on learners (Hew, 2007). Utilizing technology effectively requires communication as it offers global relationships between peers, teachers, and professionals. The increase in communication has meant that More chances for learning are presented to the learners (Sun, 2010).

Second Language learning (L2) has lately witnessed a pioneering increase in the utilization of technology (Du, 2007; Fathi, 2022). Students have become actively engaged producers due to their usage of technology (Du, 2007). Technology also makes it possible for students to access a limitless variety of real resources without constraints (Hubbard, 2004). It raises the sense of ownership and responsibility and promotes real contact between instructors and peers (Arslan, 2010; Murray, 2008).

The introduction of Web technologies and the widespread usage of a variety of apps have boosted learners' exposure to L2 content (Lee L. a., 2014). As a result, learners are more motivated and have better learning perspectives (Fathi, 2022). Similarly, their ability to study from home helps them with hectic schedules and manage their time more effectively (Raja, 2018).

Using Web technologies, language learners may work in a productive and collaborative environment where they have unrestricted access to knowledge and take ownership of their individual education (Campbell, 2003; Lee, L., 2008). Ultimately, the widespread usage of the net in the current technological age has increased educationalists' awareness of the critical function that weblogs play in the classroom (Liu, 2016).

Blogs are a prominent instance of web technologies in terms of educational and technological instruments. They represent the most popular website for language learning. Any blog has a user-friendly layout that makes it simple to use (Lee I. Y., 2018). There are countless chances for students to engage in real-world communication through blogging platforms (Murray, 2008; Lee L., 2020). According to (Campbell, 2003; Murray, 2008), the skill of writing that uses the blog technique also improves peer and instructor feedback. In relation to second language acquisition, some scholars have highlighted the benefits of blogging for improving writing skills (Sun, 2010; Lee L., 2017; Fathi, 2022). Within the context of second language writing, the blog could facilitate easy accessibility to a range of internet-based resources, encourage increased writing practices, present essays to an actual audience, improve collaborative learning, create a feeling of community, ownership as well as independence among those learning a second language, and boost interactions between teachers, students, and peers both inside and outside of classrooms (Armstrong, Kimberly, and Oscar Retterer, 2008; Chen, 2016). It is likewise important to note that popular website-building platforms utilized for L2 learning include WordPresses, Blogspots, and Bloggers. Students are able to upload any file and provide comments on such files by using blogs. Students' writing abilities are improved by the commenting function, which also

boosts their self-efficacy and confidence in the eyes of their peers and teachers. A growing number of people are interested in blogging, which helps students identify their writing style by editing and getting criticism (Murray, 2008; Lee I. Y., 2018). Even though an extensive amount of research has examined the usage of blogs in L2 writing particularly and in education generally (Armstrong, Kimberly, and Oscar Retterer, 2008; Lee L. , 2017; Yousefifard, 2021). This field of study still need more investigative studies. Furthermore, replicated investigations are crucial for L2 writing research because of the difficulty of writing itself, along with the variety of themes, instructional modalities, and broad scope (Porte, 2012). Moreover, motivation is considered to be a successful psychological concept that has a considerable impact upon L2 writing in terms of writing competence (Wang, 2020). Nonetheless, it appears that there has been less investigation of L2 writing motivation in the corpus of relevant work (Yousefifard, 2021). Therefore, in order to close the gap, this study will look at how writing teaching that uses the blog technique might improve both the motivation as well as the performance of Non-specialist students' skill of writing. Thus, this study attempted to answer both of the research inquiries that followed:

Q1: What is the impact of the blogging technique in instructing skills of writing on Iraqi non-specialist students' performance?

Q2: What is the impact of the blogging technique in instructing skills of writing on Iraqi non-specialist students' motivation?

## **2. Literature Review**

(Vygotsky, 1978) stated that the socio-constructivist model of learning provides the theoretical foundation that informs the usefulness of Web technologies in second language acquisition. Such a model states that when students collaborate to jointly

generate knowledge, they are able to accomplish tasks related to learning more successfully (Pavlenko, 2000). This idea holds that once students finish a given task, they behave as peers and support and encourage one another's learning performance through implicit (indirect) or explicit (direct) intervention.

According to (Lee I. Y., 2018), this process could assist peers in enhancing their zones of proximal development (ZPD), which is the area where learning and progress are associated. According to (Vygotsky, 1978), ZPD represents the difference between a person's real degree of independent performance when working alone without assistance and their ability to grow while working under guidance or as a group member with more experienced peers. Another key and related idea in (Vygotsky, 1978) model of learning is mediated learning, or other-regulating. According to the theories of (Lantolf, 2006), mediated learning represents a cycle in which teachers or students use socially constructed concepts and activities to exert influence over the social and mental capacities of themselves or others in their class. It is thought that a learner is first mediated through different social and group members and then through behaviors that, in Vygotsky's conceptualization, are referred to as other-regulating. A learner could self-medicate or self-control his cognitive capacity by gradually internalizing any skill that is originally found in his social interaction (Vygotsky, 1978). As a form of Web technologies, the blog technique enables the current study students to collaborate and exchange ideas on their writings, which in turn promotes a mediated kind of learning or other regulations amongst students who are second language learners. In particular, students are able to co-build the second language knowledge through these social joint efforts and collaborations; for instance, L2 writing with various peers, a practice that improves L2

students' cognitive function and aids them reaching their maximum capacity of performing (Hung, 2022).

### **3. The blogging technique in the second Language learning**

The utilization of Web technologies in second language instructing and learning has grown during the past several years. A substantial and expanding corpus of research has examined the efficacy of blog technique in teaching the writing skill within a second language context (Amir, 2011; Lee L. , 2020; Wang, 2020). Numerous language specialists have expressed interest in the application of the blogging technique to improve instruction and student achievement (De Almeida Soares, 2008). The objective of this subsection is to explore a few additional pertinent research investigations that look at L2 writing blogging strategies.

For instance, (Lee L. , 2020) employed the blogging technique as homework assignments to advance students' language skills outside of the classroom. being part of his investigation, seventeen advanced university students maintained blogs for a period of three months. Collecting data from blog pages, students discussed the benefits and drawbacks of utilizing blogs as a platform for collaborative interactions and personal expression in their final interviews. consequently, Students get more fluent writing and are more motivated to write for a variety of audiences when they consistently produce blog entries. Peer input also prompted greater conversation, while trainer comments increased the emphasis on linguistic precision. Ultimately, the findings demonstrated the importance of students' critical thinking skills in integrating blogging into the educational process.

Another research was conducted by (Vurdien, 2013) to investigate the manner in which a blog, as a computer-mediated medium, encourages reflective and cooperative learning among a sample of EFL learners in a Spanish language school. Eleven

students who were studying for the Cambridge exams were the participants in this five-month research. Students were assigned writing tasks such as articles, proposals, and letters. The data gathered via surveys, comments, and conversations indicate that students' self-reflecting and collaborative contact were encouraged. With the purpose of investigating the participants' general opinions of blogging as well as their progress in both reading and creating blogs. (Ducate L. C., 2005) conducted a one-year research. The information gathered from different kinds of a report, interviews, and blogging revealed that, in a calm setting, blogging improved students' initiative and inventiveness.

To further elucidate the research on writing blogs, (Trajtemberg, 2011) examined the engagement tactics employed by bloggers through an examination of both student- and teacher-initiated interactions. The University of Chile's undergraduate EFL class comprised the study's participants. After analyzing the posts and comments, it became clear that in addition to improving language acquisition, students' perceptions of themselves were encouraged. (Amir, 2011) investigated the usage of the blog technique as a tool to promote students' collaborative writing in a combination of methods aimed at expanding the body of information regarding blogging in second language acquisition. Four classes of eighty English Language Study (ELS) and literature majors made up the study's participants. The investigation's findings demonstrated that blogging provides students with a wide range of opportunities to write, communicate, and develop a feeling of self-governance. To help pupils develop self-confidence and continue studying in a real, calm environment, they are also taught various learning strategies.

Employing a process writing method, (Arslan, 2010) conducted an exploratory study to confirm the influence of



blog technique on the writing abilities of English as a foreign language (EFL) learners. Similarly, in a class on writing for EFL students, (Vurdien, 2013) examined the effects of the blogging approach, asking them to employ blogs to submit homework and provide comments to their classmates. The outcomes showed that blogging technique in writing instruction increased EFL students' motivation to write. (Lee L. , 2017) also attested to the benefit of using blogging to improve EFL students' writing abilities and motivated conduct. (Fathi, 2022) investigated the influence of blogs upon EFL learners' writing affective factors in a different study using an explanatory sequential design. The findings showed that instructing EFL students to write using blogs was a successful way to improve their motivation in writing and autonomy. They discovered, nevertheless, that students' writing confidence was lower in blog writing programs. Within a Turkish EFL setting, (Özdemir, 2020) likewise attested to the impact of using blogs in teaching writing on L2 motivation. (Chen, 2016) discovered that, with regard to emotional factors, blogging greatly increased EFL students' writing confidence but had no discernible impact on their writing motivation or anxiety. (Yousefifard, 2021) discovered that teaching writing skills through the blog technique greatly enhanced EFL students' writing skills and sense of the ideal writing self, which is a crucial aspect of motivation in writing.

In addition, (Fageeh, 2011) looked into how using blogs affected the writing and insights of learners in the intermediate EFL program. The impacts of blogs on writing ability and attitude were investigated using a triangulated study approach that included an experiment-based and descriptive study format. Students in colleges specializing in language translation participated in the study. The experimental group

comprised twenty-five participants, whereas the control group consisted of the remaining twenty-five participants. The findings showed that students saw Weblog as a means of enhancing both their composing attitudes and abilities. They generally had good attitudes regarding weblogs and said that they offered them lots of chances to develop their creativity, independence, and self-determination.

Another research by (Hansen, 2016) examined the efficacy of writing assignments in the blog format vs more conventional writing assignments. Comparing the two distinct writing styles involved a technical investigation. In order to ascertain if the assignments were in line with the learning objectives of the class and sparked more interest in the subject, a self-evaluation study was also carried out. Additionally, the period of time spent on every activity, the quantity of drafts that were created, as well as the sorts of sources that got utilized were all examined as part of the assessment process. Whilst each enables students to acquire distinct writing skills, initial proof suggests that blogging and writing function optimally if paired as additional writing tasks, regardless of the study's limits in data collecting.

To elucidate the blog research, (Lee L. , 2020) carried out more study to investigate the influence of weblog usage on improving L2 writing proficiency in web-based language classes. Forty-eight first-year learners who utilized weblogs for writing tasks within a two-year period participated in this research. The data came from blog entries, remarks, and recent interviews and included information that was qualitative as well as quantitative. The study results demonstrated that participants regarded weblog as an affecting way to improve their skills in writing. Furthermore, the findings demonstrated that feedback scaffold had an impact on students' attempts to improve the content as well as the form. The

study concludes that techniques for using feedback effectively and enough time for feedback engagement are necessary to promote critical thinking and interactive learning.

#### **4. Writing Motivation**

Numerous research results have demonstrated the importance of motivation in language learning (Williams M. a., 1997; Waller, 2017; Bui, 2022). The basic concept of motivation in the second language educational instruction serves as the base for motivation in L2 writing. The motivation, according to (Dörnyei, 2001), is a dynamic procedure which is subject to continuous changing and is essential to successful second language acquisition. (Williams M. a., 1997) found that both internal, learner-specific characteristics and external ones related to a learner's sociocultural context have an impact on L2 motivation. Additionally, effort, a desire for learning, and a positive perspective regarding education are the components of learning motivation (Bui, 2022). Because the writer engages with others, expresses themselves, and appeals to others, writing motivation is considered essential (Chen, 2016). Scholars have looked at what influences L2 writers' motivation. (Shen, 2020), for example, discovered a complex relationship between task appreciation and self-confidence—two important motivational concepts—in EFL writing among primary school pupils in Hong Kong. These two concepts were thought to be highly important determinants of writing motivation, which might improve L2 writing results. Furthermore, a few studies have linked L2 writing motivation to elements including the kind of feedback received, students' attitudes, competence level, and learning environment (Zheng, 2018). Similarly, (Han J. a., 2018) discovered that educating students in L2 through genre-based writing helped increase their motivation. According to (Lee I. Y.,

2018), grade as well as competence level were two of the elements that affected Hong Kong EFL pupils' desire for writing. Additionally, (Yu, 2019) discovered through extensive study that Chinese undergraduates' EFL motivation plus participation were comparatively excellent and that participant individual variations had a significant impact on writing motivation.

An overview of numerous investigations that have been conducted about the motivational impact of blog technique on L2 writing will be provided here. For instance, (Fathi, 2022) looked at how such a technique affected L2 students' desire to write. the period of study was 16 weeks, in which the participants were split into the control group and experimental groups, the former was instructed in conventional writing methods, while the latter received writing education via blogs. According to the study's findings, blogging increased EFL students' drive to write but decreased their sense of writing confidence. (Montero-Fleta, 2010) investigated the impact of the blog technique on language proficiency in a different study. Similar methodology was followed as the aforementioned study. The outcomes supported (Arena, 2008) remark of the advantages of blogging. Furthermore, the outcomes unequivocally demonstrated that the blog technique increased motivation. It encourages participants to write imaginatively for a wide range of real readers.

Furthermore, (Chen, 2016) carried out an exploratory investigation to examine how blogging affected the metalinguistic and emotional performance of students learning EFL. The findings showed that while metalinguistic awareness varied significantly, there weren't any significant variations in the application of metalinguistic strategies. The two emotional factors that were the same for the study groups included writing motivation and tension. But when it came to confidence, the control group did

noticeably better than the experimental one. Eventually, (Özdemir, 2020) looked at how blogging affected the motivation of EFL students to write. In this study, 48 language students took a pretest and post-test to determine their writing proficiency in addition to completing a questionnaire about their demographics. Their research revealed that while the blogging technique could not considerably raise participants' writing motivation, process-oriented writing approaches may achieve that.

## **5. Methods and Procedures**

### **5.1 Sample of study**

The present study employed a quasi-experimental approach in order to achieve its objectives. Convenience sampling was used to pick fifty second-year undergraduate students majoring in mechanical engineering who were not specialists. The researcher had greater accessibility to these students who were also eager to engage in the present study, thus this sampling technique was chosen since the probability sampling method could not be employed. Actually, the participants were undergraduates from two intact programs in the mechanical department, at the University of Technology, Iraq. The sample was mixed-gender students in the classrooms, and they were randomized to be in the experimental group (25 participants) or the control one (25 participants). These non-specialist learners of EFL ranged in age from 19 to 22 and had 9-12 years of English study experience. The same instructor, an experienced English teacher with knowledge of instructional blogging, led both groups in instruction. Nonetheless, the participants acknowledged their

lack of previous experience in utilizing blogs for educational reasons.

## **5.2 Evaluation tools**

### **5.2.1 English homogeneity testing**

The participant's level of English competence was evaluated using a web-based DIALANG exam. As stated by the Common European Framework of Reference for Languages (CEFR), this exam of general language competency assesses a test taker's language competence as of A1 to C2. This is a web-based assessment that focuses on the testees' skills in listening, reading, alongside with writing. It assesses grammatical and lexical skills as well. A t-test of independence was used to make a comparison for exam average scores for two groups. The findings showed that there had been no statistically significant distinction between the groups, indicating the homogeneity of both groups in general English competence.

### **5.2.2 Testing for Writing performance**

To evaluate the academic writing proficiency of the sample participants, pretest and posttest specimens of IELTS Academic Writing were utilized. Writing assignments from "The Collins Composition for IELTS" were chosen (Williams A. , 2011).

Moreover, the participants' academic writing skills were assessed using the IELTS academic writing scales along with descriptions (University of Cambridge ESOL, 2011). Students' written assignments were graded by an impartial scorer who has experience in IELTS writing requirements in order to guarantee the inter-rater dependability of the score. On academic writing assignments, there was a strong agreement rate ( $r = 0.88$ ) among the scores of two raters.

### **5.2.3 Motivational Writing Measurement**

(Waller, 2017) questionnaire was employed to measure the students' motivation for writing in their second language. This self-reported measure assesses writing motivation and efforts of EFL students, as well as their writing desires, inspirational intensity for writing, instructional feedback, content organization, and peer review. Seven questions make up the questionnaire, and every question is rated on a scale that ranges from 1 (never) to 5 (always). As determined by Cronbach's Alpha equation, the scale's inner consistency in this study was found to be excellent ( $r = 0.88$ ).

### **5.3 Procedures used**

Pretesting and the English competence exam (DIALANG) were administered in the primary session of the program that began in the second semester of the academic year 2022/2023. The two intact programs were randomized to experimental as well as control groups once it was confirmed that the sample of the study was homogeneous in terms of their English competency assessments. As previously said, the goal of the current writing program is to improve the academic writing of the participants. Over the Program duration of 12 weeks, those who participated received information and useful ways to improve their writing abilities. All in all, students received instruction on how to generate ideas, compose various kinds of paragraphs, organize a work, and edit it.

With reference to the experimental group, the instructor set up a class using the blogging technique and conducted an experimental session to help those participating become acquainted with using it and posting essays. Links to helpful ESL websites were included in the class blog, which allowed the students to utilize them to learn about different kinds of paragraphs as well as helpful supplemental vocabulary and grammatical

resources for their written assignments. In addition to sharing thoughts on the written assignments and providing comments to their peers, the experimental group's students were expected to routinely post their completed assignments on the blog. To be more exact, everyone was expected to provide a minimum of two written assignments and five comments on the blog per week. According to the material taught in every session and the instructional book, the instructors set assignments that varied in length from 200 to 350 words. Comments from the students also focused on the activities that were put on the class blog, including their language use, structure, and substance. The instructor provided the class as a whole with general feedback in addition to keeping an eye on and reviewing the assignments that were uploaded and remarks made by the students.

In contrast, for those participating in the control group, the same instructor taught the same material on the same subjects. The only difference between these students and the experimental group's utilization of the materials is that the former did not employ the instructional blogging technique. For these participants, the three steps of writing procedure were used, namely: making a draft, revising, and modifying the texts.

The experimental group was given the chance to get feedback out of the classroom through the blogging technique. However, participants within the control group were not allowed to utilize any technology device or the web in the classroom, and they only got regular, in-person feedback. They used the conventional method of feedback (paper and pencil) and obtained no review from peers on their writing either. The IELTS composition assignment and the L2 writing motivation measure were among the posttests that were given to the participants in both programs at the completion of the study period.



## 6. Findings

Analysis of co-variance (ANCOVA) was employed to evaluate the impacts of both kinds of instructing used in control as well as experimental groups on dependent variables, namely: competence and motivation of writing, with the purpose of investigating the effectiveness of writing instruction by means of the blogging technique on writing skill of non-specialist students alongside their writing motivation.

Firstly, Statistical data such as mean and standard deviation were calculated before inferential data (ANCOVA). Next, preliminary examinations of the ANCOVA criteria (such as normalcy, linearity, homogeneous regression slopes, and others) were conducted. According to the outcomes, there was no violation of ANCOVA's criteria.

In relation to the influence of the blogging technique in writing instruction on non-specialist students' competency, Table 1 demonstrates that the experimental group's average scores increased from 55.98 (SD = 9.25) in the pretest to 75.98 (SD = 8.53) in the posttest. Similarly, the control group's average scores rose, going from 60.115 (SD = 9.82) in the pretest to 69.13 (SD = 7.56) in the posttest. But, after the adjustment of the pretest results, no statistical difference of significance was found between both groups in the posttest writing competence scores [DF (1,45) = 9.34,  $p = 0.014$ , Partially squared eta = 0.165; refer to Table 3]. This finding indicates that the non-specialist students within the experimental group improved their writing abilities noticeably compared to those participating in the control one, indicating that the instruction using the blogging technique was successful in raising the non-specialist students' writing competence.

In regards to writing motivation, the experimental group's average rating equals to 17.95 (SD = 4.79) on the pretest and rose to 24.26 (SD = 3.93) on the posttest, according to the descriptive data (refer to Table 2). Furthermore, the control group's average rating for writing motivation increased from 18.02 (SD = 3.12) in the pretest to 21.98 (SD = 3.76) in the posttest. According to Table 3, The findings of ANCOVA analysis showed that a statistically significance difference was found regarding writing motivation between both groups after correcting for the pretest rating [DF (1,45) = 11.73,  $p = 0.002$ , Partially squared eta = 0.221, refer to table 4]. This result demonstrated how well the blogging technique in writing training worked to increase the non-specialist students' motivation to write.

**Table 1. statistical analysis of the sample's writing variable**

Test type	Group name	Participants No.	Mean	Deviation Standard	Error mean Standard
Pretest	Experimental	25	55.985	9.250	1.622
	Control	25	60.115	9.822	1.976
Posttest	Experimental	25	75.982	8.538	1.611
	Control	25	69.134	7.566	1.666

**Table 2. statistical analysis of the sample's motivation variable**

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Test type	Group name	Participants No.	Mean	Deviation Standard	Error mean Standard
Pretest	Experimental	25	17.959	4.797	0.82
	Control	25	18.021	3.121	0.776
Posttest	Experimental	25	24.265	3.938	0.621
	Control	25	21.988	3.766	0.876

**Table 3. ANCOVA scores for competence in writing**

Source	Squares' sum	DF	Square's mean	F	SIG.	Partially squared eta
Pretest Co-variate	50.221	1	50.221	0.676	0.373	0.016
Among subjects	613.542	1	613.442	9.341	0.014	0.165
Within subjects	2893.883	45	65.868			

**Table 4. ANCOVA scores for motivation in writing**

Source	Squares' sum	DF	Square's mean	F	SIG	Partially squared eta

Pretest Co- viate	52.719	1	52.719	4.181	0.036	0.072
Among subjects	176.342	1	176.443	13.702	0.002	0.221
Within subjects	581.039	45	11.739			

## 7. The discussion of the findings

The current work aims to investigate the impacts of the blogging Technique in writing instruction on non-specialist students' motivation and performance in an Iraqi setting. According to the results, the second language writing performance was considerably enhanced by the blogging employed as a technique in teaching writing skills. The study's outcomes are consistent with many other research studies that have been published in the literature. (Amir, 2011; Fageeh, 2011; Trajtemberg, 2011; Hansen, 2016; Zhang, 2021; Montero-Fleta, 2010). The use of the blogging technique helps learners to be exposed to a vast array of different materials and writing inputs, according to the findings of (Arslan, 2010). Writing competency of EFL learners may be enhanced by increased exposure to input in languages. Put differently, writing tasks posted on blogs allow students to readily engage in writing and expose them to a wide range of writing input. Numerous scholars have extensively examined the benefits of blogging Technique for improving writing with extended exposure to linguistic input (Zhang, 2021; Lee L. a., 2014). Additionally, the blogging technique gives students the chance to interact with peers, provide and receive comments, and assess their writing abilities, according to (Campbell, 2003). Blogs' collaborative feature aligns with the

collaborative educational theory (Vygotsky, 1978), which proposes that learning is improved by peer assistance. Student blogging allows them to communicate with a vast global audience, removing boundaries that would otherwise be present in the classroom (Sun, 2010). The Blogging technique helps students write better and become more independent too (Murray, 2008; Chen, 2016).

Additionally, the results showed that blogging greatly increased the learners' motivation to write. The results of this investigation exhibit a robust correlation with the findings documented in previous research (Montero-Fleta, 2010; Chen, 2016; Fathi, 2022; Wang, 2020). As previously said, writing motivation is crucial for interpersonal communicating and self-expressing, as well as learning motivation represents a result of efforts, will to learn, along with an attitude for learning (Gardner, 1985). These factors may have encouraged the learners to work harder and longer to improve their L2 proficiency in writing. According to some researches, students' enhanced motivation as well as trust led to favorable views and satisfactory results (Bikowski, 2016; Zhang, 2021). Motivation of Writing among EFL learners may have increased as a result of the inclusion of blogging technique in the writing program, which may have inspired learners to improve their skills of self-regulating within L2 writing, develop favorable opinions about L2 writing, increase their perception of competency when completing written assignments, and anticipate more achievement within L2 writing. Technological devices increased students' comfort in writing in a L2 and their motivation for mastering the language, which allowed them to approach collaboratively learning assignments with a positive attitude (Ducate L. C., 2011). Additionally, (Bikowski, 2016) noted the same beneficial impacts of technology and

contended that increased confidence and drive might be carried over to solitary writing tasks, hence improving writing abilities.

## **8. Conclusion and implications**

In order to provide further insight into the value of weblogs in learning contexts, the present study probed the influence of the blogging technique on writing motivation and competence of Iraqi non-specialist students.

In general, the findings of this experimental study supported the idea that the blogging technique enhances the writing skills and motivation of Iraqi Non-specialist students who study EFL program. Thanks to technology, more and more L2 learning occurs outside of the classroom. The findings also have important pedagogical implications and give more evidence to support the majority of earlier studies. For instance, prior to instruction using the blogging technique, it is necessary to assess students' familiarity with technology and then offer them the necessary instruction and guidance. It is incorrect to assume that all participants can easily use technology. similar to previous studies, in this investigation, participants completed a web-based orientation to assess their performance along with online and digital tool use skills, specially using the blogging technique. When implementing specialized instruction, teachers should make sure that participants receive training on using technological devices if they are having trouble utilizing them.

The current study established that technology-based classes made several "new" types of collaboration writing—like easy draft-making, preparing, and revising—available, this was not previously feasible in a conventional face-to-face context. Without appropriate procedures for their utilization, technologies might be ineffectual and students would view them as less

valuable. Previous research has also demonstrated that students' knowledge, writing, and collaboration skills might change in tandem with technology with appropriate instruction.

eventually, it is significant to remember that using the blogging technique alone will not ensure that learning objectives are met. linguistic and cognitive activities that are suitable for L2 learners have a substantial impact on both the caliber of writing and the degree of student participation. Furthermore, teachers ought to assist students with peer commentary and empower them with methods for thinking critically to promote more in-depth introspection.

## **9. Limits and suggestions for additional studies**

Even though this study's findings have improved our knowledge of the ways in which the blogging technique may be employed as a non-specialist teaching method, additional investigation is still required to provide more definitive findings. Several restrictions might be highlighted in relation to research's results. First, the students' increased motivation to engage in the writing class might be attributed to the effect that they hadn't previously attended any blog-dependent writing classes. Second, even though every participant indicated having enough knowledge and comfort with computers and other technology before the investigation started, it did not take into consideration the potential intervention impact of computer anxiety on the study's outcomes. It would be beneficial to look at teachers' perspectives on the blogging technique as a means of instruction and to use students with varying ages, genders, and skill levels. Furthermore, since the study's participants got chosen from the Iraqi non-specialist setting, it's possible that the findings cannot be applied to different EFL settings. Given the aforementioned restrictions, it

is recommended that future investigators do similar studies using a larger sample size of individuals drawn from different EFL settings and age groups. In their research, they can also look at the moderating effects of age and technological anxiety. Finally, gathering qualitative information and learning regarding students' perspectives will assist future researchers in clarifying the results and reducing the possibility of issues arising from lack of usage of technology impact or inequitable instructing.

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