Exploring the Effects of Blogging in EFL Writing Instruction on Writing Motivation

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ABSTRACT

In order to further illuminate the effect of blogging in Second Language (L2) learning, the present research was set to explore the impact of blog-integrated writing instruction on L2 writing motivation of intermediate Iranian English as a Foreign Language (EFL) learners. In so doing, a total number of 44 EFL students from an Iranian private language institute were recruited as the participants of this study. These participants were randomly assigned to an experimental group (N = 22) and a control group (N = 22). The experimental group received blog-integrated writing instruction, while the control group received the traditional, face-to-face writing instruction. To collect the data, the L2 writing motivation scale was given to the participants of the two groups as pre-test and post-test. The results of ANCOVA revealed that the participants of the experimental group surpassed those of control group in L2 writing motivation, highlighting that the use of blogging approach in EFL writing instruction significantly contributed to enhancing the writing motivation of the participants. The findings may offer significant implications for of EFL writing pedagogy.

1. Introduction

Computers and technology have appeared to exert significant effect on literacy of people in society (Pennington, 1993, 2003). Likewise, Internet applications which provide learners with the opportunity to have communication directly, quickly, and conveniently with other individuals with no time or place limitations (Warschauer, 2002) have offered numerous merits including motivating pupils intrinsically, encouraging them to have more control over their learning, allowing them to have access to a variety of authentic materials, and enabling them to have communication with real audiences (Moras, 2001). Parallel with this innovative teaching dependent on technology, second language (L2) writing practitioners have begun to think about their existing instructional approaches and have taken initiatives to use technology and computers in L2 writing instruction (e.g., Chapelle, 2001; Thatcher, 2005).

Technology-mediated L2 writing instruction is of great significance both from cognitive perspective as word processing is considered as a revision instrument (Pennington, 1993; Pinkman, 2005; Warschauer, 2010) and from the socio-cognitive perspective as the computer-mediated communication is regarded as an effective instrument of social construction of meaning (Kern & Warschauer, 2000; Warschauer, 2002, 2010). With the turn of the century, technology devices such as blogs (Liou & Peng, 2009) and wikis (Kessler & Bikowski, 2010; Li & Zhu, 2013) were employed for the writing teaching and learning. In this line of inquiry, technology has been extensively investigated as a method "to promote interaction about writing through peer response groups" (Ware & Warschauer, 2006, p. 109). The essence of such investigations has centered around this question whether computer-mediated peer-feedback can act better than conventional face-to-face peer-feedback in the L2 writing classrooms.

As a recent development in computer-mediated communication (CMC), blogs are considered as personal journals constituting chronological entries created in reverse order. Blogs are popular because of some of their defining features including quick publishing, giving comments, archiving, and adding hyperlinks. As far as L2 writing instruction is concerned, blogs have received much research attention on the grounds that they provide real audience to write for, allow for further writing practice, act as online student journals that can be read by others, provide learners with extra online resources, increase the sense of community; encourage further student participation, encourage a process-writing approach, foster out-of-class discussion, increase autonomous learning, and make other-evaluation quick and convenient (e.g., Bakar, 2009; Camilleri, Ford, Leja, & Sollars, 2007; Campbell, 2003, 2005; Fellner & Apple, 2006; Nezakatgoo & Fathi, 2019; Soares, 2008; Stanley, 2005; Zhang, 2009).

As the main variable under investigation in the present study, motivation in L2 writing is grounded in the fundamental theoretical underpinnings of the main construct of motivation in L2 learning (Waller & Papi, 2017). Considered as an essential component of more effective L2 learning, motivation is viewed as a dynamic process which is usually subject to much modification (Dörnyei, 2001). The current view towards motivation is a dynamic view in which L2 motivation is influenced not only by external variables pertaining to the sociocultural and environmental context of the learner but also by internal factors relevant to the individual students (Williams & Burden, 1997). Motivation is the explanatory variable explaining the desires based on which learners choose a particular activity, show their willingness to continue its carrying out, and reveal their perseverance in its doing (Dornyei, 2001). According to the dynamic and context-sensitive nature of motivation, an individual may be influenced by more than a single incentive at a time. The motives and incentives are contextually determined and may vary from time to time (Keblawi, 2006). Employing the L2 writing motivation questionnaire designed and validated by Waller and Papi (2017), the present researchers conceptualized writing motivation as the writers' overall motivation to improve their L2 writing competencies by various means. From Waller and Papi's

(2017) perspective, "learners' L2 writing motivation is a measure of the amount of effort they intend to invest in improving their L2 writing, their desire for doing so, and how intensely they are engaged in this pursuit" (p.57).

It is worth noting that much research attention has been recently directed towards the dynamic and context-sensitive nature of L2 learning contexts (Hiver & Al-Hoorie, 2016). Subscribing to this research perspective, the researchers have widely acknowledged the interconnected associations between the students' individual differences and their contextual factors in the world of classrooms (Larsen-Freeman, 2016). Additionally, considering the intricacy of writing process that needs the effective synchronization of various linguistic and individual processes and resources (Kellogg, 1996), the bulk of literature on L2 writing underscores the significance of non-cognitive or psychological variables in influencing the L2 writing process (Han & Hiver, 2018; Piniel & Csizér, 2015). As Han and Hiver (2018) put it, "psycho-social factors, such as learners' writing specific emotions, self-efficacy and self-regulation, can regulate attention and cognitive engagement, and determine the level of effort learners will invest in the writing process" (p. 44). With regard to the investigation of L2 writing psychological factors, limited empirical evidence has explored the impacts of the use of blogs in writing courses on the L2 writing related individual factors. In addition, as far as Iranian EFL context is concerned, writing instructors still follow conventional teaching procedures in which neither technology is widely employed, nor is peer assessment or feedback much emphasized (e.g., Fathi & Khodabakhsh, 2019, 2020; Fathi, Mohebiniya, & Nourzadeh, 2019; Fathi & Shirazizadeh, 2019; Fathi, Yousefi, & Sedighravesh, 2017). Also, few studies have investigated the role of technology devices in Iranian EFL classrooms (e.g., Fathi & Nourzadeh, 2019; Fathi & Torabi, 2019). As a result, in order to further illuminate the likely impacts of blog-integrated writing instruction on the L2 writing individual factors, the current research was set to uncover the impacts of a blog-integrated writing course on writing motivation of Iranian EFL learners.

2. Review of Literature
With the turn of the century and acknowledging the effectiveness of Web 2.0 technology in learning a foreign language

(Stevenson & Liu, 2010), examining the role of blogging approach in L2 writing contexts has been the focus of much research in the literature (e.g., Armstrong & Retterer, 2008; Arslan & Şahin-Kızıl, 2010; Chen, 2016; Chen, Cheng, & Lin, 2020; Sun, 2010). For example, employing a quasi-experimental study, Arslan and Şahin-Kızıl (2010) examined the impact of the use of blogs on EFL learners' writing ability. To this end, 50 Turkish EFL university learners were recruited as the participants of the study. The participants were assigned to the control group who were taught according to in-class process-oriented writing approach and the experimental group who received blog-mediated process-oriented writing instruction. The data were collected through analyzing participants' written tasks. The results revealed that the use of blogs in the writing instruction led to further enhancement in EFL learners' writing competencies. The authors contended that by the integration of blogs into the regular writing course, the EFL writing practitioners could provide the participants with further instruction beyond the walls of the classroom because the use of blogs helped the instructor and participants to have further interaction at any time and place.

In another study and as an attempt to investigate the effectiveness of employing computer assisted language learning (CALL) in affecting L2 writing abilities, Fidaoui, Bahous, and Bacha (2010) uncovered the attitudes of L2 instructors and learners towards the use of technology in L2 writing classroom. Forty-eight participants accompanied by four instructors served as the study participants. Data collection lasted for a period of three months employing questionnaires, interviews, and observations. The results indicated that both instructors and learners held positive attitudes towards employing CALL in the L2 writing courses. Also, Sun (2010) explored the usefulness of blogging approach in L2 extensive writing classrooms. The researcher examined the impact of extensive writing by the comparison of the writing performance in the first three and the last three blog entries produced and published by the EFL learners. Using a survey, the researcher investigated learners' blogging process and their attitudes towards blogging. The results indicated that that the blogging approach in writing instruction was significantly improved learners' overall writing skill, enhanced their autonomous writing, and caused positive attitudes toward L2 writing.

Employing a mixed methods research design, Fathi and Nourzadeh (2019) explored the usefulness of the blogging approach in writing instruction on the writing performance and anxiety of EFL learners. 46 Iranian EFL learners served as the participants of this study. These participants were from two intact classes from an Iranian university. They were then randomly assigned to the control group and the experimental group. With regard to the study intervention, the participants in the control group were taught traditionally while those in the experimental group received blog-supported instruction in their writing course. The results indicated that that blog-supported writing instruction was significantly effective in enhancing the writing skills of the participants. In addition, the use of blogs in writing instruction significantly decreased the writing anxiety of the EFL learners. Qualitative data also indicated that the EFL students had positive perceptions towards blog-supported writing instruction. Likewise, Fathi, Ahmadnejad, and Yousofi (2019) demonstrated that blog-supported writing instruction substantially increased writing motivation and writing self-regulation of the students. However, it was found that employing blogs in the writing course decreased the writing self-efficacy of the EFL participants. The qualitative data analysis also indicated that the students had positive attitudes towards blog-supported L2 writing. Greater engagement, sense of responsibility as well as self-evaluation activities owing to receiving quick teacher- and peer-feedback were the potential causes of the better outcomes of the participants. Furthermore, Nezakatgoo and Fathi (2019) examined the effect of blog-based writing instruction on the learner autonomy of Iranian EFL learners. Their findings revealed that that the blog-based writing instruction substantially contributed to improving learning autonomy of the EFL learners. More particularly, the use of blogs in writing instruction improved the metacognitive and cognitive components of learner autonomy.

In another study, Armstrong and Retterer (2008) investigated the effectiveness of using blogs in a Spanish class and its influence on the learners. The variables under investigation were writing achievement, self-confidence, and perceptions towards use of blogs. The data were gathered by examining blog entries and conducting interviews with the students. The results of the study revealed that blogging

approach helped participants to increase the length of their published posts on blogs. Additionally, it was found that most of the participants generally held more positive perceptions towards L2 writing. Overall, the results of this study indicated that blogging improved participants' positive attitudes towards L2 writing. Likewise, Chen (2016) explored the effectiveness of using blogs in influencing students' metalinguistic and affective performance. To this end, twenty-six non-English major learners were randomly assigned to the control group who were taught traditionally, while eighteen participants were assigned to the experimental group receiving blog-supported writing instruction. The results of comparing the two groups revealed that there were no significant differences between the two groups with regard to metalinguistic strategy use but the two groups were significantly different in terms of metalinguistic awareness. The justification of the author was that greater L2 input, further interaction and collaboration among peers, the utility of the reverse-chronological order of blogs, and the integration of blogs in the writing class significantly enhanced students' metalinguistic awareness. Regarding affective performance as another variable of the study, no significant differences existed between the two groups in terms of writing motivation and writing anxiety. Nevertheless, the control group substantially surpassed the experimental group in terms of writing self-efficacy.

In a recent study, Özdemir and Aydın (2020) explored the effectiveness of blogs in affecting writing motivation among of EFL learners in a Turkish context. The participants were 48 Turkish EFL learners. To gather the data, a questionnaire, a pre-test as well as a post-test of writing performance were given to the participants. The results of this study indicated that, the use of blogs by itself failed to improve motivation; nevertheless, the process-based writing instruction had significantly positive effects on participants writing motivation. The authors believed that blogs may not be effective for EFL writing classrooms unless they are used in appropriate contexts in which learners are motivated to write in L2. Likewise, Lee (2020) explored the usefulness of blogs for improving L2 writing abilities in fully online language courses. As for the study intervention, forty-eight beginning L2 learners employed blogs for their writing tasks for a period of two

summers. Quantitative as well as qualitative data were gathered from surveys, blog entries, comments, and interviews. The data analysis revealed that participants considered the use of blogs as a useful platform for enhancing their writing competencies. In addition, it was found that other scaffolding influenced learners' attempts so as to improve both content and form of their written tasks.

In another study, Chen, Cheng, and Lin (2020) explored the usefulness of a blog-supported EFL writing course for Taiwanese college students. In so doing, two groups of EFL students were compared with regard to their linguistic performance and attitudes. Linguistic performance was operationally defined as fluency, accuracy, and lexical complexity. Moreover, students' perceptions of the course with regard to the teacher's teaching behavior, the positive influence of the course on their writing improvement, their preferences, and their confidence in writing were also examined. The participants of this study were assigned to the control group who received traditional writing instruction and the experimental group who received a blog-integrated English writing instruction. The findings revealed that no significant differences were found between the two classes in terms of linguistic performance. However, within-group analyses revealed that both groups developed with regard to writing fluency and accuracy. Also, it was found that the majority of the learners had positive perceptions of their experience of instruction and the participants considered the blog-supported instruction as a positive experience.

However, Lin (2014) challenged the previous studies which had found blogging as an effective approach in L2 writing classrooms. From Lin's (2014) perspective, the majorities of these studies were methodologically problematic and their results had been overestimated. In this study, two groups (i.e., control & experimental) of ESL learners were compared over a course of sixty-three weeks. The participants of the experimental group received blog-mediated instruction, whereas those of the control group were instructed using in-class conventional approach. As the dependent variables of the study, writing performance, motivation, and self-efficacy perception of participants from both groups were measured. The results of the quantitative data analysis that there was no significant difference between the control group and the

Cite this article as: Mir, S. & Ghoreishi, S. M. (2020). Exploring the Effects of Blogging in EFL Writing Instruction on Writing Motivation. *International Journal of English Language & Translation Studies*. 8(2). 57-67.

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experimental group in terms of writing performance and self-efficacy. In addition, it was found that the participants of the control group significantly surpassed the experimental group with regard to learning motivation. Finally, the research claimed that this study had significant contributions to the field as it "discloses that the entire blogging format failed to meet its goal in the context of the ESL writing classroom" (p.11).

3. Methodology

3.1 Participants

To achieve the objectives of this study, the total number of 44 female intermediate EFL students were recruited as the participants in this study. In fact, these students were selected from about 65 intermediate students at a private English language institute in Tehran, Iran. To ensure the homogeneity of the participants, a general English proficiency test (Oxford Placement Test) was given to all the students. Afterwards, 44 students whose scores fell between one standard deviation above and below the mean were chosen as the participants of the study. The age of these students ranged from 20 to 24. All the participants were female and their first language was Persian. The two classes were then randomly assigned to an experimental group (N = 22) who were received blog-integrated writing instruction and a control group (N = 26) who received traditional writing instruction without using any applications or Internet. The participants of the two intact classes participated in a writing program whose purpose was to develop basic writing abilities of the intermediate EFL learners.

3.2 Instruments

3.2.1 English Proficiency Test

As it was argued that general English proficiency of the students could influence their writing performance, first the participants were made homogeneous with regard to overall English proficiency. Therefore, Oxford Placement Test (OPT) was administered to the students to check their homogeneity with respect to their global English proficiency. OPT is claimed to be an appropriate placement test to specify the English proficiency of different learners with different proficiency backgrounds (Allan, 2004). OPT includes of a 6 rating scale; learners whose score fall between 0-17 are classified as basic (A1), and learners whose scores fall between 18-29 are categorized as elementary students (A2). Those with scores falling between 30

and 39 are in the lower intermediate group (B1). Those with the scores of 40-47, are viewed as upper intermediate (B2) and the students with the scores 48-54, and 54-60 are considered as advanced (C1) and very sophisticated (C2) levels respectively. The reliability coefficient of OPT as estimated by Cronbach's alpha was reported to be 0.81 in the present research.

3.2.2 Second Language Writing Motivation Scale

In order to measure writing motivation of the participants, Second Language Writing Motivation Scale (SLWMS) (see Appendix) was administered as pre-test and post-test. This questionnaire was originally designed by Waller and Papi (2017) to measure motivation and efforts of L2 learners in L2 writing. This scale consists of seven items which were generated and adapted from general L2 motivation scales developed by Taguchi, Magid, and Papi (2009). This questionnaire includes items on individuals' efforts for L2 learning, desire to L2 learning, motivational intensity for L2 learning, feedback of teaching, organisation and content of the course, and peer feedback. The scale is a 5-point Likert scale varying from 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (always). The reliability coefficient of the questionnaire in this study, as measured by Cronbach's Alpha formula, was relatively high (r =.84).

3.3 Data Analysis

As for the data analysis of the study, the Statistical Package for the Social Science (SPSS, Version 22) was utilized. To statistically explore the effect of blog-integrated writing instruction on the writing motivation of participants, both descriptive and inferential statistics were taken into consideration. Regarding the descriptive statistics, mean and standard deviations for the writing motivation scores in both pre-test and post-test were examined. Concerning the inferential statistics, paired-samples t-tests and one-way analysis of covariance (ANCOVA) were carried out so as to compare the impact of blog-integrated writing instruction with that of conventional, face-to-face instruction on the L2 writing motivation of the EFL students in this research.

3.4 Procedure

A week prior to the start of the writing course, Oxford Placement Test (OPT) was administered to both groups in order to ensure the homogeneity of the participants with regard to their general English proficiency. Forty-four students whose

scores lay one standard deviation above and below the mean were chosen as the ultimate participants of the study who were randomly divided to a control group and an experimental group. Afterwards, as the first step of data collection procedure and before beginning the writing course, the L2 writing motivation scale was administered to the participants of both groups as the pre-test. During a period of thirteen weeks, the two groups received writing instruction by the same instructor that employed the same materials. The objective of the writing course was to enhance the writing abilities of the intermediate EFL students and enable them to write various types of paragraphs, to outline an essay, and to edit written tasks.

With regard to the treatment of the experimental group, the students were given the essential explanations on how to create their own blogs and how to publish their essays and writing activities on their blogs. The blogs also contained the link of other websites and weblogs that included more information on paragraph writing and had example paragraphs as well as other useful vocabularies and grammatical structures. As for the requirement of the experimental condition, the participants were asked to post their tasks and written drafts on the blogs. They were also required to exchange their ideas with the instructor and their classmates through posting on blogs. The participants of the experimental group had the opportunity to receive frequent feedback on their essays and written tasks from the instructor and their peers on a regular basis. They could also discuss their written tasks and essays published on the blogs. In other words, the students could have interaction about their own written assignments with the teacher and their classmates. Because of the asynchronous capacities of the blog, the participants were endowed with the opportunity to rewrite and revise their own writing later based on the received feedback and could give feedback on the drafts of their peers outside the classroom whenever they wished.

As far as the control group was concerned, the identical materials and the same the written tasks and activities were used and provided for the students in the control group. The students in the control group were taught the three key phases of process writing including drafting, re-drafting, and revising their essays. Overall, the instructional content of the two groups was the same and the only difference was the fact that the students in the control group

did not use blogs for their writing assignments. They just received traditional, face-to-face writing instruction without using Internet or any other applications. They were asked to keep all the drafts and assignments in a paper-and-pencil format. Once the writing course was over, the students of both control and experimental groups were required to complete the L2 writing motivation scale which acted as the post-test of the study.

4. Results

As far as the data analysis was concerned, first two paired samples *t*-tests were performed in order to examine the change in the writing motivation scores of the participants (both experimental and control groups) from the pre-test to the post-test. The results obtained from paired samples t-tests revealed that a statistically significant increase was observed in the mean scores of the writing motivation for the EFL learners in both groups.

As Table 1 indicates, the change in the mean scores of the writing motivation for the experimental group was statistically significant $(t(21) = -5.51, p < 0.01)$. Similarly, there was a statistically significant $(t(21) = -3.33, p < 0.01)$ increase in the writing motivation mean scores of the control group. More particularly, the results of descriptive statistics also showed that the mean score of writing motivation for the experimental group was 20.40 (SD = 6.93) on the pre-test and it was increased to 25.36 (SD = 6.82) on the post-test, a change that was substantially significant. Likewise, the mean score of the writing motivation for the control group in the pre-test increased from 19.86 (SD = 5.63) to 21.88 (SD = 5.25) on the post-test, an increase which was statistically significant.

Table 1: Paired samples t-test for writing motivation scores

Groups	Pre-test		Post-test			
	M	*SD*	*M*	*SD*	*t*	Sig.
Experimental	20.40	6.93	25.36	6.82	-5.51	0.00
Control	19.86	5.63	21.88	5.25	-3.33	0.00

In addition, as the follow-up analysis to explore the effect of blog-integrated writing instruction on L2 writing motivation of the participants, a one-way ANCOVA was performed. In this ANCOVA analysis, participants' scores of writing motivation in the post-test were considered as the dependent variable, their writing motivation scores in the pre-test acted as the covariate, and the group (experimental or control group) served as the independent variable of this study. As the pre-requisite investigation

for ANCOVA analysis, the normality of writing motivation scores, equality of variance in the groups, and the absence of a significant interaction between the covariate (writing motivation scores in the pretest) and the independent variable (group/type of treatment) were checked. The normality of writing motivation scores, investigated by Kolmogrov-Smirnov test, showed that there was an acceptable level of normality for the scores of both experimental *(F = .65, p = .73)* and control *(F = .58, p = .67)* groups. Additionally, the Levene's test for homogeneity of variance demonstrated that the variance was equal and no significant difference was found between the variance of both groups, *(F = 7.08, p = .51)*. Moreover, it was revealed that there was not a significant interaction between the covariate and independent variable w *(F = 28.74, p = .52)*.

Table 2: The results of ANCOVA for writing motivation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Covariate (pre-test)	271.241	1	271.241	25.350	.000	.382
Between-subjects	109.679	1	109.679	10.251	.003	.200
Within-subjects	438.691	41	10.700			

After checking the ANCOVA assumptions and it was revealed that the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate were all met, ANCOVA was performed. As seen in Table 2, there was a statistically significant difference between the two groups on post-test scores of L2 writing motivation, $F(1, 41) = 10.25$, $p = 0.003$, partial eta squared = 0.20), demonstrating that the EFL learners of the experimental group performed better than those of control group on the post-test of writing motivation. These results verify the fact that blog-integrated writing instruction was significantly effective in enhancing the L2 writing motivation of the participants.

5. Discussion and Conclusion

As an attempt to further illuminate the effect of blogging approach in L2 learning, the purpose of the present research was set to examine the impact of blog-integrated writing instruction on L2 writing motivation of Iranian EFL learners. The result of ANCOVA analysis indicated that blogging approach in the EFL writing course significantly contributed to improving the writing motivation of the EFL participants. This result re-echoes with the findings of a number of previous studies (Armstrong &

Retterer, 2008; Arslan & Şahin-Kızıl, 2010; Fathi & Nourzadeh, 2019; Lee, 2020; Nezakatgoo & Fathi, 2019; Sun, 2010; Vurdien, 2013; among others) which verified the effectiveness of use of blogs in L2 writing instruction. More particularly, the findings of this study are in line with previous studies (e.g., Chen et al., 2020; Fathi et al., 2019; Özdemir & Aydın, 2020) which found blogging as an effective approach in enhancing writing motivation. However, the findings of the present study do not support the results of some studies (e.g., Chen, 2016; Lin, 2014) which did not confirm the usefulness of blogging in L2 writing courses.

As reported in previous studies (e.g., Fathi et al., 2019), blogging may have helped to create positive perceptions of blog-integrated instruction among the participants, the pleasant experience which improved the writing motivation of the EFL learners. Moreover, since the participants of the experimental group anticipated the assessment of their peers, they were more attentive to write more fine-grained written tasks and to produce further drafts. Also, the blogging approach provided the students with the enhanced opportunity to write more and have further practice in L2 writing, thereby increasing their L2 writing motivation. In other words, expectation of other assessment and greater writing practice made students have sustained efforts in the enhancement of their writing performance.

It can be argued that participants' blogging and their active engagement in giving comments and feedback to their peers, accompanied by receiving frequent teacher and peer feedback, might have encouraged them to enhance their L2 writing motivation. This finding can be also justified in the light of the model of motivation proposed by Dornyei and Otto´(1998) in which motivation is regarded as ''a dynamically evolving and changing entity'' (p. 44). Based on this model, environment or context of learning plays a key role in influencing learners' motivation. Considering this model as the point of departure, one may argue that the new experience of the participants in the particular context of blogs has been effective in improving EFL writers' motivation. In addition, one other justification for motivation enhancement of EFL writers might be attributed to the fact that blogging approach provided the learners with a heightened sense of responsibility and involvement in taking the charge of their

learning. This increased sense of active involvement, participation, and autonomy can be accounted for using Engestrom's (1987) expanded activity system and has been reported to affect L2 writing motivation (e.g., Cukurbasi & Kiyici, 2018; Sasaki, 2011).

The improved writing motivation of the participants who used blogging approach may indicate a shift from teacher-learner interaction to learner-learner and learner-content interactions (Yilmaz, 2017) and a shift from learners as language learners to learners as language users which influence learning environments irrespective of their context and level. Overall, the findings of the present study verified the positive effect of blog-integrated writing instruction on participants' motivation and their engagement in doing the written tasks. Given the obtained results, blogging approach might be suggested as an appropriate educational methodology for second and foreign language teaching in general and EFL writing instruction in particular. However, successful implementation of educational technology devices and effective blended learning is highly dependent on learners' and teachers' technological literacy (Yilmaz, 2017). Therefore, EFL teacher education programs should be able to prepare pre-service EFL teachers to implement technology devices more effectively in their own EFL classes. This requires the set of comptencies which is a combination of teachnig knowledge, content knowledge, and effective use of technology in teaching (Fathi & Yousefifard, 2019). Since it appears that there is a lack of correspondence between what pre-service teachers learn in their teacher training course and their effective practice of technology in the classroom (Fathi & Ebadi, 2020) and also given the icreased responsibilites of L2 teachers in the postmethod era (Fat'hi & Behzadpour, 2011), teacher development programs are suggested to aid their pre-service teachers in understanding and acknowledging the potential and effectiveness of technology devices including blogs in EFL instruction. Additionally, as far as blog-integrated instruction is concerned, EFL practitioners are assigned with relatively further responsibility and educational burden as the teachers are also required to provide the EFL students not only with instructional help but also with technical support. EFL teachers should accept the responsibility of monitoring the blogs regularly, encouraging students' participation, and giving regular comments and feedback.

Concerning the limitations of this study, it can be stated that the present study employed a quantitaitve research method. Future researchers are recommended to utilize qualitative research designs to triangulate their quantitaive data and to shed further light on the essence of how the use of blogs affects learning outcomes of EFL students. In addition, the participants of this study were intermediate EFL students in Iran. To increase the generalizibility of the findings, similar studies can be replicated with bigger samples of participants from other contexts as it was claimed that motivation is a context-sensitive sonstruct. Furthermore, futher researchers can extend the scope of their studies by taking gender, proficiency level, and teachlogy literacy into considerations as the potential moderator variables of their studies.

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Cite this article as: Mir, S. & Ghoreishi, S. M. (2020). Exploring the Effects of Blogging in EFL Writing Instruction on Writing Motivation. *International Journal of English Language & Translation Studies*. 8(2). 57-67.

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Cite this article as: Mir, S. & Ghoreishi, S. M. (2020). Exploring the Effects of Blogging in EFL Writing Instruction on Writing Motivation. *International Journal of English Language & Translation Studies*. 8*(2). 57-67.*

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Appendix: *Second Language Writing Motivation Scale (SLWMS)*

	Items	Never	Rarely	Sometimes	Often	Always
1	I enjoy writing in English.					
2	Writing in English is very important to me.					
3	I always look forward to my ESL writing classes.					
4	I would like to spend lots of time learning to write in English.					
5	I would like to concentrate on learning to write in English more than any other topic.					
6	I actively think about what I have learned in my English writing class.					
7	I really try to learn how to write in English.					