



Using a program based on blog to develop EFL writing performance of secondary stage student and to reduce their writing apprehension.

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ABSTRACT

The current study aimed at developing some EFL writing performance skills and reduces writing apprehension for first year secondary school students through a program based on blogs. The study adopted the quasi-experimental pre-posttest, experimental /control groups. Participants were first year secondary school students. Two groups (35 each) were selected from Al-Sadat secondary school, Sharkya governorate, Egypt in the academic year 2021-2022. The experimental group learned through the program for developing their writing performance skills and reduces writing apprehension. On the other hand, the control group received regular instruction. Instruments were: checklist designed for writing performance skills and writing apprehension scale, approved by a panel of jury. Based on the writing performance checklist, a writing performance test was designed and pre-post-used. By the end of the experiment, the test was post administered to both groups to investigate the effect of the program on developing the experimental group EFL writing performance skills and writing apprehension. Findings of the study were statistically treated. It was found out that the experimental group achieved more gains in their EFL writing performance skills, and writing apprehension than the control one. The results of the study were positive; the hypotheses were accepted.

Key words: blogs- writing performance--writing apprehension - secondary stage- Egypt
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مستخلص الدراسة:

الهدف من هذه الدراسة هو التحقق من أثر استخدام برنامج قائم على المدونات لتنمية بعض مهارات الأداء الكتابي وتقليل العزوف عن الكتابة في اللغة الإنجليزية لدى طلاب الصف الأول الثانوي. اعتمدت الدراسة على المجموعات التجريبية / الضابطة. وتكونت عينة البحث من طلاب الصف الأول الثانوي. تم اختيار مجموعتين (35 لكل منهما) من مدرسة السادات الثانوية في مدينة الزقازيق محافظة الشرقية للعام الدراسي 2021/2020. تلقت المجموعة التجريبية تعليمها من خلال البرنامج لتنمية بعض مهارات الأداء الكتابي والعزوف عن الكتابة في اللغة الإنجليزية لديهم. من ناحية أخرى، تلقت المجموعة الضابطة تعليماتها بالطريقة العادية. كانت أدوات الدراسة عبارة عن: استبيان مصمم لمهارات الأداء الكتابي وتم الموافقة عليه من قبل لجنة التحكيم. ومن ثم عمل اختبار لمهارات الأداء الكتابي ومقياس العزوف عن الكتابة، تم تعديل الإختبار والمقياس وقدم تطبيقه على كلتا المجموعتين (قبلي/بعدي) لمعرفة تأثير البرنامج على تنمية مهارات الأداء الكتابي



والمقياس باللغة الإنجليزية لدى طلاب المجموعة التجريبية. تم التعامل مع نتائج الدراسة إحصائياً عبر الحزمة الإحصائية لبرنامج العلوم الإجتماعية (SPSS). وقد توصلت النتائج الى وجود فرق ذو دلالة إحصائية بين متوسطى درجات المجموعة التجريبية والمجموعة الضابطة فى التطبيق البعدى للأختبار والمقياس لصالح المجموعة التجريبية، وكذلك وجود فرق ذو دلالة إحصائية بين متوسطى درجات العينة بالمجموعة التجريبية فى التطبيقين القبلى والبعدى لصالح التطبيق البعدى. وقد أوصى البحث بضرورة استخدام البرنامج فى تنمية بعض مهارات الأداء الكتابى وتقليل العزوف عن الكتابة فى اللغة الإنجليزية. وكانت النتائج إيجابية و تم قبول الفرضيات.

الكلمات المفتاحية:

المدونات - مهارات الأداء الكتابى - العزوف عن الكتابة- المرحلة الثانوية – مصر.

knowledge, a mastery of the conventions of punctuation, capitalization, word usage, grammar ,and the use of different strategies such as planning, evaluating, and revising text. Therefore, all these skills are essential for the students' ability to produce coherent and organized essays which are well developed and contain appropriate ideas, supporting examples, and suitable details. Moreover, writing is one of means to extend and deepen students' knowledge; it acts as a tool for learning subject matter.

To Huy (2015) writing is a very important skill in EFL teaching for many reasons. The first reason is that writing is a good way that helps students develop their abilities of using vocabulary, grammar, and using language in general. The second reason is that writing is a very important tool that can enhance other skills. If a student is good at writing, he or she can speak and read the text more effectively. The third reason is that writing is a way to approach modern information technology as well as the human knowledge. Finally, writing skill can help people be well prepared when finding a job or attend English courses.

Coffin et al. (2003) illustrated that the different teachers' purposes for asking students to write. Firstly, writing can be used for students' assessment. Secondly, it can be used as an aid to critical thinking, understanding and memory. Thirdly, it

1. Introduction:

Writing is a critical skill for students at schools, colleges and throughout their life. Writing is also important for the instruction of foreign and second languages, because it is a main skill for academic education. It allows learners to raise their awareness of information gaps and elaborate mental representations of knowledge that can be more easily retrieved. In addition, it assists teachers to understand students' state of knowledge and thinking processes and thus adjust instruction as necessary.

Writing is considered an imperative skill for successful language development. Its importance increases when it comes to writing in English language which is widely used for international communication and comprehension of the required knowledge. English writing has a great impact on the entire system of education, because it is the primary source of world knowledge. According to Deane (2018), writing is the most significant development in human history. It is a way of exchanging knowledge, information, thoughts and opinions with other countries of the world from one generation to another.

Graham and Perin (2007) mentioned that writing plays effective roles in schools. it requires performing its main sub skills and processes such as; handwriting , spelling, a rich vocabulary



Many studies assured the importance of writing as a skill as it is used to express thoughts and ideas. In addition, it can be used as a tool of learning and to record experience. There are different classifications for writing skills. For example, Brown (2004) listed the different micro- and macro skills of EFL writing which can be used in teaching writing and its assessment. These skills are described as follows:

Micro skills:

- 1- Producing English graphemes and orthographic patterns.
- 2- Writing with an efficient rate of speed in order to be suitable for the purpose.
- 3- Using the convenient words and using appropriate word order patterns.
- 4- Using suitable syntax such as (tense, agreement and pluralization).
- 5- Using different grammatical forms to express about a specific meaning.
- 6- Using cohesive devices in writing.

Macro skills:

- 1- Using conventions and rhetorical forms of written discourse.
- 2- Appropriate achievement of communicative functions of written discourse according to form and purpose.
- 3- Making connections between events and communicating such relations as main idea, supporting idea, generalization and exemplification.
- 4- Distinguishing between literal and implied meaning during writing.

can extend students' learning beyond lectures and other formal meetings. Fourthly, it can be utilized to improve students' communication skills.

Mohammad & Hazarika (2016) added that writing is a tool for creating ideas and achieving communicative objectives in an interactive way. Consequently, it suggested the successful transmission of ideas from an addresser to an addressee through a text, and this exchange of information becomes an effective way for motivating and supporting the development of writing skills. Johnstone (2002) indicated that writing includes three elements which are: long term memory that involves idea of the topic and plans, environment of the task which includes the problems, and finally the processes of writing that include monitoring sub-processes. Lee (2000) explained that writing involves indication of the meaning, making decision, and defining problems.

In the field of writing, Nik, Sani, Kamaruzaman and Hasbollah (2010) depicted that writing is not only putting a pen onto paper or just writing down ideas, but it is also relying on how these ideas, thoughts and information can be expressed or presented virtually. Through this vastly demanding process of writing, it necessitates a number of skills and conventions like organization in the development of ideas and info.

Troia and Graham (2002) explained that writing skills depend on the writer's potentiality to plan and manage the composing processes. In addition, significance of self-regulation and planning are obvious for skilled and professional writers' behaviors. The main component of effective writing is planning, as it is particularly evident in the behaviors of skilled writers.



works. The scores of the student's works will be determined by rubrics

- 2- Intensive, in this stage students have to do grammar exercises and present correct grammatical features to complete the tasks. This type of writing usually does not allow much creativity from the writers.
- 3- Self-writing In self-writing, the students are free to express their idea into their own words. The activities in this stage include note-taking, diary or journal writing. Those activities usually aimed for the purpose of later recall or expression of feelings and thoughts.
- 4- Display writing, one of the most important academic skills that have to be mastered by the students is display writing. There are some types of activities in display writing such as short answer exercises, essay examinations, and also research reports.
- 5- Real Writing In the real writing, the student's activities are aimed at the genuine communication of messages to an audience in need of those messages. There is actually a strong connection between real writing and display writing.

Writing performance demonstrates abilities of advanced students who use the steps of the writing process in order to obtain well-structured and organized academic papers. They think critically to select topics and narrow them as a result. They are expected to be proficient in paraphrasing. Summarizing and quoting

- 5- Conveying correct cultural references in the context of written text.
- 6- Developing and using different writing strategies such as using prewriting devices, writing first drafts fluently, using paraphrasing and synonyms, and using feedback for revising and editing.

Brown (2001) argued that it is essential for learners to master using the writing skills that help those put ideas and feelings as a good piece of writing and presented the sub-skills of writing as follows:

- The ability to produce graphemes and orthographic patterns of English.
- The ability to use the word order patterns in an appropriate way.
- The ability to use grammatical structures and rules correctly.
- The ability to adopt various writing strategies.

Brown (2001) five categories of classroom writing performances:

- 1- Imitative, this stage is the basic level in which students still learn the conventions of the orthographic code. Here, some forms of dictation will be used by the teachers so the students will only have to write down English letters, words or sentences that they hear. The teachers can read a short paragraph several times at normal speed and gives some times to the students to write what they hear. The teachers can repeat reading the text once to give the students opportunity to check their



- F- Grammar and Style: many pupils would wish this one away, but for a piece of writing is considered good, if it follows the rules of grammar (and break those rules only when there is a good reason). Style is important in ensuring that a piece of writing is clear and consistent.
- G- Credibility: nothing indicates bad writing like getting the facts wrong or misrepresenting oneself. In addition, in nonfiction, accurate research can make or break a writer.
- H- Thought- provoking or emotionally inspiring perhaps the most important quality of good writing is how the reader responds to it.

Ismail (2013) investigated the impact of the direct teacher feedback strategy on the EFL secondary stage students' writing performance. In the study, he identified a problem in the writing skills of Al-Azhar secondary school students. So, he tried to help them by training them via a direct teacher feedback strategy. The experimental group was trained by this strategy and the control group was trained by the traditional method. The results of that study were in favor of the experimental group in their high scores on the post-test rather than the control group.

Various types of learning problems students encounter at school. The majority of the students face numerous problems of English writing at their different learning stages. These major problems can be classified as linguistic, cognitive, psychological, and pedagogical

from reliable texts. They also produce their first draft focusing on meaning rather than form. They achieve their writing assignment moving through steps of processing their final paper that they purport to a certain audience whom they are knowledgeable by early steps (Kihal, 2015).

Donovan (2012) mentioned that the characteristics of good writing could be illustrated throughout the following points:

- A- Clarity and focus: Everything makes sense and readers do not get lost or have to reread passages to figure out what is going on. Focused writing sticks with the plot or core idea.
- B- Organization: a well-organized piece of writing is not only clear, but also is presented in a way that is logical and an esthetically pleasing.
- C- Ideas and themes: the piece of writing could be considered well crafted, if it contains clearly identified ideas and themes.
- D- Voice: this is what set you apart from all other writers. It is your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader.
- E- Language (word voice): pupils can never underestimate or fail to appreciate most valuable tools- words. Good writing includes smart word choice and well-crafted sentences.



seems very difficult for students who write in a second language. Due to limited vocabulary, the majority of the learners are unable to use proper words in their writing and these issues slow down their writing expertise in their academic learning of writing

According to Abdul Karim (2014) punctuation marks are assumed to be very essential in academic writing. The role of punctuation marks is perceived as very crucial to comprehend the meanings of the written text. Capital letters are used before the beginning of any important topic, words, and even before important headings. Yet, learners face problems while using capitalization appropriately (Hajar, 2019). Spelling is considered a very important component in reading and writing. According to many researchers, spellings help in learning to read and write properly. Spelling problems are also assumed major problems for the students to learn writing skills particularly at school level (D. A. I. Ahmed, 2017).

problems. Students at school level encounter numerous writing problems regarding the correct use of grammatical rules. Inappropriate knowledge of grammatical rules affects the results of learners' effective writing. Such writing problems produce embracement among the various students at their academic level. By using good and grammatically correct English students bargain their educational needs effectively (Adams & Keene, 2000).

Students of any level face a number of problems while writing something in English. They make many grammatical mistakes in their exams and class tests; this creates hurdles in their effective writing. Ahmed, Z. A. A., (2018) argued about the same issues of the students they encounter while writing in a second language. Students' grammatical and syntactical mistakes can be observed easily through their writing content at various levels in the class. Sentence structure mistakes are also the major mistakes students commit in their writing. The use of appropriate words in writing

Various types of types of performance evaluation

- 1 – Self-assessment.
- 2 – Team assessment.
- 3 – Graphic rating scale.
- 4 – 360 degree rating.
- 5 – Forced Choice.
- 6 – Skill Evaluation.
- 7 – Goals and Results.
- 8 – Leader Assessment.

https://www.researchgate.net/publication/288162122_The_Evaluation_of_Prospective_Teachers_in_Teacher_Education

- Self-evaluation: The self-evaluation forms a kind of objectification of the writer, and the teacher needs to pay attention not only to the quality of the work but also the extent

Tigelaar and Tartwijk (2010) discussed that there are three kinds of writing evaluation, self-evaluation and peer evaluation and teacher assessment of writing as follows:



is associated with many kinds of experiences. First, it refers to a behavior of resistance by an individual writer in a situation when he/she cannot begin to write or is being interrupted in the writing process owing largely to writing avoidance. Second, it is used to describe a writer who negatively judges a particular writing project's value or any writing project's value; in other words, the avoidance stems from the writer's negative attitude.

Writing apprehension is a serious problem that may be an obstacle of both native and nonnative learners' performance. Writing apprehension eventually influences the learners' learning process, as it is a synonymous with writing anxiety or blocks. It is categorized into two main levels i.e. high apprehensive writers and low apprehensive writers (Huwari &Aziz, 2011).

The causes of writing apprehension which are Lack of knowledge in English structure, Negative attitude toward writing, Negative writing experience in the past, and Inadequate knowledge in academic writing. Writing tasks tend to increase students' anxiety levels because anxiety can lead students to be demotivated in writing, which in turn may cause them to have negative attitudes towards writing. They suggested three levels of writing apprehension, ranging from high, moderate, and low levels.

Al Asmari, (2013) investigated the use of writing strategies in reducing writing apprehension and uncovering its effect on EFL students' writing achievement. It also attempts to explore associations between foreign language apprehension, writing achievement and writing strategies. The results indicated that students with low writing anxiety

to which the writer is able to distance him or her from the content, in deciding how to respond.

- Peer evaluation: can be guided by prompt questions established by the teacher, or in negotiation, which draws attention to matters such as the total impression a piece of writing is intended to make on readers, and the effect it has, specific strengths in relation to matters such as its use of genre, its selection of content, and its appropriateness for its audience.
- Teacher assessment: Teachers begin their responses to writing with comments which indicate their reaction to the way in which the piece has made meaning, and may include emotional responses as well as analytical ones. The formative assessment of writing should take the form of a growing dialogue between the teacher and pupils.

Writing apprehension is a term that has been introduced by Daly and Miller (1975). They defined writing apprehension as "A subjective complex of attitudinal, emotional, and behavioral interaction which reinforces each other" (Daly & Miller, 1975, p. 11). Researchers have used many terms to refer to writing apprehension such as anxiety and blocking (Al-Ahmad, 2003; Gungle & Taylor, 1989; Rose, 1983). They consider writing apprehension as a complex term because of the complexity of writing. Writing apprehension is a serious problem that can hinder the performance of both native and non-native learners (Al-Sobh & Abed Al-Haq, 2012). Writing apprehension



learners (Rezaei, Jafari & Younas, 2014).

Many scholars described the measures of reducing writing apprehension as follows:

- 1) Student's fear of being negatively evaluated. So, teachers can give students writing assignments that are not graded such as journal writing, exploratory writing on a topic, and rough drafts of essay (Clark, 2005).
- 2) Resorting to peer-feedback instead of teacher's feedback. This feedback should be given in a non-threatening way that is a non-evaluative context (Kurk & Atay, 2007, p. 20).
- 3) Teaching writing as a process rather than a final product (Rankin-Brown, 2006).
- 4) Identifying error patterns students make and helping student-writers correct these errors rather than correcting every single mistake by the teacher is a widely accepted technique in overcoming high levels of writing apprehension among students
- 5) Encouraging students to spend enough time on free writing activities and techniques as these are frequently cited techniques to reduce high writing apprehension levels (Dickson, 2001).
- 6) Teaching reading and writing concurrently should be used as this has been found to reduce student's writing anxiety since this reduces student errors and provides them with good

were more users of writing strategies than the high anxious ones. Moreover, a significant negative correlation was found between students' writing apprehension and their writing achievement.

Many researchers proposed strategies for reducing and handling writing apprehension. They are as follows:

- 1) Giving students writing assignments that are not graded, such as exploratory writing on a topic, and rough drafts of essay (Clark, 2005).
- 2) Identifying error patterns students make and helping student-writers correct these errors rather than correcting every single mistake by the teacher is a widely accepted technique in overcoming high levels of writing apprehension among students (Reeves, 1997).
- 3) Teaching writing as a process rather than a final product (Rankin-Brown, 2007).
- 4) Countering negative experiences by actively creating positive ones (Sommers, 2006).
- 5) Teaching through using self-regulation strategies decrease students writing anxiety (Zahran, 2013).
- 6) Encouraging students to use web quest approach as it is cited to reduce writing apprehension levels (Said, 2014).
- 7) Writing anxiety can be decreased among EFL learners through appreciation of the teacher and finishing the fear of writing techniques can decrease the level of writing anxiety among Iranian EFL



A study was done by Kara (2013) on 150 first year students studying at Anadolu University in Turkey found the students having writing anxiety. They had problem in writing because they were not used to write but were familiar in taking tests. Thus, this study is important as it explored the causes of writing apprehension on the countries in the Middle East.

Social media are, broadly, web sites and internet-based applications where users create and share content. One of the earliest web-based applications centered on user-created content, and thus one of the earliest forms of social media, were blogs (Kaplan & Haenlein, 2010). Originally a kind of web-based diary, blogs allow users to publish posts and interact with readers through discussion of those posts. Since their inception in the late 1990s, blogs have increasingly been used as teaching and learning tools, and there is a growing body of research on the phenomenon.

Blogs can be used for developing students' writing performance skills and reduce their writing apprehension. Blog is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using blog, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips.

Blog as an approach in teaching and learning can be best defined as a place where texts and visuals meet. It uses website as its platform for interaction purposes comprising instructional and learning activities with frequent and dated entries in reverse chronological sequence comprising hierarchy of texts, images, media objects and data (Herring et al. 2005).

writing models (Daud & Abu Kassim, 2005, p. 16).

EFL learners often face challenges while writing in English language because of writing apprehension. Lin and Ho (2009) conducted a study exploring the causes of writing apprehension at a college located in Southern Taiwan. They collected data through interviewing sixteen undergraduate students after taking a writing course. The outcome of the study was categorized into five different challenges that the students felt they were up against. These challenges were: (1) Issues of time restriction such as thinking of the limitation of a time during testing or classes, (2) Issues of teacher's evaluation such as students are looking for teacher's evaluation and negative comments in their work, (3) Issue of peer competition such as peer's comment and attitudes of competition, (4) Issues of writing subjects, (5) Issue of required writing format.

Daud, Daud and Kassim (2005) involving 186 third year university students at MARA, Malaysia. The target subjects admitted to suffering from anxiety stemming from their lack of writing skills attributable to lack of vocabulary knowledge and experience of language use. It was concluded that writing teachers needed to modify their teaching of writing from a lecture-based model which was found to be ineffective. It is recommended that teachers encourage students in using the target language in an authentic way. The study concluded that low performing students had higher apprehensiveness in writing compared to high performing students. Thus, this study is important as it explained the causes among Asian students in regarding to the writing apprehension. More recently,



Campbell (2003) viewed three different types of blogs that can be used in the language classes: (1) the tutor blog, (2) the learner blog and (3) the class blog.

-The tutor blog: It is managed by the class teacher, performs as a space where learners and parents can find course information about syllabus, homework assignments, assessment, due dates, etc. (Stanley, 2005).

-The learner blog: It is managed by each learner individually. Each learner can continuously update with his/her own words and thoughts on the learner blog. The learner blog might be the most rewarding type. However, it requires more teacher time and effort to set up, to moderate and to review. Teachers may find it difficult to deal with the extra workload. (Almeida and Soares, 2008).

-The class blog: It is managed by both the teacher and students collaboratively. It may be viewed as a way to foster a sense of community between all members of a class (Campbell, 2003 & Stanley, 2005).

Kavaliaukiene et al. (2006) mentioned that blog provides learning opportunities for learning English by the types of tasks the students are engaged, as a result, they can improve their knowledge about their own language. The ideation of language learning using blogs emerged because blogs are seen as tools for learning which will eventually improve students' language learning through its multimodal form. Thus, it's used to recognize for developing students' language learning development in general or specific skills like writing or used as an extension to traditional teaching and learning.

Godwin and Jones (2006) depicted that advantages of using blogs as a writing tool are; encouraging feedback and represents both writing and reading activity, encouraging critical analysis and articulation of ideas and opinions, offering opportunities for collaborative learning, providing an environment in which students can develop skills of persuasion and argumentation creating a more student-centered learning environment and offering informal language reading.



Table (1)
Type and functions of blogs

Types of blog	Functions of blog
Tutor blog	<ul style="list-style-type: none"> • Own and manage by the instructor. • An information unit for class activities. • Explore other English or course related websites. • Promote online interaction between members.
Learner blog	<ul style="list-style-type: none"> • Own and control by individual or group of learners. • Use for reading and writing purposes. • A dairy and channel for submitting assignments. • A forum for discussion and brainstorming.
Class blog	<ul style="list-style-type: none"> • Own and operate by members of the class. • A library for information about the class. • A tool for posting and discussing issues on the list. • An interactive space between teachers, students, and colleagues.

Adopt from (Campbell, 2003)

ways of sharing and commenting on ideas and developments.

5- **The political blog:** These often have multiple authors and act as a forum for debates and discussions on political and occasionally philosophical topics.

6- **The business blog:** These are contained by companies as part of their web marketing strategy to provide customer information.

Jones (2006) examined ESL students' perceptions as well as those of the teacher regarding the implementation of blogs in the ESL writing class. There were five students participating in the study. They used blogs for four aspects of the writing process: peer responding, editing, revising, and publishing their writing assignments. The data which were collected from interviews, open ended questions, surveys and students' reflective journals showed that the students all liked the blogging aspect of the class for writing tasks, and therefore, responded positively to the use of web blogs. The most significant finding was that blogging seemed to solve some critical issues related to the students'

According to Zhang (2009), there are six main categories of blogs: (1) the basic blog, (2) micro-blog, (3) family blog, (4) collaborative blog, (5) commercial, corporate or advertising blog, and (6) others include: journal blog and diary blog; knowledge log, K log, K blog, news blog, pundit blog, photo blog, video blog, audio blog etc. As blogs establish their place in many of today's classrooms, ESL/EFL classrooms join the race as well.

Sharma & Barrett (2007) divided the blogs into six basic categories:

- 1- **The diary:** These tend to have a single author who muses on his/her life or experiences.
- 2- **The special interest blog:** Whatever the topic, there will be someone blogging on it and linking to other people and blogging about it.
- 3- **The news blog:** These recycle stories reported on the web, are often controversial political in their sentence, and occasionally through up a major story which has been overlooked by the traditional media such as newspapers and television.
- 4- **The technical blog:** These are operated by people in the IT community and are used as



found that there are many obstacles facing students when writing in English. Students do not like to write. They do not know what to write about beside fearing of being judged from others and their lack of practice and writing skills.

Teachers face many obstacles in English language teaching, for instance, inadequately equipped classrooms and educational technology. They lack opportunity to use English in their daily lives. Moreover, most students hate to write as they have no experience, no confidence and maybe no ideas about what they write about. Therefore, students should practice to learn writing. They are always hesitant to write because they cannot generate ideas and they are afraid of making mistakes.

To make sure of the study problem, a pilot study was conducted on (20) first year secondary stage students at Al-Sadat Secondary School for Girls, in Al-Sharqeya Governorate. An EFL writing skills test prepared by the researcher was applied. The results of the test revealed the poor level of the students' EFL writing skills.

This lack of students' EFL writing performance was also pointed out by different studies (Seif El-Naser, 2003, Al-Harriree, 2004, Abdel-Hafez, 2006, Radwan, 2010, Selim, 2011). These studies stated that the main focus in teaching English is mostly on grammatical aspects and written work rather than on listening and speaking skills. So, writing performance is still neglected in our English classes. Thus, there is a need for an effective way for developing writing performance, and writing apprehension for secondary stage students.

trust and confidence in peer editing and revising.

Zhang (2009) aimed to introduce the effectiveness of using web blog exchanges for English writing. He pointed out that the web blog is an effective tool for students to enhance English writing on the basis of the general observation of features and its application in education. Then it further described the influences of using web blog for students in English writing. There are also suggestions for the research on blogging and its potential for its pedagogical application to education, especially the teaching of English writing.

Squires (2010) used a blog to enhance learning EFL classroom and writing skills. Research has confirmed positive uses of the blog which include writing for an audience and peer review, the development of a student's analytical skills and the development of a sense of community. The results of a small-scale action research project which was undertaken to investigate the effect of blogs as a tool for improving writing in EFL classroom. The data reveal that the students responded positively to the use of the blog. It was found that the blog helped them to improve their writing through the collaborative learning community.

2. Context of the problem:

Many previous researches (Johnsone 2002; Troia andGraham2002; Ismail 2013, Goodwin, 2006 and Al-Asmari 2013) identified some problems that EFL learners face while writing like: inability to choose the topic and provide supporting details, using incorrect grammatical and punctuations rules, revising and editing their writing.

Based on the researcher's observation as an English teacher, it was



Table (2)
The students' results in the pilot test of writing performance skills

No	Skills	Frequency
1	Purpose	15%
2	Grammar	10%
3	Organization	10%
4	Vocabulary	10%
5	Mechanics	10%
6	Content	10%
7	Quantity	10%

Table (3)
The students' results in the pilot scale of writing apprehension

No	Apprehension Level	No. students	Percentage
1	High apprehension.	12	60%
2	Average apprehension.	5	25%
3	Low apprehension.	3	15%

3. Statement of the problem

This main question is consequently sub- divided into the following questions:

- 1- What are the required writing performance skills for the secondary stage students?
- 2- What is the actual level of secondary stage students' in writing performance skills?
- 3- What is the actual degree of writing apprehension of the EFL secondary stage students?
- 4- What is the frame of a program based on blog- to develop writing performance and to reduce their writing apprehension?
- 5- How could this program have an effect on developing EFL

The problem of the study can be stated in the poor level of EFL Secondary school students in their writing performance and they have considerable degree of writing apprehension. Therefore, there is a need to use a new tool such as blog to improve writing performance skills and reduce writing apprehension. Accordingly, the present study was an attempt to investigate the following questions.

Questions of the Study:

"What is the effect of a program based on blog on developing EFL secondary stage students' writing performance and reduce their writing apprehension?"



4- Researchers: As the study proved that the program could develop EFL secondary school students' writing performance skills, self-efficacy and reduced writing apprehension. It could be considered a contribution for the EFL researchers who are interested in applying various programs and strategies in the process of teaching and learning English.

6. Delimitations of the study:

The present study was delimited to:

- 1- A group of first year secondary school students at Al- Sadat Secondary School for Girls in Zagazig, Al Sharkya Governorate (n=70).
- 2- Some EFL writing performance skills those are suitable for first-year secondary school students.
- 3- Some aspects of writing apprehension those are suitable for EFL first-year secondary school students.
- 4- Some units of student' book of first year of Secondary school students.
- 5- The first semester of the academic year 2020/2021.

7. Instrument of the study:

To achieve the main goal of the current study the researcher designed a pre-post writing performance skills test, to measure the students 'level before and after the experiment also the researcher designed a pre-post scale of writing apprehension.

secondary stage students' writing performance?

- 6- How could this program have an effect on reducing EFL secondary stage students' writing apprehension?

4. Purposes of the study:

The purposes of the current study are to:

- 1- Investigating the effect of a program based on blog on developing EFL secondary stage students' writing performance, and reducing their writing apprehension

5. Significance of the study:

Results drawn from the current study will be hopefully beneficial to the following categories:

1-Teachers of English: the study may provide them with systematic and practical procedures through a program based on a blog to be applied within the classroom to develop writing performance and reduce writing apprehension.

2-Secondary school students: this study may improve the EFL students' writing performance, their positive interaction and participation with the teacher within the classroom and its effect on reducing writing apprehension.

3- Curriculum designers:

- It may inspire them to produce other programs that can help enrich the educational process with the latest theories and teaching methods. - It can draw attention to the importance of use technology to increase the proficiency of students' performance same as the program suggested in this study.



controlled. These variables included the participants' age, which ranged from (16), to (18) years old, and economic level; both belonged to the same economic level.

Before the experiment, it was important to make sure of the homogeneity among the two groups. So, the researcher pre-administered the writing performance test and writing apprehension scale to the two groups. Tables (4-5) show the findings of the statistical treatment of the data gained from pre-administering the study writing performance test and writing apprehension scale.

8-Participants of the Study:

The participants in the current study were first year secondary stage students at Al-Sadat secondary school for Girls in the academic year 2020/2021. They were selected to develop their writing performance and reduce their writing Apprehension. They were divided into two groups: experimental group (N=35) "taught through the program" and control group (N=35) "taught regularly" (35 students in each group). To make sure that the improvement of the participants' writing performance and writing Apprehension in the experimental group was attributed to the use of the program based on "Blog. Some variables were

Table (4)
Both groups' writing performance pre-results

Group	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. p. value
Experimental	35	40.00	1.47	.27	.,68	70	.988
Control	35	40.44	1.08	.23	.,68	70	.988

Table (4) shows that there was no significant difference between both groups, t being (., 68). This shows homogeneity between the two groups in writing performance skills. That is to say, the two groups were almost at the same level of performance in the writing performance skills. Thus, any variance between the two groups that might happen after the experiment could be attributed to the effect of the experiment. The pre-test scores revealed that the participants had an average low proficiency in writing performance skills.

Table (5)
Both groups' writing apprehension scale pre-results

Group	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Experimental	35	20.36	1.57	.29	.,9	70	.,479
Control	35	20.42	1.48	.23	.,9	70	.,479

Table (5) shows that there was no significant difference between both groups in writing apprehension scale, t being (.,9). This shows homogeneity between the two groups. That is to say, the two groups were almost at the same level of performance in the



writing apprehension scale. Thus, any variance between the two groups that might happen after the experiment could be attributed to the effect of the experiment. The pre-test scores revealed the participants had an average low proficiency in writing apprehension scale.

Table (6)
Comparing both groups post writing performance skills results.

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df
The experimental group	35	.25	39.97	1.5	.01	34.87	70
The control group	35	.17	19.61	1.00			

Table (6) indicates that there is a statistically significant difference between both groups in favor of the experimental group in the post administration of the writing performance test results, t-value being (34.87). It is significant at (.01) level.

Table (7)
Comparing both groups postwriting apprehension scale.

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df
The experimental group	35	.63	75.61	3.7	.01	40.51	70
The control group	35	.37	40.44	2.2			

Table (7) indicates that there is a statistically significant difference between both groups in favor of the experimental in the post administration of the writing apprehension scale results.t-value being (40.51). It is significant at (.01) level.

the experimental group in the pre and post administrations of the writing performance test results, in favor of the post administration.

3- The program has a positive effect on developing Secondary students' writing performance skills.

4- There is a statistically significant difference between the mean scores of the control group and the experimental group in the post administration of writing apprehension scale results, in favor of the experimental groups.

5- There is a statistically significant difference between the mean scores of

9. The Results:

Based on the statistical analysis of the present study, the following results could be stated:

1- There is a statistically significant difference between the mean scores of the control group and the experimental group in the post- writing performance test results, in favor of the experimental groups.

2- There is a statistically significant difference between the mean scores of



improve their communication skills and evaluate their performance.

3- Teaching writing performance technique fosters understanding the content of a text. The experimental group became more active in learning it. They showed their contribution in the discussion and participated well in the teaching and learning process by giving some opinions and asking some information they did not know. They enjoyed participating in the lesson.

4- Giving students' positive feedback through the writing process by the teacher improved their writing tasks.

5- The program helped secondary stage students be good writers and be aware of the writing apprehension items.

6- Writing performance is seen as a vital aspect to motivate students as writers to internalize the understandings that are arrived at through dialogues as well as to encourage them to apply their new ways of thinking to their lives. One way that this can happen is through the use of essays.

7- The program used to facilitate the educational material and help create a positive learning experience.

8- Using the program made students more excited about the educational material and helped them carry out their writing tasks with more enthusiasm and responsibility.

11. Suggestion for further research:

In the light of the study findings and results, the following are suggested for further research:

1- For future researchers, it is hoped that they will conduct a similar study on the other language skills like listening, speaking, and reading and to different stages (primary, preparatory, and college) for the improvement of the teaching of

the experimental group in the pre and post administrations of the writing apprehension scale results, in favor of the post administration one.

6- The program has a positive effect on developing Secondary students' writing apprehension

10. The conclusion:

Based on the results of the current study, the following could be concluded:

1- The program improved some writing performance skills, participants' ability to write minimum one hundred and fifty words for a paragraph or an essay, write complete multiple drafts to reach the best finished product, use different writing genres; descriptive and expository writing, set main idea clearly, Use correct word form, Identify the topic sentence clearly, mention the beginning middle and end of a paragraph suitably, write the true form of paragraphs, post cards and emails, use grammatical rules correctly and apply correct punctuation and capitalization

2- The program reduced participants' writing apprehension, It provided participants with the ability to control their behavior; they are more active, aware of their thoughts processes, motivated, like working in groups, not worry about what other people may think of their compositions, feel comfortable when writing, and write English ideas and words smoothly, look forward to writing down their ideas. Feel confident to express their ideas clearly and discussing writing with others.

In addition to the previous benefits of the program, it could be concluded that through practicing it, participants gained awareness into their writing performance skills. They are being allowed to practice their skills, monitor their thoughts,



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English or carry out an experimental study on the same skill in order to verify the present result.

2- Investigating the factors which influence the students writing apprehension, such as gender, motivation, cultural background, and school assessment.

3- Replicating the experimental treatment with a larger number of participants from a more representative sector of population to identify accurately writing performance skills and writing apprehension to help curriculum designers integrate the appropriate texts in their textbook.

4- Further studies are needed to design many training programs for pre- and in- service English language teachers to help them develop their students' writing performance skills.

5- Further studies are needed to determine the effect of psychological factors on writing performance skills and writing apprehension.

6- Further research is needed to investigate the effect of the program on developing other writing modes (e.g. creative writing- reflective writing).

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