A BLOGGING-ASSISTED LANGUAGE LEARNING APPROACH TOWARDS WRITING SKILLS OF ESL LEARNERS OF MOHTARAMA BENAZIR BHUTTO SHAHEED CAMPUS DADU

Sehrish Soomro*[1], Shazia Muheiodin[2]

*[1]MS Scholar at CELL MUET Jamshoro; [2]Lecturer at CELL MUET Jamshoro

Corresponding Author:* shazia.muheodin@faculty.muet.edu.pk

ABSTRACT
This quasi-experimental research examined "Blogging–assisted language learning approach towards the writing skills of ESL learners of Mohtarama Benzeer Bhutto Shaheed Campus Dadu". The purpose of the study is get insights about blog-assisted language leanring or how blogs improve the writing skills of ESL learners in Pakistani context. The researcher gave the answer to research question what is difference in the writing performance of experimental group after treatment of blogging with control group using conventional method of learning? This study is carried out under the paradigm of positivism. The approach that researcher is going to use is quantitative method. Data is collected from the 50 undergraduate students of Mohatrama Benazir Bhutto Shaheed Campus Dadu Sindh Pakistan. 25 in experimental group and 25 in control group. The researcher used purposive sampling strategy for sampling of the students. Blog entries and post-test written drafts are used as research instruments to collect the data. The post-test written drafts of both groups are analyzed through an independent sample t-test with assessment criteria adopted from Gustilo's (2011) writing rubric. The data is analyzed by SPSS software which is very handy software to analyze quantitative data. The findings post-test score revealed that after the intervention of blogging, students' writing skills of experimental group are significantly improved than students of control group who learnt by conventional method of learning. The delimitation of the study is the researcher has only examined that how blogs proved to be an effective tool to improve the writing skills of ESL learners in Pakistani context. The study has illustrated only writing perspective using blogging. So, it leaves the gap for other researchers to fill on other language skills. It provides satisfying space for other researchers to replicate this research.
Keywords: Web 2.0 tools, blogs, technology integration, ESL and learners

INTRODUCTION
In the era of digitization and globalization, a person needs to competent in the English language. Similarly due to the rapid growth of globalization and digitization, David Crystal 1997 states that English becomes the international language of the globe. So, the learners should be competent in the English language for getting new job opportunities or for different purposes. In the early times, students use old traditional methods of learning English writing such as the pen and paper approach to improve the writing skills of ESL learners but now with the rapid growth of ICT information communication technology learners are experts in technological gadgets like laptops, the internet, android tablet and so on. Learning and teaching is not an easy job but it requires a lot of effort from both students and teachers to accomplish this job. So, during teaching and learning some students get bored of learning through the same traditional methods. Hence, it is the job of ESL teachers to keep their motivation high and bring some new techniques and strategies to make their teaching more attractive and fascinating in L2 classrooms. Therefore, in the world of modern technologies, many ESL teachers use different modern techniques and strategies to make their teaching

more fun for learners. According to Carrier 1997 and Dudeney 2000 state computers and the internet have become important parts of our lives and teaching activities. In the era of digitization, many teachers use audio and visual technologies in their classrooms. With the technological advancement dominating globally one should have an interactive approach towards language learning. Thus, blogs do have interactive nature.

We are inhabitants of the 21st century so information technology is spreading in every field of life. Technology plays a vital role in the teaching and learning process. According to Brown (1987), there is a shift in paradigm from a teacher-centered approach toward learners centered approach. Now students are no longer to be learned by traditional methodologies and old curricula. Today's learners are self-directed and independent. The product of the 21st century becomes tech-savvy. They are more involved in technologies gadgets and synchronous learning. In this line of thought Warschauer (1996) states that technology and the internet play a significant role in the teaching of the second language. Technology was first used in 1940 in the educational field. Teaching and learning of second language is a very comprehensive process that's why ELT teachers and experts need to adopt more recent and updated tools in L2 classrooms. Since,1950 with the integration of technology in Languages classrooms. There comes an emerging field that is known to be computer-assisted language learning (CALL). L2 teachers and experts tried to give real-life situations and environments to L2 learners with the help of a variety of technologies such using audio-visual technology, web 2.0 technologies blogs, wikis, podcasts, and other social media networks Facebook and Twitter. CALL is a kind of approach towards teaching and learning in which teachers use computers and computer-based tools in language classrooms.

Among many emerging sub-fields of CALL, there is one up-to-date and recent demand of the era BALL blogging-assisted language learning that helps learners in their reading and writing skills. It is noticed that CALL is widely used in L2 classrooms, and it affects the development of learners' four skills reading, writing, listening, and speaking. According to Trang (2009) among all four skills, writing is the most demanding and time-consuming task. The majority of learners faced difficulty in L2 writing.

1.2 THE AIM OF THE STUDY
The aim of this study is to examine how blogging improves the writing skills of ESL learners in the Pakistani context and what are the effects of the BALL approach on the writing skills of ESL learners. The study also investigates how blogs can prove to be a helpful tool to improve the writing skills of ESL learners in cyberspace which can add significant value to writing pedagogy and methodology.

1.3 OBJECTIVES OF THE STUDY
To investigate the difference in the writing performance of experimental group after treatment of blogging with control group using conventional method of learning.

1.4 RESEARCH QUESTION
What is difference in the writing performance of experimental group after treatment of blogging with control group using conventional method of learning?

2. REVIEW OF THE LITERATURE
2.1 REARCH GAP
In Pakistan blogging is yet an underexplored area in teaching and learning ESL writing skills. According to Mehwish Zahoor and Ghazla khokhar, this tool is to date the underexplored area in the Pakistani ESL context. Hence, this current research will attempt to fill the gap by looking at deeper insights into how blogging is a learning tool to enhance the writing skills of Pakistani ESL learners.

2.2 INTREGRATING TECHNOLOGY INTO TEACHING
In today's era technology is virtually spread over the entire world and it affects every aspect of human life. This is because of the availability of technological gadgets and tools. Technology utilization also becomes important in teaching and learning. With the inception of CALL, it becomes an important part of the teaching and educational field. Effective integration of

technology into classrooms allows improving the teaching and learning process. Technology integration involves computers, audio-video technology, and web 2.0 tools. Blogging is also a technological utilization to improve the process of teaching and learning. ELT teachers can integrate technology in various ways. All these technological tools are effective in the process of teaching and learning when learners are allowed to access them.   Integrating technology in L2 writing classrooms makes learning more fun and enjoyable for learners.

2.3 BLOGGING AS A TOOL TO IMRPOVE WRIITNG SKILLS IN DIFFERENT CONTEXT

Zaini Amir, Kemboja Ismail& Supyan Hussin conducted research on blogs in language learning, to see the effects of blogs to enhance students' collaborative writing in Malaysia.The aim of this research is to find out whether blogs are a helpful tool to enhance the collaborative writing skills of Malaysian students or not. The sampling of the study was 80 university students who were studying in 2nd semester. The findings of the study show that blogs proved to be facilitating tools to enhance the collaborative writing skills of ESL students in the Malaysian context.

Muge Gunduz (2016) carried out research on promoting interaction through blogging in language classrooms at Middle East University Turkey. The purpose of the study is to promote interaction through blogs. The data was collected from the 103 students who are majoring in English. The data was collected through blog entries and a questionnaire. The results of the study show that blogging proved to be a helpful learning tool to promote interaction and collaborative learning.

Feller and Apple (2004) carried out research to see the effects of blogging on the writing fluency of 21 low students. The time period was 7 days English course for five hours a day. With listening and speaking students were told to write a reflection for 20 minutes on the blog that what they discussed in class. The findings revealed that students improve their writing fluency from 31.5 words to 121.9 words in 20 minutes. The result also shows that it also improves their lexical complexity.

2.4 PREVIOUS STUDIES ON BLOGGING AS LEARNING TOOL IN PAKISTANI CONTEXT.

Mehwish Zahoor and Ghazala Kousar (2018) carried out a research on efficacy of blogging for teaching writing skills to ESL learners in Pakistani context. The study involves 12 students of international Islamic University Islamabad. The data was collected through a survey based questionnaire. The results of the study indicates that majority of students expressed a positive attitude towards blogging. Blogging proved to be effective and productive tool to enhance the writing skills of ESL learners.

Mohd. Umar Farooq, Yasmeen Fatima, Choudhary Zahid Javed (2015) carried out a research on enhancing the writing skills of undergraduate students' through blogging in Pakistani context. There were 20 undergraduate students who took part in the study. The data was collected form blog entries written by participants. The result indicates that blogging help them to improve their writing skills as well as their collaborative learning.

Dr. Habibullah, Sahib Khatoon, Sania Memon, Faiza Mustaq, Jam khan and Dr, Arslan conducted a research on blog mediated learning strategies impact learner autonomy in the Pakistani ESL context. It was a quasi-experimental research on 64 undergraduate students of qwwqqWMUET Jamshoro. The questionnaire was used to collect the data. The findings indicated that blog mediated learning strategies helped the undergraduate students in improving the autonomy in learning.

2.5 THEORETICAL FRAMEWORK

The underpinning theoretical framework of the research is a combination of multiple theories; researcher will take Uses and Gratification theory (UGT) as its basic foundation for integrating technology and web 2.0 social media tools in the study for specific purposes. UGT theory elaborates on how people use technology and social media to get their specific purpose done (Katz, Blumber & Gur Witch 1974).

Hence, the present research is proposed on the basis of the Uses and Gratification framework to investigate undergraduate students regarding the role of blogging in English language learning

and to explore the effects of blogging on the writing skills of ESL learner and their perception regarding the technology of blogging to learn writing skills.

Another approach and theory which has contributed to writing with blogs is constructivism. It first appeared in the 1980s, with the work of educationalist philosopher John Dewey.

This theory discussed that learner constructs their own knowledge by doing things and by practice. The influence of constructivist theory on integrating educational technology can be seen in newly invented educational games and multimedia tools.

According to Richardson (2010) blogs constitute a constructivist way of learning. According to Cobb (1994), there are two constructivist approaches such as cognitive constructivism and social constructivism. For getting a clearer picture of this researchers like Bunk & Cumming (1998) further used two approaches such as expressivist and social cognitivist theories. Expressivism is about afluency and personal writing such as personal blogs whereas social cognitivism is a more process-oriented and problem-solving approach and it stresses more on higher-order thinking such as group blogs.

Therefore, the present study will use an expressivism approach to learning writing skills through blogging which focuses on the ESL Learners will learn writing skills on blogs by expressing themselves and by practicing their own knowledge. For analyzing the blog entries of the participants' the researcher will use Gustilo's (2013) writing rubric which is a scale of measurement of an essay up to a score of 1 to 6 points. The rubric has a minimum score of 1 and a maximum score of 6. So, the researcher will use these mechanics to assess the blog entries written by participants.

2.3.4 Hypothesis

The hypothesis to test in this study is formulated as follow;

H1: There is significant difference in the mean score of post-test of the experimental and control group.

H_01: There is not a significant difference in the mean score of post-test of experimental and control group.

3.RESEARCH METHODOLOGY
3.1 RESEARCH DESIGN

The present study uses a quasi-experimental research design. As the name suggests QEDs is a non-experimental design that focuses on the cause and effect of certain variables and specific intervention programs. Moreover, it tends to replicate experimental conditions in which some students are given treatment and some students are not facilitated with the intervention program. QEDs tend to improve our knowledge of the causal effects of different educational policies and interventions by focusing on internal validity. According to Angrist & Pischke 2010, QEDs are widely used in education and they focus on the credibility revolution. Loeb et al 2017 state that QEDs in economics have been widely used which tend to get data empirically done and it also improves the false claims in education.

3.2 QUANTITATIVE APPROACH

Quantitative research is defined as the procedure of collecting, analyzing, interpreting, and writing the results of the study Creswell (2002). According to Creswell (2003), quantitative research goes under methodology which tends to maintain the assumption of an empiricist paradigm. Quantitative research is particular in its surveying and experimentation and it is based on the existing theories (Leady and Ormrod 2001). Quantitative research focuses on examining the impact of something on a large number of populations, organizations, and institutes. Quantitative research focuses on a statistical analysis of the data. In today's era, statistics helps us to quantify the things around us. In social and political sciences statistics is considered as bread and butter. The quantitative method helps us to understand phenomena numerically as well as it helps to examine the relationship between two or more variables.

The present study is conducted through a quantitative approach to scientific inquiry. The quantitative method is a very systematic way to solve any scientific research problem. It is a very

handy and robust method to deal with any research problem. In the present study, all the data will be collected and analyzed by using a quantitative approach. It is a very authentic and handy approach to investigating experimental research problems. Like quantitative data produces results in numerical form, it can be said that it is a game of numbers. It gives you accurate results in a short period.

3.3 RESEARCH INSTRUMENT
Post-test blog entries: The main source of data collection will be blog entries written by participants. The total number of blog entries will be 200 in 8 weeks with 25 participants. However, 50 post-test blog entries will be compared to check the difference in performance of the writing skills.

3.4 SAMPLING OF THE STUDY
Sampling can be defined as a process of selecting participants from a large population to collect data for research purposes. It is the strategy of choosing a sample from the whole population to make some statistical inferences. According to Cohen et all (2002) state that it is very important to select the sample for the research study according to research methodology and research objectives. The

present study uses the purposive sampling strategy to choose the participants to collect data for the research study. A Buckingham (2005) states that in purposive sampling researcher selects those participants who are more interested in the research study or those who are more relevant to the research study. For data collection, the researcher selected $(n=50)$ undergraduate students of Mohatrama Benazir Bhutto Shaheed Campus Dadu Sindh Pakistan who were more relevant to the research study. It includes both female and male participants between the ages of 20 to 23. The sample size is divided into two groups $(n=25)$ in the control group and $(n=25)$ in the experimental group. The present study used the Regression Discontinuity Design (RDD) method for creating groups. This approach can be used when some criteria must be met before the intervention or treatment phase. Students securing low scores during the pre-test provided the intervention phase. The very first step involved in this method is to set a margin take a test and observe the score. Students who got low scores will be facilitated with treatment. In the present study researcher took a pre-test set a margin for that and observed the score. The students who got low marks are given treatment.

Table: No: 3.4.1   the Summary of the Participants

Number of Universities	Total Participants	Control Group	Experimental Group	Female	Male	Age	2nd year	3rd year
01	50	25	25	32	18	20-23		

3.5 PROCEDURE OF EXPERIMENT
The procedure of the study involves three steps which are pre-test, treatment phase, and post-test. The experiment started with a pre-test, research went to campus to take a pre-test of the participants on the topic "The role of technology on Education". After the pre-test, the treatment phase started by creating a class blog for students, and a physical class was conducted for the experimental group for making to understand the concept of blogging. Moreover, participants were given a list of the topics for essay writing. The researcher took Zoom classes every week. This process went on for 2 months. The researcher told students about the concept of

essay writing and types of essays. Along with this, the researcher provided supported material for writing essays. They were connected through a Whatsapp group where the researcher shared information, announcements, and support material. However, participants were given constructive feedback on their blogs. The participants were asked to post an essay every week. Each participant was asked to write at least 8 essays on the blog. This process continued for up to two months, and the total number of blog entries written by participants was 200. Each participant wrote at least 8 essays on the blog. Afterwards post-test is conducted from the both groups control group as well as

experimental group. The participants were asked to write an essay on the topic "The effects of social networking sites on students' education. With this post-test, the procedure of the experiment is completed. The 50 pre-test essays and 50 post-test essays are the primary source of data collection.

3.6 DATA COLLECTION

The present study collected data from the 50 undergraduate students of Mohatrama Benazir Bhutto Shaheed Campus Dadu Sindh Pakistan through written essays and blog posts through pre-test and post-test. Data is collected from the students who voluntarily participated in the research. The researcher provided consent to know the consent of the participants and to know the educational and demographic information of the students. The researcher

created a class blog for students. The researcher took a pre-test of the participants by assigning them a writing task to check the writing level of the participants. The assessment criteria are based on Gustilo's (2011) writing rubric. Then treatment phase started and participants were asked to write at least 8 posts on blogs. The timeline of the study is (2 months and 8 weeks). The main source of data collection will be blog entries written by participants. The total number of blog entries will be 200 in 8 weeks with 25 participants. Participants were asked to post blog entries weekly. After the treatment phase researcher conducted a post-test. Hence, the data is collected from pre-test written drafts and post-written blog entries of the students. However, 50 pre-test papers and 50 post-test blog entries will be compared to check the difference in performance of the writing skills.

Table 3.6.1 The Summary of Data Collection

Total no. of participants	Control Group	Experimental Group	Pre-test Essays	Treatment phase blogs	Time Frame	Post-test Essays
50	25	25	50	150	08 w	50

3.7 DATA ANALYSIS

The data is analyzed by using SPSS V. 20 software which is a handy and authentic tool for analyzing the quantitative data. The data is analyzed by using the Difference in Difference (DID) data analysis method of quasi-experimental research design. The Difference in Difference is also known as the double difference data analysis method which compares the changes in outcome over time between experimental and comparison groups. The researcher analyzed the primary data by measuring the frequency, mean, percentage, and stranded deviation of blog entries. The mean scores of the pre-test and post-test are compared through paired sample t-tests. The researchers analyzed the written draft and blog entries through Gustilo's writing rubric which is a scale of measuring essays. The scale has a maximum score of 6 and a minimum score of 1. The results of a post- test of both groups are compared through inferential statistical analysis through paired sample t-test.

3.8 RESEARCH ETHICS

For conducting this research, the researcher first went for permission from higher authorities of institutes as the director of the postgraduate, director of CELL MUET Jamshoro, and pro-vice chancellor of Mohtarama Benazir Bhutto Shaheed Campus Dadu. All the ethical and legal considerations are kept in mind while doing research. The researcher is bound not to research against legal and ethical considerations nor harm any person or authorities. She looked after the ethical issues and legal considerations in her mind. The responses and identities of participants are highly confidential. She maintained the secrecy of participants in her research. Ethical values are kept as the top priority of this research work. The researcher ensures that she tried level best not to harm or hurt anyone's beliefs and values. The researcher conducted this research towards scientific inquiry under the umbrella of research ethics.

4. RESEARCH FINDINGS & RESULTS

This study aimed to examine how blogging improves the writing skills of ESL learners in the Pakistani context and what the difference is

in the writing performance of the control and experimental groups after the treatment of blogging. The study also investigated how blogs can prove to be a helpful tool to improve the writing skills of ESL learners in cyberspace which can add significant value to writing pedagogy and methodology.

4.1 what is difference in the writing performance of experimental group after treatment of blogging with control group using conventional method of learning?
To answer this research question, the researcher provided a treatment phase to the participants of the experimental group to see how blogging proved to be a valuable tool to improve the

writing performance of the students. The participants of the control group were taught using the conventional method of teaching and learning. To see the difference in the writing performance of the participants of the experimental and control group, the researcher took a post-test on a writing task on the topic "Effects of social networking sites on students 'education". The results of the post-test of both groups helped the researcher to evaluate the difference in the writing performance of ESL learners after blogging with those who learned by conventional methods. The analysis of the result of the post-test of both groups is mentioned   below;

Table: 4.2.1 Result of Pre and Post-test score of the Experimental Group

S:no	Pre-test score	Post-test score
01	3	5
02	3	4.5
03	2.5	3.9
04	2.5	3.8
05	3.5	4.7
06	3.8	5
07	3.5	4.2
08	3	3.9
09	4.2	5.2
10	2.5	3.5
11	3	3.8
12	4.5	5.2
13	2.5	3.5
14	4	4.5
15	4	4.9
16	2	3.5
17	3.5	4.8
18	3	4.5
19	3	3.8
20	3.5	4.1
21	3	3.9
22	3.2	4.5
23	3.2	4.5
24	3	3.6
25	3	3.5

Table 4.2.1 above shows the scores of pre-test and post-test for the experimental class before and after the implementation of Blog-Assisted Language Learning. It indicates that only one student gets the lowest and the highest scores which are 02 and 4.5 in the pre-test. Meanwhile, four students got the lowest score in the post-test 3.5, and two students got 5.2 as the highest score in the post-test. It can be concluded that there is a significant improvement between pre-test and post-test scores in the experimental group.

Table: 4.2.2 Result of Pre and Post-test score of control group

S:no	Pre-test score	Post-test score
01	3	3.2
02	2	2.2
03	2.5	2.6
04	2	2.5
05	2	2.1
06	04	4.3
07	2	2.5
08	2.5	2.9
09	2.3	2.5
10	2.5	2.8
11	3	3.1
12	2.8	3
13	3	3.3
14	3	3.2
15	3.9	4
16	4	4.1
17	3	3.2
18	4	4.5
19	3	3.2
20	1	1
21	02	2.2
22	3	3
23	2.5	2.6
24	2.8	2.9
25	2	2.2

Table 4.2.2 shows the raw score of the pre-test and post-test in the control class that uses the traditional method of teaching. It shows that only one student gets the lowest and the highest scores in the pre-test in the control group which is 01 and 3.9. It indicates that only one student gets the lowest and highest scores in the post-test that is 01 and 4.5. Thus, it can be concluded that there is no significant improvement in students' writing in the control class by using the traditional method.

Table: 4.2.3 Group statistics of post-test groups

Group Statistics

	Experimental and Control group	N	Mean	Std. Deviation	Std. Error Mean
Post-test score	Experimental Group	25	4.2520	.57164	.11433
	Control group	25	2.9240	.76718	.15344

Table: 4.2.3 above displays the result of the mean score for both two groups' post-tests in each experimental and control group. It shows the mean score for the experimental group is 4.2520 and the standard deviation is .57164. Meanwhile, the mean score of the control group is 2.9240, and the standard deviation is .76718. Furthermore, the results of both post-test scores were analyzed using an independent sample t-test to see the differences between the two groups.

An independent samples t-test was conducted to compare the post-test scores of the experimental group and control group. There were significant differences (t- t-value 6.940, df=48, p=0.000) in the scores with the mean score of the experimental group (M=4.2520, SD=0.57164) higher than control group (M=2.9240, SD=0.76718). The magnitude of the differences in the mean (mean differences=1.32800, 95% Cl: 0.94327 to 1.71273 was significant. Hence, H1 is supported.

Table: 4.2.4 Results of independent sample t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Post-test score	Equal variances assumed	.267	.608	6.940	48	.000	1.32800	.19135	.94327	1.71273
	Equal variances not assumed			6.940	44.370	.000	1.32800	.19135	.94246	1.71354

Table: 4.2.4 above indicates that the value of Sig. (2-tailed) is less than 0.05 (0.000 < 0.05) which means that H1 is accepted. Therefore, the alternative hypothesis of this study is accepted and rejects the null hypothesis. It means that there is a significant difference between experimental and control groups in learning writing by using the Blog-Assisted Language Learning method rather than learning writing skills through the conventional method. In short, it can be concluded that the use of Blog-Assisted Language Learning improves students' writing skills at MBBS campus Dadu.

5. DISCUSSION
The study aimed to investigate how blogging improves the writing skills of ESL learners in the Pakistani context and what is the difference in the writing performance of the both experimental and control groups in the post-test. The study also investigates how blogs can prove to be a helpful tool to improve the writing skills of ESL learners in cyberspace which can add significant value to writing pedagogy and methodology. This chapter also presents the discussion on the answers to the research questions with alignment to the findings of the study.

RESEARCH QUESTION
What is difference in the writing performance of experimental group after treatment of blogging with control group using conventional method of learning?

5.2.1 Post-Test Score
To answer this research question, the researcher took a post-test after the treatment phase from n=50 participants n=25 in the experimental group and n=25 in the control group through a purposive sampling strategy. All the participants were asked to write an essay on "The effects of social networking sites on Education". Those written drafts were assessed by the researcher based on Gustilo's writing rubric which is a scoring guide for essays. The rubric has a maximum score of 6 and a minimum score of 1. The scores of post-tests of both groups were analyzed on SPSS Statistical Package for Social Science v.24. An independent sample t-test was conducted to check the difference in the writing performance of post-tests of both groups. The findings of the study revealed that there is a significant difference in the writing performance of the experimental group and control group in the post-test. The second objective of this study was successfully achieved and discussed below with the help of previous findings and reviewed literature.

The findings of an independent sample t-test indicated that the mean score for the experimental group is 4.2520 and the standard deviation is .57164. Meanwhile, the mean score of the control group is 2.9240, and the standard deviation is .76718. Furthermore, the results of both post-test scores analyzed using an independent sample t-test to see the differences between the two groups.

An independent samples t-test was conducted to compare the post-test scores of the experimental group and control group. There were significant differences (t-value 6.940, df=48, *p*=0.000) in the scores with the mean score of the experimental group (M=4.2520, SD=0.57164) higher than the control group (M=2.9240, SD=0.76718). The magnitude of the differences in the mean (mean differences=1.32800, 95% Cl: 0.94327 to 1.71273 was significant. Hence, H1 is supported.

The value of Sig. (2-tailed) is less than 0.05 (0.000 < 0.05) which means that H1 is accepted. Therefore, the alternative hypothesis of this study is accepted, and rejected the null hypothesis. It means that there is a significant difference between experimental and control groups in learning writing by using the Blog-Assisted Language Learning method rather than learning writing skills through the conventional method. In short, it can be concluded that the use of Blog-Assisted Language Learning improves students' writing skills at MBBS campus Dadu. Feller and Apple (2004) in their research on the effects of blogging on the writing fluency of 21 low students found similar results that indicated blogging proved to be a helpful tool to improve the writing skills of ESL learners.

6. CONCLUSION

The sole purpose of this study was to investigate the efficacy of Blog –an assisted language learning approach towards the writing skills of undergraduate students of Mohtarama Benzeer Bhutto Shaheed Campus Dadu. This study examined how blogging proved to be an effective tool to improve the writing skills of ESL learners in cyberspace which can add significant value to writing pedagogy and methodology.

The objective of the study was to investigate the difference in the writing performance of the experimental group after blogging with those of the control group who learned through the traditional method of learning. The second objective was successfully achieved by conducting a post-test of the participants of both groups. The written drafts were assessed based on Gustilo's Writing rubric guide for scoring up essays. The score of the post-test of participants was analyzed on SPSS by conducting an independent sample t-test. To compare the mean score of both groups experimental and control an independent sample t-test was done. From the results of the analysis of the post-test and findings of an independent sample t-test, it was found that there was a significant difference in the writing performance of the experimental and control groups in the post-test. The findings of the second objective accepted H1 and rejected null hypothesis H0.

6.2 RECOMMENDATIONS AND SUGGESTIONS

Learning the English language is one of the most important tasks in today's era. In the era of digitization, it is significant to master over English language. Learning a language includes four basic skills such as reading, writing, listening, and speaking. In earlier times students were taught through traditional methods of teaching and learning but now learners are more into technological gadgets. Learners are considered tech-savvy. Hence, it is important to add some innovative and new strategies to improve the language skills of ESL learners. This present study investigated the blog-assisted language learning approach towards the writing skills of undergraduates of MBBS campus/DAdu. The present study indicates that students performed well after the treatment of blogging. So, the curriculum designers and stakeholders should take some initiative to make English language teachers teach in a modern teaching methodology including web 2.0 technological tools to get the desired outcome. This present study is done on blogging from the writing perspective, similar research can be conducted from different perspectives such as reading, speaking, and listening.

Reference

Angrist, J., & Pischke, J.-S. (2010). The credibility revolution in empirical economics: How better research design is taking the con out of econometrics. Journal of Economic Perspectives, 24(2), 3–30. https://doi.org/10.3386/w15794

Armstrong, K., & Retterer, O. (2008). Blogging as L2 writing: A case study. *AACE Review (formerly AACE Journal)*, *16*(3), 233-251.

Arani, J. A. (2005). Teaching writing and reading English in ESP through a e-based communicative medium: weblog. ESP-World, 4. Retrieved June 13,2012, from http://www.esp-world.info/Articles_11/TeachingReadin gandWritingESP_through a web-Based CommunicativeMedium.htm

Azmin, N. F. M., Abd Wahab, M. F., Ahmad, F., Asnawi, A. L., Jusoh, A. Z., Ibrahim, S. N., & Jimat, D. N. (2021). Engineering students' perceptions and acceptance of the online flipped classroom for learning during the COVID-19 pandemic. *IIUM Journal of Educational Studies*, *9*(3), 52-62.

Brown, H. D. (2000). Principles of language learning and teaching (4th Ed), NY: Addison Wesley Longman, Inc.

Buckingham, D. (2009). Speaking back? In search of the citizen journalist. In *Video cultures: Media technology and everyday creativity* (pp. 93-114). London: Palgrave Macmillan UK.

Campbell, A. P. (2003). Weblogs for Use with ESL Classes. The Internet TESL Journal, 9(2), 33-35

Creswell, J., P., Guttman, M., & Hanson, W. (2003). Advanced mixed methods research designs. In Tashakkori, A. & Teddlie, C. (Eds.), Handbook on mixed methods in the behavioral and social sciences. Thousand Oaks, Calif: Sage Publications.

Creswell, J. W. 2003. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks: Sage Publications.

Crystal, D. (1997, November). Language: Medium, barrier, or Trojan horse. In *Conference on cultural diplomacy at the crossroads: Cultural relations in Europe and the wider world. Wilton House* (Vol. 26).

Muhammad Umar Farooq, Yasmeen Fatima & Choudhary Zahid Javid (2015). *Enhancing Writing Skills through Blogs in an Undergraduate English Language Classroom in Pakistan, Linguistics and Literature Review*, *1*(2), 105-118.

Cobb, P. (1994). Where is the mind? Constructivist and sociocultural perspectives on mathematical development. *Educational researcher*, *23*(7), 13-20.

Cohen, L., Manion, L. & Morrison, K. (2000). Reserch methods in education (5th ed.). London: Routledge/Falmer

Dudeney, G. (2000). *The Internet and the language classroom*. Cambridge University Press.

Farooq, M., Fatima, Y., & Zahid Javid, C. (2015). Enhancing writing skills through blogs in an undergraduate English language

Fadzli, R., Suparno, S., & Susilohadi, G. OPTIMIZING THE USE OF BLOGS TO IMPROVE STUDENTS'WRITING SKILL OF RECOUNT TEXT. *English Education*, *4*(2), 161-168.

Fageeh, A. I. (2011). EFL learners' use of blogging for developing writing skills and enhancing attitudes towards English learning: An exploratory study. *Journal of Language and Literature*, *2*(1), 31-48.

Fellner, T. & Apple, M. (2006). Developing writing fluency and lexical complexity with blogs. The JALT Call, 2:15-26.

Godwin-Jones, B. (2003). Blogs and wikis: Environments for on-line collaboration. Language Learning & Technology, 7 (2).

Gunduz, M. (2016). Promoting interaction through blogging in language classrooms. *International Journal of Research in Education and Science*, *2*(2), 438-443.

Katz, E. (1979). The uses of becker, blumler,

and swanson. *Communication Research*, *6*(1), 74-

Leady, P. and Ormrod, J. (2001). Practical Research: Planning and Design (12th ed.). Emerita: University of Northern Colorado.

Martindale, T. & Wiley, D. (2005). Using weblogs in scholarship and teaching. Technology

Mynard, J. (2007). A blog as a tool for reflection for English language learners. Asian EFL Journal, 25, Article 2. Retrieved June 9, 2010, from: www.asianefl journal.com/pta_Nov_07_jm.php

Nadzrah, A.B., & Ismail, K. (2009). Using Blogs to Encourage ESL Students to write constructively in English. AJTLHE, 1/5, 45-57

Nardi, B. A., Schiano, D. J., & Gumbrecht, M. (2004, November). Blogging as social activity, or, would you let 900 million people read your diary?. In *Proceedings of the 2004 ACM conference on Computer supported cooperative work* (pp. 222-231).

Oravec, J. A. (2002). Bookmarking the world: Weblog applications in education; weblogs can be used in classrooms to enhance literacy and critical thinking skills. Journal of Adolescent & Adult Literacy, 45(5), 616-621.

Özdemir, E., & Aydın, S. (2015). The effects of blogging on EFL writing achievement. *Procedia-social and behavioral sciences*, *199*, 372-380.

Pathan, H., Khatoon, S., Raheem, M. A., Mushtaq, F., Mohammad, J. K., & Memon, S. (2021). Blog-mediated learning strategies impacts learner autonomy in the ESL context. *Ilkogretim Online*, *20*(5).

Pardede, P. (2011, November). Using BALL to develop writing skills: Students' interest and perception. In *SWCU International Conference Satya Wacana Christian University, Salatiga*.

Richardson, W. (2006). Blogs, wikis, podcasts, and other powerful web tools for classrooms. Thousand Oaks, CA: Corwin Press.

Roblyer, M. D. (2002). Educational technology in context: The big picture. In M. D. Roblyer, Integrating educational technology into teaching (Chapter 1). Upper Saddle River, NJ: Prentice Hall.

Ryen, A. (2004). Ethical issues. *Qualitative research practice*, 230-247.

Said, N. E. M., Yunus, M., Doring, L. K., Asmi, A., Aqilah, F., & Li, L. K. S. (2013). Blogging to enhance writing skills: A survey of students' perception and attitude. *Asian Social Science*, *9*(16), 95.

Seferoglu, G. (2007). The effects of synchronous computer mediated communication (SCMC) on English language learners' oral proficiency development. 6th WSEAS International Conference on e-activities, pp. 371-375.

Stanley, G. (2005). Blogging for ELT. The Teaching English Website [Online]. Retrieved April 15, 2008, from http://www.teachingenglish.org.uk/think / articles/blogging-elt

Sun, Y. C., & Chang, Y. J. (2012). Blogging to learn: Becoming EFL academic writers through collaborative dialogues. *Language Learning & Technology*, *16*(1), 43-61.

Sulistyo, T., Mukminatien, N., Cahyono, B. Y., & Saukah, A. (2019). Enhancing Learners' Writing.

Tinio, V. L. (2016). ICT in Education. Retrieved November 3, 2016, from www.eprimers.org

Tekinarslan, E. (2008). Blogs: A qualitative investigation into an instructor and undergraduate students' experiences. Australian journal of Educational Technology 24 (4), 402-412.

Tomlinson, B. (2009). Materials development in language teaching. Cambridge: Cambridge University Press.

Turkan, Y., Bosche, F., Haas, C., & Haas, R. (2011). Automated progress tracking of erection of concrete structures. In *Annual Conference of the Canadian Society for Civil Engineering 2011* (pp. 2746-2756).

Walker, J. (2003). Final version of weblog definition. Jill/txt. Retrieved September 29, 2008, from:

http://jilltxt.net/archives/blogtheorising/ finalversionofweblogdefinition. Html

Warschauer, M. (2000a). On-line learning in second language classrooms. In M. Warschauer & R. Kern (Eds.), Network-based language teaching: Concepts and practice (pp. 41-58). New York: Cambridge University Press

Warschauer, M. (2004). Technological change and the future of CALL. In S. Fotos & C. Browne (Eds.), New perspectives on CALL for second and foreign language classrooms (pp. 15–25). Mahwah, NJ: Erlbaum.

Yih, M. B., & Nah, E. A. (2009). Writing web logs in the ESL classroom: A study of student perceptions and the Technology Acceptance Model. *Asian Journal of University Education*, 5(1), 48-70.

Zahoor, M., & Kousar, G. Efficacy of Blogging for Teaching Writing Skills to ESL Learners in Pakistan.

Zina, O. (2021). *The essential guide to doing your research project*. Sage.

Zhang, D. (2009). The application of blog in english writing. Journal of Cambridge Studies, 4(1), 64-72.

Zhang, W. (2009). Blogging for Doing English Digital: Student evaluations. Journal of Computers and Composition, 27 (4), 266-283.

Zorko, V. (2009). Factors affecting the way students collaborate in a wiki for English language learning. Australian Journal of Educational Technology, 25 (5), 645-665.