



Ibb University
The University Researcher Journal
ISSN: 2079-5068 E-ISSN: 2663-3930



E-Learning: Effectiveness of Utilizing Blog on Enhancing Peer Feedback in Yemeni EFL Learning Contexts

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Keywords	Abstract
<p><i>E-learning, peer feedback, blog platform, collaborative learning</i></p>	<p>This study explores blog and peer feedback relationship from the perceptions of Yemeni EFL Level II students, English Department, Faculty of Arts, Ibb University, after a semester-long blogging. A quasi-experimental research design was used with a sample of 15 Level II students, English Department, Faculty of Arts, Ibb University, after a semester-long blogging. A survey and follow-up open-ended questionnaires were used for collecting the data. The findings revealed that the study sample and context were socio-culturally and technically adequate for conducting this study. Also, blog was very strongly perceived on enhancing and facilitating <i>peer feedback</i>. These findings instigate Yemeni EFL instructors to utilize blog for enhancing their learners' peer feedback. Further studies should be conducted on investigating the blog and teacher feedback relationship.</p>



E-Learning: Effectiveness of Utilizing Blog on Enhancing Peer Feedback in Yemeni EFL learning Contexts
فعالية استخدام المدونات في التعلم الإلكتروني لتعزيز ردود الفعل بين الأقران في سياق تعلم اللغة الإنجليزية بوصفها لغة أجنبية في اليمن

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الملخص:	الكلمات المفتاحية:
<p>استكشفت هذه الدراسة العلاقة بين المدونات وملاحظات الأقران من وجهة نظر طلبة اللغة الإنجليزية بوصفها لغة أجنبية بالتطبيق على عينة بلغت (15) طالباً من طلبة المستوى الثاني في قسم اللغة الإنجليزية بكلية الآداب بجامعة إب، بعد فصل دراسي كامل من التدوين. تم استخدام تصميم بحث شبه تجريبي، بالاعتماد على استبيانات مفتوحة للمتابعة لجمع البيانات. كشفت النتائج أن عينة الدراسة وسياقها كانا مناسبين اجتماعياً وثقافياً وفنياً لإجراء هذه الدراسة. وكان للمدونة تأثير قوي جداً في تعزيز وتسهيل ملاحظات الأقران. تحفز هذه النتائج مدرسي اللغة الإنجليزية بوصفها لغة أجنبية اليمنيين على استخدام المدونات لتعزيز ملاحظات أقرانهم. وأوصى البحث بإجراء المزيد من الدراسات للتحقق من العلاقة بين المدونة وملاحظات المعلم.</p>	<p>التعلم الإلكتروني، ملاحظات الأقران، منصة المدونات، التعلم التعاوني،</p>

1. Introduction

Inevitably, this unprecedented rapid socio-technological development of *Web 2.0* has significantly changed the regular traditional ways and practices of every life terrain, so L2 terrain should make out the most benefits from this development. Moreover, a current learner is considered “a complex, energetic, and *tech-savvy* individual” (Crockett as cited in AL-Sayadi, 2020, p.1). Pedagogically speaking, feedback enhances learning practice, and it is the high benefit of feedback that makes learners seek supportive, constructive, and positive comments on the weaknesses and strengths of their performance (Brookhart, 2008). This means why they should incorporate new, unworthy information which has a low or zero value into their existing, poor written work. Hence, their performance will be merely a repeated failure due to that capricious, chaotic, negative feedback. According to Winne and Butler (1995), a middle-of-the-task peer feedback is richer than a delayed teacher feedback which only provides information for modifying the task’s weaknesses at the task’s conclusion. It is then undoubtedly true that peer feedback is an immediate-to-the-spot valuable information.

Turing back to *Web 2.0*, its platforms facilitate learners’ interaction synchronously and asynchronously (AL-Sayadi et al., 2024; Barahona et al., 2024; AL-Jarf, 2022). So, it can be assumed that *Web 2.0* platforms can play a pivotal role for demonstrating a useful peer feedback, and any learning practice can, and should, deliberately get the benefit of the techno-pedagogical aspect of *Web 2.0* through including opportunities where learners can perform peer feedback for interacting and co-constructing their knowledge collaboratively through using any appropriate *Web 2.0* platform. Moreover, Barahona et al. (2024) state that online feedback exchanging can aid learners to achieve self-regulation, and it can allow for learners’ reaction and reflection which in turn promoting learners’ self-efficacy and overall learning outcomes. Hence, it is extremely likely to say that neglecting peer feedback implies reducing col-

laborative learning in learning practice whereas using feedback implies inhabiting it into learning practice.

In addition, there are many feedback strategies for achieving fully the feedback usefulness (Brookhart, 2008; Liu & Carless, 2014). One of them is the *means strategy* through which feedback is delivered. For applying this strategy, *Web 2.0* tools can be used as a mediated-tool which harnesses peer feedback because Liu and Carless (2014) propound that learners seem to be more receptive, comfortable, interactive and constructive online than in face-to-face classroom interaction. This suggests that *Web 2.0* platforms can enhance utilizing peer feedback to be an essential part of learning practice rather than an occasional option as it is used to be. Truly, this is due to the unprecedented rapid socio-technological advancement of *Web 2.0* and its capability of fostering the online interaction and information share. Moreover, it is worth noting to mention here that AL-Sayadi et al. (2024) assure that both *interaction* and *collaboration* concepts are mainly cored at the heart of the *collaborative learning approach* and Vygotsky’s (1962) *Socio-constructivism Theory (SCT)*.

Therefore, reading the previous related literature administrates that *Web 2.0* platforms have been approved as an effective teaching tools that can create more collaborative learning performance, then leading to positive academic achievement by several studies (Albana et al., 2023; Dewi et al., 2022; Hafifa, 2024; Sako, 2024). For instance, Fitzgerald et al (2023) assure that “fostering self-efficacy and adaptability are critical skills for students, and educators need to recognize that hybrid approaches are more aligned with real-world practice than single physical locations” (p. 211). Similarly, AL-Jarf (2024) puts it eloquently that “blog creates a sense of community outside the classroom, encourages interaction, maximizes students’ collaborative writing, and promotes autonomous and reflective learning” (p.74). Additionally, Sabri et al (2022) confirm that “the use of technology is help-

ful for educational purposes” (p. 83884). Furthermore, Vold and Kjøning (2022) point out that learners’ motivation can be increased by using the e-learning platforms. In the same line, Bauer et al. (2020) find that “learning can be fostered by techniques of adaptive internet navigation support” (p. 64). Similarly, Takács et al. (2022) conclude that “e-learning platforms support and improve motivation and engagement in learning among students” (p.12).

As far as educational Web 2.0 platforms are concerned, a notable widely-used one in English as foreign language and English as second language (EFL/ESL) contexts is *Weblog* (shorts for *blog*). In education field, *blog* is found as *edublogs* which is available at <http://www.edublogs.org>. In besides, blog’ affordance for promoting learners’ sociocultural interaction and cognitive knowledge co-construction is argued by some researchers (Al-Muhairi & Al-Jabr, 2024; AL-Sayadi et al., 2024; Irgin & Biliki, 2024; Waluyo & Peungcharoenkun, 2023; etc.). For instance, blog is synchronous and asynchronous platform with a convenient user-friendly graphical interface, and it even has a cellphone-friendly-quick-access version beside the personal computer version (AL-Sayadi et al., 2024). In addition, blog can create great opportunities to facilitate peer feedback (Deiniature & Cahyono, 2024; Febriana & Fakri, 2024) and it can promote teacher–student and student-student interactions inside and outside the classroom (Tuglu & Doğruer, 2023; Wang et. al., 2024)

Based on the above-mentioned discussion, this study synthesizes that peer feedback is best delivered online rather than in face-to-face classrooms since learners seem to be more receptive, comfortable, interactive and constructive. Hence, this study investigates the effectiveness of utilizing blog on facilitating and harnessing peer feedback from the perception of Yemeni EFL Level-II students, Department of English, Faculty of Arts, Ibb University in the academic-year 2023-2024, after a semester-long blogging. The following question is addressed:

1- To what extent does utilizing blog facilitate and enhance peer feedback from the perception of Yemeni EFL Level-II students, Department of English, Faculty of Arts, Ibb University in the academic-year 2023-2024, after a semester-long use?

2.Literature Review

In education field, *Collaborative Learning Approach (CLA)* has become a hallmark and “one of the greatest success stories in the history of educational” (Slavin 1995, p.43). Basically, CLA is entirely established on the concept of learners’ collaborative interactions which are at the core of the modern communicative EFL/ESL learning approach which is in turn proved to as a prerequisite for creating and building learners’ communicative competence. Building on Vygotsky's (1962) *Socioculturalism Theory*, CLA has shifted both learners and classroom learning; it has shifted learners from *tabula rasa* to be filled in with knowledge into collaborative participants of their learning and has shifted classroom learning from a short-isolated-teacher-centered into a long-term interactive-student-centered learning practice (AL-Sayadi et al., 2024). Due to these shifts, it can be assumed that a great deal of collaborative learning is flourished, large amount of self-managed learning is performed, and new knowledge is co-constructed through sociocultural interaction in learning practice. As a result, learners will be developed cognitively, socially, and academically.

Before discussing CLA, it is fair to provide some CLA definitions from the reviewed literature. Al_balushi (2021) defines it as “an instruction method in which learners at various performance levels work together in small groups toward a common goal, hence, the success of one learner helps other students to be successful” (p. 36). Opp-Beckman and Klinghammer (2007) define it as “a learning approach through which Learners working together to solve a problem, complete a task, or create a product” (p. 21). This means that learners together explore a significant question or create a

meaningful project, discuss a lecture, or work on a shared course-related assignment.

After that, CLA is promoted by Krashen's (1981) *Input Hypothesis* which hypothesizes that second language learning (termed acquisition) depends on receiving a comprehensible *input* from social interaction which is essential for facilitating this input. Krashen (1981) adds that this interaction facilitates both the input and the output. In besides, CLA can improve critical thinking skills and increase retention (Khan, 2024).

To summarize, both *SCT* theory and *Input Hypotheses* advocate that teachers should allow learners to interact, discuss, experiment and construct their knowledge while teachers only facilitate, monitor and guide them through assigning the collaborative tasks, creating the learning groups, managing the number of participants, assigning each participant' role, monitoring that each one is doing his/her role,...etc. Also, teachers should train learners how to collaboratively work in a team, share information and alternative views, solve a problem, create meaningful projects, do assignments,...etc. Thus, CLA has to be adopted into language learning process.

2.1. Peer Feedback

Initially, feedback is rooted in the *stimulus-response* relationship of the psychological *Behaviorism Theory* by Waston (1913) about 100 years ago. His perspective is that if an *stimulus* is responded by a positive response, then it is likely to happen again and vice versa. Thus, a positive response is merely a positive feedback whereas a negative response is only a negative feedback. After decades, another more surprising feedback type arisen from Vygotsky's (1978) perspective is termed *peer feedback* in which learners are actively involved in receiving and providing comments on one another's work for the sake of learning development. During these past 100 years, feedback has been theorized to be an effective in only through paying a great attention on its dimensions: *function* (descriptive/evaluative), *timing* (immediate/delayed),

amount (good/bad amount), *mode* (oral/written) and *types* (teacher/peer) specially via the multimedia tools of the Internet,

Before explaining briefly its dimensions, some feedback definitions should first be given. Generally, feedback is defined as an advice or criticism about the degree of success of something observed. In education, it is (Mdunyelwa et al., 2023) an educational system where learners cooperate with one (peer or teacher) transferring their mastered knowledge and experiences to others (peers/learners) who are less proficient under the teacher's supervision and guidance. Feedback is also defined as "information which lets learners know how they are doing or whether their production is correct" (Opp-Beckman & Klinghammer, 2007, p. 46). Also, Winne and Butler (1994) confirm that "feedback is information with which a learner can confirm, add to, rewrite, tune, or restructure information, whether that information is domain knowledge, metacognitive knowledge, beliefs about tasks, or cognitive tactics and strategies" (p. 5740). On the same line, feedback is "information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way" (Ramaprasad, 1983, p. 4). Thus, Feedback is the way through which learners discover the strengths and weakness of their work then make amendments in order to meet expectations, by so, students reach their Vygotsky's (1978) *zone of proximal development*.

To start with feedback *function*, grades triumphs comments in the traditional behaviorist learning. But, feedback recently has either descriptive or evaluative function. The descriptive function provides descriptive comments on a student's work highlighting its strengths and why and point out its weaknesses without providing suggestions to improve them. The evaluative function provides only judgments on a student's work often in forms of grades. This feedback function is advocated by the argument of Piaget (1971) about 50 years ago which claims that giving descriptive comments on

student's work is more effective than giving grades. Piaget adds that "not the judgmental evaluative feedback (grades) but the descriptive feedback (comments) is thought to be encouraging and helpful" (p. 180). So far, Sulisty et al. (2023) demonstrate that providing written comments (feedback) is more effective than providing grades. In the same line, Butler (1987) demonstrates that marks can only increase involvement but not achievement. She adds that marks don't lead to learning gains. This means that giving students descriptive comments on their performances is more useful and constructive than giving them judgmental evaluative grades because it affects positively students' performance, motivation and self-regulation. Reduplicating Piaget's (1971) study, recent studies have begun to focus on the importance of this aspect of feedback.

In addition, the feedback *timing* aspect is very important for students achievement. Immediate or *slightly* delayed feedback is more helpful than delayed feedback (Brookhart, 2008). Feedback must come when it still can prompt students to amend their work. Traditionally, feedback is given after task completeness in form of giving grades for the only correct answers. In contrast, feedback is given immediately during task fulfillment in recent collaborative learning. Therefore, the good feedback timing can be determined by simply thinking of when students are still in need for feedback (Brookhart, 2008). In summary, an immediate feedback is richer than delayed feedback, because the first provides comments at the middle of the task whereas the later only provides grades at the task's conclusion. Hence, the immediate feedback is to-the-spot feedback. But, Winne and Butler (1995) claim that the delayed feedback is superior in test acquisition tasks; that is, learners receive feedback on the tests wrong answers. As a result, learners receive only judgments from delayed feedback while they receive specific constructive information from immediate feedback. To sum up, immediate feedback' role is more than only correct students' work at the task's conclusion; rather

than, it makes students actively engaged in their learning progress towards goals; thereby, it enhances and sustains students' knowledge co-construction per se.

In besides, judging the feedback *amount* is probably very important and very difficult as well (Brookhart, 2008). Most importantly, feedback must contain the most important task-related points learners can use for improving their work. At the same, the few number of feedback points is useless and the heavy one can be destructive. Thus, the good amount of feedback is "not too much, not too little, but just right" (Brookhart, 2008, p. 13). In shorts, the right information should be clearly related to specific aspects of learner's work so that the gap between what is currently performed and what is intended to be performed is filled. It can be then argued that in contrast, if the learners' work shows that learners have a total lack of understanding of the task, then providing feedback becomes not only useless but also harmful to students because students lack the necessary basic knowledge of that task. In this case, further instruction is likely more beneficial than feedback.

Also, feedback *mode* should be appropriately decided (Brookhart, 2008). Based on a decision, Brookhart argues that feedback can be presented in *oral* or *written* forms according to the kind of student's work. He means that a writing assignment lends itself better to written feedback in forms of written revisions and comments on student's written assignment. Moreover, these written comments should be clear and to the points, and these comments should not have negative language or come in form of orders; otherwise, students feel that their work is devalued (Brookhart, 2008). Hence, the style and phrases of the written feedback can inspire or discourage students. In brief, giving students the clear useful written comments they can use to improve their work seems to lighten the way forward until all students see where to go.

In besides, feedback can be provided by teachers and peers according to Winne and Butler (1994) who describe teacher feedback

as an external feedback while peer feedback as internal feedback. They add that both affect students learning achievement. Concerning teacher feedback, it is traditionally provided in a form of marks at the end of learning tasks. In collaborative learning, it is also provided during learning progress in a form of formative feedback in order to determine what has been learned and what still needs to learn. Winne and Butler (1994) argue that “teacher feedback is input that will help students to decide where they are in regard to the learning goals they need or want to meet and what they will tackle next” (p. 3). In shorts, the most appropriate teacher feedback is the one that describes performance by finding out the student's work weaknesses without providing solutions for improvement. Also, it is very clear then it is the high benefit of feedback that makes seeking supportive, constructive and positive comments on the weaknesses and strengths of their performance desirable; otherwise, why students would incorporate new unworthy information which has a low or zero value into their existing poor written work. Hence, their performance will be merely a repeated failure due to that capricious chaotic negative feedback.

To conclude this discussion of feedback dimensions, it is fair to say that feedback is a very powerful tool if it is done appropriately. Hence, its appropriate function, timing, content, and mode affect learning achievement positively. Positive feedback affects both the cognitive and motivational factors of students; it makes students understand where they need to amend their performance (cognitive factor), and this clear understanding makes students feel that they control their own learning (motivational factor).

2.2.E-Learning

During the last two decades, the parallel term *E-learning* has appeared in education due to the gradual evolution and development of Web 2.0 (AL-Sayadi et al., 2024). It is the abbreviation of electronic learning which adopts Information Communication

Technology ICT tools for teaching and learning. E-learning has several definitions. For example, it is defined by the European Commission as “the access to information, which services remote communication and cooperation supported by multimedia technology and the Internet, to polish the quality of pedagogical techniques” (as cited in Bai, 2023, p. 75). More precisely, E-learning refers to all online or off-line learning activities that are performed by individuals or groups synchronously or asynchronously using smart devices.

2.3.E-Learning Platforms

E-learning platforms are web-based platform which are referred to as Virtual Learning Environment (VLE) used for hosting and delivering E-learning (AL-Sayadi et al., 2024). They add that an VLE platform has several definitions, but all share the meaning that it refers to an online website within which learners can work together synchronously or asynchronously. It is elegantly defined by Dudeney and Hockly (2013) as:

a web-based platform on which course content can be stored. It is accessed by learners on the Internet, and they can not only see course content, such as documents, audio and video lectures, but also do activities such as quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat (p. 137).

There are different types of learning platforms which can host e-learning, such as *Wiki*, *Webquest*, *Podcast*, *Wordle*, *Blog*, etc. However, choosing the most appropriate platform for delivering and managing learning practice is based on the nature of the learning content to be taught (written/oral). Thus, blog platform is very appropriate for writing teaching since it is primarily writing-facilitative-text-based tool with a number of pragmatic pedagogical features that can provide students with a rich-media

learning context in which they co-author their writing texts more collaboratively and more cooperatively (Al-Muhairi & Al-Jabr, 2024; Al-sayadi et al., 2024; Febriana & Fakri, 2024; Juhee & Jeonghyun, 2024).

2.4. Weblog (Blog) in EFL Context

After the Covid-19 learning/teaching disruption, a plenty of *Web2.0* platforms have been designed mainly for educational purposes. They allow teachers to actively adopt *e-learning* into their regular classroom-based teaching practice. One of those platforms is *blog* (shorts for *weblog*) which is a synchronous and asynchronous platform. In education, *blog* is found as *edublogs* which is available at <http://www.edublogs.org>. From the reviewed literature, some researchers assure that the formal classroom-based collaborative writing can be further enhanced by *blog* as it is primarily writing-facilitative-text-based tool with a number of pragmatic pedagogical features that can provide students with a rich-media learning context in which they co-author their writing texts more collaboratively and more cooperatively (Al-Muhairi & Al-Jabr, 2024; Deiniature & Cyhyono, 2024; Febriana & Fakri, 2024; Juhee & Jeonghyun, 2024). Under these circumstances, *blog* can effectively facilitate students' sociocultural interaction, ideas share, and peer feedback exchange in online virtual community. However, there is a need for further research on utilizing *blog* for using peer feedback in EFL/ESL learning. As a result, this study investigates the effectiveness of utilizing

blog on facilitating and harnessing peer feedback from the perceptions of Yemeni EFL Level II students, Department of English, Faculty of Arts, Ibb University in the academic-year 2023-2024, after a semester-long blogging.

3. Methodology

This research investigated the effectiveness of utilizing *blog* on facilitating and harnessing peer feedback from the perception of Yemeni EFL students after a semester-long blogging. Consequently, this study involved gathering deep-understanding data from Yemeni EFL students of Level-II, Department of English, Faculty of Arts, Ibb University in the academic-year 2023-2024.

3.1. Research Design

This study employed a research design based on a combination of qualitative and quantitative research approaches with an experimental group of 15 participants who utilized *blog* for posting their writing assignments. It has a within-subject design. This means that it was conducted within the *Writing-III Course*; particularly, within the essay writing assignment of Level II, Department of English, Ibb University. So, a *blog* platform was designed by the researchers at <http://www.edublogs.org>. It contains three main *blog* pages: tutor *blog*, student *blog*, and class *blog* (see Figures 1 and 2). Each student was given a user name and a password.

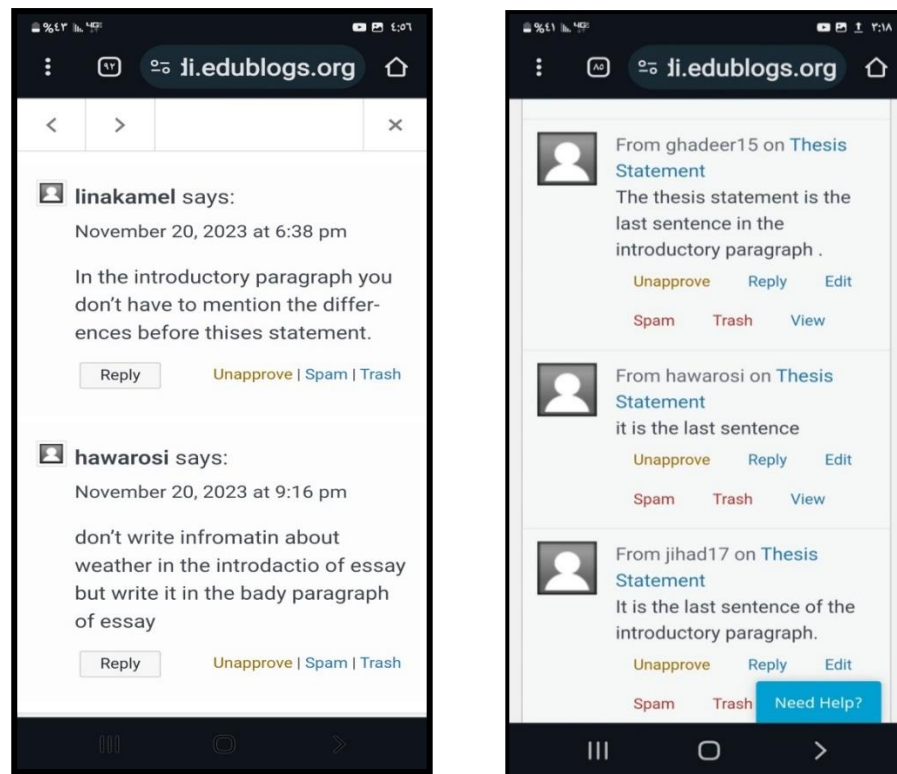


Figure (3): Samples of the Feedback Activities

Also, since ethics and privacy of students required careful consideration, only students who were blog members could sign in, post, and comments on each other's blog posts. The students blog posts took place at the students blog page. These posts were completely guided by the students themselves. The blog posts ran from September, 18th to December 27th, 2023 in semester-I in the academic year 2023-2024.

3.2. Study Population and Sample

The population was EFL Yemeni Level-II students of Arts Faculty. The sample was at Ibb University. Concerning sampling, the sample was first based on the random sample technique with a total of 38 students (16 males and 22 females) based on the students' responses to a pre-survey questionnaire. Then, 15 participants were selected out of them for the blogging experiment based on their technology device ownership and excellent technical skills. At the end of this study, all the participants were selected for the follow-up questionnaire to measure their perceptions towards blog-feedback relationship.

3.3. Study Instruments

After deciding the study sample, the needed data collection instruments were first developed by the researchers then were judged by three referees regarding their validity and reliability to suit this study's purposes and the data nature. So, this study employed: a pre-survey open-ended EFL student questionnaire, and a follow-up EFL student open-ended questionnaire.

3.3.1. Pre-survey Yemeni EFL Student Open-ended Questionnaire

Before getting the students start blogging, a pre-survey-non-standard questionnaire was developed by the researchers (an EFL full professor, an English, an associate Professor, & an EFL teacher/lecturer with 25-year experience). Also, it was enriched from the related literature, particularly, from Yunus et al. (2013) and Quadir et al. (2022). It was basically meant for gathering some important preliminary data regarding the students' basic ICT proficiency. In fact, these data were fundamental for heading on conducting this research. In short, this questionnaire was used for identifying a pre-

liminary data like importance of the Internet and the importance of digital devices in their collage life. In addition, it was used for eliciting their Internet connection and digital devices they owned and often used for accessing the Internet. The first draft consisted of three parts which required the students to respond on. The questionnaire was given to three referees to judge its validity and reliability. As a result, one section and four items were deleted according to their modification. The final draft contained Points about the Internet and digital devices (10 questions: 4 questions were five-point linker scale & eight questions were multiple choice) see Appendix A.

To this end, the questionnaire was administrated to the participants and gathered at the beginning of Semester-I of the academic year 2023-2024 before starting the blog discussion.

3.3.2. Follow-up Yemeni EFL Level-II Students Open-ended Questionnaire

To gain comprehending understanding and to probe deeply to collect more data about their perceptions towards the blog-feedback relationship, the students were assigned to respond to a follow-up questionnaire after blogging (see Appendix B). The items of the questionnaire were based on this study's objective; investigating the effectiveness of utilizing blog on facilitating and harnessing peer feedback from the perceptions of EFL Level-II students after their blogging. They were judged for their validity by three experts. At the end of semester-I, the questionnaire was administrated to all the participants.

4. Data Analysis and Discussion

This study obtained data from the triangulation of the students' questionnaires. The data allowed for acquiring rich, complemented data which enabled in-depth effusive understanding of the blog-feedback relationship. The collected data from the follow-up questionnaire were the main findings which

were presented, analysed, and discussed in details.

4.1. Survey Yemeni EFL Students Open-ended Questionnaire

The questionnaire responses demonstrated that all EFL Level-II Students, Department of English, Faculty of Arts Ibb University, had smart devices, Internet connections, and enough ICT skills. Also, the responses also revealed that all of them strongly agreed regarding the Internet importance for their academic purposes. Also, when asked how many days/hours they access/spend surfing the Internet weekly, all of their responses were seven days a week and about 2 or 3 hours a day. However, a noteworthy finding was that no one of them had used blogging before. This finding copes with the findings of studies by Alkamel and Chouthaiwale (2022), Hafifah (2024), which assured that most, if not all, EFL students have smart devices, regular internet connections, and no blogging experience before.

4.2. Yemeni EFL Level-II Students Follow-up Questionnaire

The data obtained from the follow-up questionnaire revealed that the students highly-perceived *challenges* that significantly decreased the students' engagement and participation in this academic blogging. The students' perceptions toward the peer feedback were *very high* because the total mean score was (4.11) and the standard deviation was (0.35). This means that it scored a high *rank* according to the perceptions of the students (see Table 1).

Table (1): Peer Feedback (PF) Items According to Their Means, Standard Deviations, Importance Degree & Rank from Level-II Students' Perceptions

Items No.	Peer Feedback Items	Means	SD	100%	Attitude Level	Rank
1	The weblog allowed for continuous PFs on the different writing steps of my essay writing assignment.	4.13	0.730	83%	H	4
2	The weblog allowed for exchanging PF synchronously, asynchronously & comfortably.	3.53	0.640	71%	H	3
3	The weblog facilitated the peer review process for first draft writing.	4.33	0.617	87%	VH	1
4	The weblog allowed me to submit a timeous and placeless written PF during the different writing stages of the assignment.	4.20	0.826	84%	VH	2
5	The weblog gave me real-time PFs	4.33	0.617	87%	VH	1

SD= Standard Deviation; 100 %= Percent; H=High. VH=Very High

The students were asked to rate *PF* items in scale of Five points about how far each item was important from their perceptions (*strongly agree = 5, agree = 4, not sure = 3, disagree = 2, and strongly disagree = 1*). As illustrated in Table 1, the *mean values* from the perceptions of Level-II students occur within (3.53) to (4.33). That is, items (1, 2, 3, 4 & 5) were ranked (respectively; 4, 3, 1, 2 & 1) in Table 1 according to their mean values (4.13, 3.53, 4.33, 4.20, & 4.33), standard deviations (0.74, 0.64, 0.61, 0.86 & 0.61) and attitude degrees (high, high, very high, very high, & very high) respectively

As shown in Table 1, item 7 "*The blog facilitated the peer review process for first draft writing*" scored the first rank with a very high mean value (4.33), and item 6 "*The blog allowed for exchanging PF synchronously asynchronously & comfortably*" scored the last rank with a high mean value (4.13) from the perceptions of Level-II students.

These results shown in Table 1 revealed that the participants' efforts to develop both form and content of their essay were affected by the feedback scaffolding, too. For example, "*The blog allowed for exchanging PF synchronously, asynchronously, & comfortably*" scored the last rank with high mean value (4.13) from the perceptions of Level-II students as shown in Table 1. This indicates that Level-II students received great, resourceful, formative peer feedbacks.

These findings imply that blog facilitates timeous peer feedbacks which play a crucial role in fostering learners' writing skills in an e-learning context. Thus, blog allows for exchanging timeous, placeless peer feedback synchronously, asynchronously, & comfortably. These findings substantiate the previous related results (Asaadi et al., 2023; Deiniature & Cahyono, 2024; Febriana & Fikri, 2024; Kardena & Nonita, 2023; Quadir et al. 2022; Radensky et al., 2024; Turlybekov & Berkimbayev, 2023).

Also, these findings assure that the traditional classroom-based collaborative writing can be further enhanced by *blog* as it is primarily a writing-facilitative-text-based tool with a number of pragmatic pedagogical features that can provide students with a rich-media learning context in which they can co-author their writing texts more collaboratively and more cooperatively. Thus, blog can effectively facilitate students' sociocultural interaction which enables them to share ideas, and discuss their strengths and weaknesses synchronously and asynchronously in an online virtual community. So, EFL instructors have to address this matter by including blog tasks and activities that are carried out by groups collaboratively while his/her role becomes just as managing the number of participants, assigning each participant' role and monitoring that each one is doing his/her role.

In brief, these findings approve that the collaborative nature of blog is consistent

with the concept of Vygotsky's (1978) collaborative learning which states knowledge is only a co-constructed *product* and *learning* is merely a socio-cultural activity. Also, these results cope with the Social Motivation Theory by Wentzel (1999) which states that a

great deal of human motivation stems from the sociocultural context rather than from the individual one. The Participants' perceptions of blog-peer feedback are summarized in Figure 4.

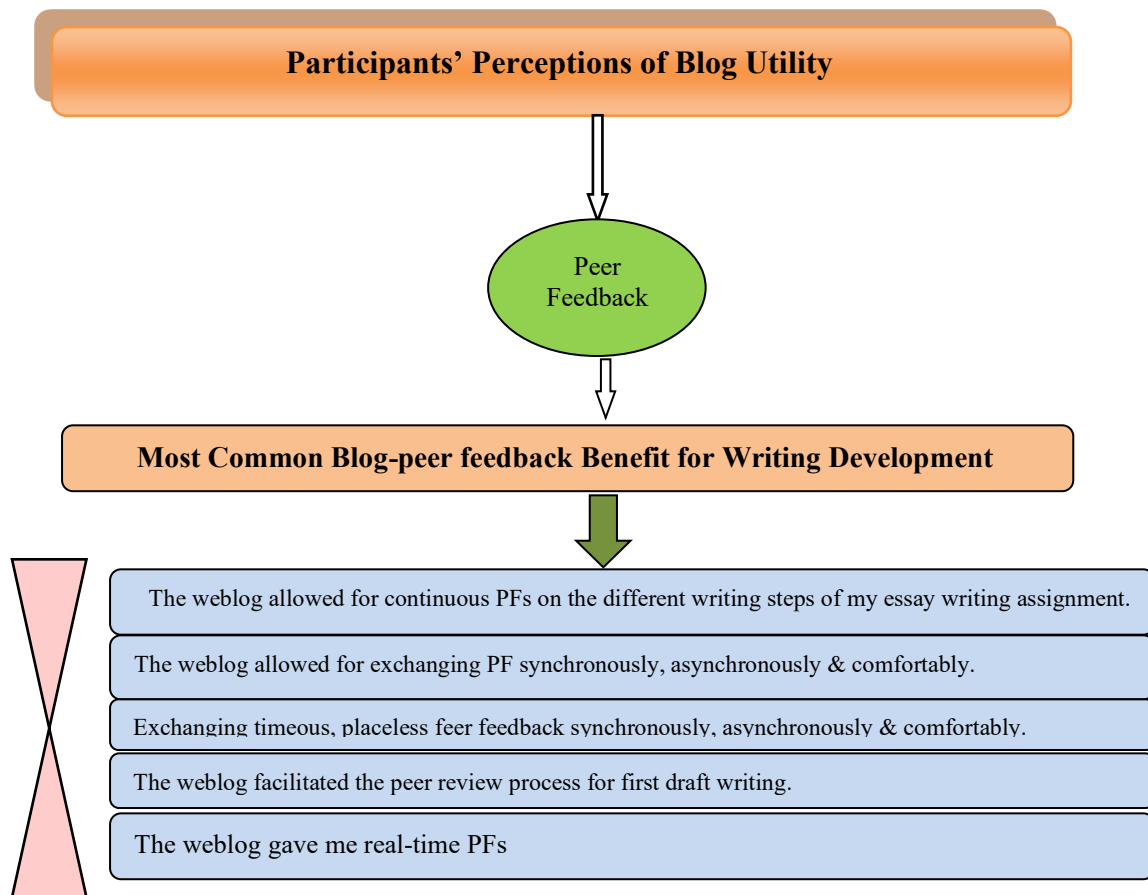


Figure 4. Participants Perceptions of Blog Utility

5.Results

Based on the questionnaire's results, the participants had highly positive attitudes towards blog utility as a pedagogical tool for facilitating peer feedback. The findings revealed that the participants' essay form and content were positively affected by peer feedback scaffolding from the perceptions of Level-II students. This indicates that Level-II students received great, resourceful, formative peer feedbacks. This finding implies that blog facilitates timeous peer feedbacks

which play a crucial role in fostering learners' writing skills in an e-learning context. Thus, blog allows for exchanging timeous, placeless peer feedback synchronously, asynchronously, and comfortably.

6.The Study Limitations

The limitations emerged during conducting this study are as follows:

1- The study sample was small because the total number of Level-II students was only 63 students (11 males and 52 females). Therefore, only 17 students (4 males

and 14 females) agreed to participate in this study experiment due to the socio-cultural-gender-related internet use constraints. Consequently, the sample was small. Sure, if it was a large sample, it would generate a wider results range.

2- The ICT infrastructure at Ibb University was a limitation due to the computer labs. The few labs of the university were busy all the time. That was the reason behind deciding to use the *blog* mobile version, so the participants used their mobile cell-phones.

3- The educational technologies and even the lack of Wi-Fi were other implications due the high price and sometimes the slow speed the participants faced while accessing the net using their mobile. So, the participants were taking a long time to respond to each other's writing.

4- Posting blogs and commenting on peers' posts were optional, not mandatory.

7. Recommendation

Based on the results above, the following recommendations are offered:

1- Faculty instructors should utilize blog into their EFL writing learning, so students can perform peer feedback while doing their collaborative writing tasks.

2- Ibb University represented by the Deanship of Development and Quality Assurance Centre should scaffold the current traditional writing tasks by integrating blog through establishing an e-learning infrastructure which is still ignored.

3- Ibb University should include Wi-Fi service which can be accessed by all instructors and students for free, so they could use the Internet potentials in their teaching and learning process.

4- The faculty instructors should be supplied with modern ICT devices to make their learning environment a more sociocultural learner-centered one.

8. Suggestions for Further Studies

In the light of the results of this study, the following further studies are suggested:

1- Similar article can be conducted on the effect of utilizing blog for demonstrating teacher' feedback on developing writing skills of students.

2- A further study is needed on investigating the application of the reader response theory through utilizing blog for developing EFL learners creative writing.

3- A research can be conducted on the effect of blog context on Yemeni culture of students.

9. Conclusion

In conclusion, e-learning has rapidly become an adaptive or even a ubiquitous part of the learning environment. So far, copious prior studies have approved the socio-pedagogical affordance of blog in creating smart-learner-centered environment. Based on the fact that not only language learning is the most independent learning activity, but academic writing is also considered as one of the independent language learning areas where learners seek the most assistance, this study contributed to the research on E-learning through investigating the effectiveness of blog utilization for facilitating online peer feedback for developing the writing skills of EFL students of Level-II, English Department, Faculty of Arts, Ibb University, Yemen, during the 1st semester of 2023-2024 academic-year. This study ends with that blog is a contributing online factor that can effectively promote ESL/EFL learning by enhancing and facilitating learners' collaboration and interaction synchronously and asynchronously. Hence, blog to have a potential pedagogical affordance to engage learners in smart learning environment where they can perform peer feedback, so they can construct knowledge collaboratively. For instance, blog allows for exchanging timeous and placeless peer feedback synchronously and asynchronously. Additionally, blog facilitates peer review process during collaborative tasks. Thus, blog allow for continuous peer feedback performance throughout the different writing steps of the essay writing assignment. Most importantly, some practical contributions are drawn from


this study's results, so instructors can use them for fostering EFL learners' participation and engagement in academic blogging through utilizing blog to foster peer feedback performance.


Conflict of Interest Statement

We, hereby, declare that this manuscript is an original article that has not been published, is not being considered for publication elsewhere, and will not be submitted anywhere else during the review process. As co-authors, we have no conflicts of interest to disclose.

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