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The Effect of Using Weblog on Enhancing Palestinian Eleventh Graders' English Writing Performance and their Attitudes towards Writing

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والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

.....
.....
.....
أ.د. فؤاد علي العاجز

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
(3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)"

(سورة العلق، الآية: 1-5)

In the Name of Allah, the Most Gracious, the Most
Merciful

"Read! In the Name of your Lord Who has created (all that exists) (1) He has created man from a clot (a piece of thick coagulated blood).(2) Read! And your Lord is the Most Generous. (3) Who has taught (the writing) by the pen.(4) He has taught man that which he knew not.(5)" (Al-Hilali and Khan, 1998)

Dedication

I would like to dedicate my work to

My beloved country, Palestine

My father, who devotes everything in his life to me, my sisters and brothers

My mother, who has been assisting, motivating me and looking straight ahead towards
my success and progress

My brother's soul Hassan, who I adore, and who still continues to be in my memory

My aunt Shefa, who is my second mother, looks forward to seeing my success and
progress

My brothers and sisters, who have been supporting me to continue my study

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My lovely and close friend, Sahar Madi, who always encourages me to attain every
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My university, "The Islamic University of Gaza"

The great martyrs and detainees, the symbol of sacrifice

Every person who lightened my way towards success

All knowledge- seekers

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Abstract
The Effect of Using Weblog on Enhancing Palestinian Eleventh Graders' English Writing Performance and their Attitudes towards Writing

This study aimed at investigating the effect of using the weblog as a teaching and learning tool supportive to the process writing approach on enhancing Palestinian eleventh graders' English writing performance in general and writing product skills and writing processes in particular and improving their attitudes towards writing in English. To achieve this aim, the researcher followed a quasi-experimental approach so she chose a purposive sample of 40 EFL female students studying at Dallah Al Mughrabi Secondary "A" Girls' School in the Directorate of Education-East Gaza. The participants were divided into two equivalent groups: a control group of 20 students, and an experimental one of 20 students. The two groups were equivalent in terms of their age, previous learning, and achievement in English language in general and achievement in English writing in particular and in the use of the writing processes.

The researcher used three tools. The first tool was a writing attitudes scale to explore students' attitudes towards writing in English before and after the intervention. The second tool was a process writing questionnaire to find out to which degree students use the writing processes before and after the intervention. The third tool was a writing achievement test to measure students' writing performance in general and their writing product skills in particular before and after the intervention. In addition, the weblog was used as a teaching and learning tool supportive to the process writing approach for explaining the writing lessons included in the second-term of *English for Palestine 11*. The collected data were analyzed and treated statistically through the use of SPSS.

The findings of the study revealed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the post writing achievement test in favor of the experimental group. This showed a remarkable improvement in English writing performance of the experimental group students in general and in their writing product skills in particular as compared with the control group students. Moreover, the findings indicated that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the process writing questionnaire in favor of the experimental group. This showed a statistically significant increase in the

students' use of the writing processes as a result of the use of the weblog in the writing classroom. Likewise, the findings indicated that there were statistically significant differences between the mean scores of the experimental group on the writing attitudes scale before and after the experiment in favor of the after administration of the experiment. This means that the participants' attitudes towards English writing after the implementation of the weblog positively changed. Additionally, implementing the effect size equation, the study revealed that the weblog project had a large effect size in favor of the experimental group.

In light of those findings, the researcher recommended the necessity of using the weblog in teaching English writing to attain better results in students' English writing achievement, to enable them to use the writing processes and to develop their attitudes towards English writing. Also, the researcher suggested that further researches should be conducted to explore the effect of the use of the weblog on different English language skills and other school subjects.

ملخص الدراسة

"أثر استخدام المدونة الإلكترونية على تحسين الأداء الكتابي باللغة الإنجليزية لدى طالبات

الصف الحادي عشر واتجاهاتهن نحو الكتابة "

هدفت الدراسة إلى الكشف عن أثر استخدام المدونة الإلكترونية كأداة تدريسية و تعليمية مساندة لأسلوب العمليات الكتابية على تحسين الأداء الكتابي باللغة الإنجليزية لدى طالبات الصف الحادي عشر بشكل عام وعلى تنمية مهارات الإنتاج الكتابي وزيادة استخدام العمليات الكتابية بشكل خاص وتنمية اتجاهاتهن نحو الكتابة باللغة الإنجليزية. من أجل تحقيق هذا الهدف، قامت الباحثة باتباع المنهج شبه التجريبي حيث طبقت الدراسة على عينة قصديه مكونة من أربعين طالبة من طالبات الصف الحادي عشر من مدرسة دلال المغربي الثانوية "أ" للبنات التابعة لمديرية التربية والتعليم-شرق غزة، حيث قُسمت العينة إلى مجموعتين: ضابطة و تجريبية. تكونت المجموعة التجريبية من 20 طالبة بينما تألفت المجموعة الضابطة من 20 طالبة. لقد تم التأكد من أن المجموعة التجريبية متماثلة مع المجموعة الضابطة من حيث التعلم السابق والتحصيل باللغة الإنجليزية بشكل عام والتحصيل في الكتابة باللغة الإنجليزية بشكل خاص وأيضاً في استخدام العمليات الكتابية.

لقد استخدمت الباحثة ثلاث أدوات من أجل الحصول على البيانات اللازمة للدراسة. الأداة الأولى وهي مقياس اتجاه نحو الكتابة باللغة الإنجليزية حيث هدف إلى الكشف عن اتجاه الطالبات نحو الكتابة باللغة الإنجليزية قبل وبعد استخدام المدونة الإلكترونية. الأداة الثانية هي استبانة حول العمليات الكتابية حيث تكشف عن مدى استخدام الطالبات للعمليات الكتابية قبل وبعد استخدام المدونة الإلكترونية. الأداة الثالثة هي الاختبار التحصيلي في الكتابة حيث هدف إلى قياس الأداء الكتابي باللغة الإنجليزية للطالبات بشكل عام وقياس المهارات الإنتاج الكتابي بشكل خاص قبل وبعد استخدام المدونة الإلكترونية. علاوة على ذلك، لقد تم استخدام المدونات الإلكترونية كأداة تدريسية و تعليمية مساندة لأسلوب العمليات الكتابية من أجل شرح دروس الكتابة الواردة في الفصل الثاني في منهاج اللغة الإنجليزية للصف الحادي عشر. لقد تم جمع البيانات وتحليلها ومعالجتها إحصائياً من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية.

و بعد تحليل النتائج و معالجتها إحصائياً ، أظهرت نتائج الدراسة بأن هناك اختلافات ملحوظة وذات دلالة إحصائية بين معدل أداء طالبات المجموعة التجريبية وأداء طالبات المجموعة الضابطة في اختبار الكتابة التحصيلي لصالح المجموعة التجريبية و هذا يدل على وجود تحسن ملحوظ في الأداء الكتابي باللغة الإنجليزية للمجموعة التجريبية بصفة عامة وفي مهارات الإنتاج الكتابي بصفة خاصة مقارنة بالمجموعة الضابطة. كما أشارت النتائج أيضاً إلى وجود اختلافات ملحوظة وذات دلالة إحصائية بين معدل استخدام طالبات المجموعة التجريبية و

طالبات المجموعة الضابطة للعمليات الكتابية لصالح المجموعة التجريبية و هذا يدل على زيادة دالة إحصائياً نحو استخدام العمليات الكتابية لصالح طالبات المجموعة التجريبية نتيجة لاستخدام المدونة الإلكترونية في دروس الكتابة باللغة الإنجليزية . كما أشارت النتائج بأن هناك فروق ذات دلالة إحصائية نحو اتجاهات طالبات المجموعة التجريبية قبل و بعد استخدام المدونة الإلكترونية كأداة تدريسية و تعليمية مساندة لأسلوب العمليات الكتابية نحو الكتابة باللغة الإنجليزية لصالح ما بعد التجربة. وهذا يعني بأن اتجاهات الطالبات نحو الكتابة باللغة الإنجليزية قد تغيرت تغيراً إيجابياً بعد استخدام المدونة الإلكترونية كأداة تدريسية و تعليمية مساندة لأسلوب العمليات الكتابية .بالإضافة إلى ذلك لقد تم استخدام مربع " إيتا " من أجل معرفة حجم تأثير المدونة الإلكترونية ،فقد تبين أن حجم التأثير كان كبيراً.

في ضوء النتائج أوصت الباحثة بأن يستخدم المعلمون المدونة الإلكترونية كأداة تدريسية و تعليمية مساندة لأسلوب العمليات الكتابية في تدريس مهارات الكتابة حتى يحسنوا و يطوروا الأداء الكتابي للطلبة وتمكينهم من استخدام العمليات الكتابية وتحسين اتجاهاتهم نحو الكتابة باللغة الإنجليزية و لقد أوصت أيضا باستخدام المدونة الإلكترونية علي مهارات اللغة الإنجليزية الأخرى و علي مواد دراسية أخرى.

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List of Abbreviations

Abbreviation	Denotation
SPSS	Statistical Package for Social Sciences
EFL	English as a Foreign Language
ESL	English as a Second Language
Ss.	Students
T.	Teacher
et al.	(Latin abbreviation),et alli, which means and others
L2	Second language
IUG	The Islamic University of Gaza
UNRWA	United Nations Relief and Works Agency
MOE	Ministry of Education
Dep.	Department
URL	Uniform Resource Locator
RSS	Rich Site Summary
Etc.	The Latin term et cetera, which means "and so forth."
No	Number
LCD	A Liquid-Crystal Display
ADDIE	Analysis, Design, Development, Implementation and Evaluation
IT	Information Technology

Chapter I
Study Background

1.1. Introduction

The revolutions of information and communication technology, digital resources as well as electronic systems affect different aspects of life. For example, computers, Internet and World Wide Web have been integrated in the educational process and in the area of foreign or second language learning and teaching. Pennington (2004, p.7) states that “The electronic information technology (IT) revolution is upon us, and the computer is having a major impact on the ways we interact with information and with each other.” In other words, the invention of computers connected with the Internet has transformed the way the teachers teach and the ways in which students learn. As teachers, “We need a radical change in our approaches to teaching and learning in order to best prepare future generations for living and working in tomorrow’s world”. (Ruschoff and Ritter: 2001, p.220). Therefore, it is necessary to re-assess traditional teaching methods in order to go along with the aspirations of the new generation of learners.

Then, the integration of e-learning system into the educational process makes the learning and teaching process different completely from the common and known traditional ways. This is confirmed by some researchers as Itmazi (2008, pp.5-6), Al-Kanan (2008,pp.2-3), and Khamees (2003,p.19) who indicate that it is essential to use electronic learning instead of the traditional learning. All of them confirm that the electronic learning is beneficial to the learning process. For instance, it eases learners' comprehension of the learning material, reinforces self-learning, helps improve and develop the educational and instructional process.

Moreover, web-based education has become a pedagogical and technological tool in teaching and learning English as a foreign or second language. In fact, it has many advantages in teaching and learning English as a foreign or second language. First, it allows students to study anywhere as long as there is access to a computer with

internet connection. Second, it lets them work at their own pace. Third, it takes into account students' different learning styles through different activities. Fourth, it makes students join discussions any hour of the day. Fifth, it is cost effective. (Banciu, Gordan and Stanciu: 2012, p.103). In addition, it also supplies teachers with diverse teaching materials for diverse topics and purposes as well as gives support in gaining proper teaching techniques and approaches. Thus, teachers of English should keep up with the technological advancements in the field of teaching English language as a foreign or second language as well as pay attention to the electronic learning in teaching English language skills in order to be implemented in the regular classes.

For instance, a weblog is a technological tool and a tool of e-learning. It is characterized with making the publishing of the content easy without the need for a team for designing multimedia programs as well as activating the actual learners' participation in making comment, dialogue, discussion and interaction.(Awad: 2012, p.1)

In addition, Campell (2003, p.1) defines the weblog as "A weblog (or 'blog') is an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software that enables one to easily do so". Therefore, the weblog provides a collaborative environment through which students can read each others' post and they can comment on each others' work.

The implementation of the weblog can have a significant positive effect on the language learning and teaching processes in general and in English language learning and teaching processes in particular. This is emphasized by Pinkman (2005, pp.18-22) who reports that the weblogs are authentic, motivating, and communicative resources that can act several purposes in the foreign language classroom as their use leads to amplify interest and motivation to use English because of interaction with, and feedback

from, classmates and teachers, advance reading and writing skills as well as promote learner independence.

In the age of the Internet, information technology and globalization, writing in English has become greatly significant as English language is an international language and can be used in different parts of the world. However, it is one of the most difficult and therefore frustrating skills to teach particularly in an EFL curriculum. It is especially difficult for non-native speakers as learners are expected to create written products that demonstrate their ability to organize the content, to address the correct audience as well as to demonstrate their linguistic ability (vocabulary, punctuation, spelling, etc).

Mandal (2009, p.96) states that there are two theories regarding writing: process and product. When we describe writing as a product, we are mainly focused on the outcomes. In other words, we are concerned with what the students have produced, e.g. grammatical accuracy, mechanics of writing, proper format, and good organization. However, when we consider writing as a process, this exceeds the outcome. For instance, when writers experience a certain process of writing, this leads them to produce a successful piece of writing. In addition, Harmer (2004, p.5) introduces four elements of writing processes (planning, drafting, editing and final version) in teaching writing.

A paragraph is the main element in building any other writing genre as well as it is the crucial component of organization in writing in which a group of sentences develop one main idea. Thus to write a good paragraph, students should be able to make connection between diverse sources, select the most crucial information in order to support their writings, delete irrelevant or redundant details, and synthesize into a coherent, well-structured and logical development of ideas. Besides, teachers should use

creative, new and effective ways for teaching writing lessons to enable students to write a well-organized paragraph.

The researcher, who is a teacher at a secondary school has had the chance to mark the national exam of the eleventh as well as twelfth students, observes that students get poor marks in paragraph composition. The researcher notices that English language learners' writing suffers from notable problems such as awkward content, poor organization, vague style, broken up sentences, redundancy, and most importantly meaningless ideas.

According to the researcher's experience in the field of teaching English language to the eleventh and twelfth grade, she notes that these problems occur due to teaching English in Palestine as a school subject to help students to pass the exam not as a foreign language for the purpose of communication, the lack of practice writing paragraph by students, and the lack of contact with native speakers. Accordingly, these problems weaken students' ability to use language properly at the four levels of language skills especially the two productive ones which are speaking and writing.

Therefore, it is essential to attach importance to the writing skill, writing problems faced by the language learners, as well as the appropriate way of teaching writing activity in order to propose solutions to help language learners to master writing skill in the foreign language. For instance, school is considered as a factory that creates excellent writers so it is the most appropriate location responsible for teaching students how to create a creative piece of writing. This is emphasized by Keneth (2010, p.1) who says that “good writers are made not born”.

To sum up, teachers of English as a foreign language should use an appropriate way to teach writing in order to help students master it as well as understand the essence of writing as a process in order to teach students how to write a good paragraph.

Moreover, Dieu(2004, p.26) states that the use of the weblog gives the learner a chance to "maximize focused exposure to language in new situations, peer collaboration, and contact with experts". Consequently, the researcher assumes that teaching paragraph writing through the weblog as a teaching and learning tool supportive to the process writing approach will be valuable and worthy compared with traditional writing class, as it can enhance motivation, promote collaborative learning and meet learners' needs and abilities.

In light of the above mentioned information, the researcher wants to shed the light on the use of the weblog as a useful teaching and learning tool supportive to the process writing approach due to the lack of the Palestinian studies on the use of the weblog in language teaching and learning. Therefore, the researcher is interested in investigating the effect of using the weblog as a teaching and learning tool supportive to the process writing approach on enhancing the eleventh graders' English writing performance and their attitudes towards writing in English.

1.2. Statement of the Problem:

Through the researcher's work and experience as a teacher of English language at a secondary school in Gaza Strip, she noticed that students in the eleventh grade perform feebly and receive low scores in writing tests due to the lack of incentive, weak participation in English class, the shortage of the strategies/skills to cope with writing as well as in appropriate techniques of teaching writing tasks. Consequently, it is so significant to implement such a study in order to improve students' performance in writing paragraph, increase their achievement in writing tests, increases their use of the writing processes and develop their attitudes towards writing in English.

1.3. Research Questions:

The present study proposes the following major question:

-To what extent does the weblog as a teaching and learning tool supportive to the process writing approach enhance the eleventh graders' English writing performance and their attitudes towards writing in English?

From the above mentioned question, the following sub-questions are derived.

1. What are the types of paragraphs that eleventh graders are required to write?
2. What are the main characteristics and the structure of the weblog that used in explaining the writing lessons for the eleventh grade?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups on the writing product skills such as content, organization, vocabulary, language use, and mechanics in the post writing achievement test?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups in the post process writing questionnaire on the use of the writing processes such as planning, drafting, revising, editing and publishing?
5. Are there statistically significant differences between the mean scores of the experimental group on the writing attitudes scale before and after the experiment?

1.4. Based on the questions, the following hypotheses are set forth:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups on the writing product skills such as content, organization, vocabulary, language use, and mechanics in the post writing achievement.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups in the post process writing questionnaire on the use of the writing processes such as planning, drafting, revising, editing and publishing.
3. There are no statistically significant differences between the mean scores of the experimental group on the writing attitudes scale before and after the experiment.

1.5. The Purpose of the Study:

The study aims to achieve the following objectives:

1. Examining the effect of using the weblog as a teaching and learning tool supportive to the process writing approach on improving the Palestinian eleventh graders' English writing performance and their attitudes towards writing in English.
2. Determining if there are statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups on the writing product skills such as content, organization, vocabulary, language use, and mechanics in the post writing achievement test.
3. Identifying if there are statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups in the post process writing questionnaire on the use of the writing processes such as planning, drafting, revising, editing and publishing.
4. Determining if there are statistically significant differences between the mean scores of the experimental group on the writing attitudes scale before and after the experiment.

1.6. The Significance of the Study:

The significance of this study springs from the fact that the weblog has been lately integrated in the field of education in general and in the field of language teaching and learning in particular. To the best knowledge of the researcher, this study is the first

study to be conducted in the field of English language in Palestine. For this reason, the study may be highly significant for:

1. Teachers:

It may help teachers of English language to employ the weblog as a means for the sake of enhancing writing product skills and writing processes in order to get rid of traditional methods, engage students in the process of education and improve the quality of education.

2. Supervisors:

This study may draw supervisors' attention to the importance of conducting training courses to teachers for the purpose of enhancing their skills in employing the weblog and other web-based-learning tools in teaching English writing skills in particular, other skills and any subject in general.

3. Curriculum designers:

It may draw their attention to change, modify, organize and enrich English language curricula with a variety of activities that suit the new technological environment, learners' needs and abilities as well as fit with writing processes to help learners to produce a meaningful and coherent paragraph.

4. Decision makers:

It may help decision makers to make decisions on prompting the employment of the educational and instructional models, as the weblogs or other web-based –learning tools, in teaching English language and other teaching fields since they can encourage self-learning and utilize information technology and the net web in order to cope with knowledge boom. In addition, decision makers are responsible for conducting training courses to train in-service teachers of English on the application of e-learning approach and help them acquire internet skills.

5. Head masters:

It may attract the headmasters' attention to the significance of supplying school laboratories with modern computer devices connected with the Internet and electronic tools which facilitate using recent technology in teaching English language skills and other subjects.

6. Students:

It may encourage and motivate students to use the weblog to attain knowledge. In addition, it may provide students with a technological and an educational environment that allows them to obtain information by themselves or to answer self-directed activities.

7. The use of the weblog as a web- based learning tool in teaching English writing skill helps teachers to cope with modern trends in education and to experiment models of education that may lead to achieve positive results in the educational process.

8. The scarcity of the Palestinian studies – according to the knowledge of the researcher- having relevance to teaching English as a foreign or a second language via the weblog.

9. This study may lead to raise further future relevant studies about using different technologies and web-based learning tools in developing other skills as listening, reading or speaking.

1.7. Limitations of the Study:

The study was applied within the following limitations:

1. It was a ten-week study in the second term of 2012-2013 scholastic year.
2. It was confined on the eleventh grade female students enrolled at Dallal Al Mughrabi Secondary "A" Girls' School in the Directorate of Education -East Gaza which is run by the government.

3. It was limited to the topics of the writing lessons in the last five units in English language textbook " English for Palestine 11".
4. The use of the weblog as a teaching and learning tool supportive to the process writing approach was implemented on 6-10 units in English language textbook " English for Palestine 11".
5. The study used the quasi-experimental approach.

1.7.1. Variables of the Study:

- 1- Independent variable : weblog as a teaching and learning tool supportive to the process writing approach
- 2- Dependent variables :
 - a. Writing performance: It has two dimensions: writing product skills and writing processes
 - b. Students' attitudes towards writing in English

1.8. Operational Definition of Terms:

The researcher defines the following terms operationally

Effect:

It refers to the degree of change and improvement in students' writing performance in English language as a result of using the weblog as a teaching and learning tool supportive to the process writing approach.

Weblog:

It is as a web page that is easily designed and provided by specific providers on the Internet web. In addition, it allows the user to write and post topics and arranges these topics in a chronological order usually published from the latest to the oldest as well as lets user add texts, images and audio and video scripts, provide relevant links and interact with editors and readers by making comments or entries. It is an interactive page that allows users to write about their experiences and opinions about a certain topic

so this creates an interactive virtual learning environment and lets them exchange their experiences in writing.

Writing performance:

In the current study, it can be described as the means of points attained by the students in the English writing achievement test (products) in addition to their means of points in the process writing questionnaire.

Writing process:

In the current study, writing process refers to the five writing stages the students go through to produce a meaningful paragraph which are planning, drafting, revising, editing, and publishing.

Writing product:

In the current study, this term refers to the final piece of writing. It contains specific productive writing skills, which are taken into consideration in the evaluation of the final pieces of writing specifically, content, organization, vocabulary, language use, and mechanics.

Target students:

They are the eleventh graders at Dallal Al Mughrabi Secondary "A" Girls' School who have been learning English as a Foreign Language for eleven years in Palestine.

Traditional method:

It is a conventional method used by teachers of English language in Gaza, particularly the product-based theory utilized by teachers of English language. It is a teacher centered method whereas the teacher is the main source of teaching and demonstrates the scene while learners are passive recipients. It focuses on a routine of memorization, repeated drills and spelling. It also concentrates on giving students model

in writing without focusing on writing product skills and writing processes as well as without using the weblog.

Attitudes towards writing in English:

It refers to the positive or negative beliefs, feelings and reactions that the students hold towards writing in English in terms of appreciating the importance of writing in English, enjoying writing in English, learning English writing via the weblog as well as acknowledging the role of the English writing teacher. This acceptance or refusal affects students' enjoyment in learning and practicing English writing. Besides, it is measured by the writing attitudes scale that has been specifically prepared by the researcher.

Chapter II

Theoretical Framework

Literature Review

Chapter II

The Review of Literature and Related Studies

Introduction

According to the purpose of this study, which aimed at investigating the impact of using weblog as a teaching and learning tool supportive to the process writing approach on enhancing the Palestinian eleventh graders' English writing performance and their attitudes towards writing in English, this chapter is divided into two main parts. The first part is a theoretical framework which includes three domains: the first domain discusses e-learning; the second domain focuses on the weblog; and the third domain sheds light on writing.

The second part tackles 15 previous studies that other researchers have conducted regarding the use of the weblog in writing and 15 studies which have been conducted concerning students' attitudes towards writing after intervention. After that, brief details are given; suggestions and recommendations of their studies are drawn through the discussion. Then, the researcher presents her comments on those previous studies.

The First Domain: E-learning

2.1.1 E- Learning:

Learning system is one of the components of any contemporary community. In light of the information revolution and advancement of technology and communication of the twenty first century, the learning system needs to reconsider the dominant and traditional methods of learning as well as to be developed to cope with the requirements of the twenty first century. For instance, the learning system needs to adopt new, modern and innovative tools or ways of disseminating knowledge and information to the students. These new tools should enhance learners' roles in the learning process. For

example, e-learning is one of the modern learning tools that enable students to be more responsible for the learning process through discovering, changing and experimenting. In addition, it is used to support the learning process with new means and facilitates the learning process as it is flexible in terms of place and time and it uses different electronic tools to realize its benefit efficiently.

This is affirmed by Itmazi (2006, p.8) who states that the learning process requires techniques and tools to introduce knowledge from diverse resources, interact with it and share it with others. In this context, e-learning is considered as a significant tool to reinforce the learning system to realize its goals. Additionally, Amer (2007, p.64) states that e-learning fulfills various achievements in light of problems and challenges faced by the learning system as it allows school curriculum to keep pace with the rapid development in the contemporary knowledge. It also meets the increasing demand on education, fulfills the quality standards in education, applies the effective learning principles, satisfies the need for an ongoing training and develops learners' abilities to communicate with others.

2.1.2. Definition of E-learning:

Henry, (2001, p.249) defines it as "The appropriate application of the Internet to support the delivery of learning, skills and knowledge in a holistic approach not limited to any particular courses, technologies, or infrastructures"

Codone (2001, p.1) defines it as "Any type of learning delivered electronically or learning products can be delivered by computer, intranet, internet, satellite, or other remote technologies"

Al-Mosa (2005, p.219) defines it as

“It is a way of teaching through the application of the mechanics of the modern communication such as the

computer, networks and multimedia with its sound, image, graphics, the mechanisms of search, and electronic libraries. It is also the implementation of techniques of all kinds in the delivery of information to the student in the shortest time, less effort and more effectiveness”

Aqel (2007, p. 20) defines it as: “The kind of education that applies information technology in its operations”

Amer (2007, p.21) defines it as: “An educational system that uses information technology and Internet networks to support and enlarge the educational process”.

From the above mentioned information, the researcher defines e-learning as a way of learning that makes the learning environment full of actual application of the advanced technological tools as multimedia, electronic mediums and computer software whereas the teacher and students interact with each other through these mediums in order to achieve specific learning goals and to deliver information to students. In the same vein, it enables learners to do autonomous learning or to learn with the guidance of the teacher in a less time, less effort and more benefits.

2.1.3. Approaches of E-learning:

Ghirardini (2011, pp.10-11) describes two general approaches to e-learning as below:

Self-paced e-learning: In this approach, learners are free to learn at their own pace and to determine personal learning paths depending on their individual needs and interests. E-learning content is developed according to a group of learning objectives and is delivered using various media components as text, graphics, audio and video. It must offer as much learning support as possible through explanations, examples, interactivity, feedback, and glossaries in order to make learners self-reliant.

E-mail-based technical support or e-tutoring is provided to learners. When self-paced e-learning is provided through an Internet connection, it is possible to monitor and follow learners' actions in a central database. Thus, when learners become self-paced learners, they become completely independent.

Instructor-led and facilitated e-learning approach: In this approach, the course is timetabled and guided by an instructor and/or facilitator through an online learning platform. E-learning content for individual study can be integrated with instructor's lectures, individual assignments and collaborative activities among learners. Learners, facilitators and instructors can utilize communication tools such as e-mails, discussion forums, chats, polls, whiteboards, and application sharing and audio and video conferencing to interact and work together. Finally, the last step contains an exercise or assessment to measure learning. In other words, this approach provides diverse levels of support from tutors, instructors and collaboration among learners.

It is noteworthy that e-learning courses mix both approaches; however it is useful to consider the two independently for the sake of simplicity.

2.1.4. Components of E-learning:

Ghirardini (2011, pp.11-13) states that the components of e-learning include the following:

a-E-learning content: E-learning content contains easy learning resources; interactive e-lessons; and electronic simulations.

b- E-tutoring, e-coaching, e-mentoring: These services, which provide human and social aspects, can be provided to learners to support them through the learning experience.

c- Collaborative learning: Collaborative activities consist of discussions, knowledge-sharing and working together. Social software, such as chats, discussion forums and blogs, are employed for online collaboration among learners.

d- Virtual classroom: A virtual classroom is the instructional method most parallel to traditional classroom training, as it is directed entirely by a teacher.

It is clear that these components of e-learning are essential for all successful online programs so when the teacher knows and understands these components very well, he/she will be able to build instructionally sound and successfully online program.

2.1.5. Models of E-learning:

Hrastinski (2008, pp.51-52) differentiates between two models of e-learning as it is illustrated underneath:

Asynchronous learning: It is normally eased by media such as an e-mail and discussion boards, and promotes work relations among learners and with teachers, even when participants can't be online at the same time. Thus, it is a basic element of flexible e-learning. For instance, a lot of people take online courses due to their asynchronous nature, combined with work, family and other commitments. It allows learner to log on to an e-learning environment at any time and download documents or send messages to teacher or peers.

Besides, Gremu (2012, pp.7-8) claims the advantages of using asynchronous learning are as follows:

- It offers students with flexibility in terms of autonomy of study times, location and accessibility of space.
- It records and stores all discussions so any student can easily access these discussions.
- It allows learners to leave out learning materials they already know and focus on what they are required to learn, enabling them to fruitfully complete a learning material earlier than formerly planned.

Synchronous e-learning: It is usually aided by media such as videoconferencing and chat; it also can support e-learning societies. Learners and teachers perceive

synchronous e-learning as more social and keep away from frustration by asking and answering questions in real time. Moreover, Gremu (2012, pp.9-10) states the benefits of synchronous e-learning as follows:

- It overcomes the barrier of physical location so learners from different locations and time regions can interact with each other and with their teachers in real time.
- It is useful for learners who face difficulties in understanding the learning materials without support from teachers or fellow learners, or learners who struggle with motivation.
- It also provides teachers with the freedom of delivering the learning material from any other location as long as the requested equipment is available.
- It gets rid of the isolation witnessed by learners in an asynchronous environment because of limited or no interaction with other learners or teachers.

The researcher believes that the teacher should be aware of the tools of both synchronous and asynchronous e-learning in order to select the appropriate model and tool that suit the learners' needs, learning environment as well as the objectives of the learning material.

2.1.6. Principles of E-learning:

Anderson and McCormick (2005, pp.3-10) state the pedagogic principles of e-learning as underneath:

Principle 1: Match to the Curriculum:

It should go along with the proper curriculum through apparent objectives; the pertinence of content covered; the suitability of student activities; and the nature of the assessment.

Principle 2: Inclusion:

It should support comprehensive application in terms of various types and variety of achievement. For instance, physical disabilities can principally benefit from e-learning. In addition, different social and ethnic groups and gender can get advantage from applying e-learning.

Principle 3: Learner Engagement:

It should engage and encourage learners. This engagement should be obvious in spirit of being both educational and motivating.

Principle 4: Innovative Approaches:

It provides the technology, tools and professional development that make it easy to create a connected, personalized learning environment that challenges students to practice problem-solving, to work together and to employ creativity to construct, share, and present their ideas, thinking and learning.

Principle 5: Effective Learning:

The implementation of different approaches in the e-learning environment allows the student to choose the one that suits her/him, or that can be personalized to her/him, or to satisfy some characteristics of a good learning as learner autonomy; enabling or encouraging collaboration.

Principle 6: Formative Assessment:

It should provide formative assessments in order to provide immediate feedback on performance and support learning from the assessment experience.

Principle 7: Summative Assessment:

It must provide summative assessments. This assessment must be valid and reliable; comprehensible by teachers, learners and parents; be able to deal with a range of achievement levels; and be free from adverse emotional impact on the learner.

Principle 8: Coherence, Consistency and Transparency:

It must be internally coherent and consistent in the way the objectives, content, student activity and assessment equivalent to each other. It must be open and accessible in its design.

Principle 9: Ease of Use:

It should be transparent in its ease of use.

Principle 10: Cost-Effectiveness:

E-learning as a technology solution needs to be reasonable and inexpensive and the costs sustainable.

The researcher believes if the ten pedagogic principles of the e-learning are followed in choosing, designing and teaching any online course, the educational organizations will achieve their goals at a lower cost, with greater trustworthiness, in an accessible model for instructional delivery.

2.1.7. Importance of E-learning in Education:

E-learning is significant in order to go along with the ongoing changes and advancement in the different fields in life in general and in the learning process in particular. Shqair and Shaban (2005, p.6) indicate that e-learning is significant as it fulfills the following:

- It allows interaction and communication opportunities with the teacher and students.
- It defeats time and place limits as it offers students chances to deal with the learning material in anytime and anywhere.
- It allows teachers to follow up their students remotely as it enables students to communicate with each other and with the teacher without the restriction of time and place limits.

- It enhances autonomous learning.
- It provides the learning material supported with different learning aids, taking into account the individual differences among students.

The researcher thinks e-learning is important as it:

- leads to achieve the educational objectives of the lesson efficiently.
- saves time and efforts since it creates an interesting learning environment that fits with the learners' characteristics.
- provides learners with motivation for learning and staying up to date with all ongoing changes in technology, science and different aspects of life.
- cancels both time and place limits in learning. Accordingly, learners can receive their learning and attend lecture while they are sitting at home. They can interact with teacher and send homework or assignment through an electronic environment.
- copes with the individual differences among learners as it lets learners learn according to their levels and abilities.

2.1.8. Characteristics of E-learning:

Al-Kanan(2008, pp.3-4) demonstrates the important characteristics of e-learning as it:

- makes the learning environment full of different learning resources.
- changes the role of both teacher and students in order to go along with innovative issues in the educational process.
- motivates interaction between the elements of the learning process like teacher, students, leaders and local community.
- leads to transfer the educational experiences through creating communication channels and forums that enable learners, directors, supervisors, leaders, specialists and all interested people to discuss and exchange thoughts and opinions.

- introduces lessons in an ideal way
- prepares a generation of teachers and learners who have skills in dealing with the technology
- enhances effective communication skills especially for shy and reluctant students in participating and interacting with lessons and others.
- helps disseminate the technology in community.

Moreover, Amer (2007, pp.42-43) states that there are different characteristics that made the e-learning effective. The most important of which are stated as below:

- It presents multimedia digital educational content as written and spoken texts with sound influences, different types of graphics, animations, motion picture, still picture and video clips. This content is designed as small learning chunks of skills and knowledge presented between 2 minutes and 15 minutes. This content is easily delivered to students and is easily designed, updated and modified. The content is considered as the prominent element of the e-learning so it is described as the king.
- The content is presented to students through the multimedia based on computer and its nets and programs.
- It is flexible as it allows learners to learn according to their own paces and abilities.
- The learners represent the key element in the e-learning. When e-learning is designed or carried out, it takes into account learners' abilities, needs, and learning styles. Thus, e-learning is based on learner-centered and interactive learning.
- It provides groups of electronic links that provide great deal of informational sources.

In the same context, Khan(2005, p.150) writes that the awareness of the power of e-learning elements and characteristics can ease the design of meaningful e-learning environments. Thus, a well-designed e-learning program can offer learner-centered,

engaging, interactive, affordable, efficient, easily accessible, flexible, meaningful, distributed, and facilitated learning environment.

The researcher believes that the characteristics of e-learning make students pay attention to learning as well as make them interested and more involved in any learning experience. Therefore, the teacher should utilize the characteristics of e-learning appropriately for the sake of achieving the objectives of e-learning.

2.1.9. Objectives of E-learning:

Al-Mubarak (2004, p.24) states that it is necessary to apply e-learning because it helps achieve sets of objectives as follows:

- It copes with the development in different fields and enables learners to deal with it efficiently. E-learning is a learning tool that takes place through the use of technology and its means for the purpose of learning, acquiring experience and interacting with the elements of the learning process.
- It increases communication opportunities between the teacher and students, students themselves and the educational organization as it facilitates the communication between these parties in multi way contacts by using discussion boards, e-mail and chat rooms.
- Through e-learning, teacher can easily be accessed in anytime and anywhere through the use of e-mail and discussion board.
- It allows educational experiences to be exchanged by using communication channels and forums so it enables teacher, trainers, supervisors, and all interested people to discuss and exchange opinion and experiments despite distances.
- It provides curriculum all the day and all the days of the week. This is useful for people who desire to learn in a certain time.
- It provides immediate evaluation tools so it makes students' evaluation easy.

- It alleviates the administrative loads of the teacher and administrative members as submitting assignment, registering attendance, correcting tests, registering results and statistics.
- It strengthens the relationship between teacher and students; school and parents.
- It fills the shortage of specialist teachers.
- It fills the shortage of laboratory and unprepared laboratory. (Al-Kanan: 2008, p.4)
- It increases the efficacy of both teacher and learner.
- It overcomes the problems of classes with large numbers of students.(Ghanaim: 2006, p.4)

The researcher believes that it is necessary to establish educational organizations capable of facing the knowledge boom and increasing information in order to achieve the objectives of e-learning. These educational organizations should work on developing the methods of information delivery to learners in order to improve their achievement and make them able to acquire skills that develop their abilities to increase their standards of living and be able to adapt with the globalized community.

2.1.10. Reasons for Using E-learning:

There are some reasons that contributed to the adoption of e-learning in education. For example, Al-Awawda (2012, p.29) states that there are many reasons beyond using e-learning in the educational organizations as identified beneath:

- The continuous knowledge and information boom and the inability of the current curriculum to pursue the advancement in the modern knowledge and information
- The weakness of the current learning system to meet the increasing social demand on learning

- The inability of the traditional learning classroom to achieve the quality standard in education
- The difficulty of applying effective learning principles in the traditional learning classroom like learning according to the needs, abilities, inclinations, problem-solving and giving enough time to learn
- The difficulty of preparing learners to communicate with others in the outside world in the traditional learning classroom
- Increasing the awareness of the importance of education and learning is compulsory in certain age in the most of world countries.
- Having a large number of learners in the classroom , relative shortage in the number of qualified teachers as well as the scarcity of teachers in specific disciplines
- The inability of educational institutions to accommodate all those who desire to learn
- The emergence of a variety of applications in different areas, including sources of information due to the development of digital technology and networks
- The nature of science changes as a result of the discoveries and informational growth, and the emergence of modern methods for the sake of supporting the message of science.
- The availability of funding research and scientific explorations leads to search for solutions to the educational problems, and the most important of these solutions is the modern electronic sources
- The growth of cultural exchange between human societies and the need to exchange information.

Ghirardini (2011, pp.9-10) demonstrates the reason for adopting e-learning as it reaches a wider target audience by engaging learners who have difficulty attending conventional classroom training because they are:

- Geographically dispersed with limited time and/or resources to travel;
- Busy with work or family commitments which do not allow them to attend courses on specific dates with a fixed schedule;
- Located in conflict and post-conflict areas and restricted in their mobility because of security reasons;
- Limited from participating in classroom sessions because of cultural or religious beliefs;
- Facing difficulties with real-time communication (e.g. foreign language learners or very shy learners).

The researcher believes that the use of e-learning in education is essential as it enables both teacher and learner to cope with the great development in the field of telecommunications and information technology as well as the advancement in the area of the methods and mechanisms of the modern learning. In addition, it offers a rich learning environment and multi resources learning environment that help learners in the scientific research and develop the autonomous learning and get learning and knowledge anytime and anywhere.

2.1.11. Advantages of E-learning:

Al-Kanan (2008, pp.2-3) identifies the advantages of e-learning as follows:

- It is full of large amounts of information from various sources.
- It presents updated information and it refreshes information continuously.
- It provides information from different parts of the world.
- It makes the search of information easy.

- It reduces cost, effort and money.
- It is flexible in terms of place and time as learners can access information and learning material on the Internet in anytime and anyplace.
- It provides learners with equal educational opportunities.

Itmazi (2008, pp.4-5) states the major advantages of e-learning are flexibility, time and cost reduction.

Flexibility, Convenience and Accessibility:

- It is easy and quickly accessible anytime and anywhere.
- It gives an option to select learning materials from increased quantity of courses offered online which the learner needs and is interested in.
- It offers easier distribution of the course materials.
- It provides immediate feedback when using online homework, quiz, and testing.
- It leads to access various resources easily.
- It provides self-pacing. It means that the asynchronous way allows each student (slow or quick) to study at his own pace and speed so it increases satisfaction and reduce stress.
- It presents different styles and facilitates learning through a variety of activities.
- It easily allows learners to join bulletin board discussions at any time, or visit classmates and instructors remotely in chat rooms.
- It can provide stronger understanding and increase retention on subject, due to using many elements which exist under e-learning as multimedia, quizzes, interaction and the ability to retry / replay training parts over and over in order to understand it.
- It can be easily managed for large groups of students.
- It is easy to make student-tracking systems, because students complete their learning while they are connected to the network.

Time:

- It saves the time, because e-learning reduces travel time.
- It allows learner to schedule his/her classes and learning activities around his/her family and his/ her work in anytime.
- It moves faster because the students can skip activities or materials they already understand and jump to new issues.

Money:

- It reduces the overall cost of: travel, lodging and meals.
- It declines the cost of production and distribution of the course materials and guides.
- It decreases the cost of office-building fees and instructors' salaries.

Communication and Interactivity:

- It enhances possible communication and interactivity between students and supervisors in online courses.
- Students can study in any place where they have access to a computer and internet connection.
- The interaction among instructors and students in e-learning is better than in courses in large lectures.
- The interactivity engages students by pushing them rather than pulling them through training.
- It allows teacher to deal with more than one student at the same time.
- It leads to increase the quality of education and focuses on critical reflective thinking skills (Amer: 2007, pp.67-70)

2.1.12. Limitations of E-learning:

Itmazi (2008, pp.5-6) states the major limitations of e-learning as follows:

- It requires technology infrastructure which may be not available in some countries.

- Bandwidth limitation, or slow Internet connection, which can affect the ease of the learning process, because it causes weak performance for multimedia, video, sound, and graphics as well as long waits for download.
- Increased costs for initial development, because the greater portion of the costs associated are start-up costs.
- Some students might get lost or confused about learning activities.
- All courses can't be delivered online, while some other courses require a more personal touch so they are not delivered well by the computer.
- Sometimes the instructor is not available when the students need his help (in real time mode).
- It requires computer skills and sometimes files and software management of online learning, which could be complex for beginner students.
- Some laboratories are difficult to simulate in virtual classrooms.
- It lacks of human contact or face-to-face interaction with the instructor and other classmates.
- Some students may fail due to bad study habits or low motivation.

In addition, Amer(2007, p.75) adds different obstacles facing people who are responsible for carrying out e-learning as underneath:

- Some teachers are unable to use this technology.
- Students don't interact with the new model of learning well.
- Community is not aware of this model of learning.
- The content of the websites can be penetrated due to the attacks on the website of the e-learning on the net.
- It leads to weaken the role of the teacher who plays an important and effective educational factor.

The researcher sees that e-learning makes the learning environment exciting for students and attracts their attention to learn as it transfers the traditional learning methods into modern methods to cope with the advancement in different aspects of life. Despite the obstacles of e-learning, it can be modified to fit the goals of any educational organizations through overcoming the above mentioned obstacles. Thus, the researcher suggests solutions to overcome the above mentioned obstacles in order to benefit from the advantages of e-learning

- Teachers should receive training courses on how to integrate e-learning in the education to attract students' attention to learning as well as how to play the role of the guide in the e-learning environment.
- Students should receive training courses in order to accept this change in learning process and enable them deal with e-learning effectively.
- Community should be aware of the importance of e-learning through conducting workshops, and distributing leaflets about the significance of e-learning.
- Schools should be equipped with ready computer laboratory and net access.
- Schools should be provided with an expert technician to treat every technical problem in the computer laboratory quickly.
- Curriculum should be computerized and published on the Internet to be more interesting for students.
- Students' computer devices should be linked with central computer devices to be monitored so that students can only focus on the content of the current learning materials when they know that they are monitored.
- Educational programs should be prepared by specialist and highly qualified teachers at school.

2.1.13. Role of Teacher in E-learning:

In light of e-learning environment, the role of teacher becomes essential and more complex as he/she forms the vital and basic element of the educational process. He/she will play the role of consultant, a member of a team, developer for curriculum, designer and planner for objectives as well as organizer and director for the sources of learning, leadership and guidance in the e-learning environment.

This is confirmed by Al-Farra (2002, pp.9-10) who states that e-learning doesn't cancel the role of the teacher but it makes his /her role important and more difficult as the role of the teacher becomes mixture of being a leader, a project director, a critic and a guide. The teacher should be specialist in his/her discipline, experienced and highly qualified and is able to acquire the experience needed for improving his/her experience in light of the precise technical guidance.

Shahata (2009, pp.112-115) illustrates that the teacher has to perform different roles in the e-learning environment as follows:

- He/she presents the content through the use of different technological tools. He/she explains, gives models, presents activities, and introduces information and concepts related to the lesson with the assistance of computer, internet and other tools of e-learning.
- He/she encourages the interactive use of technology in educational environment. Therefore, he/she motivates his/her learners to use this technology, interact with it and contact with his/her colleagues through the use of e-learning tools.
- He/she is a trainer. He/she is responsible for training his/her learners on dealing with the means of e-learning, with the information available via the electronic sources in terms of how to manipulate, store and share it.

- He/she is an administrator of the e-learning environment. He/she is responsible for preparing a plan about how to administer e-learning lessons, choosing clear and specific objectives, selecting appropriate teaching methods to achieve the goals, determining tasks and activities and the types of discussion (asynchronous or synchronous), making sure that learners master the interaction skills of using e-learning tools as well as following up learners continually when they use the tools of e-learning.
- He/she is a facilitator. He/she provides learners with different services to ease their e-learning. For example, He/she helps learners in performing their tasks and reinforces learners' participation in learning through sharing information, answering questions and giving consultations.
- He/she is an assessor. He/she is liable for assessing learners continuously in order to ensure achieving goals and providing learners with immediate feedback to tackle learners' errors.
- He/she is a technologist. He/she is capable of solving technological problems that may arise during the implementation of e-learning.
- He/she is able to design learning tasks and supervise them in order to ensure that they fit with learners' experiences, interests and inclinations.
- He/she is an advisor. He/she provides pieces of advice and consultations to learners. Thus, he/she should be familiar with the new information in his/her discipline and in the field of teaching method.
- He/she is an observer. He/she observes learners' performance when they carry out different types of learning tasks as well as when they interact with the content and with each other through the use of e-learning tools.

- He/she plays an effective role in transferring different ideas and points of view among learners. Further, he/she is responsible for leading the discussions to be the best through the use of technology.

Certainly, the researcher sees that the role of the teacher in the e-learning environment differs from his/her role in the traditional learning. E-learning demands the existence of highly qualified and trained teachers on dealing with it and its good applications in learning. Moreover, it requires teachers play various roles that go in harmony with its requirements and the requirements of information boom and the technological advancement. Thus, the teachers should develop their capacity through attending programs and courses that aim to raise their professional level so that in this way they can fit with the changes in the current age .It is worth mentioning that this e-learning doesn't replace the teacher but it enhances his/her role as a supervisor and organizer to direct the learning process and to cope with the development of the modern age in various aspects of life.

The Second Domain: Weblog

2.2.1. Weblog:

Weblog is considered as a distinct method of integrating technology into a curriculum inside a classroom as it looks like a personal diary so it allows learners to deal with it easily and gives them enough space needed for creativity and expression. Therefore, there are many websites that let students set up their own weblogs so that they can continue their learning outside the walls of the classroom in anytime and anywhere in order to improve students' learning outcomes.

2.2.2. Definition of Weblog:

Campell (2003,p.1) defines weblog as "A weblog (or 'blog') is an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software that enables one to easily do so"

Godwin-Jones (2003, pp.13-14) defines it as "A weblog (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet"

Mcintosh (2005, p.2) defines it as

"Historically, a weblog, or 'blog' for short, is recognized by its regularly updated, time and date stamped posts, running down the computer screen in chronologically reverse order (i.e. the most recent post comes first). Crucially, there is an "Add Comment" feature so that readers of post can leave their opinions, questions or thoughts. Finally, there is a writing style element: blogs are written by one individual who gives his or her thoughts in a generally relaxed, 'spoken' style. "

Galien and Bowcherc (2010, p.6) define it as

"The weblog is commonly known as a blog. The term "blog" is a contraction of two words: web and log. Weblog, or blog for short, is used as both a noun and a verb. Blogs are a fairly new tool for written communication and interaction and appear in many different languages"

Similarly, Efimova and Fiedler (2004,p. 490) define it as“ A personal diary-like-format websites enabled by easy to use tools and open for everyone to read”

Richardson (2009,p.17) defines it as "A weblog is an easily created, easily updated website that allows the author or (authors) to publish instantly to the Internet from any Internet connection."

From above- mentioned definitions, the researcher defines the weblog as a web page that is easily designed and provided by specific providers on the Internet web. In addition, it allows user to write and post topics and arranges these topics in a chronological order usually published from the latest to the oldest as well as lets user add texts, images and audio and video scripts, provide relevant links and interact with editors and readers by making comments or entries. It is an interactive page that allows users to write about their experiences and opinions about a certain topic so this creates an interactive virtual learning environment and lets them exchange their experiences in writing.

2.2.3. History of Weblog:

Wikipedia (2013) mentions that the term "weblog" was created by Jorn Barger on 17th December 1997 on his website *Robot Wisdom*. The short form, "blog," was invented by Peter Merholz, who jestingly divided the word *weblog* into the phrase *we blog* in April or May 1999. Then, they attributed this chronological ordered web site, its

content, relevant links and comments, related personal thoughts and experiences to the author of this site .

In addition, Vogle and Goans (2005,p.9) state that although the weblog appeared in the mid of nineties of the twenty century and the term blog was coined in 1997, the phenomenon of weblog appeared on the Internet net after 1999 when the hosting services allowed users to set up their own weblogs relatively easily and quickly.

Moreover, Khalifa (2010, p.4) sees that many political events help in spreading the use of the weblog greatly. For example, the war against Iraq in 2003 was one of the prominent political event that led to the enormous spread of the use of the weblog through which the people expressed their objection against this war as well as American soldiers used it as a means to interact with their families and to express their tragedy. It was also used in Egypt and other Arab countries as a medium of expressing their points of view and political situations against governing regimes, asking for their rights and freedoms.

Kajder and Bull(2004,p.32) state that the educational weblog was actually used in Chinese universities in 2003 whereas Namwar, and Rastgoo (2008,p.180) state that it was really used in Canada, United State of America and Australia in 2004. Moreover, Mattar (2007, p.38) sees that in 2004 the weblog became a general phenomenon when different Internet users became bloggers and readers of the weblog. Then, the number of bloggers and weblog readers was increasing so 2005 was known as a year of weblogs.

2.2.4. Components of Weblog:

Duffy, and Bruns, (2006,p.33) state that a weblog or blog can be depicted as an online journal with one or many contributors. Beside straight text and hyperlinks, many blogs integrate other forms of media, such as images and video. A blog usually consists of the following components:

- Post Date — date and time the post was divulged
- Category — category the post is labeled with (can be one or more)
- Title — basic title of the post
- Body — basic content of the post
- Trackback — links back from other sites
- Comments — comments added by readers
- Permalink — the URL of the full, individual article
- Footer — usually at the bottom of the post, often showing post date/time, author, category, number of readers, comments or trackbacks.

The researcher presents the elements of the suggested weblog in this study as follows:

- a. The weblog title
- b. The date when is the topic posted
- c. The link that displays the topic completely
- d. Archive
- e. Students' comments
- f. The link that shows other weblogs
- g. The link is specified for visitors for the purpose of making comments
- h. The link that shows old posts
- i. The link that shows home page
- j. The link that shows recent posts
- k. The link that shows further links to a certain topic or task (Appendix 9)

2.2.5. Types of Weblog:

Al-Madhouni (2010, pp.41-12) mentions that there are many types of weblog and they are sorted out according to certain purposes as follows:

Weblog is classified in terms of the aim of the use as daily diary weblog , political weblog , literary weblog , technical weblog , economic weblog , news weblog , personal weblog , companies and factories weblog , hobbies weblog , computer weblog, educational weblog

In terms of the cost: free, paid or free and paid

In terms of the number of bloggers as individual and collaborative

In terms of its content as written-weblog, photo-weblog, audio-weblog, and video-weblog

The majority of the weblog spread on the Internet net is a mixture of these types.

Moreover, Campell (2003, pp.2-3) outlines three types of weblogs used in English Second Language classrooms as underneath:

Tutor blog:

It is run by the teacher of the class for students. It serves the following purposes:

- It gives daily reading practice to the learners.
- It promotes exploration of English websites.
- It encourages online verbal exchange by use of comment buttons.
- It provides class or syllabus information.
- It serves as a resource of links for self-study.

The content of this type of blog can be limited to syllabus, course information, homework, assignments or the teacher may choose to write about his or her life, sharing reflections about the local culture, target culture and language to stimulate online and

in-class discussion. In this type of blog, students are normally restricted to being able to write comments to the teacher's posts. Here the teacher can post the tasks to be given to the students, the materials needed, or merely a comment towards the students' progress

Learner blog:

It is administered by individual learners themselves or by small collaborative groups of learners. In ESL, learner blogs may be best suited for reading and writing classes. It involves giving each student an individual blog. The benefit of this is that this gives the student's own personal online space. Students can be encouraged to write frequently about what interests them, and can post comments on other students' blogs. For instance, a writing task means posting a product on the blog. A common reading assignment can be followed by blog postings on the thoughts of each student / or group of students.

Class blog:

It is the result of the collaborative effort of an entire class. It can be used for posting messages, images, and links related to classroom discussion topics. Class blogs could also be used as a virtual space for an international classroom language exchange. It is a shared space, with teacher and students being able to write to the main area. It is best used as a collaborative discussion space, and an extra-curricular extension of the classroom. Students can be encouraged to reflect in more depth, in writing, on themes touched upon in class. Students are given a greater sense of freedom and involvement than with the tutor blog. The best works of a certain class, when they're posted in a blog, would then be transparent to all readers and could be followed and commented on by other learners, tutors, parents and friends. This will bring the sense of togetherness among the students and thus encourages them to learn more.

In this study, the researcher will create a writing class weblog, a teacher weblog as well as students will be given a training session to set up their own weblogs by themselves. The creation of these weblogs is in accordance with Campell's classification of the types of weblogs used in ESL classrooms.

2.2.6. Characteristics of Weblog:

Zhang (2009, pp.65-66) states that the characteristics of the weblogs as follows:

- Weblogs do not request complicated software or familiarity with computer programming. They also are used easily as well as have free weblog accounts available on the Internet.
- They provide numerous security options, such as limiting access for reading and posting; therefore, the owner of the weblog has a complete control to display sensitive or confidential information.
- Several weblogs are written by only one writer and visitors are not allowed to make post or edit posts, but they can add comments to an existing post. However, some weblogs are community weblogs so all members of the community can make posts.
- They consider all users as equal. Users often utilize screen names rather than their real names. An anonymous posting is occasionally allowed.
- The weblog entries are normally written as a letter oriented to an audience. It often reflects the author's points of view on issues. Comments to posts can serve as a form of discussion.
- The weblog entries consist of text, images, audio, video, and hyperlinks. Through hyperlinks, readers can be sent directly to other resources. Hyperlinks are used as supporting information for any topic. Hyperlinks can bring news, pictures, and other information from the outside to the weblog's readers.

- Weblogs have an auto-archiving characteristic. All posts are archived in a reverse chronological order to allow readers to discover the most up-to-date posts made since the last time they read the weblog. Archives can be searched by keyword, or by date.

- Weblog content can be shared out via subscriptions. A person can subscribe to many weblogs and have the content gathered in one place. RSS aggregators gather entries from many weblogs and send them to the reader instead of the reader going to each individual weblog.

Richardson (2009, pp.17-19) adds that the characteristics of the weblogs make them useful tools for language teaching and learning as follows:

1- Weblogs are not built on static chunks of content. Instead, they are comprised of reflections and conversations that in many cases are updated every day (if not three or four times a day).

2- They engage readers with ideas, questions and links. They ask readers to think and respond so they demand interaction.

3- They allow reader to see the latest post at the top of the middle of the column.

4- They allow readers to leave a comment that subsequent visitors to the site will be able to view for every post.

5- They are collaborative spaces, as readers become a part of the writing and learning process as other viewers and readers comment and share their own experiences, ask questions for clarification or to push their thinking, and offer links to other relevant pieces of content.

6- They allow their owners to fill them with links and upload graphics, photos, video and audio files.

The researcher believes that the characteristics of the weblog make it an effective and fruitful tool for education. Therefore, it is a good tool if it is used as a supportive tool to the process writing approach in the ESL writing class.

2.2.7. Rationale for Using Weblog:

Stanely (2005, p.1) describes numerous reasons for using weblog as follows:

- To provide extra reading practice for students. In this context, reading takes place when students read the topics or comments posted to the weblog by the teacher, other students in the class and people from all over the world.
- To provide online student journals that can be read by their peers. This online journal serves as private channels between teacher and student.
- To guide students to online resources appropriate for their levels. For example, the tutor weblog acts as a portal for students so this aims to guide and direct students to the useful resources available on the Internet.
- To increase the sense of community in a class. For instance, a class weblog can reinforce a feeling of community between the members of a class, particularly if learners are sharing information about themselves and their interests, and are commenting on what other students are writing.
- To encourage shy students to participate. The use of the weblog is helpful for quiet and shy students in class because the use of the weblog can give them opportunity to express themselves in the weblog.
- To stimulate out-of-class discussion. The weblog can be an ideal space for pre-class or post-class discussion so this can lead to promote discussion in class.
- To encourage a process-writing approach. The use of the weblog consolidates writing for the publication and helps students comprehend the value of rewriting in order to

produce a perfect and meaningful piece of writing as the number of audience increases on the weblog.

-To create an online portfolio of students' written work. There is much to be gained from students keeping a portfolio of their work. One example is the ease at which learners can return to previous written work and evaluate the progress they have made during a course.

-To help build a closer relationship between students in large classes. Sometimes students in large classes can spend all year studying with the same people without getting to know them well. The weblog is another tool that can help bring students together.

In the same vein, Grewling (2004) as cited in Izquierdo and Reyes (2009,p.104) states that the principal motive for employing the weblogs in language teaching is the technique they are established as they request engagement and democratize the classroom because each student is provided with the opportunity to take part evenly. In addition, shyness becomes less pertinent in the weblog than in face-to-face situation. In other words, quieter and shy students' participation increases in online environments since the weblogs can be accessed anytime and anywhere so participants can post and comment at their own convenience and their own pace.

The researcher believes that the use of the weblog offers practical solutions for the success of teaching-learning process. Moreover, the correct use of the weblog makes the process of learning enjoyable for students and this leads the researcher to talk about the advantages of using the weblog in Education.

2.2.8. Advantages of Using Weblog:

Johnson (2004, pp.2-3) mentions the benefits of using weblog for both teacher and student as underneath:

Teachers gain different advantages of weblogs as follows:

-The use of weblogs is an additional aid to the teacher. For example, students can use it once a semester to submit a paper, weekly for class assignments and notes, or anything in between.

-All of the teacher's notes and handouts will be seeable together in chronological order. This is very expedient when preparing lessons that are based on previous material taught in the class.

-They allow teachers to edit class material simply if the text can be improved or if something new needs to be added.

-All student writing samples are stored in one place and can be read from any computer connected to the Internet at any time.

-Teachers can give collective feedback to the class when a recurring mistake is found by adding entries to a "Writing Feedback" class weblog. Additionally, individual feedback can be given to individual student weblogs.

-In order to save time when giving feedback, teacher can save a copy of the messages at an additional teacher-only weblog. If a class is taught for several years with different students, teachers might be able to recycle these messages. From this weblog, the teacher can select the appropriate message to send to a student regarding their feedback to their homework and writing samples.

Regarding the same context, students can benefit from using the weblogs as follows:

-Students have access to the complete notes of the lesson on the Internet. They have the option of previewing the class material before class and reviewing the material after class.

-Because students are connected to the Internet, they have access to online English dictionaries. Students can easily look up words they do not understand by cutting the unknown word and pasting it into an online dictionary.

-Because the class material is organized into sections, students can easily find information and make progress in understanding the class material.

-Students can read comments for the class as a whole and comments directed at them individually. This maximizes feedback and contact with the teacher.

- Students can observe how their writing has changed over time.

Moreover, Richardson (2009, p.20) mentions the advantages of using weblogs and blogging as follows:

- Students are learning to read critically.

- Students are learning to read more analytically.

- Students are learning to write more clearly.

- Students are learning to build relationships with peers, teachers, mentors, and professionals within the weblog environment.

2.2.9. Educational Use of Weblog:

Educationalists seek to utilize the positive effects of the information and telecommunication revolution for the purposes of serving the learning and teaching process as well as developing learners' abilities, skills and developing and raising the level of the community. Therefore, weblog is one of the prominent applications of the second generation of the e-learning. In addition, teachers start integrating it to serve the curriculum and interact with learners. Accordingly, weblog can be used as a teaching and learning tool in different ways that fit with the needs of the learners as follows:

Duffy and Bruns (2006, p.33) refer to the educational uses of weblog in terms of different perspectives as underneath:

Within a personal academic perspective, the weblog can enhance:

- indication to teaching experiences
- classified explanation of resources and methodologies for teaching
- demonstration of precise tips about technology for other colleagues.

Within an organizational perspective, the weblog can promote:

- a common online existence of informational unit such as calendars, events, assignments and resources
- an online space for students to post contact details and questions about assessment.

Within a pedagogical perspective, the weblog can reinforce:

- comments that depend on literature readings and student responses
- a collaborative area for students to serve as reviewers for the materials of the course
- an online gallery area for the analysis of works and writings
- teachers motivating responses, suggestions and ideas by commenting on their students' weblogs
- improvement of a student portfolio of work.

Furthermore, Richardson (2009, pp.21-27) identifies the uses of the weblog in classroom as follows:

Class portal:

The purpose of setting up class portal weblog is to communicate information about the class, to archive course material, to publish the course curriculum, syllabus, class rules, home-work assignments, rubrics, handouts, and presentations as well as to communicate with other teachers who might be teaching the same course.

Online filling cabinet:

Giving students their own weblogs encourages them to simply post their work online for peer and teacher response so this creates a digital filling cabinet for students to archive their work and as well as creates a space for an online portfolio of work.

E-portfolio:

Students collect their best work in their portfolio. Then, they publish it for others to see for the purpose of getting feedback.

Collaborative space:

The use of weblog allows students to create spaces where students can cooperate with each other online; thus, it has allowed them to construct a community due to their collaborations, and it has reinforced the depth of curriculum.

Knowledge management and articulation:

The weblog can be used by school committees and groups that meet on a regular basis in order to archive minutes of meetings, continue dialogues between get-togethers, share links to relevant information, and store documents and presentations for easy access later on. In addition, weblogs can be used as articulation tools to emphasize and share best practices, lesson plans, and "learning objects" such as worksheets or projects.

School website:

Weblogs can be used as school website in order to increase communication with parents, and staff, post pictures and students' work, keep the yearly calendar, and really create community around the site. Teachers post weekly "Classroom Notes" that serve as a running diary of what students are doing and achieving.

The researcher sees that the use of the weblog has many benefits as underneath:

- It allows shy students to express themselves freely.

- It lets students use it in anytime and anywhere as long as they have a computer device and net access.
- It is an effective tool for reading and writing.
- It can be used easily for the sake of presenting and organizing students' work.
- It is an easy publishing tool and is available to all people.
- It is used to publish different kinds of content as articles, photos, video and power point presentation.
- It enhances an interaction between bloggers and reader through making comments.

2.2.10. Use of Weblog in Second/Foreign Language Teaching and Learning:

In recent years, interest in using weblogs in classroom has been increasing due to the advancement of technology. Weblog is also gaining popularity in English language learning context. Several researchers have conducted different studies in order to investigate the prospects of utilizing weblog as a teaching and learning tool in the field of language teaching and learning in order to get benefits from its prominent features. It is noteworthy that weblogs are easily published, stored, organized, and edited and they are described with their multimedia features, interactivity, and ability to support cooperative and autonomous learning. This is affirmed by some researchers as (Campbell, 2003, p.3; Johnson, 2004, p.1; and Ward, 2004, p.13) who consider weblog as a beneficial tool for teaching second and foreign language reading and writing.

A number of scholars have become aware of the probable use of the weblog in improving English Language skills as Pinkman (2005, pp.18-22) who confirms that weblogs are authentic, interesting, and communicative resources that can serve a variety of purposes in the foreign language classroom as their use leads to increase interest and

motivation to use English because of interaction with, and feedback from, classmates and teachers and improve reading and writing skills. In addition, some learners are more interested in developing oral communication skills not directly addressed in the weblog project and promote learner independence.

In this context, Sun (2009, p.99) suggests that weblogs can constitute a dynamic forum that fosters extensive language practice and induces learning motivation, authorship, and development of learning strategies. Nelson and Fernheimer (2003, pp.5-6) also indicate that weblog is considered as an effective tool for collaborative writing projects for small groups. In particular, the brief, frequent weblog posts help students in the writing process. They also indicate that writing in a group weblog helps students to share individual work because it facilitates revisions that can be discussed between writer and readers.

Campbell (2003, pp.1-2) states that there are three types of educational weblogs that can be used in ESL classrooms; the tutor weblog, the learner weblog and the class weblog. He suggests various positive and possible uses of these weblogs. For instance, a teacher weblog can provide a bridge between lessons. Teachers can post materials that recycle and review vocabulary and topics presented during lessons. As well, weblogs can save the teacher time as information about schedule changes, homework assignments etc. Besides, Tekinarslan (2008,p.411) reports that weblog as a web publishing tool can be used to improve the students' writing skills while improving other skills such as information searching and literature review skills while developing content for weblogs.

Similar results are shown in the study conducted by Noytim (2010, p.1131), weblogs are powerful means for developing English language teaching and learning for many reasons. Weblogs offer authentic, motivating and exciting learning environment

through real communication. In writing, the audiences are not only teachers but also peers including other people outside the classroom, a global and real audience so this encourages students to improve and monitor their writing. Then, the use of the weblog increases student interest, motivation and confidence in writing. The comment facility and the value of exchanging ideas and opinions are appreciated as they lead to foster their analytical and critical thinking skills.

In a different study conducted by Galien and Bowcher (2010, p.15), they assert that weblog is a great way to develop listening/reading comprehension skills along with a means of introducing new ideas, new vocabulary or difficult concepts.

In a nutshell, different researchers praise the weblog as a valuable learning and teaching tool in English classroom for different purposes.

2.2.11. Use of Weblog in Writing:

Diverse researchers conducted various researches on the weblog to document the benefits of adopting weblogs to help development in L2 writing and view the weblog as a teaching and learning medium or tool for improving students' writing performance and skills. Therefore, a number of scholars have recognized the possible uses of the weblog for enhancing English Language skills for writing development and improvement as (Cequena, 2013; Fageeh, 2011; Arslan & Kızıllı, 2010; Squires, 2010; Nasir, 2009; Zhang,2009; Kelley, 2008; Lin,2007; Jones, 2006; Ward,2004; and Johnson, 2004)

Cequena (2013, p.143) confirms that the use of the weblog helps students to improve their writing skills because of their peers' constructive feedback. Fageeh also (2011, pp.41-42) indicates that the students perceive the weblog as a tool for the development of their English, in terms of their writing proficiency and attitudes towards writing. The students also view weblog as giving an opportunity and freedom for self-expression in English, writing for both a local and global audience, creating active,

interactive social exchanges in weblogs, and maintaining an interactive relationship with a real time readership.

Arslan and Kızıl (2010, p.194) demonstrate that weblog-integrated writing instruction leads to a greater improvement in students' writing performance than merely in-class writing instruction. In addition, they support the conclusion that English as a Foreign Language practitioners' use of weblog software has the potential to promote more effective writing instruction.

Squires (2010, pp.47-48) reports that the use of the weblog encourages the development of teaching and learning strategies to approach the skill of L2 writing. The weblog creates an innovative, more engaging and more authentic experience for the students. The students respond positively and enjoy using the weblog. The collaborative learning environment established allows students to learn through modeling and through exposure to other students' opinions, ideas and perspectives. Furthermore, writing for an audience and the process approach to writing incorporating peer review, self-editing and revising certainly affect the students' writing quality.

Nasir (2009, pp.42-44) illustrates that the weblog can improve students' English writing skills as well as their vocabulary and grammar. Additionally, students have a positive perception towards the implementation of weblogs in the ESL classroom. Simsek (2009, pp.43-45) reports that the weblog integrated writing instruction leads to improve the writing performance of students as they have the chance to access lots of interactive exercises and to choose based on their own needs. Moreover, students have a favorable perception towards the weblog use.

Zhang (2009, pp.68-69) demonstrates the impact of employing weblog for students in English writing as underneath:

- 1) Facilitating the students' critical thinking skills: This occurs when students engaged in a collaborative learning through their interactions with others by evaluating what they read and write. Writing weblogs offer students a way to improve their writing skills and encounter new ideas through interaction with other students.
- 2) Providing examples for students to model and to learn: Publishing reflective commentaries on the Internet doesn't increase only readership but also makes students see each other's works so they can learn from one another and this motivates them to produce better reviews. Furthermore, the creation of online portfolios on the web displays learners' growth and reflection on their learning.
- 3) Affecting the students' quality of writing: The permanent nature of publishing online as well as the conscious awareness of the audience encourages students to pay more attention to the content and language in their weblogs. In addition, critical and non-critical feedbacks received from the various sources also affect the quality of their writing.
- 4) Facilitating meaningful learning for students: Blogging facilitates meaningful learning for the students because they explore other weblogs and links to learn more about other countries, cultures, and the people who write to them.
- 5) Giving students a purpose for writing: Weblogs increase students' interest and ownership in learning. Students direct their own learning about topics important to them while receiving feedback from others. Students take ownership in the blogging activities by actively searching for information. The use of weblogs gives students chances to participate in a community so students interact with an authentic audience.

Kelley (2008,p.123) affirms that students associate improvements in their writing with using weblogs as well as a positive learning experience; and students associate their positive sense of class community with using weblogs. Further, the

weblogs can facilitate and enhance the instruction of academic writing of second language international students.

Likewise, Lin (2007, pp.132-133) demonstrates that weblogs can be used as a medium for writing. In addition, most of the students hold positive attitudes towards the use of multimedia such as the weblog to facilitate writing.

Jones (2006, pp.235-249) states that blogging proves to be an effective tool for the process writing approach. Blogging also facilitates the students' critical thinking skills; affects the quality of students' writing; provides examples of feedback and entries for the students to read, model, and from which to learn; facilitates meaningful learning for students; gives students a purpose for writing; and motivates students' writing and interaction by publishing for an authentic audience.

Ward (2004, pp. 3-4) points out that weblogs can meet the needs for the effective teaching of writing, such as a genuine audience, authentic communication, use of process writing, and peer review.

Johnson (2004, p.1) asserts that weblog, or blog is greatly used as a valuable tool for the teaching of second language writing. ESL students use weblogs for writing online journals and submitting assignments online while teachers use them to create and store online supplemental materials for students, post class notes for student review, and give general feedback to the class as a whole and individually.

From above-mentioned information, it is apparent that the weblog is a worthy tool to be used in teaching and learning the second/foreign language writing so the researcher will use the weblog as a teaching and learning tool supportive to the process writing approach in English writing class to benefit from its advantages and motivate students to write in English.

2.2.12. Use of Weblog in Process Writing Approach:

Arslan and Kızıl (2010,p.184) see that the process approach sees writing as a non-linear activity in which learners go recursively through such stages as planning, drafting, revising, editing, and publishing, and it puts special emphasis on such concepts as audience, purpose, and interaction with peers and the teacher. Process-based writing instruction needs a supplementary tool such as a weblog.

Kizil (2007, p.52) points out that through the creation of the learner weblog, the writing teacher can make use of the weblog in all the stages of process writing from drafting to publishing and assessment. In drafting stage: students can share their writing through the weblog pages and this will ease feedback process. All the class members and the teacher can reach the drafts at any time and place so they can give feedback easily. Since the drafts are on the net, there will be no time restriction as in the classroom context; peers can examine the drafts as long as they want due to the open-to-anyone nature of the Internet; and students become aware that their work can be accessed by any Internet user.

Sampath and Zalipour (2009, p.3) clarify that there are many steps that should be taken into account when students are asked to provide feedback on their peers' work using the comment feature of the weblog. Before students start commenting on and critiquing their peers' work, students are given a set of guidelines which can help them to be focused. With the help of the comments they receive from their peers, students are to revise and edit their work. As the last step, the final version of the piece of writing is published in the weblog for the researcher/ lecturer to do the evaluation.

In the same context, Sampath and Zalipour (2009, p.3) assert that the use of the weblog facilitates the feedback and revising stages of process writing approach. The features of the weblog support the peer feedback in process writing. For example,

weblogs offer more flexibility than face to face peer feedback in terms of time, place and pace.

In other words, the learners are provided with the opportunity to take time to reflect and engage in the activities at their own pace. At revising stage, weblogs make the revising stage easier where the learners can add what they would like to express and also can change any points that they think are not appropriate. It is easy to edit and revise when using weblogs because the learners can make use of the edit post and delete post features since typed feedback can be amended any time before being forwarded to the writer.

Kizil (2007, p.52) asserts if students know what they have written will be read by someone other than the teacher, they will produce more meaningful and successful texts. Thus, the feedback is not restricted only with the teacher and peer but it includes every person who reads the text.

Sampath and Zalipour (2009, pp.4-6) emphasize the importance of using weblogs in the stage of feedback in process writing approach. The use of the weblog in the stage of feedback in process writing approach is less “face-threatening” contrasted to marking and commenting on a paper in red ink, crossing out some sentences, or using question marks and exclamation marks in the margins because the latter way may make the student feel embarrassed, and unwilling to accept the suggestions provided by the peers or the teacher.

It is clear that the use of weblog in the stage of feedback in process writing approach is essential instead of providing feedback in classrooms in form of oral comments for many reasons:

- It helps students feel less stressful as they do not need to see their peers when giving and receiving feedback.

- It gives learners opportunity to feel more comfortable.
- It is useful for some learners who have problems with their own listening comprehension skills which create tension in oral feedback process.
- It makes learners feel less pressure since they do not struggle or understand the peers' accent or unknown words and other related issues.

In the same context, it is important to instruct and guide the learners how to give effective and helpful comments during the process writing in order to develop the quality of feedback as well as assist students to write and revise their own drafts in a more analytical and skillful way.

To conclude, Ward (2004, p.4) confirms that the weblog supported with the writing course may contribute to the student awareness of the process-driven nature of writing. Continually, updating the weblog may be helpful for the writing student to appreciate that the writing is an ongoing process.

2.2.13. Obstacles of Using Weblog in Classroom:

Several obstacles that the researcher came cross during the implementation of the weblog project are as follows:

- Individual differences among students; some master using the weblog while others don't.
- Students need intensive training in using weblog and related computer programs
- Students deal with a great deal of information when they explore different related websites
- It needs enough time to be prepared, designed and implemented
- Problems related to the computer device, its programs and its parts

- During the implementation stage, the researcher suffered a lot from the lack of electricity, which is considered as a frustrating and hateful problem in the Gaza Strip, where the study was conducted, due to the siege imposed over it by the Israeli occupation.

The researcher believes when these obstacles are overcome, the efficiency of English teaching by using weblogs will improve and students will be more willing to write, and share the content of their weblogs with classmates and people all over the world.

The researcher suggests the following to overcome the obstacles of using weblog:

- Making sure that all students have computer and net access in order to create a suitable environment for this kind of learning
- Conducting training courses to train teacher in using the weblog as a teaching and learning tool in English classes
- Holding training courses to train students in using the weblog correctly and making them accept the integration of this new tool in the learning process
- Teacher should provide students with limited and relevant links in order not to distract the attention of students and to make them focus on a certain piece of information and skill.
- An expert technician should provide continuous maintenance to the computer, its parts and programs
- Using generator in some cases and extending the deadline for the tasks to allow students to post and submit their assignments and homework.

The Third Domain: Writing

2.3.1. Introduction

Writing is an essential skill in any language learning. However, it is the most difficult and complicated one contrasted to the other language skills. This is because it is a complex skill that needs extensive efforts and repeated performance on the learner's part to attain a sufficient level of writing.

This is affirmed by Richards and Renandya (2002, p.303) who indicate that writing is the most complicated skill for L2 learners to become skillful in it. The complexity implies not only in creating and arranging ideas, but also in rendering these ideas into a readable text. The skills included in writing are extremely sophisticated. L2 writers have to concentrate on higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, and word choice. The complicatedness becomes even more obvious if the language proficiency of the L2 writers is feeble.

2.3.2. Definition of Writing:

There are various definitions for writing. Nevertheless, these definitions are similar to each other.

Harmer (2005, p.16) defines writing as

“It is a process of discovery as well as a process of productivity. In contrast to oral aural skills, writing can provide students with chance to work at their own pace, especially if it is done at home or without any limited time assigned by teachers and allows them to think the task over before producing language.”

Millrood (2001, p.1) defines writing as “A communicative skill. It is to send, store and retrieve message with the help of written symbols”

Moreover, Archibald (2001, pp.153-160) says that writing is a skill that demands awareness and expertise in many areas. It is a multidimensional skill. It is a multifaceted skill that is caused by the interaction of the writer's knowledge, experience, skills and the cognitive requirements of the task.

From all the above mentioned definitions, the researcher believes that writing is a creative activity that requires the person to be able to interact with the language through changing the verbal words into graphic symbols for the purpose of showing fondness and judgment as well as interacting with other people. For instance, when a person writes, he or she has to write a succession of sentences organized in a specific arrangement and connected together in specific manner so that he/she can create a meaningful and organized paragraph, for example.

2.3.3. Reasons for Teaching Writing:

Every person gets his/her language when they are familiarized with it; however, the capacity to write requires to be mindfully learned. Harmer (2004, p.3) agrees that writing should be learned as it could not be inherently acquired as speaking. Therefore, Harmer (2007, pp.330-331) provides more reasons to teach writing for EFL learners as reinforcement, language development, learning style, and writing as a skill.

- **Reinforcement:** Some learners acquire languages in a solely verbal/acoustic way, but most of them get benefits significantly from viewing the language written down.

- **Language development:** The mental activity learners experience in order to generate correct written texts is all part of an ongoing learning experience.

- **Learning style:** For many learners, generating language in a slower way is something they are thankful for. Writing offers time and effortlessness for learners more than face-to-face communication does.

- **Writing as a skill:** Learners require to be acquainted with how to write essays, how to put written reports together and how the writing system conducts (for example, in terms of conventions such as punctuation, paragraph construction) just as they demand to be familiar with how to pronounce language properly.

In addition, Lindsay and Knight (2006:p.87) mention that writing is also a part of language learning process; students write in order to meet the following purposes:

- To perform the language
- To reinforce the language they have learnt
- To help memorization
- To act as a way of recording language

The researcher adds some reasons beyond teaching writing for EFL learners as below:

- To illuminate their thinking about what they have learned.
- To think profoundly and obviously about the topic.
- To communicate what they have learned.
- To explore, spread, and reinforce ideas.
- To record learning.
- To evaluate the learning process.
- To explicate ideas.
- To apply what has been learned to new situations and problems.
- To unify new information.
- To connect between what they know and what they are learning.

- To build confidence about their knowledge of the topic.
- To seek jobs and pass tests

2.3.4. Principles of Teaching Writing:

Tang (2007, pp.52-53) proposes some principles for enhancing writing skills and how they can be implemented in an ESL classroom. The following are some:

-Raise students' awareness: Students should be assisted to observe the role of writing in language learning.

- Students have ideas: Students don't need only to be familiar with ideas, but also they need to develop ideas. This is the teachers' responsibility to aid students scrutinize their own ideas through teaching.

- Read to write: Writing does not occur alone. Before a learner starts to write, he/she should read so that he/she can learn the language and become familiar with specific model or rhetorical structures.

- Teach process writing: Process writing is characterized by the attentiveness of the writer of the process writing and the interference of a teacher, or peers at any time during the process of writing to develop writing skills instead of correcting mistakes. This approach seeks to let students share information, make personal choices about reading and writing, take the responsibility of their own learning task, take writing as process, and expand cooperation.

The researcher believes that these principles are realistic and can be applied on the ground easily. Thus, if the teacher follows these principles in teaching writing for EFL learners, he/she will notice an improvement in students' writing performance.

2.3.5. Roles of Teacher in Writing Classroom:

Harmer (2001:pp.261-262) states that teacher has many roles to carry out in the classroom. However, he/she performs important specific roles during writing class as follows:

-Motivator:

Teachers should encourage students and create the proper environment for generating ideas, persuading them of the efficacy of the task, motivating them to exert as much effort as possible for the greatest advantages. This may need unique and extended exertion for longer process-writing sequences.

-Resource:

Especially during more extended writing tasks, teachers should be ready to provide students with information and language when necessary. Teachers need to inform students that they are available and ready to look at their work as it advances, offering pieces of advice and suggestions in a productive and thoughtful way. For instance, time should be allocated for discussion with individual students, or students working in pairs or groups as writing take longer than conversation.

-Feedback provider:

Offering feedback on writing tasks needs exceptional attention. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers should select what and how much to focus on based on what students request at their specific stage of their studies, and on the tasks they have performed.

The researcher sees that the roles of the teacher in writing class are various. In addition, a teacher should be an instructor with a good knowledge of teaching expertise; and he/she should also be a writer. When the teacher performs these roles in the writing

class, he/she will help students to be creative in writing. Consequently, this makes the teaching more persuasive and the learning more efficient.

2.3.6. Writing Problems Facing EFL Learners:

Being an EFL teacher checking students' writing answers, the researcher believes that there are many problems that faced EFL learners in writing a paragraph.

For instance, Khan and Khan (2012, p.158) state that problems facing EFL learners in writing a paragraph are problems related to sentence structures, spelling, capitalization and punctuation and language use. These problems happen as a result of some extent to an original weakness in the mastery of Arabic writing skills, students' lack of proficiency and insufficient motivation to write. In addition, Mourtaga (2010, p.1) states that problems facing EFL learners in writing are problems related to misunderstanding of the writing processes as well as the lack the linguistic competence in general, and practice of writing in particular. Bennui (2008, p.91) states that the problems facing EFL learners in writing are problems related to vocabulary use, phrases, clauses and sentence structures, as well as language style due to the Language 1 interference as well as the direct translation from Language 1 and the Language 2.

2.3.7. Solutions Related to Problems Facing EFL Learners in Writing:

Khan and Khan (2012:p.165) suggest that the curriculum developers should improve the current curriculum of the college and design English courses that could meet learners' needs and desires. Course designers can design valuable and efficient exercises which would be helpful in solving the writing problems of the Arab learners. The teaching methodologies used by teachers of English language should be improved as well as teachers of English language should use communicative techniques as computer-assisted language learning (CALL), and computer-assisted instruction (CAI). Furthermore, Mourtaga (2010, p.1) offers that teachers of writing need to modernize

their knowledge by getting familiar with the current trends in the field. EFL writing instructors should not forget that learners should be treated with sensitivity and consideration as in a human fashion when they correct learners' written texts.

In the same vein, Bennui (2008, p.91) indicates that teachers of English should teach the correct use of bilingual and English-English dictionaries in order to help students understand word choices and their meaning for appropriate contexts as well as employ the process approach to teach writing that consists of pre, actual, and post-writing stages that help students to discover errors by themselves and improve their writing. In addition, the communicative approach by intensive use of English as the instructional medium in the writing classroom can be an alternative to lessen Language1 interference.

2.3.8. Teaching Writing:

Lindsay and Knight (2006, pp.94-95) assert that writing activities always go through three stages as follows:

Pre-writing stage: The teacher sets the task; learners take into account what they will write

- Think about the audience or reader
- Brainstorm to gain pertinent ideas and words
- Collect data- for example, by doing a questionnaire or reading research
- Apply specific language forms, for example, the past tense if they are going to write a short story
- Make a decision on the content- what to contain and not contain
- Take a look at a model text- for example, the punctuation, use of paragraphs, cohesive devices, and layout

- Write down an outline or plan

Writing stage: The learners do the task, for example, writing a report, a story, a letter

- Learners write a draft, edit, and rewrite until they finish the final version.
- They should investigate the use of any language they follow and make sure that their texts are both consistent and solid.
- They can work in groups and give advice and feedback to each other.
- The teacher has to supervise and offer advice and feedback.
- The teacher should allow the learners to work as autonomously as possible.

Post-writing stage: Feedback and follow-up work

- The learners can share or display their complete work and offer general comments on how flourishing their work has been.
- The teacher can do follow-up on any area of language that still requires work.

The researcher thinks that the stages of writing activity are considered as coherent, connected activity sets. These stages help students complete the writing task successfully and foster the process of writing. The goals of using pre-writing activity types are to prepare students for writing and to activate their prior knowledge before they write. The goal of the during-writing activity types is to improve writers who continuously develop their writing by revising, editing, and considering feedback from others. The goal of the post-writing activity types is to provide opportunities for students to share, publish, evaluate and present their final writing pieces to an audience. Therefore, teachers should follow these stages appropriately in presenting any writing activity for the sake of enhancing students' writing ability and performance.

2.3.9. Traditional Approach for Teaching Writing:

Teaching English is a hard responsibility for diverse non native English teachers. This doesn't occur only because of the language proficiency of the teacher, but also the implementation of the successful teaching approach proper for the applicable students. (Gen: 2005, p.63).

It is noteworthy that the teaching of writing skill is one of the most important skills that foreign or second language learners need to build up in order to reinforce their ability to write and communicate ideas effectively in target language. Nevertheless, as(Mahon, 1992 cited in Ho 2006, p.2) states that there are traditional approaches of teaching writing that focus on the product. In other words, they are interested only in the final product written by students. This final product is characterized by being neat and grammatically correct. The researcher aims to present the traditional approach for teaching writing.

2.3.9.1. The Controlled-to-Free Approach or Product-Based Writing Approach:

Raimes (1983, pp.6-7) states that this approach aims to allow all learners to utilize English in daily oral communication. In other words, speaking is put before and above writing. This means that writing is described as a supportive way to the oral communication. In addition, it focuses on the proper application of grammar and syntax. In this approach, teacher provides students with sentences to tackle and manipulate with them in accordance with certain rules. If students experience this way, they stay at a distance from making mistakes as they are not free to trial. If students attain an intermediate and advanced level of writing, they are allowed to put forward their own suggestions and ideas. Thus, the ultimate concentration of this approach is on accuracy rather than fluency.

In addition, Tangpermpoon (2008, pp.1-9) expresses that it has different names as product-based writing approach, the text-based approach and the guided composition. Khansir (2012, p.8) also indicates that in this approach, there are a number of writing activities such as copying, gap filling, the controlled composition frame, writing down, and picture reading.

2.3.9.2. Criticism of Controlled-Free Approach or Product-Based Writing Approach:

Although the controlled-free approach or product-based writing approach is famous as familiar and accessible approach to writing, it has disadvantages. Badger and White (2000, p. 157) state that the drawbacks of product approach are that process skills, such as planning a text, are paid a reasonably little role as well as the information and skills that learners bring to the classroom are underestimated. However, the advantages of this approach are that it is familiar with the need for learners to be provided with linguistic knowledge about texts, and it realizes that imitation is one way in which people learn.

The researcher believes that the controlled-free approach or product based writing approach deals with the knowledge of structure of the language and writing development through the imitation of input or text provided by the teacher. EFL students don't have a complete knowledge of structure of the language and writing development so this may make them feel anxious and discouraged when they get started writing their own texts. Accordingly, the teacher should undertake the responsibility of selecting beneficial methods and techniques that help students and enable them in writing. The researcher will use the traditional approach to teach the control group. She will provide the members of the control group with model of writing without using the weblog and without activating the writing processes.

The researcher will introduce the adopted method of teaching writing to the members of the experimental group which is the use of the weblog as a teaching and learning tool supportive to the process writing approach.

2.3.10. Process Writing Approach:

Seow (1995, pp.316-319) refers to the process writing in the classroom as a program of instruction which gives students sets of organized learning experiences to assist them comprehend the nature of writing at every stage.

Process writing as a classroom activity encompasses four fundamental writing stages- planning, drafting(writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. It is greatly planned because it demands the arranged teaching of process skills. Therefore, teachers plan suitable classroom activities that reinforce learning definite writing skills at each stage.

The stages of the writing process are illustrated below:

Planning (Pre-writing):

It is an activity in the classroom that encourages students to create ideas for writing.

There are various activities that can be employed at this stage as follows:

- Group brainstorming: Students attempt to brainstorm as many ideas as possible about the topic.
- Clustering: Students form words related to an incentive given by the teacher. The words are circled and then linked by lines to prove visible clusters.
- Rapid-free writing: Individual students are quickly and freely requested to write down single words and phrases about the topic within a specified time of 1 or 2 minutes. This time limit allows the writers' minds to work and think fast.

- Wh-questions: Students generate who, why, what, where, when and how questions about the topic in order to get more information about any topic.

Drafting:

At the drafting stage, students pay attention to fluency of writing and don't focus on the grammatical accuracy and the neatness of the draft. Students should be motivated to write for various audiences as peers, other classmates, pen-friends and family members. If students are attentive to whom they write, they can adopt a specific style to fit their audiences. In addition, they should have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

Responding:

It occurs between drafting and revising stages. It is teacher's rapid primary response to students' drafts. Response can be oral or in writing after students have produced the first draft and just before they proceed to revise. Text-specific responses in the form of helpful suggestions and questions rather than "rubber-stamped" comments by the teacher will help students rediscover meaning, and facilitate the revision of initial drafts. Such responses may be provided in the margin, between sentence lines or at the end of students' texts. Moreover, peer responding can be effectively carried out by having students respond to each other's texts in small groups or in pairs with the aid of peer responding checklist.

Revising:

Students revise their drafts on the basis of the feedback given in the responding stage in order to see how effectively they have communicated their meanings to the reader. There are various activities for this stage as follows:

- Teachers collect and keep the students' drafts and ask them for re-writing.
- Students work in pairs to read aloud each other's drafts before they revise.

- Students can individually record their own drafts into tape recorders.

These activities are important as when a student listens to his/her writing, he/she will be aware of rethinking of what he/she has written and ambiguous meanings become clear when he/she hears his own texts read out to them.

Editing:

At this stage, students edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material as questions and examples. Students should be given a checklist on some of the common errors found in students' writing. It is an important stage because it is a part of the process of making communication as clear and unambiguous as possible to the audience.

Evaluating:

The scoring of students writing may be any analytical (based on specific aspects of writing ability) or holistic (based on a global interpretation of effectiveness of that piece of writing). The criteria for evaluation should be made clear and known to students in advance. They should include a complete explanation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. In addition, students should be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it. In this way, they are made to be more responsible for their own writing.

Post-writing:

It includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards. It is used as a motivation for writing and to hedge against students finding excuses for not writing.

2.3.10.1. Benefits of Process Writing Approach:

Yousef (2012, p.32) adds the following benefits of process writing:

- 1- It provides students with a chance to write from their own experiences and knowledge.
- 2- It assists to expand positive relationships between student/teacher and student/student.
- 3-It offers support with writing and editing because students get thoughts from students/teacher or other resources.
- 4- It provides immediate feedback in many of the stages of the “Process Writing,” and students become familiar that they are progressing in the right direction for a provided writing task.
- 5-It lets students think about the message first then work on correcting mistakes in their writing.
- 6- The editing process aids students improve a consciousness of corrections.
- 7-It provides students with the chance to feel, see, and experience success with writing.

Moreover, Tangpermpoon (2008, pp.1-9) suggests three positive aspects of this approach:

- 1- Learners can learn how to create writing in L2 when process-based writing is contrasted to other writing approaches.
- 2- Students can improve their writing step by step by providing them with feedback and enough time to write the topic.
- 3-Teacher's feedback allows students to reflect upon their previous writing and to consider the possible existence of other view points.

2.3.10.2. Drawbacks of Process Writing Approach:

Despite the benefits of process-oriented approach, it has drawbacks. This is emphasized by Onozawa(2010, p.158) who states that the basic concern of the process approach is that it pays less consideration to grammar and structure, and puts little significance on the final products. Therefore, it is clear that accuracy is not something that you can minimize in language learning so when accuracy or grammatical elements are neglected; the process approach does not meet the learners' goals.

In addition, Harmer (2004, pp. 12-13) adds that process writing approach is not a simple option for both students and teachers since it takes a lot of time. Chau (2010, p.15) also says that the process of writing takes time as it cannot be done in forty -five minutes.

2.3.10.3. How to Overcome the Drawbacks of Process Writing Approach:

On the other hand, Tangpermpoon (2008, p.5) thinks that in order to overcome the previous limitations, some steps should be taken into account such as:

- 1- Teachers should give students some examples that they need to write to get an obvious idea about the writing type.
- 2- Teachers should not spend too much time on one piece of writing because this may decline students' learning motivation.
- 3- Teachers should train students to develop a concept of audience by taking turns in giving comments on their classmates' writing.

2.3.11. The Adopted Processes of Writing in this Study:

On the basis of the above mentioned benefits of process writing approach, the researcher adopts process writing approach for the sake of improving eleventh graders' English writing performance.

The process writing comprises different stages as below:

Pre-writing step: It aims to generate ideas about a certain topic through different ways as making a list, drawing cluster, raising wh questions, making an outline and writing freely.

Drafting step: During the drafting stage, students should focus on getting their ideas on paper, organizing their information logically, and developing their topics with enough details for relevant audience and purpose. At this point, they don't worry too much about mechanics (spelling, punctuation), style, or organization. The focus is on content not mechanics.

Revising step: It means seeing again in order to improve writing by adding details or information, organizing thoughts, and changing weak vocabulary to strong vocabulary. It also includes getting some reader response. Response can come from many sources such as:

- Teacher
- Classmates
- Small group or class share (read it aloud and get some feedback)
- Revision checklist (Appendix 11)

Editing step: It refers to the step of fixing any mechanical, grammatical and spelling errors and minor changes in wording in the writing piece. Editing can come from different sources as follows:

- Teacher
- Classmates
- Spell-checking and grammar-checking features on computer
- Editing checklists (Appendix 12)

Publishing step: The final piece of writing in its best form is ready for presentation. Publication can take many forms as follows:

- Publishing at the weblog page
- Reading aloud to the whole class
- Hanging it on the school bulletin board
- Web publishing

2.3.12. Writing in English for Palestine-Grade 11:

The student's book consists of 12 units where each unit consists of ten lessons aiming at developing students' competence in four language skills (listening, speaking, reading, and writing). Lesson 1 and 2 cover the following: "reading for the sake of vocabulary". Lesson 3 tackles listening and reading for the purpose of vocabulary development. Lesson 4 manipulates listening and speaking. Lesson 5 deals with language. Lesson 6 focuses on integrated skills. Lesson 7 and 8 concentrate on reading and language while lesson 9 and 10 tackle writing and vocabulary.

It is clear that lesson 9 and 10 refer to writing skill. Writing topics are various according to reading, listening and vocabulary lessons across the units. Writing lessons also depend on the previous lessons and these previous lessons serve writing lessons. Teachers of English language use the traditional approach for teaching writing. The traditional approach for teaching writing focuses on giving students model then giving them chance to write through imitating the provided model. In this case, teachers are concerned with the final product that should be neat, grammatically correct and identical to the provided model so teachers will not observe any improvement in students' writing performance when they follow the traditional approach for teaching writing.

Eleventh graders have been learning English as a foreign language for eleven years in Palestine. This means that they should have mastered certain writing skills in the previous years and they should develop other writing skills in this year. The

researcher had a deep look at the contents of the English for Palestine book for eleventh grade (2009, pp.4-5), the analysis and distribution of the syllabus plan as well as the enrichment material prepared for 11th grade in order to decide the types of the paragraph that eleventh grade students are required to write and master at the end of the year . The Table (2.1) shows types of the paragraphs mentioned in English for Palestine, Grade 11

Table (2.1)

Types of the Paragraph Mentioned in English for Palestine, Grade 11

No.	Unit	Type of the paragraph
1	It's a small world now	Narrative paragraph Write about two great travelers as Ibn Batuta and Marco Polo
2	The death of a disease	Comparison/contrast paragraph Write about the positive and negative points about "Health for all"
3	Education first	Descriptive paragraph Write a paragraph to describe the graves in a written form
4	Let's do business	Comparison/contrast paragraph Write about the globalization: good and bad
5	The way I feel	Problem/Solution paragraph Write about the health for all :problems and solutions
6	The right choice	Problem/Solution paragraph Write about the road safety problems and solutions
7	The Olympic spirit	Comparison/contrast paragraph Write about the Olympics in the past and in the present Cause/effect paragraph The positive effect of practicing daily organized sport
8	This dangerous world	Narrative paragraph Write about the Mary Celeste event Cause/effect paragraph The Probable cause of Bermuda Triangle
9	Energy for tomorrow	Comparison/contrast paragraph Write about the advantages and disadvantages of energy
10	The wonderful world of the web	Descriptive paragraph Write to describe the place where you live
11	Problems and solutions	Descriptive paragraph Write to describe the chart that refers to the world population growth
12	Living in a community	Narrative paragraph Write about a difficult decision that you made in the past

Table (2.1) shows that eleventh graders are exposed to write three types of paragraph which are:

- a) Descriptive writing: It is an account of the described thing.
- b) Narrative writing: It is simply telling a story.
- c) Expository writing: The purpose of this writing is to explain and clarify ideas directly through definition, analysis, comparison or information

2.3.13. Evaluation of Writing Performance:

Evaluation is mainly an ongoing way. It doesn't only aim to investigate student's learning but also it strives to engage students in making decisions about the level to which their performance goes in harmony with their ability. It needs gathering data about learning over a complete period of time, and employing a diversity of evaluation means either traditional tests or different methods of assessment.

Abdalla (2009, p.308) expresses different criteria for effective piece of writing as below:

- Clear objective, in other words the purpose of the piece of writing is clear.
- Good organization, which means a writer should consider the logical sequence of the paragraphs according to their importance and relevance to the subject he/she is writing about.
- Clear, brief and concise writing.
- Appropriate language so that the choice of words and complexity of writing language is tailored to suit writer's readers.
- Correct spelling, grammar and punctuation

In addition, Weigle (2002, p.109) mentions in the composition literature, three main types of rating scales are discussed: primary trait scales, holistic scales, and analytic scales. The holistic rubric is a one score that represents the rater's overall

impression of the writing while the analytic rubric is multiple scores that assess separate aspects of the writing. On the other hand, the primary trait rubric is one or multiple scores that assess proficiency in aspects specific to the writing task. However, for the purpose of this study, the researcher would like to mention and use one type of rating scales: analytic scale.

Weigle (2002, pp.114-115) expresses that in analytic scoring, texts are evaluated based on different elements of writing or criteria rather than providing a single score. On the basis of the goal of the assessment, texts might be evaluated on such elements as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Therefore, it provides more detailed information about a test taker's performance in various elements of writing as well as more useful diagnostic information about students' writing abilities.

One of the best known and most widely used analytic scales in ESL was created by Jacobs *et al.* (1981, cited in Weigle, 2002, pp. 115-116). In the Jacobs *et al.* scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points). (Appendix 4)

Olinghouse (2011, p.6) states the benefits of analytic scoring rubric as follows:

- It is useful for self- and peer evaluation.
- It can be used across grades.
- It gives teachers/students a common language to assess and to discuss writing with students.
- It can provide information about relative strengths and needs, if well developed.

Likewise, it is generally 1set of rubrics can be applied to multiple genres and is best used for instructional decision making and progress monitoring if used less frequently. Therefore, the researcher will adopt analytical scoring rubric as the Palestinian students are learning to write.

The researcher thinks adopting analytic scoring is a better option as the Palestinian students are learning to write. Precise and neutral evaluation will motivate students to write better. Hoang (2007) suggests a rating scale for marking a writing product which is appropriate in the foreign language school context. It consists of components such as content, organization, language use (discourse, syntax), vocabulary and mechanics.

- Content 0 – 3.5
- Organization 0 – 1.5
- Language use
 - Discourse 0 – 1.0
 - Syntax 0 – 1.5
- Vocabulary 0 – 1.5
- Mechanics 0 – 1.0
- Total 10 points

In light of above mentioned information, this marking scale is used as a framework for the eleventh graders' evaluation in this study. The scale consists of five aspects with four levels for each, adapted from Jacobs et al.'s (1981) (cited in Weigle, 2002, pp. 115-116) and from Hoang (2007). (Appendix 5)

2.3.14. Definition of Paragraph:

Zemach and Rumisek (2003, p.11) define a paragraph as

"A paragraph is a group of sentences about a single topic. Together the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. In academic writing a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces"

In addition, Oshima and Hogue (1991, pp.16-25) define the paragraph as

"It is a basic unit of organization in writing in which a group of related sentences develops on main idea. It can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly"

2.3.14.1. Components of Paragraph:

Zemach and Rumisek (2003, p.12) state the components of paragraph as below:

-Topic sentence: It is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.

-The supporting sentences: These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.

-The concluding sentence: This may be found as the last sentence of the paragraph. The paragraph can be finished by repeating the main idea or just giving a final comment about the topic.

Moreover, Oshima and Hogue (1991, pp.28-48) add the following:

Unity: It means that the paragraph discusses only one main idea. The main idea is stated in the topic sentence and every supporting sentence develops the main idea and must directly explain or prove the main idea, which is stated in the topic sentence. If we want the paragraph to be united, it should only discuss the main idea.

Coherence: The paragraph is easy to read and to understand because supporting sentences are in some kind of logical order and the ideas are connected by transitional signals. The connection of the sentences as well as the movement from one paragraph to another and from one sentence to another must be logical and smooth.

There are 4 ways to achieve coherence:

- Repeating the key nouns
- Using pronouns which refer back to key nouns
- Using transition signals to show one idea is related to the next
- Arranging sentences in logical order.

The researcher defines the paragraph as a group of sentences expressing ideas about one main idea. It should be indented. The number of sentences in a paragraph differs from being 3-5 sentences, to 7-9 sentences, to even 10-12. However, paragraphs can be of any length the writers want them to be but they are generally 5 to 7 sentences. In addition, it should include a topic sentence, several supporting sentences, and a concluding sentence.

2.3.14.2. Kinds of Paragraph:

Zemach and Rumisek (2003, pp.25-54) clarify the kinds of paragraph as below:

- **Descriptive paragraph:** It explains how someone or something looks or feels.
- **Process paragraph:** It explains how something is done.
- **An opinion paragraph:** It explains an idea or belief about a particular subject.

-Comparison or contrast paragraph: Comparison paragraph explains how two people, places, or things are similar while contrast paragraph explains how two people, places, or things are different.

-Problem and solution paragraph: It explains a problem and then proposes one or more solutions to that problem. Often this type of writing requires more than a paragraph.

McCloud- Bondoc (2009, p. 5-14) adds the following:

-Narrative paragraph: It often focuses on an experience or an event. It uses transitions of time and space. The unique feature of this type of development is that it tells a story.

-Exemplification paragraph: This pattern uses examples (or one longer, extended example) to support the topic sentence and is useful when a number of pertinent examples are provided. With this pattern, proofs of a more general statement (the topic sentence) with the weight of the specific instances (supporting details) are provided.

-Definition paragraph: It gives a complete, working definition of a term, concept or idea in a paper. One of the central features of this pattern is that it tells both what the term is and what it isn't, that is, it defines the boundaries of a term so the readers can better understand it. This pattern is useful when new or specialized terms are introduced to readers.

-Cause or effect paragraph: It analyzes the causes or the effects of something or the relationship between both.

2.3.15. Attitudes:

An attitude is an internal state that affects human's selection of specific behavior towards a certain topic, person or thing .The attitude reflects a learned response that is characterized by relative stability; however, this learned response is adjustable and changeable according to the principles of learning. In addition, it can be

strong or weak as well as it can be positive, negative or neutral. There are three basic elements connected to attitudes. First, a cognitive element refers to the human's experiences, ideas and beliefs about a certain topic. Second, an affective element refers to the human's sentiment and feeling about a certain topic. Third, a behavioral element refers to the human's behavioral reactions towards a certain topic. (Al-Zaghol: 2004, pp.333-334)

In the same context, Eagly and Chaiken (1993, p.4) define the attitude as a psychological predisposition that is stated by assessing a specific entity with some level of favor or disfavor.

2.3.15.1. Relation between Attitudes, Motivation and Achievement:

If a person has a positive attitude towards doing something, he/she may do and master it. The positive attitude is very important in life of every human being. There are various reasons for a person to have positive attitude. The positive attitude may make sure that the person is able to cope with a variety of life situations. It may help him/her to achieve goals and attain success. It may make him/her more energetic and increases motivation. It may strengthen the ability to encounter and overcome any difficulty easily and may provide him/ her with happiness and gladness. It may develop self-esteem and self-efficacy and may promote achievement in any field being dealt with.

Moreover, if a student has a positive attitude towards learning English as a foreign language with its skills in general and writing skill in particular, he or she can attain high level and positive level of performance in it. Some studies affirm that there is a strong relationship between attitudes and achievement. This is stressed by Awadh (2011, pp.176-213) who found that there is a positive correlation between students' attitudes towards learning English and their proficiency and achievement in it. Students can have either negative or positive attitudes towards learning English. If their attitudes

are positive, they will show an interest in learning English. On the other hand, if their attitudes are negative, they will dislike learning English or even feel reluctant to learn it. Attitudes towards learning a language influence performance in the language. Learning will be facilitated if students hold positive attitudes towards the language and this, in turn, will affect their performance in that language. In addition, İnal, Evin, and Saracaloğlu (2003, p.38) indicate that there is a significant relation between students' academic achievement and student attitude towards foreign language. Similarly, Foong (1994, p.47) asserts that the students, who have positive attitudes towards a subject, are likely to go on in their learning in the field they are interested in either formally or informally.

Furthermore, Li and Pan (2009, p.127) maintain that motivation is an important factor that affects both students' learning and achievement. For instance, students with higher motivation always achieve greater success in their language learning, while those lacking motivation make no attempts in the process of language learning and often fail in the exam. Therefore, arousing students' motivation has become an important part in foreign language teaching. Teachers should concentrate on increasing students' motivation and developing the skills or strategies to make them more competent so that they are able to take ownership of their own learning.

Besides, Tahaineh and Daana (2013, pp.160-175) indicate that the degree of success in acquiring a second or foreign language (L2) is to a large extent determined by learners' individual differences such as aptitude, attitudes, and motivation. A student's motivation for learning English and attitudes towards learning the language are the leading predictors of success in learning English; therefore, educators and trainers should take these factors into consideration when designing English language training and instruction so more research in this area needs to be conducted.

2.3.15.2 Students' Attitudes towards Writing:

Teachers will face obstacles in teaching writing in English language if students hold negative attitudes towards it. Williams (2012, p.8) states that many different motivational factors can affect writing performance in addition to cognitive factors. Two of the most influential of these factors are self-efficacy beliefs and writing attitudes. For example, (Graham et al., 2007) as cited in Williams (2012. p.18) express that students with a more positive attitude will write more often than those with a more negative attitude. Further, those students with positive attitudes may decide to write even if they are not required. Students with negative attitudes, though, may choose to avoid writing tasks and put forth little effort when writing.

Due to the importance of writing in the different aspects of life, the researchers search for and do their best to find out proper methods and techniques to teach writing so that they can transfer or decrease students' negative attitudes towards writing. It is clear that some pessimistic researchers emphasize, in spite of different techniques and methods employed in teaching writing, students' attitudes towards writing remain negative.

For instance, Ismail, Hussin and Darus (2012, pp.1094) indicate that majority of the students have some negative attitudes towards writing as they are not really interested in or lazy to write. They also do not give much effort to try to be critical when writing, are not interested to try harder, do not want to improvise things and are satisfied with dull essay content. Besides, they do not plan, check or revise their essay even during exams. They like to rush through their work and finish off without careful, critical thoughts and revisions as well as rely too much on structured and guided writing.

Moreover, Aouina (2006, p.1) adds that many students have negative attitudes towards writing and they feel frustrated because they do not know what to do to improve it. This is due to the adoption of the product approach that looks at writing basically as grammar practice, teaches and assesses compositions as final products regardless of the process that students have gone through to come up with them. Moreover, the feedback provided by the instructor does not seem to help students to pinpoint their weaknesses and deal with them.

On the other hand, there are optimistic researchers who predict that students' negative attitudes towards writing can be changed into positive and favorable attitudes when a new way or intervention is used in teaching writing. For instance, Elashri (2013, pp.38-39) shows that the implementation of genre-based approach is effective in consolidating students' writing performance and attitudes towards writing. Carrying out the genre-based approach helps improve a positive relationship between students' attitudes and their writing performance. Besides, Hsu, Lao and Chang (2010, p.772) reveal that after participating in free-writing activities by the proposed computer-supported free writing system, students become more positive in writing attitudes. For instance, students have more confidence and willingness in writing in their daily school life.

In the same vein, Lan, Hung and Hsu (2011, p.161) find that the rich media guided writing strategy have higher significant differences than the pen-and-paper guided writing strategy in terms of writing attitudes towards motivation, enjoyment and anxiety. However, there are no significant differences between the rich media guided writing strategy and lean media guided writing strategy in terms of motivation and anxiety. The findings imply that providing a web-based learning environment with high

richness media can guide students to write and achieve more positive writing attitudes in terms of motivation, enjoyment and anxiety.

It is clear that students' attitudes towards writing are positively changed after being exposed to the intervention. Therefore, the researcher will use the weblog as a teaching and learning tool supportive to the process writing approach for the purpose of teaching different types of paragraph to the eleventh graders.

2.4. Summary:

To sum up, this section presented the theoretical framework of the study in order to give a clear view about the relevant topics. Next is the second section of this chapter that covers previous studies and commentary.

Part two

Previous Studies

Introduction

This part of chapter two is divided into two parts. The first tackles studies that examined the effect of using the weblog in writing. The second tackles studies that examined students' attitudes towards writing after intervention.

2.5. First, Studies Related to the Use of Weblog in Writing:

2.5.1. Cequena (2013)

This study tried to examine the effect of blogging (weblogs) on the forty-one freshman college students' writing performance. The researcher followed a descriptive qualitative method to collect the needed data. Three classes or a total of 66 freshman college students from a top university in the Philippines, majoring in Communication Arts and Accountancy participated in the study that ran for more than three months in the first semester of 2012-2013. The classes were taught academic writing in English using weblogs (blogging) in which each student was required to write two major essays, extended definition and argumentative essays, along with other minor essays. Each session ran for one and a half hours with two sessions per week covering 13 weeks or more than three months. Data was gathered from students' weblogs and response logs, students' reflection, writing rubric and interview, and students' final essay. The findings revealed that students' writing skills improved. In addition, the findings showed that blogging helped students improve their writing skills because of their peers' constructive feedback.

2.5.2. Daskalogiannaki (2012)

The aim of this study was to examine the effect of the class-blog on students' writing performance and to investigate blog use and portfolio development for teaching and assessing writing. It also sought to examine blog use for enhancing students'

motivation, interaction, participation and learning. The participants were 12 fourteen-year-old students attending English as a foreign language twice a week in a Greek State Junior High School situated in a rural part of Crete. The study followed a project-based approach so both qualitative and quantitative data were collected to answer the research questions. During a 4-month period, the data was collected from a questionnaire as well as from analyzing students' writing samples and teacher's observations of the whole-class behavior during blogging. The findings revealed that the blog encouraged students to deal with writing as a cognitive process of constant modification, motivated them to write more and better in various writing genres, and helped them become competent, autonomous and critical writers. This was because blog writing added an element of fun, authenticity, purpose and real communication to the writing lessons as well as blog writing allowed learners to work and learn by themselves, to reflect on their mistakes, writing progress and difficulties and consequently to take pride in their achievements.

2.5.3. Kitchakarn (2012)

The aim of this study was to examine the effect of using blogs on students' summary writing abilities as well as to investigate the students' attitudes towards learning through blogs. This study employed one group pre-test post-test design. Participants were 33 first-year students who studied (English in Action) course in the first semester of the academic year 2012 at Bangkok University. They were divided into six groups. Five or six students in each group created a blog and they worked together for fourteen weeks to produce six pieces of summary written work. Each member in the group worked through providing comments, editing and revising on the blog until the group got a final summary paper and submitted that to the teacher for grading. The instruments used in this study were: two summary writing tests; a questionnaire

surveying students' attitudes towards learning through blogs; and postings on blogs to reflect students' learning experience. The results revealed that after the students worked together on weblogs, their English summary writing mean score of the posttest was higher than that of the pretest, and they had positive attitudes towards using weblogs in learning. Regarding cooperative learning experiences through using weblogs, most students thought that it was interesting and a new experience to work with their friends on the weblogs.

2.5.4. Aljumah(2011)

The purpose of this study was to explore students' attitudes towards the use of blog in learning writing, and to reveal the benefits and drawbacks of using blog in language learning. The participants of this study were 35 Saudi students at the English Department at Qassim University in Saudi Arabia. They were enrolled in English writing course .All of the participants were males aged between 19 and 21.The period of research on application of blogging in the writing course lasted one term, fall 2009. The employed methods of gathering data consisted of administering specially designed questionnaires, analyzing students' responses, carrying out blogging activities, providing feedback to learners, evaluating learners' performance in different online activities, and analyzing the value of blogging. The researcher followed mixed method study so quantitative data and qualitative data were collected to answer the research questions. The findings of this study suggested that students had favorable perception towards the use of the blog in their writing classroom as well as learners got benefits of using blogs included increased interest and motivation to use English because of interaction with, and feedback from classmates and teacher.

2.5.5. Taki and Fardafshari (2011)

The purpose of this study was to investigate the effect of weblog-based collaborative learning on young Iranian EFL learners' writing skill and motivation. The participants were 80 female young Iranian learners of English in a private language institute. The researchers used an experimental method so 40 were assigned to the control group and the other 40 were assigned to the experimental group. The control group attended traditional writing classes whereas the students in the experimental group were simply asked to put their writing assignments on the weblog. They were asked to read each others' writings and make comments and corrections. Data was collected from writing test and motivation and perception questionnaire. The findings of this study showed that the blogging integrated collaborative learning instruction was more effective than in-class language learning instruction. In addition, blogs as a tool for language learning provided a platform for language learners to use the language vigorously and blogging was valuable in the way that the students' writing assignment was shaped by using an interactive process and they would be motivated to advance their writing skills. Finally, learners were motivated to use language and build their autonomy in learning language because blogging also offered an innovative learning environment that gave them a chance to have active participation in the learning.

2.5.6. Fageeh (2011)

The aim of the study was to identify the use of a weblog in an intermediate level of EFL college writing class and its effect upon students as well as its effect on improving positive attitudes towards writing compared with oral presentation traditions of writing instruction. The researcher employed a triangulated research method to examine these effects of blogging on writing proficiency and attitudes. Fourth-year students of the English Department ($n = 25$ for the experimental group, and 25 for the

control group), College of Languages and Translation, King Khalid University in Abha, enrolled in the (Writing IV) class during the second semester 2010 and their instructor comprised the subjects for this study. To gather data, the researcher collected the qualitative and quantitative data from the following sources as instructor's observations and reflective journals, questionnaires, students' blogs and assignments and writing assessment. The findings indicated that the students perceived weblog as a tool for the development of their English, in terms of their writing proficiency and attitudes towards writing. The students also viewed weblog as giving an opportunity and freedom for self-expression in English, writing for both a local and global audience, creating active, interactive and social exchanges in the weblogs, and maintaining an interactive relationship with a real time readership. Overall, students had positive attitudes towards the implementation of the weblog.

2.5.7. Vurdien (2011)

The purpose of this study was to investigate the effect of blogging on enhancing writing skills in specific writing tasks, perceiving the effect of the learners' feedback as well as fostering collaborative skills in advanced English as a Foreign Language class in Spain. The participants of this study were eleven students, with varied writing levels, who were preparing for the Certificate in Advanced English (CAE) Cambridge examination. During a five month project, all the participants created their personal blogs so that they could read each other's views, share ideas and comment on their peers' postings. A qualitative approach was employed to answer the research questions. Data was collected from the blog entries, class discussions based on peers' feedback and questionnaires and interviews. The findings showed that personal blogs motivated students to build their writing skills through self-reflection and peers' feedback. The involvement in discussion of meaning between peers led to better planning and the

selection of the precise register/style necessary in each task before writing and submitting their work. Collaborative skills were also reinforced through students' normal interaction in the blogs. For the purpose of creating meaningful learning, pedagogical intervention could encourage students to take their peers' comments into account so that they could edit their own work with a view to develop their writing tasks and creating tasks free from mistake.

2.5.8. AlAamri (2010)

The purpose of this study was to investigate the value of the web 2.0 applications: Facebook and Blogs in developing students' writing skills. Sixty six students (28 males and 38 female) doing their third, fourth and fifth years of study in College of Arts and Social Sciences and College of Education at Qaboos University, participated in the study .Questionnaire as well as verbal data (questions / interviews) were used as instruments to get the necessary data to answer the research questions. The researcher adopted the descriptive analytic method to analyze the collected data. The responses of the participants in the questionnaire indicated that the use of Facebook and Blogs led to enhancing their academic writing proficiency, grammar proficiency and fluency. In addition, students showed positive attitudes towards using Blogs and Facebook in enhancing their academic writing proficiency. The verbal data showed that Blogs and Facebook were good learning tools and they were interesting, useful, practical, enjoyable, exciting, easy to use, funny and effective. They enhanced cooperation, interaction and communication between students.

2.5.9. Arslan and Kızıl (2010)

This study aimed at investigating the effect of blog centered writing instruction on students' writing performance. The subjects of this study consisted of fifty intermediate English students at School of Foreign Languages at Karadeniz Technical

University, Turkey. The researcher followed a quasi-experimental method to collect the data in order to answer the research questions. For instance, the control group consisted of 23 students (16 male and 7 female) while the experimental group consisted of 27 students (20 male and 7 female). In addition, the two groups were similar in terms of age and educational background. The control group received in-class process-oriented writing instruction whilst the experimental group integrated blogs into their writing processes by using blog software. A writing performance task was administered as a pre- and post-test and as an instrument for this study. Students' writing performance was measured by three evaluators by using a rubric constructed in accordance with English as a Second Language Composition Profile and a focused analytic scale describing five elements of writing along with four ranges of mastery levels. The five element scales were content, organization, vocabulary, language use, and mechanics. In light of analyzing students' written work, the findings suggested that blog-integrated writing instruction might have resulted in a greater improvement in students' writing performance than merely in-class writing instruction. Thus, the study supported the conclusion that English as a Foreign Language practitioners' use of blog software had the potential to support effective writing instruction.

2.5.10. Squires (2010)

The aim of this study was to investigate the impact of using a blog as a tool on improving writing in the second language classroom. The subjects of this study were eight students from a further education college in the north west of England. An action research method was applied to gather data. This data had a qualitative nature and was analyzed according to qualitative data analysis methods. Throughout the academic year 2009-2010, the data was obtained from questionnaires and interviews, and also from comments made on the blog that was used in the classroom as feedback on each other's

posts as well as writing samples of students' work. The findings revealed that the students responded positively to the use of the blog. It was found that the blog helped students to improve their writing through creating collaborative learning environment, adopting the process approach to writing, writing for an audience, and integrating peer review, self-editing and revising. The researcher recommended that students need to be 'scaffolded' in order to completely appreciate how to write a good post as well as how to comment on other people's work and acknowledge the comments made on their work.

2.5.11. Nasir (2009)

The aim of this study was to investigate the problems that respondents faced when writing, the benefits of blogging, as well as the possibility of implementing weblog in writing classroom from the respondents' perspective. A group of 48 students, who took English for Academic Skills Course at Universiti Teknologi Malaysia in 2008/2009 academic session, participated in this study. The respondents, who were chosen, had the experience of using weblog in their English class. The researcher used the survey technique to gather the required information from the respondents so the research had a quantitative nature. Each item in the questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS) software to obtain the frequency as well as to see if there was any significant relationship between the variables. The findings of this study indicated that the problems faced by the respondents were planning and organizing the writing as well as problems in grammar rules. The weblog hosting provider that students used to publish their writings was user friendly and easy to be used so they could write better after receiving feedback. Thus, it was a good idea to publish their writings in the weblog. In addition, weblog led to improve students' English in terms of writing skills as well as their vocabulary and grammar. The

participants had a positive perception towards the implementation of weblogs in the English Second Language classroom.

2.5.12. Simsek(2009)

The purpose of this study was to investigate the impact of using weblog integrated writing instruction on primary school students writing performance as well as to measure students perceptions towards weblog used in their writing courses. A quasi-experimental design and a survey design were used to gather the necessary data. Seventy undergraduate students at the Department of Primary School Education at Marmara University participated in this study. One of the two classes of students was assigned as experimental group 35 (15 male and 20 female)according to their opportunity in accessing internet, and the other class served as control group 35 (13 male and 22 female). Data were collected through students written products (writing a paragraph on the topic students chose implemented as pre and post –test) and weblog perception questionnaires and interview. The findings indicated that weblog integrated writing instruction improved students' writing performance as well as the use of the weblogs had the potentials to arouse a sense of audience in the students, which caused better content and the writing input. Moreover students had a favorable perception towards weblog use as the students perceived that weblog use had positively affected their overall writing performance.

2.5.13. Kelley (2008)

This study aimed at investigating the impact of blogging on the affective conditions of an undergraduate academic writing course for second language students. The researcher adopted mixed method study in which quantitative and qualitative data were needed to answer the research questions. The participants in this study were 18 second language international undergraduate students at Central Michigan University.

The participants were enrolled in "Academic Writing" course. This class met twice weekly for 80 minutes per meeting. 12 students participated in blogging section while 6 students participated in non blogging section. The course focused on the academic styles of writing encountered in undergraduate studies. Qualitative data included the results of student and instructor interviews, journal entries, field observations, and all blog comments or responses while quantitative data was collected from a variety of sources including the writing assessment and grammar diagnostic, in class and out-of-class essays, the classroom community scale, the writing self-efficacy scale, the foreign language anxiety scale and the second language writing anxiety scale and individual interviews. Quantitative results suggested that under the conditions of this study, blogging didn't influence participants' affective conditions to the extent that overall performance was improved. However, qualitative results indicated that students associated improvements in writing with using blogs, and that students associated their positive sense of class community with using blogs. Further, the results suggested that blogs could facilitate and enhance the instruction of academic writing of second language international students.

2.5.14. Quintero (2008)

The purpose of this study was to shed light into EFL writing and to analyze the role that feedback played in the process of writing. The sample of this study consisted of 17 of first year university students, whose ages ranged between 17 and 23 years old, from an "English Program" at a public university in Bogotá. The experience was implemented through the interaction of two groups of students, one from Colombia and the other from Canada, who interacted regularly by means of using blogs. Students were provided with three different spaces: a personal blog in which they wrote about topics of personal interest, a group blog that allowed students to work and write cooperatively,

and a debate blog that required the use of argumentative writing. During an 8 -month action research project, the researcher collected the data from interviews, students' artifacts (writing drafts) and students' blogs. The findings of this research suggested that EFL writing was greatly developed when students felt part of a community to communicate with and to share similar interests and language learning goals which were mediated, in this case, by technology. It was also found that when students started writing in blogs, they didn't not only develop their writing but also they had the possibility to portray and show their own selves through the written pieces they posted. Finally, the feedback was beneficial in EFL writing as it was a crucial ingredient that gave student-writers tools to scaffold in the writing process.

2.5.15. Jones (2006)

This study aimed at investigating how weblogs could be used to support process writing approach to teach writing to ESL students as well as how students responded to the use of the weblogs as a pedagogical tool for process writing approach in a community college English Second Language writing class. The participants of this study were five students (4 female and one male). They were enrolled in spring 2005 writing class at ESL program at a community college in San Antonio, Texas. They were selected based on factors determined from a survey and a writing sample, age, nationality, educational experience, technology ability, writing ability, and English proficiency. The researcher followed an action research to collect data from an intermediate ESL writing class during a 15-week semester. Data was gathered from diverse sources as maintaining a researcher's journal; tape-recording students' interviews using open-ended, semi-structured questions; examining relevant documents of writing assignments, blogging entries, analysis of comments received and given, and of blog sites; requesting responses to periodic open-ended questionnaires;

administering a closed-ended survey at the beginning and end of the semester; and examining students' reflective journals. The findings revealed that blogging proved to be an effective tool for the process writing approach. In addition, blogging facilitated the students' critical thinking skills; affected the quality of students' writing; provided examples of feedback and entries for the students to read, model, and from which to learn; facilitated meaningful learning for students; gave students a purpose for writing; and motivated students' writing and interaction by publishing for an authentic audience. The most significant finding was that blogging seemed to solve some critical issues related to the students' trust and confidence in peer editing and revising. Overall, the majority of the students had positive reactions and experiences throughout the semester.

2.5.16. Commentary on the First Domain of the Previous Studies:

Regarding the aim:

This current study is parallel to Fageeh's (2011) in examining the effect of utilizing weblog on improving students' writing performance and their attitudes towards writing. This study is dissimilar with Aljumah's (2011) as he investigated students' attitudes towards the use of weblog in learning writing, and demonstrated the advantages and disadvantages of using weblog in language learning. This study is close to Arslan and Kızıl's (2010) in investigating the effect of using the weblog on students' writing performance. This study is identical with Jones's (2006) in examining the effect of utilizing weblog on students' writing performance but Jones's (2006) added examining students' responses towards the use of weblog in writing class. This study is homogenous with Kelley's (2008) , Squires's (2010) , Daskalogiannaki's (2012), and Taki and Fardafshari's (2011), Cequena's (2013) in exploring the impact of the use of weblog on students' writing performance.

Moreover, this study differs from Nasir's (2009) as he examined the problems that respondents faced when writing, the benefits of blogging, as well as the possibility of implementing weblog in writing classroom from the respondents' perspective. This study goes in harmony with Vurdien's (2011) and Quintero's (2008) in investigating the effect of the implementation of weblog on student's writing skills; however, Vurdien's (2011) and Quintero's (2008) added the effect of the learners' feedback in an advanced English as a Foreign Language class.

In addition, this study , Simsek's (2009) and Kitchakarn's (2012) are alike in investigating the impact of the use of the weblog on students' writing performance yet Simsek's (2009) and Kitchakarn's (2012) investigated students perceptions towards weblog used in their writing courses. This study is akin to Al Aamri's (2010) in

examining the effect of using weblog on students' writing skills whereas AlAamri's (2010) added examining the effect of using Facebook on students' writing skills.

The researcher concluded that the current study agrees with all the previous studies in the independent variable which is the implementation of the weblog, but the dependent variable is the same in some studies or near in the meaning in other studies.

Regarding the Methodology:

The current study agrees with some of the previous studies in using the quasi – experimental method such as Arslan and Kızıl's (2010) and Simsek's (2009). However, Aljumah's,(2011) and Kelley's (2008) used mixed method study. The experimental method was used by Fageeh's (2011) Taki and Fardafshari's (2011) while action research was utilized by Jones's (2006), Quintero's(2008) and Squires's (2010). In addition, Nasir's (2009) used quantitative method whereas Vurdien's (2011) and Cequena's (2013) made use of qualitative method. AlAamri's (2010) used descriptive analytic method but Daskalogiannaki's (2012) exploited project-based approach. On the other hand, Kitchakarn's (2012) used pre-test post-test design.

Regarding the tools:

Writing achievement test, process writing questionnaire and writing attitudes scale were used as tools of this study. The current study agrees with all previous studies in all or at least with two tools such as Aljumah's (2011), Arslan and Kızıl's (2010), Fageeh's (2011), Jones's (2006), Nasir's (2009), Vurdien's (2011), Simsek's(2009), Squires's (2010), AlAamri's (2010), Daskalogiannaki's (2012), Taki and Fardafshari's (2011), Cequena's (2013), Kelley's (2008) and Kitchakarn's (2012). On the other hand, interview was used by Cequena's (2013), Quintero's(2008), Vurdien's (2011), Kelley's (2008) and AlAamri's (2010).

Regarding the Sample:

Sample of the previous studies differed from one study to another in number, gender and age. Some of the previous studies applied their experiment on graduate or college students as Aljumah's(2011), Arslan and Kızıl's (2010), Fageeh's (2011), Jones's (2006), Kelley's (2008), Nasir's (2009), Vurdien's (2011), Quintero's(2008), Simsek's(2009), Squires's (2010), AlAamri's(2010), Taki and Fardafshari's (2011), Cequena's (2013) and Kitchakarn's (2012). However, sample of other studies was from elementary students as Daskalogiannaki's (2012). On the other hand, the sample of this study was eleventh graders.

The researcher gained benefits from this section of the previous studies as below:

- Writing the literature review about the weblog and e-learning
- Preparing the needed tools for this study
- Choosing the suitable research method
- Deciding the proper targeted sample for this study
- Selecting the most appropriate statistical treatment
- Becoming familiar with many books and journals that enrich and serve this study

2.6. Second, Studies Related to the Students' Attitudes towards Writing after Intervention:

2.6.1. Elashri (2013)

This study aimed at enhancing some writing skills for second year secondary stage students and their attitudes towards writing through utilizing the genre based approach. The researcher adopted the experimental design. For instance, the experimental group received genre-based instruction while the control group received traditional writing instruction. The genre-based instruction was provided to the experimental group at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was given to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda. The instruction lasted for nine weeks for each group. The researcher used a writing performance test, a holistic scoring rubric, an analytic scoring rubric and a writing attitudes scale as instruments for this study. The findings showed that the implementation of genre-based approach was effective in consolidating students' writing performance and attitudes towards writing. In addition, the implementation of the genre-based approach helped develop a positive relationship between students' attitudes and their writing performance. The researcher recommended that teachers should offer students with continuous and extensive chances to write. Teachers also should be motivated to use the same scoring rubric so this would significantly improve the consistency of assessment.

2.6.2. Heinitz (2012)

The goal of this study was to examine the effect of using an authentic writing task on students' attitudes towards writing. Six fourth graders (three girls, three boys) and nine fifth graders (three girls, six boys) participated in the study. The researcher adopted a mixed-method study to gather the necessary data so writing attitudes survey

and interview were used as instruments for the study. The findings of this study revealed that the students' attitudes did not significantly change as measured by the writing attitudes survey; however, their interview responses showed that students enjoyed the writing and liked sharing their writing with their audience. For instance, various students stated that they liked writing more after this project. The researcher recommended that teachers should find ways for students to share their work with people, whether with students from a different classroom or another audience within or beyond the school setting.

2.6.3. Kulprasit and Chiramanee (2012)

This study investigated the effect of the use of journal writing with peer feedback on the students' attitudes towards writing in English. The researcher followed the experimental method to meet the purpose of this study. The subjects of this study were 42 from (Grade 9) Semi-English program students from a secondary school in Thailand. The researcher used an attitude questionnaire and a test of writing as instruments for the study. During an 11-week period, the data was collected from the responses of 42 students at a secondary school in Thailand . The findings indicated that the students had positive attitudes towards writing in English both before and after the treatment with a significant increase following the treatment. Their positive attitudes towards four aspects of writing in English were significantly advanced after the treatment: writing as a means of self-expression, the importance of learning to write in learning English, self-perceived writing ability, and self-satisfaction with English writing.

2.6.4. Isa (2012)

This study aimed at investigating the effect of using wikis on improving Palestinian ninth graders' English writing skills and their attitudes towards writing. The

targeted skills were writing an email from notes, ordering events into a paragraph as well as writing a report from notes. The researcher adopted the experimental method to achieve the purpose of this study. To achieve this aim, the researcher employed a representative sample of 39 students studying at Bureij Prep. Girls School 'A' in the Gaza Strip. The experimental group consisted of 20 students whereas the control one consisted of 19 students. An observation card, a questionnaire and a writing test were used as the tools of the study. The collected data were analyzed and treated statistically through the use of SPSS. The findings of the study revealed that there were significant differences in participants' performance before and after implementing wiki project in the favor of the post-performance. The findings also pointed out the presence of significant differences between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop students' writing skills in favor of after experiment. Moreover, the study findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group. This was due to the wiki technology. The researcher recommended that teachers should be motivated to use the wiki technology in teaching writing skills in order to develop their students' ability in writing skills.

2.6.5. Yousef (2012)

This study investigated the impact of a suggested program based on the process writing approach on developing paragraph writing skills and students' attitudes towards writing in general and writing as process in particular. The researcher purposefully chose two classes of eleventh graders from Al-Faloja Secondary Girls School in the Northern Governorate. The experimental group consisted of 43 participants while the control group consisted of 44 participants. The researcher followed the quasi-

experimental method to answer the research questions so she used a writing achievement test, and a writing attitudes scale as instruments for the study. The findings showed that there were significant differences in secondary school eleventh graders' performance in paragraph writing skills before and after implementing the program and the participants' attitudes towards academic writing after the program positively changed. The researcher recommended that EFL teachers should use process writing approach as a valuable approach for improving students' paragraph writing skills and developing their attitudes towards it.

2.6.6. Barjesteh, Vaseghi, and Gholami (2011)

The purpose of this study was to find the impact of incorporating diary writing on improving EFL college students' achievement and attitudes. Forty-four male participants were selected from all the available classes from the third- year students majoring in mechanical engineering at Petroleum University of Technology in Mahmoodabad. The researchers adopted the experimental method to answer the research questions. For instance, the experimental group consisted of 22 students whereas the control group was made of 22 students. The experimental group was taught by using diary writing. The researchers used test of expository writing and questionnaire to collect the needed data. The results showed that diary writing was a very productive and creative pre writing activity for a writing classroom but there was not a significant relationship between the application of diary writing and the participants' improvement in writing as far as grammatical accuracy was concerned as writing a diary might reinforce reading and motivated students to read various topics/books/articles to gain ideas for the content and this might improve their reading as well as writing skill. In addition, there was a significant relationship between the implementation of diary writing and the students' attitudes towards writing because writing diaries helped

students gain self-confidence, encouraged more writing, and helped them find writing interesting.

2.6.7.Lan etal (2011)

This study investigated the effect of different guided writing strategies based on media richness theory and evaluated the effect of these writing strategies on younger students' writing attitudes in terms of motivation, enjoyment and anxiety. A total of 66 sixth-grade elementary students with an average age of twelve were invited to join the experiment for a period of twelve weeks. The researchers used the experimental method as the sample was divided into three groups. For example, the first experimental group received a rich media guided writing strategy while the second experimental group received lean media guided writing strategy. On the other hand, the control group was taught by pen-and-paper guided writing strategy. A questionnaire and a brief interview were used to gather the necessary data. The findings of this study showed that the rich media guided writing strategy had higher significant differences than the pen-and-paper guided writing strategy in terms of writing attitudes towards motivation, enjoyment and anxiety. However, there were no significant differences between the rich media guided writing strategy and lean media guided writing strategy in terms of motivation and anxiety. The findings implied that providing a web-based learning environment with high richness media could guide students to write and achieve more positive writing attitudes in terms of motivation, enjoyment and anxiety.

2.6.8.Hsu etal (2010)

This study aimed at presenting a computer-supported free writing system integrated with extensive reading pedagogy in order to improve students' attitudes towards writing and to facilitate their writing idea generation. The researcher used the experimental method to gather the necessary data. Participants were 32 children (15

males and 17 females) at fourth grade in a primary school in Taiwan. The experiment was conducted twice a week for three months and each time was lasting forty minutes. Attitudes measurement and writing samples were utilized as tools for the study. The results showed that after participating free-writing activities by the proposed computer-supported free writing system, students became more positive in writing attitudes. For instance, students had more confidence and willingness in writing in their daily school life. The study found that when the difficulty level of writing topic was corresponding to students' writing abilities, students would be more productive.

2.6.9. Foo (2007)

The purpose of the study was to evaluate the efficiency of a process-genre oriented writing instruction in aiding students to develop the strategies that would assist them to write better essays. Sixty students from four lower from six classes in a secondary school in Penang were chosen for the study. The subjects were assigned to two groups: (1) an experimental group that received process-genre writing instruction, and (2) a control group that received product centered writing instruction. Each group was given sixteen eighty-minute sessions of treatment time. The subjects were tested before treatment, immediately after treatment and three months after the treatment period. The analysis of the subjects' essay scores revealed that the students who received process genre oriented writing instruction were able to communicate their ideas in writing more effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received product centered instruction. In addition, it enhanced their overall writing proficiency. In addition, the analysis of the students' self-reports in questionnaires revealed that process-genre strategies promoted the students' awareness of conceptual writing strategies and willingness to apply practical writing strategies to compose. Therefore,

the researcher recommended that the process-genre oriented writing instruction should be integrated into the Malaysian University English Test syllabus.

2.6.10. Mogahed (2007)

This study aimed to examine the effectiveness of the process writing approach in developing the writing skills and attitudes of first year Al-Azhar secondary stage students towards writing. The participants of this study were first year Al-Azhar secondary stage students. The researcher adopted the experimental design to answer the research questions. For example, the experimental group students received training on the process writing approach and were taught writing skills through process writing activities. On the other hand, the control group students were taught writing skills through the traditional method. The researcher used a writing performance test, a holistic scoring rubric, an analytic scoring rubric and a writing attitudes scale as instruments for the study. The results of the study indicated that the use of process writing approach reinforced students' writing performance. In addition, using the process writing approach helped develop a positive relationship between students' attitudes and their writing performance. The researcher recommended that teachers should receive more training in writing, especially on the process writing approach.

2.6.11. Ibrahim (2006)

This study investigated the effect of using the reading for writing approach on improving the writing ability of Egyptian EFL learners and their attitudes towards writing. The sample of the study consisted of 30 mixed gender students, randomly selected from Helmeyet Akzaytoon secondary school in Cairo, Egypt. A quasi-experimental method was adopted to gather the needed data so the experimental group encompassed 14 male and 16 female. The researcher exploited writing test and writing attitudes scale as instruments for the study. The findings of this study indicated that the

use of reading for writing approach allowed students to improve their writing skills and their attitudes towards writing as reading for writing approach enabled students to think analytically and critically about the topic they read and apply this type of thinking to the writing process. In addition, in reading for writing approach, students had the freedom in writing as well as had the models to imitate and copy. Therefore, this helped them experience positive attitudes towards writing.

2.6.12. Topuz (2004)

This study was designed to investigate the effect of two different goal setting procedures on students' attitudes towards writing in general and towards the English 102 course offered at Middle East Technical University in particular. The researcher followed the experimental method so one group was the control group and the other two groups were experimental groups. One of the experimental groups (14 students) was assigned goals by their teacher whereas the other set their own goals (18 students). The control group (22 students) was not involved in any goal setting process and followed their regular syllabus. During a six-week treatment, a goal list, a goal checklist, individual student goal cards, and an attitudes questionnaire were used as instruments for the study. The findings showed that self-set goal setting was more effective than assigned goal setting in positively influencing students' attitudes. In addition, the assigned goal setting group and the control group displayed negative trends for overall attitudes, attitudes towards writing in general and towards the English 102 writing course in particular. However, self-set goal setting was more effective in changing attitudes in a positive direction.

2.6.13. Calhoun and Haley (2003)

This study aimed at describing a program for improving writing skills through choices of structured and unstructured writing process. The purpose of this program was

to increase students' ability to produce quality writing as measured by the district's fourth grade writing rubric. The 16 fourth grade students participated in the project. The researcher followed an action research project. The participants were exposed to a structured method of teaching and learning how to write for two weeks. Then, they received an unstructured method of teaching writing for two weeks. An interview, a questionnaire, writing observation form and fourth grade writing rubric were used as tools for the project. The findings of the study showed that the structured writing style was slightly more effective for the students than the unstructured writing style. In addition, the program proved to be successful in several aspects of the writing process. The students had positive attitudes and developed a new style of writing that was less structured and intimidating.

2.6.14. Gau, Hermanson, Logar, and Smerek (2003)

This study aimed at exploring a program for developing students' abilities and attitudes towards writing through increased writing time and opportunities. The targeted sample consisted of 21 second graders, 22 third graders, 23 fourth graders, and 23 fifth graders at the elementary level in a growing middle class community located in the northwest suburban area of Chicago, Illinois. The researchers followed an action research so they exposed the targeted sample to a suggested intervention based on increasing writing time and journaling across the content areas. This intervention took place from September 2002 to December 2002. Data was collected from student writing survey and second, third and fourth grade curriculum based measurement prompt. The findings showed that all four classrooms involved with the intervention showed similar growth and improvement. The findings revealed that there was an improvement in attitudes towards the writing process, an increase in students' perception of themselves as writers, and an increase in the total number of words written within a given amount

of time. The researchers recommended that teachers should provide and maintain a consistent daily time for journaling.

2.6.15. Buhrke Henkels, Klene, and Pfister (2002)

The goal of this study was to examine a program for improving writing skills and related attitudes towards writing of elementary students. The target population consisted of fourth grade students in stable middle to upper class suburban communities, located northwest of a large mid-western city. The researchers adopted an action research to collect the requested data. The researchers sought to expose the targeted students to a suggested program based on process approach through the use of many instructional strategies. These strategies include: administering pre- and post-student writing prompts and writing attitudes survey, using writing rubrics, modeling the writing process, exposing students to different varieties of writing, increasing writing frequency and duration, facilitating real and meaningful writing, and journaling weekly. The results of the study indicated that increased student writing fluency, an improved composite score, and growth in students' attitudes towards writing.

2.6.16. Commentary on the second Domain of the Previous Studies:

According to the aim:

This current study examines the effect of utilizing the weblog on improving Palestinian eleventh graders' English writing performance and their attitudes towards writing in English. Accordingly, this study is similar to the previous studies in the dependent variable which is attitudes towards writing in English. On the other hand, it is dissimilar with these previous studies in the independent variable.

For example, Mogahed's (2007), Yousef 's (2012) and Buhrke etal's (2002)and Calhoun and Haley 's (2003) adopted suggested programs based on process writing approach. Elashri's (2013) used genre based approach while Ibrahim's (2006) used reading for writing approach. Kulprasit and Chiramanee's (2012) employed journal writing with peer feedback; however, Gau etal's (2003) used increased writing time and opportunities. Lan etal's (2011) exploited different guided writing strategies based on media richness theory but Barjesteh etal's (2011) utilized diary writing. Heinitz's (2012) employed authentic writing task, yet Topuz's (2004) made use of two different goal setting procedures. Isa's (2012) used wiki; nevertheless, Hsu etal's (2010) employed a computer-supported free writing system. On the other hand, Foo's (2007) investigated the efficiency of a process-genre oriented writing instruction.

The researcher concluded that the current study agrees with all the previous studies in the dependent variable which is the attitudes towards writing, but the independent variable varies and is different with all studies.

According to the Methodology:

The current study agrees with some studies in using the quasi-experimental method as Ibrahim's (2006) and Yousef's (2012). However, the experimental method was adopted by Mogahed's (2007), Foo's (2007), Elashri's (2013), Kulprasit and

Chiramanee's (2012), Lan et al's (2011), Barjesteh et al's (2011), Topuz's (2004), Isa's (2012), and Hsu et al's (2010). In addition, action research project was used by Gau et al's (2003), Calhoun and Haley's (2003), and Buhrke et al's (2002). Heinitz's (2012) used a mixed-method study.

According to the tools:

In this study, the researcher used writing achievement test, process writing questionnaire and writing attitudes scale as instruments. This study agrees with all previous studies in all or at least with two tools such as Buhrke et al's (2002), Calhoun and Haley's (2003), Hsu et al's (2010), Yousef 's (2012), Isa's (2012), Topuz 's (2004), Heinitz's (2012), Barjesteh et al's (2011), Lan et al's (2011), Gau et al's (2003), Kulprasit and Chiramanee's (2012), Ibrahim's (2006), Elashri's (2013), Foo's (2007), and Mogahed's (2007). On the other hand, some of these previous studies used interview as Lan et al's (2011), Heinitz's (2012), and Calhoun and Haley's (2003).

According to the Sample:

Sample of the previous studies differed from one study to another in number, gender and age. Some of the previous studies applied their experiment on graduate or college students as Topuz's (2004), Barjesteh et al's (2011). However, sample of other studies was from elementary students as Buhrke et al's (2002), Calhoun and Haley's (2003), Hsu et al's (2010), Heinitz's (2012), Lan et al's (2011), Gau et al's (2003), as well as from preparatory students as Isa's (2012) and Kulprasit and Chiramanee's (2012). On the other hand, this study is parallel to Foo's (2007), Yousef 's (2012), Ibrahim's (2006), Elashri's (2013) and Mogahed's (2007) as the sample is from secondary school students.

The researcher benefited from this section of the previous studies as follows:

- Writing the literature review about writing and attitudes towards writing

- Preparing the needed tools and the procedure for the study
- Selecting the most appropriate statistical treatment
- Becoming familiar with various books and journals that enrich and serve this study
- Choosing the suitable research method
- Deciding the proper targeted sample for the study

From the previous studies, the researcher concluded the following:

- All of the previous studies in both sections are updated studies as they were conducted between 2002 to 2013.
- The previous studies varied as they included both Arab studies and Foreign studies
- To the best knowledge of the researcher, the current study is the first study in Palestine in investigating the effect of the use of the weblog on students' English writing performance and their attitudes towards writing in English.
- Reviewing the two sections of the previous studies helped in deciding the appropriate method, sample, tool, procedure and the statistical treatment for the study.
- In the first section, all the previous studies emphasized the effect of using weblog in English writing class
- In the second section, all the previous studies asserted the effect of using different strategies in influencing students' attitudes towards writing in English.

2.7. Summary:

This part of this chapter reviewed some previous studies related to identifying the effect of using the weblog on developing students' English writing performance and their attitudes towards writing in English. These studies were presented under two

sections: 1) studies that investigated the effect of using weblog in English writing class; and 2) studies that explored the effect of using different strategies in influencing students' attitudes towards writing. Moreover, this part of this chapter presented how the researcher benefited from those studies and how the current study is different from those studies. The next chapter will show the research design and methodology of the study.

Chapter III

Methodology

Chapter III

Methodology

Introduction

The purpose of this study was to examine the effect of using weblog as a teaching and learning tool supportive to the process writing approach on developing Palestinian eleventh graders' English writing performance and their attitudes towards writing in English. This chapter covers the procedures followed throughout the study. It gives a complete description of the methodology of the study, the population, the sample, the instruments used to collect data, the pilot study, and a description of the weblog project used in the study.

3.1. Type of Research Design:

The researcher adopted the quasi-experimental approach in order to meet the nature of the research which attempted to explore the effect of using weblog as a teaching and learning tool supportive to the process writing approach on developing Palestinian eleventh graders' English writing performance and their attitudes towards writing in English. To achieve the purpose of this study, two groups were assigned as the participants of the study: an experimental group and a control group. The experimental group was taught writing through the use of weblog as a teaching and learning tool supportive to the process writing approach while the control group was taught writing through the traditional method, which focused on giving students model in writing without focusing on the writing product skills and writing processes as well as without using the weblog. The experiment lasted for 10 weeks.

3.2. Population of the Study:

The population of the study consisted of all eleventh female students enrolled at the governmental schools in the Directorate of Education -East Gaza in (2012-2013) whose total number is (4974).

3.3. Sample of the Study:

The purposive sample of the study consisted of (40) female eleventh grade students distributed into two groups at Dallal Al Mughrabi Secondary "A" Girls' School. One of the groups represented the control group of (20) students; and the other represented the experimental one of (20) students. The researcher used a purposive sample from Dallal Al Mughrabi Secondary "A" Girls' School in the Directorate of Education -East Gaza where the researcher administered the experiment and where she works as a teacher of English Language. The researcher herself carried out the experiment.

Since the sample was chosen from a governmental school in the Directorate of Education -East Gaza, the two groups were equivalent in their general achievement in accordance with the statistical treatment of their results in the first term of the school year (2012-2013). They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the first term exam of the school year (2012-2013). In addition, they were identical in their previous learning in the writing lessons as well as the previous use of the writing processes. The age variable of the sample was also controlled before carrying out the experiment as they were around 16 years old.

3.4. Variables of the Study:

The study included the following variables:

3.4.1. An independent Variable:

The independent variable in this study is the teaching method:

- The weblog as a teaching and learning tool supportive to the process writing approach
- The traditional method

3.4.2. A dependent Variable:

The dependant variable is represented in the writing performance in English which has two dimensions as product and as process as well as the students' attitudes towards writing in English.

3.5. Instruments:

To attain the purposes of the study, the researcher utilized three tools: She prepared a pre-post writing achievement test covering certain writing product skills as content, organization, vocabulary, language use, and mechanics. In addition, she designed a questionnaire to identify the writing processes that the students were using in the performance of paragraph writing tasks and to determine whether they used these processes or not. Moreover, she designed a writing attitudes scale. She also created two types of weblog: writing class weblog and teacher weblog. In addition, she asked students to set up their own weblogs. In this study, the weblog was used as a teaching and learning tool supportive to the process writing approach.

3.5.1. Writing Achievement Test:

3.5.1.1. Objective of the Test:

A pre-post writing achievement test was prepared by the researcher to measure the students' achievement in writing performance in both the control and experimental groups. Being used as a pre test, it aimed at proving that both groups were equal in

terms of English writing performance according to certain writing product skills or the discourse components in paragraph writing: content, organization, vocabulary, language use, and mechanics. Then being used as a post test, it aimed at identifying any possible progress and difference in achievement of both groups. (Appendix 1)

3.5.1.2. Items of the Test:

The test was divided into three parts. Each part consisted of one paragraph writing on a randomly selected prescribed topic that was related to students. Test items represented three types of paragraph writing: narrative, descriptive and cause-effect along with the nature of the writing materials for the eleventh graders in the second semester. In part one, students had to write an effect guided paragraph on the positive effect of the Internet on the peoples' daily life; the second part was a narrative guided paragraph about the bad grade a student received at school; and the third part was a descriptive guided paragraph about a description of a bedroom. Instructions were provided. They were written in English. They were concise, easy to comprehend, and free from any probable vagueness. They included information about the purpose of the test, the time permitted to complete the test, and the criteria on which scoring would be based.

Moreover, the test was scored analytically by using an analytic scoring rubric adopted by the researcher (Appendix 5). Students' writing performance was assessed independently on each of the five predetermined criteria: content, organization, vocabulary, language use, and mechanics. Performance on each criterion was evaluated along four levels of performance. The rater gave each student a score on each of the criteria (writing product skills) out of ten. To prevent the possibility of the researcher's bias, another rater scored the students' papers. Each paper was scored independently by the two raters. The final score consisted of the average score of the two raters.

3.5.1.3. Validity of the Test:

Al Nabhan (2004, p.272) states that a valid test is the test that measures what it is designed to measure. The researcher used the referee validity and the internal consistency validity in order to prove that the test was valid to be applied in the study.

A. The Referee Validity:

The test was introduced to a panel of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers at (UNRWA) schools and Governmental schools. The items of the test were modified according to their recommendations. (Appendix 7)

B. The Internal Consistency Validity:

Al Agha and Al Ostaz (2003, p.110) state that the internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson Formula. According to table (3.1), the coefficient correlation of each item within its domain is significant at (0.01) and (0.05) levels. Thus, it can be concluded that the test is highly consistent and valid as a tool for the study.

Table (3.1)
Correlation Coefficient of Every Item of the Test with the Total Score of the Test

No.	Pearson Correlation	Sig. level
1	0.883	sig. at 0.01
2	0.943	sig. at 0.01
3	0.907	sig. at 0.01
4	0.870	sig. at 0.01
5	0.916	sig. at 0.01
6	0.705	sig. at 0.01
7	0.893	sig. at 0.01
8	0.936	sig. at 0.01
9	0.906	sig. at 0.01
10	0.855	sig. at 0.01
11	0.864	sig. at 0.01
12	0.961	sig. at 0.01
13	0.943	sig. at 0.01
14	0.946	sig. at 0.01
15	0.896	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

3.5.1.4. Reliability of the Test:

Mackey and Gass (2005, p.128) state that the test is considered as reliable when it gives similar results if it is administrated twice in the same conditions. The reliability of the test was measured by Alpha Cronbach and the Spilt- Half techniques.

A-Using Alpha Cronbach:

Mackey and Gass (2005, p.353) state "It is a means to determine internal constancy of a measure when only one administration of a measure exists. It is used when the number of possible answers is more than 2 and can be applied to ordinal data."

Table (3.2)
Reliability Coefficients of the Test (Alpha Cronbach)

Alpha Cronbach Technique		
Scope	Total	Correlation
Writing achievement test	15	0.961

Table (3.2) shows that Alpha Cronbach coefficient is (0.961). This indicates that the test is reliable to be applied in the study.

B- Using Split-Half Method:

Mackey and Gass (2005, p.130) state that Split-Half method depends on getting a correlation coefficient through comparing the performance on half of a test with performance on the other half. This is carried out by correlating even-numbered items with odd-numbered items and modified by Spearman- Brown prophecy formula.

Table (3.3)
Split-Half Coefficients of the Test

SPILT –HALF TECHNIQUE			
DOMAIN	TOTAL	BEFORE	AFTER
Writing Achievement Test	15	0.957	0.958

Table (3.3) displays that the Spilt- Half coefficient is (0.958) .This indicates that the test is reliable to be applied in the study.

3.5.1.5. The Pilot Study:

For the sake of checking the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was held (as a pilot test) on a randomly selected group of 30 female students who had similar characteristics to the target groups, control and experimental. These three groups studied at the same school, Dallah Al Mughrabi Secondary "A" Girls' School. The results were recorded and statistically analyzed to measure its validity and reliability .The items of the test were modified in light of the statistical results.

The researcher used the following equation to compute the test time.

The test time = The time needed for the 1st student to leave the room+ the time needed for the last student to leave the room

2

After applying the equation, the researcher found that the time needed for the pre-test to be applied was 120 minutes.

Difficulty Coefficient:

This represents the percentage of students who didn't answer correctly to the total students who answered the test. The difficulty coefficient of a test was computed according to the following equation (O`dah, 2002, p.125):

$$\text{Difficulty Coefficient} = \frac{\text{No. students who didn't answer correctly}}{\text{Total number of students who answered the test}} \times 100$$

Table (3.4) shows that the difficulty coefficient wobbles between (0.43 – 0.67) with total average (0.58). This means that each of items is acceptable or in the normal limit of difficulty according to the point of view of assessment and evaluation specialists.

Table (3.4)
Difficulty Coefficient for Each Item of the Test

No.	Difficulty coefficient
1	0.65
2	0.57
3	0.62
4	0.47
5	0.67
6	0.48
7	0.57
8	0.63
9	0.43
10	0.67
11	0.61
12	0.59
13	0.65
14	0.49
15	0.63
Total difficulty coefficient	0.58

Discrimination Coefficient:

Discrimination coefficient means that the test has the ability to differentiate between the high achievers and the low ones. The discrimination coefficient of a test item was computed according to the following equation (O'dah, 2002, p.127):

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students who have the correct answer among the high achievers} - \text{No. of the students who have the correct answer among the low achievers}}{\text{No. of high achieving students} - \text{No. of low achieving students}}$$

Table (3.5) shows the discrimination coefficient for each item of the test:

Table (3.5)
Discrimination Coefficient for Each Item of the Test

No.	Discrimination coefficient
1	0.54
2	0.65
3	0.55
4	0.51
5	0.66
6	0.52
7	0.60
8	0.67
9	0.67
10	0.66
11	0.59
12	0.69
13	0.63
14	0.74
15	0.69
Total discrimination coefficient	0.62

Table (3.5) shows that discrimination coefficient wobbles between (0.51 – 0.74) with total average (0.62). This means that each item of the test is acceptable in the normal limit of discrimination according to the point of view of assessment and evaluation specialists.

3.5.2. Process Writing Questionnaire:

3.5.2.1. Aim of the Questionnaire:

This questionnaire was prepared by the researcher in order to get data about the extent of the students' use of the writing processes in doing paragraph writing tasks. This questionnaire was administered before and after the experiment to the control and the experimental groups. (Appendix 2)

3.5.2.2. Steps of Constructing the Process Writing Questionnaire:

The researcher constructed this questionnaire depending on:

- 1- Reviewing related literature about process writing questionnaires.
- 2- Analyzing previous related studies about checklists of each step of process writing.
- 3- Consulting specialized professors about processes of writing.
- 4- All sentences were positive in the questionnaire.
- 5- At first, the questionnaire consisted of 50 sentences distributed into five domains. Then, the questionnaire sentences were presented to the referee committee in order to decide the suitability of the number of the items for the eleventh graders, the language used in the questionnaire, and the extent to which the items of questionnaire represented its aim.
- 6- At last, the questionnaire was refereed and revised well. It consisted of (40) items distributed into five domains.
- 7- The researcher carried out a pilot study for this questionnaire on a group of (30) students to assess the questionnaire validity and reliability.

3.5.2.3. Description of the Questionnaire:

This study used a 40-item questionnaire. This tool was divided into five main domains ; the first domain was about planning – pre-writing step ; the second domain was about drafting step; the third domain was about revising step; the fourth domain

was about editing step while the fifth domain was about publishing step. All sentences were positive in all the questionnaire domains. Respondents were asked to indicate the extent of their use of each step within each domain, on a three-point Likert scale from (3) = always, (2) = sometimes, (1) never. The same scale was carried out before the experiment and after the ten -week intervention. Results of the pre and post questionnaire were recorded, statistically analyzed and compared.

3.5.2.4. Instructions of the Questionnaire (for Students):

The instructions were given to students by their teacher (the researcher). Clear and simple instructions are provided in order to get students understand the items of the questionnaire and facilitate responding to it by the students.

3. 5.2.5. The Pilot Study:

The questionnaire was applied on a random pilot sample of (30) students from Dalal Al-Mughrabi Secondary "A" Girls' School in order to assess the validity and reliability of the questionnaire. The results were recorded and statistically analyzed to measure the questionnaire validity and reliability.

3.5.2.6. Validity of the Questionnaire:

A valid questionnaire is the one that measures what it is intended to measure. The study used the referee validity and the internal consistency validity.

A. The Referee Validity:

The questionnaire was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA and governmental schools. The items of the questionnaire were modified according to their recommendations.

B. The Internal Consistency Validity:

The internal consistency validity of the process writing questionnaire was calculated by using Pearson Formula. According to table (3.6), the coefficient correlation of each item within its domain is significant at (0.01) and (0.05) levels. Therefore, it can be concluded that the questionnaire is highly consistent and valid as a tool for the study.

Table (3.6)

Correlation Coefficient for Each Item in Each Domain with the Total Score of this Domain:

No.		Pearson Correlation	Sig. level	No.		Pearson Correlation	Sig. level
1		0.771	sig. at 0.01	26		0.956	sig. at 0.01
2		0.832	sig. at 0.01	27		0.385	sig. at 0.05
3		0.949	sig. at 0.01	28		0.717	sig. at 0.01
4		0.771	sig. at 0.01	29		0.857	sig. at 0.01
5		0.785	sig. at 0.01	30		0.457	sig. at 0.05
6		0.678	sig. at 0.01	31		0.796	sig. at 0.01
7		0.701	sig. at 0.01	32		0.918	sig. at 0.01
		0.480	sig. at 0.01	33		0.755	sig. at 0.01
9		0.546	sig. at 0.01	34		0.887	sig. at 0.01
10		0.476	sig. at 0.01	35		0.843	sig. at 0.01
11		0.444	sig. at 0.05	36		0.839	sig. at 0.01
12		0.510	sig. at 0.01	37		0.886	sig. at 0.01
13		0.450	sig. at 0.05	38		0.934	sig. at 0.01
14		0.543	sig. at 0.01	39		0.425	sig. at 0.05
15		0.761	sig. at 0.01	40		0.916	sig. at 0.01
16		0.876	sig. at 0.01				
17		0.720	sig. at 0.01				
18		0.654	sig. at 0.01				
19		0.626	sig. at 0.01				
20		0.696	sig. at 0.01				
21		0.755	sig. at 0.01				
22		0.518	sig. at 0.01				
23		0.603	sig. at 0.01				
24		0.501	sig. at 0.01				
25		0.643	sig. at 0.01				

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (3.7)

Pearson Correlation Coefficient for Every Domain from the Questionnaire with the Total Score of the Questionnaire

Domains	SUM
Planning	0.611
Drafting	0.655
Revising	0.685
Editing	0.819
Publishing	0.490

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

As shown in the table (3.7), there is a correlation between every domain with the total score of the questionnaire at (0.01) and (0.05) levels. This shows that there is a high internal consistency of the questionnaire which reinforced its validity.

3.5.2.7. Reliability of the Questionnaire:

The questionnaire is considered as reliable when it offers identical outcomes if it is applied again in similar circumstances. The researcher used the pilot study to calculate the reliability of the questionnaire which was measured by Alpha Cronbach and Split-Half methods.

A. Split-Half Method:

The researcher calculated the correlation between the first and the second half of each domain of the questionnaire and the whole of the questionnaire. Then, the researcher used Spearman Brown Formula to modify the length of the questionnaire to find out the reliability coefficient as shown in table (3.8).

Table (3.8)
Correlation Coefficient between the Two Halves of Each Domain before Modification and the Reliability after Modification

SPILT –HALF TECHNIQUE			
DOMAINS	TOTAL	BEFORE	AFTER
Planning	8	0.929	0.907
Drafting	6	0.798	0.888
Revising	11	0.688	0.713
Editing	10	0.844	0.915
Publishing	5	0.771	0.840
Total	40	0.521	0.685

Table (3.8) shows that the reliability coefficient by using Split- Half after modification is more than (0.685). This indicates that this questionnaire is reliable to be applied in the study.

B. Alpha Cronbach Method:

Table (3.9)
Alpha Correlation Coefficient of the Questionnaire Reliability

Alpha Cronbach Technique		
Domain	Total	Correlation
Planning	8	0.889
Drafting	6	0.810
Revising	11	0.877
Editing	10	0.922
Publishing	5	0.851
Total	40	0.847

The results of table (3.9) show that the ranges of reliability of the five domains are above (0.847). This result indicates that the questionnaire is suitable for conducting this study.

3.5.3. Writing Attitudes Scale:

3.5.3.1. Aim of the Writing Attitudes Scale:

This attitudes scale was prepared by the researcher in order to get data about the students' attitudes towards writing in English. This attitudes scale was administered before and after the experiment for the experimental group. The attitudes scale aimed at

measuring the effect of the weblog as a teaching and learning tool supportive to the process writing approach on developing students' attitudes towards writing in English.

(Appendix 3)

3.5.3.2. Steps of Constructing the Scale:

The researcher constructed this attitudes scale depending on:

1- Reviewing related literature as studies about attitudes scales towards writing or weblog.

2- Consulting specialized professors about attitudes in general.

3- The scale included positive and negative sentences.

4- At first, the scale consisted of 50 sentences distributed into five sections. Then, the scale sentences were presented to the referee committee in order to decide the suitability of the number of the items for the eleventh graders, the language used in the scale, and the extent to which the items of scale represented its aim.

6- At last, the scale was refereed and revised well. It consisted of (40) items distributed into four domains.

7- The researcher carried out a pilot study for this scale on a group of (30) students to assess the scale validity and reliability.

3.5.3.3. Description of the Scale:

This study used a 40-item questionnaire. This tool was divided into four main domains: the first domain was about students' attitudes towards the importance of writing in English; the second domain was students' attitudes towards enjoying writing in English; the third domain was students' attitudes towards leaning English writing via the weblog; and the fourth domain was students' attitudes towards the teacher of English writing. Twenty eight items were positive and twelve were negative as the reader can notice in table (3.10). Students were asked to indicate the extent of their agreement with

each statement, on a five-point Likert scale from strongly agree to strongly disagree as shown in table (3.11). The same scale was carried out before the experiment and after the ten-week intervention. Results of the pre and post scale were recorded, statistically analyzed and compared.

Table (3.10)

The Domains of the Attitudes Scale

No.	Domain	No. of Items	Positive Item	Negative Item
1	Students' attitudes towards the importance of writing in English	10	1,2,3,7,8,9,10	4,5,6
2	Students' attitudes towards enjoying writing in English	10	1,2,4,6,9,10	3,5,7,8
3	Students' attitudes towards learning English writing via the weblog	10	1,2,3,4,5,6,7,10	8,9
4	Students' attitudes towards English writing teacher	10	1,2,4,5,7,9,10	3,6,8
Total		40	28	12

Table (3.10) displays that twenty eight items are positive while twelve are negative in the domains of the attitudes scale.

Table (3.11)

Likert Scale

Type of Item	Strongly agree	agree	I don't know	disagree	Strongly disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

A table (3.11) displays that a five-point Likert scale from strongly agree to strongly disagree is used in the writing attitudes scale.

3.5.3.4. Instructions of the Scale (for Students):

The instructions were given to students by their teacher (the researcher). Clear and simple instructions are provided in order to get students understand the items of the scale and facilitate responding to it by the students.

3.5.3.5. The Pilot Study:

The scale was applied on a random pilot sample of (30) students from Dalal Al-Mughrabi Secondary "A" Girls' School in order to assess validity and reliability of the scale. The results were recorded and statistically analyzed to measure the scale validity and reliability.

3.5.3.6. Validity of the Scale:

In order to check the validity of the scale, the researcher used two types of validity as follows.

A. The Referee Validity:

The scale was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA and governmental schools. The items of the scale were modified according to their recommendations.

B. The Internal Consistency Validity:

The internal consistency validity of the writing attitudes scale was calculated by using Pearson Formula.

Table (3.12) shows that the coefficient correlation of each item within its domain is significant at (0.01) and (0.05) levels. According to the following table, it can be concluded that the scale is highly consistent and valid as a tool for the study.

Table (3.12)

Correlation Coefficient for Each Item in Each Domain with the Total Score of its Domain

No .	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level
1	0.947	sig. at 0.01	21	0.711	sig. at 0.01
2	0.423	sig. at 0.05	22	0.794	sig. at 0.01
3	0.954	sig. at 0.01	23	0.777	sig. at 0.01
4	0.931	sig. at 0.01	24	0.880	sig. at 0.01
5	0.960	sig. at 0.01	25	0.697	sig. at 0.01
6	0.672	sig. at 0.01	26	0.767	sig. at 0.01
7	0.899	sig. at 0.01	27	0.671	sig. at 0.01
8	0.389	sig. at 0.05	28	0.595	sig. at 0.01
9	0.947	sig. at 0.01	29	0.784	sig. at 0.01
10	0.482	sig. at 0.01	30	0.759	sig. at 0.01
11	0.882	sig. at 0.01	31	0.968	sig. at 0.01
12	0.859	sig. at 0.01	32	0.466	sig. at 0.01
13	0.941	sig. at 0.01	33	0.822	sig. at 0.01
14	0.845	sig. at 0.01	34	0.806	sig. at 0.01
15	0.572	sig. at 0.01	35	0.879	sig. at 0.01
16	0.810	sig. at 0.01	36	0.847	sig. at 0.01
17	0.799	sig. at 0.01	37	0.958	sig. at 0.01
18	0.754	sig. at 0.01	38	0.930	sig. at 0.01
19	0.378	sig. at 0.01	39	0.888	sig. at 0.01
20	0.892	sig. at 0.01	40	0.433	sig. at 0.05

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (3.13)

Pearson Correlation Coefficient for Every Domain of the Scale with the Total Score of the Scale

Doman	SUM
Students' attitudes towards the importance of writing in English	0.495
Students' attitudes towards enjoying writing in English	0.482
Students' attitudes leaning English writing via the weblog	0.489
Students' attitudes towards English writing teacher	0.729

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

As shown in the table (3.13), there is a correlation between the domains and the total score of the scale at (0.01) and (0.05) levels. This shows that there is a high internal consistency of the scale which reinforced the validity of the scale.

3.5.3.7. Reliability of the Scale:

The scale is reliable when it provides equal outcomes if it is re-applied in equivalent conditions. The researcher used the pilot study to calculate the reliability of the scale which was measured by Alpha Cronbach and Split-Half methods.

A. Using Split- Half Method:

The researcher calculated the correlation between the even-numbered items with odd-numbered items. Then, the researcher used Spearman-Brown formula to modify the length of the scale to find out the reliability coefficient as shown in table (3.14).

Table (3.14)
Correlation Coefficient between the Two Halves of Each Domain before Modification and the Reliability after Modification

SPLIT –HALF TECHNIQUE			
DOMAINS	TOTAL	BEFORE	AFTER
Students' attitudes towards the importance of writing in English	10	0.866	0.928
Students' attitudes towards enjoying writing in English	10	0.870	0.930
Students' attitudes leaning English writing via the weblog	10	0.578	0.733
Students' attitudes towards English writing teacher	10	0.939	0.968
Total	40	0.630	0.773

A table (3.14) shows that the reliability coefficient by using Split- Half after modification is more than (0.773) and this indicates that the scale is reliable to be used as a tool in the study.

B. Alpha Cronbach Method:

Table (3.15)
Alpha Correlation Coefficient of the Scale Reliability

Alpha Cronbach Technique		
Domain	Total	Correlation
Students' attitudes towards the importance of writing in English	10	0.919
Students' attitudes towards enjoying writing in English	10	0.927
Students' attitudes leaning English writing via the weblog	10	0.807
Students' attitudes towards English writing teacher	10	0.940
Total	40	0.841

The results of table (3.15) show that the ranges of reliability of the four domains are above (0.841). This result indicates that the scale is suitable for conducting the study.

3.6. Controlling the Intervening Variables:

To guarantee the results' accuracy and avoid any marginal interference, the researcher attempted to control the following variables before the study:

3.6.1. Age variable:

The researcher recorded the students' ages from the school's files at the beginning of the school year (2012-2013). The mean rank and sum of ranks were calculated for each group, and then Mann Whitney test was used to measure the statistical differences. Table (3.16) shows the comparison between the two groups of the sample concerning the age variable.

A table (3.16) displays that the computed (z) value, 1.099, is less than the table (z) value at (0.01) and (0.05) levels. This shows that there are no statistically significant differences between the control and experimental groups in the age variable.

Table (3.16)
Mann Whitney Test Results of Controlling Age Variable

Domain	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Age	experimental	20	18.525	370.500	160.500	1.099	0.272	not sig.
	control	20	22.475	449.500				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

3.6.2. General Achievement Variable:

Mann Whitney test was used to measure the statistical differences between the groups due to their general achievement. The students' results in the first term test of the school year (2012-2013) were recorded and analyzed.

Table (3.17)
Mann Whitney Test Results of Controlling General Achievement Variable

Domain	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
General Achievement	Experimental	20	19.150	383.000	173.000	0.736	0.462	not sig.
	Control	20	21.850	437.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

A table (3.17) displays that the computed (z) value, 0.736, is less than the table (z) value at (0.01) and (0.05) levels. This indicates that there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control group in the general achievement variable.

3.6.3. General Achievement in English Language Variable:

Mann Whitney test was used to measure the statistical significant differences between the groups due to their general achievement in English language. The subjects'

results in English language subject in the first term test of the school year (2012-2013) were recorded and analyzed.

Table (3.18)
Mann Whitney Test Results of Controlling English General Achievement Variable

Domain	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
English General Achievement	experimental	20	23.125	462.500	147.500	1.424	0.154	not sig.
	control	20	17.875	357.500				

“Z” table value at (0.05) sig. level equal **1.96**

“Z” table value at (0.01) sig. level equal **2.58**

A table (3.18) displays that the computed (z) value, 1.424, is less than the table (z) value at (0.01) and (0.05) levels. This indicates that there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control group in the general achievement in English language variable.

3.6.4. Group Equivalence in Term of the Pre-Test Marks:

The researcher designed a writing achievement test to be a pre and post, covering certain writing product skills (sub-writing domains) as content, organization, vocabulary, language use, and mechanics. Then, the researcher compared the control and experimental groups after the pre writing achievement test to ensure the equivalence of the two groups before applying the experiment. The results were recorded and statistically analyzed using Mann Whitney test. Table (3.19) displays the findings.

Table (3.19)
Group Equivalence in Term of the Pre-Test Marks

Skills	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Content	Experimental	20	22.375	447.500	162.500	1.017	0.309	not sig.
	Control	20	18.625	372.500				
Organization	Experimental	20	20.250	405.000	195.000	0.138	0.891	not sig.
	Control	20	20.750	415.000				
Vocabulary	Experimental	20	22.925	458.500	151.500	1.337	0.181	not sig.
	Control	20	18.075	361.500				
Language use	Experimental	20	21.400	428.000	182.000	0.492	0.623	not sig.
	Control	20	19.600	392.000				
Mechanics	Experimental	20	21.425	428.500	181.500	0.525	0.599	not sig.
	Control	20	19.575	391.500				
Total	Experimental	20	22.275	445.500	164.500	0.961	0.337	not sig.
	Control	20	18.725	374.500				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (3.19) shows that the (z) computed value, 0.961, is less than the (z) table value (0.01) and (0.05) levels in the total score of the test as well as in each skill. This indicates that there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control groups in their previous writing achievement.

3.6.5. Group Equivalence in the Use of Process Writing in the Pre- Process Writing

Questionnaire:

To make sure that the sample students were equivalent in their previous use of writing processes, the researcher applied the pre- process writing questionnaire. The results were recorded and statistically analyzed using Mann Whitney test. Table (3.20) shows the mean rank and the sum of ranks of each group in previous use of writing processes.

Table (3.20)

Mann Whitney Test Results of Controlling Previous Use of Writing Processes

Writing Processes	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Pre-writing	experimental	20	20.425	408.500	198.500	0.042	0.967	not sig.
	control	20	20.575	411.500				
Drafting	experimental	20	19.325	386.500	176.500	0.650	0.516	not sig.
	control	20	21.675	433.500				
Revising	experimental	20	19.000	380.000	170.000	0.841	0.400	not sig.
	control	20	22.000	440.000				
Editing	experimental	20	22.525	450.500	159.500	1.134	0.257	not sig.
	control	20	18.475	369.500				
Publishing	experimental	20	19.650	393.000	183.000	0.469	0.639	not sig.
	control	20	21.350	427.000				
Total	experimental	20	19.125	382.500	172.500	0.749	0.454	not sig.
	control	20	21.875	437.500				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (3.20) indicates that the (z) computed value, 0.749, is less than the (z) table value (0.01) and (0.05) levels in the total score of the questionnaire as well as in each process. This means that there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control groups concerning the previous use of writing processes.

3.6.6. Teacher Variable:

Experimental and control group were taught by the same teacher, the researcher. This was to prevent any other factors related to the differences in the teacher from affecting the findings of the study.

3.7 Description of the Weblog Project:

Designing the Weblog:

The instructional design for developing the weblog module was based on the steps of the ADDIE instructional model. According to this standard, the design steps are: http://www.E-learningguru.com/articles/art2_1.htm

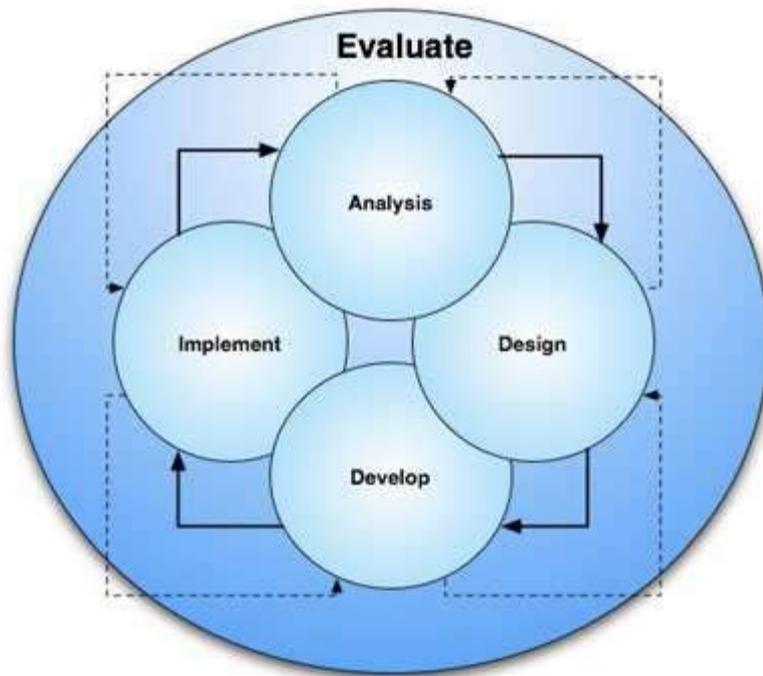


Figure (3.1)

ADDIE Model

- a. Analysis stage.
- b. Design stage.
- c. Development stage.
- d. Implementation stage.
- e. Evaluation stage.

The researcher (teacher) incorporated the ADDIE model with the weblog design process. Then, she followed the ADDIE phases in developing the weblog module as well as divided each stage to many secondary stages as following:

1. Analysis stage:

a-The researcher gathered information from various sources as surfing the net, reviewing literature, reading many books and references related to the present study.

These sources were helpful as they helped in designing and identifying the weblog project's objectives, content, resources, activities, techniques and evaluation.

b-The general objective of the weblog project was to improve the eleventh grade students' English writing performance in terms of writing product skills namely content, organization, vocabulary, language use, and mechanics and writing processes as planning, drafting, revising, editing, and publishing as well as to develop their attitudes towards writing in English.

c-The project was based on the use of the weblog as a teaching and learning tool supportive to the process writing approach. The researcher created both the teacher weblog and writing class weblog. Then, she gave students a training session in order to let them create their own weblogs by themselves.

d-The researcher had a deep look at the writing lessons of the required five units from unit (6 -10) in the text book in order to investigate the types of the paragraph that the eleventh graders are required to write. It is noteworthy that the writing product skills represent one fourth of 11th grade English curriculum. According to the scope and sequence in the teacher's book, the proposed time for teaching writing is two periods.

e. The number of the experimental group was (20) female eleventh grade students.

f. The researcher made sure that all the students in the experimental group had a computer device connected with the Internet either at school or at home before implementing the experiment of the study.

g. The researcher used the computer lab at the school in which she implemented the experiment of her study after obtaining the approval from the concerned authorities.

h. The computer lab has (22) computers connected with Internet and with high specification, the researcher used (20) of them.

i. The researcher employed the (LCD) and smart board which are available in the computer lab.

2. Design stage:

a. In this stage, the researcher illustrated the specific objectives of the weblog project.

At the end of the lessons students should be able to:

- Recognize the five phases of the process writing.
- Recognize the techniques and activities that are used in each phase.
- Be familiar with some guided writing activities.
- Practice different techniques of generating ideas as clustering, questioning and making list
- Practice writing a first draft and second draft of a paragraph
- Practice revising pieces of writing
- Practice editing pieces of writing to get a final draft
- Practice publishing the final draft
- Write a final and a unified paragraph
- Work in pairs to get necessary feedback
- Form topic sentence for each of the suggested topic
- Construct supporting sentences to back up the topic sentence
- Write a conclusion for certain topics
- Practice using connectors properly
- Use punctuation marks appropriately
- Use different words related to the certain topics

b. The researcher arranged with the IT teacher at her school to help her in designing the Weblog. They designed it by using [blogger website].To illustrate, the researcher

created teacher weblog and writing class weblog and gave students a training session in order to set up their own weblogs via the blogger website.

c. The weblog was used as a teaching and learning tool supportive to the process writing approach in teaching writing lessons in *English for Palestine 11*, second term from Unit 6 to Unit 10 as it is shown in table (3.21). The content of the weblog project was selected, arranged and modified according to the skills that the students should acquire and improve when writing a paragraph. Also, the opinions and suggestions of a group of specialists including professors of teaching methodology, supervisors of English language in addition to highly qualified and experienced teachers of English language and technology were taken into account in selecting, arranging and changing the content of the weblog project. Besides, when presenting the content of the weblog, the researcher considered the students' levels and abilities.

d. The researcher prepared a teacher's guide (a lesson plan for each lesson). The lesson plan of each lesson purposely explicates and clarifies the genuine classroom procedures and activities that happen among the elements of the classroom environment such as a teacher, students, teaching and learning aids, procedures, and evaluation. It also determines the role of each element of the learning environment as well as organizes the time among the activities. The lesson plan helps the teacher to progress effortlessly from one activity to another. In fact, the teacher's book guides the teacher to prepare and carry out the lesson plan effectively. In addition, there are three sorts of interaction occurring in the classroom: student to teacher, student to student, student to weblog visitors through the use of the weblog. (Appendix 8)

3. Development stage:

a. To accomplish the objectives of this project, to create an effective teaching-learning process and to develop the weblog, the following resources/teaching and learning aids

such as computer laboratory, weblog, LCD, smart board, and several computer programs: power point presentation and Microsoft Word were employed. The content of these programs can be seen once students either click on them or download them to their own computer devices. In addition, some links related to the writing topics were provided. Students clicked on these links to open them and read their content to get more benefits. The purpose of this was to increase the students' interest, attitudes, attention, understanding and practicing writing product skills. Moreover, the researcher added related activities to each lesson and asked students to answer them and post them on the weblog page.

4. Implementation stage:

- a.** The researcher implemented pre writing achievement test as a diagnostic test in order to find out the weakness points students faced. In addition, she carried out the pre-process writing questionnaire to determine the writing processes used by the eleventh grade students while carrying out the paragraph writing tasks and to find out whether they use these processes or not. A pre-writing attitudes scale was administered to see the attitudes of the students in the experimental group towards writing in English before the intervention.
- b.** The researcher gave students a training session about how to use the weblog correctly in English writing class.
- c.** Then, the researcher introduced the weblog and process writing approach to participants. Next, students became familiar with how both the use of the weblog and process writing approach could be beneficial in developing and enhancing their paragraph writing product skills. The study lasted ten weeks- from mid-February to the early of May 2013.

- c.** The researcher employed students' center techniques as well as co-operative and collaborative learning either inside or outside the classroom. Participants were allowed to work in pairs. To illustrate, inside the classroom, the researcher moved around the students to follow up students' work. However, she followed up students' interaction, comments, and feedback and writing assignments on the weblog page outside the classroom.
- d.** The researcher offered students assistance and modeling. Next, she asked students to produce their own writing.
- e.** The researcher made sure that the steps of process writing approach were applied in all of the weblog's project classes.
- f.** The students were provided with immediate feedback from the researcher, their classmates and other people visiting the weblog page.
- g.** Individual differences among students were taken into account by varying the ways of introducing information and activities as well as using different learning and teaching aids in addition to the weblog.
- h.** The activities were gradually presented in terms of ease and difficulty.
- i.** The activities presented a variety of questions dealing with and revealing the target writing skills.
- j.** The project was a student-centered, and the teacher was a facilitator, guide and director.
- k.** The researcher used three categories of interactions: student to teacher, student to student as well as student to the weblog's visitors.
- l.** The weblog activities should consider the five phases of writing processes in teaching writing skill (prewriting, drafting, revising, editing and publishing).
- m.** Much focus should be provided to the assessing writing skills.

n. The implementation should meet students' needs, school's timetable and the English Language Curriculum.

o. In fact, the researcher managed to assign three school classes a week for carrying out the weblog project. Each class period was (45) minutes. Table (3.21) is included for a detailed time plan for the implementation stage

Table (3.21)

Time-Plan of the Implementation Stage of the Weblog Project

Week	Title	Time		
1	Practicing writing processes activities	45 Minutes	45 Minutes	45 Minutes
2	Practicing activities about paragraph and its elements	45 Minutes	45 Minutes	45 Minutes
3	Writing a problem solution paragraph about road safety problems and solutions	45 Minutes	45 Minutes	45 Minutes
4	Writing a compare/contrast paragraph about ancient and modern Olympic games	45 Minutes	45 Minutes	45 Minutes
5	Writing a compare/contrast paragraph about the advantages and disadvantages of energy	45 Minutes	45 Minutes	45 Minutes
6	Writing a cause/effect paragraph about the scientific cause of the Bermuda triangle	45 Minutes	45 Minutes	45 Minutes
7	Writing a cause/effect paragraph about The positive effect of practicing sport on human being health	45 Minutes	45 Minutes	45 Minutes
8	Writing a narrative paragraph about What did happen to Mary Celeste ship?	45 Minutes	45 Minutes	45 Minutes
9	Writing a descriptive paragraph about the place where you live	45 Minutes	45 Minutes	45 Minutes

p. At the end of the implementation stage, the researcher implemented the post writing achievement test to explore the progress in students' writing performance in general and the improvement in their writing product skills in particular after intervention. In addition, she carried out the post-process writing questionnaire to determine the writing

processes used by the eleventh grade students while carrying out the paragraph writing after intervention. The post-writing attitudes scale was administered to see the attitudes of the students in the experimental group towards writing in English after the intervention.

k. Throughout the implementation of the experiment, the researcher suffered from the lack of the electronic sources which deal with the subjects in an accurate way and easy to the students' level; therefore, this forced her to search for specific education websites that were fit with the students' needs and levels. In addition, she suffered from the shortage of electricity during the implementation of some lessons. Therefore, she exerted great deal efforts to overcome this problem by using generator and extending the time of the lesson.

5. Evaluation Stage:

Evaluation is defined as a systematic and organized process to collect and analyze information to determine the extent of achieving objectives specified for a certain semester, lesson, and training project. In addition, it indicates a judgment process or a qualitative or quantitative description of the degree or level of performance. Thus, evaluation is significant as it enables teacher to take a decision about student's performance. (AlNabhan: 2004, pp.38-39) .In this study, it was an activity planned to judge the advantages of the weblog project. It was used to assess the effect of the weblog project in terms of the benefits to the students. It was the process of gathering results to decide if the weblog project was effective. The researcher used two types of evaluation as follows:

Formative Evaluation:

AlNabhan (2004, p.43) states that formative evaluation is a diagnostic and an ongoing process aimed at ensuring the occurrence of the requested learning with the

provision of feedback as well as improving the outcomes of the both the learning and teaching processes. It indicates the quality and the level of the achievement to certain goals within a certain period of time. In addition, formative evaluation can be used to evaluate the effectiveness of a training program in the process of implementation and experimentation or to evaluate the efficacy of learning materials and teaching methods. It aims at giving data that helps in developing the program before being finished as well as it aids modifying, re-structuring, and developing the program before being used in the field. It also aims at developing measurement tools before being used in gathering data from the field.

In this study, formative evaluation aided the researcher to realize if the objectives were achieved in the formative stages of the experiment. It also helped the researcher to gather information to evaluate how to make the weblog project improved. Therefore, the researcher carried out some activities after every lesson in order to evaluate students' improvement in the writing product skills and the use of the writing processes via the experiment.

Summative Evaluation:

AlNabhan (2004, p.44) mentions that summative evaluation aims at issuing a final judgment on the whole program, learning materials and the procedures followed in a program after being finished. It also aims at giving the final judgment on the program in terms of its validity for the future uses or for the purpose of replacing it or giving guidelines about how it can be applied in the future uses. In this study, summative evaluation was employed at the end of the program. It aimed at examining the effect of using the weblog as a teaching and learning tool supportive to the process writing approach on the development of the students' writing product skills, increase of their use of writing processes as well as improving their attitudes towards writing in English. The

post- writing achievement test, post-process writing questionnaire and post-writing attitudes scale were used for this purpose. This was to provide an obvious illustration of the level of progress through the implementation of intervention bit by bit.

3.8. The Validity of the Weblog Project:

The researcher presented the weblog project to a group of specialists including supervisors of English language in addition to highly qualified and experienced teachers of English language and technology in order to referee it and to test the weblog validity. The researcher modified it according to their precious advice. (Appendix7) Additionally, the researcher implemented one writing lesson on a pilot study which consisted of (30) students. This step was to investigate if there were any technological problems, unclear instruction or the suitability of the technological environment as well as to examine the students' motivation and interaction while using the weblog and answering the activities presented on the weblog page.

3.9. Research Procedures:

The researcher proceeded along the following procedures to meet the objectives of this study:

- Reviewing literature and previous studies related to the use of the weblog and their effect on the writing performance. In addition, the researcher reviewed previous studies related to the use of a new intervention in teaching and learning writing and their effect on students' attitudes towards writing. This is to get benefit from their samples, tools, methodology, results and recommendations.

- Determining the instruments of the study.

- Setting up three weblogs: teacher weblog, learner weblog as well as writing class weblog in order to be applied on the experimental group. This weblog served as a teaching and learning tool supportive to the process writing approach.

- Designing the writing achievement test (pre and post) and refereeing its validity and reliability.
- Designing the process writing questionnaire (pre and post) and refereeing its validity and reliability.
- Designing the writing attitudes scale (pre and post) and refereeing its validity and reliability.
- Obtaining permission from the Islamic University of Gaza and Ministry of Education and Higher Education to carry out the study. (Appendix 13)
- Choosing the sample of the study that included the experimental group and the control one.
- Deciding the writing product skills appropriate for the eleventh graders as English Foreign Language learners.
- Consulting experts and specialists in English language and methodology for referring the validity and the reliability of the study tools.
- Implementing the pre writing achievement test as well as the process writing questionnaire to make sure that the two groups were equivalent.
- Conducting the pre writing attitudes scale for the experimental group.
- Applying the experiment. The experiment was the use of the weblog as a teaching and learning tool supportive to the process writing approach with the experimental group and using the traditional way with the control group.
- Carrying out the post writing achievement test, the post process writing questionnaire and the post writing attitudes scale and using statistical analysis.
- Analyzing and interpreting the results.
- Providing suggestions and recommendations in light of the results of the study.

3.10. Statistical Analysis:

The questionnaire responses, attitudes scale responses and the data of writing achievement test were collected, computed, and analyzed by using Statistical Package for Social Sciences program (SPSS). The significance level used was (0.05) and (0.01). The following statistical techniques were utilized:

1. Spearman correlation to determine the internal consistency validity of the test.
2. Alpha Cronbach technique and Split-Half technique to measure the reliability of the writing attitudes scale items , items of the process writing questionnaire and items of the writing achievement test.
3. Mann Whitney Independent Samples Test to control the extraneous variables and to measure the statistical differences in means between the two groups due to the study variables.
4. Effect size level by using Z value and Eta square to ensure the effect volume (size) of the apparent significant differences between the two groups and within the experimental group.

Chapter IV

Results and Analysis of Data

Chapter IV

Results and Analysis of Data

Introduction

The study strived to explore the effect of using the weblog as a teaching and learning tool supportive to the process writing approach on enhancing the Palestinian eleventh graders' English writing performance and their attitudes towards writing in English. The researcher used three tools in order to collect data: a writing achievement test, a writing attitudes scale as well as a process writing questionnaire. In addition, three weblogs: learner weblog, teacher weblog as well as writing class weblog were created. This chapter tackles the findings of the study regarding the research questions and hypotheses. The researcher used different statistic techniques using the Statistical Package for Social Sciences program (SPSS) to show the final collected data results. In addition, the effect size through (η^2) was used to measure the effect size of the use of the weblog on the students' writing performance and attitudes towards writing in English. Tables were also used to illuminate and present these data with analysis and interpretation.

The Results of the Study:

4.1. The first question is stated as follows:

What are the types of paragraphs that eleventh graders are required to write?

To answer this question, the researcher had a deep look at the contents of the English for Palestine book for the eleventh grade (2009, pp.4-5), the analysis and distribution of the syllabus plan, teacher's guide as well as the enrichment material prepared for the 11th grade in order to decide the types of the paragraph that students are required to write and master at the end of the year. The table (4.1) shows types of the paragraphs mentioned in English for Palestine, Grade 11.

Table (4.1)
Types of the Paragraph Mentioned in English for Palestine, Grade 11

No.	Unit	Type of the paragraph
1	It's a small world now	Narrative paragraph Write about two great travelers as Ibn Batuta and Marco Polo
2	The death of a disease	Comparison/contrast paragraph Write about the positive and negative points about "Health for all"
3	Education first	Descriptive paragraph Write a paragraph to describe the graves in a written form
4	Let's do business	Comparison/contrast paragraph Write about the globalization: good and bad
5	The way I feel	Problem/Solution paragraph Write about the health for all :problems and solutions
6	The right choice	Problem/Solution paragraph Write about the road safety problems and solutions
7	The Olympic spirit	Comparison/contrast paragraph Write about the Olympics in the past and in the present Cause/effect paragraph The positive effect of practicing daily organized sport
8	This dangerous world	Narrative paragraph Write about the Mary Celeste event Cause/effect paragraph The Probable cause of Bermuda Triangle
9	Energy for tomorrow	Comparison/contrast paragraph Write about the advantages and disadvantages of energy
10	The wonderful world of the web	Descriptive paragraph Write about the place where you live
11	Problems and solutions	Descriptive paragraph Write to describe the chart that refers to the world population growth
12	Living in a community	Narrative paragraph Write about a difficult decision that you made in the past

Table (4.1) shows that eleventh graders are exposed to write three types of paragraph which are:

- a) Descriptive writing: It is an account of the described thing.
- b) Narrative writing: It is simply telling a story.
- c) Expository writing: The purpose of this writing is to explain and clarify ideas directly through definition, analysis, comparison or information.

4.2. The second question is stated as follows:

What are the main characteristics and structure of the weblog that used in explaining the writing lessons for the eleventh grade students?

To answer this question, the researcher reviewed the educational literature and the previous studies in order to be familiar with the main characteristics of the weblog as it is illustrated in pages from 35-45. In addition, she prepared a teacher's guide that includes the lesson plan for each lesson, added the components of the suggested weblog as well as annexed the steps of creating the weblog. Appendices (8, 9, 10)

In addition, the researcher created a writing class weblog as well as a teacher weblog and gave students a training session for setting up their own weblogs. The aim of the use of the weblog as a teaching and learning tool supportive to the process writing approach was to develop students' writing product skills, increase their uses of the writing processes and enhance their attitudes towards writing in English. The weblog project includes the following:

1- Teacher's Guide (Lesson plan):

The teacher's guide provides information of the procedures that teachers can use when applying the weblog project in the writing lessons. This guide contains detailed unit plan notes of how to use this tool effectively in the writing lessons. The objectives of each lesson are clearly identified and the activities for each objective are provided. Appendix (8)

2-Teaching and learning Aids:

To accomplish the objectives of this project, to create an effective teaching-learning process and to develop the weblog, several teaching and learning aids were used in the weblog design as LCD, smart board, several computer programs: power point presentation and Microsoft Word; and related videos and links were used in the

design in order to activate the students' interest, attitudes, attention and interaction with the presented topics as well as with the weblog. In addition, the researcher added related activities to each lesson in order to improve students' writing product skills, increase their use of writing processes and improve their attitudes towards writing in English.

3-The researcher added the components of the suggested weblog as well as clarified the steps of creating the weblog as it is shown in the appendices (9) and (10)

4-Evaluation tools:

The researcher used three tools to evaluate the suggested tool: the pre and post writing achievement test, the pre and post process writing questionnaire as well as the pre and post writing attitudes scale. Appendices (1) , (2) and (3)

4.3. The third question is stated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups on the writing product skills such as content, organization, vocabulary, language use, and mechanics in the post writing achievement test?

To answer this question, the researcher tested the following null hypothesis:
There are no statistically significant differences at ($\alpha \leq 0.05$) level on the writing product skills such as content, organization, vocabulary, language use, and mechanics in the post-writing achievement test among students who receive English writing through using weblog as a teaching and learning tool supportive to the process writing approach (experimental group) and those who learn English writing through the traditional method (control group).

To investigate the first hypothesis, mean rank and sum of ranks of the experimental and the control groups' results were computed. Mann Whitney Independent Sample Test was used to measure the significance of differences. Table

(4.2) shows the results of differences between the experimental and the control groups in all product writing skills in the post-writing achievement test.

Table (4.2)

Mann Whitney Independent Sample Test Results of Differences between the Experimental and the Control Groups in All Product Writing Skills in the Post Writing Achievement Test

Skill	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Content	experimental	20	29.500	590.000	20.000	4.877	0.000	sig. at 0.01
	Control	20	11.500	230.000				
Organization	experimental	20	28.950	579.000	31.000	4.586	0.000	sig. at 0.01
	Control	20	12.050	241.000				
Vocabulary	experimental	20	29.975	599.500	10.500	5.149	0.000	sig. at 0.01
	Control	20	11.025	220.500				
Language Use	experimental	20	30.025	600.500	9.500	5.162	0.000	sig. at 0.01
	Control	20	10.975	219.500				
Mechanics	experimental	20	29.175	583.500	26.500	4.776	0.000	sig. at 0.01
	Control	20	11.825	236.500				
Total	experimental	20	30.125	602.500	7.500	5.212	0.000	sig. at 0.01
	Control	20	10.875	217.500				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

The results in table (4.2) indicate that the (z) computed value is greater in all the writing product skills and in the total score of the post test than the (z) table value in the post writing achievement test. This means that there are statistically significant differences at ($\alpha= 0.01$) and ($\alpha= 0.05$) levels between the experimental group and the control one in favor of the experimental group. There is also a significant difference between the mean ranks of both groups in favor of the experimental group. The mean rank of the control group is (10.875) in relation to the total score of the test while the mean rank of the experimental group is (30.125). This means that using weblog in English writing class is effective to develop student's writing performance.

To illustrate, the subjects obtained the maximum score in language use (30.025) whereas they gained the minimum score in organization (28.950). Regarding content, vocabulary, and mechanics, they got 29.500, 29.975, and 29.175, respectively. On the other hand, the control group scores for content, organization, vocabulary, language use and mechanics were 11.500, 12.050, 11.025, 10.975, and 11.825 respectively.

To measure the effect size of the weblog on the experimental group in the post writing achievement test, the researcher applied the "Effect Size" technique according to the following equation and the critical values for the effect size levels. Affana (2000, p.38-42) as shown in table (4.3).

Table (4.3)
The Critical Values for the Effect Size Levels
The Table References to Determine the Level of the Effect Size (η^2) and (d) by Z Value

Test	Effect Size		
	Small	Medium	Large
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

To calculate the effect size, the researcher used " η^2 " effect by using the following formula: Affana (2000, p.38-42)

$$\eta^2 = \frac{Z^2}{Z^2 + 4}$$

Table (4.4) shows the effect size of applying the weblog on the subjects' achievement in the post writing achievement test.

Table (4.4)
"Z" Value, Eta Square " η^2 ", for Each Skill and the Total Score

Skill	Z	Z²	Z² + 4	η^2	Effect Size
Content	4.877	23.790	27.790	0.856	Large
Organization	4.586	21.028	25.028	0.840	Large
Vocabulary	5.149	26.512	30.512	0.869	Large
Language use	5.162	26.644	30.644	0.869	Large
Mechanics	4.776	22.811	26.811	0.851	Large
Total score of the test	5.212	27.163	31.163	0.872	Large

There is a large effect size for each skill and the total score of each skill as it is shown in table (4.4). Implementing the effect size equation, the researcher found that the effect size of the writing product skills namely: content, vocabulary, organization, language use and mechanics is large. This can be attributed to the types of activities presented on the weblog page as well as students' motivation, interaction and collaboration when using the weblog as it allows learners to interact with each other, teacher and learning material synchronously and asynchronously through making comments and answering activities and posting them on the weblog page anytime and anywhere.

Thus, the first null hypothesis is rejected and the alternative hypothesis is accepted.

4.4. The fourth question is stated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the control and experimental groups in the post process writing questionnaire on the use of writing processes such as planning, drafting, revising, editing and publishing?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the control and experimental groups in the post process writing questionnaire on the use of writing processes such as planning, drafting, revising, editing and publishing.

To examine this hypothesis, mean rank and sums of rank of the experimental and the control groups' results in the post- process writing questionnaire were computed.

The researcher used Man Whitney Independent Sample Test to measure the significant differences. To interpret this hypothesis, the researcher used Man Whitney Independent Sample Test results of differences between experimental and control group in the post process writing questionnaire. The results of these differences in the five writing processes are displayed in Table (4.5) below.

Table (4.5)
Man Whitney Independent Sample Test Results of the Differences between Experimental and Control Groups for Each Process and Total Score of the Processes

Writing processes	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Planning	experimental	20	26.075	521.500	88.500	3.054	0.002	sig. at 0.01
	control	20	14.925	298.500				
Drafting	experimental	20	30.350	607.000	3.000	5.411	0.000	sig. at 0.01
	control	20	10.650	213.000				
Revising	experimental	20	30.475	609.500	0.500	5.440	0.000	sig. at 0.01
	control	20	10.525	210.500				
Editing	experimental	20	30.275	605.500	4.500	5.383	0.000	sig. at 0.01
	control	20	10.725	214.500				
Publishing	experimental	20	29.500	590.000	20.000	4.954	0.000	sig. at 0.01
	control	20	11.500	230.000				
Total	experimental	20	30.500	610.000	0.000	5.422	0.000	sig. at 0.01
	control	20	10.500	210.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

The findings in table (4.5) show that the (z) computed value is larger in all domains and in the total score of the process writing questionnaire than the (z) table value in the post process writing questionnaire.

This means that there are significant differences at ($\alpha= 0.01$) and ($\alpha= 0.05$) levels between the experimental group and the control one in favor of the experimental group. There is also a significant difference between the mean ranks of both groups in favor of the experimental group. The mean rank of the control group is (10.500) in relation to the total score of the post process writing questionnaire while the mean rank of the experimental group is (30.500). This means that the use of the weblog is able to enrich the students with the use of the writing processes.

The most significant score for the writing processes was that gained by the subjects for revising process (30.475). On the other hand, the lowest score obtained was for planning process (26.075). They scored 30.350 for drafting, 30.275 for editing and 29.500 for publishing. Concerning the control group, the subjects scored 14.925, 10.650, 10.525, 10.725, and 11.500 for planning, drafting, revising, editing, and publishing respectively.

The researcher used Eta square " η^2 " to calculate the effect size so table (4.6) shows that there is a large effect size for each writing process and the total score of the writing processes.

Table (4.6)
The Effect Size of Using Weblog on the Experimental Group Post- Process Writing Questionnaire
"Z" Value, Eta Square " η^2 ", for Each Process and the Total Score

Writing Processes	Z	Z ²	Z ² +4	η^2	Size effect
planning	3.054	9.326	13.326	0.700	Large
Drafting	5.411	29.276	33.276	0.880	Large
Revising	5.440	29.591	33.591	0.881	Large
Editing	5.383	28.980	32.980	0.879	Large
Publishing	4.954	24.538	28.538	0.860	Large
Total score of the questionnaire	5.422	29.403	33.403	0.880	Large

Obviously, table (4.6) shows that the effect size of the post process writing questionnaire in each process and in the total score of the questionnaire is large. This can be because of the use of the weblog, in which students are involved, help students to employ the writing processes in different paragraph writing tasks easily.

Thus, the second null hypothesis is rejected and the alternative hypothesis is accepted.

4.5. The fifth question is stated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the experimental group on the writing attitudes scale before and after the experiment?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the experimental group on the writing attitudes scale before and after the experiment.

To examine this hypothesis, mean ranks and sums of rank of the experimental group's results on the post- writing attitudes scale were computed. The researcher used Wilcoxon Signed Ranks to measure the significant differences. To interpret this hypothesis, the researcher used Wilcoxon Signed Ranks results of differences between the participants' responses in the pre and post- writing attitudes scale. The following table (4.7) displays the results of these differences across the four domains.

Table (4.7)
Wilcoxon Signed Ranks Test for the Results of Differences between Pre and Post
Attitudes Scale within the Experimental Group for the Entire sub Domains and
Total Score of the Domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Attitudes towards the importance of writing in English	Negative Ranks	0	0.000	0.000	3.934	0.000	sig. at 0.01
	Positive Ranks	20	10.500	210.000			
	Ties	0					
Attitudes towards enjoying writing in English	Negative Ranks	2	3.500	7.000	3.318	0.001	sig. at 0.01
	Positive Ranks	15	9.733	146.000			
	Ties	3					
Attitudes towards learning English writing via the weblog	Negative Ranks	0	0.000	0.000	3.933	0.000	sig. at 0.01
	Positive Ranks	20	10.500	210.000			
	Ties	0					
Attitudes towards English writing teacher	Negative Ranks	1	5.000	5.000	3.638	0.000	sig. at 0.01
	Positive Ranks	18	10.278	185.000			
	Ties	1					
Total	Negative Ranks	0	0.000	0.000	3.923	0.000	sig. at 0.01
	Positive Ranks	20	10.500	210.000			
	Ties	0					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (4.7) above shows that there are statistically significant differences ($\alpha \leq 0.05$) level between the mean score of the pre and post writing attitudes scale in all four domains and the whole total score in favor of the post writing attitudes scale.

The findings in table (4.7) show that the (z) computed value is larger in all domains and in the total score of the scale than the (z) table value in the post writing attitudes scale. This means that there are statistically significant differences at ($\alpha= 0.01$) and ($\alpha= 0.05$) levels between the mean score of the pre and post writing attitudes scale in all four domains and the whole total score in favor of the post writing attitudes scale. This means that the weblog is able to improve the students' attitudes towards writing in English.

To calculate the effect size and count the strength and degree of the difference between the pre-treatment attitudes and post-treatment attitudes, the researcher used Eta square " η^2 " Affana (2000, p.38-42)

Table (4.8)
"Z" Value, Eta Square " η^2 ", for Each Domain and the Total Score

Domain	Z	Z²	Z² +4	η^2	Size effect
Attitudes towards writing in English	3.934	15.474	19.474	0.795	Large
Attitudes towards enjoying writing in English	3.318	11.006	15.006	0.733	Large
Attitudes towards learning English writing via the weblog	3.933	15.471	19.471	0.795	Large
Attitudes towards the English writing teacher	3.638	13.233	17.233	0.768	Large
Total	3.923	15.387	19.387	0.794	Large

Table (4.8) shows that the effect size is large, for each domain and the total score of the scale. This means that the weblog has a large effect and improves the skills for the experimental group. In other words, this can be because of the technological environment in which students are involved.

Thus, the third null hypothesis is rejected and the alternative hypothesis is accepted.

4.6. Summary:

This chapter dealt with data analysis and results. The results of each hypothesis were analyzed statistically using different statistical techniques. After analyzing the data of the writing achievement test, the results of the first hypothesis showed differences of statistical significance between the experimental and the control groups in favor of the experimental group due to the teaching method. It is obvious that the results

of the study indicated that students in the experimental group were more aware of the five components of the writing product skills: content, organization, vocabulary, language use, and mechanics. In addition, the weblog was a helpful tool to the process writing approach in developing students' writing product skills and improving their writing performance.

Next, after analyzing the data of the process writing questionnaire, the results of the second hypothesis indicated that there were statistically significant differences between the two groups in the use of the writing processes in favor of the experimental group. In other words, the use of weblog in English writing class enriched students with the use of the writing processes in doing any paragraph writing task.

Finally, after analyzing the data of the writing attitudes scale, the results of the third hypothesis pointed out the differences of statistical significance between the attitudes of the experimental group before and after the experiment towards writing in English in favor of the post writing attitudes scale. In other words, the application of the weblog in English writing class led to improve students' attitudes towards writing in English.

To sum up, in accordance with the students' responses to each question at the end of each lesson as well as the results of this study, the use of the weblog as a teaching and learning tool supportive to the process writing approach can be promising and productive solution to student's lack of engagement and motivation in English writing class for enhancing their writing performance and improving their attitudes towards writing in English.

Chapter V

Findings, Conclusions,

Pedagogical Implications and

Recommendations

Chapter V

Findings, Conclusions, Pedagogical Implications and Recommendations

Introduction

This chapter tackles the findings of the study. It condenses the conclusions that were drawn in light of the study findings. Some pedagogical implications are also included to enrich the teaching-learning process in general and teaching writing in particular. In addition, the researcher suggests some recommendations which can be advantageous for syllabus designers, supervisors, teachers and researchers as they can help improve the learning process in general and teaching writing in particular.

5.1. Interpretation of the Results Related to Question Number One:

The researcher investigated the first main question that inquired about the types of paragraphs that eleventh graders are required to write. Regarding this, the researcher depended on the review of the educational literature and looked deeply at the contents of the English for Palestine book for the eleventh grade (2009, pp.4-5), the analysis and distribution of the syllabus plan, teacher's guide as well as the enrichment material prepared for 11th grade. The results of this effort showed that the eleventh graders are required to write three types of paragraph which are:

- a) Descriptive writing: It is an account of the described thing.
- b) Narrative writing: It is simply telling a story.
- c) Expository writing: The purpose of this writing is to explain and clarify ideas directly through definition, analysis, comparison or information

Thus, the focus of the study was on presenting these types of paragraphs via the weblog as a teaching and learning tool supportive to the process writing approach.

5.2. Interpretation of the Results Related to Question Number Two:

The researcher investigated the second research question which is about the main characteristics and the structure of the weblog that used as a teaching and learning tool supportive to the process writing approach for developing students' writing performance and their attitudes towards writing in English.

The researcher designed a writing class weblog as well as a teacher weblog. In addition, she gave students a training session in order to help them in creating their own weblogs. The researcher used the weblog as a teaching and learning tool supportive to the process writing approach in presenting the writing lessons included in the eleventh grade text book. The weblog project includes teacher's Guide (lesson plan), teaching and learning aids, components of the suggested weblog, steps of creating the weblog and the evaluation tools.

The contents of the weblog project were chosen, organized and modified according to the opinions and suggestions of a group of specialists in the field of methodology and teaching academic writing.

The researcher identified the time plan and the procedures which can be followed when implementing the weblog tool. The researcher implemented the weblog project in the second semester 2012-2013. The researcher used a pre and post writing achievement test, a pre and post process writing questionnaire as well as a pre and post writing attitudes scale in order to find out the internal validity of the weblog project. In addition, the weblog was reviewed by a jury of specialists in methodology and technology. The researcher controlled other variables that may affect the results by implementing a pilot study. The weblog project was taught to the experimental group while the control one was taught by the traditional method. After that, the post-test was applied on the two groups and the results were statistically analyzed.

Finally, the results of the study indicated that the use of the weblog as a teaching and learning tool supportive to the process writing approach was effective in developing students' writing performance, increasing their use of the writing processes and improving their attitudes towards writing in English.

This question results agree with many studies as: Arslan and Kızıl (2010) who conducted a study in order to investigating the effect of blog centered writing instruction on students' writing performance. The results of this study demonstrated that weblog-integrated writing instruction leads to a greater improvement in students' writing performance than merely in-class writing instruction. In addition, they support the conclusion that English as a Foreign Language practitioners' use of weblog software has potential to promote more effective writing instruction. Similarly, Cequena (2013) in her study examined the effect of blogging (weblogs) on the forty-one freshman college students' writing performance. The results showed that students' writing skills improved. In addition, the findings showed that blogging helped them improve their writing skills because of their peers' constructive feedback.

5.3. Interpretation of the Results Related to Question Number Three:

The researcher investigates the third question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups on the writing product skills such as content, organization, vocabulary, language use, and mechanics in the post writing achievement test.

The results concerning question three indicated that the (z) computed value (5.212) was greater than the (z) table value (2.58) and (1.96) in the total score of the post writing achievement test. Likewise, the (z) computed value was greater in all the writing product skills than the (z) table value in the post writing achievement test.

This means that there are significant differences at ($\alpha= 0.01$) and ($\alpha= 0.05$) levels between the experimental group and the control one in favor of the experimental group. There was also a significant difference between the mean rank of both groups in favor of the experimental group. The mean rank of the control group was (10.875) in relation to the total score of the test whereas the mean rank of the experimental group was (30.125). To illustrate, the subjects obtained the maximum score in language use (30.025) whereas they gained the minimum score in organization (28.950). Regarding content, vocabulary, and mechanics, they got 29.500, 29.975, and 29.175, respectively. On the other hand, the control group scores for content, organization, vocabulary, language use and mechanics were 11.500, 12.050, 11.025, 10.975, and 11.825 respectively.

According to eta square " η^2 ", and "z" values, it was observed that the use of the weblog, as a teaching and learning tool supportive to process writing approach has a large effect on improving the previous five writing product skills for the experimental group.

In other words, students in the experimental group improved their writing performance significantly more than those in the control group. This means that the implementation of the weblog as a teaching and learning tool supportive to the process writing approach has an effect on the writing performance of the experimental students as a whole and it has a positive impact on the all components of their writings: content and organization, vocabulary, language use and mechanics. The following is a detailed explanation of the increase in the scores of the writing product skills in the post writing achievement test for the students in the experimental group.

Content:

The increase in the content scores can be attributed to that students in the experimental group became aware of audience when they used the weblog either in the writing classroom or outside the classroom. Therefore, they paid more attention to create meaningful development for their main ideas.

Organization:

The growth in the organization scores can be attributed to the fruitful and useful activities and links presented via the weblog page that serve the purpose of increasing students' organizational knowledge such as the use of transitions activities.

Vocabulary:

The increase in the vocabulary scores can be attributed to the beneficial result of the writing activities presented via the weblog page. Moreover, when students explored the attached links about each topic, surfed online bilingual and monolingual dictionary as well as read others' comments and posts on the weblog page, this led to increase the number of the learnt vocabulary items in different topics.

Language use:

The increase in the language use scores can be attributed to that the participants in the experimental group were exposed to grammar activities and relevant links presented via the weblog page. For example, students were successful in using different types of sentence structure, the appropriate tense, number, articles, pronouns and prepositions.

Mechanics:

The improvement in mechanics scores can be attributed to that students answered different activities about spelling, capitalization, and punctuation on the

weblog page. Accordingly, they became familiar with the aspects of mechanics that should be taken into account while writing.

To sum up, the students in the experimental group improved their writing performance at the end of the study compared with the students in the control group. It was found out that the use of the weblog as a teaching and learning tool supportive to the process writing approach as well as the activities presented via the weblog and prepared in agreement with the process writing approach influenced the writing performance of the experimental students as a whole and the writing product skills in particular. Conversely, the biggest influence was on the "language use" component because students were enthusiastic to explore any link provided for any grammatical knowledge so they benefited a lot from reading information mentioned in these links. In addition, this may be attributed to that students can deal with any grammatical knowledge based on a specific rule easily. For example, students in the experimental group used the past simple tense correctly when they wrote about the narrative paragraph. On the other hand, the smallest influence was on the "organization". This may be attributed to that mastering organization needs great deal of efforts of understanding the relation between ideas in order to select the appropriate transitional words between ideas.

Moreover, this result can be attributed to both the features of the weblog and benefits of the process writing activities when they both are used in an English writing class.

To illustrate, the following is a detailed explanation about the above mentioned result:

1. The easy access to the weblog from any computer with internet at anytime and anyplace is a positive aspect of writing with a weblog. By this way, participants can

easily and freely use weblog to create, edit and share any writing task with their partners. Accordingly, students tend to work enthusiastically when they realize that the teacher, other students, and the weblog visitors will have access to their work at anytime and anyplace. Besides, students' confidence is increased when practicing writing on their weblogs. This is because the asynchronous nature of weblogs that allowed them the freedom to reread their own and their peers' postings without any space and time constraints.

2. The nature of the weblog writing activities contributes to the enhancement in students' writing performance. For instance, the weblog writing activities are flexible as well as prepared in a simple language and according to students' level so this leads to build up their abilities and their knowledge as well as improve the quality of their writing. For instance, participants in the experimental group learned according to their level, abilities, incentives and pace of learning. In addition, weblog activities provide modeling environment for participants to learn from their partners' work.

3. Through the use of the weblog, students receive the necessary writing input by browsing web materials, interactive writing exercises as well as the available and relevant links to help them complete assignment and learning. For instance, students in the experimental group had the chance to be exposed to web materials and links presented on the weblog as well as practicing many writing tasks on the writing class weblog so they were exposed to more language and writing input. For example, one of the participants mentioned that "she checked the word up in an online dictionary when she came cross unfamiliar words and she also checked the usage of past tenses through browsing certain links". By this way, participants' vocabulary and grammar knowledge increased due to the exploration of the web materials and links for the purpose of answering writing tasks.

4. Students' writing performance improves when they begin writing on the weblog as they become aware of their audience and as a result of keeping their audience in mind when they write. For example, students' audience is their classmates, teacher and the weblog visitors. When the experimental group students realized that their writing could be read by someone other than the teacher, this led them to pay more attention to all aspects of the writing product skills than the control group students. In other words, students get benefits from the use of the weblogs, since they have to think scrupulously about their own views about the issues before planning their task, make a vigilant selection of vocabulary and grammatical structures, consider the appropriate organization for each written task and, as well as correct spelling errors prior to posting their work.

5. The feedback the students received from the various sources affects their writing performance. The feedback is available as there are no time and place restrictions in consequence of the use of the weblogs. Students can observe their peers' drafts whenever and wherever they desire so they learnt different vocabulary items from others' work. These factors enabled students in the experimental group to spell out content and to make necessary changes and corrections.

6. The exchange of feedback and points of view via the weblog lets students interact collaboratively and co-operatively. In the same vein, it leads to facilitate the students' critical thinking skills, achieve scaffolding learning, as well as make students aware of others' suggestions and advice to write a better piece of writing.

7. The use of the weblog increases students' motivation to learn; and the different activities available about every lesson in the weblog are entertaining because of their interactive nature compared with traditional writing exercises carried out in the traditional class. Furthermore, students in this study were motivated to use the weblog

when they created their own weblogs. They also felt involved and motivated as they wrote more freely on the weblog page. Therefore, they felt relaxed and this increased their writing ability.

8. The weblog takes into account the student-centered approach. This is also observed through some comments documented during conducting the study. One student said: "I liked to learn writing through weblog and process writing approach. Another student said: "weblog and process writing approach helped me to write a paragraph step by step" .Moreover, another said: "I liked English writing lessons and I was sad today because we were not having English especially writing lesson". After the first lesson of paragraph writing, one student said: "This was the best day in this semester; I believed that the weblog and process writing approach were interesting and I found that I absorbed information more when I enjoyed learning via the implementation of the weblog and the process writing approach"

9. In the same context, the researcher realized that there was an obvious difference between atmosphere of the control group and the experimental group. The experimental group had an active and positive atmosphere which motivated students to be more involved and have better participation and engagement, whereas the control group felt uninterested and expressed a hope for the end of the lesson. Furthermore, the students of the control group got envious. They kept looking at the experimental group through the laboratory windows several times and started pleading to the teacher to treat them as she did with the experimental group. One of them said: "Why didn't you allow us to go to the computer laboratory?" Another said: "Where was the LCD? Weren't we going to use it?"

10. This improvement is attributed to the systematic steps of process writing approach. In fact, it helped students in the experimental group in their paragraph writing tasks and

helped them avoid feeling that they were perplexed. When students feel that they are going through the right route to write their paragraphs, this provides them with confidence and amplifies their concentration. Consequently, this suggests that the use of process writing approach can be considered as motivational strength for students in their writing tasks.

11. The researcher also attributes this finding and other finding to the length of the experiment which lasted for nearly three months whereas the experimental group students received writing via the use of the weblog as a teaching and learning tool supportive to process writing approach.

This result is in agreement with those reported in some other related studies as Aljumah's (2011); Arslan and Kızıl's (2010); Fageeh's (2011); Jones's (2006); Kelley's (2008); Nasir's (2009); Vurdien's (2011); Quintero's(2008); Simsek's(2009); Squires's (2010); AlAamri's (2010); Daskalogiannaki's (2012); Taki and Fardafshari's (2011); Cequena's (2013); and Kitchakarn's (2012). These studies demonstrated that students' involvement in the weblog writing class improves their writing performance and writing skills.

5.4. Interpretation of the Results Related to Question Number Four:

The researcher investigated the fourth question which examined if there are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the weblog and those of the non-weblog groups in the post process writing questionnaire on the use of writing processes such as planning, drafting, revising, editing and publishing.

The results concerning question four indicated that the (z) computed value (5.422) was greater than the (z) table value (2.58) and (1.96) in the total score of the post process writing questionnaire. In addition, the (z) computed value was greater

than the (z) table value in all the processes in the post process writing questionnaire. This means that there are significant differences at ($\alpha= 0.01$) and ($\alpha= 0.05$) levels between the experimental group and the control one in favor of the experimental group. There was also a significant difference between the mean rank of both groups in favor of the experimental group. The mean rank of the control group was (10.500) in relation to the total score of the process writing questionnaire whereas the mean rank of the experimental group was (30.500). The most significant score for the writing processes was that gained by the subjects for revising process (30.475). On the other hand, the lowest score obtained was for planning process (26.075). They scored 30.350 for drafting, 30.275 for editing and 29.500 for publishing. Concerning the control group, the subjects scored 14.925, 10.650, 10.525, 10.725, and 11.500 for planning, drafting, revising, editing, and publishing respectively.

According to eta square " η^2 ", and "z" values, it was observed that the effect size is large in each writing process and in the total score of the process writing questionnaire. This large effect can be attributed to the use of the weblog which helps students to employ the writing processes in different paragraph writing tasks easily.

The results of the process writing questionnaire displayed an increasing use of the writing processes (planning, drafting, revising, editing, and publishing) employed by the experimental group in performing paragraph writing tasks. This reflects that the use of the weblog empowers the subjects to be involved in different writing processes to prepare the final and polished piece of writing. The involvement in writing processes is considered as a necessary step in reaching the final writing product.

On the basis of the present results, upgrading of the subjects' writing performance can be attributed to the use of the weblog in which planning, drafting, revising, editing, and publishing processes can be applied. For instance, participants in

the experimental group were given ample opportunities to develop ideas, write drafts, revise, edit their writing and publish their final and polished paragraph so they achieved a noticeable improvement in the use of the writing processes. This means that the use of the weblog is able to enrich students with the employment of the processes of writing.

The following is a detailed illustration of the impact of the use of the weblog as a teaching and learning tool supportive to the process writing approach on the use of the writing processes as planning, drafting, revising, editing, and publishing.

Planning:

The increase in the planning scores may be attributed to the use of the weblog which allowed students in the experimental group to explore the relevant links about different topics so this motivated them to increase their background on a specific writing topic and motivated them to come up with pertinent ideas and information about each topic. In addition, when students were involved in the writing activities, that presented via the weblog page and designed for the purpose of making them familiar with the techniques of planning stage, this helped them in thinking, brainstorming and generating useful and relevant ideas about the suggested topics.

Drafting:

The growth in the drafting scores may be attributed to the use of the weblog which allowed students in the experimental group to use Google search and on-line monolingual and bilingual dictionaries to find more information and look up words as well as read again the previous comments and posts about different topics. Thus, this led to increase students' knowledge in developing the ideas mentioned in the planning stage.

Revising:

The improvement in the revising scores may be attributed to the use of the weblog which encouraged students in the experimental group to revise their drafts, after

taking into account the comments and substitute suggestions from teacher and classmates. In addition, the use of the weblog motivated them in displaying the revision checklist to follow it in revising their drafts anytime and anywhere.

Editing:

The growth in the editing scores may be attributed to the use of the weblog which encouraged students in the experimental group to edit their drafts, after taking into account the comments and different suggestions from teacher and classmates. In addition, the use of the weblog motivated them in displaying the editing checklist to follow it in editing their drafts anytime and anywhere.

Publishing:

The growth in the publishing scores may be attributed to the use of the weblog which encouraged students in the experimental group to publish their final and polished piece of writing easily via the weblog page.

In a nutshell, it was found out that the use of the weblog as a teaching and learning tool supportive to the process writing approach helped students in the experimental group to be familiar with the writing processes. Thus, the students in the experimental group increased their use of the writing processes at the end of the study compared with the students in the control group.

It was found out that the use of the weblog as a teaching and learning tool supportive to the process writing approach and the activities that presented via the weblog and prepared in agreement with the process writing approach, influenced the students' use of the writing processes. Conversely, the biggest influence was on the "revising" process because students in the experimental group followed the revision checklist and its model in revising their drafts. In this stage, students exerted great deal of efforts to revise their drafts based on the attached revision checklist, teacher's

suggestions and their classmates' suggestions for producing a polished and meaningful paragraph. On the other hand, the smallest influence was on the "planning" process. This may be attributed to that getting started is a difficult step in writing as students have nothing to write at the beginning. In addition, this stage needs great deal of efforts of thinking in order to generate ideas as much as possible about each topic.

This result is supported by Jones's (2006), who reported that the use of weblog serves as an appropriate medium for the process writing approach for ESL learners. Zhnag's (2009), too, pointed out that the features of the weblog facilitate editing, and revising through commenting as a source for critically thinking through suggestions for editing; public access of blogs for a broader audience and reader interaction; a platform to create a discourse community and content ownership. In addition, the use of the weblog allows students to focus on the content of writing as global audience may view it. Besides, the easy access of the weblog allows students to write, edit, revise, and publish posts because weblogs do not require any programming knowledge.

Likewise, this result is consistent with the findings concluded by Daskalogiannaki (2012) who reported that the use of the weblog eases planning and drafting processes as well as makes students engaged in both processes in order to generate ideas as much as possible. In addition, the weblog writing encourages learners to revise their drafts, after taking into consideration the comments and substitute suggestions from teacher and peers. Students can access lexical resources while planning and web-searching via the weblog. In terms of feedback provision in the form of the comment feature on the weblog page, students find it is interesting and useful procedure because it doesn't only help their friend revise his/ her work but it also spots mistakes that they make as well. Moreover, the use of weblog enhances participation

and interest in the lesson, and makes students see writing as a worth-while process when they publish the final ready paragraph on the weblog page.

This result also goes in harmony with those reported in some other related studies as Squires's (2010) and Nasir's (2009). These studies demonstrated that students' involvement in the weblog helps them to improve their writing through creating collaborative learning environment and facilitating the publication feature for an audience, as well as integrating peer review, self-editing and revising. Therefore, students can write better and publish the final better writing after receiving feedback.

5.5. Interpretation of the Results Related to Question Number Five:

The researcher investigated the fifth question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the experimental group on the writing attitudes scale before and after the experiment. To interpret this question, the researcher interpreted the results of every scope independently.

The following is a detailed explanation for the results of each domain of the writing attitudes scale.

5.5.1. The Interpretation of the First Scope of the Writing Attitudes Scale:

The findings related to the first scope of the writing attitudes scale showed that there were statistically significant differences between the mean scores of the pre and post writing attitudes scale on the students' attitudes towards appreciating the importance of writing in English in favor of the post writing attitudes scale. The finding indicated that the (z) computed value (3.934) was larger than the (z) table value (2.58) and (1.96) in the post writing attitudes scale. This means that there are significant differences at ($\alpha = 0.01$) and ($\alpha = 0.05$) levels in the students' attitudes towards the

importance of writing in English between the pre- writing attitudes scale and the post writing attitudes scale in favor of the post- writing attitudes scale.

Besides, the researcher found that the use of the weblog as a teaching and learning tool supportive to the process writing approach has a large effect on improving the students' attitudes towards appreciating the importance of writing in English language. This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching and learning aids used in the weblog which aimed at developing students' attitudes towards appreciating the importance of writing in English language.

As previously mentioned about the advantages of the weblog, the weblog facilitates meaningful learning process and helps the students to work together. Consequently, the students feel that they can write for different purposes and achieve good results through practicing writing via the weblog so this enhances their attitudes towards appreciating the importance of writing in English language.

5.5.2. The Interpretation of the Second Scope of the Writing Attitudes Scale:

The findings related to the second scope of the writing attitudes scale clarified that there were statistically significant differences between the mean scores of the pre and post writing attitudes scale on the students' attitudes towards enjoying writing in English in favor of the post writing attitudes scale. The finding pointed out that the (z) computed value (3.318) was larger than the (z) table value (2.58) and (1.96) in the post writing attitudes scale. This means that there are significant differences at ($\alpha = 0.01$) and ($\alpha = 0.05$) levels in the students' attitudes towards enjoying writing in English in favor of the post writing attitudes scale.

Likewise, the researcher found that the use of the weblog as a teaching and learning tool supportive to the process writing approach has a large effect on improving

the students' attitudes towards enjoying writing in English language. This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching and learning aids used in the weblog which aimed at developing the students' attitudes towards enjoying writing in English language.

In fact, it was observed that many participants were keen on participating in the weblog writing activities and always asked the researcher to give them extra assignment to do. Particularly, all 20 participants worked hard and submitted their writing without delay, which reflected the students' satisfaction in practicing writing for interest. Furthermore, those students asked most of the time when we would go to the computer laboratory. This means that the weblog is able to improve the students' attitudes towards writing in English and practicing it. In other words, engaging students in a technological environment (the computer laboratory) enables them to feel more relaxed and interested to write freely without any restrictions and view writing as an easy task.

5.5.3. The Interpretation of the Third Scope of the Writing Attitudes Scale:

The findings related to the third scope of the writing attitudes scale showed that there were statistically significant differences between the mean scores of the pre and post writing attitudes scale on the students' attitudes towards learning English writing via the weblog in favor of the post writing attitudes scale. This finding indicated that the (z) computed value (3.933) was larger than the (z) table value (2.58) and (1.96) in the post writing attitudes scale. This means that there are significant differences at ($\alpha = 0.01$) and ($\alpha = 0.05$) levels in the students' attitudes towards learning English writing via the weblog in favor of the post writing attitudes scale.

In addition, the participants in the experimental group viewed the weblog as an interesting tool for presenting attractive learning material and they felt that it made them

autonomous, active and interactive in the writing environment. This is due to the interesting design of the weblog that enables them to be more motivated, active and cooperative in the writing class compared with the traditional writing class. The researcher also provided them with suitable types of reinforcement which promoted students to learn more. It was also observed that the participants in the experimental group were more motivated than those in the control group as they waited impatiently for the writing class.

Moreover, the researcher found that the use of the weblog as a teaching and learning tool supportive to the process writing approach has a large effect on improving the students' attitudes towards learning English writing via the weblog. This large effect can be attributed to the activities, techniques, the suitability of different links and the variety of teaching and learning aids used in the weblog which aimed at developing the students' attitudes towards the learning English writing via the weblog. This result reflects students' satisfaction with the use of the weblog and its content for accomplishing any writing task. It is clear that students admire this way of teaching and learning as it considers the individual differences among them as well as meets their abilities and needs.

5.5.4. The Interpretation of the Fourth Scope of the Writing Attitudes Scale:

The findings related to the fourth scope of the writing attitudes scale clarified that there were statistically significant differences between the mean scores of the pre and post writing attitudes scale on the students' attitudes towards the teacher of English writing and her role in the weblog writing class in favor of the post writing attitudes scale. The finding indicated that the (z) computed value (3.638) was larger than the (z) table value (2.58) and (1.96) in the post writing attitudes scale. This means that there are significant differences at ($\alpha = 0.01$) and ($\alpha = 0.05$) levels in the students' attitudes

towards the teacher of English writing and her role in the weblog writing class in favor of the post- writing attitudes scale.

Besides, the researcher found that the use of the weblog as a teaching and learning tool supportive to the process writing approach has a large effect on enhancing the students' attitudes towards the teacher of English writing and her role in the weblog writing class. This large effect can be attributed to the use of the weblog as a teaching and learning tool supportive to the process writing approach in the English writing class. To illustrate, when the participants in the experimental group used the weblog, they took the responsibility of their learning and practiced active learning. They felt that their role was more central and important compared to the traditional way of teaching and learning process. In addition, they became aware of the importance of teacher's guidance and advice in doing any writing task. In the same vein, the teacher played a vital role in encouraging students to express their ideas and using writing materials that simulate learners' attention. Besides, the role of the teacher in the weblog class was a facilitator and a leader of the classroom not a lecturer or prompter.

The finding indicated that the (z) computed value (3.923) was larger than the (z) table value (2.58) and (1.96) in relation to the total score of the writing attitudes scale in the post writing attitudes scale. This means that there are significant differences at ($\alpha = 0.01$) and ($\alpha = 0.05$) levels between the mean scores of the pre and post writing attitudes scale in all domains and in the total score of the writing attitudes scale in favor of the post- writing attitudes scale. Moreover, the results indicated that the effect size of the weblog is large, for each domain and the total score of the writing attitudes scale. This means the weblog as a teaching and learning tool supportive to the process writing approach has a large effect on improving students' attitudes towards writing in English language.

Finally, the final result of the writing attitudes scale was that the use of the weblog as a teaching and learning tool supportive to the process writing approach improved the students' attitudes towards writing in English language.

In other words, in general and according to the results of the writing attitudes scale, it can be concluded that weblog based technology seem to be a logical and useful solution for improving students' writing performance and enhancing participants' attitudes towards English writing and its importance in the academic life.

In consistent with Fageeh's (2011) ; Simsek's(2009); and Kitchakarn's (2012) ; Kelley's (2008), the results of present study also show positive attitudes and perceptions towards writing in English and the use of weblog as a teaching and learning tool supportive to the process writing approach in English writing class.

5.6. Conclusions:

As conclusion, the study provided important data on the use of the weblog as a teaching and learning tool supportive to the process writing approach. The results of the study provided strong evidence that the use of the weblog as a teaching and learning tool supportive to the process writing approach result in achieving better results in students' writing performance in general and in their writing product skills in particular than the traditional method does. Moreover, the study proved that the use of weblog as a teaching and learning tool supportive to the process writing approach can enrich students with the use of the processes of writing. Learning environment enriched by the use of the weblog as a teaching and learning tool supportive to the process writing approach enables learners to appreciate the importance of writing in English, to enjoy writing in English, to prefer learning English writing via the weblog and to appreciate the role of the teacher of English writing in the writing class; therefore, this enhances students' attitudes towards English writing and its importance in different aspects of life.

It is apparent that the features of both weblog and process writing approach consolidate students' interaction and engagement in the writing activities. Therefore, students with various levels and abilities could achieve better performance in writing test and in the use of processes of writing.

5.7. Pedagogical Implications:

In light of the study results, the researcher suggests the following:

1. Teachers should be aware of the importance of the weblog as a teaching and learning tool supportive to the process writing approach in developing students' writing performance as the traditional method in teaching writing is less effective.
2. Using weblog enables students to develop their attitudes towards learning in general and writing in particular.
3. The use of the weblog motivates students to practice further writing tasks; thus, teachers should encourage students to write via the weblog.
4. Students feel relaxed and motivated when using the weblog as the weblog takes into consideration the individual differences among them, so teachers should be aware of their students' needs and abilities in order to include appropriate activities that go in harmony with students' ability.
5. The use of the weblog provides students with immediate feedback and different types of reinforcement.
6. Using weblog in the writing class encourages students to be more cooperative, active and interactive when doing an activity.
7. The use of the weblog makes students get interested in the target subject because it enhances and increases their motivation through the use of various activities and techniques which lead to improve students' achievement. Also, this diversity creates a suspense element within students and captures students' attention.

8. The integration of the weblog in writing class promotes the approach of writing as a process, fosters learning growth by developing students' writing, and communication skills, increases motivation in the classroom and provides an area for self-reflection and autonomy where learners can display their progress to everyone interested.
9. The use of the weblog reinforces relaxing, interactive, collaborative, scaffolding and student-centered learning environment.
10. The use of the weblog demonstrates the amount of attention paid to content and accuracy by the users due to the existence of a real audience who can see and read their work.
11. The use of the weblog facilitates effective peer and self-assessment as they are considered as useful skills for students to master as they go on their passage of lifelong learning.
12. Both teachers and students should be persuaded with the significance of writing as it is a skill for all aspects of life. In addition, they should be persuaded with any changes in the learning process to be highly engaged in any new learning environment.

5.8. Recommendations:

In light of the results of the study, the following recommendations are suggested:

5.8.1. Ministry of education is recommended:

1. To enrich the Palestinian English curriculum with various communicative writing activities in every writing lesson in all educational stages.
2. To equip schools with ready and prepared computer laboratory in terms of up-dated computer devices connected with the internet access, LCD and smart boards. These aids help teachers to activate and employ the use of the weblog and other effective techniques.

- To take account of new methods in teaching English for Palestine depending on the web-based learning environment as the weblog.

-To provide the syllabus with autonomous learning strategies and activities using the web-based learning environment in order to get students learn independently at home.

5.8.2. Supervisors are recommended:

1. To supply teachers with instructional materials for raising their awareness of the weblog and its importance and necessity to be employed in teaching the four skills of English language.

2. To hold training courses for teachers related to the implementation of the weblog in their classes.

4. To hold workshops that aspire to make teachers acquainted with the weblogs.

5. To encourage teachers to computerize the lessons to fit the students' abilities and enable them to interact with the lesson effectively as well as to be ready for being published online via the web.

5.8.3. English language teachers are recommended:

1. To use the weblog with all English skills, listening, speaking, reading and writing.

2. To consider students' individual differences and learning styles in the weblog activities.

3. To select efficient methods and techniques to motivate students' participation in the classroom.

4. To transfer their role from being instructors who dominate the class into educators whose role is to organize, help, guide, coordinate, lead, and support the students to communicate and acquire the necessary language.

5. To focus on different writing skills.

6. To use the weblog for developing students' critical thinking skills.

7. To enrich the syllabus with communicative writing activities that enable students to feel motivated so as to develop their attitudes towards enjoying writing.

5- To attend the training courses that allows them to use recent methods in teaching like integrating technology.

5.8.4. Recommendations for further studies:

1. This study was limited to the writing skill. The weblog should be applied with other English skills and sub-skills.

2. Conducting studies to investigate the effectiveness of using weblog on developing students' speaking, listening and reading skills in English language.

3. Conducting studies to investigate difficulties facing teachers and students when using the web-based-learning or the weblog

4. Conducting studies to investigate the effect of the web-based-learning on self-learning

5. Conducting studies to explore difficulties facing teachers and students when teaching process writing approach via the use of the weblog

6. Conducting studies to explore how learners' attitudes towards paper-based homework and the web-based homework affect their writing skills

7. Conducting studies to find out the effect of the weblog on developing students' vocabulary

8. Conducting studies to examine the effect of the weblog on students' attitudes towards English language learning

9. Conducting studies to investigate the effect of the weblog on the achievement and attitudes of the prospective teachers

10. Conducting studies to examine which type of the feedback received in the weblog writing class either peer feedback or teacher feedback that learners take into account when they revise or edit their piece of writing.

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Appendices



Appendix (1)

**The Islamic University of Gaza
 Deanery of Postgraduate Studies
 Faculty of Education
 Curriculum & English Teaching Methods Department**

Dear Professor, Supervisor, Expert teacher,

The researcher is conducting a M.Ed. thesis entitled "*The Effect of Using Weblog on Enhancing the Palestinian Eleventh Graders' English Writing Performance and their Attitudes towards Writing*". One of the requirements of this study is to conduct a pre/post writing achievement test according to some specific criteria including content, organization, vocabulary, language use, and mechanics for eleventh grade students.

Because of the importance of your opinion and experience, you are kindly requested to look carefully at the test and give your opinion regarding the following:

- Clarity of the test items
- Relevance of the test items to the writing product skills (criteria) which are intended to be assessed
- Difficulty level of the test items
- Adequacy of the test items
- Suitability of the test items for the eleventh grade students
- Relevance of the test items to the curriculum of the eleventh grade

The researcher would be very thankful if you kindly give any suggestions or comments that you suppose necessary to develop the instrument.

Would you please put a tick in the box that indicates your point of view

Items	Degree of Suitability		
	Low	Average	High
1- Clarity of the test items			
2- Relevance of the test items to the writing product skills (criteria) which are intended to be assessed			
3- Difficulty level of the test items			
4- Adequacy of the test items			
5- Suitability of the test items for the eleventh grader students			
6- Relevance of the test items to the curriculum of the eleventh grade			
7- Suitability of time assigned to the test			
8- The test items reflect the objectives			

Any further comments are highly appreciated.

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Your cooperation and contribution will be highly appreciated

University Professor Supervisor Teacher

The researcher,
Islam H. Al-Mudallal



The Pre-Post Writing Achievement Test
In The Name of Allah The Most Merciful The Most Gracious
The Pre-post Writing Achievement Test

Student's Name:.....

Class:.....

School:.....

Score :

Estimated Time : Two hours

Total marks: 30

English Writing Achievement Test

Instructions

This is a writing achievement test. It is designed to assess your English writing performance. It includes three questions. For taking the test, the following points are to be considered:

- Read the instructions given at the beginning of each question carefully; then proceed to answer the question correctly.
- Write as accurately as possible.
- Write as neatly as you can.
- You must stop writing at the end of the allocated time.
- Scoring will be based on certain criteria including content, organization, vocabulary, language use, and mechanics. Total possible score is 30

Thanks for your participation

The First Question

The Internet has different characteristics that allow it to be the greatest invention. Write a paragraph (not less than 100 words) about the positive effects of using the Internet on our daily life. Try to expand the following ideas:

1. Useful for working and studying
2. Large amount of information
3. An easy global communication

The Second Question

Try to answer the following question in order to write a narrative paragraph (not less than 100 words) about an experience when you got a bad grade at school.

1. Why did you get a bad grade?
2. When did you get the bad grade?
3. Where did you get the bad grade?
4. What did you do when you received the bad grade?
5. How did you feel when you received the bad grade?
6. What did you learn from this experience?

The Third Question

Write a descriptive paragraph describing your bedroom (not less than 100 words). Try to use the following words and phrases:

(Favorite and comfortable room, wardrobe, cupboard, television, curtains, silver file cabinet, a clock, calendar, childish photos, warm and comfortable , the best room)



Appendix (2)

**The Islamic University of Gaza
 Deanery of Postgraduate Studies
 Faculty of Education
 Curriculum & English Teaching Methods Department**

Dear Professor, Supervisor, Expert teacher,

The researcher is conducting a M.Ed. thesis entitled: **“The Effect of Using Weblog on Enhancing the Palestinian Eleventh Graders’ English Writing Performance and their Attitudes towards Writing”**. One of the study's requirements is to establish process writing questionnaire. It is designed to determine the writing processes used by eleventh grade students while carrying out paragraph writing tasks and to find out whether they use these processes or not. It is composed of five domains representing different writing processes, namely planning, drafting, revising, editing, and publishing. Each section consists of a number of statements. This instrument is based on a 3-point scale ranging from (Always, Sometimes, and Never)

Due to your valuable academic and research experience, the researcher hopes that you could have a look at the initial copy of this questionnaire and give your thoughts, suggestions and remarks regarding the following:

- Clarity of the statements
- Relevance of the statements to the writing processes they are listed in each domain

The researcher would be tremendously thankful if you kindly offer any suggestions, amendments, additions or deletions to the statements for improving this instrument.

Would you please put a tick in the box that indicates your point of view

Items		Degree of Suitability		
		Low	Average	High
1-	Clarity of the statements			
2-	Relevance of the statements to the writing processes they are listed in each domain			

Any further comments are highly appreciated.

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University Professor

Supervisor

Teacher

Thanks a lot for your co-operation and contribution.

The researcher,
Islam H. Al-Mudallal

Process Writing Questionnaire

Instructions

This, process writing questionnaire, is designed to elicit data about the writing processes you utilize when carrying out a paragraph writing exercise and to decide whether you use these processes or not. The questionnaire includes five domains: planning, drafting, revising, editing, and publishing. Each domain consists of a number of statements. Each statement is followed by three choices (always, sometimes, or never). Please read each statement cautiously and kindly point to your answer to each statement by placing a mark in the box similar to only one of the three alternatives, as displayed in the sample statement below. Please, your given responses will honestly articulate what processes you actually use while writing a paragraph in English.

Sample Statement

Item No.	Process	Statement	Always	Someti	Never
3	Revising	24. I revise the draft to make necessary changes based on my teacher's feedback.			<input checked="" type="checkbox"/>

Thanks a lot for your co-operation and contribution.

The researcher,
Islam H. Al-Mudallal

Process Writing Questionnaire

Item No.	Process	Statement	Always	Sometimes	Never
1	Pre-writing (Planning)	1-I select a topic and narrow it.			
		2-I take into account the specific audience to whom I am writing.			
		3-I am aware of the purpose of the writing activity.			
		4- I brainstorm to generate ideas through raising Why-questions about the topic.			
		5- I make a list of ideas on the topic.			
		6-I use diagrams for mapping out my thoughts.			
		7-I prepare an outline before I write.			
		8-I freely write down ideas as much as possible about the topic.			
2	Drafting	9-Based on the pre-writing step, I write the first draft, leave it for a while, and then write a series of drafts.			
		10-While writing drafts, I focus on the development of meaning and my pre-writing ideas.			
		11-I do not worry about grammar mistakes while writing drafts.			
		12-I do not focus on mechanics (punctuation, capitalization, and spelling) while writing drafts.			
		13-I discuss the meaning of unfamiliar words with my classmates and teacher while writing drafts.			
		14-I use a dictionary to check the meaning of unfamiliar words while writing drafts.			
3	Revising	15-I re-read the draft to see if it is comprehensible.			
		16-I revise the content of the draft and the clarity of meaning.			
		17-I revise the organization of the ideas in the draft.			
		18-I revise the draft to add or delete parts.			
		19-I revise the draft to make sure that it includes suitable transition words.			
		20-I revise the draft to make sure that it has a suitable format.			
		21- I revise the draft to make sure that it includes all of its components.			
		22-I exchange the drafts with my classmates for suggestions and improvements.			
		23- I revise the draft to make necessary changes based on my classmate's			

		feedback.			
		24-I revise the draft to make necessary changes based on my teacher's feedback.			
		25- I discuss changes after revision with my classmate and teacher.			
4	Editing (Proofreading)	26-I do self-editing.			
		27-I exchange my paragraph with my classmate for editing.			
		28-I edit the draft for grammar.			
		29-I edit for mechanics(capitalization, punctuation, spelling)			
		30-I edit for sentence structure to make sure that all sentences are correct and clear.			
		31-I edit to check the overall appearance of my paragraph.			
		32-I edit to change vocabulary as necessary.			
		33-I make the final changes according to my classmate's feedback.			
		34- I make the final changes according to my teachers' feedback.			
		35- I rewrite the final and polished draft neatly and correctly.			
5	Publishing (The Final Copy)	36-I read the final copy of my paragraph aloud to the whole class.			
		37-I send the final copy of my paragraph to a friend or relative via e-mail.			
		38- I publish the final copy of my paragraph in an appropriate form on the writing class weblog page.			
		39- I publish the final copy of my paragraph in an appropriate form on my weblog page.			
		40-I display the final copy of my paragraph at the bulletin board at school.			



Appendix (3)

**The Islamic University of Gaza
Deanery of Postgraduate Studies
Faculty of Education
Curriculum & English Teaching Methods Department**

Dear Professor, Supervisor, Expert teacher,

The researcher is carrying out a M.Ed. thesis entitled "**The Effect of Using Weblog on Enhancing the Palestinian Eleventh Graders' English Writing Performance and their Attitudes towards Writing**". This study seeks to examine the impact of utilizing the weblog as a teaching and learning tool supportive to the process writing approach on improving eleventh graders' English writing performance and their attitudes towards English writing.

You are kindly invited to examine and referee the content of this writing attitudes scale which is designed to find out students' attitudes towards English writing and the use of weblog in EFL writing class. This attitudes scale consists of four main domains and every domain includes its relevant items regarding the following:

- The first domain: Students' attitudes towards the value and the importance of English writing.
- The second domain: Students' attitudes towards enjoying writing in English language.
- The third domain: Students' attitudes towards learning English writing via the weblog as a teaching and learning tool supportive to the process writing approach.
- The fourth domain: Students' attitudes towards English writing teacher

Due to your rich academic and research experience, the researcher hopes that you could have a look at the initial copy of this writing attitudes scale and provide your suggestions and remarks regarding the following:

- Clarity of the statements
- Relevance of the statements to each domain they are included in.
- Adequacy and appropriateness of the statements to each domain they are included in.

The researcher would be extremely grateful if you kindly give any suggestions, modifications, additions or deletions to the statements you see necessary to enrich this instrument.

Would you please put a tick in the box that indicates your point of view

Items		Degree of Suitability		
		Low	Average	High
1-	Clarity of the statements			
2-	Relevance of the statements to each domain			
3-	Adequacy and appropriateness of the statements to each domain.			

Any further comments are highly appreciated.

.....

Thanks a lot for your co-operation and contribution

University Professor Supervisor Teacher

The researcher,
 Islam H. Al-Mudallal

Writing Attitudes Scale

Instructions

This, writing attitudes scale, is designed to elicit data about your attitudes towards English writing and the use of weblog in EFL writing class. This scale includes four domains as it is clarified below in the scale. Each domain consists of a number of statements. Each statement is followed by five alternatives (strongly agree - agree - I don't know - disagree - strongly disagree). Please read each statement cautiously and kindly point to your answer to each statement by placing a mark in the box similar to only one of the five alternatives, as displayed in the sample statement below. Please, your given responses will honestly articulate your attitudes towards English writing and the use of weblog in EFL writing class.

Sample Statement

No.	Item	strongly agree	agree	I don't know	disagree	strongly disagree
A) Students' Attitudes towards the Value or the Importance of Writing in English						
1	I believe that writing in English helps me in expressing my thoughts and beliefs.	<input checked="" type="checkbox"/>				

Thanks a lot for your co-operation and contribution.

The researcher,
Islam H. Al-Mudallal

Writing Attitudes Scale

Demographic Items Part 1:

Direction: Please circle the appropriate response for each item.

1. Do you have experience in using computers?

a. Yes b. No C. To some extent

2. Do you have experience in dealing with the internet?

a. Yes b. No C. To some extent

3. Have you ever learned English using a computer?

a. Yes b. No C. To some extent

4. Have you ever learned English using the internet?

a. Yes b. No C. To some extent

Please, tick the answer that best shows your opinion.

(Key: strongly agree - agree -I don't know -disagree - strongly disagree)

No.	Item	strongly agree	agree	I don't know	disagree	strongly disagree
A. Students' Attitudes towards the Value or the Importance of Writing in English						
1	I believe that writing in English helps me in expressing my thoughts and beliefs.					
2	I feel that writing in English provides me with communication skills.					
3	I think that practicing writing in English helps me pass the examination.					
4	I wish that English writing activities should be lessened in the school syllabus.					
5	I consider that practicing writing in English is time consuming.					
6	I believe that I don't have to continue writing in English even if I have wide experience					
7	I wish that English writing classes should be increased in the school schedule.					
8	I wish that priority should be given to teaching English writing skill.					
9	When I practice writing in English, I feel that this makes my thinking visible and logical.					
10	I believe that writing in English is important to every student.					
B. Students' Attitudes towards Enjoying Writing in English						
11	I feel that writing in English is complicated and difficult.					
12	I prefer English writing class to other classes.					
13	I feel bored and exhausted when I answer English writing activities.					
14	I allocate time for practicing English writing tasks.					
15	I keep away from participating in any English writing task at school.					
16	I feel interested when I answer English writing activities					
17	I take care of doing additional English writing tasks.					
18	I feel happy when I miss English writing class.					
19	I do school English writing tasks as slow as I can.					
20	I like what I write					
C. Students' Attitudes towards Learning English Writing via the Weblog						
21	I feel that doing English writing task via the weblog is interesting and easy.					
22	I think that writing in English via the weblog is beneficial for developing my English writing skills.					
23	I can easily make changes on my English writing when I write via the weblog.					
24	I like to exchange views with others on the weblog as this helps me write more accurately.					
25	I recommend others to set up weblogs in the study of other English language skills.					
26	I enjoy writing in English via the weblog as this gives me more opportunities to practice writing and writing processes easily.					

27	I like weblog writing class as it offers more updated content than printed materials used in the traditional writing classroom.					
28	I prefer traditional wiring class to the weblog writing class.					
29	I think that writing in English via the weblog is time-consuming.					
30	I am glad to write in English on the weblog as it makes me self-dependent, active and interactive.					
D. Students' Attitudes towards English Writing Teacher						
31	I think that English writing teacher increases my interest in writing.					
32	I feel that English writing teacher's questions attract my attention.					
33	I stay away from participating in the writing class because of English writing teacher					
34	I feel that English writing teacher encourages me to ask questions and express my own thoughts in writing.					
35	I feel bored when the English writing teacher presents any topic.					
36	I feel that English writing teacher looks after some students and ignores others.					
37	I feel that the materials used by English writing teacher stimulate my attention.					
38	English writing teacher encourages us to practice more additional English writing tasks.					
39	I feel that English writing teacher is not enthusiastic when she starts English writing class.					
40	I feel that the guidance and the tips of English writing teacher are important in doing any writing task.					

Appendix (4)
Jacobs et al.'s (1981) scoring profile as cited in Weigle, 2002, pp. 115-116

ASPECT	SCORE	LEVEL/ CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to the topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
	13-10	FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning confused or obscured</i>
	9-7	VERY POOR: essential translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate

LANGUAGE USE	<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>	<p>EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions</p> <p>GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i></p> <p>FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions • <i>meaning confused or obscured</i></p> <p>VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate</p>
MECHANICS	<p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</p> <p>GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i></p> <p>FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i></p> <p>VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate</p>

Appendix (5)
The Adopted Analytical Marking Scale for the Evaluation of Students' Writing Performance

Aspects	Level	Criteria
CONTENT	3.5-3.25	Knowledgeable; substantive; thorough development of topic; relevant to assigned topic
	3-2.25	Some knowledge of subject; adequate range; limited development of topic; mostly relevant to the topic, but lacks detail
	2-1.25	Limited knowledge of subject; little substance; inadequate development of topic
	1-0	Does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
ORGANIZATION	1.5-1.25	Fluent expression; well-organized; ideas clearly stated/supported; logical sequencing; cohesive
	1-0.75	Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	0.5	Non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	0.25	Does not communicate; no organization; or not enough to evaluate.
VOCABULARY	1.5-1.25	Sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate mastery
	1-0.75	Adequate range; occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
	0.5	Limited range; frequent errors of word/ idiom form, choice, usage; <i>meaning confused or obscured</i>
	0.25	Essential translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
LANGUAGE USE	2.5-2.0	Effective complex constructions; fewer errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	1.75-1	Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	0.75-0.5	Major problems in simple/ complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; <i>meaning confused or obscured</i>
	0.25-0	Virtually no mastery of sentence construction rules; dominated by errors, does not communicate; or not enough to evaluate
MECHANICS	1	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	0.75	Occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	0.5	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured</i>
	0.25	No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible, or not enough to evaluate

(Adapted from Jacobs et al.'s (1981) cited in *Assessing Writing* by Sara Cushing Weigle (2002) and from Assoc.Prof.Dr. Hoang Van Van's suggestion cited in VNU. JOURNAL OF SCIENCE, Foreign Languages, T.XXIII, No.1, 2007)

Appendix (6)

Sample of a Student's Answer in the Pr-Writing Achievement Test before the Intervention

The internet is great event in the world. For example, we use internet to collect large amount of information. Then, it useful for working and studying because we use it in social communication and interaction with other people. The internet makes the world small village we communicate with my uncle by internet. It enables us to see our relative. The life without internet very hard.

Sample of a Student's Answer in the Post-Writing Achievement Test after the Intervention

The Internet has different positive benefits that make it to be the greatest invention. First, all people need it in their life. For example, it is used in the field of work and study. It helps students to get large amount of information in different fields. In addition, it helps businessmen or businesswomen to do their working quickly. If we want to know anything about certain things, we quickly resort to use it. Second, it is used in the global communication. It allows people to communicate with each others even though they are in the far areas. Third, in the field of social life and interaction with other people, it lets us know the news of different parts of the world easily and communicate with our relatives abroad. This means that the Internet makes the world as a small village. Finally, the Internet is the greatest invention and the life is impossible without it.

Appendix (7)
Referees' Committee

This list includes the names and titles of the referees who refereed the writing achievement test, process writing questionnaire, writing attitudes scale , and the weblog project, where 1 refers to those who refereed the test, 2 refers to those who refereed the questionnaire, 3 those who refereed the scale and 4 refers to those who refereed the weblog project

1. Writing Achievement Test

2. Process Writing Questionnaire

3. Writing Attitudes Scale

4. Weblog Project

Name	Field	Institution	1	2	3	4
Dr. Mohammed Ateya Abd Al-Raheem	Assistant Professor at Dep. of English	Al-Aqsa University	✓	✓	✓	
Dr. Kamal Mourtaja	Assistant Professor at Dep. of English	IUG	✓	✓	✓	
Dr. Sadeq Firwana	Assistant Professor at Dep. of English	IUG	✓	✓	✓	
Dr. Mohammad Mosheer Amer	Assistant Professor at Dep. of English	IUG	✓	✓	✓	
Professor Hassan Abu Jarad	Associate Professor at Dep. of English	Al-Azhar University	✓		✓	
Mr. Abed Al-Kareem Al-Ejla	Supervisor of English Language	MOE	✓	✓	✓	
Mr. Majed Salah	Supervisor of English Language	MOE	✓	✓	✓	
Mrs. Najat Naser	Supervisor of English Language	MOE	✓	✓	✓	
Mrs. Sahar Madi	Teacher of English	UNRWA	✓	✓	✓	✓
Mrs. Reem Eliwa	Teacher of English	MOE	✓	✓	✓	
Mrs. Tahani Hassaneen	Teacher of English	MOE	✓	✓	✓	✓

Mrs. Ruba Abu Lughod	Teacher of English	MOE	✓	✓	✓	✓
Mrs. Najwa Al-Arqan	Teacher of English	MOE	✓	✓	✓	✓
Mrs. Raja Shaladan	Teacher of English	MOE	✓	✓	✓	✓
Mrs. Raja Hilles	Teacher of English	MOE	✓	✓	✓	✓
Eng. Tala El-Naji	Computer engineer	Private sector				✓
Mrs. Israa El-Sheikh Khalil	Teacher of technology	MOE				✓
Mrs. Soha Abu El-Taif	Teacher of technology	MOE				✓
Mrs. Areej Al-Qata	Teacher of technology	MOE				✓

Appendix (8)
Teacher's Guide (Lesson plan)

English for Palestine 11

**How to teach the writing lessons using the weblog as a teaching and learning tool
supportive to the process writing approach**

Dear teachers,

It's a matter of fact that *English for Palestine 11* syllabus consists of 12 units where each unit consists of ten lessons aiming at developing students' competence in four language skills (listening, speaking, reading, and writing). Lesson 1 and 2 cover the following: "reading for the sake of vocabulary". Lesson 3 tackles listening and reading for the purpose of vocabulary development. Lesson 4 manipulates listening and speaking. Lesson 5 deals with language. Lesson 6 focuses on integrated skills. Lesson 7 and 8 concentrate on reading and language while lesson 9 and 10 tackle writing and vocabulary.

The researcher suggests using the weblog as a teaching and learning tool supportive to the process writing approach for explaining the writing lessons in the units 6, 7, 8, 9, and 10. It aims at improving students' English writing performance and developing their attitudes towards writing in English

This teacher's guide is a suggested lesson plan for each writing lesson based on the use of the weblog as a teaching and learning tool supportive to the process writing approach. It contains the following:

1. Learning objectives for each lesson
2. Procedures and activities.
3. Evaluation

(8.A) Lesson Plan for the First Week**The first class****Title:** Pre-writing/planning step**Day:****Date:**.....**Grade:11**

Specific objectives	Teaching/learning aids	
<p>By the end of the lesson, students are expected to:</p> <ol style="list-style-type: none"> 1.be familiar with clustering technique 2.be able to organize ideas in an outline form 3-write freely about any topic 4-organiza ideas in a list form 5-raise questions about the topic 	<p>LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website. http://lewis.cpsb.org/faculty_pages/stacey.blanchard/ http://www.angelfire.com/wi/writingprocess/ http://www.youtube.com/watch?v=JRKp4E7szSQ http://www.youtube.com/watch?v=0RekF7Z_cHs http://www.wordreference.com/enar/similar http://www.thefreedictionary.com/purpose http://www.studyzone.org/testprep/ela4/g/topicmainl.cfm</p>	
Steps	Procedures	Formative evaluation
Warming up	<ul style="list-style-type: none"> - T. makes Ss. play the game What can you see? -T. presents different shapes to the class and asks them to post the name of the shape on the weblog page. -T. comments on Ss.' answers. 	T. observes Ss.' participation and responses
Presentation	<ul style="list-style-type: none"> -T. introduces the meaning of pre-writing step to Ss. -T. presents a topic "travel in the modern times" to Ss. and shows them a clustering graphic organizer. -T. asks Ss. to think as many ideas as possible that will fit under the selected category. -T. writes Ss.' ideas on this graphic and share it with the learners. -In addition, T. shows Ss. how to organize the previous generated ideas in the form of a list, an outline and writing freely. -T. asks Ss. to work individually to use the generated ideas about the previous topic and make a list and an outline on the weblog page. -Then, T. asks Ss. to give her as many questions as possible that can be raised about the suggested topic. -T. discusses these models with Ss. and asks them which model do you prefer to use? -T. comments on Ss.' answers. 	T. observes Ss.' participation and responses
Summative evaluation	<ul style="list-style-type: none"> -T. asks Ss. to brainstorm about " the positive effects of voluntary work" in order to generate as several ideas. -T. asks Ss. to work in pairs to answer this exercise and post their answers on the weblog page. -T. comments and gives feedback on Ss.' answers. 	T. checks Ss.' answers on the weblog page

Home work	<p>-T. posts different questions on the weblog page, and asks students to post their answers on the weblog page</p> <p>-Choose any topic and generate as many ideas as possible and choose any type of brainstorming technique to organize your ideas.</p> <p>-Mention the types of brainstorming technique? Which one do you prefer to use?</p>	T. observes Ss.' responses and interaction
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The second class

Title: writing a draft

Day:

Date:.....

Grade:11

Specific objectives	Teaching/ learning aids	
<p>By the end of the lesson, students are expected to:</p> <p>1.provide related supporting sentences to the topic sentence</p> <p>2. write a proper conclusion</p>	<p>LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website.</p> <p>http://www.studyzone.org/testprep/ela4/j/supportsentp.cfm</p> <p>http://www.studyzone.org/testprep/ela4/a/supportingdetail13.cfm</p>	
Steps	Procedures	Formative evaluation
Warming up	<p>-T. asks Ss. a question about the previous lesson as a sort of a revision. (What are brainstorming techniques? Which one do you prefer? Why)</p> <p>-T. discusses with Ss. the generated ideas about the two topics: "travel in the modern times and the positive effect of voluntary work."</p> <p>-T. discusses with Ss. their answers and gives comment .</p>	T. observes Ss.' participation and responses
Presentation	<p>-T. asks Ss. to gather all generated ideas and start writing the first draft for "travel in the modern times".</p> <p>-T. provides Ss. with two types of dictionaries if they want to check any word.</p> <p>-T. gives Ss. help and guidance when necessary.</p> <p>-T. asks Ss. when they finish composing the first draft, they should post it on the weblog page.</p> <p>T. makes sure that all the students write their drafts and post it on the weblog page.</p> <p>-T. encourages Ss to write rough drafts. In this stage, students should develop the ideas generated in the pre-writing step without paying attention to grammar and mechanics.</p> <p>-T. should be open-minded about students errors such as spelling, grammar in this stage</p> <p>-T. monitors Ss. work either at the classroom or outside the classroom on the weblog page and offers help as possible as she can.</p>	T. observes Ss.' participation and responses
Homework	<p>-T. posts a question on the weblog page , and asks students to answer it on the weblog page.</p> <p>(Are you interested in writing your rough draft on the weblog?)</p> <p>-Ss are requested to complete their work at home.</p>	T. observes Ss.' responses and interaction

The third class

Title: Revising Step of the Final Piece of Writing

Day: **Date:**..... **Grade:11**

Specific objectives	Teaching/ learning aids	
By the end of the lesson, students are expected to: 1.revise the piece of writing based on the revision checklist 2-work in pairs for the purpose of suggestions to improve their piece of writing	LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website. http://www.studyzone.org/testprep/ela4/g/topicmainl.cfm	
Steps	Procedures	Formative evaluation
Warming up	-T. asks Ss. a question about the previous lesson as a sort of a revision. (What is the purpose of drafting step?) -T. discusses with Ss. their writing rough draft about : "travel in the modern times "	T. observes Ss.' participation and responses
Presentation	-T. introduces the meaning of revising stage and its purpose to Ss. -T. presents and shows Ss. how they can revise their paragraph based on the revision checklist.(Appendix11) -T. assigns two students for the revision task. When a student finishes revising her paragraph , she lets her classmate to revise it for her and vice versa. -T. asks Ss. to revise their piece of writing based on the attached revision checklist and add the necessary modification. Then, T. asks Ss. to post it on the weblog after modification. T. observes Ss. while they are working inside the classroom and outside classroom and offers help when they want.	T. observes Ss.' participation and responses
Homework	-Ss. are required to revise each others pieces of writing to give each other the necessary feedback and suggestions for improvement. -T. posts a question on the weblog page, and asks students to answer it on the weblog page. - Is a revising step necessary? Why?	T. observes Ss.' responses and interaction

The fourth class

Title: Editing Step of the Final Piece of Writing

Day:

Date:.....

Grade:11 Title:

Specific objectives	Teaching/ learning aids	
<p>By the end of the lesson, students are expected to:</p> <p>1.edit the piece of writing based on the editing checklist</p> <p>2.work in pairs for the purpose of suggestions to improve their piece of writing</p>	<p>LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website. http://www.studyzone.org/testprep/ela4/g/topicmainl.cfm</p>	
Steps	Procedures	Formative evaluation
Warming up	<p>-T. greets Ss and asks them about their conditions.</p> <p>-T. discusses with Ss their answers and perceptions about their home work.</p> <p>-T. comments on Ss' answers and gives them the needed feedback.</p>	<p>T. observes Ss.' participation and responses</p>
Presentation	<p>-T. introduces the meaning of editing and its purposes to Ss.</p> <p>-T. presents a paragraph and shows Ss. how they can edit their paragraph based on the editing check list to show them how the paragraph becomes after editing step. (Appendix 12)</p> <p>-T. assigns two students for the editing task. When student finishes editing her paragraph, she lets her classmate to edit it for her and vice versa.</p> <p>-T. asks Ss. to edit their piece of writing based on the attached editing checklist and add the necessary modification.</p> <p>-Then, T. asks Ss. to post it on the weblog page after modification.</p> <p>-T. observes Ss. while they are working inside the classroom and outside classroom and offers help when they want.</p>	<p>T. observes Ss.' participation and responses</p>
Home work	<p>-T. asks Ss. to edit their classmates' piece of writing based on the attached editing checklist and add the necessary modification.</p> <p>T. posts a question on the weblog page, and asks students to answer it on the weblog page.</p> <p>Is an editing step necessary? Why?</p>	<p>T. observes Ss.' responses and interaction</p>

The fifth class

Title: Publishing Step of the final Piece of Writing

Day: **Date:**..... **Grade:11 Title:**

Specific objectives	Teaching/ learning aids	
By the end of the lesson, students are expected to: 1.publish the good, final and coherent piece of writing.	LCD-Power Point Presentation-smart board- colored chalk-weblog	
Steps	Procedures	Formative evaluation
Warming up	<ul style="list-style-type: none"> -T. greets Ss. and asks them about their conditions -T. discusses with Ss their answers and perceptions about their home work. -T. comments on Ss.' answers and gives them the needed feedback. 	T. observes Ss.' participation and responses
Presentation	<ul style="list-style-type: none"> -T. discusses with Ss. their feedback to their classmates about their writing. - T. asks Ss. to compare between their editing and their classmates' editing to their pieces of writing as well as ask them to post it on the weblog page after modification. -Ss. answer and T. gives them the necessary feedback. -T. introduces the meaning of publishing step and its ways to Ss. -T. asks Ss. to post the final and polished paragraph on the writing class weblog and on their own weblogs. -T. observes Ss.' motivation when they publish the last version of their writing. - T. asks Ss. who would like to read her own paragraph loudly. -Ss. read and T. praises them. -T. asks Ss. who would like to publish her paragraph on school bulletin board. - Majority of Ss. agree to publish their final paragraph on the school bulletin board. -T. asks Ss. who would like to send her paragraph to others via e-mail to see other her ability in writing. -Some Ss. agree and tell the T. that they will do that. 	T. observes Ss.' participation and responses
Home work	<p>T. posts two questions on the weblog, and asks students to answer them on the weblog page.</p> <p>Is a publishing step necessary? Why?</p> <p>What is your opinion about Processes of Writing?</p>	T. observes Ss.' responses and interaction

	<p>1.)_____. North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards, get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.</p> <p>a) Sending cards is very popular in North America. b) Birthday cards are the most popular kind of card. c) It is important to send thank-you cards.</p> <p>2.) _____. First of all, we need money to repair old roads and build new roads. We also need more to pay teachers’ salaries and to pay for services such as trash collection. Finally, more tax money is needed to give financial help to the poor citizens of the city. It is clear that the city will have serious problems if taxes are not raised soon.</p> <p>a) We should raise city taxes. b) City taxes are too high. c) City taxes are paid for new roads.</p> <p>-T. presents the right answers and comments on Ss.' answers -T. asks Ss. to move to the third exercise which requires them to write a good topic sentence to the given supporting sentences -T. does the first one as a model. -T. asks Ss. to work individually to answer it and post it on the weblog page.</p> <p>Task 3: Write a topic sentence for each paragraph. Make sure your topic sentence expresses the main idea of the paragraph.</p> <p>1.) _____He has collected stamps and coins ever since he was a child. He is very proud of his valuable collections. Paul also enjoys painting and drawing. Recently he has become interested in gardening. Out of all his hobbies, Paul’s favourite one is reading. He usually reads at least one book every week. Paul keeps busy with all of his hobbies.</p> <p>2.) _____. It never starts in cold weather. The horn and the left turn signal don’t work properly. Worst of all, the radio only gets one station and the CD player is completely broken. I wish I could get a new car.</p> <p>-T. presents the right answers and gives comments and feedback on Ss.' answers.</p>	<p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p>
<p>Summative evaluation</p>	<p>-T. presents a paragraph and asks Ss. to write an appropriate topic sentence. -T. asks Ss. to work individually to answer it and post their answers on the weblog page.</p> <p>Task 4: Write a good and appropriate topic sentence: There are only a few food shops and one school here. Most people go to the big city to go shopping for clothes and gifts. There is a doctor’s but there isn’t a hospital. Again, you need to go to the city if you need the hospital. However, our town is very nice and it has a beautiful park.</p> <p>-T. comments and gives feedback on Ss.' answers.</p>	<p>T. checks Ss.' answers on the weblog page</p>
<p>Rounding up</p>	<p>T. posts a question on the weblog, and asks students to answer it and post their answers on the weblog page. Write a good topic sentence about any topic you choose</p>	<p>T. observes Ss.' responses and interaction</p>

	<p>-Ss.' work individually to answer exercise 3 and post their answers on the weblog page.</p> <p>Task 3. There is one irrelevant sentence in each paragraph that follows. Find that sentence and cross it out.</p> <p>1.) There are several ways people can conserve natural resources. One way is to turn lights off and appliances when they are not in use. Another way is to drive cars less. My favourite kind of car is convertible. People can also insulate their houses better. Finally, by reusing things like bottles and plastic bags, people can reduce the amount of waste. By practicing these simple guidelines, we can save our natural resources.</p> <p>2.) Cats make wonderful house pets. They are very loving and friendly. Cats are also clean. They don't eat much, so they are not expensive. Unfortunately, some people are allergic to their hair. Cats look beautiful and they're fun to have in your home.</p> <p>-T. gives the needed comments and feedback on Ss.' answers. -T. presents the fourth task, discusses it with Ss., and asks them to post their answers on the weblog page.</p> <p>Task4: Write a concluding sentence for each paragraph.</p> <p>1.) There are many reasons why I like wearing a uniform to school. First of all, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It's cheaper to purchase a new uniform than to go out and buy lots of school clothes. In addition, I don't have the pressure of keeping up with the latest styles. Most importantly, wearing a school uniform gives me a sense that I belong. I really think that it adds to the feeling of school spirit and community. _____</p> <p>2.) There are many reasons why I am against wearing a school uniform. For one thing, I don't like the style of the uniform. The navy blazer and plaid skirt are too conservative for me. Secondly, the uniform isn't comfortable. I prefer to wear baggy pants and a sweater instead of a skirt and a jacket. Finally, I want the freedom to express my individuality through my style of dressing. _____</p> <p>-Ss.' work individually to answer exercise 3 and post their answers on the weblog page . -T. gives the needed comments and feedback on Ss.' answers.</p>	<p>T. observes Ss.' participation and responses</p>
<p>Summative evaluation</p>	<p>-T. presents a topic sentence and asks Ss. to write 3 relevant supporting sentences as well as a concluding sentence to the given topic sentence. -T. asks Ss. to work individually to answer it and post their answers on the weblog page.</p> <p>Task 5: Write at least 3 supporting sentences and a concluding sentence to the following topic sentence: "The travel was too difficult in the past" -T. comments and gives feedback on Ss.' answers.</p>	<p>T. checks Ss.' answers on the weblog page</p>
<p>Rounding up</p>	<p>-T. posts different questions on the weblog, and asks students to post their answers on the weblog page.</p> <p>-Write 3 relevant sentences and a concluding sentence to the topic sentence you have written in the previous lesson about any topic you choose -What way do you prefer to write a concluding sentence?</p>	<p>T. observes Ss.' responses and interaction</p>

	<p>-T. gives Ss. the third task, does the first one as an example and asks them to post their answers on the weblog page.</p> <p>Task 3. Complete these sentence with your own ideas:</p> <ol style="list-style-type: none"> 1.If it rains this weekend, 2.If the library isn't open tomorrow, 3.If petrol prices increase even more,..... 4....., I will call you tonight. 5....., you can make lot of money. 6....., I won't go on holiday. <p>-T. comments on Ss'. answers and gives the needed feedback</p> <p>-T. presents certain connectors to Ss. in the form of examples</p> <p>We went out although it was raining I did not get the job in spite of having all qualifications We did not go out because of the rain</p> <p>-T. gives Ss. the fourth task, does the first one as an example and asks them to answer it and post their answers on the weblog page .</p> <p>Task4. Choose the correct connector</p> <ol style="list-style-type: none"> 1.(Although, Despite, Therefore, In addition) my family and I have taken many wonderful vacations, none was more fun and exciting than our camping trip to the Grand Canyon. 2.(Before, After, Though, Due to) you make the decision to light up a cigarette, consider the problems caused by smoking. 3. (Even though, In spite of , Thus, But) bike helmets are sometimes unfashionable and uncomfortable, all cyclists should wear them. 4. (If, Unless, So, Where) students use chemicals to do science experiments, it is important that they learn the proper way to dispose of them. <p>-T. comments on Ss'. answers and gives them needed feedback.</p> <p>-T. presents some of the needed punctuation marks to Ss. in the form of examples</p> <ol style="list-style-type: none"> 1.I cannot understand Tim's point of view. 2.Terry always slept with the light on; he was afraid of the dark. 3.I like cows; however, I hate the way they smell. 4. My favourite sports are football, swimming, boxing and golf. 5.He didn't want to go, but he went anyway. 6.John Geton, who is chairman of the company, is quite old. <p>-T. gives Ss. the fifth task, does the first one as an example and asks them to answer it and post their answers on the weblog page.</p> <p>Task 5.Punctuate the following sentences:</p> <ol style="list-style-type: none"> 1.the report supported by two witnesses accounts proves he did not commit the crime 2. handguns knives and other weapons are turning up in locker checks 3.professor brown has left the laboratory however you may still be able to reach her through email <p>-T. comments on Ss'. answers and gives needed feedback.</p>	<p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p>
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Summative evaluation	<p>-T. gives Ss. the sixth task to make sure that Ss. become aware of the learnt items.</p> <p>-T. explains the task and asks Ss. to answer it and post it on the weblog page.</p> <p>Task6. Choose the correct answer:</p> <p>1.If she gets high mark, she (will be, be , is , would be) glad .</p> <p>2 I hadn't heard of the movie (after, before, when , while)I went to the cinema with Maria.</p> <p>3.I want to ride (Ahmad, Ahmads, Ahmad's, Ahmads') car.</p> <p>-T. comments on Ss'. answers and gives needed feedback.</p>	T. checks Ss.' answers on the weblog page
Rounding up	<p>T. posts two questions on the weblog, and asks students to post their answers on the weblog page.</p> <p>-Post some of the connectors you have learnt today.</p> <p>- Put If , in order to overcome in meaningful sentences</p>	T. observes Ss.' responses and interaction

The Second class

Title: Writing a problem/solution paragraph

Day:

Date:.....

Grade:11

Specific objectives	Teaching / learning aids	
<p>By the end of the lesson, students are expected to:</p> <p>1.write a well coherent problem/solution paragraph</p> <p>2.generate ideas about the suggested topic</p> <p>3.write the first draft of the suggested topic</p> <p>4.revise the written draft</p> <p>5.edit the written draft</p> <p>6.Publish the final polished written draft.</p>	<p>LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website.</p> <p>http://e-writing.wikispaces.com/Problem+and+Solution+Paragraph</p> <p>www.asdk12.org/Middlelink/LA/.../Reference_Sheet.pdf</p> <p>http://www.wordreference.com/enar/similar</p> <p>http://www.thefreedictionary.com/staff</p>	
Steps	Procedures	Formative evaluation
Warming up	T. greets Ss. , and discusses Ss.' answers to the homework's questions.	T. observes Ss.' participation and responses
Presentation Pre-writing	<p>-T. asks Ss. to write about a topic of specific purpose. (local road safety problems and solutions to these problems)</p> <p>- T. asks Ss. to brainstorm or generate ideas for the topic.</p> <p>-T. focuses on essential and central ideas.</p> <p>- T. reminds Ss. of the most important words that can be used in this topic.(carelessness-injureis-awareness-infrastrucure-laws-traffic signs)</p> <p>-T. asks Ss. to organize their ideas in any brainstorming technique they prefer and post it on the</p>	Teacher motivates students to generate ideas independently

	weblog page.	
Drafting	<ul style="list-style-type: none"> -T. helps students to develop and support the ideas listed in the any form of brainstorming technique. - T. encourages students to write rough drafts. -In this stage students should develop the ideas generated in the pre-writing step without paying attention to grammar and mechanics. -T. should be open-minded about students' errors such as spelling, grammar, as they write their rough drafts -T. moves between students and checks their work and offers help as possible as she can. Then, T. asks Ss. to post their rough drafts on the weblog page. 	T. checks Ss.' answers on the weblog page
Revising step	<ul style="list-style-type: none"> -T. helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization. -T. asks Ss. to revise their drafts based on the provided revision checklist and teacher's advice. T. encourages Ss. to work in pairs to revise others' drafts based on the provided revision checklist in order to give each other feedback. -T. monitors Ss'. interaction and involvement in this stage and offers help when necessary . 	T. observes Ss.' responses and interaction
Editing Step	<ul style="list-style-type: none"> -T. helps Ss. to edit their drafts for mechanics and other aspects of writing. -T. encourages Ss. to work in pairs to check their work based on the editing checklist and teacher's advice. -T. gives students sufficient time for editing. - T. moves and checks students' editing and offers help as possible as she can either inside the class or outside the class. T. provides different opportunities for feedback either inside the class or outside the class. 	T. observes Ss.' responses and interaction
Publishing step (Publishing the final copy)	<ul style="list-style-type: none"> - T. asks Ss. when they finish editing and rewriting the polished and final paragraph to share their writings with each other on the weblog page. -T. gives Ss. other ways of publishing their piece of wring to be proud of their achievement -T. asks Ss. a question as Do you like weblog and its features in writing classroom? 	T. observes Ss.' responses and interaction
Homework	Students are asked to complete their work at home.	

	<p>8. There are many parks to visit in that city. Similarly, there are several parks in my hometown, too.</p> <p>9. The new shop sells its clothing at low prices. However, other shops have better quality clothing.</p> <p>10. I enjoy eating fruit for dessert, but my friend likes chocolate.</p> <p>11. Some people feel that doing exercise isn't as fun as watching TV.</p> <p>12. That style of shirt is different from the styles most people wear.</p> <p>13. The lakes we swam in were very clean and beautiful. In contrast, the lakes in my country are polluted.</p> <p>14. My friend likes doing sport. On the other hand, I prefer doing Yoga.</p> <p>15. Some married couples argue all time, whereas others never do.</p> <p>-T. gives Ss. the second task, does the first one as an example and asks them to answer it and post their answers on the weblog page.</p> <p>Task 2: Complete these sentences with phrase from the box: (and-both-both...and -similar to-likewise- as.....as)</p> <p>A- The architecture of some modern government building isthe type of construction used hundreds of years ago.</p> <p>B- In recent years, new technology such as mobile telephones has made life more convenient., the Internet has made a wide variety of information available to everyone.</p> <p>C-the riversthe lakes are clear and beautiful.</p> <p>D- The capital city is just modern the cities in many other countries.</p> <p>-T. comments on Ss'. answers and gives needed feedback</p> <p>-T. gives Ss. the third task which is about connector, does the first one as an example and asks them to answer it and post their answers on the weblog page.</p> <p>Task 3: Connect the following sentences using However or Whereas</p> <p>1. Skiing is a popular sport.many young people prefer snowboarding.</p> <p>2. My literature class has over 200 students in it.....my linguistics class has just twelve.</p> <p>3. Dogs are more faithful.cats are more independent.</p> <p>4. DVDs are more common these days.I have a huge video tape collection.</p> <p>-T. comments on Ss'. answers and gives needed feedback.</p> <p>-T. gives Ss. the fourth task, explains its nature, does the first one as an example and asks them to answer it and post their answers on the weblog page .</p> <p>Task 4: Complete these sentences with phrase from the box: (but - not as ...as- different from- in contrast-however-on the other hand)</p> <p>A- Some tourists enjoy going on organized tours;,many other tourists prefer travelling on their own.</p> <p>B- The two books are veryeach other.</p> <p>C- The cost of studying in a college or university in Britain is very high., in many other countries, the cost is much</p>	<p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p>
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	<p>lower. D-Changes in technology are occurringquicklyin the past. -T. comments on Ss'. answers and gives them the needed feedback. - T. presents some of the punctuation marks to Ss. in the form of examples. 1. There is one country I would really love to visit: Mexico. 2.He ran quickly, quietly and effortlessly. 3.The road runs through a beautiful wooded valley; the railway line follows it. 4."That house there," he whispered, "is where I grew up." -T. gives Ss. the fifth task and asks them to answer it and post their answers on the weblog page. Task 5. Punctuate the following sentences: 1..i spent all my Thanks givings at my grandmother s house 2.judy who works for the local school district is asking her boss for a raise 3. Give me the money he snarled unless you want to meet your maker -T. comments on Ss'. answers and gives the needed feedback.</p>	<p>T. observes Ss.' participation and responses</p>
<p>Summative evaluation</p>	<p>T. asks Ss. to read a paragraph added on the weblog page and fill in an outline according to the requested items and post it on the weblog page Topic Sentence: Reading a story in a book is often very different from seeing it as a film Topic A-reading a book: Supporting sentence: Topic B- Supporting sentence: Concluding sentence T. comments on Ss'. answers and gives the needed feedback</p>	<p>T. checks Ss.' answers on the weblog page</p>
<p>Home work</p>	<p>T. asks Ss. to read a paragraph added on the weblog page and fill in an outline according to the requested items and post it on the weblog page. Topic Sentence: Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities . First point of comparison-difficult childhood A1:..... B1: Princess Diana's mother left family Second point of comparison-..... A2:..... B2: Princess Diana- married Prince Charles, later separated from him Third point of comparison-..... A3:..... B3: Fourth point of comparison-.....</p>	<p>T. observes Ss.' responses and interaction</p>

	A4:MarilynMonroe..... B5:..... Fifth point of comparison-..... A5:..... B5:..... Concluding sentence:.....	
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The second class

Title: Writing a compare/contrast paragraph

Day:

Date:.....

Grade:11

Specific objectives	Teaching/ learning aids	
By the end of the lesson, students are expected to: 1.write a well coherent compare/contrast 2.generate ideas about the suggested topic 3.write the first draft of the suggested topic 4.revise the written draft 5.edit the written draft 6.publish the final polished written draft.	LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website. http://www2.actden.com/writ_den/tips/paragrap/compare.htm http://www.slideshare.net/debbielahav/paragraph-structure-compare-contrast http://www.wordreference.com/enar/similar http://www.thefreedictionary.com/staff	
Steps	Procedures	Formative evaluation
Warming up	T. greets Ss. and discusses with Ss. their answers to the homework's question.	T. observes Ss.' participation and responses
Presentation Pre-writing (planning)	-T. asks students to write about a topic of specific purpose.(The differences between the ancient and modern Olympic games) -T. helps Ss. to brainstorm or generate ideas for the topic. -T. reminds Ss. of the most significant words that can be used in this topic. (athletes-female-male-crown of leaves-honor of gold) -T. focuses on the essential and central ideas. T. asks Ss. to organize their ideas in any brainstorming technique they prefer and post it on the weblog page.	Teacher encourages students to create ideas independently
Drafting	-T. helps students to develop and support the ideas listed in the any form of brainstorming technique. - T. encourages students to write rough drafts. In this stage, Ss. should develop the ideas generated in the pre-writing step without paying attention to grammar and mechanics. -.T should be open-minded about students' errors such as spelling, grammar, as they write their rough drafts. -T. moves between students and checks their work	T. checks Ss.' answers on the weblog page

	and offers help as possible as she can. Then, T. asks Ss. to post their rough drafts on the weblog page.	
Revising step	<ul style="list-style-type: none"> -T. helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization. -T. asks Ss. to revise their draft based on the provided revision checklist and teacher's advice. -T. encourages Ss. to work in pairs to revise others' drafts based on the provided revision checklist in order to give each other the needed feedback. -T. monitors Ss'. interaction and participation in this stage and offers help when necessary. 	T. observes Ss.' responses and interaction
Editing step	<ul style="list-style-type: none"> -T. helps Ss. to edit their drafts for mechanics and other aspects of writing. -T. encourages Ss. to work in pairs to check their work based on the editing checklist and teacher's advice. -T. gives students sufficient time for editing. - T. moves and checks students' editing and offers help as possible as she can either inside the class or outside the class. -T. provides different opportunities for feedback either inside the class or outside the class. 	T. observes Ss.' responses and interaction
Publishing step (Publishing the final copy)	<ul style="list-style-type: none"> - T. asks Ss. when they finish editing and rewriting the polished and final paragraph to share their writings with each other on the weblog page. -T. gives Ss. other ways of publishing their piece of writing to be proud of their achievement -T. asks Ss. a question as: How do you view writing via the weblog? 	<p>T. observes Ss.' responses and interaction</p> <p>Note: T. followed the same procedures when she asked Ss. to write about the advantages and disadvantages of energy</p>
Homework	Students are requested to complete their work at home.	

	<p>4. If you study hard, you will pass the test. 5. The boy was surprised when the rocket began to move. 6. Because of / Due to a great number of fast food restaurants in America, this country has a problem of obesity. -T. gives Ss. the second task, asks them to answer it and post their answers on the weblog page.</p> <p>Activity 2: Complete following sentence with a suitable connector (therefore- because – due to - because of, when)</p> <ol style="list-style-type: none"> 1. My leg brokeI fell off my bike. 2. Islam missed the bus..... she woke up late. 3. A storm was approaching.the children stayed home. 4. her illness, she missed class. 5. the fact that a camel can go completely without water for eight to ten days, it is an ideal animal for desert areas <p>-T. comments on Ss'. answers and gives them the needed feedback. -T. presents the use of some punctuation marks to Ss. in the form of examples.</p> <ol style="list-style-type: none"> 1. After a fantastic night out, we all went to the chip shop. 2. An art director searched North Africa; I went to the Canary Islands. 3. Mankind has only one thing left: hope. 4. The poet's work was highly regarded around the world. <p>-T. gives Ss. the third task, asks them to answer it and post their answers on the weblog page.</p> <p>Task 3: Punctuate the following sentences:</p> <ol style="list-style-type: none"> 1. we heard the children s voices clearly in the lounge 2. the waiter ignored the rude obnoxious customer 3. the score was tied the game went into overtime <p>-T. comments on Ss'. answers and gives them the needed feedback.</p>	<p>T. observes Ss.' participation and responses</p>
<p>Summative evaluation</p>	<p>-T. asks Ss. to answer the following question and post their answers on the weblog page to make sure that Ss. become aware of the learnt items.</p> <p>Task 4: Choose the correct answer:</p> <ol style="list-style-type: none"> 1. He was injured so <u>he couldn't play football</u> . The underlined phrase is (cause-effect-cause and effect –non) 2. Ahmad's car make a terrible accidents (because-so because of – despite) the bad road conditions <p>-T. comments on Ss'. answers and gives them the needed feedback.</p>	<p>T. checks Ss.' answers on the weblog page</p>
<p>Rounding up</p>	<p>T. posts a question on the weblog, and asks Ss. to post their answers on the weblog page. - Put because of and when in meaningful sentences</p>	<p>T. observes Ss.' responses and interaction</p>

The second class

Title: Writing a cause/effect paragraph

Day:

Date:.....

Grade:11

Specific objectives	Teaching/ learning aids	
<p>By the end of the lesson, students are expected to:</p> <ol style="list-style-type: none"> 1.write a well coherent cause/effect paragraph 2.generate ideas about the suggested topic 3.write the first draft of the suggested topic 4.revise the written draft 5.edit the written draft 6.publish the final polished written draft. 	<p>LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following websites: http://www.slideshare.net/debbielahav/paragraph-structure-cause-and-effect http://www.slideshare.net/gulerek/cause-effect-paragraph http://www.wordreference.com/enar/similar http://www.thefreedictionary.com/staff</p>	
Steps	Procedures	Formative evaluation
Warming up	T. greets Ss. and discusses with Ss. their answers to the homework.	T. observes Ss.' participation and responses
Presentation Pre-writing (planning)	<p>-T. asks students to write about a topic of specific purpose.(the probable cause of the Bermuda Triangle)</p> <p>- T. aids Ss. to brainstorm or generate ideas for the topic.</p> <p>-T. reminds Ss. of the most important words that can be used in this topic.(drop- useless- navigation-equipment-explode- dense)</p> <p>-T. concentrates on the vital and essential ideas.</p> <p>-T. asks Ss. to organize their ideas in any brainstorming technique they prefer and post it on the weblog page.</p>	Teacher motivates students to create ideas independently
Drafting	<p>-T. aids students to expand and back up the ideas listed in the any form of brainstorming technique.</p> <p>- T. motivates students to write rough drafts. In this stage, students should develop the ideas generated in the pre-writing step without paying attention to grammar and mechanics</p> <p>-T. should be open-minded about students' errors such as spelling, grammar in this stage.</p> <p>-T. moves between students, monitors their work and offers help as possible as she can. Then, T. asks Ss. to post their rough drafts on the weblog page.</p>	T. checks Ss.' answers on the weblog page
Revising step	<p>-T. aids students return to the first draft and asks them to search for ways to develop the writing in content and organization.</p> <p>-T. asks Ss. to revise their draft based on the provided revision checklist and teacher's advice.</p> <p>-T. motivates Ss. to work in pairs to revise others'</p>	T. observes Ss.' responses and interaction

	<p>drafts based on the provided revision checklist in order to give each other feedback.</p> <p>-T. monitors Ss'. interaction and involvement in this stage and offers help when necessary.</p>	
Editing step	<p>-T. assists Ss. to edit their drafts for writing mechanics and other aspects of writing.</p> <p>-T. motivates Ss. to work in pairs to check their work based on the editing checklist and teacher's advice.</p> <p>-T. gives students adequate time for editing.</p> <p>- T. moves and checks students' editing and offers help as possible as she can either inside the class or outside the class.</p> <p>-T. provides diverse chances for feedback either inside the class or outside the class.</p>	T. observes Ss.' responses and interaction
Publishing step (Publishing the final copy)	<p>- T. asks Ss. when they finish editing and rewriting the polished and final paragraph to share their writings with each other on the weblog page.</p> <p>-T. gives Ss. other ways of publishing their piece of writing to be proud of their achievement.</p> <p>-T. asks Ss. a question as: How do you feel when you use weblog in writing classroom?</p>	<p>T. observes Ss.' responses and interaction</p> <p>Note: T. followed the same procedures when she asked Ss. to write about the positive effect of practicing daily and organized sport</p>
Homework	Students are requested to finish their work at home.	

(8.F) The Lesson Plan for the Sixth Week

The first class

Title: Exercise about a narrative paragraph

Day:

Date:.....

Grade:11

Specific objectives	Teaching/ learning aids	
By the end of the lesson, students are expected to: 1.be familiar with the uses of certain connectors 2.use past tenses in sentences correctly 3.utilze punctuation marks correctly in sentences	LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website. http://web.clark.edu/martpe/narrative%20parag.htm http://ydyo.izmir.edu.tr/akademik-yazma-merkezi/for-students/paragraphs/2449-Narrative-Paragraphs.html http://www.wordreference.com/enar/similar http://www.thefreedictionary.com/staff	
Steps	Procedures	Formative evaluation
Warming up	T. greets Ss. and draws spider gram and asks them to tell her about a decision they made either bad or good .	T. observes Ss.' participation and responses
Presentation	<p>- T. presents the meaning of the narrative to Ss. through the following picture</p>  <p>-T. asks Ss. to mention two experiences that they went through either bad or good. -T. comments on Ss'. answers and gives the needed feedback.. -T. explains past tenses to Ss. through examples.</p> <ol style="list-style-type: none"> 1.I saw a movie yesterday. 2.Last year, she didn't travel to Korea. 3.When the phone rang, she was writing a letter. 4.While John was sleeping last night, someone stole his car. 5.We had had that car for ten years before it broke down 6.By the time Alex finished his studies, he had been in London for over eight years. 7. I went to the park after I had finished my work. <p>-T. gives Ss. the first task, does the first one as an example and asks them to answer it and post their answers on the weblog page.</p> <p>Activity 1: Change the verbs in brackets to the past tense: simple, continuous, or perfect</p> <ol style="list-style-type: none"> 1.I can't believe I (get) that apartment. I(submit) my application last week, but I didn't think I had a chance of actually getting it. When I (show)up to take a look around, there were at least twenty other people who (arrive) before me. Most of them (fill, already) out 	<p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p>

	<p>Task 3. Punctuate the following sentences:</p> <p>1.your car s wipers need to be replaced</p> <p>2.judy who works for the local school district is asking her boss for a raise</p> <p>3.read the article out loud then answer all ten questions on the quiz.</p> <p>-T. comments on Ss'. answers and gives the needed feedback.</p>	
Summative evaluation	<p>-T. asks Ss. to do the following question to make sure that Ss. become aware of the learnt items.</p> <p>-T. explains the task and asks Ss. to answer it and post their answers on the weblog page.</p> <p>Task4.Try to order the following paragraph by numbering the sentences in the order they should appear.</p> <p>----Later, we decided to visit a jazz club and listen to some music.</p> <p>-----After I had cleaned up the kitchen, we watched TV for about an hour.</p> <p>-----Yesterday evening I got home from work at 6 o'clock.</p> <p>-----Then. we got ready to go out with some friends. Our friends arrived at about 9 o'clock and we chatted for a while.</p> <p>-----We finally left at one o'clock in the morning.</p> <p>----- We really enjoyed ourselves and stayed late.</p> <p>-----My wife had prepared dinner which we ate immediately.</p> <p>-T. comments on Ss'. answers and gives the needed feedback</p>	<p>T. checks Ss.' answers on the weblog page</p> <p>T. observes Ss.' participation and responses</p>
Rounding up	<p>-T. posts a question on the weblog, and asks students to post their answers on the weblog page.</p> <p>- Put first, next, then, finally in meaningful sentences</p>	<p>T. observes Ss.' responses and interaction</p>

The second class

Title: Writing a narrative paragraph

Day:

Date:.....

Grade:11

Specific objectives	Teaching/ learning aids	
By the end of the lesson, students are expected to: 1.write a well coherent narrative paragraph 2.generate ideas about the suggested topic 3.write the first draft of the suggested topic 4.revise the written draft 5.edit the written draft 6.publish the final polished written draft.	LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website. http://e-writing.wikispaces.com/Problem+and+Solution+Paragraph www.asdk12.org/Middlelink/LA/.../Reference_Sheet.pdf . http://www.wordreference.com/enar/similar http://www.thefreedictionary.com/staff	
Steps	Procedures	Formative evaluation
Warming up	T. greets Ss. and discusses with them their answers to the homework.	T. observes Ss.' participation and responses
Presentation Pre-writing (planning)	-T. asks students to write about a topic of specific purpose.(To narrate what did happen to Mary Celeste ship?) -T. helps Ss. to brainstorm or generate ideas for the topic. -T. reminds Ss. of the most significant words that can be used in this topic.(crew-cargo-ship-navigation – equipment- good condition) -T. focuses on essential and central ideas. -T. asks Ss. to organize their ideas in any brainstorming technique they prefer and post it on the weblog page.	Teacher motivates students to create ideas individually
Drafting	-T. helps students to develop and support the ideas listed in the any form of brainstorming technique. - T. motivates students to write rough drafts. In this stage, students should develop the ideas generated in the pre-writing step without paying attention to grammar and mechanics. -T should be open-minded about students' errors such as spelling, grammar, as they write their rough drafts -T. moves between students , checks their work and offers help as possible as she can. Then, T. asks Ss. to post their rough drafts on the weblog page.	T. checks Ss.' answers on the weblog page
Revising step	-T. aids students return to the first draft and asks them to search for ways to improve the writing in content and organization. -T. asks Ss. to revise their draft based on the provided revision checklist and a teacher's advice. -T. encourages Ss. to work in pairs to revise others' drafts based on the provided revision checklist in	T. observes Ss.' responses and interaction

	<p>order to give feedback to each other.</p> <ul style="list-style-type: none"> -T. monitors Ss'. interaction and involvement in this stage and offers help when necessary. 	
Editing step	<ul style="list-style-type: none"> -T. helps Ss. to edit their drafts for writing mechanics and other aspects of writing -T. encourages Ss. to work in pairs to check their work based on the editing checklist and teacher's advice. -T. gives students sufficient time for editing. - T. moves, checks students' editing and offers help as possible as she can either inside the class or outside the class. -T. provides different opportunities for feedback either inside the class or outside the class. 	T. observes Ss.' responses and interaction
Publishing step (Publishing the final copy)	<ul style="list-style-type: none"> - T. asks Ss. when they finish editing and rewriting the polished and final paragraph to share their writings with each other on the weblog page. -T. gives Ss. other ways of publishing their piece of writing to be proud of their achievement -T. asks Ss. a question: What is your point of view about the use of the weblog in the process-writing classroom? 	T. observes Ss.' responses and interaction
Homework	Students are required to complete their work at home.	

(8.G) Lesson Plan for the Seventh Week

The first class

Title: Exercise about a descriptive paragraph

Day:

Date:.....

Grade:11

Specific objectives	Teaching/ learning aids	
By the end of the lesson, students are expected to: 1.be familiar with the uses of certain connectors 2.use adjective in sentences correctly 3. use prepositions of space in sentences correctly 4.use punctuation marks correctly in sentences	LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following websites: http://www.slideshare.net/gulerek/descriptive-paragraph-7928387 web.clark.edu/martpe/descriptive_paragraph.htm http://www.wordreference.com/enar/similar http://www.thefreedictionary.com/staff	
Steps	Procedures	Formative evaluation
Warming up	T. greets Ss. and draws a spider gram and asks them to give her various adjectives	T. observes Ss.' participation and responses
Presentation	<p>-T. presents the meaning of the descriptive paragraph to Ss. through presenting a picture for a classroom and asking different questions about it.</p>  <ol style="list-style-type: none"> 1. Where is the place? 2. How big is it? 3. How warm or cold is the place? 4. How does the place make you feel? Why? 5. What things can you see in the place? 6. What colors do you see? 7. What sounds do you hear? 8. What smell do you find in this place? <p>-T. comments on Ss'. answers and gives the needed feedback. -T. explains adjectives and how can we use them in sentences for the purpose of description through real examples to Ss. 1. Can you see the young woman at the end of the street?</p>	<p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p>

	<p>2.He's a great singer. 3.It looks interesting. 4.It tastes delicious. 5.His ideas are interesting. 6.His answer made his boss angry. 7. I am very interested in this problem. 8.It was a boring film.</p> <p>-T. gives Ss. the first task, does the first one as an example and asks them to answer it and post their answers on the weblog page.</p> <p>Task 1:Identify the adjectives in the following sentences: 1.Carl used his new cell phone to call his younger brother, Mike. 2.The library is a good place to study because it is quiet. 3.Mrs. Franklin was enthusiastic about going to the gym. 4.My fishing pole was shorter than his. 5.I bought the perfect dress to wear to my cousin's outdoor wedding next month.</p> <p>-T. comments on Ss'. answers and gives the needed feedback.</p> <p>-T. gives Ss. the second task, does the first one as an example and asks them to answer it and post their answers on the weblog page</p> <p>Task 2 :Change the following sentences by adding two or three adjectives: 1.Rania wore a dress. 2.Ali has books on his shelf. 3.They went into the pool. 4.My husband awarded me a ring. 5.My sister owned a house.</p> <p>-T. comments on Ss'. answers and gives the needed feedback.</p> <p>-T. gives Ss. how to order the adjectives in sentences according to the following order: 1.Number: four 2.Opinion: generous 3.Size:small 4.Age: old 5. Shape: round 6.Color: red 7.Origin: German 8.Material: metal 9.Purpose:sleeping 10.Noun:chair</p> <p>Example: Here is a beautiful, red, cloth flag - T. gives Ss. the third task, and asks them to answer it and post their answers on the weblog page.</p> <p>Task 3:Order the adjectives in the following sentences: 1.The woman is wearing a (yellow long) dress. 2. Please recycle those (water empty three)bottles. 3. Their dog is a (German big brown) shepherd. 4. My (philosophy old boring)teacher talks for hours! 5. The (intelligent young) woman did well on the test.</p>	<p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p>
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	<p>-T. presents to Ss. prepositions to indicate how a space is organized through pictures as in front of / behind/ on top of / on the bottom of/ next to/ above/ below/ underneath/ to the right of/ to the left of / in the middle of / around / between. Example: He is behind the chair.</p>  <p>T. gives Ss. the fourth task, does the first one as an example and asks them to answer it and post their answers on the weblog page</p> <p>Task 4: Choose the correct answer:</p> <ol style="list-style-type: none"> 1.The car is (in front of – behind-above) the car 2.The house is (between-inside – among) the tree and the dog 3.The house is (in front of –behind-above) the car 4.The tree is (opposite-on the right of –on the left of) the house 5.The dog is (on the left of – near-in the front of) the house. 6.The sun is (under-above-below) the dog. <p>-T. explains some punctuation marks through real examples to Ss.</p> <ol style="list-style-type: none"> 1. The company's success was founded on two things: service and value for money. 2. Hundreds of people came to the party; therefore, it was not possible to say hello to everyone individually. 3.I lived in San Francisco, California, for 20 years. <p>- T. gives Ss. the fifth task, does the first one as an example and asks them to answer it and post their answers on the weblog page</p> <p>Task 5: Punctuate the following sentences:</p> <ol style="list-style-type: none"> 1.the bread s flavor was improved when he put butter on it 2.that movie in my opinion was too scary for children 3.we left lebanon in the past year <p>-T. comments on Ss'. answers and gives the needed feedback.</p>	<p>T. observes Ss.' participation and responses</p> <p>T. observes Ss.' participation and responses</p>
<p>Summative evaluation</p>	<p>-T. asks Ss. to do the following question to make sure that Ss. become aware of the learnt items.</p> <p>-T. explains the task and asks Ss. to answer it and post their answers on the weblog page.</p> <p>Task 4:Order the adjectives in the following sentences:</p> <ol style="list-style-type: none"> 1.My husband offered me (gold strange a) ring. 2. She packed her clothes in a (cardboard flimsy green) box. 3. I love eating (red big) strawberries. 4. I am drinking from a (tea small English) cup. <p>-T. comments on Ss'. answers and gives the needed feedback</p>	<p>T. checks Ss.' answers on the weblog page</p>
<p>Rounding up</p>	<p>T. posts a question on the weblog, and asks students to post their answers on their weblog page.</p> <p>-Post three new adjectives that you have learnt today.</p>	<p>T. observes Ss.' responses and interaction</p>

The second class

Title: Writing a descriptive paragraph

Day:

Date:.....

Grade:11

Specific objectives	Teaching/ learning aids	
By the end of the lesson, students are expected to: 1.write a well coherent descriptive paragraph 2.generate ideas about the suggested topic 3.write the first draft of the suggested topic 4.revise the written draft 5.edit the written draft 6.publish the final polished written draft.	LCD-Power Point Presentation-smart board- colored chalk-weblog - Visit the following website. http://www.slideshare.net/gulerek/descriptive-paragraph-7928387 web.clark.edu/martpe/descriptive_paragraph.htm . http://www.wordreference.com/enar/similar http://www.thefreedictionary.com/staff	
Steps	Procedures	Formative evaluation
Warming up	T. greets Ss. and discusses with them their answers to the homework's question.	T. observes Ss.' participation and responses
Presentation Pre-writing (planning)	-T. asks students to write about a topic of specific purpose.(To describe the place where you live with your family) -T. helps Ss. to brainstorm or generate ideas for the topic. -T. reminds Ss. of the most significant words that can be used in this topic. (favourite-comfortable-best home-rooms-kitchen-bathroom-living room-bedroom) -T. focuses on the necessary and fundamental ideas. -T. asks Ss to organize their ideas in any brainstorming technique they prefer and post it on the weblog page.	Teacher motivates students to create ideas independently
Drafting	-T. aids students to develop and support the ideas listed in the any form of brainstorming technique. - T. motivates students to write rough drafts. In this stage, students should develop the ideas generated in the pre-writing step without paying attention to grammar and mechanics. -T. should be open-minded about students' errors such as spelling, grammar, as they write their rough drafts. -T. moves between students, checks their work, and offers help as possible as she can. Then, T. asks Ss. to post their rough drafts on the weblog page.	T. checks Ss.' answers on the weblog page
Revising step	-T. aids students to return to the first draft and asks them to search for ways to develop the	

	<p>writing in content and organization</p> <ul style="list-style-type: none"> -T. asks Ss. to revise their draft based on the provided revision checklist and teacher's advice. -T. motivates Ss. to work in pairs to revise others' drafts based on the provided revision checklist in order to give each other feedback. -T. monitors Ss'. interaction and engagement in this stage and offers help when necessary . 	T. observes Ss.' responses and interaction
Editing step	<ul style="list-style-type: none"> -T. aids Ss. to edit their drafts for writing mechanics and other aspects of writing. -T. motivates Ss. to work in pairs to check their work based on the editing checklist and teacher's advice. -T. gives students enough time for editing. - T. moves, checks students' editing, and offers help as possible as she can either inside the class or outside the class. -T. provides diverse chances for feedback either inside the class or outside the class. 	T. observes Ss.' responses and interaction
Publishing step (Publishing the final copy)	<ul style="list-style-type: none"> - T. asks Ss. when they finish editing and rewriting the polished and final paragraph to share their writings with each other on the weblog page. -T. gives Ss. other ways of publishing their piece of writing to be proud of their achievement. -T. asks Ss. a question as: Which class do you prefer weblog writing class or the traditional writing class? Why ? 	T. observes Ss.' responses and interaction
Homework	Students are required to complete their work at home.	

Appendix (10)

(10.A) Steps of Setting up a Weblog

- 1-Go to the blogger website through <http://blogger.com/>
- 2- Enter the user name and the password if you have an account on Google. If you don't have an account on Google, you need to set up an account via this link <https://accounts.google.com/SignUp?service=blogger&continue=http%3A%2F%2Fwww.blogger.com%2Fhome<mpl=start>

The screenshot shows the Blogger homepage. At the top left is the Google logo, and at the top right is a red 'SIGN UP' button. The main content area features the Blogger logo and the text 'Create a blog. It's free.' Below this, there are three thumbnail images of different blog templates with the text 'Beautiful, customizable templates and layouts.' Further down, there are three icons: a line graph for 'Up to the minute stats', a piggy bank for 'Make money with AdSense', and the Blogger logo for 'Explore Blogs of Note'. A link 'Want to learn more? Take a quick tour, watch a video tutorial or read Blogger Buzz.' is also present. On the right side, there is a sign-in form with the text 'Sign in Google', input fields for 'Email' and 'Password', a 'Sign in' button, a checked 'Stay signed in' checkbox, and a link 'Can't access your account?'.

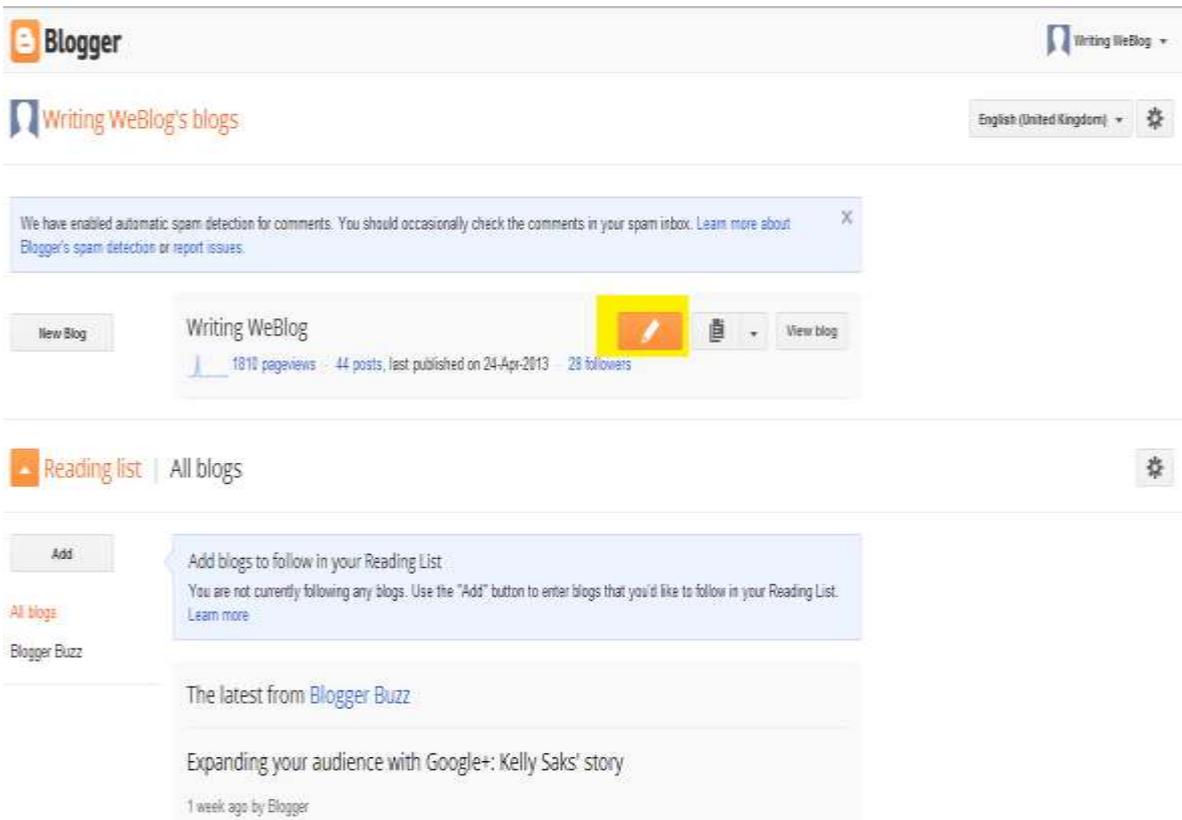
3. Click on "New Blog" button to log in.

The screenshot shows the Blogger dashboard for a user named 'Writing WeBlog'. At the top left is the Blogger logo, and at the top right is the user's profile 'Writing WeBlog'. Below this is a navigation bar with 'Writing WeBlog's blogs' and a language selector set to 'English (United Kingdom)'. A blue notification banner states: 'We have enabled automatic spam detection for comments. You should occasionally check the comments in your spam inbox. Learn more about Blogger's spam detection or report issues.' Below the notification is a yellow 'New Blog' button. To its right is a card for the 'Writing WeBlog' profile, showing '1810 pageviews', '41 posts, last published on 24-Apr-2013', and '28 followers', along with a 'View blog' button. Below the profile card is a 'Reading list' section with an 'Add' button and a message: 'Add blogs to follow in your Reading List. You are not currently following any blogs. Use the "Add" button to enter blogs that you'd like to follow in your Reading List. Learn more'. Underneath this is a section titled 'The latest from Blogger Buzz' featuring a post: 'Expanding your audience with Google+: Kelly Saks' story' published '1 week ago by Blogger'.

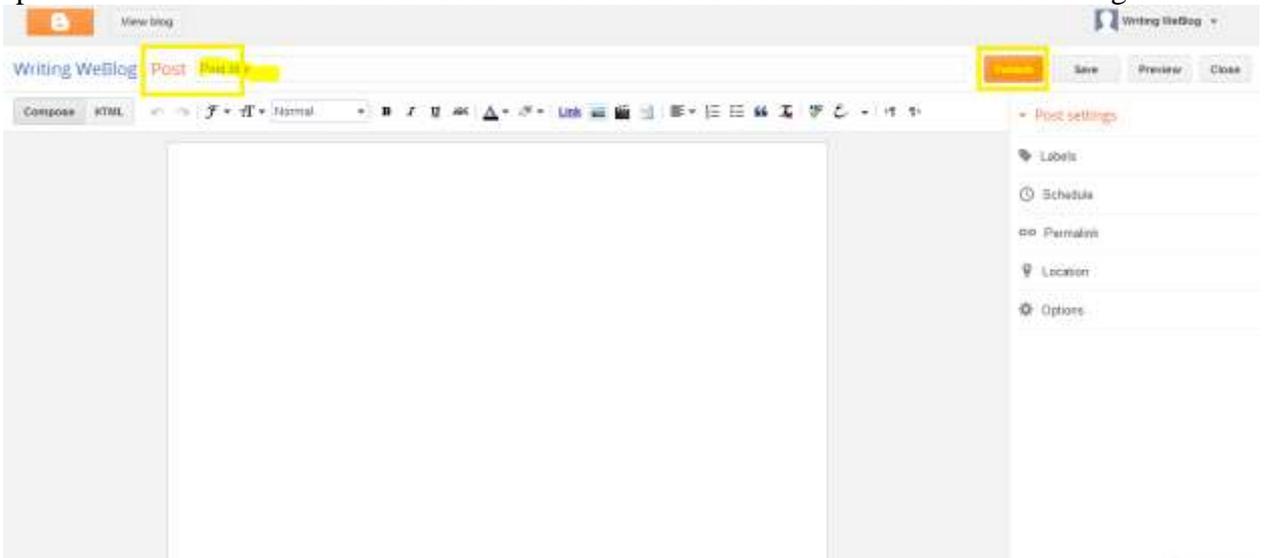
4. Next, pop-up window appears which asks you to fill in the necessary data as it is illustrated in the image. When you enter the requested data, your weblog will be created.

The image shows a 'Create a new blog' pop-up window. At the top left, it says 'Blogs List > Create a new blog' with a close button (X) in the top right corner. Below this, there are three main sections: 'Title', 'Address', and 'Template'. The 'Title' section has an empty text input field. The 'Address' section has a text input field with '.blogspot.com' pre-filled and a note below it that says 'You can add a custom domain later.' The 'Template' section displays a grid of six template thumbnails with their names below them: 'Simple', 'Dynamic Views', 'Picture Window', 'Awesome Inc.', 'Watermark', and 'Ethereal'. Below the grid is another note: 'You can browse many more templates and customise your blog later.' At the bottom right, there are two buttons: 'Create blog!' (highlighted in orange) and 'Cancel'.

5. To add new post on the weblog, click on the "post" button



6. Next, write the post title as well as the content of the post and then click on the "publish" button or on the "save" button to save it as a draft as it is clarified in the image



7.To add a comment, open the post that you want to comment on. Then, write a comment. After that, choose the name or the account through which you log in. Then, click on the "publish" button.

Post a Comment

Enter your comment...

Comment as: Writing WeBlog (Google) [Sign out](#)

[Subscribe by email](#)

(10.B) Sample of the Students' Answers on Publishing the Final and Polished Paragraph about the Differences between the Ancient and Modern Olympic Games on the Writing Class Weblog

The screenshot shows a webpage titled "Writing WeBlog" with a header image of a pen and notepad. The main content area is a dark red clipboard with a white sheet of paper. At the top of the paper, it says "2013/04/19". Below that is a "Task" section with red text: "Write a paragraph about the differences between the ancient Olympic games and the modern Olympic games. The recommended websites are as follow: <http://www.slidebarn.net/6bb7e1ab4a/paragraph-structure-compare-contrast>, <http://www.writingreference.com/essay/outline/>, <http://www.thefreeschools.com/tauf/>, <http://www.thefreeschools.com/tauf/>".

Below the task, it says "Posted by Writing WeBlog at 1:26 AM". There are "21 comments:" listed. The first comment is from "Haseen sadiq said..":

There are differences between the olympic games in the ancient and modern times First, in ancient time just male Greece were allowed to participate in the game but in modern time different male and female athletes from all over the world are allowed to participate in the games. second, in ancient time the winner was granted crowns of olive leaves whereas the winner in modern time is awarded the honor of gold, silver and bronze medal. Third, the ancient olympic games were held in ancient time as religious event, while in modern time, they are held as international competition. Forth, the audience in ancient time just open to free men in contrast, in modern time it's open to all people although their are differences between the ancient and modern olympic games, both the ancient and modern olympic games are interesting.

The second comment is from "aya harara said..":

There are differences between the Olympic games in the ancient and modern times. First of all, in ancient Olympic games, just male Greece were allowed to participate in the games. However, in modern Olympic games, different male and female athletes from all over the world take part in the game. Second, in ancient Olympic games were held as religious event, but in modern Olympic games are conducted as an international competition. Third, in ancient the winner was granted crowns of olive leaves as a prize, whereas in modern the winner is awarded the honor of gold, silver and bronze medal. Forth, in ancient it was only open to free men. However, in modern it is open to all. Fifth, the aim of ancient games was violent as boxing and wrestling. On the other hand, in modern games are peaceful and contribute to brotherhood and understanding as running. Although there are differences between the ancient and the modern Olympic games, both the ancient and modern games are interesting.

On the right side of the page, there is a "Blog Archive" section with a red header. It shows a list of dates and the number of posts: "2013 (42)", "April (23)", and several entries for "Normal 0 false fa..." with a small icon to the left of each.

(10.C) Sample of the Students' Answers on a Task Regarding Compare/Contrast Paragraph on the Writing Class Weblog.

The image shows a screenshot of a writing weblog. At the top, there is a header with a pencil and paper icon and the text "Writing Weblog". Below this is a large red-bordered area representing a clipboard with a task. To the right of the clipboard is a red "Blog Archive" button. The task on the clipboard is as follows:

Task 3
Complete these sentences with phrases from the box.
 (and both both ... and similar to/like/as ... as)

A. The architecture of some modern government buildings is _____ the type of construction used hundreds of years ago.
 B. In recent years, new technology such as mobile telephones has made the _____ more convenient. _____ the Internet has made a wide variety of information available to everyone.
 C. _____ the rivers _____ the lakes are clear and beautiful.
 D. The capital city is just _____ modern _____ the cities in many other countries.

The recommended websites are as follows:

http://www.dailymail.com/uk/education/going-to-university/compare-universities.html
 http://www.comparisons.com/compare.html
 http://www.bbc.com/1/health/2011/01/110101_uk_universities.shtml

Posted by Writing Weblog at 10:14 AM

23 comments:

Wendy said ...
 1 similar to
 2 because
 3 both ... and
 4 as ... as
 Commented at 10:22 AM

Stacy said ...
 1 similar to
 2 because
 3 both and
 4 as ... as
 Commented at 10:22 AM

Wendy said ...
 1 similar to
 2 because
 3 both ... and
 4 as ... as
 Commented at 10:22 AM

On the right side, the "Blog Archive" section shows a list of dates with corresponding comment counts:

- 2011 (40)
- April (22)
- April 22, 2011 (1)
- April 21, 2011 (1)
- April 20, 2011 (1)
- April 19, 2011 (1)
- April 18, 2011 (1)
- April 17, 2011 (1)
- April 16, 2011 (1)
- April 15, 2011 (1)
- April 14, 2011 (1)
- April 13, 2011 (1)
- April 12, 2011 (1)
- April 11, 2011 (1)
- April 10, 2011 (1)
- April 9, 2011 (1)
- April 8, 2011 (1)
- April 7, 2011 (1)
- April 6, 2011 (1)
- April 5, 2011 (1)
- April 4, 2011 (1)
- April 3, 2011 (1)
- April 2, 2011 (1)
- April 1, 2011 (1)

(10.E) Sample of a Teacher Weblog



Appendix (11)

Paragraph Revision Checklist

1. Form

Title: Are the major words (including the first and last words) capitalized?

Does the title reveal the topic and slant of the paragraph?

Does it catch the reader's attention?

Is the first sentence indented?

Does the paragraph have the required number of sentences?

Does the paragraph have the required organizational pattern?

2. Topic Sentence

Does the topic sentence fit the assignment?

Is it appropriate for the intended audience and purpose?

Is the main idea clear?

3. Supporting Sentences

Are there enough supporting sentences (three to five supporting, depending on the assignment) to explain or prove your topic sentence?

Does each supporting sentence clearly relate to or develop the topic sentence?

Are there enough specific details, facts, and examples to convince the reader?

Are any supporting ideas repeated?

Does anything in the paragraph not relate to the main idea?

Is the relationship between supporting sentences clear?

Are there clear transitions within and between sentences?

Is the order of supporting sentences clear and logical?

Are the sentences varied in length and structure?

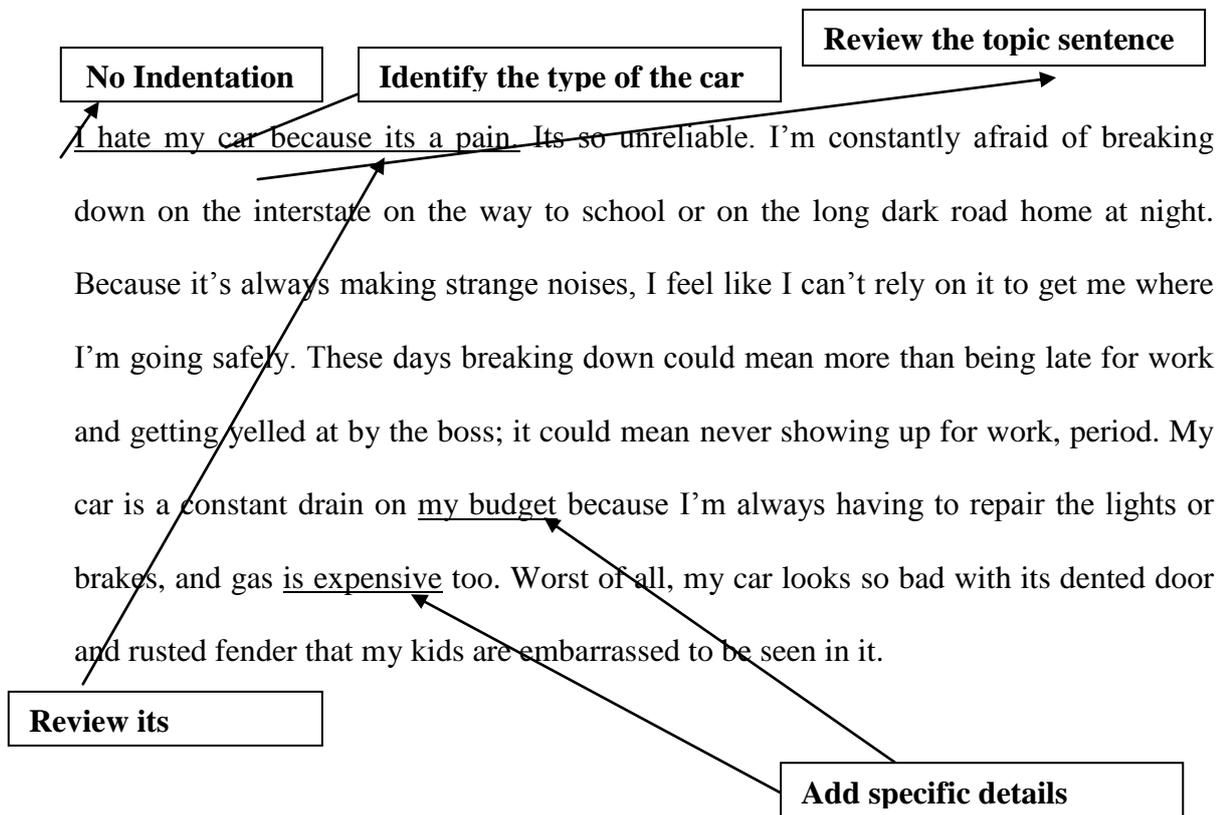
Is appropriate vocabulary used?

Is the language clear and precise? (Are there strong verbs, specific nouns, colorful adjectives and adverbs?)

4. Conclusion

Does the conclusion tie together the paragraph?

Does it introduce any new ideas or arguments that might confuse the reader?



Revision (Changes are italicized)

My car, a 1990 Plymouth sedan, has lots of disadvantages. I'm constantly afraid of breaking down on the interstate on the way to school or on the long dark road home at night. Because it's always making strange noises, I feel like I can't rely on it to get me where I'm going safely. These days breaking down could mean more than being late for work and getting yelled at by the boss; it could mean never showing up for work at all. Not only is my car unreliable, but it's a constant drain on my budget. In the last two months, I've had to fix the brakes, buy new tires, and replace a headlight. Even when my car isn't eating up money in repairs, it costs me between thirty and fifty dollars a week to cover insurance, maintenance, and gasoline. My dinosaur of a car only gets twelve miles to the gallon and burns a quart of oil a week, so I'm always pumping money into it. Worst of all, my kids are embarrassed to be seen in our car because of the dented door, rusted fender, and the trunk tied down with a bungee cord. Maybe it's time to start shopping for a late-model used car.

<http://www.borzabadi.com/ckfinder/userfiles/files/Writers%20Resources%20From%20Paragraph%20to%20Essay.pdf>

Appendix (12)
Paragraph Editing Checklist

1. Check for run-ons and fragments. Is there one complete sentence—and no more than one complete sentence between every two periods? (Identify the subject and the verb, and make sure the word group makes sense.)
2. Check every verb. Do subjects and verbs agree? Is proper verb tense used? Be sure to check the problem phrases such as *there is/there are* and pay attention to singular subjects such as *everyone*.
3. Use the dictionary or computer spell check to catch capitalization errors and misspellings. Remember, however, that the spell check will not catch errors with problem words such as *there/their*.
4. Remember your personal list of errors. Check your writing for any of these errors.
5. Check for apostrophes in contractions and possessives.
6. Check commas.
7. Check pronouns. Do they agree with their antecedents? Is the reference clear?
8. Look for any missing words or letters by reading the writing slowly from the last sentence to the first.
9. Check for parallelism in pairs, series, and comparisons.
10. Check for dangling and misplaced modifiers.
11. Check semicolon and colon use.

than
No comma
it's

My car, a 1990 Plymouth sedan, has lots of disadvantages. I'm constantly afraid of breaking down on the interstate on the way to school, or on the long dark road home at night. Because **its** always making strange noises, I feel like I can't rely on it to get me where I'm going safely. These days breaking down could mean more **then** being late for work and getting yelled at by the boss, it could mean never showing up for work at all. Not only is my car unreliable, but it's a constant drain on my budget. In the last two months, I've had to fix the brakes, buy new tires, and replace a headlight. Even when my car isn't eating up money in repairs, it costs me between thirty and fifty dollars a week to cover insurance, maintenance, and gasoline. My dinosaur of a car only gets twelve miles to the gallon and burns a quart of oil a week **so** I'm always pumping money into it. Worst of all, my kids are embarrassed to be seen in our car, because of the dented door, rusted fender, and the trunk tied down with a bungee cord. Maybe it's time to start shopping for a late-model used car.

No comma

.
,so

<http://www.borzabadi.com/ckfinder/userfiles/files/Writers%20Resources%20From%20Paragraph%20to%20Essay.pdf>

Appendix (13):Permission Received from IUG and MOE

Palestinian National Authority
Ministry of Education & Higher Education
Directorate of Education\East Gaza

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم / شرق غزة

قسم التخطيط والمعلومات
الرقم: م.ت.ش.ع. 17/17
التاريخ: 06 / 02 / 2013م

السيدة/مديرة مدرسة دلال المغربي الثانوية (أ) للبنات المحترمة
السلام عليكم ورحمة الله وبركاته،،،

الموضوع : تسهيل مهمة بحث

تحية طيبة وبعد، لا مانع من تسهيل مهمة الباحثة: إسلام حسين محمد المدلل، والتي تجري بحثاً بعنوان:
أثر استخدام طريقة وبيولوج في تحسين الأداء في كتابة اللغة الإنجليزية
وفي اتجاههم نحو الكتابة للصف الحادي عشر
ومساعدتها في تطبيق أدوات الدراسة على عينة من طلبة الصف الحادي عشر في مدرستكم، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام،،،

م. أشرف حسني فروانة
رئيس قسم التخطيط والمعلومات

أ. محمود سلمان أبو حصيرة
مدير التربية والتعليم

نسخة/ السيدون: نثني مدير التربية والتعليم
المحترمين
المأف

2013
2/6

