

Creativity Flourishes Through Electronic Blogs: Students' Stories and Experiences in Writing Expression

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Abstract—This study investigated how electronic blogs can foster creativity and enhance writing expression among ninth-grade students by enabling them to capture and reflect on their personal stories and experiences. Conducted with forty-five students from northern Jordan, the research employed semi-structured interviews analyzed through grounded theory to identify patterns in students' engagement with blogging. The analysis revealed that blogging provides a supportive and interactive digital environment that encourages students to organize their ideas, experiment with language, and develop confidence in their individual writing voice. Students described blogging as a liberating and enjoyable process that transforms writing from a task-oriented activity into an ongoing creative and reflective practice. In addition to enhancing written expression skills, blogging was found to cultivate intrinsic motivation, reduce writing-related anxiety, and strengthen students' writing identity. The study also contributes theoretically by elucidating how digital platforms facilitate learner agency, creative engagement, and reflective practice in language learning contexts. Pedagogically, it underscores the potential of blogs as innovative tools for student-centered learning, demonstrating that integrating digital writing platforms can transform conventional classroom practices into meaningful, personalized, and engaging experiences that support both cognitive and affective aspects of language development.

Index Terms—creativity, electronic blogs, students' experiences, writing expression, writing learning

I. INTRODUCTION

Written expression is one of the highest human skills both linguistically and cognitively (Al-Hassan et al., 2025). It goes beyond the combination of words into sentences to an inspiring and thinking process that helps in self-discovery, connection with the world, and experience reconstruction (Alsamadani, 2018; Aravind & Rajasekaran, 2021). Writing is more than just technical mastery; it involves a person's identity, culture, and capacity to create meaning rather than merely convey it. It also serves as a thought and self-driven learning tool which allows individuals to reframe their realities through expression (Talafha & Bataineh, 2025).

Al-Barakat et al. (2023) emphasized the need for flexible and personalized writing contexts reporting that students strongly prefer to write about their emotions and experiences. However, expository writing is still underappreciated despite its expressive value since traditional teaching approaches focus on the surface-level "how-to" mechanics of writing such as spelling and structure (Hawamdeh et al., 2025). These strategies lead to an educational environment where writing becomes a chore that aims at meeting grading expectations instead of an act of genuine self-expression

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(Al-Hassan et al., 2025). They also disengage students from writing personally and professionally (Wang, 2019; Yan et al., 2020; Yanto et al., 2021). This disengagement gets worse when students are given monotonous assignments apart from personal relevance, because constraining expression to certain formats reduces children's agency over their creations and ceases their relationship with language as a crucial element of their identity and life (Yanto et al., 2021; Al-Hassan et al., 2025).

To manage this issue, creative writing emerged as an educational strategy intending to release students from the "ideal text model" and allow them to craft texts that capture their genuine voice and experience through composing narratives using their emotions, memories, and perspectives instead of being passive consumers of texts (Aravind & Rajasekaran, 2021). In this context, Khasawneh et al. (2022) reported that engagement in creative writing practices nurtures critical thinking, enriches learners' relationships with the created texts, and supports language development in a natural and unforced manner.

To achieve the intended target of writing instruction, there needs to be an adaptive environment that embraces differences and allows the learner to experiment. In this regard, electronic blogs can be considered the new current trend that redefines the meaning of writing at the level of schooling because they provide a platform where the learner can express themselves without the constraints of writing at the level of schooling (Alsamadani, 2018; Tosuncuoglu, 2018; Wang, 2019).

According to Al-Barakat et al. (2025), the blog is an internet website which enables novice and advanced users to create their own textual, pictorial, and auditory materials and link them together through writings and comments. This description draws attention to the fact that the purpose of blogs goes beyond the simple publication of information. The blog functions as an active learning platform which helps in the development of language skills and triggers critical thinking through continuous writing and practicing in the form of a "dialogue" which, in essence, revives the "human" value of writing.

Alsamadani (2018) found that through blogging, learners develop their own sense of awareness and improve the quality of the written production because they can develop their own writing style through open dialogue with the audience. However, research by Arndt and Woore (2018), Bashir et al. (2025), and Bataineh and Bataineh (2024) revealed that regular bloggers showed increased levels of confidence and greater awareness of the power of writing.

Blogging has also developed the student-text interaction since the student went beyond the teacher's assessment to engagement with readers (Saifudin et al., 2017; Talafha & Bataineh, 2025). The student has also been transformed from a passive reader of information to an active producer of information through the blog as it involves their opinions and positions, meaning that it gives the student a platform to think and create using language (Saifudin et al., 2017; Talafha & Bataineh, 2025; Tosuncuoglu, 2018).

The engagement with the audiences increases the internal motivation of the students and their eagerness to write and develop their own writing style, as the views and comments received act as formative assessments that encourage the learners to rethink and develop their thoughts and writings (Al-Barakat et al., 2025; Bataller-Català, 2025; Bani Irshid et al., 2023). The collaborative environment of commenting and engaging with other writings makes learning together possible. The blogs promote the ability to think critically and rationally while offering an opportunity to reflect upon the earlier writings and the development of one's own skills (Khasawneh et al., 2023).

Al-Hassan et al. (2025) emphasized the role of educational blogging in fostering the writing skills of university students and their critical thinking skills especially in the structural organization of their ideas. The findings of Bataller-Català (2025) revealed the role of blogs in developing learning communities that promote experiential learning through interaction.

Having various educational possibilities, electronic blogs are a promising learning tool which can transform the writing culture in today's learning institutions. The tool encompasses the true merger of technology and the self because it reinstates the student's voice and views writing as a journey rather than a task and an experience rather than an evaluation.

However, the number of blogs that exist in learning institutions today is still limited. There is a need for research to be done to help understand the levels at which blogs can be used to develop the ability of learners to express themselves through writing. What the new learning challenge presents to the teacher is no longer the teaching of writing principles but the provision of opportunities and spaces where the learner can say what they want and however they want. This must occur in an environment that trusts the learner's voice and helps them realize the significance of finding meaning in the fact that writing goes beyond the spoken word because it is about life itself.

Statement of the Study

Within Arab education, there continues to be a real gap between the widely available modern digital technologies, i.e., blogging, and the active goal of developing students' creative writing abilities. Even though students are exposed to innovative tools of publishing and self-expression, there is, unfortunately, a contrast with the actual educational framework that relies on outdated, rigid, and conventional teaching practices that limit ingenuity and self-expression.

The experience of the first researcher in working with students in basic education revealed that imagination and creative writing are almost absent from classroom activities, as overemphasis on error correction and language accuracy suppresses the writing process, making it a dull and anxiety-inducing task for students, which creates an urgent need to employ effective methods to creativity and self-expression. Therefore, this research investigates students' lived

experiences with electronic blogging and examines its role in nurturing creative expression, fostering a personal writing voice, and developing a sense of authorship. So, the guiding research question is: *How do electronic blogs enhance creative writing and expressive skills among ninth-grade students through their subjective experiences?*

II. METHODOLOGY

A. Research Design

A qualitative method that integrated semi-structured interviews was adopted for this specific research, since it makes it possible to capture the students' emotions and deep personal thoughts that often go unexamined in quantitative frameworks. As explained by Khasawneh et al. (2022), qualitative research that relies on interviews tends to reveal deeper insights concerning the behaviors of people.

B. Participants

This research was conducted in the city of Irbid, in northern Jordan, and involved a purposive sample of forty-five ninth-grade students. Grade nine was chosen because it is a critical developmental stage for the formation of expressive and creative writing skills.

C. Electronic Blog-Based Learning

Based on the prescribed Arabic language syllabus for grade nine, three teaching modules were prepared to enable participants to integrate their writing capabilities into narratives through simple blogging platforms like *Edublogs and Blogger*. All participants' blog entries were composed in Arabic to nurture their cultural identity and allow them to express themselves fully. The availability of necessary technology and stable internet access was considered to ensure the best engagement in the blogging activity.

To enhance students' ability in idea generation and text construction over time, blog entries were published weekly over a period of three months. Through providing comprehensive evaluation of every single entry and encouraging students to evaluate each other's work, teachers supported collaborative and active learning. Many students valued peer help, reporting that it helped create a cooperative class culture through the provision of remarks on each other's blogs to aid in the learning process.

D. Design and Implementation of Semi-Structured Interviews

Semi-structured interviews were conducted with forty-five participants. The first set of questions invited participants to describe their experiences with creative writing through blogging, their self-confidence as authentic writers, and how this experience influenced the development of their writing skills. The second set addressed students' overall attitude toward written expression, their relationship with the blog as a tool for sharing ideas and communicating, and their feelings toward the difficulties faced during the writing process.

The interviews were reviewed by an interdisciplinary panel of experts in language teaching, curriculum design, instruction, and digital learning. The interview questions required refinement in terms of clarity and focus, and with the experts' help, they were changed. To foster more comprehensive understanding, pilot research was conducted with a small subset of the students who were excluded from the final sample group. Further modifications were made and incorporated into the interviews to address validation and reduce redundancy or bias. Students expressed their thoughts during the 30- to 40-minute-long interviews. The duration was adequate to enable all participants to articulate their ideas without restriction.

E. Data Analysis

Data was analyzed based on Grounded Theory, as this method fits well with interpreting individual experiences and generating conceptual categories. Participants' responses to the semi-structured interviews were captured via audio recording and were transcribed word-for-word. Participants endorsed their transcripts, along with the audio recordings, to ensure accuracy, credibility, and trustworthiness.

The researchers analyzed the transcripts through multiple and thorough reading. Open coding was done, and significant statements were documented and put into categories. These categories were rooted in students' authentic and reflective interactions with the blogging space. In addition, the researchers computed the frequencies and percentages for every thematic category; this allowed distributive prevalence of each theme across participants and deepened the comprehensiveness of the findings.

F. Ethical Considerations

Signed formal written approval through consent forms was obtained from the parents or legal guardians of the participants. All documents containing information about the participants were kept secret and confidential, ensuring no identifying information being revealed without prior explicit permission. To engage the participants in writing experiences, there was a specially designed psychologically safe supportive space within the school where the participants' emotional and bodily safety was carefully addressed. In addition, the participants' rights were fully honored since there was a possibility to exit the research freely and voluntarily at any time.

III. RESULTS

Through semi-structured interviews along with grounded theory analysis, six key categories were underscored: 1) Writing in a flexible and safe environment, 2) Freedom of expression and moving beyond conventional writing pressures, 3) development of organizational writing skills, 4) Building self-confidence and a writing identity, 5) Writing as a conscious cognitive process, and 6) Psychological and behavioral impact of digital blogging. The categories are as follows:

A. Writing in a Flexible and Safe Environment

The results showed that 93.3% of the respondents perceived blogging as a low-pressure environment that was distinct from the classroom. Such an atmosphere lifts the burden of social comparison and criticism. Hence, the desire to let ideas flow freely results in the enhancement of the motivational process. The students wrote better since they chose to express themselves rather than writing for the purpose of satisfying the requirement. As one participant said:

"I was feeling limited in class because I was afraid of judgement or irony. But with blogging, that fear faded. Now, I write as I wish, freely, unbottled, and conversationally, as if I am speaking to myself".

This also illustrates the significant psychological impact of blogging as a haven from the common pressures involved in writing. Writers are encouraged to challenge the constraints of self-expression, an aspect that is important in cultivating writing fluency. Another participant said:

"In my classes, I always felt nervous and uncomfortable, so I avoided writing and speaking, but when I started my own blog, I took control over what I wrote and expressed myself the way I wanted. It made me feel empowered and provided the privacy I needed, as if I had a space to express myself without restrictions".

This insight brings out the strength of blogging because the independently driven self-expression achieved in the blogs allows the participants to gain freedom. This critical aspect is also applicable in tackling the aspects that support comparisons in the traditional classroom setting. Achieving this freedom allows the participants to develop their writing identity, making them feel appreciated and celebrated, and motivating them to write more.

The findings revealed that blogging helps in transforming participants' beliefs on who is entitled to write and express. As one participant said:

"Good writing and expression were something I used to think was exclusively for the best participants; those with beautiful handwriting and polished style. But through blogging, I realized that each has his own unique style, and the value of writing is in individuality not strict standards".

Such reactions are a clear testimony to the transformative potential of blogging for participants, as it socially and linguistically empowers them to develop their own distinctive and individual writing styles. Consequently, their confidence levels, along with their desire to write, increase.

B. Freedom of Expression and Moving Beyond Conventional Writing Pressures

Eighty-eight-point nine percent of participants believed blogging was the place where they felt free from the limits of the class lessons. At the same time, blogging allowed the participants to write on their topics of interest. Such writing was different from the school exercises because it evolved into a personal meaningful endeavor. According to one of the participants:

"It is completely different from the class where topics were assigned to me or I had no interest in them, on the blog, I could write about my beloved cartoons and my memories which made me enjoy writing a lot".

That quote was important because it emphasized freedom in subject choice, allowing writing to become an expression of one's identity. Engaging in writing at such depth enables personal transformation through the act of writing itself. Similarly, blogging was important for the subject because it provided a space in which writing could articulate the self more effectively. One participant said:

"Because I was scared and hesitated, I used to have a challenging time expressing myself in class. While I was writing on a blog about my day and my reflections, I noticed that I was using a voice that was uniquely my own, unbound, and unrestricted".

This answer proves the relevance of blogging in terms of overcoming the psychological obstacles students face during their learning. Writing in the context of the research undertaken becomes both therapeutic and good for the mental faculties. Moreover, the positive impact of social interaction on the importance of writing was seen by the work of one of the participants:

"Before, I thought that my ideas were irrelevant and not worth reading, but after receiving some commendations on my blog, I began to appreciate my ideas and to feel they are impactful, that motivated me to write more and enhanced my skills and techniques".

This quote proves the significance of social feedback on students' self-esteem. Collaborative learning brings in the culture of recognition and appreciation. This aspect encourages writing as a powerful means of interaction. Writing becomes a meaningful conversation with fellow mates instead of being an academic one.

C. Developing Organizational Writing Skills

This study finding marked the fact that 84.4% of the respondents significantly improved in the organizational part of their writing ability. Over the period of consistent writing through blogging, they got the skill of organizing their ideas

in an orderly fashion. Additionally, the blogging platform encouraged creativity and constructive criticism. This process of self-upgradation was expressed by one of the respondents in the words given below:

"Once upon a time, I wrote without any organizing method, or ideas. Everything was just random sentences thrown together; there was no beginning or ending. Through blogging, I learned there is a way to plan writing: An introduction that captures attention, ideas presented in orderly paragraphs, and a clear summary that wraps everything tidily".

This quote summarizes the transition from being unaware of the process of writing toward the use of logic in writing, showing a progression in the comprehension of the importance of order in not only effective communication but also in writing. Similarly, another participant who struggled in arranging their ideas on how to begin the improvement process through mind maps replied that:

"I used to draw a little mind map before writing to arrange my ideas based on importance. This allowed me to better visualize and organize my written text, which made the writing process smoother and increased my self-confidence in the fluency of my self-expression".

This is an indicator of the advancement in the prewriting process, showing cognitive improvement that allows the individual to control the writing process rather than approach it in an untidy manner. Creating mind maps is one of the methods used to reduce the mental work involved in writing organized texts. Another crucial remark related to cohesiveness on the paragraph and sentence level was:

"While blogging, I figured out how to use transitional sentences to connect paragraphs and concepts, making it more convenient for the reader to follow my thoughts seamlessly".

This is one way through which the participants are progressing in their thoughts not only in terms of the topic but also in terms of the design. By emphasizing the linkages that are created using transition sentences, the coherence of the written work is improved.

D. Building Self-Confidence and a Writing Identity

The results showed that 91.1% of the participants experienced an incredible boost in self-confidence levels as writers. This was an indicator that they developed an identity for writing apart from their academic tasks. Writing was now an effective means for self-expression where the participants not only thought deeply but expressed their feelings genuinely. One of the participants was quoted saying:

"I used to consider myself a mid-level writer, but when I started receiving compliments on my blog, I realized that I know how to express myself, that pushed me to improve".

This report clearly illustrates the significance of social recognition in relation to self-esteem. Social recognition promotes the feeling of achievement for the individuals concerned. Hence, the process of writing becomes an act of creativity rather than just an easier task for the purpose of memorization. This was also expressed by another respondent who felt remarkable because of the recognition of an individual writing style:

"I realized I had a personal style. Sometimes I use humor in my writing, and that makes me feel different and special, and not just another regular student".

This quote illustrates the evolution of the individual writing voice of the participant, meaning the evolution of language together with self-development. Voice differentiation is one of the most essential aspects in crafting identity through writing. It also stands out as one of the greatest motivators for the participants to recognize their ability to influence their thoughts through effective writing.

Also, one participant talked about undergoing one of the most transformative changes in her relationship with writing:

"I used to be very afraid of writing, but with blogging, I now write even outside the classroom. I really feel like a real writer".

This response illustrates the change in thinking that has taken place in the identity of the students. Writing was transformed from being an obligatory school task to something they enjoy outside the classroom. This proves that the use of blogging is effective in allowing the participants to think about writing as part of their identity.

E. Writing as a Conscious Cognitive Process

It was also reported that 86.7% of the participants felt that they had gone through transition in their views on writing. Writing was viewed from the perspective of an act performed on a regular basis. Participants realized the importance of writing to make their ideas clearer through proper arrangement of words. This was achieved through blogging. According to one of the participants:

"In the past, I always attempted to write in a hurry. Now, because of blogging, I go over each sentence and pick the best options to articulate my thoughts".

This quote shows an improvement in the ability for self-editing and revisions that the respondent gained, in conjunction with the understanding that the process of writing is multi-layered and requires thorough analysis. Again, another respondent said:

"Now, while writing, I adopt the reader's point of view, so, I do my best to explain in uncomplicated and straightforward terms as if I am talking to someone I know".

The above quote emphasizes attentiveness to audiences, alongside improvement through alternative vocabularies, whereby the 'text' and/or 'discourse' becomes more communicative. Another respondent said:

"Sometimes, I write a draft version, leave it for a couple of days, and revise it carefully afterward".

This shows an elevated degree of draft revision interaction along with cognitive maturity in respect to thoughtful deliberation and the manifestation of insightful decision-making.

F. Psychological and Behavioral Impact of Blogging

Nearly all the respondents (95.6%) agreed that blogging not only affects students' technical writing skills but also the psychological-behavioral aspect thereof because the obligatory nature of school writing tasks was given meaning by the act of blogging. This was explained by one of the respondents:

"In the past, I used to rush through writing just to finish the task, but now, with my blog, I think carefully about every word and revise my text multiple times before publishing".

Such an approach is a new degree of resilience and stress relief through cognitive engagement. Participants treated the process of writing very carefully and committed to it. That was clearly an indicator of the cheerful outlook toward the process. One of the participants also noted that.

"Before the blogging day, I develop my ideas in advance. Writing has become something I enjoy, not just a chore".

This quote illustrates how students develop intrinsic motivation for writing, which functions as an indicator of an effective learning environment. Students who develop intrinsic motivation are more likely to sustain their learning process, as it is driven by personal interest.

Many participants pointed out, blogging affected their lives beyond academics:

"Blogging motivated me to start writing at home as well. I began sharing short stories with my younger brothers, which was a new thing for me".

This is evidence of the various positive impacts that blogging was bringing to the participants' lives, because writing had become something they do on a regular basis for enjoyment rather than being something they do in school simply because they had to.

IV. DISCUSSION

The study aimed to gather rich information from the students' personal experiences of writing using blogs, focusing, particularly, on how blogging influenced their expressive abilities and intrinsic motivation to write. The research adopted a qualitative methodological approach that allowed the study to get access to the genuine voice of the participants. This approach also allowed the study to probe the ways in which the writing activity can be transformed from a regular academic task to a significant personal and creative one through the effective integration of technology.

The results revealed the ways in which electronic blogs support the students' creative writing skills by providing them with an environment where they can express themselves. By distancing themselves from the pressure of classroom writing assessments, the students can express themselves freely in electronic blogs. The act of writing in the blogs increases the student's ability to create meaning through unscripted development, which provides higher engagement with their writing.

Bataineh et al. (2024) highlighted the importance of challenges involving emotions in building a cheerful outlook toward writing. Educationalists (Fan & Wang, 2022; Imran et al., 2025; Kuo et al., 2017; Mangen & Pirhonen, 2022) highlighted the role of digital writing spaces in allowing writers to overcome emotional challenges to generate their ideas.

The greatest shift occurred in the student's attitude toward writing, from being a learning requirement to an intense form of self-reflection and identity formation. Blogging encouraged the students to write their emotions and thoughts due to the safety it offered them. This occurred mainly because the platform was devoid of external pressures and the learning environment respected the student's identity and their voice. Al-Barakat et al. (2023) support the point that writing has become a part of an individual's identity due to the shift caused in the relationship between the learner and the writer because of digital technologies. This is also clear in the views of Fathi and Rahimi (2022), and Fu and Wang (2022). They believe that there is an increased level of motivation and engagement because of the open educational environment.

In addition, the fact that the student selected the topics to write about positively affected the emotional and mental components of the revision phase because it enabled the student to show topics of their interest that helped them personalize the writing tasks. As noted by AlAli et al. (2025), this intrinsic motive allows the student to develop motivation through which the authenticity of the creative writing skills can be maximized. This confirms the views expressed by Alsamadani (2018).

Feedback coming from teachers, peers, and/or readers, in addition to grammatical corrections, was important and helped the writer feel recognized and thus played a part in promoting their own personal self-esteem. This finding supports the results of Ozkan (2011), which found that the "real" audience encourages writers. Al-Hassan et al. (2012) found that it also promotes the development of skills and helps boost self-esteem.

In the context of online blogging activities, the skills of structuring ideas in correct and logical order and structuring paragraphs through transitions at various levels improved students' ability to revise and edit before posting, thus increasing their structural accuracy and expressions. This reinforces the work of Pirhonen (2022), Bashir et al. (2025),

and Fraihat et al. (2022), who emphasized the significance of free writing in improving the structural abilities of the writers, in addition to the study of Bataineh and Alqatnani (2019) who investigated the effect of the online environment on structural organization and accuracy of expressions.

Behaviorally, research has revealed that the participants did begin to perceive writing in a positive manner, as part of who they are and something enjoyable rather than just a school requirement. The effect of this is the establishment of writing habits and the dedication to their own development and reinforcement of their identity as writers. Researchers (Imran et al., 2024; Kuo et al., 2017; Mabuan, 2018) emphasized the writer–text emotional connection arguing for balancing support and challenge, and Hawamdeh et al. (2025) linked blogging with engagement and self-driven growth.

Blogging helped writing become a platform used for internalization, dialogue, and extension of writing skills beyond the academic needs of the student. The positive development of the students' level of confidence was also complemented by a shift in perspective through which the students were able to accept themselves as who they are as writers. According to Al-Hassan et al. (2025), having control over one's writing skills enables writers to express commitment and respect for their own worth. This has been made possible through audience interaction which complements the ideas presented by Bataineh et al. (2024) and Imran et al. (2025) who argued that blogging enhances self-expression and stylistic personal branding.

Electronic blogging extends language teaching beyond the language skills being taught in classrooms. Interactive engagement with the blog audiences, regular writing exercises, and writing for stress relief purposes allow for both expressive thought processes and adequate revisions (Fathi et al., 2019; Fathi & Rahimi, 2022; Fu & Wang, 2022). Therefore, electronic blogging is an encompassing and dynamic platform for transforming the art of teaching writing for the digital generation while also cultivating higher levels of linguistic, cognitive, and social advancement. This demands the abandonment of the prescriptive approach in teaching writing in favor of the process approach toward self-discovery. In general, these findings are in line with previous studies (Alsamadani, 2018; Aravind & Rajasekaran, 2021; Wang, 2019; Yan et al., 2020; Yanto et al., 2021) which suggested the application of digital technologies in teaching writing with the aim of cultivating the whole individual. Moreover, electronic blogging in the context of teaching becomes an extremely useful tool because it allows for self-expression. It transforms the writing process from a stressful activity into a pleasurable one. Blogging also enhances imagination, as it encourages students to become innovative thinkers.

V. CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS, AND FUTURE RESEARCH DIRECTIONS

This study demonstrates that the use of electronic blogging is an effective tool in learning that improves the writing capabilities of students in an environment that encourages self-expression without bounds. The students' confidence in expressing their ideas was also improved by spending time outside the school. Moreover, engagement with diverse audiences like school staff and fellow students, apart from blog visitors, was also an effective aspect that polished their work through motivating responses.

By providing students with the freedom to decide the topics for their blogs, levels of both emotional and cognitive engagement increased to the extent that writing became an act of personal meaning-making. This resulted in transforming students from passive participants into active creators who produced authentic work grounded in their own thoughts. Additionally, the same relaxed atmosphere helped the students develop structural coherence.

This research encourages the use of electronic blogging in writing courses to provide students with freedom of choice and to stimulate motivation. Tasks that promote the development of peer review play an important role in fostering a positive learning environment. Feedback should be more comprehensive than mere language correction. However, the study was limited by its sample, which consisted of forty-five students from private schools of northern Jordan. The use of semi-structured interviews also restricted the scope of the study. Sampling could be improved by incorporating a more diverse sample drawn from multiple educational levels within a mixed-methods research framework.

Other skills like critical reading ability and persuasive writing might also be studied both with and without blogging to assess the impact of other web technologies on their functionality. Analyzing the collaborative approach in contrast to the individualistic approach in blogging may also provide insight into the effect of collaborative social interaction on writing competence. How blogging helps in the enhancement of attributes like self-confidence, tenacity, and self-control might also provide insight.

To conclude, e-blogs in educational technology represent far more than mere technological innovations. In writing education, this instructional approach requires a shift away from outcome-based teaching methods toward creative practices that fully harness the potential of digital technology.

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