

# A Descriptive Study on the Effect of Blogs on Writing Skill Development Using Social Constructivism as a Theory

K. Perumal

School of Social Sciences and Languages, Vellore Institute of Technology, Chennai, India

Ajit. I\*

School of Social Sciences and Languages, Vellore Institute of Technology, Chennai, India

**Abstract**—Social media is currently playing an increasingly crucial role around the world. Pupils may become bored if the instructor employs typical teaching tools to help them strengthen their language abilities. A new teaching approach or set of materials should be introduced to them by the teacher. Learning is more enjoyable for pupils when we employ digital tools in the classroom. For decades, teachers and others have been developing technological aids to aid in the process of teaching and learning. It would increase the learners' enthusiasm to participate in the learning process by increasing their motivation. This study analyses the impact of blogs on the development of English as a second language (ESL). Instructors attempt to improve learners' writing abilities by way of focusing their opinions on blogs. In order to determine the outcome of the study, the researchers utilised a descriptive research design. The information was gathered through the use of a questionnaire. The questionnaire was constructed using a three-point Likert Scale. Fifty-four students were selected randomly from an Arts and Science College in Tindivanam, Tamil Nadu. Almost every single student took part with enthusiasm and provided necessary feedback on the blogs. The findings demonstrated that blogs are a very beneficial tool for improving students' writing abilities, particularly in the secondary school setting. In addition, the advantages and disadvantages of blogs are explored in this research article.

**Index Terms**—writing skills, blogs, teaching and learning, social constructivism, social media

## I. INTRODUCTION

Writing instruction, particularly in ESL classrooms, is fraught with difficulties because teachers frequently find students who are hesitant, if not downright opposed, to expressing themselves verbally in English. Writing is widely regarded as the most difficult English talent to master (Richards & Renandya, 2002). In today's world, technology plays an important role in almost every facet of life. A fair assessment of the state of the world now would be that technology is in absolute control of events. In such a scenario, it is impossible for English teachers to remain immune to the influences of technology. It is now a given dictum that computers and the internet are a part of our everyday lives and educational environments (Carrier, 1997; Warschauer & Healey, 1998; Zorko, 2009). As a result, it has become unavoidable to combine traditional methods and approaches with modern technologies. Incorporating technology into lesson preparations, on the other hand, boosts communication and passion between teachers and students throughout sessions (Ozkan, 2011). It is currently a common practice to use social media as a learning platform in a variety of school settings, including language instruction and learning. The value of social media in assisting language teaching and learning activities has been demonstrated in a rising number of research papers.

Blogs (sometimes known as "weblogs") are online platforms that function similarly to a journal or diary and are completely free to use, update, and personalize. Using a blog platform, which is a free online hosting service, a blogger or blog-user can write, modify and publish written outputs known as blog posts into the blogosphere (cyberspace blog community) (Campbell, 2003). Despite the fact that blogs are popular, they are not always brand fresh. Early blogs were distinguished by three primary characteristics: connections to other websites of interest, comments on the links, and interaction and connectivity with other blogs and websites of interest (Li & Chignell, 2010). Students in various sorts of academic institutions are benefiting from the use of Web 2.0 technology in classroom instruction to create a social constructivist environment for all students (Cochrane & Bateman, 2008). Weblogs are among the most popular Web 2.0 tools among language learners, and they are being used by individuals of all ages and from all walks of life. Blogging evolves into a two-way street where everyone is welcome to express themselves through remarks, appreciation and argument. This has the potential to be both beneficial and detrimental. Bloggers must be cautious about what they share and how the general public responds; once something is published online, it is difficult to control who shares, reads, posts on, re-posts, etc. It becomes a part of the public discourse, and the blogger's control of what

---

\* Corresponding Author

they've shared is frequently lost. Plagiarism might be considered a cultural issue among this generation, which takes pleasure in expressing themselves (Gross, 2011). Therefore, individuals who submit original content such as essays, photographs, graphics, or other media kinds risk being accused of plagiarism. Smith (2004) asserts the following: "All too frequently, our schools and universities place a high value on tradition at the expense of current knowledge, research and requirements. We continue to use an out-of-date educational model. Its effectiveness is severely restricted and it is past time to make a change" (p. 174).

## II. REVIEW OF LITERATURE

Social media is a digital technology that a vast majority of people utilize to connect and communicate with one another through their mobile devices. Most modern technology and social media platforms such as Twitter, Facebook, WhatsApp, Telegram, Instagram, blogs and other similar platforms have had an impact on language acquisition. This section contains reviews of a few important research studies on the development of writing skills and on the impact of social media on language development.

Fageeh (2011) investigated the use of a blog in an intermediate level English language learning college writing class and oral presentation traditions of writing education to see how it affected students' attitudes toward writing, as well as how it affected the establishment of positive attitudes toward writing. In order to explore the effects of blogging on writing proficiency and attitudes, the researcher employed a triangulated research methodology that included an experimental research method as well as a descriptive research design in order to collect information. The select students viewed Weblog as a tool for developing their English writing skills and attitudes toward writing, according to the findings. In addition, the students believed that blogging provides them with an opportunity and flexibility to express themselves in English, write for both a local and a global audience, participate in active, dynamic social exchanges on blogs, and maintain an engaged relationship with a real-time readership. Generally speaking, the students had expressed enthusiasm for the use of Weblogs. In light of these findings, weblogs can be used in college writing courses to give learning incentive, opportunities for authorship and reading, and to help students develop their writing skills.

Yunus et al. (2013) conducted a study to examine the factors that influence students' willingness to use blogs as a critical tool for improving their writing abilities while studying English as a second language. The purpose of the study was to investigate how blogs might be included as classroom activities in order to assist students in improving their writing abilities. While demonstrating certain unique characteristics, the blogs would also highlight the motivational benefit connected with them. While gathering the qualitative information necessary to achieve the study's purpose, a semi-structured interview strategy was used to collect necessary information. The findings of the study serve as a continual reminder that ESL teachers should re-orchestrate blogs that have been particularly specified in the curriculum in order for them to be more successful.

Suadah (2014) published an essay entitled *Enhancing EFL Learners' Writing Skills through Blogging* which sought to determine the benefits of blogging as well as the ways of incorporating this technology into the classroom to improve students' writing skills. Two different types of incentives were used: extrinsic and intrinsic motivation. Students studying EFL (English as a Foreign Language) should utilize blogs to improve their writing fluency and then submit their blogs for consideration. The researcher discovered that blogging provided various benefits to students, including motivating them to write in a productive manner, allowing them to use English more frequently, and maintaining their excitement.

According to MugeGunduz (2016), blogging can assist pupils in developing fascinating writing abilities as well as authentic creative thinking skills. Blogs have the potential to motivate students to develop their writing skills while also allowing them to connect freely with others.

Rodliyah (2016) investigated how social media, specifically Facebook, can be used to teach English as a second language through the use of e-dialogue journal writing that was published in a Facebook private group to teach English as a second language. Through the use of the content of the students' journals and their reactions in this closed group, the nature of the students' journals, patterns of interaction, and responses to e-journaling through Facebook were all analyzed. The findings revealed that the set of sample students benefited from this exercise and noticed an improvement in their writing, notably in vocabulary and grammar.

Yoncazkan (2017) did an exploratory case study to determine whether or not writing blogs has an impact on the writing talents of high school pupils. The findings indicate that using a blog to help students improve their English writing skills is a good idea. Also discovered was that blogging increased students' interest in writing and motivated them to write on their own. This research also implies that writing blogs can be beneficial to English learners, language instructors, material developers and curriculum designers as well as providing suggestions for further research in the field of English.

Aliyev and Ismayilova (2017) conducted research to investigate the efficacy of using movies and new information technologies to boost students' writing skills in English classroom. Two films were screened for the students to evaluate their writing talents. With the help of those movies and internet technologies, students' writing talents, motivation, ideas for better writing, and inventions were found to be improved.

Mabuan (2018) conducted a study to find out what students thought about using blogs to better their English writing talents and to get their thoughts on the advantages of utilizing blogs as a virtual writing platform. The information was gathered from 58 first-year university students through blogs and questionnaires written by them. In the study, it was discovered that the students considered blogging to be a feasible medium for improving their English writing skills, despite technological limitations. It provides them a sort of freedom to express themselves which enhances or develops their writing skills and helps them to interact with and communicate with their classmates online, among other benefits of using technology.

Fithriani et al. (2019) did a qualitative case study to determine whether Facebook, Indonesia's most popular social media platform, can be a useful learning tool for EFL university students enrolled in advanced writing courses at the university level. The findings indicate that incorporating Facebook into a writing course helps students gain confidence in using English as a communication tool, participate more actively in classroom discussions and enhance their English language skills, particularly in writing. According to the findings of this study, the Facebook may be used as a secondary learning aid in higher education classrooms because it has a good impact on students' study habits and capabilities.

### III. RESEARCH OBJECTIVES

The following are the study's aims.

1. To determine the effect of blogs on the development of ESL learners' writing skills.
2. To direct students' attention to the importance of blogs in honing their writing skills.

### IV. RESEARCH QUESTIONS

The following are the research questions that were used in this study.

1. What effect do blogs have on the development of writing skills?
2. What are ESL learners' perspectives in using blogs to improve their writing skills?
3. Will blogs assist ESL students in developing their writing skills?

### V. SIGNIFICANCE OF THE STUDY

According to the researchers, the study will demonstrate the benefits of using blogs in the teaching and development of writing skills. For the most part, people believe that blogs are a highly convenient communication tool for students to stay up-to-date on current events and to keep their general knowledge current in their classroom and social environment. The ability to speak with others is made possible through this technology. Students can express themselves and share their opinions, information, ideas, feelings and emotions through blogs. It instills a sense of excitement about taking part in such a group activity. Blogs provide excellent possibilities for students to communicate with their peers as well as with their teachers. Blogs allow people to communicate freely with one another, and they are particularly effective at improving the writing abilities of ESL learners.

### VI. BACKGROUND OF THE STUDY

Following the principles of social constructivism, which was developed by the Russian psychologist Lev Vygotsky as a theory of social learning, individuals are active participants in the development of their knowledge (Schreiber & Valle, 2013). Learning, according to Vygotsky, takes place primarily in social and cultural contexts, rather than solely within an individual (Schreiber & Valle, 2013). Social constructivism is concerned with dyads and small groups of people (Johnson & Bradbury, 2015). According to social constructivism, effective teaching and learning are dependent primarily on interpersonal contact and interaction, with a particular emphasis on the students' perception of the problem (Prawat, 1992). The natural flow of speech is used by teachers to develop and encourage conversation in the classroom, as is the case with students who learn primarily through interactions with their peers, teachers and parents (Powell & Kalina, 2009).

A significant influence on the subject of education, as well as a significant amount of research on writers and writing, has come from the theory of social constructivism. Social constructivist theory is closely tied to the theoretical framework developed by Lev Vygotsky in his book 'Mind in Society', which asserts that social interaction and cultural surroundings play a crucial role in the development of learners' cognition and understanding. "Every function in the child's cultural development, according to him, emerges twice: first on the social level and then on the individual level; initially between individuals (inter-psychologically) and then within the kid (intra-psychological). This holds true for voluntary attention, logical memory, and the creation of concepts, all of which are interconnected. Each and every one of the higher functions has its roots in genuine relationships between individuals" (qtd. in Vens 16). They assert that the social constructivist theory encourages learners to use language in a variety of situations such as expression, explanation, bargaining and compromise with peers. Baker and Ismail believe this to be true (Squires 15). Collaborative writing with peers can be applied to these situations in order to improve writing skills. Take, for example, the various stages that

students go through during the writing process, such as the activities that the teacher uses to encourage the learner through discussion and brainstorming.

## VII. ANALYSIS

### A. Methodology

The descriptive approach was used as the research design for this study. Descriptive research is a written description of an item's current status under study at the time of the research's completion, which is referred to as descriptive data. It is a technique that is based on observation and is used to assess the current situation. The purpose of this study was to determine whether or not students' ability to improve their language competency in writing skills is affected by their use of blogs. The researcher, on the other hand, conducted this study in order to find out what the students who use blogs think about the development of their writing abilities.

### B. Sample and Size

There were a total of 54 participants from the second year of B.A English and Commerce streams. This research was conducted with the help of students from BWDA Arts and Science College, Mailam (Tindivanam). A simple random sample technique was used in choosing the students for this study. In order to achieve the research's objectives, the researchers developed a set of questions that were used to collect data through a Google form in order to assess students' ideas, opinions and perspectives on using blogs to develop writing skills. They were given 15 items to answer in a questionnaire.

### C. Research Design and Procedure

Before introducing the activities, the researchers provided a brief overview of the study's purpose to the participants. It was then explained to them that they needed to download and install an application for blogs on their smartphones or Android phones. Following that, the researchers formed a Telegram group and explained all the participants how to use the programme to improve writing skills. The researchers distributed new titles to the participants concerning the writing of new stories and the development of paragraph writing skills. According to social constructivist theory, the participants were allowed to actively participate in their own learning experience, which encourages social and individual interaction among all the members of the society, including children. Social constructivism, as defined by Vygotsky (1986), is the belief that all learning occurs as a result of social interaction and that meaning is socially constructed through speech and interaction with other individuals. Individual development, according to Richardson, is obtained through social interactions in which cultural implications are exchanged by society and eventually absorbed by the individuals (1997). After the discussion, the researchers instructed the participants to post their thoughts using new words on their blogs. The students were asked to narrate stories, essays, phrases and other expressions in the blog, which was maintained by the researchers. During the research practice session, the only requirement was that the blog included information about what they had looked for, discussed and discovered. It was required of the students that they shared their blogs with the rest of the group. They could read the blogs of other students and leave comments on their own blogs. Finally, they were asked to complete a questionnaire created by the researchers in order to gain a better understanding of their perspectives on the use of blogs in the development of writing skills.

## VIII. RESULTS AND DISCUSSIONS

To improve our language abilities, we must take advantage of the various learning resources that are now available. Because of the limited amount of knowledge we have in class throughout the day, learning from a single source or relying solely on what we learn in class will severely impair our learning process. Young children, on the other hand, have mastered the art of using a variety of media as learning tools. In this section, the main findings of the students' opinions on blogs are discussed in order to help them improve their writing skills. The mean score value was also calculated from the responses of the students.

The purpose of this study is to look into the impact of blogs on people's writing abilities in English. Many young people prefer to use blogs as a social networking platform because of the numerous exciting features that it provides. In order to accommodate the large number of people who are interested in this, social media and academics have created a variety of accounts that are extremely useful for learning English, particularly when it comes to improving writing skills.

The participants were instructed to complete a questionnaire created by the researchers in order to have their opinions and perspectives analyzed. The study concentrated on the use of blogs to improve writing abilities. The participants in this study were second-year students at BWDA Arts and Science College who were learning English as a second language. There have been 54 students who have taken part. To gather the information, the researchers used a custom-built questionnaire. All of the students took part with a great deal of zeal and enthusiasm. A total of 54 students responded to the questionnaire. The questionnaire had a three-point Likert Scale with responses such as "Agree," "Neutral," and "Disagree." The qualitative data revealed that the majority of the students expressed (see Table1) positive thoughts (responses) when they used blogs in their learning activities, which were consistent with the quantitative data (writing activity).

The students were given an overview of blogs by the researchers during the presentation. Following a brief introduction to blogs, the students were tasked with researching the websites of blogs as well as different types of blogs. The learner blog, the class blog and the tutor blog are all examples of different types of blogs. The students were instructed to determine what types of blogs were most frequently posted on the blogs. They gained an understanding of blogs and how to write for them as a result of this. Following that, a passage was read aloud to the students and instructed to look for new words and determine their meanings. They were able to comprehend the meaning of the words and the passage as a whole. They might be able to pick up some new vocabulary. Once they had finished with this activity, they were asked to write new summaries on topics that had been provided by the researchers. The students began to post their writings on blogs. They took part with a lot of enthusiasm, and their writing abilities improved as a result. They were able to create new sentence structures and use proper punctuation in their sentences as a result of the training. When they posted comments on blogs that contained grammatical errors, other students were quick to point out and correct their mistakes. Because of the blogs, their ability to collaborate with one another got improved. They were free to write anything they wanted on their blogs, and there were no rules or restrictions.

TABLE 1  
STUDENTS' OPINION OF BLOGS ON THE DEVELOPMENT OF WRITING SKILLS

S.No.	Uses of Blogs	Agree	Neutral	Disagree
1	Blogs make the students curious to enhance writing skills	48	2	4
2	Blogs comfortable to post content and acquire new knowledge	39	10	5
3	Blogs give more enthusiasm rather than other tools in learning	43	5	6
4	Blogs are a very useful tool to develop writing skills	49	3	2
5	Blogs encourage conversation among students	41	8	5
6	Blogs enable learning of new words when communicating with others	35	12	7
7	Blogs have helped me to learn new vocabulary	37	9	8
8	My writing skills improved better through blogs than through the traditional method	42	7	5
9	Blogs assist in sharing our ideas, opinions, knowledge and feelings with others	46	5	3
10	Blogs help to learn new ways of constructing sentences	33	13	8
11	Blogs instigate group activity in learning writing skills	45	5	4
12	It helps to make friendship via blogs	40	8	6
13	Blogs have more advantages than through any other tool	44	6	4
14	Blogs help to develop grammar, vocabulary and punctuation	34	7	13
15	Blogs help me to rectify my mistakes	29	14	11

The above table indicates the participant responses about the uses of blogs on developing writing skills.

#### A. Findings

The following result, which had been collected through the questionnaire from the students, showed the opinion of blogs on the development of writing skills. All the students participated very enthusiastically and they gave their opinion on developing writing skills. Based on the result the researchers found that blogs were a very useful tool to develop writing skills. The learning style was found to be increased and the students' creative thinking and writing skills were also found to be developed when they posted their comments on blogs. They could improve their vocabulary. It was an excellent opportunity for them to develop writing skills.

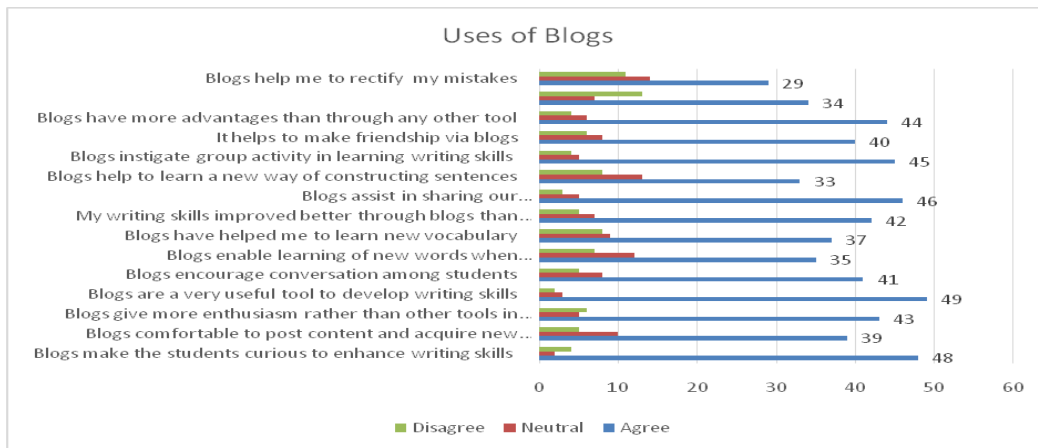


Figure. 1 Opinion on Blogs on the Development of Writing Skills

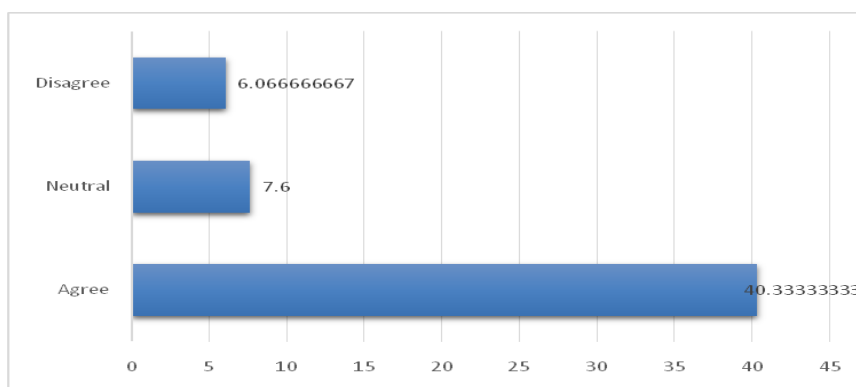


Figure 2 Averages of Students' Responses

The Figure 2 shows the opinion of the students on blogs on developing their writing skills and the Figure 2 reveals that the majority of the students had given positive responses. The mean score of Agree was 40.33. The mean score of Neutral was 7.62 and the mean score of Disagree was 6.06.

This quantitative data revealed that most of the students have given positive responses after using blogs in their writing activities.

As shown in Table 1 in the questionnaire, Item #4, 49 out of 54 students stated that "Blogs are a very useful tool to develop writing skills." It disclosed the fact that when the students communicated with their peers they were motivated to write content on blogs and they could rectify their mistakes.

In Item # 1, 48 out of 54 students stated that "Blogs make the students curious to enhance writing skills" because while posting their comments on blogs they had the immense pleasure to use blogs.

In Item #7, 37 out of 54 students thought that "Blogs have helped me to learn new vocabulary" as they wrote stories on a blog they could use new words to construct a sentence to write innovatively. Also, when the peers posted their comments or stories in new words, other students also could learn new vocabulary.

In Item #10, 8 out of 54 students disagreed that "Blogs help to learn new ways of constructing sentences" because they had very low proficiency in their knowledge of grammar. They felt it difficult to construct new sentences without grammar mistakes and at the same time 13 out of 54 students had neutral decision because some students were unable to construct new sentences because they had not overcome difficulties in forming sentences. They were slow learners to form new kinds of sentences in their writing skills.

In Item #15, 14 out of 54 students thought that "Blogs help to rectify my mistakes". The students made some mistakes in their writing activities but some of them helped to rectify the mistakes each other.

In Item #2, 39 out of 54 students pointed out that "Blogs are a more comfortable tool to post content and acquire more knowledge". They used some social media tools to improve their writing skills. Most of the students were less satisfied with other tools. When the instructor introduced blogs to the students they actively participated in the learning activity and enjoyed it. They felt that it could be a more comfortable tool than any other social media.

In Item# 3, 43 out of 54 reported that "Blogs give more enthusiasm rather than any other tool in learning". Most of the students agreed that they were allowed to write their opinion, feelings, and emotions on blogs which increased their interest. Some other students evinced, however, less interest to participate in their writing tasks.

In Item #5, 41 out of 54 students stated that "Blogs encourages conversations among students". They could learn collaboratively because when the instructor gave a topic related to making conversations on blogs, they made good use of it for the given topic. From these activities, the students developed creative writing skills.

In Item #6, 35 out of 54 students believed that "Blogs could help them learn new words while communicating with others". They could learn new words and construct new ways of writing sentences as part of their learning task.

In Item #8, 42 out of 54 students pointed out that "My writing skills improved better through blogs than through the traditional method" because the traditional method took longer period of time following many techniques and approaches and also involving technology in teaching. When the instructor introduced blogs to the students, they found it easy to develop writing skills. They were encouraged to participate in group activities on blogs.

In Item #9, 43 out of 54 students mentioned that "Blogs assist in sharing our ideas, opinions, knowledge and feelings with others". Most of the students expressed great opinions because they were motivated to participate in blogs to develop their writing skills. They could post their comments on what they thought without any restriction so that they were satisfied with their group activity.

In Item #11, 45 out of 54 students stated that "The blogs instigate group activity in learning writing skills". They create eagerness in the students as they could post their comments.

In Item # 14, 13 out of 54 students disagreed that "Blogs help to develop grammar, vocabulary and punctuation". Most probably the students found that it was difficult to develop their grammar and vocabulary knowledge because they could not remember everything. They made some mistakes in punctuation in their writing and they tended to forget things very often.

### B. Advantages of Blogs

From this study, the advantages are listed as follows:

- The students' motivation created
- Their writing skills improved
- The students' collaborative learning improved
- They could learn new vocabulary
- Their creative thinking improved

### C. Disadvantages of Blogs

From the study, the following disadvantages are listed:

- Students spent a lot of time posting their comments on blogs
- They felt bored sometimes
- The student – teacher interaction was very less

## IX. CONCLUSION

The use of the internet in language learning is quickly expanding and this is opening up new and exciting opportunities for ESL classes. A weblog is one of these inventions that, according to a slew of research conducted throughout the world, it has proven to be an incredibly effective instrument for boosting the writing abilities of language learners. A class blog experiment was developed in order to determine the viability of incorporating blogs into ESL writing classrooms. The learners' attitudes on this new learning experience were afterwards examined as part of the current study. It is possible to deduce from the study's findings that blogs can be effective in developing learners' English writing skills, provided that the unfavorable conditions identified by the participants are addressed and remedied. They were in favour of the method of implementing blogging in the classroom alongside the traditional classroom instruction is one recommendation in this regard.

The findings of the study revealed that the majority of the selected students were encouraged to continue with their writing activities and that they were extremely satisfied with the use of blogs. They gained new vocabulary and saw an improvement in their ability to write creatively. Blogs can be beneficial to those students in that they encouraged them to participate actively and constructively. Writing skills can be developed through blogs, according to the findings of the study. The student is free to participate despite his or her reluctance without any restrictions. He / She can gain new types of knowledge and improve their language skills when they work together in a collaborative environment. The student is able to be more independent while also working more collaboratively with his / her peers, thanks to the blog. Even though it has some positive aspects, it also has some negative aspects which are mentioned as above. It has been found that through blog posts and observation, blogging experience can improve the writing skills of students, particularly in terms of grammar, vocabulary and punctuation, and that this is true for all students.

## REFERENCES

- [1] Akdağ, E., &Özkan, Y. (2017). Enhancing writing skills of EFL learners through blogging. *The Reading Matrix: An International Online Journal*, 17(2), 79-95.
- [2] Aliyev, A. (2017). Improving English Writing Skills of Non-Native Undergraduate Learners with The Help Of Movies Supported By Online Technologies. *Journal of Education in Black Sea Region*, 2(2). doi:10.31578/jeb.v2i2.38
- [3] Apriani, L., &Melati, M. (2018). Enhancing students writing skill through blogging. *Edu-Ling: Journal of English Education and Linguistics*, 1(2), 10. <https://doi.org/10.32663/edu-ling.v1i2.451>

- [4] Aravind, B. R., & Rajasekaran, V. (2021). Exploring Dysphasia Learners' Vocabulary Acquisition through the Cognitive Theory of Multimedia Learning: An Experimental Study. *International Journal of Emerging Technologies in Learning (IJET)*, 16(12), pp. 263-275. <http://dx.doi.org/10.3991/ijet.v16i12.22173>
- [5] Campbell, A. P. (2003). Weblogs for use with ESL classes. *The Internet TESL Journal*, 9(2).
- [6] Carrier, M. (1997). ELT online: the rise of the Internet. *ELT Journal*, 51(3), 279-309.
- [7] E. Raghul, B.R. Aravind, K. Rajesh. (2021). Difficulties Faced by Special Education Teachers during COVID-19 Pandemic. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(2): 1245-1251. <https://doi.org/10.9756/INT-JECSE/V13I2.211172>
- [8] Fageeh, A. I. (2011). EFL learners' use of blogging for developing writing skills and enhancing attitudes towards English learning: An exploratory study. *Journal of Language and Literature*, 2(1), 31-48.
- [9] Fithriani, R., Dewi, U., Daulay, S. H., Salmiah, M., & Fransiska, W. (2019). Using facebook in EFL writing class: Its effectiveness from students' perspective. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v3i19.4892>
- [10] Geethanadani, K., & Rajkumar, S. (2021). Comic Relief and Young Learners - How Exposure to Plays Will Influence their Intellect? *International Journal of Early Childhood Special Education*, 13(2), 1238-1244. <https://doi.org/10.9756/int-jecse/v13i2.211171>
- [11] Gross, E. (2011). Clashing values: Contemporary views about cheating and plagiarism compared to traditional beliefs and practices. *Education*, 132(2): 435-440
- [12] Gunduz, M. (2016). Developing Writing Skills Via Blogs. *The Eurasia Proceedings of Educational & Social Sciences (EPESS)*, 5. P 244-246
- [13] *Social Constructivism - an overview | ScienceDirect Topics*. (n.d.). Retrieved March 27, 2022, from <https://www.sciencedirect.com/topics/psychology/social-constructivism>
- [14] Li, J., & Chignell, M. (2010). Birds of a feather: How personality influences blog writing and reading. *International Journal of Human Computer Studies*, 68(9), 589-602.
- [15] Mabuan, R. A. (2018). Using blogs in teaching tertiary ESL writing. *English Review: Journal of English Education*, 6(2), 1. <https://doi.org/10.25134/erjee.v6i2.1238>
- [16] Ozkan, Y. (2011). Blogging in a teaching skills course for pre-service teachers of English as a second language. *Australasian Journal of Educational Technology*, 27(4).
- [17] Perumal, K., & I, A. (2022). An Exploratory Study on the Difficulties Faced by First-Generation Learners in Writing Skills. *Journal of Higher Education Theory and Practice*, 22(1). <https://doi.org/10.33423/jhetp.v22i1.4972>
- [18] Perumal, K., & Ajit, I. (2020). Enhancing Writing Skills: A Review. *Psychology and Education Journal*, 57(9), 2229-2236.
- [19] Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- [20] Rodliyah, R. S. (2016). Using a Facebook closed group to improve EFL students' writing. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 27(1), 82. <https://doi.org/10.15639/teflinjournal.v27i1/82-100>
- [21] Shana, Z. A., & Abulibdeh, E. S. (2015). Engaging students through blogs: using blogs to boost a course experience. *International Journal of Emerging Technologies in Learning (IJET)*, 10(1), 30. <https://doi.org/10.3991/ijet.v10i1.4240>
- [22] Smith, P. (2004). *The quite crisis: How higher education is failing America*. Bolton, MA: Anker Publishing.
- [23] Suadah, L. (2014). *Enhancing EFL Learners' Writing Skills Through Blogging*. *Englisia Journal*, 2(1), 20. doi:10.22373/ej.v2i1.135
- [24] Vygotsky, L. S. (1986). *Language and thought*. Cambridge, Mass.: MIT Press.
- [25] Warschauer, M. and Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(02), 57-71.
- [26] Yunus, M. M., Tuan, J. L. K., & Salehi, H. (2013). *Using blogs to promote writing skill in ESL classroom*. arXiv preprint arXiv:1305.6358.
- [27] Zorko, V. (2009). Factors affecting the way students collaborate in a wiki for English language learning. *Australasian Journal of Educational Technology*, 25(5). <https://doi.org/10.14742/ajet.1113>

**K. Perumal** is pursuing his PhD in English Language Teaching at the School of Social Sciences and Languages in VIT Chennai, India. He obtained his UG and PG degrees from Thiru. A. Govindasamy Arts College, Tindivanam and Arignar Anna Government Arts College, Villupuram respectively. Later, he taught English at St. Mary's Matriculation Higher Secondary School in Kelambakkam. His research interest includes writing skills, teaching and learning.

Email: k.perumavalavan5592@gmail.com

ORCID: 0000-0002-2360-2763.

Scopus ID: 57458963100

**I. Ajit** is an Assistant Professor Senior at the School of Social Sciences and Languages in VIT Chennai, India. He obtained his Doctorate from Bharathiar University, Coimbatore, India. His research interest includes ELT and ESP. At VIT-Chennai, six have obtained their doctoral degrees under his guidance and supervision and three scholars are pursuing their research studies at present. He has published 13 research articles in Scopus indexed journals. He is an active member of professional bodies like ELTAI, ELTIF, IATEFL and NELTA.

Email-Id: ajit.i@vit.ac.in

Scopus ID: 57189575468