

The Benefits of Using Written and Oral Blogs to Improve 4th Grade EFL Students' Fluency and Accuracy, Cultural Competence, and with Motivation in Iraqi Schools

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Abstract

Instructional technologies provides the educational system with unlimited various tools and options that enabled learners and teachers in the process of language development. The blog as one of the modern tools of the instructional technologies is defined as an online instant publishing that enables learners constantly put words, thoughts, assignments, and ideas for discussion. By clicking on the 'inter' bottom, weblog inputs published directly by the browser into Internet. However, this study aims at investigating the effectiveness of using the audio-textual blog on improving learners' writing and grammatical accuracy, fluency, the socio-cultural competence, and motivation. The researcher randomly selected a sample of 40 out of 86 female students to be the participants of the study at the beginning of the first-half of semester one 2019/2020. The experiment lasted for eight weeks, it was the actual period of data collecting. To achieve the purpose of the study, the researcher selected Al-Whehda Preparatory School for Girls. The researcher used SPSS Software to measure differences (if found) in the mean scores of both groups on the pre and posttests. Results revealed that the experimental group students' writing performance developed better than the control group. Additionally, the findings revealed that the experimental group students' socio-cultural competence was developed over eight weeks of using blog technology. Finally, the experimental group students declared that they motivated after using blogging better than using the conventional method.

Keywords: Blog, Writing and Grammatical Accuracy, Oral Fluency, Literacy Skills, the Socio-Cultural Competence, and Motivation.

1. Introduction

Instructional technologies improved to be one of the essential tools that provided the educational system with unlimited number of choices that helped learners and teachers in the process of language improvement (Al-Abdali, 2016). In the same vein, Elttayef (2016) highlighted the importance of educational technologies in EFL classes. He stated that "With the rapid development of technology, foreign language classes are in need for adopting and utilizing different kinds of technology. In other words, technology should be brought into our classes as effective tools for second language learning and acquisition" (p.39). Furthermore, Taha (2019) indicated that "after the invention of internet and the World Wide Web, the vision and focus of education technology have shifted to expand communication and increase access to resources. Therefore, recent technologies represent a significant change in the teacher's role in the instructional process" (p.1). By the same token, Bataineh and Al-Abdali, (2015) argued that "Technology has changed the teachers' and learners' roles, teaching changed from "teacher-centered into student-centered" (: P. 243). Similarly, technology can involve learners in "authentic language learning experience" (Bataineh and Al-Abdali, 2014 P. 160).

The role of technology in schools cannot be ignored. Actually, with the development of technology in education, “it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable” (Raja and Nagasubramani, 2018, p. S33). Similarly, Al-Abdali (2017) states that “over the past few years, new different types of methods-technology based had brought into FL classes by many teachers depending on results of a number of researchers that emphasizing the important and the necessity of using technology in classrooms” (p.273). According to Abbas and Elttayef (2019) “implementing technology in education is vital to develop EFL learners’ communicative language” (p.11). Researchers (Al-Abdali and Al-Temimi, 2018; Martindale & Wiley, 2005; Bataineh and Al-Abdali (2014); Poling, 2005; Al-Abdali, 2016; Sun, 2009; Elttayef, 2019; Al-abdali, 2014; and Taha 2019) emphasized on the role played by the educational technology in enhancing and supporting teaching and learning of English as a foreign and second language.

Blogs useful and innovated features (spacing, bold, copy, paste, italics, underline, and online publishing) enabled learners to develop their writing performance. By using the blog, learners can publish work and share discussions to reach satisfying answers. Blogs (text, audio, and video) have become one of the well-received online applications in recent years. A good definition of the blog made by Martindale & Wiley (2005); Poling (2005), and Sun, (2009) who defined it as personal online journals publishing that allows users publish an audience messages via the Internet.

The blog is a site of online publishing by the internet for discussion in a reverse chronological order (Blood, 2000; 2005; Kajder and Bull, 2004). For Mutum and Wang (2010) blogs technology allow users to comment directly and leave messages. Blogs assisted language learning (BALL) experience helped students to support the belief that learning writing skills using blogs help learners to write excellently in English (Lin, Groom, and Lin, 2013).

According to Kupelian (2001) electronic tools composing process and strengthens learners' writing activity. In the same vein, Bella (2005) asserts that the blog is an online website which allows learners to publish instantly. More obviously, De Almeida and Soars(2008) assert because of its public and interactive aspects, blogs might be used for educational purposes, i.e., “students’ interests and class content. When students realize that they put their work on the weblog for readers in the real world, they are motivated to write” (Leibowitz, 1999, p.12). According to Ward (2004), blogs can be regarded as an active effective tool to learn a language. More clearly, Sun (2009) considers weblogs as a dynamic forum that encourages language practice and enhance the development of learning strategies, authorship, and learning motivation.

More clearly, advanced communications technologies are widely regarded as a potential tool to enhance teaching and learning writing skill (Hyland, 2003). Additionally, Hewett (2000) emphasized on the positive roles of blogs played of grammar fluency and proficiency improvement. As a fact, students’ motivation and interest in writing and reading are increased, and “the autonomy and independence of learners is promoted with the employment of blogging in the context of learners has been confirmed by recent studies” (Pinkman, 2005; Zhang, 2009, p.52).

According to Kennedy (2003), the blog is a potential tool to develop learners' writing and literacy skills. Similarly, joining technology and education inside the classroom and outside the school walls is one cause of using blog technology. Because blogs are both individualistic and collaborative, they are capable of providing an arena to encourage self-expression, creativity, and community building. They can be used in different academic contexts and settings for practicing reading and writing because of their multidisciplinary format (Huffaker, 2005).

Likewise, Pinkman (2005) emphasizes that blogs a tool for developing writing skills and to provide a practicing environment that enables students to think, reflect, and create language slowly with their peers. It is time to say that blogs do not need learners to be skilled users of blogs technology, it needs a little knowledge such as adding, copy, cut and paste, insert images and audios, etc. Blogs have huge important tools for second language teaching and learning. Surely, language skills affected directly using technology is writing like blogs oral and written. Feedback is not available all time. While in blogs method, comments and feedbacks would be possible when learners share each other's writing. Students can also chat about their writing errors committed while writing. Therefore, this technology can be regarded as a crucial tool, especially in non-English speaking countries.

According to Richardson (2006) blogging benefits including increased motivation, intuitive and associational thinking sense of community, a combination of solitary and social interaction, and confidence. Blogs allow learners to share their personal thoughts and ideas and help them to interact with people around the world doing the same. This activity of practicing writing will improve and enhance their writing competence. Like others, Cassell (2002) states that online writing led to the practice of different language skills and contributes to students learning. A blog is a good tool of practicing technology to develop writing inside or outside the classroom. He also adds that blogs innovated features enable bloggers to make an authentic world by connecting them in one group.

Similarly, Chastain (1988) who believes that by the technology development, and with the help of blogs, teachers can think of incorporating blogs into the classroom to easily make the accessibility of teaching materials possible even outside the classroom. Blogs give students the opportunity to practice authentic self-expression with writing. What is important to mention here, blogs reduce barriers of writing and learners feel free and relax when writing and speaking to others in pedagogical chat? Blogs provided a wide range of opportunities for students' socio-cultural competence and motivation. Learners have chances to gain knowledge of the language skills and monitor their learning progress. They can get instant feedback about what they wrote or spoke.

2. Problem of the Study

Developing writing and grammatical accuracy is not an easy task and still one of the challenges that face learners and instructors. The researcher thinks that it may not receive more attention like other skills. In spite of all the teaching methods and approaches of teaching writing skills, the Arab students still face difficulties in the writing process. What is more, after more than 12 years of study, learners still could not identify sounds and letters of speech. They also could not write correct letters and sentences. Students' spelling is still very bad. Less exposure to authentic materials via various tools of technology reduces students' opportunities and chances to develop their skills. They suffer from traditional ways of learning and teaching which do not offer them motivational environments. Having a good background in the target language helps learners to learn that language faster than insufficient knowledge in the foreign culture. Accordingly, this study tried to use the tools of the blog technology to develop learners' and grammar accuracy, oral fluency, writing competence, the socio-cultural competence, and motivation using voice and textual blogs as one of the most innovated tools of technology.

3. Rationale of the Study

Students' lack of practicing technology in classrooms reduces their chances to study at comfort atmospheres and to get rid of teachers' face-to-face stress. As a result, the researcher tried to bring life into classrooms by using the blog technology to give learners an opportunity to develop writing skills to express their thoughts and ideas freely.

4. Questions of the Study

1. Are there any statistically significant differences between the mean scores of the experimental group who taught using the Ball-based method and the control group who taught using the conventional method?
2. Does use blog have an effect on improving the experimental group learners' writing and grammatical accuracy, oral fluency?
3. Does use blog have an effect on improving the experimental group learners' socio-cultural competence?
4. Does use blog have an effect on the experimental group learners' motivation?

5. Hypothesis of the Study

H01: There are no any statistically significant differences between the mean scores of the experimental group who taught using the Ball-based method and the control group who taught using conventional methods at $p \leq 0.05$.

H02: The blog has no effect on improving the experimental group learners' writing and grammatical accuracy, oral fluency at $p \leq 0.05$.

H05: The blog has no effect on improving the experimental group learners' socio-cultural competence.

H06: The blog has no effect on the experimental group learners' motivation.

6. Operational Definitions

1. **The Blog:** Is an online personal journal or diary. It is a place to express you to the world. A place to share your thoughts, ideas, work, and passions.

2. The Writing and Grammatical Accuracy: Writing is the process of using symbols such as letters of the alphabet, punctuation, and spaces to convey thoughts and ideas in a readable form. Grammatical accuracy is a set of group word which combined together to give meaningful utterances.

3. The Oral Fluency: Is a measurement process of how well and how easily you can communicate your ideas clearly and accurately in speech.

4. The Socio-Cultural Competence: Means learners understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. Culture means relating to a particular society and its ideas, customs and art.

5. Motivation: Motivation is an inertial process that makes a person move toward a goal. It likes intelligence, it cannot be directly observed, instead, it can only be inferred by noting a persons' behavior.

6. Methodology

6.1. Participants

The study sample consisted of 40 out of 86 as the populations of the study at Al-Wehda Preparatory School for Girls during the first semester of the academic year 2019/2020. Students' ages were 16 to 17 years old. The sample were distributed by the researcher into: Experimental and control groups. Experimental group consisted of 20 students. Whereas 20 students involved as a control group. Both groups were native speakers of Arabic.

7. The tools of the Study

Three instruments were used to answer the study questions and to achieve the purpose of the study and also to measure students' actual level before starting. The same tests were also applied at the end of the experiment to see the development in the students' level (if found) after conducting the experiment. Accordingly, the researcher utilized, designed and developed these instruments with the help of many experts and specialists in curricula and instructions, Teaching of English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), Computer Assisted Language Learning (CALL), and instructional technologies. It was validated by a team of American and British professors.

7.1. An Achievement Test

The test designed according to textbook used by the teachers. The textbook investigates partially learners' grammatical accuracy, oral fluency, reading and listening competencies, the socio-cultural aspects, and motivation.

7.2. Socio-Cultural Test

This test consisted of questions related to the foreign cultures that tested learners' socio-cultural knowledge.

7.3. A Questionnaire

A questionnaire consisted of 10 items used in this study to measure learners' motivation using blogging.

8. Procedures

Data were collected from October, 1 (2019) to December, 1 (2019). The study followed an experimental design and the two groups of students were selected by the researcher to be a sample of the study. The two groups divided into an experimental and a control group. Twenty participants were the number of each group. Al-Wehda Preparatory School for Girls was purposefully selected because it has enough number of students and for other logistic purposes. Both groups were involved in a pre-test before starting the experiment to measure their level in writing, speaking, reading, listening, and socio-cultural competencies. Eight weeks later, the same test with the same conditions applied as a posttest. T-test used to show differences between the two groups after conducting the experiment. The test was designed from the textbook which was loaded with language skills exercises and cultural content. For corrective feedback, the researcher wrote comments on the incorrect usage of lexical items and grammatical structures on students' entries. The entries were then returned to the students. After receiving the researcher's feedback, students made error corrections by editing the entries on their blogs. Students were asked to read and make comments on each other's blogs. In addition to personal blogs, the researcher set up a class blog to open an exchange space where students shared and negotiated their understanding of intercultural issues through responses with comments. Students read topic-specific readings, participated in cultural activities (e.g., film, play, excursions) and conducted interviews with experts. For example, one of the topics addressed taboos, traditions, food, sport, and values in Britain and American. All interviews were recorded using a digital audio or video recorder. Students then uploaded the recorded interviews to the class blog for viewing. Finally, students review the recordings frequently during the period of the experiment. Thought

voice blogging, learners tackled many topics related to foreign cultures, at the same time, they develop their fluency.

9. Study Variables

1. Study independent variable included:

(a) the four language skills teaching, the socio-cultural aspects, and motivation using voice and text blogging.

(b) the four language skills teaching, the socio-cultural aspects, and motivation rationally.

2. Study dependent variables were the scores of the experimental and control groups on the language skills, the socio-cultural aspects, and motivation.

10. Review of Related Literature

Lin, Groom, and Lin, (2013) explored the practices of student writers using a blog-assisted language learning (BALL) methodology. The findings suggested that students' writing are developed using BALL.

Istifci (2011) investigated the opinions of foreign learners towards using the blog in education. Findings revealed that the idea of using weblogs in education is a motivating, enjoyable and encouraging way for learners. In addition, Hoseini (2014) explored whether using weblog is effective on EFL learners' descriptive paragraph. By using paired Sample T-test, results showed that using blog was more effective than the traditional method of teaching writing on the descriptive paragraph of the learners.

Taki and Fardafshari (2012) investigated the effect of weblog-based collaborative learning on EFL learners' writing skill and motivation. The findings revealed that the blogging integrated collaborative learning instruction was more effective than regular language one. Blogs as a tool of language learning provide a platform for learners to use the language actively. Finally, learners were motivated to use language and build their autonomy in learning process. Like others, Aydin (2014) introduced blogs and a theoretical framework for the use of blogs within the borders of the constructivist approach. The findings revealed blog was an effective and useful tool to develop writing ability.

Lee's study (2012), explored learners' cultural competence using blog, he found that blog tasks afford opportunities to reflect on cultural issues and cultural exchanges with native informants. Regarding cultural competence, Elola and Oskoz(2008) examined how cultural competence is enhanced among students who used blogs as a mediating tool during a semester and found that blog interaction enhances experimental groups' cultural competence.

The findings of Sun's study (2009) showed that using blogs as a platform for language learners' speaking skills, noted that blogging develops skills conceptualization, brainstorming, articulation, monitoring, evaluating, self-presentation and information exchange skills. Finally, according to, Awada and Ghaith (2014) examined the effectiveness of the blog educational tool in improving the writing proficiency and on increasing their levels of motivation writing. Results indicated that the blog proved the credibility of the study assumptions.

11. Findings of the Study

According to the results of the study, no differences in both groups levels before starting the experiment (See Table 1). According to this table, the texperimental group stidents' scores were (18.34) in comparison with the scores of the control group (17.56). Thus, no significant difference were found in both groups' results. This means that both groups were equivalent before conducting the study.

Table 1: Means and Standard Deviation of the Experimental and Control Groups on the Pretest

GROUP	N.	Mean	Std. Deviation	T	Df	Sig.
Experimental	20	18.34	10.37	0.22	25	0.66
Control	20	17.56	10.52			

Table 2, shows the posttest results. The experimental group scores (42.28) were higher than the control group (19.67). This means that the experimental group achieved more than the control group on the socio-cultural test. As a results, voice and text blogging has an impact of on the experimental group to develop their language skills and socio-cultural competencies. Accordingly, the hypothesis that assumes "There are

no any statistically significant differences between the mean scores of the group taught using the Ball-based method and the group taught using conventional methods at $p. \leq 0.05$." was rejected.

Table 2: Means and Standard Deviation of the Experimental and Control Groups on the Pre- and Post-tests

Test	Group	N	Mean	Std. Deviation	T	Df	Sig.
Pre-test	Experimental	20	18.34	10.37	0.22	25	0.66
	Control	20	17.56	10.52			
Post-test	Experimental	20	42.28	12.43	3.32	23	0.00
	Control	20	19.67	12.21			

Table 3 shows pre-post results. According to table 3, no differences were found in the on pre-posttests of experimental group students' scores on writing and grammatical accuracy, oral fluency, reading and listening competencies, and socio-cultural aspects. Besides, there were no difference found on the pre-posttests of control groups' scores. As a results, experimental group, who practiced using voice and text blogging, improved regarding their writing and grammatical accuracy, oral fluency, reading and listening strategies, and the socio-cultural competencies. Accordingly, blogs had an effect on experimental group students' writing and grammatical accuracy, oral fluency, reading and listening, and the socio-cultural competencies. As a conclusion, voice and text blogging has a positive effect on students' achievement of the writing and grammatical accuracy, oral fluency, reading and listening, and the socio-cultural competencies. Accordingly, the hypotheses which assume that " the blog has no effect on improving both groups learners' writing and grammatical accuracy, oral fluency, reading and listening competencies at $p. \leq 0.05$ " was not confirmed.

Table 3: Pre- and-Posttest Results of Both Groups in the Achievement and the Socio-cultural Competence Tests

The Achievement and the Socio-cultural Competence Tests	Test	Experimental group					Control group				
		Mean	Std. Deviation	T	Df	Sig.	Mean	Std. Deviation	T	df	Sig.
Writing and Grammatical accuracy	Pre	5.93	2.03	-5.55	12	0.00	5.58	1.99	-4.67	9	0.24
	Post	11.74	2.11				6.31	1.12			
Oral fluency	Pre	4.82	1.44	-4.34	12	0.00	4.50	1.24	-4.45	9	0.56
	Post	10.89	1.54				5.05	1.15			
Socio-Cultural Aspects includes: (social, taboos, values, prosodic, borders of the self, pragmatic, speech monitoring abilities, discourse function, and degrees of formality)	Pre	4.34	1.53	-5.23	12	0.00	4.28	1.42	-5.09	9	0.54
	Post	10.25	1.72				4.78	1.09			
Reading and Listening Strategies	Pre	3.23	1.25	-6.33	12	0.00	3.20	1.19	-5.12	9	0.66
	Post	9.40	1.13				3.50	1.01			
Average score	Pre	18.34	4.22	-6.16	12	0.00	17.56	3.88	-5.45	9	0.67
	Post	42.28	6.84				19.67	4.23			

A questionnaire developed by the researcher and used to achieve the purpose of the current study (see Appendix A). The questionnaire examined the students' opinions of using voice and text blogging as a tool

for improving learners' writing and grammatical accuracy, oral fluency, reading and listening, and the socio-cultural competencies. A four-point Likert Scale format used in the questionnaire and data analyzed using descriptive statistics in the form of frequency analysis and percentages.

Table (4): The Results of the Questionnaire Answered by the Experimental Students

Items	Means	SD
1. I control my own learning via Blogging. It helped me to improve my grammatical and writing accuracy. I became able to write coherent structured sentences with correct tenses. Now I am able to make a subject-verb agreement.	4.88	1.32
2. Blogging is regarded as an ideal authentic tool for acquiring foreign cultures. My knowledge of using speech monitoring abilities, discourse function, and degrees of formality as pragmatic aspects were improved.	4.96	1.20
3. Voice blogging makes me more fluent than before. My intonation and pronunciation are improved.	5.0	1.12
4. Using blogging motivated me a lot. I do not care to the time when I write and speak using blogging.	4.79	1.1
5. I learned new reading and listening strategies using blogging.	4.99	1.09
6. Blogging enabled me to record my voice and listen to it anytime to develop my listening comprehension.	4.82	.99
7. By voice and text blogging, I was able to understand, generate and analyze the socio-cultural and pragmatic issues.	4.89	1.21
8. I enjoyed and felt comfortable and free sharing my ideas, thoughts, do my homework, and interacting with my peers and native speaker partners, and classmates via blogging.	4.82	1.12
9. Using voice and text blogging helped me understand the learning material. It allowed me more creativity in designing class projects and online assignments.	5.0	1.23
10. The use of voice and text blogging helped my learning in the class;it is served as a learning aid.	5.0	.98

A high percentage of the students (90%) chose “Strongly agree” and “Agree” for (Q1) using the blog as a tool to develop writing and grammatical accuracy of English language.(Q2)The second item was about the use of blogging as an ideal authentic tool for acquiring foreign culture, 80%strongly agreed on the item that they acquired English community culture via voice blogging.(Q3)90% agreed that voice blogging made them more fluent than before.(Q4)70% strongly agreed that using blogging motivated them a lot and they do not care to time using blogging to write and speak.(Q5) 80% strongly agree that using blogging made them learn new reading and listening strategies.(Q6) 90% agreed that their listening comprehension was developed using records using blogging. (Q7)85% agreed that blogging helped them to understand, generate and analyze the socio-cultural and pragmatic issues.(Q8) 80% strongly agree that they felt comfortable and free sharing my ideas, thoughts, do my homework, and interacting with my peers and native speaker partners, and classmates via blogging.(Q9)85% strongly agreed that voice and text blogging helped them understand the learning material. It allowed them more creativity in designing class projects and online assignments.(Q10)90% strongly agreed that the use of voice and text blogging helped their learning in the class; it is served as a learning aid.

12. Discussions and Conclusion

After analyzing the mean scores of the experimental groups' posttest results, it revealed that the experimental students' writing and grammatical accuracy, oral fluency, reading and listening, and the socio-cultural competencies were improved compared to their results on the pretest. Blogging was found to be more effective and helpful than the conventional method. The findings are similar to those of Lee's (2012).

Online oral and written discussions have many benefits for learners in developing their foreign language. Blogging has an effect on students' coherence and cohesion. They had chances to write many paragraphs to improve sentences tense sequences and subject-verb agreement. In addition, students' writing skill has improved using blogging, whereas, the control group has a fixed rules of writing restricted exercise

without using any kind of technology that motivate them and improve their learning. The results areas those adopted by Taki and Fardafshari (2012) who investigated the effect of weblog-based collaborative learning on learners' writing skill and motivation.

The experimental group had a chance of more exposure to language and writing input and materials. They found the opportunity of practicing many samples of sentence structures and paragraphs than the control group. They were able to access lots of interactive exercises and to choose based on their own needs. Therefore, because the experimental group had more chances to receive the necessary materials, there were significant differences between the experimental and control groups in the post-test results. The positive effect of blogging on students' writing was demonstrated in their writing in the form of improved sentence length, sentence structure, and creativity in writing.

According to the findings of this study, blogs reduced barriers and fear of writing and learners felt more confident and free to write when the other members could read and give feedbacks on the blog. Writing with blogs is enjoyable, encouraging and provided an opportunity and a chance to learn the language on their own and to supervise their learning progress. More obviously, using blogs in EFL classrooms motivated learners to be active members doing their homework. This result is the same as the study of Istifci (2011).

13. Conclusion

Blogs voice and written online discussion as learning and teaching tool can be regarded as a vital tool for learners' learning and writing. By creating a new interactive opportunity with peers via blogging, students are more confident to express their ideas spontaneously without fear and shyness and far off face-to-face stress. Blogging is useful in the way that the students writing assignment is shaped by using an interactive process and they will be motivated to improve their writing skills. Blogging offers an innovative learning environment that gives the students a chance to have active participation in the learning community. Students can practice different language skills in a real learning environment and overcome their writing barriers. With regard to learners' opinions using blog to develop their socio-cultural competence, they emphasized on the role of online blogging in developing their socio-cultural aspects because online blogging offers them with all needed opportunities to interact successfully with the users of English. More importantly, it regarded as an authentic medium to convey knowledge to learners and help them internalize what they have acquired from the native communities.

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Appendix A

The Questionnaire Ten Items Used in this Study to Measure Learners' Motivation of Using Voice-Text Blog

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I control my own learning via Blogging. It helped me to improve my grammatical and writing accuracy. I became able to write coherent structured sentences with correct tenses. Now, I am able to make a subject-verb agreement.					
2. Blogging is regarded as an ideal authentic tool for acquiring foreign cultures. My knowledge of using speech monitoring abilities, discourse function, and degrees of formality as pragmatic aspects were improved.					
3. Voice blogging makes me more fluent than before. My intonation and pronunciation are improved.					
4. Using blogging motivated me a lot. I do not care to the time when I write and speak using blogging.					
5. I learned new strategies of reading and listening using blogging.					
6. Blogging enabled me to record my voice and listen to it anytime to develop my listening comprehension.					
7. By voice and text blogging, I was able to understand, generate and analyze cross-cultural and pragmatic issues.					
8. I enjoyed and felt comfortable and free sharing my ideas, thoughts, do my homework, and interacting with my peers and native speaker partners, and classmates via blogging.					
9. Using voice and text blogging helped me understand the learning material. It allowed me more creativity in designing class projects and online assignments.					
10. The use of voice and text blogging helped my learning in the class; it is served as a learning aid.					

*Strongly Agree= 5scores

*Agree = 4 scores

*Natural= 3 scores

*Disagree=2 scores

*Strongly disagree= 1 scores.