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Exploring the Impact of Peer Feedback-Based Blogging on EFL Learners' Academic Writing Performance

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Abstract

Using peer feedback-based blogs is one of the novel approaches in foreign language classes. The purpose of this research is to reveal the effect of peer feedback-based blogging on the academic writing abilities of preservice English as a Foreign Language (EFL) teachers. The study also intends to uncover the benefits and challenges of blogs in EFL writing and to reveal the pre-service EFL teachers' attitudes towards peer feedback-based blogging. The main question of this study is: Does peer feedback-based blogging significantly affect pre-service EFL teachers' writing performance? The study combines quantitative and qualitative research designs using a mixed-methods methodology. A quasi-experimental approach (pre-tests, post-tests) was used for the research's quantitative part, involving a within-group time series design where the individuals took part in a single treatment. Additionally, the researcher had one-to-one interviews with the participants as well as using questionnaires to reveal their attitudes towards peer-feedback-based blogging. The findings demonstrated that peer feedback-based blogging has a significant effect on pre-service EFL teachers' overall writing achievement and the sub-skills of their writing performance. Additionally, according to the findings, participants expressed favourable views on blog writing as it improves creativity, self-confidence, social interaction, motivation, and academic achievement. The study recommends that peer feedback-based blogs can enable students with a well-designed platform for self-expression, collaboration, and interaction.

Keywords: Academic writing, impact of peer feedback, peer feedback-based blogging, pre-service EFL teachers.

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Introduction

The phrase "digital native" has recently been coined to describe young individuals who continually integrate technology into all facets of their existence. Prensky (2001a; 2001b) came up with the term to describe the younger generations who appear fluent in digital technology. The education system has undergone drastic changes due to the rapid advancement of technology. Education has evolved from the traditional classroom to a new digital setting where computers support learning (Richardson & Swan, 2003), particularly in light of the COVID-19 pandemic that emerged in 2020. In the twenty-first century, this development has made it imperative to use technological instruments for teaching.

The use of technological tools has also become compulsory in foreign language teaching. Teaching writing, which is considered as a difficult talent to acquire, requires the use of digital technology. Hyland (2008) stated, "In this increasingly dominated world of Electronic Information and Communication Technologies (ICT), it is not surprising that writing teachers often face demands to integrate these technologies into their classrooms" (p. 144).

Using blogs is one of the novel approaches in foreign language classes. Blogs, which are considered free and fundamental Web 2.0 tools, enable students to publish their ideas online and discuss them with others (Bloch, 2007). Additionally, blogs not only support constructivist learning techniques (Gresham et al., 2012) but also develop students' digital literacy, making them more skilled in the digital realm. Additionally, studies reveal that blogs encourage many students to write proficiently in foreign languages (Rodzvilla, 2002; Stiler & Philleo, 2003; Liaw et al., 2008).

Blog writing in language learning signifies a tool to aid students in exploring and assimilating new concepts, connecting the familiar and the unknown, considering possibilities, and explaining them to others (McLeod, 2001; cited in Lowe, 2004, p. 152). Therefore, blogs allow students to increase their knowledge, pursue personal goals and interests, and interact with peers in a virtual learning atmosphere (Huffaker, 2004).

Theoretical framework

The word "blog" comes from the phrase "weblog," which was formed by fusing the terms "web," which means the online environment, and "log," which describes the practice of preserving records in chronological order. They have existed since Wikipedia's initial definition of them as electronic journals in 1997, and afterward, these journals were moved to a site that is a subdomain of Google called "blogspot.com" (Kamberi, 2015). The ease with which bloggers may readily produce, change, and often update their content is made possible by blogs' free nature and simple, user-friendly interfaces. According to Kress (2003), blogs are engaging and rich because of their multidimensional interface, which consists of a textual component accompanied by colors, photos, audio files, and video files, as well as external linkages.

In terms of language instruction, there are three main types of blogs: the "Tutor Blog", the "Learner Blog", and the "Class Blog" (Campbell, 2003). As for the first type, according to De Almeide Soares (2008), the tutor blog is like a private library that contains books for referencing, leisure-time learning activities, and extra tasks that can help learners learn and satisfy their requirements. The second type, learner blogs, serve as reflection papers for students to express their thoughts, feelings, or views on a specific subject. It gives students a platform to express themselves and have a sense of ownership through their homepage (Campbell, 2003). The final category of blogs is a class blog. According to their interests, the instructor and students upload

comments, images, audio files, links, or other materials connected to the online classroom discussion. Therefore, it is a facilitator for project-based language instruction by providing an online meeting venue for overseas students of the same language (Campbell, 2003). All three of these blogs have the potential to improve students' critical thinking abilities, provide learners with role models for good writing, influence learners' writing quality, foster meaningful learning for learners, and offer writing goals for learners (Zhang, 2009).

The use of blogging in education offers a variety of uses and advantages such as promoting enhanced student interaction (Liang & Bonk, 2009; Shin & Son 2007; Yang & Chang, 2012); providing a platform for supporting cooperative learning (Wang & Fang, 2005); increasing motivation (Frye et al., 2010; Montero-Fleta & Pérez-Sabater (2010); improving writing performances (Avellaneda, 2016; Arslan &Şahin-Kızıl, 2010; Fageeh, 2011; Jones, 2006; Roth, 2007; Sun, 2010; Vurdien, 2013); improving vocabulary and grammatical proficiency (Fellner & Apple, 2006; Rahmany, et al., 2013); improving content and organization in writing (Arslan, & Şahin-Kızıl 2010; Cequena, & Salle, 2013; Simsek, 2009); promoting a feeling of community (Zhang, 2010); and boosting learners' self-reliance by fostering critical thinking (Oravec, 2002). According to a study conducted by Sun (2010), blogging has a significant impact on the writing skills of pupils during writing tasks. Sun (2010) claims blogging may boost students' autonomy and foster favorable views toward writing in a foreign language. Another study by Montero-Fleta and Pérez-Sabater (2010) investigated how blogging affects students' motivation and writing abilities in Spain. The participants set up e-blog accounts and had a collaboration to facilitate easy communication. Each participant posted their tasks and commented on the entries of the others. They created a virtual learning environment by responding to and writing comments.

In his one-group experimental investigation, Kitchakarn (2012) investigated whether there were any substantial variations between the students' capacity to write a summary before and after using blogs. Thirty-three first-year students at Bangkok University comprise the study group for the investigation. During the four-week study, the students posted six summaries of writing exercises on blogs. A summary writing test used both before, and after the experiment, and a survey on students' views on blogging was utilized to gather data. The students' post-test scores were significantly higher than their pre-test scores, according to the research findings. Participants were generally supportive of using blogs in the classroom. In his study, Farooq et al. (2015) investigated the impact of blogging on writing abilities within the context of an English course. Undergraduate students who posted their work to blogs received statistically significantly higher scores on all posttests for writing stories, articles, and paragraphs than on the pretests. The results showed that blogs are effective in writing in a foreign language. In their research with 91 secondary school students in Greece, Michailidis et al. (2019) investigated the impact of the blog-supported course on motivation. Following data analysis, the findings demonstrated that blog-based interactions improved students' study habits and motivation.

There have been an increasing number of studies in the last decade to examine the value of blogs in the Turkish educational system (Akdağ & Ozkan, 2017; Aydan, 2014; Aydın-Koyuncu, 2021; Bilki & Irgin, 2023; Cellat 2019; Çiftçi, 2009; Dehneliler, 2013; Gunduz, 2016; İşçi, 2020; Kavandı, 2012: Kazancı, 2012; Koç & Koç, 2016; Koçoğlu, 2009; Ozdemir, 2015; Ozkan, 2011; Sekmez, 2017; Şahin-Kızıl & Arslan, 2012; Tekinarslan, 2008; Üzer, 2016). Kazancı (2012) performed a six-week study with 30 participants at a state university to determine the effect of blogging on students' EFL writing skills. Both the control and the intervention group wrote three essays, including drafts. The study findings demonstrated that blogging aided students in their

writing proficiency. Additionally, it can be concluded that blogging can be used as a technique to increase motivation by providing constructive feedback.

Another study conducted by Üzer (2016) aimed to enhance students' writing skills using weblogs. The study was conducted at Antalya International University with twenty-one B1-level students. Throughout the five-week intervention, participants in the experimental group received integrated teaching techniques for blogging, while those in the control group received conventional EFL writing instruction. The results of the participant poll revealed that the respondents had favorable views on blogging, and nearly all students thought that blogging was a helpful practice for writing in a foreign language. Akdağ and Ozkan (2017) conducted a small-scale exploratory study to see whether blogging influences high school students' writing abilities. Throughout the procedure, the participants were required to publish two blog entries per week, and the procedure was meticulously examined through teacher observation and one-on-one interviews with the participants. After the treatment, the findings showed that the students had produced more complex sentences, and their later blog entries had a wider range of vocabulary. The researcher also noticed that the students' blog experience impacted their vocabulary skills development in their written texts. However, students discussed both the positive and negative elements of blogging.

İşçi (2020) examined how blogging affected participants' writing abilities in EFL writing courses. The findings revealed that the intervention group participants performed better than the control group participants and that the intervention enhanced participants' language accuracy, organizational abilities, and cooperation. Bilki and İrgin (2023) investigated L2 learners' perceptions of the learners' blogs for the online peer review procedure in the academic writing course. The findings demonstrate that, from the viewpoint of L2 writers, incorporating blogging into the writing process is a fruitful strategy to create a larger writing community and foster an effective peer review culture in online writing. Additionally, it has been an effective strategy for expanding the participation of L2 writers, which has raised public knowledge of writing.

Al-Maharmah & Al-Saudi (2023) examined the impact of blogs on Jordanian Eighth-grade achievement in English. The study was a quasi-experimental research (pretest-posttest design). The findings demonstrated that blogs affected the participants' reading comprehension skills and their writing competence. Alhaj & Albahiri (2022) intended to reveal the perceptions of female translation students toward the impact of weblog technology on improving written translation performance. The study shows that female students have a positive attitude toward applying weblogs in translation classes. Additionally, weblogs significantly influenced the participants' written translation performance. Alenezi (2021) examined Saudi EFL students' attitudes towards learning writing by using blogging in their writing activities. The results show that participants positively agreed that using class blogs has been a beneficial approach in EFL writing classes. According to their views, using class blogs enabled them to build a collaborative and interactive platform in which they could share their experiences with their peers.

Muslem et al. (2024) investiagted the effect of online multimodal feedback-based weblogs on developing the students' writing performance and the perspectives of the students toward using this teaching model. The study was a quasi-experimental research design. The experimental group was taught writing with online multimodal feedback-based weblogs, and the control group was trained with the conventional method. The research findings demonstrated that participants positively responded to the use of this teaching model, and online feedback-based weblogs significantly affected their writing skills. Joudi (2024) investigated the perceptions of EFL lebanese secondary teachers in terms of the comparison between online class blogging and

traditional methods. It was an exploratory mixed-methods design research. The results indicated that participants affirmed that online blogging is a fundamental part to the teaching process in EFL classes as it enhances collaboration, engagement, critical thinking skills. However, the results also revealed some barriers such as limited access of technology, and resistance to the new technology.

As described above, reviewing the relevant literature reveals that students' writing improves in several ways when blogging is a teaching tool. The quantity of studies on the subject, however, is small and far from becoming a deciding factor in the Turkish setting. Several studies have not shown any positive effects of blog posting on learning foreign languages (Cheng, 2012). Therefore, although blogging has growing attention in EFL writing classrooms as an educational tool (Pinkman, 2005; Song & Chan, 2008), blogging combined with peer feedback in language classrooms has to be further studied to gather more conclusive data regarding its influence on EFL writing in language learning. Additionally, there isn't much experimental research in the literature on how blogging through peer feedback affects the growth of EFL teacher candidates' writing skills in the Turkish environment. Consequently, the purpose of this research is to reveal whether blog-assisted peer feedback affects the writing abilities of pre-service EFL teachers at a state university. The study also intends to uncover the advantages and disadvantages of blogs in EFL writing, and the pre-service EFL instructors' attitudes regarding using blogging-mediated peer feedback to improve their writing abilities. The study addresses the following research questions:

Research questions

1) Does peer feedback-based blogging significantly affect pre-service EFL teachers' overall writing performance?
2) Does peer feedback-based blogging significantly affect pre-service EFL teachers' achievement in sub-skills of writing?
3) What are pre-service English language teachers' opinions about peer feedback-based blogging to enhance their writing abilities?
4) What are the benefits and challenges of peer feedback-based blogging for enhancing writing abilities?

Methodology

Research design

The ethics committee of Tokat Gaziosmanpaşa University's Social and Humanities Research granted authorization for this study in a judgment dated 25.04.2023 and designated as decision number 07.36. The study combines quantitative and qualitative research designs using a mixed-methods methodology. Dörnyei (2007) defines a mixed-methods research design as the analysis of both qualitative and quantitative data in a single study. The study involves a quasi-experimental approach (pre-test, post-test). For the research's quantitative part, it involves a within-group time series design where individuals took part in a single treatment, but no control group. To give the intervention a more profound significance by incorporating student viewpoints, the qualitative component of the study was conducted after the quantitative component (Creswell, 2012). To reveal the participants' attitudes towards the use of blogs to improve their writing skills, as well as using questionnaires, the researcher had one-to-one interviews with the participants to compile data on pre-service EFL teachers' perspectives towards blogging at the end of the process.

Participants

The current study involved 21 first-year students taking the course "Academic Writing Skills II" from the Department of ELT at a state university in the spring term of the academic year 2022-2023. The group's average age ranged from 18 to 22. 11 (52%) participants in the study were females, while 10 (48 %) participants were males. The experimental group was the researcher's teaching class. Convenience sampling was used as it "involves choosing the nearest individuals to serve as respondents" (Cohen & Manion, 1994). The goal and scope of the research were thoroughly presented to students to address ethical concerns.

Data collection instruments

In this research, pre- and post-writing performance tasks (argumentative essays), and an attitude questionnaire about blogging were collected as quantitative data collection instruments. Additionally, the qualitative data gathering tool was semi-structured interviews.

Writing performance task

An argumentative essay with 750–1000 words on a predetermined topic was requested of the participants in the experimental group as part of a pre-writing test. Two experienced English as a foreign language (EFL) writing teachers evaluated the participants' written work using a focused analytical scale that included five writing components and four mastery levels to determine if there was a difference in the experimental group's writing performance. The outcomes were contrasted and averaged.

Inter-rater reliability was established for achieving consistent results. An Intraclass Coefficient Test was developed to assess the consistency between two raters. The inter-rater reliability coefficient was measured to be .918 for the pre-test and .988 for the post-test. The scoring rubric included five writing-related criteria: vocabulary, focus, elaboration, structure, and convention. Focus means paying close attention to the writing assignment; content means including relevant data; organization means being generally well-organized; convention means grammar and spelling; and vocabulary means using proper words.

Attitude questionnaire

The student attitude survey developed by Aljumah (2012) was another tool used to gather information about how pre-service English language instructors felt about using blogs to develop their writing abilities. The questionnaire included forty-six items to collect participant perceptions toward blogs as a tool for writing instruction. The scale included a 5-point Likert-style range from 1 (totally disagree) to 5 (totally agree). The instrument was condensed to 21 items, validated by two experienced EFL instructors, and piloted with a class of 15 students to determine its reliability and validity. Cronbach's alpha was measured as .815.

Semi-structured interview

To complement the quantitative findings, semi-structured interviews were conducted with ten volunteers to discover their perceptions about blogging in writing. The interview involved three open-ended questions. The first question focused on whether using blogs affected their writing skills or not; if so, it focused on how it affected their writing skills. The second question focused on the advantages of using blogs in academic writing. The final query concerned the disadvantages and challenges of blogging for academic writing skills.

Procedure

This implementation was carried out in the academic writing course, which aims to improve students' language abilities and enable them to express themselves through coherent paragraphs and essays. The Academic Writing Skills course is a compulsory course offered over two semesters. The first semester is devoted to the teaching of paragraph types, and the second semester provides students with essay writing training. In the second semester of the study, after training in all kinds of essays, a writing assignment was assigned to the participants as a pre-test and post-test to see if blogging improves students' writing performance.

Table 1. *The procedure of the study*

Sessions	Procedure
1st Week (Intro)	Writing assignment task (as a pre-test) Info about blogging (how to create and use a learner blog) Creating a learner blog
2nd Week	The setting of themes for blogs, Entries on blogs Peer Feedback on their friends' blogs
3rd Week	Setting of themes for blogs, Entries on blogs Peer Feedback on their friends' blogs
4th Week	Setting of themes for blogs, Entries on blogs Peer Feedback on their friends' blogs
5th Week	Setting of themes for blogs, Entries on blogs Peer Feedback on their friends' blogs
6th Week	Setting of themes for blogs, Entries on blogs Peer Feedback on their friends' blogs
7th Week	Setting of themes for blogs, Entries on blogs Peer Feedback on their friends' blogs
8th Week	Writing assignment task (as a post-test) Attitude questionnaire (to reveal their views towards blogging in writing) Interviews (open-ended questions)

The study included 8 sessions (involving one hour for each session) over 8 weeks. In the first week, the researcher informed students about the goal of the project and the term "blogging". Then, the researcher informed participants about how to create and use a learner blog before the treatment. In the following sessions, the teacher assigned students to create blogs on the WordPress platform to generate an article-type writing on their blog every week and to leave comments on their friends' blogs. After the training sessions, the same argumentative essay (on the same topic in the same length as the pre-test) was utilized as a post-test to measure whether the treatment affected the results of the experimental group during the final week. Additionally, an attitude questionnaire and an interview were conducted to get their opinions on using blogs to enhance their writing abilities.

Data analysis

For the quantitative analysis, an independent samples t-test was used to examine the results of the experimental group. Descriptive statistics were also applied to analyze the results of the attitude questionnaire after the training to reveal their views on blog writing. Furthermore, quantitative data were supported with qualitative data to promote the reliability of the study. After gathering quantitative data, content analysis was used to examine the interview data.

Results

Findings of quantitative data

The first research question was to determine whether peer feedback-based blogging significantly improved the overall writing abilities of pre-service EFL teachers. A paired-sample t-test was conducted to analyze the pre-test and post-test scores of the experimental group in terms of overall writing performance.

Table 2. *The overall scores of the experimental group*

	N	X̄	SD	t	df	p
pre-test scores	20	61.90	15.74100	-5.771	19	.000
post-test scores	20	75.20	13.32034			

Table two reveals a statistically significant difference between the pre-test ($\bar{X}$ =61.90, SD=15.74) and post-test ($\bar{X}$ =75.20, SD=13.32) scores of the experimental group in terms of the general writing skills of the participants (t (19) = -5.771, p< .005). It is evident that peer feedback-based blogging significantly affects pre-service EFL teachers' general writing abilities.

The second research question sought to determine whether peer feedback-based blogging significantly affected pre-service EFL instructors' performance in sub-skills of writing, such as focus, elaboration, vocabulary, organization, and convention. A paired-sample t-test was carried out to compare the mean scores of the pre-test and post-test of the experimental group regarding the sub-skills of writing.

Table 3. *The pre / post-test scores of the experimental group in sub-skills of writing*

		N	X̄	SD	t	df	p
Focus	pre-test	20	13.20	3.20	-3.327	19	.004
	post-test	20	15.00	3.64			
Content	pre-test	20	13.80	3.77	-4.067	19	.001
	post-test	20	16.00	3.67			
Organization	pre-test	20	12.20	4.39	-3.240	19	.004

	post-test	20	14.40	3.53			
Convention	pre-test	20	08.80	3.80	-8.326	19	.000
	post-test	20	13.30	3.06			
Vocabulary	pre-test	20	13.70	3.38	-3.454	19	.003
	post-test	20	15.50	3.03			

Table three revealed remarkable differences in the sub-skills of writing scores of the participants. The findings indicated that there were statistically significant differences between the pre-test and post-test scores of the experimental group in terms of the sub-skill of focus (t (19) = -3.327, p<.05); content (t (19) = -4067, p<.05); organization (t (19) = -3.240, p<.05); convention (t (19) = -8.326, p<.05) and vocabulary (t (19) = -3454, p<.05). It can be concluded that peer feedback-based blogging had a statistically significant effect on the sub-skills of writing performance of the participants.

In response to the third question, Table four demonstrated pre-service EFL teachers' attitudes towards peer feedback-based blogging on their writing skills with twenty-one items.

Table 4. *Attitude scores towards blog writing*

No	**Statements (Learner Blog)**	**1**	**2**	**3**
		N	M	STD
1	"I am glad that I have my own English blog".	20	4.25	1.16
2	"I think I have no difficulty in using my blog."	20	4.15	.988
3	"Writing on the weblog was enjoyable and interesting."	20	4.25	1.06
4	"It is fast and convenient to update information on the blogs."	20	4.55	.60
5	"I like posting many articles and photos or clips of films on the blog."	20	3.75	1.33
6	"I like to invite my classmates to read my blogs."	20	3.95	.99
7	"Reading the comments and entries of my peers on the blog helped me to learn and improve my writing."	20	4.20	1.05
8	"I like making comments on my classmates' posts."	20	3.10	1.55
9	"Responding to the comments received on my blog improves my writing."	20	3.90	1.48
10	"I like having classmates make comments on my posts."	20	3.50	1.50
11	"I don't have to worry about what my friends would think of my language when I blog in English."	20	3.80	1.32
12	"I like reading my classmates' written posts."	20	4.14	.72
13	"I feel uncomfortable about my peers' comments".	20	2.35	1.42
14	"I like having my instructor make written comments on my post."	20	4.15	1.13
15	"I feel that a blog is a useful tool for me to share ideas with others online."	20	4.15	1.18
16	"I can be more creative when writing on my blogs than on paper."	20	3.70	1.49
17	"I feel more confident with writing on my blog than on paper."	20	3.85	1.08
18	"In general, I feel that my English grammar has somewhat improved since I began blogging."	20	4.00	.79

19	"I can use the different word forms in English (i.e. tenses: eat, ate, eaten)."	20	4.55	.68
20	"I learned more new words when reading my friends' postings."	20	4.00	.94
21	"I always check my sentences before I post my writing on blogs."	20	4.25	1.25

As seen in Table three the findings revealed that the top-rank mean scores were collected from items four ($\bar{X}$ = 4.55, SD = .60) and nineteen ($\bar{X}$ = 4.55, SD = .68) in which participants agreed that blog writing was quick and easy to update information on the blogs and they also agreed that they could employ many English word forms. Additionally, the findings revealed that most respondents generally checked their sentences before they published their work on blogs ($\bar{X}$ = 4.25, SD = 1.25) and they were satisfied with having their own English blogs ($\bar{X}$ = 4.25, SD = 1.16). The participants also reported that writing on the weblog was enjoyable and interesting ($\bar{X}$ = 4.25, SD = 1.06). The participants also agreed that viewing their friends' comments on their blogs improved their writing skills ($\bar{X}$ = 4.20, SD = 1.05). However, they were unsure about enjoying leaving comments on their classmates' posts ($\bar{X}$ = 3.10, SD = 1.55).

Findings of Qualitative Data

Concerning the first open-ended question investigating the effects of blogs based on peer feedback on writing, almost all participants decided that using blogs in academic writing was a useful tool for them to exchange their ideas with their peers easily, and through this interaction, they could improve their academic writing abilities. Most participants claimed that receiving peer support made them more courageous and helped them recognize their mistakes, both of which improved their writing abilities. Some participants reported that,

"*Because of the feedback from my friends, I reviewed my article more than once before publishing, which decreased the likelihood that I would make a mistake and enhanced my writing abilities.*"

"*My use of blogs inspired me to consider my writing assignment carefully. This positively impacted my writing ability to a certain extent. This experience improved my writing ability through the usage of blogs since feedback from my teacher and peers allowed me to correct my errors.*"

Additionally, the participants noted that peer support was a successful method for encouraging one another throughout the process, which sparked a more beneficial learning atmosphere. Throughout the process, they reported that they appeared to become more creative, self-reliant, motivated, cooperative, and more comfortable writing on their blog than on paper. The following example could be an example of the general views of the participants:

"*Blogging has increased my self-confidence. I began to write more creatively as I could get feedback more quickly."*

"It was motivating for me to write in a different atmosphere rather than on paper. Seeing my friends' remarks on the blog motivated me a lot. Responding to these comments received on my blog improved my writing."

As a result, the first interview question revealed that the participants voiced many affirmative aspects concerning using peer feedback-based blogging in academic writing. It can be seen that they feel more confident and creative about their writing skills, and blog writing motivated them to use English in their spare time in a different atmosphere.

Regarding the second open-ended question concerning the benefits of peer feedback-based blogging, the qualitative data revealed that participants expressed positive feelings towards the advantages of peer feedback-based blogging. According to the findings, peer feedback-based

blogging improved their academic writing skills in terms of grammar and vocabulary as they practiced them a lot throughout the process. One of the participants reported that:
"*I can view my friends' pages and their assignments. Blog writing was beneficial to learn new grammar structures, and appropriate words by reading each other's articles*".
"I think it was beneficial. I expand my vocabulary by learning new words and I strive to use proper language before I post my writing on blogs."
"I read my friends' blogs to learn how to use appropriate words in a specific context. It was beneficial."

Apart from academic benefits, participants also indicated that peer feedback-based blogging improved their social interaction skills and their self-confidence in using English. Some participants reported that:
"*After my friends' positive comments on my article, I feel more confident. I feel like I know English very well*."
"*We could share our ideas with our friends on specific topics. I feel that a blog is a useful tool for me to share ideas with other*."

As a result, the participants' statements in the interviews showed that peer feedback-based blogging had academic, social, and motivational contributions to the participants. Regarding the third open-ended question concerning the challenges of peer feedback-based blogging, the findings revealed that the participants had difficulty in creating and using a website, felt nervous about their friends' comments, and had trouble finding appropriate words. Some participants reported that:
"*I had to check my words repeatedly before I published my work on my blog. I was having trouble finding the right words.*"
"*Initially, it was difficult to plan and organize a website, but then I found out that I could improve my keyboard skills. It is easier for me to write on a blog now."*
"I was uncomfortable with my friends' comments."
"I was having difficulty in spelling, grammar structures, and vocabulary. So, I had to check my assignment over and over again before I published it on my blog. It was time-consuming."

Discussion

The findings of the current study align with previous research that has revealed the effect of blog writing on the writing abilities of EFL learners (Akdağ & Özkan, 2017; Arslan & Şahin-Kızıl, 2010; Bilki & İrgin, 2023; Cequena & Salle, 2013; Farooq et al., 2015; Kazancı, 2012; Kitchakarn, 2012; Montero-Fleta & Pérez-Sabater, 2010; Sun, 2010; Üzer, 2016; Simsek, 2009; Zhang, 2010). The effect of blogging on writing skills was examined by Farooq et al. (2015) in the context of an English course. Undergraduate students scored statistically considerably higher on all posttests for writing tales, articles, and paragraphs than on the pretests when they submitted their work to blogs. Consequently, it has been found that blogs are helpful in writing in a second language. Kazancı (2012) studied the effects of blogging on participants' EFL writing skills over six weeks with 30 participants at a state university. The findings revealed that blogging helped people improve their writing performance. The findings also showed that blogging can help increase motivation by providing constructive feedback.

The study conducted by Arslan and Şahin-Kızıl (2010) investigated the impact of blog-centered writing training on students' writing performance through a quasi-experimental design. The study involved fifty intermediate English speakers at a university in Turkey. The experimental group (n=27) used blog software to integrate blogs into their writing processes whereas the control

group (n=23) got in-class process-oriented writing instruction. Based on the evaluations of the students' written work, the findings showed that blog-integrated writing teaching may have developed students' writing ability more than traditional in-class writing instruction in subskills of writing like content and organization, which align with the results of this study

The findings, that participants expressed favorable attitudes toward peer feedback-based blogging were consistent with previous research as it has a variety of advantages such as improving self-confidence (Oravec, 2002), social interaction (Liang & Bonk, 2009; Shin & Son 2007; Yang & Chang, 2012), motivation (Frye et al., 2010; Montero-Fleta & Pérez-Sabater, 2010), and academic achievement such as vocabulary and grammar proficiency in foreign language (Fellner & Apple, 2006; Rahmany, et al., 2013). Rahmany, et al. (2013) investigated the effects of using weblogs as a tool for vocabulary growth and grammatical accuracy among Iranian language learners. Five pieces on pre-specified topics were to be written by students, posted online to their weblogs, and given as homework. According to the findings, the quantity of words has increased noticeably.. Additionally, the findings revealed that the challenges, which were discomfort with comments, lack of vocabulary, and using a website, were in line with the results of the earlier studies (Aydın-Koyuncu, 2021). The research conducted by Aydın-Koyuncu (2021) concluded that the main obstacles for the participants were lack of vocabulary and organizing their work.

Muslem et al. (2024) investiagted the effect of online multimodal feedback-based weblogs on developing the students' writing performance and the pespectives of the students toward using this teaching model. The research findings demonstrated that participants positively responded to the use of this teaching model and online feedback-based weblogs significantly affected their writing skills. The results of the study align wtih the findings of this research.

Joudi (2024) also investigated the perceptions of EFL lebanese secondary teachers rconcerning the effect of online class blogging on writing compared to traditional methods. It was an exploratory mixed-method design research. The results indicated that participants affirmed that online blogging is a fundamental part of the teaching precess in EFL classes as it enhances collaboration, engagement, critical thinking skills as well as writing skills. However, the results also revealed some barriers such as limited access of technology, and resistance to the new technology which were similar challenges revealed by the current study.

Conclusion

The goal of this research is to examine the correlation between peer feedback-based blogging and the improvement of prospective EFL instructors' writing abilities. It also aims to shed light on their attitudes toward blogging and the merits and cons of blog writing for EFL writing. With both quantitative and qualitative data, the study used a mixed-methods research approach. The study included 8 sessions (involving one hour for each session) over 8 weeks. At the end of the research, the findings demonstrated that blog writing with peer feedback has a significant effect on prospective EFL teachers' overall writing achievement and the sub-skills of writing performance such as focus, content, vocabulary, convention, and organization. Additionally, according to the findings, participants expressed favorable views on peer feedback-based blogging as it improves creativity, self-confidence, social interaction, motivation, and academic achievement. Moreover, the findings revealed that discomfort with comments, lack of vocabulary, and using a website were the challenges of peer feedback-based blogging.

This study emphasizes the pedagogically significant implications. First, weblogs can be used by EFL instructors in their writing classes, as it is clear that students' writing achievement has been developed significantly through blog writing. The students, who are digital natives (Prensky, 2001), are likely to find the blog integration into writing sessions to be appealing and motivating. Therefore, Blogs can help teachers in their teaching process since they give students a platform for self-expression, collaboration, and interaction. The findings might be more beneficial for students if the syllabi are updated to incorporate the most recent trends and technologies in language education. Additionally, educators should be prepared to take responsibility for themselves and modify their teaching methods. The ELT programs in Turkey can include courses that include the most recent developments in pedagogy and technological trends. Additionally, current language teachers can be given in-service teacher training on the newest technologies and trends in education.

There are some restrictions on the present study. The small sample size of the research was one of its limitations. Future studies could enlist more volunteers from various departments and other fields to obtain more reliable and broadly applicable results. Another limitation was the duration of the treatment in the research. The study had only an eight-week (8-session) implementation period. Therefore, a longitudinal study could be conducted in further research.

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