

## Online Blogging Versus Conventional Methods: An Exploratory Study of EFL Lebanese Secondary School Teachers' Perceptions on Teaching Writing

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### Abstract

Blogging, an online bulletin that is characterized by asynchronous nature allowing the users to publish and share their writings without any time or space limitations, has been widely used as an alternative language learning technology in English as Foreign Language (EFL) settings. However, there are limited attempts to shed more lights on the EFL teachers' perceptions in secondary writing education in Lebanon. Therefore, this research aims to explore the perspectives of EFL Lebanese secondary teachers within public and private schools regarding the effectiveness of online classroom blogging compared to conventional (traditional) methods which are teacher-centered, focus on textbooks, and mostly employ the lecture method. It also aims to explore the constraints to its implementation in the Lebanese EFL educational context. A convenient sampling of 74 EFL secondary teachers, working at 30 public and private schools in more than 20 different regions across 6 governorates in Lebanon, participated in this exploratory mixed-method design research, during the academic year 2023-2024. To describe and quantify their perceptions, one online survey and two focus group discussions were administered. The overall analysis of the data indicated their mindset towards the effectiveness of the conventional methods and their tendency not to solely depend on these conventional methods due to an array of challenges and concerns. In order to meet the demands of the digital era, they promoted the employment of the digital tools due to their potent roles in enhancing collaboration, communication, engagement, personalized authentic learning, critical thinking skills, as well as writing skills. Although the majority specified that they are active users of educational online platforms, they reported various barriers, including: skepticism of their appropriateness in implementation, limited access to technology, and resistance from others to change. However, all insisted on the need of training.

**Key words:** online blogging, Lebanon, secondary EFL teachers, conventional writing

### المخلص

التدوين الإلكتروني، وهو النشر على الإنترنت، يتميز بطبيعته غير المتزامنة مما يسمح للمستخدمين بنشر ومشاركة كتاباتهم دون أية قيود زمنية أو مكانية. بالرغم من أنه تم استخدامه على نطاق واسع كتقنية بديلة في إعدادات اللغة الإنجليزية كلغة أجنبية، إلا أن هناك محاولات محدودة لتسليط الضوء على تصورات معلمي اللغة الإنجليزية كلغة أجنبية حول استخدام التدوين الإلكتروني في تعليم الكتابة في المرحلة الثانوية في لبنان. لذلك، يهدف هذا البحث إلى استكشاف وجهات نظر معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية اللبنانية الرسمية والخاصة في ما يتعلق بفعالية التدوين الإلكتروني للفصول الدراسية مقارنة بالطرق التقليدية التي تتمحور حول المعلم، وتركز على الكتب المدرسية، وتستخدم في الغالب طريقة المحاضرة. كما وأنه يهدف إلى معرفة القيود التي تحول دون اعتماد التدوين الإلكتروني في السياق التعليمي اللبناني للغة

الإنجليزية كلغة أجنبية. شارك في هذا البحث الاستكشافي عينة مناسبة تتألف من 74 معلمًا ثانويًا للغة الإنجليزية كلغة أجنبية، يعملون في 30 مدرسة رسمية وخاصة في أكثر من 20 منطقة مختلفة في 6 محافظات في لبنان خلال العام الدراسي 2023-2024. لوصف وقياس تصوراتهم، تم إجراء استبيان ومجموعتي نقاش مركزيتين. وأشار التحليل الشامل للبيانات إلى آرائهم تجاه فعالية الطرق التقليدية وميلهم إلى عدم الاعتماد فقط على هذه الطرق التقليدية بسبب مجموعة من التحديات والمخاوف. ومن أجل تلبية متطلبات العصر الرقمي، قاموا بتعزيز توظيف الأدوات الرقمية نظرًا لدورها الفعال في تعزيز التعاون والتواصل والمشاركة والتعلم الحقيقي وتطوير مهارات التفكير النقدي بالإضافة إلى مهارات الكتابة. وعلى الرغم من أن الأغلبية حددت أنهم مستخدمون نشطون للمنصات التعليمية عبر الإنترنت، إلا أنهم أفادوا بوجود عوائق مختلفة، بما في ذلك: الشك في مدى ملائمتها للتنفيذ، ومحدودية الوصول إلى التكنولوجيا، ومقاومة الآخرين للتغيير. ومع ذلك، أكد الجميع على ضرورة التدريب.

**الكلمات المفتاحية:** التدوين الإلكتروني، لبنان، معلمي اللغة الإنجليزية كلغة أجنبية في المرحلة الثانوية، الكتابة التقليدية

### Introduction

The current Lebanese English Language curriculum as issued by the Center for Educational Research and Development (CERD, 1998) focuses on the principle that language learning is most effective when it takes place through meaningful, interactive tasks and when learners are engaged in meaningful, purposeful activities of social and cognitive nature in the classroom and in social settings. In this digital age that has led to the emergence of a variety of educational technologies, the Ministry of Education and Higher Education (MEHE) and CERD admitted that technology should be embedded in the curriculum. Teachers should use electronic tools to help learners collaborate with online communities, organize data, evaluate information, and create new knowledge (The Ministry of Education and Higher Education Strategic Planning Development Team, 2012). Thus, to activate the learning mindset of language learners and instigate more engagement in classroom practices, particularly when the task needs time, tolerance, and focus, blended learning that is articulated by combining Web 2.0 technologies and traditional learning approaches in various degrees technologies should be infused by the teachers (Rashtchi & Porkar, 2020).

In more specific terms, and from a pedagogical perspective, the integration of online blogging has become an alternative activity in English writing courses. According to Jacobs (2003), a blog is written by individuals or groups of people on the World Wide Web on any topic. It allows readers to leave written comments as well as links to other websites, photos, and sound files. It is a means of reaching a wider audience to respond (talkback) to the opinions and commentaries of bloggers. Xu and Yu (2008) defined blogs as online public platforms in which postings, that is, blog entries and individual writing segments, are listed in reverse time order. Based on regular updates, a user's written entries would follow a chronological order, so that whatever the user writes last would be first shown to the audience. Those who post the content are considered bloggers and the action of posting is known as blogging.

Blogging is gaining a remarkable place to establish a learner-centered classroom and to provide EFL teachers and learners with new horizons (Alsamadani, 2018; Vurdien, 2013). Different from internet websites that have no room for any participation and communication, blogs provide access to learners to express their writing ideas and expose their writing skills online (Nepomuceno, 2011). Furthermore, according to Rashtici and Porkar (2020), exchanging knowledge and information through blogging revitalizes the lost attraction of writing classes. It fosters collaboration, enhances motivation and promotes learners' autonomy (Sun, 2010). This transition from traditional paperwork to engagement via blogging enhanced the recognition of the significance of crafting clear and comprehensible content for a genuine audience, rather than solely aiming to impress instructors for favorable grades (Fithriani et al., 2019). This assists in appreciating the value of building self-confidence and fostering learner autonomy. More importantly, learners can even challenge one

another as they compete to respond faster and to present more convincing ideas while thinking about other posts. This skill is required into other writing experiences at universities and in real life situations. Blogging's dynamic usage for people's self-expression and connectivity among their communities has ignited an interest in its role in educational settings. Farmer and Yu (2006) concluded that blogging fuels the learner with individual empowerment. Burgess (2006) argued that it leads to a "reconceptualization of students as critical, collaborative, and creative participants in the social construction of knowledge" (p.105). Engaging in the participative and collaborative tool through scouring, posting, and engaging in discussions increases the students' ownership and interest in constructing their knowledge (Apriani & Melati, 2018). Ferdig and Trammell (2004) argued that blogging for students gives them legitimate opportunities to participate in a dialogue outside the classroom. It acculturates students to community practice and provides opportunities for diverse perspectives. When teachers use class blogging, students learn to collaborate and communicate with each other towards a common goal (Vurdien, 2013). They can share their feedback with their peers in a communal setting, where everyone's reflection is recognized, welcomed, and valued. Blogs also expose students to various viewpoints and resources and make room for self-reflection and critical assessments of others' work in a student-centered learning environment which supports the development of their critical thinking and interpretative skills (Ducate & Lomicka, 2005; Williams & Jacobs, 2004; Oravec, 2003). The practice also exposes them to various perspectives and enhances their abilities to critically analyze and respond to support their post (Farmer et al., 2008). In addition, students' active participation in blogging and wide exposure to the language improves their writing skills and fluency, as they are considering their vocabulary carefully to express their thoughts and accuracy while using the right tenses, linking words, and phrasal verbs. Consequently, it offers learners numerous advantages to write constructively more frequently (Suadah, 2014; Bakar & Ismail, 2009). Bakar and Ismail (2009) claimed that teachers should encourage blogging as it helps students attain, generate, analyze, and structure information; hence, it improves their writing skills, starting from planning and writing to editing, posting, and receiving feedback (Fellner & Apple, 2004; Lee, 2010). Furthermore, Sun and Chang (2012) mentioned that a weblog provides students with a sense of authorship that allows them to reflect on the requirements of academic writing and the purposes of writing. In addition, it encourages them to actively and reflectively engage in knowledge sharing, knowledge generation, and the development of numerous strategies to cope with difficulties encountered in the learning process.

### **Statement of the Problem**

Many Lebanese students in the secondary classes have poor English language skills, mainly in writing as it becomes decontextualized and artificial, with no real sense of purpose or interest except for extrinsic purposes, such as passing a test to enter a university abroad and/or take up a job overseas (Yazigi, 1994). A report which analyzes the results of the 2017 official exams revealed that, in the first round, the foreign language mean scores of Humanities, and Sociology and Economics students were below the average. In the second round, Third secondary students in all the branches got a mean score below the average (CERD, 2018). According to Hamoud and Shuayab (2021), the poor education quality stems from a decrease in teaching days, teachers' and students' limited experience with ICT, and the difficulty of meeting the teaching objectives. Many teachers find it often difficult to adapt to a system in which new methodology and time constraints need to be constantly addressed throughout the regular teaching and learning process (Bacha & Bahous, 2011). According to Bashnack and Malaeb (2022), teachers in Lebanese Public Schools spend their time lecturing, assigning exercises, reading assignments, and correcting tasks completed in the classroom setting. Learners are generally passive; in the learning process, they listen to their teacher, rarely

question what is presented, and copy material dictated by the instructors who rely on textbooks for instruction.

Sheeba (2018) mentioned that teachers face challenges in teaching students the writing skill. Among these challenges are the students' motivation, use of technology, classroom management, and the students' different learning styles. Although Digital Literacy Global Framework (DLGF) prioritizes the importance of digital literacy and focuses on promoting the ability of teachers and learners to access, understand, integrate, communicate, evaluate, and create information safely and appropriately (World Bank, 2021), using digital tools and technology in the classroom encompasses several internal and external constraints which educational institutes are yet to find a conclusive solution for. Due to the unprecedented recent challenges, many experts expect the Lebanese educational system to slowly fall apart unless major steps are taken to save it (Al-Hasan, 2022). Accordingly, this research draws upon blogging and seeks to investigate the ensuing questions: 1. How do EFL Lebanese Secondary School Teachers at 30 schools perceive the effectiveness of online classroom blogging compared to traditional methods for teaching writing? 2. What are the constraints to implementing online blogging in teaching writing in EFL Lebanese Secondary classes? 3. What are the different perspectives of EFL Lebanese public and private secondary school teachers towards the effectiveness of online classroom blogging versus traditional methods?

### **Literature Review**

In learning English, writing is considered one of the important skills. According to Klimova (2012), writing is essential as it helps learners practice and transfer their existing knowledge into written form. Writing aids in expressing personality, developing thinking skills, making logical and persuasive arguments, and fostering communication. Thus, making meaning in written language has to be planned (Brown, 2001). In the sociocultural view, writing is a semiotic tool that supports communication and social relationships. It is learned and practiced in social situations to accomplish inherently social goals (Graham, 2018). Based on Vygotsky's sociocultural theory, human learning is a social process affected by social influences, interaction, and motivation (Hodges, 2017). Socializing is considered a crucial component in developing higher-order cognitive processes. A commonly cited Vygotskian notion is the zone of proximal development (ZPD), whereby the distance between the actual developmental level as determined by independent problem solving is linked to the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers (Vygotsky, 1980). According to him, the idea of ZPD is the students' performance with the guidance of adults or the cooperation with peers. Interaction with others enables learners to make further progress and achieve a higher level of potential development, beyond their independent ability. Vygotsky explained that since writing is a social act that needs a distributed process of invention and mediated knowledge, students need socializing and help. Given the focus on social interaction and communication as a prerequisite to cognitive development, greater opportunities and social practices between teachers and students should be considered. Accordingly, Li and Mak (2022) and Graham (2022) suggested the adjustment of the traditional notions of writing and literacy by integrating the new digital writing opportunities for EFL teachers and students as they have become the means of communication that serves in constructing knowledge and in improving the student's writing. It is claimed that through the use of blended learning in writing classes, learners would have some control over the time, pace, path, and place of learning. Moreover, because digital technology encompasses the prioritization of collaboration and communication, learning writing can be constructed among people and can emerge from working collectively. In this regard, net-generation learners would gain new digital literacies and learn independent problem-solving skills (Rashtchi & Porkar, 2020). Through digital

engagement, they seek access to information, interactive environment, connectivity, inquiry-based approaches, immediate feedback, and self-learning opportunities (Barnes et al., 2007).

In an attempt to clarify how blogging can be utilized as an effective learning tool, Yousefifard and Fathi (2021) investigated whether blog-mediated writing instruction helped 47 Iranian English as Foreign Language (EFL) learners develop their writing skills and ideal writing selves. Their research findings concluded that “the blog-mediated instruction contributed to enhancing the integrative and intrinsically instrumental motives for improving writing of the participants” (p.13). The researchers also suggested that the integration of blogs in language learning pedagogy might be suggested as an effective and viable type of blended learning approach which can result in better linguistic and effective outcomes. The findings of this study showed consistency with various other studies in the literature. For example, Sutcu (2020) indicated in his study a considerable increase in the success scores of the students who used blogging in academic writing. The pre-post-test findings confirmed that blogging improves the students’ writing skills. Moreover, the results of Kitchakarn (2014) revealed that after the students worked together on weblogs, their English writing mean score of the post-test turned to be higher than that of the pre-test. Vurdien (2012) also confirmed that the participants who used blogging in her study, at a language school in Spain, showed improvement in their overall writing skills. Another study conducted by Montero-Fleta and Pérez-Sabater’s (2010) also confirmed that students’ writing skills and language proficiency improved through active participation in class blogging. Participants presented fluency and accuracy in presenting ideas and used a wide range of vocabulary while expressing thoughts.

The effectiveness of blogging is not limited to enhancing writing skills. Several studies such as that of Amir et al., (2011) confirmed that classroom blogging fostered the students’ collaborative writing process and interactions. Students expressed how such practices created a sense of community among them since their interactions were happening in an authentic and speedy social environment in the form of peer knowledge sharing. According to Abidin’s et al., (2011) findings, peer collaboration through blogging produced positive results even with the students with average proficiency level. Sharing not only similar ideas but also different ones helped students achieve their learning goals and gain a higher level of potential.

In addition to that, various other studies made a point of investigating ESL students’ attitudes towards the English language. When dealing with EFL writing, students’ worries were not limited to the production of content but also included the arrangement and communication of ideas in English (Lee, 2017). In an effort to examine students’ perceptions and attitudes toward utilizing blogs in language learning, Ahluwalia et al., (2021) assigned a project to 42 Indian students in their first year of college taking a practical Communication Skills laboratory course that aims at getting students to effectively use English language sub-skills. Their findings revealed that 66.6% of participants showcased a positive response towards blogging after they noticed a significant improvement in their writing skills, and over 76% of students now consider blogging a way of self-expression. Mir and Ghoreishi (2020) further illuminated this impact on Iranian EFL learners. The results of their study revealed that the use of blogging approach in EFL writing instruction significantly contributed to enhancing the writing motivation of the participants. Moreover, Fathi and Nourzadeh (2019) indicated in their qualitative data analysis that the students had positive attitudes towards blog-supported L2 writing. Because of engagement and self-evaluation activities and the quick teacher and peer feedback, the students’ motivation and writing skills have substantially enhanced, and their anxiety decreased. According to Kitchakarn (2014), students had positive attitudes towards using weblogs in learning. Regarding cooperative learning experiences through using weblogs, most students thought that it was an interesting experience to work with their friends on the weblogs.



This was also echoed in Lin's (2014) study of the effect of classroom blogging on ESL writers whose findings concluded that despite the fact that classroom blogging did not have a significant effect on writing proficiency, it enhanced students' learning motivation and attitude towards writing. Aljamah (2012) investigated the perceptions of 35 EFL students at Qassim in Saudi Arabia. He indicated that the students had a favorable perception and a positive attitude towards the use of blogging in their writing activities. The students' motivation and interest to interact with their classmates and use English increased. Fageeh (2011) also investigated blogging's effectiveness in changing intermediate-level EFL college students' attitudes towards the English language. Based on the findings, students considered blogging to be a way of self-expression for a wider audience characterized by an effective and interactive exchange with an audience. Montero-Fleta and Pérez-Sabater's (2010) study also confirmed that all of the posts and replies enhanced the linguistic and the informational levels of students who had to critically discuss their work and their classmates' work. They claimed that the participants demonstrated a clear preference for blogging over earlier conventional writing which mostly employs the lecture method and is textbook-focused and teacher-centered. They also felt very motivated to write because they were doing it for a reason, writing for a genuine audience, and realizing that their voice was heard by people around the world. According to Sun (2010), blogging approach caused positive attitudes towards L2 writing. It enhanced the learners' autonomous writing and significantly improved the learners' overall writing skills.

Reviewing previous literature shows that there is plenty of research evidence available to assert the potentials of educational blogging in EFL writing class. However, the tool remains unexplored thus far in the Lebanese EFL context. According to CERD, the current English Language and Literature curriculum in Lebanon moves from a system of language education based on rote learning, linguistic correctness, and cramming of information to a system that promotes autonomous learning, thinking skills, and communicative competence. In 2011, MEHE and CERD established the framework of Lebanon's Education Reform Strategy and Action Plan (LERSAP). To meet the demands of a digital world, they set technology as the main support to teaching and promoted the employment of ICT tools. To ensure this aim and help in building up a high-quality human capital characterized by problem-solving, inquiry based, creative and cognitive skills, they provided the Lebanese general education system a roadmap which could equip learners with ICT knowledge, dispositions, skills, competencies, and proficiency (Diab, 2011). Teachers started receiving training to employ ICT in the curriculum before launching the reform in 2013. Various studies conducted afterwards have proved the advantages of employing ICT and digital tools in EFL classes in Lebanon. For example, Awada and Abdallah (2014) showed how Wiki and Google Drive improved the learners' communication and research skills. In another research, they highlighted the significance of Wiki and Google Drive tools in increasing the motivation and improving the project work and research skills of third secondary students enrolled in a public school in Lebanon. Moreover, Awada and Gaith (2014) indicated that the Web Quest is an effective digital tool as it enhanced the writing proficiency of a group of a Lebanese public school Grade six students and decreased their writing apprehension. However, according to Fayad, "for the promise of educational technology to be fulfilled, as Lebanon's National Educational Technology Strategic Plan rightly notes, technology needs to be matched with digital-age curriculum, instruction, and assessment" (MEHE, 2012). In the "Lebanon five-year General Education Plan 2021-2025", which aims at ensuring good quality for all and providing young people with the skills they need in the 21<sup>st</sup> century, the priority of improving the digital environment at schools is presented. Moreover, MEHE calls for the use of ICT, for it is considered to be a very powerful instrument for improving and intensifying education (MEHE, 2021). According to the literature review, this study aims to explore the different

perspectives of secondary EFL teachers within the public and private schools in Lebanon regarding the effectiveness of online classroom blogging compared to traditional methods for teaching writing in English language classes, and the constraints to implementing it in the Lebanese educational context.

### Methodology

According to Halcomb (2019) and Creswell (2014), mixed method research allows researchers to employ creativity in integrating quantitative and qualitative elements to have better answers to the research questions. In this research, a convergent parallel mixed methods research design was adapted. Hence, both qualitative and quantitative data were assembled and analyzed separately, but the findings were conjointly interpreted. The data for this research were collected from a teacher online questionnaire of five sections, including closed-ended and open-ended questions, and two focus group discussions.

### Sample Selection

The work group of the present research was selected by using the convenient sampling technique based on the willingness to participate. A cohort of 74 EFL Lebanese teachers from 30 private and public secondary schools, across six governorates over more than 20 regions in Lebanon, engaged in the exploratory research with enthusiasm. 35.1% work in public schools, while 51.4% of them are employed in private schools, and 13.5% work in both sectors. The participants completed an online questionnaire of five sets including closed and open-ended questions. Willingly, 10 out of the 74 EFL teachers who responded to the online questionnaire joined two semi-structured focus group discussions: the first group involved teachers teaching at public schools and the other involved teachers from private schools. The meetings were conducted online on April 5 and April 10, 2024 using Zoom application since the participants are from different regions (Table 1).

**Table 1: Research Sample: Teachers from 30 Schools across 6 Governorates**

	Name of School	Private School	Public School	Region	Governorate
1	American Community School	•		Beirut	Beirut
2	Al-Kawthar	•		Airport Road	
3	Al-Makkased	•		Beirut	
4	Alhayat International School		•	Aramoun	
5	Omar Farroukh For Girls Secondary Public School		•	Mazraa	
6	Hart Hriek Public School for Girls		•	Baabda	
7	Global International School	•		Kitermaya	Mount Lebanon
8	Al-Manhal	•		Mazboud	
9	Al Wafaa Secondary	•		Bakkleen	
10	Al Irfan School	•		Simkaneye	
11	Shoueifat Official Secondary School		•	Shoueifat	North
12	International School	•		Alkourra	
13	Al Tarbiah Wal Islah Secondary School	•		Nakhleh Alkoura	
14	Tripoli Evangelical School	•		Tripoli	
15	Al Kobbah Secondary Public School		•	Tripoli	

16	Wadi Al Azhar School	•		Rashaya	Beqaa
17	Al-Imam Al Kathem	•		Zahle	
18	Talbaya Secondary Public School		•	Zahle	
19	Kmed El Loz Public Secondary School		•	West Bekaa	
20	Kafra Official High School		•	Kafra	Nabatieh
21	Jebchit Public High School		•	Jebchit	
22	Hasan Kamel Al Sabbah		•	Nabatieh	
23	Ajyal High School	•		Dowair	
24	Al-Rahma High School	•		Dowair	South
25	Tyre Public High School		•	Tyre	
26	Hikamt Al-Sabbagh		•	Saida	
27	Al-Sarfand High Public School		•	Sarafand	
28	Lebanese Evangelical School	•		Saida	
29	Al-Makassed School	•		Saida	
30	National Evangelical School	•		Saida	
<b>Total</b>		17	13		6

### Instruments

To answer the three research questions, a questionnaire of five sections and a set of open-ended questions for focus group interviews were designed. As Bolarinwa (2015) noted, it is highly important to validate an adapted questionnaire before making any claims. The development of the questionnaire employed in this research started with a comprehensive literature scan. Among the studies that used a blogging questionnaire to investigate EFL teachers' perspectives on the effectiveness of online classroom blogging in EFL classrooms were Duarte and Daubney (2017), Huang (2016), Noel (2015), and Cequena (2013). Necessary changes and edits were employed on these previously used questionnaires, and the final version had been read, examined, and validated by 3 experts who collectively possess extensive experience as English language professors and have taught EFL in Higher Education institutions and secondary classes in both the public and private sectors across Lebanon for more than 20 years. The first section of the questionnaire included a background information part to identify the participants' credentials and technological expertise; here, the participants had to respond to 10 items by selecting the appropriate option. To elicit wider insights on how Lebanese EFL teachers, at both private and public sectors, perceive the effectiveness of online classroom blogging compared to traditional methods, two sections of 7 items each were designed. The respondents had to indicate their level of agreement regarding their perceptions of conventional methods and/or online blogging in secondary writing education in Lebanon, using a 5-point Likert-scale ranging from 'not at all' to 'a very large extent'. Moreover, to get deeper insights about the constraints that could affect the implementation of online blogging in EFL classes, a fourth section was added in which the respondents had to select the barriers or concerns preventing its implementation. To know more about their preference, section five was added. In each section, the researcher left a space for any additional suggestions, comments, or insights (Appendix A). The survey questionnaire data were supported with two teachers' focus group discussions which led to additional wider insights on 7 questions about their perceptions and challenges of conventional (traditional) methods in secondary writing education in Lebanon, and on the benefits and barriers of implementing online blogging in the Lebanese educational context (Appendix B).



## Data Analysis

For investigating EFL teachers' beliefs and experiences of employing traditional methods and/or blogging in secondary writing education in Lebanon, data generated from the qualitative and quantitative instruments were tallied, encoded, tabulated, and conjointly interpreted. After the questionnaire data collection phase, statistical analysis has been employed based on the analytical description that appears in the form of charts that Google Forms instantaneously creates according to the respondents' input on each item. Additionally, the qualitative data obtained from the focus group discussions were analyzed by the researcher through a phenomenological lens in which descriptions for the common meaning for the participants' perceptions of a concept or a phenomenon were considered (Creswell, 2014). The researcher paid attention to the participants' words and expressions, explored the perspectives of each participant, and identified commonalities in the ways they made sense of the concept under investigation.

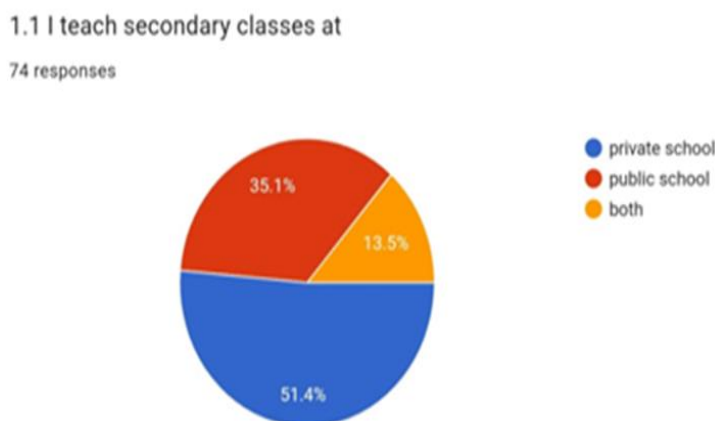
This methodology was quite appropriate since it provided an in-depth description and deeper understanding of the 74 EFL teachers' perceptions and challenges of traditional methods, and the benefits and barriers to implementing online blogging in secondary EFL writing classes, in 30 schools distributed across 6 governorates in Lebanon.

## Results and Findings

### Teachers' Survey Analysis

#### Background Information

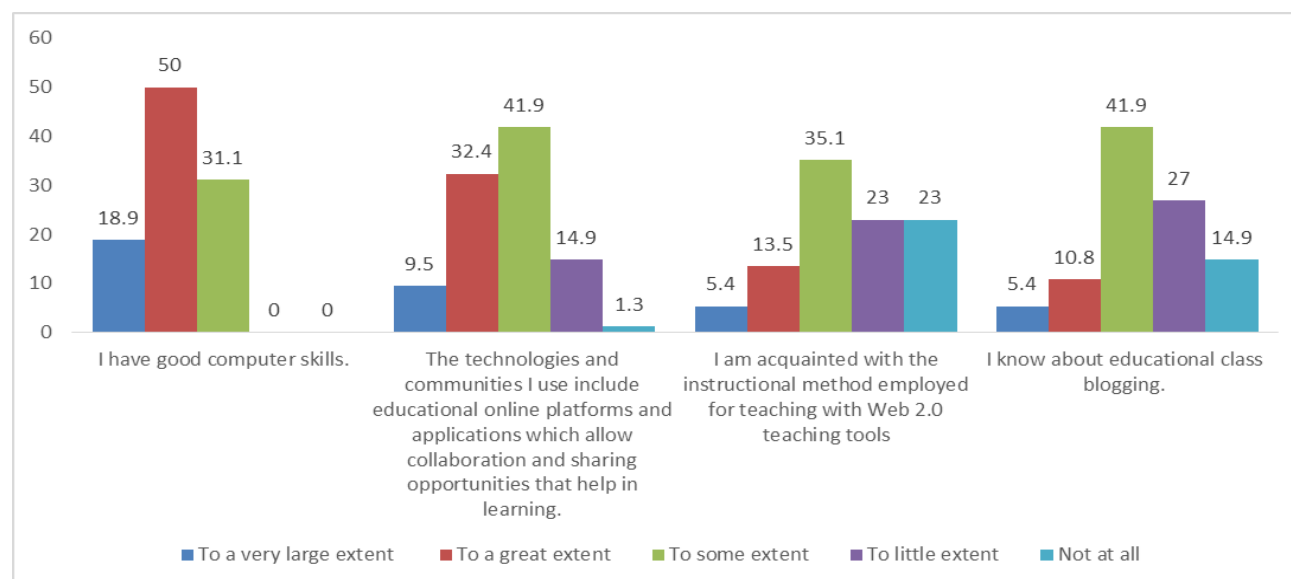
91.9% of the secondary EFL responding teachers to the survey were females and 8.10% were males. The findings in (Figure 1) reveal that 51.4 % of the teachers teach in the private sector, whereas 35.1% are employed in the public sector. Additionally, 13.5% of the teachers teach secondary classes in both sectors. 47.3% of them have been teaching for over 10 years, while 20.3% have less than 5 years of teaching experience.



**Figure1: Percentages of Participating Teachers from Private and Public Schools**

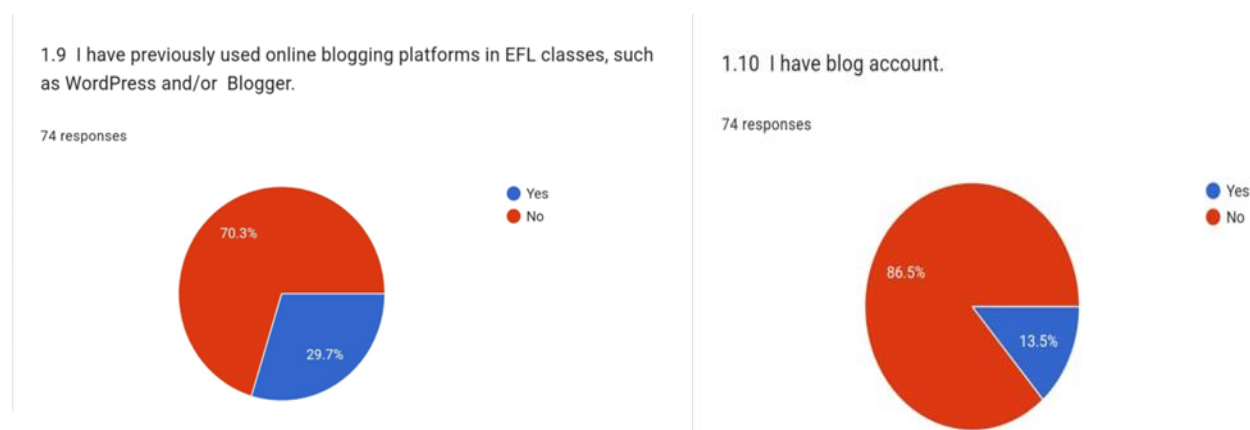
Regarding technological expertise, out of the 74 teachers surveyed, 50% indicated that they have great computer skills, 31.1% have them to some extent, and 18.9% have them to a very large extent. The majority of 87.8% specified that they are active users of social media technologies and online communities. The percentages are distributed as follows: only 12.2% to a little extent, 37.8% to some extent, 36.5% to a great extent, and 13.5% to a very large extent. Most importantly, 83.8% showed that the technologies and communities they use include educational online platforms and applications which allow collaboration and sharing opportunities that help in learning. Specifically, 32.4% utilize them to a great extent, 41.9% to some extent, and 9.5% to a very large extent.

However, their responses to question (1.7) indicated that 46% are either not acquainted at all with the instructional method employed for teaching with Web 2.0 teaching tools, or they use it to a little extent. Surprisingly, 14.9% have no idea about educational blogging. While 10.8% know about it to a great extent, the majority of 68.9% know about it either to a little extent or to some extent. Figure 2 summarizes the percentages of the teachers' responses regarding their technological expertise.



**Figure 2: Percentages of Teachers' Responses Regarding their Technological Expertise**

The responses to questions (1.9) and (1.10) presented in Figure 3 show that more than 70.3% have neither previously used online blogging platforms in EFL classes nor had any blog account on WordPress or Blogger.



**Figure 3: Percentages of Teachers Regarding the Usage of Blogging and Their Blogging Accounts**

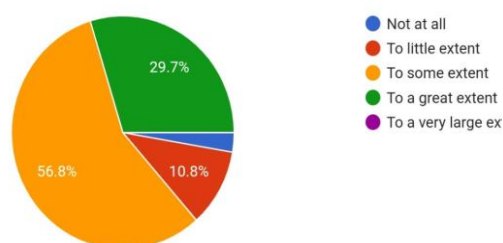
The results necessitate the need to train teachers to employ ICT and online tools to support teaching and to meet the demands of the digital world. Their responses also confirm the need to widespread blogging as an alternative language learning technology in English as Foreign Language (EFL) settings.

## Perceptions towards Traditional Methods in Secondary Writing Education in Lebanon

The respondents were asked to rate the effectiveness and the convenience of the conventional (traditional) methods (e.g., textbooks, lectures, worksheets) in teaching writing to EFL secondary classes in Lebanon, and their responses were very close. The overwhelming response of more than 72% of the respondents was that conventional or traditional methods are effective and convenient; only 10.8% pointed out that they are to a little extent effective, and 24.3% indicated that they are convenient for teaching writing skills within the Lebanese educational context. Thus, these perspectives assert their belief in the effectiveness of the traditional methods; consequently, there is a need to activate the mindset to recognize that educational technology should be embedded in the curriculum. Figure 4 shows the results.

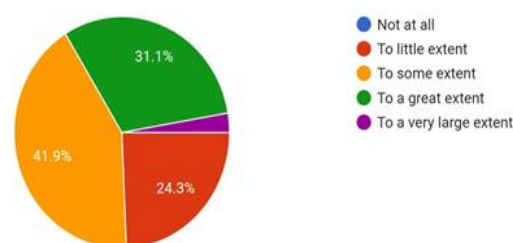
2.1 Rate the effectiveness of traditional methods (e.g., textbooks, lectures, worksheets) in teaching writing to EFL secondary classes in Lebanon.

74 responses



2.2 To what extent do you believe traditional methods (e.g., textbooks, lectures, worksheets) are convenient for teaching writing skills in the context of secondary EFL education in Lebanon?

74 responses

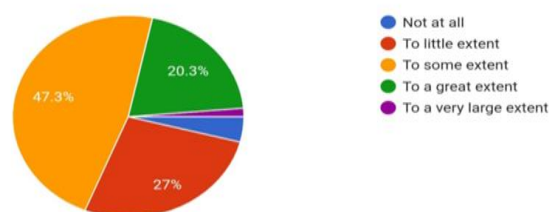


**Figure 4: Effectiveness and Convenience of the Conventional Methods in Teaching Writing**

While question 2.4 depicts the responses to the question “How well do traditional methods (e.g., textbooks, lectures, worksheets) adapt to the linguistic and cultural needs of Lebanese secondary EFL students in developing writing skills?” the minority of less than 5% provided a negative response that they are not adaptable at all, followed by 27% who responded that they are to a little extent adaptable. This perspective with the majority of 67.7% who confirmed that the traditional methods match with the linguistic and cultural needs of the Lebanese secondary EFL students, necessitates the need for shedding light on the importance of integrating online blogging and web 2.0 tools in teaching EFL classes. Figure 5 shows the results.

2.4 How well do traditional methods (e.g., textbooks, lectures, worksheets) adapt to the linguistic and cultural needs of Lebanese secondary EFL students in developing writing skills?

74 responses



**Figure 5: Traditional Methods and Their Adaptation with the Linguistic and Cultural Needs**

Furthermore, when respondents were asked about how engaged the Lebanese secondary EFL students are when using traditional methods in EFL writing classes, the overwhelming response of more than 82.4% of the respondents was that traditional methods let students be disengaged. Only 17.6% pointed out that employing the traditional methods in teaching writing keeps students engaged to a great extent. Figure 6 below shows the results.

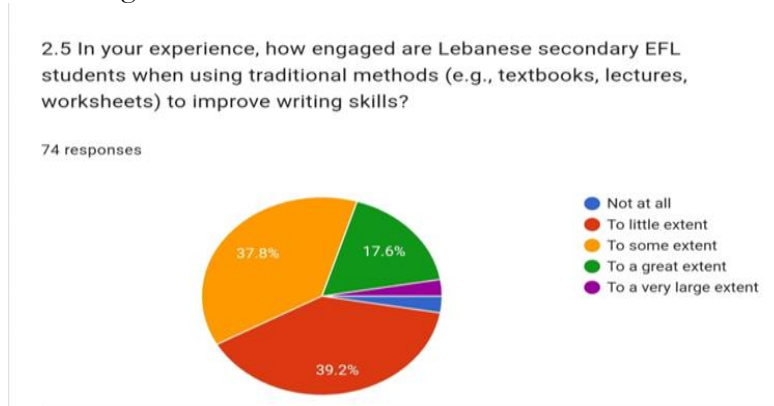


Figure 6: Traditional Methods and Students' Engagement

Figure 7 summarizes the percentages of the teachers' responses regarding their perceptions of traditional methods in secondary writing education in Lebanon. These results confirm with the call of the Ministry of Education and Higher Education Strategic Planning Development Team (2012) to activate the learning mindset of the language learners and instigate more engagement in classroom practices by infusing Web 2.0 technologies into the traditional learning approaches in various degrees.

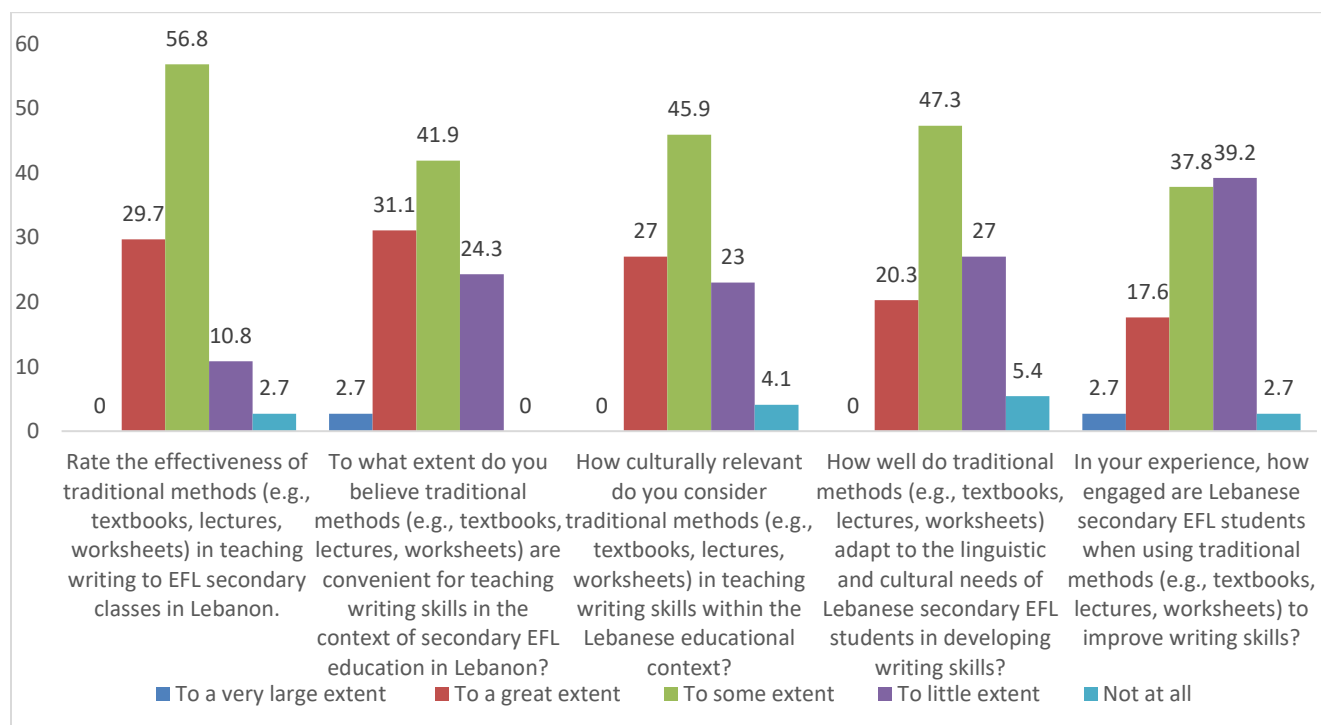


Figure7: Teachers' Perceptions of Traditional Methods in Secondary Writing Education in Lebanon

When the respondents were asked the open-ended question (2.6) about the primary benefits of teaching writing to secondary EFL students using the traditional method, the results showed various opinions. Below in Table 2 is a sample of what was stated, whether they shared consensus or disagreed.

**Table 2: Benefits of Teaching Writing to Secondary EFL Students Using the Conventional Methods**

➤ The conventional method often includes exercises and drills that reinforce language helping students become more proficient writers over time.
➤ Using the traditional method provides a structured approach to writing.
➤ Using the traditional method is better for helping students pass the exams.
➤ The traditional method provides a structured framework for teaching writing skills, breaking down the process into manageable steps such as brainstorming, outlining, drafting, revising, and editing.
➤ In traditional teaching, the materials are available, while it is merely difficult for the teachers to be provided with online based learning materials.
➤ Traditional methods often employ direct instruction and explicit teaching of writing techniques.
➤ To some extent, traditional methods of teaching writing to secondary classes might introduce students to various kinds of essays as well as essay structure.
➤ Conventional methods help students build basic skills and learn the foundational steps in writing. They serve as building blocks for subsequent steps and the development of a well-organized essay.

Though the question was to state the primary benefits of teaching writing to secondary EFL students using the conventional or traditional methods, many revealed negative perspectives. Below in Table 3 is a sample of what was reported in opposition to the employment of the conventional methods.

**Table 3: Opposition of Teaching Writing to Secondary EFL Students Using the Conventional Methods**

➤ Traditional methods are not very effective; they are not of interest to the students.
➤ Students often seek support outside the school and resort to social media and technology to improve their English.
➤ Conventional methods somehow hinder the acquisition of the skill. Dealing with a generation accustomed to technology requires a shift in the teacher's role, encouraging students to become active learners rather than passive recipients of information.
➤ Using technology to teach the EFL students is better than sticking to the traditional method.
➤ Using the traditional method in writing does not engage students, and it fails to motivate them to express their ideas; besides, it has proven no effectiveness in improving students' writing skills.
➤ Relying solely on traditional methods is insufficient to meet the needs of students in our technological era. Incorporating new techniques can help alleviate students' boredom and foster an interactive, positive classroom environment that enhances productivity and learning.

The aforementioned opposition to employing conventional methods is affirmed by the array of challenges reported by teachers about their perceptions towards using conventional methods in teaching writing to secondary EFL students. Below in Table 4 are some answers on question (2.7).



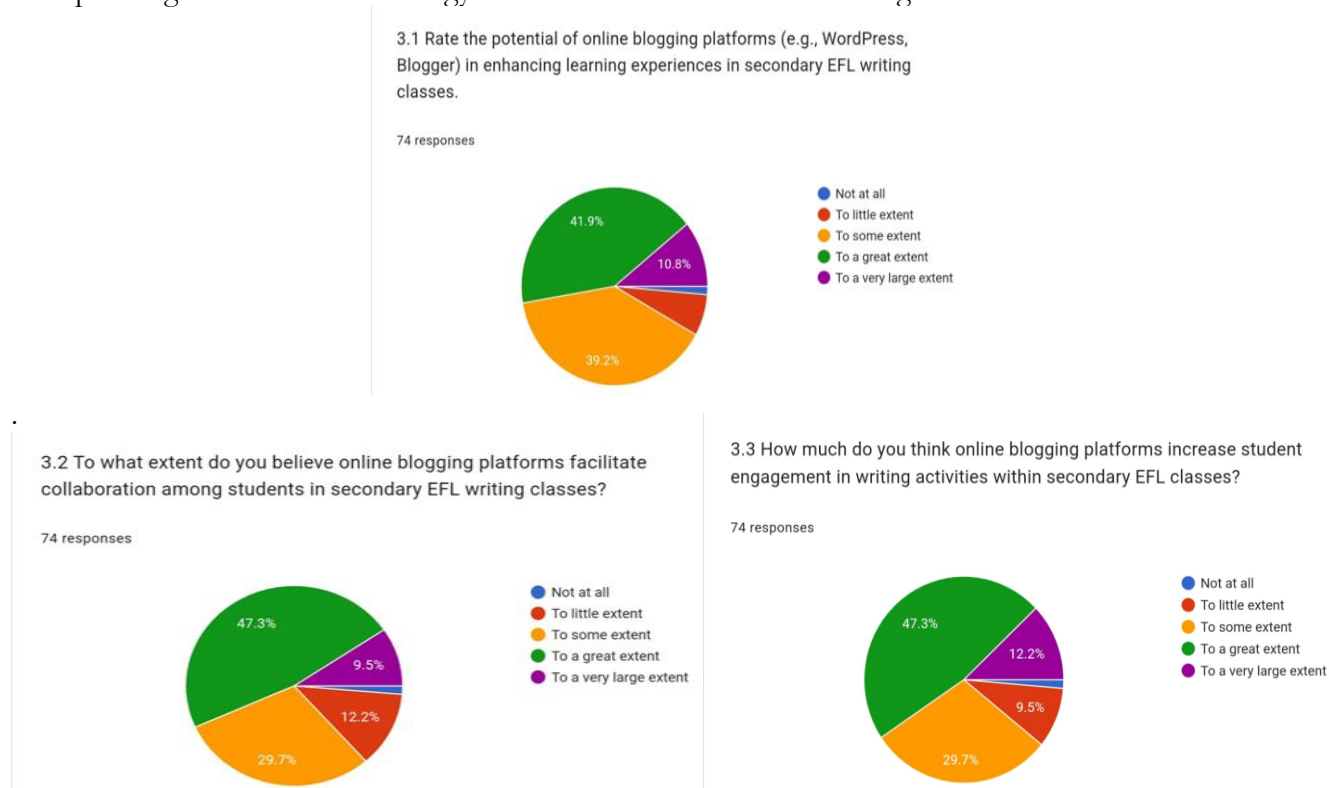
**Table 4: Teachers' Perceptions on the Challenges of Using Conventional Methods in Teaching Writing**

➤	In conventional teaching, students have limited opportunities for creativity and critical thinking.
➤	In traditional teaching, we are challenged a lot since there are limited techniques and sources; the absence of resources always limits the learning process.
➤	In traditional teaching, students are not interested at all; students feel bored and detached. It takes the teacher a lot of time to convince them of the value of what they are learning.
➤	Traditional methods may lead to passive learning experiences, resulting in students' disengagement from the writing process due to repetitive drills or exercises.

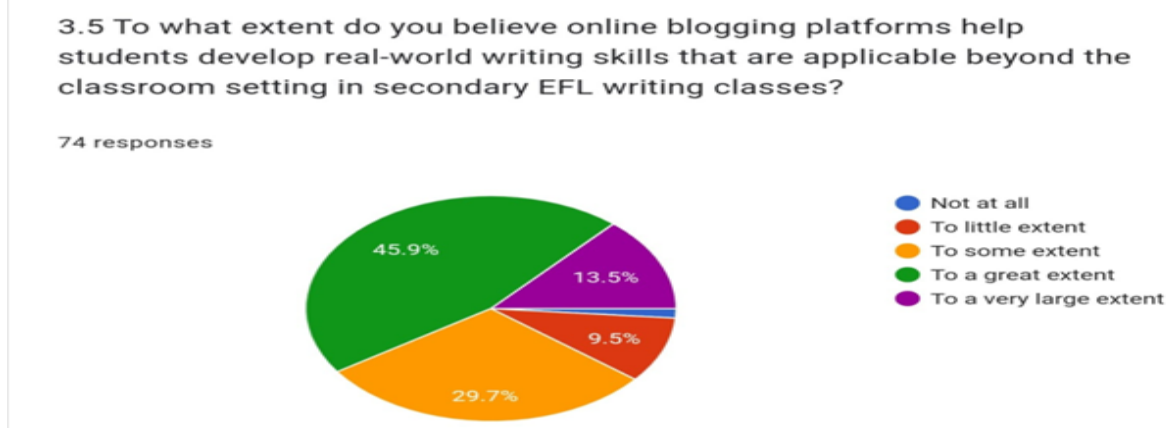
The research findings strongly show the differences of the Lebanese secondary EFL teachers' perceptions towards the effectiveness of employing traditional methods for teaching writing within the public and private education sectors.

### Perceptions towards Online blogging in Secondary Writing Education in Lebanon

Respondents were asked to rate the potential of online blogging platforms (e.g., WordPress, Blogger) in enhancing learning experiences in secondary EFL writing classes, increasing engagement, and facilitating collaboration among students. The overwhelming response of more than 86.5% of the respondents was that online blogging platforms are potent to enhance the learning experiences, facilitate collaboration, and increase engagement; only the minority of less than 10% pointed out that blogging platforms would facilitate collaboration and increase engagement only to a little extent. These perspectives also affirm the importance of activating the mindset to acknowledge that incorporating educational technology into the curriculum is essential. Figure 8 shows the results.

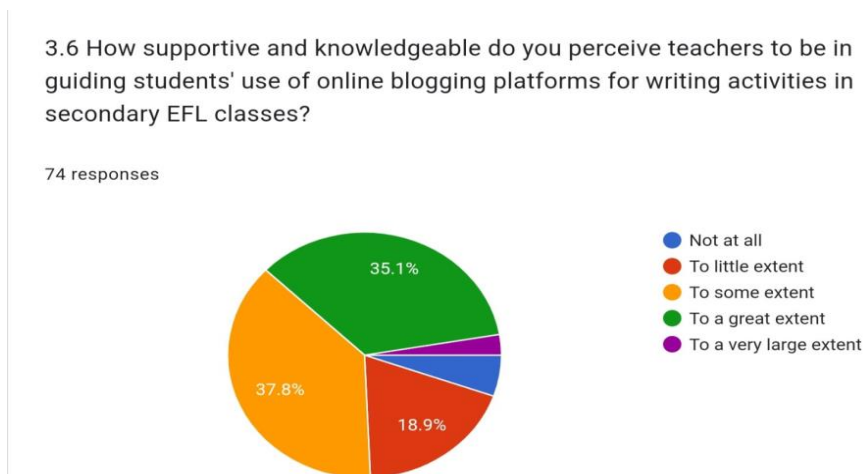
**Figure 8: Blogging: Learning Experiences, Collaboration and Engagement**

When the respondents were asked in question (3.5) about whether online blogging platforms help students develop real-world writing skills that are applicable beyond the classroom setting in secondary EFL writing classes, they all agreed. The minority of 9.5% perceived that it helps only to a little extent, whereas the overwhelming majority of more than 59.4% showed great agreement and confirmed that blogging online is of a great help for students to develop authentic writing skills that expand beyond the class (Figure 9).



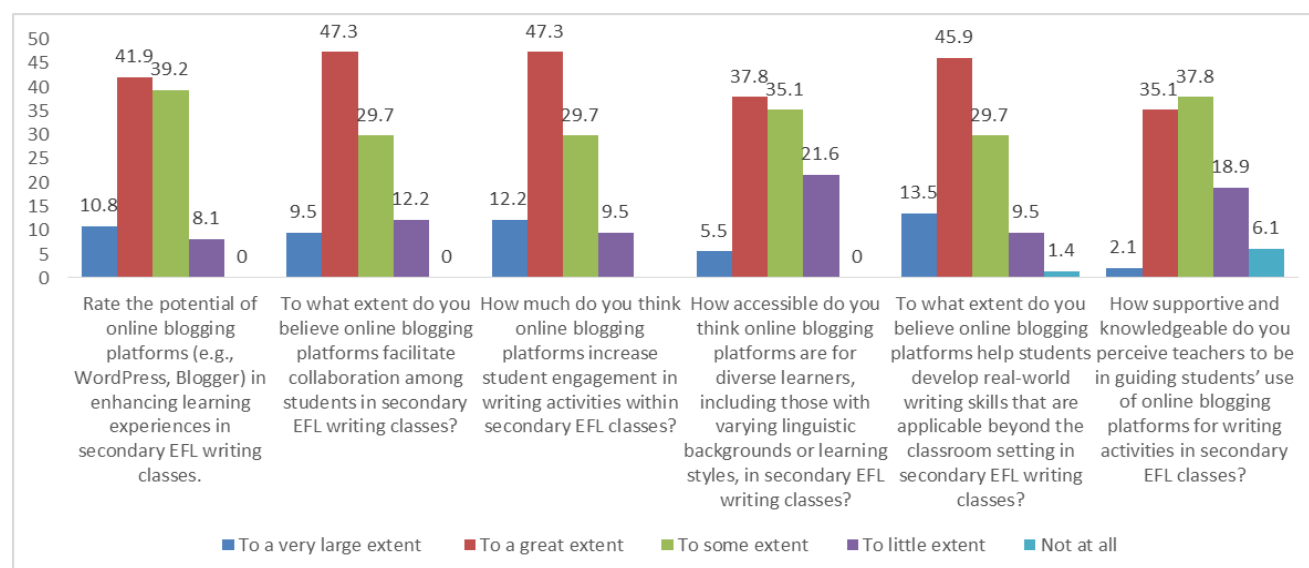
**Figure 9: Online Blogging and Real-world Writing Skills**

While question (3.6) depicts the responses to the question “How supportive and knowledgeable do you perceive teachers to be in guiding students’ use of online blogging platforms for writing activities in secondary EFL classes?”, the minority of less than 9% provided a negative response. Yet, the majority of more than 72 % confirmed that teachers have the knowledge to support students to use online blogging platforms to do writing activities in EFL classes. Figure 10 shows the results.



**Figure 10: Blogging Platforms and Teachers’ Support and Knowledge in Guiding Students**

Figure 11 summarizes the level of agreement regarding the teachers’ perceptions of online blogging in secondary writing education in Lebanon.



**Figure 11: Level of Agreement Regarding the Teachers' Perceptions of Online Blogging**

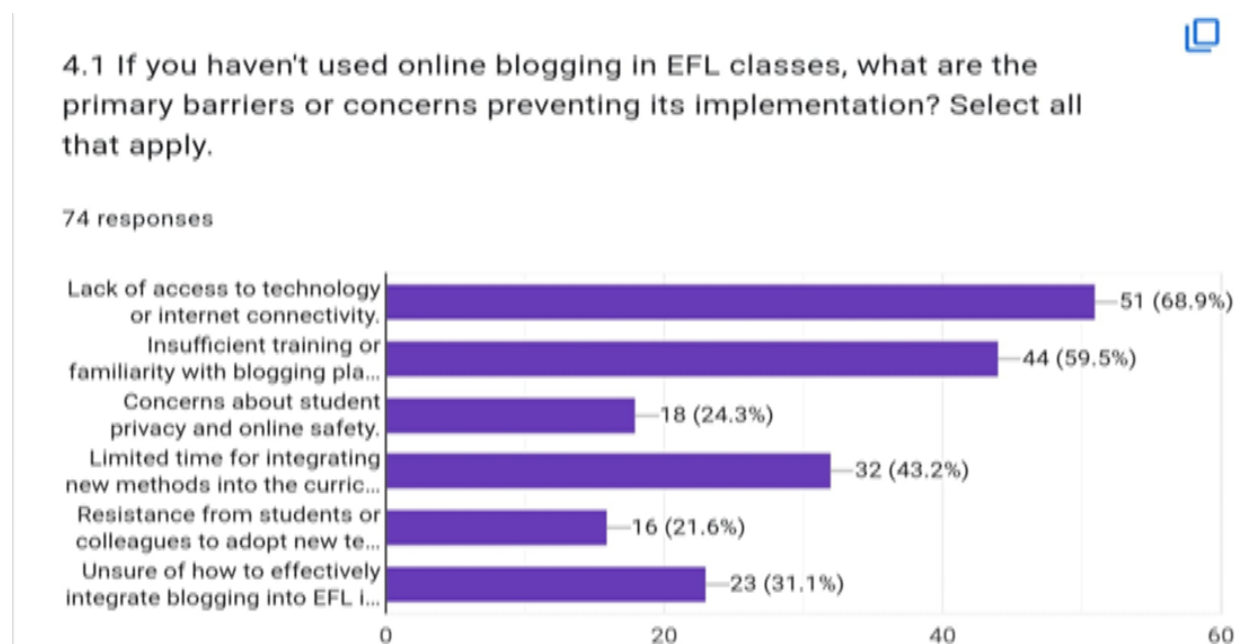
Based on these quantified perceptions towards the advantages of blogging and the teachers' beliefs that educators can be supportive to guide students to use online blogging, question (3.7) drew more insights about their opinions regarding the benefits of employing online blogging in teaching writing to secondary EFL students. Below in Table 5a is a sample of what was reported.

**Table 5a: Benefits of Employing Online Blogging in Teaching Writing to Secondary EFL Students**

➤ It is more interesting for both students and teachers, more interactive and authentic.
➤ It enhances collaboration and communication in real life situations to reach a wider audience.
➤ Peer feedback and collaboration are extremely important; they help in building a learning support community.
➤ Blogging allows providing feedback to peers and getting engaged in meaningful discussions; it helps in promoting collaborative learning experiences.
➤ Digital literacy is important nowadays; we have to be updated.
➤ It helps students share thoughts and learn new strategies.
➤ Online blogging makes writing more enjoyable.
➤ Using online blogging contributes to enhancing students' writing through sharing their views and voicing their opinions. Besides, it fosters creativity in writing and broadens students' communication skills.
➤ It might appeal to students because of its nature.

### Perceptions about the Barriers to Implementing Online Blogging

The findings of the research reveal that more than 70.3% have neither previously used online blogging platforms in EFL classes nor had any blog account on WordPress or Blogger. Yet, the majority of the respondents strongly reveal positive views towards employing it due to its potent roles in enhancing collaboration, engagement, authentic learning critical thinking skills as well as writing skills which are considered essential for interactive learning in the digital era. However, when the respondents were asked about the primary barriers or concerns preventing its implementation, they selected various reasons. Figure 12 shows the results.



**Figure 12: Primary Barriers or Concerns Preventing in Implementing Online Blogging**

The majority of 68.9% indicated that the lack of access to technology or internet connectivity is a major barrier. 59.5% reported that insufficient training or familiarity with blogging platforms is another major concern that would prevent its employment. 32 teachers out of the 74 participants, i.e. 43.2% responded that they do not use it due to the limited time for integrating new methods into the curriculum. The minority of less than 32 % reported that they do not use online blogging, for they are either unsure of how to effectively integrate blogging into EFL instruction, or they have concerns about student privacy and online safety. The minority of 21.6% revealed that there is resistance from students or colleagues to adopt new technologies.

The teachers specified other barriers, including limited capacities, little support, fixed mindset, economic conditions and skepticism of the educational value or appropriateness of online blogging in the classroom (Table 5b).

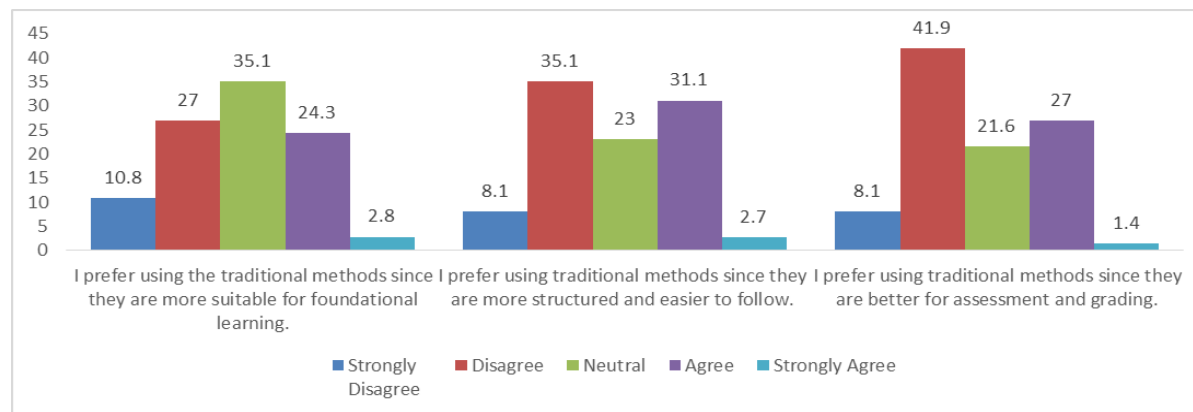
**Table 5b: Teachers' Perspectives on the Barriers that Prevent the Implementation of Blogging**

➤ Public schools are not equipped with the capacity of integrating online based learning.
➤ Public schools' administrations do not motivate or support teachers to use innovative techniques in teaching EFL.
➤ Students and teachers sometimes refuse change; their mindset does not accept a change.
➤ Students' economic conditions prevent them from having access to devices or online platforms.
➤ Resistance from parents, administrators, or policymakers who are skeptical of the educational value or appropriateness of online blogging in the classroom may impede its implementation, particularly in conservative or risk-averse educational contexts.

### **Preferred Method for EFL Writing Instruction in Secondary Classes**

When asked to show their level of agreement on their preference to the use of traditional methods due to the assumption that they are more suitable for foundational learning, more

structured, easier to follow, and better for assessment and grading, only a minority of less than 34% of respondents showed their agreement on preferring the traditional methods in teaching. Figure 13 below summarizes the results.



**Figure 13: Percentages of Teachers' Agreement on Preferring the Use of Traditional Methods**

Additionally, respondents were asked to state the reason(s) for their preference to traditional methods, online blogging, or combination of both for teaching writing in EFL secondary classes. Below is a sample of their responses (Table 6).

**Table 6: Reasons(s) for Preference to Traditional Methods, Online Blogging, or a Combination of Both**

Reasons for Preference	Online blogging	Conventional Methods	Both
<b>Feature/Structure</b>	I prefer online blogging for its features: easily accessible and friendly. Online blogging allows getting direct feedback; this is intriguing to me.	I prefer conventional methods to ensure following correct text structure and proper use of grammar and spelling.	I prefer both because combining them would give better results. Traditional methods provide systematic guidelines for scoring, whereas online blogging is a source of motivation for students.
<b>Learning Process</b>	Online blogging can help students get ideas online and use them in their writing.	Traditional methods are good for learners who like traditional ways of teaching and learning. Students benefit from routine and repetition in their learning process.	Online blogging is better for increasing motivation, interactivity and engagement among students; it caters to different learning styles, yet we should work on the basics taught traditionally, and then students can apply what they learned while blogging.
<b>Efficiency of Learning</b>	I prefer online blogging since it fosters creativity; whereas traditional methods do not allow enough creative thinking.	Traditional methods emphasize rote learning and repetition, which can be effective for reinforcing concepts and improving retention. As a teacher, I am not well trained on using online blogging.	It is always good to use both approaches accordingly to suit individual differences and get engaged in the learning process. None of these methods work alone since the traditional method deals with the basics, while online blogging boosts creativity and communication.



The respondents added additional insights while answering the last question (5.5) regarding the integration of online blogging or conventional methods in EFL classes (Table 7).

**Table 7: Additional Insights Regarding the Integration of Online Blogging or Conventional Methods**

➤ A comprehensive training should be given for teachers before trying to implement blogging in our classrooms.
➤ Teachers should have enough training before implementing online blogging in the schools.
➤ Training is necessary for both teachers and students in this domain. The integration of blogging can be gradually implemented with taking into consideration the needs and challenges faced by the public sector in Lebanon.

### Teachers' Focus Group Discussion Analysis

For the qualitative data collection, willingly, 10 teachers who responded to the online questionnaire joined the 2 online semi-structured focus group discussions which took place via ZOOM on April 5, and on April 10, 2024. Through these focus groups, the researcher wanted to gather information about the 3<sup>rd</sup> research question regarding the perspectives of EFL public and private education teachers towards the effectiveness of online classroom blogging versus traditional methods. Statements were collected from the questions asked to the 10 teachers of the two focus groups and were interpreted accordingly. The responses are combined in the following outcomes and a sample of what was stated, whether they shared consensus or disagreed, was reported (Tables 8, 9,10,11,12, and 13).

### Outcome 1. What do you perceive as the primary benefits of teaching writing to secondary students using traditional methods (e.g., textbooks, lectures, worksheets)?

**Table 8: Primary Benefits of Teaching Writing to Secondary Students Using Traditional Methods**

Keywords/ Variables	Private Sector EFL Teachers' Perceptions	Public Sector EFL Teachers' Perceptions
<b>Foundation for Teachers</b>	➤ Teachers have the resources prepared; they feel relaxed using traditional methods to save time and effort. Teachers are more confident to follow a systematic pattern in teaching writing. The condensed curriculum restricts the opportunity of employing new techniques.	➤ They provide a structured approach that focuses on vocabulary, grammar, and sentence structure, helping students build a strong foundation in English language skills. They are better for rote learning exercises.
<b>Time Management</b>	➤ Traditional methods are tailored to meet the requirements of third year secondary official exams. There is no time to try new approaches.	➤ In traditional methods, students simply follow the model given to them when restricted to a specific type of essay. There is no time wasting.

**Outcome 2. What challenges do you encounter when teaching writing to secondary students using traditional methods?**

**Table 9: Encountered Challenges of Teaching Writing to Secondary Students Using Traditional Methods**

Keywords/ Variables	Private Sector EFL Teachers' Perceptions	Public Sector EFL Teachers' Perceptions
<b>Limited Access to Information</b>	➤ In using traditional methods, there is limited authentic practice.	➤ In using traditional methods, there are restrictions to using textbooks, lectures, and worksheets.
<b>Engagement and Motivation</b>	➤ Students are becoming passive. We suffer a lot due to students' boredom and lack of motivation. There is limited access to modern technologies.	➤ Traditional methods reduce engagement and do not challenge students' creativity.
<b>Collaboration and Communication</b>	➤ In using traditional methods, there is insufficient focus on communication, and overemphasis on error correction.	➤ Students are not interested anymore in reading books and writing essays.

**Outcome 3. Are you acquainted with the instructional method employed for teaching through Web 2.0 tools? Could you share insights about its effectiveness in engaging students, its integration into lesson planning, or its impact on student learning outcomes?**

**Table 10: Teaching through Web 2.0 Tools**

Keywords/Variables	Private Sector EFL Teachers' Perceptions	Public Sector EFL Teachers' Perceptions
<b>Acquaintance</b>	➤ Yes, we use YouTube and Padlets; they are good for constructing knowledge.	➤ I know about them, yet I am not confident about using them to save time and ensure we meet the objectives required for the official exams.
<b>Integration and Impact</b>	➤ Google documents encourage collaboration on projects, discussions, and presentations. ➤ Polls turn learning into a more dynamic and enjoyable experience.	➤ Public schools are not equipped with the capacity of integrating online based learning. ➤ Public schools' administrations do not motivate or support teachers to use innovative techniques in teaching EFL.

**Outcome 4. What do you perceive as the primary benefits of teaching writing to secondary students using online blogging?**

**Table 11: Benefits of Teaching Writing to Secondary Students Using Online Blogging**

<b>Keywords/ Variables</b>	<b>Private Sector EFL Teachers' Perceptions</b>	<b>Public Sector EFL Teachers' Perceptions</b>
<b>Flexible Personalized Learning</b>	<ul style="list-style-type: none"> <li>➤ Blogging allows flexibility and differentiation in instruction.</li> <li>➤ Teachers can tailor writing tasks to meet the diverse needs and abilities of students, providing opportunities for individualized practice, peer collaboration, and self-expression.</li> <li>➤ Students can engage in blogging activities both in and out of the classroom, accommodating different learning preferences and schedules.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Blogging can make writing more interactive and enjoyable, capturing students' interest and motivating them to write regularly.</li> <li>➤ Students can work on their blogs anytime and anywhere, accommodating different schedules and learning preferences, and providing more opportunities for practice and improvement.</li> </ul>
<b>Collaboration and Communication</b>	<ul style="list-style-type: none"> <li>➤ Online blogging opens doors for students and exposes them to a world of diversity and cultural norms instead of having them clammed up in their restricted, pathetic niches.</li> <li>➤ One of the primary benefits of Web 2.0 tools is the facilitation of collaboration among students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ It fosters more student engagement and better opportunities for collaboration.</li> <li>➤ It aids in creating a more interesting learning environment for both students and teachers.</li> <li>➤ Web 2.0 tools offer opportunities for students to share their work with a wider audience beyond the classroom.</li> </ul>

**Outcome 5. If you have not used online blogging in EFL classes, what are the primary barriers or concerns preventing its implementation?**

The participants from the private and public sector showed consensus on some barriers (Table 12).

**Table 12: Barriers or Concerns Preventing the Implementation of Online Blogging**

<b>Mindset</b>	Students and teachers sometimes refuse change; their mindset does not accept a change.
<b>Limited Access</b>	Students' economic conditions prevent them from having access to devices or online platforms.
<b>Skepticism</b>	Resistance from parents, administrators, or policymakers who are skeptical of the educational value or appropriateness of online blogging in the classroom may impede its implementation, particularly in conservative or risk-averse educational contexts.

**Outcome 6.** Given your perceptions and experiences, which method do you prefer for teaching writing in EFL secondary classes in the future: conventional methods, online blogging, or a combination of both? Why?

**Table 13: Conventional Methods, Online Blogging, or Combination of Both**

Keywords/ Variables	Private Sector EFL Teachers' Perceptions	Public Sector EFL Teachers' Perceptions
<b>Conventional Methods</b>	<ul style="list-style-type: none"> <li>➤ Direct instruction and conventional methods are the foundations of teaching, yet not enough to meet the requirements of digitalization and the 21<sup>st</sup> century skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Traditional methods provide a solid foundation in language structure, grammar rules, and writing conventions.</li> <li>➤ Direct instruction, guided practice, and feedback from the teacher are integral components of traditional writing instruction.</li> <li>➤ These methods help students develop a strong understanding of language mechanics and foster essential writing skills such as organization, coherence, and clarity.</li> </ul>
<b>Blogging</b>	<ul style="list-style-type: none"> <li>➤ I will choose blogging if teachers are equipped with the necessary online learning tools and receive continuous training updates.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In Lebanon, we cannot rely on online interactive teaching.</li> </ul>
<b>Blended Learning</b>	<ul style="list-style-type: none"> <li>➤ A blended approach can cater to diverse learning preferences, accommodate various skill levels, and prepare students for the demands of digital communication in the 21<sup>st</sup> century.</li> <li>➤ It allows a balanced approach to writing instruction that emphasizes both foundational skills and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Looking forward to learning more about online blogging because man is an enemy to anything that he or she does not know.</li> <li>➤ We must follow the hybrid approach.</li> </ul>

The research findings strongly show the differences of the Lebanese secondary EFL teachers' perceptions towards the effectiveness of employing conventional (traditional) methods and/ or

online blogging for teaching writing within the public and private education sectors. Though many asserted their mindset towards the effectiveness of the traditional methods as the foundations for teaching writing in a systematic way within time constraints, opposition to solely depending on them during this era is affirmed by the array of challenges reported by teachers. To meet the demands of a digital world, they set technology as the main support to teaching, and promoted the employment of the digital tools in the curriculum due to their potent roles in enhancing motivation, collaboration, engagement, and flexible personalized authentic learning that enhances critical thinking skills as well as writing skills. Although the majority specified that they are active users of social media, technologies, and online communities which include educational online platforms and applications, they reported various barriers to implementing them in teaching, including the skepticism of their appropriateness in implementation, the limited access to technology, and the resistance from others to change. However, all insisted on the need of having comprehensive training before trying to implement any online tool in EFL classes.

### **Discussion and Conclusion**

Although the Ministry of Education and Higher Education called for the use of ICT, for it is considered to be a very powerful instrument for improving and intensifying education (MEHE, 2021), the findings depicted that shifting from conventional teaching can be a bit confusing; consequently, blending the two methods can lead to a perfect transition. The research findings, along with the academic references, strongly support the idea of integrating online blogging. Consistent with studies published by Li and Mak (2022), Graham (2022), Yousefifard and Fathi (2021), Ahluwalia et al., (2021), Alsamadani (2018), Vurdien (2013), and Barnes et al., (2007) the overall qualitative and quantitative analysis of the data indicated that Lebanese EFL teachers have largely positive attitudes towards integrating online blogging as an operative pedagogical tool. Although most of the participating teachers specified that they are active users of educational online platforms, they reported various barriers to implementing them in teaching and insisted on the need of training. They affirmed that online blogging is a fundamental part of the teaching strategies in EFL classes due to its potent roles in enhancing collaboration, engagement, authentic learning, critical thinking skills as well as writing skills. Even though the findings cannot be generalized because of the low number of teacher respondents with respect to the public and private EFL secondary teachers in Lebanon, the outcomes of this research fill in the gap and provide teachers, educators, and training program designers with a well-informed basis for understanding the potentials of using online blogging in Lebanese EFL classrooms from the teachers' perspectives. It shows how EFL teachers are ready to reconfigure the ways they interact with students and, thus, undergo a shift from the instruction paradigm to the learning paradigm that includes online blogging or any alternative language learning technology.

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## Appendix A EFL Secondary Teachers' Questionnaire

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### Online Blogging vs. Traditional Methods in EFL Secondary Writing Classes

This questionnaire forms a component of my ongoing research project. Its aim is to gather your perspectives regarding online blogging compared to traditional methods in EFL Secondary writing classes. Your interest and assistance in this research are greatly appreciated in advance. This questionnaire will take approximately 7 minutes to complete. Thank you.

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### Online Blogging vs. Traditional Methods in EFL Secondary Writing Classes

This questionnaire is part of a research project. It is designed to determine your perspectives (opinions) about online blogging vs. traditional methods in EFL Secondary writing classes. Please, complete the items in the five sections below.

#### Section One:

##### Background Information

Please, fill out this section to provide details about your teaching credentials and technological expertise.

1.1 I teach secondary classes at

- ☐ private school      ☐ public school      ☐ both

1.2 The highest certificate I received is

- ☐ BA      ☐ M1      ☐ MA      ☐ TD

1.3 The duration of teaching experience in secondary EFL classes in Lebanon is

- ☐ less than 5      ☐ 5-7      ☐ 8-10      ☐ more than 10

1.4 I have good computer skills.

- ☐ Not at all    ☐ To little extent    ☐ To some extent    ☐ To a great extent    ☐ To a very large extent

1.5 I am an active user of social media technologies and online communities.

- ☐ Not at all    ☐ To little extent    ☐ To some extent    ☐ To a great extent    ☐ To a very large extent

1.6 The technologies and communities I use include educational online platforms and applications which allow collaboration and sharing opportunities that help in learning.

- ☐ Not at all    ☐ To little extent    ☐ To some extent    ☐ To a great extent    ☐ To a very large extent



1.7 I am acquainted with the instructional method employed for teaching with Web 2.0 teaching tools.

☐Not at all    ☐To little extent    ☐To some extent    ☐To a great extent    ☐To a very large extent

1.8 I know about educational class blogging.

☐Not at all    ☐To little extent    ☐To some extent    ☐To a great extent    ☐To a very large extent

1.9 I have previously used online blogging platforms in EFL classes, such as WordPress and/or Blogger.

☐Yes            ☐No

1.10 I have blog account.

☐Yes            ☐No

## **Section Two:**

### **Perceptions of Traditional Methods in Secondary Writing Education in Lebanon**

2.1 Rate the effectiveness of traditional methods (e.g., textbooks, lectures, worksheets) in teaching writing to EFL secondary classes in Lebanon.

☐Not at all    ☐To little extent    ☐To some extent    ☐To a great extent    ☐To a very large extent

2.2 To what extent do you believe traditional methods (e.g., textbooks, lectures, worksheets) are convenient for teaching writing skills in the context of secondary EFL education in Lebanon?

☐Not at all    ☐To little extent    ☐To some extent    ☐To a great extent    ☐To a very large extent

2.3 How culturally relevant do you consider traditional methods (e.g., textbooks, lectures, worksheets) in teaching writing skills within the Lebanese educational context?

☐Not at all    ☐To little extent    ☐To some extent    ☐To a great extent    ☐To a very large extent

2.4 How well do traditional methods (e.g., textbooks, lectures, worksheets) adapt to the linguistic and cultural needs of Lebanese secondary EFL students in developing writing skills?

☐Not at all    ☐To little extent    ☐To some extent    ☐To a great extent    ☐To a very large extent

2.5 In your experience, how engaged are Lebanese secondary EFL students when using traditional methods (e.g., textbooks, lectures, worksheets) to improve writing skills?

☐Not at all    ☐To little extent    ☐To some extent    ☐To a great extent    ☐To a very large extent

2.6 What do you perceive as the primary benefits of teaching writing to secondary EFL students using the traditional method?



2.7 What challenges do you encounter when teaching writing to secondary EFL students using the traditional method?

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### Section Three

*In the realm of English as a foreign language (EFL) education, Web 2.0 technologies set forth innovative technologies, i.e. internet applications, for learners to enhance the language skills, promote critical thinking and develop the evaluative skills. Among these technologies, blogging, a relatively recent Web 2.0 innovation under Computer-Assisted Language Learning (CALL), has a remarkable place to provide EFL teachers and learners with new horizons. Blogging has become popular around the globe in EFL pedagogy as a tool that allows sharing and collaboration opportunities online and helps in developing the learners' academic skills (Zahoor & Kousar, 2018).*

**Instructions: Please indicate your level of agreement regarding your perceptions of online blogging in secondary writing education in Lebanon.**

3.1 Rate the potential of online blogging platforms (e.g., WordPress, Blogger) in enhancing learning experiences in secondary EFL writing classes.

☐Not at all   ☐To little extent   ☐To some extent   ☐To a great extent   ☐To a very large extent

3.2 To what extent do you believe online blogging platforms facilitate collaboration among students in secondary EFL writing classes?

☐Not at all   ☐To little extent   ☐To some extent   ☐To a great extent   ☐To a very large extent

3.3 How much do you think online blogging platforms increase student engagement in writing activities within secondary EFL classes?

☐Not at all   ☐To little extent   ☐To some extent   ☐To a great extent   ☐To a very large extent

3.4 How accessible do you think online blogging platforms are for diverse learners, including those with varying linguistic backgrounds or learning styles, in secondary EFL writing classes?

Not at all   ☐To little extent   ☐To some extent   ☐To a great extent   ☐To a very large extent

3.5 To what extent do you believe online blogging platforms help students develop real-world writing skills that are applicable beyond the classroom setting in secondary EFL writing classes?

Not at all   ☐To little extent   ☐To some extent   ☐To a great extent   ☐To a very large extent

3.6 How supportive and knowledgeable do you perceive teachers to be in guiding students' use of online blogging platforms for writing activities in secondary EFL classes?

Not at all   ☐To little extent   ☐To some extent   ☐To a great extent   ☐To a very large extent

3.7 What do you perceive as the primary benefits of teaching writing to secondary EFL students using online blogging?

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#### **Section Four**

##### **Barriers to Implementing Online Blogging**

4.1 If you haven't used online blogging in EFL classes, what are the primary barriers or concerns preventing its implementation? Select all that apply.

- Lack of access to technology or internet connectivity.
- Insufficient training or familiarity with blogging platforms.
- Concerns about student privacy and online safety.
- Limited time for integrating new methods into the curriculum.
- Resistance from students or colleagues to adopt new technologies.
- Unsure of how to effectively integrate blogging into EFL instruction.

4.2 Other barriers, please specify \_\_\_\_\_

#### **Section Five**

##### **Preferred Method for EFL Writing Instruction in Secondary Classes**

5.1 Although online blogging allows for more interactive learning experiences, in teaching writing, I prefer using the traditional methods since they are more suitable for foundational learning.

(1) Strongly Disagree, (2) Disagree, (3) Not sure, (4) Agree, (5) Strongly Agree.

5.2 Although online blogging provides opportunities for collaborative learning, in teaching writing, I prefer using traditional methods since they are more structured and easier to follow.

(1) Strongly Disagree, (2) Disagree, (3) Not sure, (4) Agree, (5) Strongly Agree.

5.3 Although online blogging promotes creativity and self-expression, in teaching writing, I prefer using traditional methods since they are better for assessment and grading.

(1) Strongly Disagree, (2) Disagree, (3) Not sure, (4) Agree, (5) Strongly Agree.

5.4 Given your perceptions and experiences, which method do you prefer for teaching writing in EFL secondary classes?

## Appendix B Focus Group Questions

Please, answer the questions below to know more about your perceptions of teaching writing

### **Perceptions and Challenges of Traditional Methods in Secondary Writing Education in Lebanon**

- Which traditional methods (e.g., textbooks, lectures, worksheets) are suitable for teaching writing skills in the context of secondary EFL education in Lebanon?
- What do you perceive as the primary benefits of teaching writing to secondary students using traditional methods (e.g., textbooks, lectures, worksheets)?
- What challenges do you encounter when teaching writing to secondary students using traditional methods?

### **Benefits and Barriers to Implementing Online Blogging in Secondary Writing Education in Lebanon**

In the realm of English as a foreign language (EFL) education, Web 2.0 technologies set forth innovative technologies, i.e. internet applications, for learners to enhance the language skills, promote critical thinking and develop the evaluative skills. Among these technologies, blogging, a relatively recent Web 2.0 innovation under Computer-Assisted Language Learning (CALL), has a remarkable place to provide EFL teachers and learners with new horizons. Blogging has become popular around the globe in EFL pedagogy as a tool that allows sharing and collaboration opportunities online and helps in developing the learners' academic skills (Zahoor & Kousar, 2018).

- Are you acquainted with the instructional method employed for teaching through Web 2.0 tools? Could you share insights about its effectiveness in engaging students, its integration into lesson planning, or its impact on student learning outcomes?
- What do you perceive as the primary benefits of teaching writing to secondary students using online blogging?
- If you haven't used online blogging in EFL classes, what are the primary barriers or concerns preventing its implementation?

### **Preferred Method for EFL Writing Instruction in Secondary Writing Education in Lebanon**

Given your perceptions and experiences, which method do you prefer for teaching writing in EFL secondary classes in the future: traditional methods, online blogging, or combination of both? Why?

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