The Use of Language Learning Blogs in Developing Creative English Writing among Secondary School Students in KSA from Teachers' Perspective

Ayed T. Alharbi

Associate Professor- Department of Curriculum and Instruction
College of Education - Qassim University, Saudi Arabia
ayedtt@qu.edu.sa

Abstract: The study aimed to explore the extent to which language learning blogs are used in developing creative writing skills among EFL secondary school students in the Kingdom of Saudi Arabia. To achieve the research aim, the researcher used a descriptive survey method involving. 270 English language teachers through random selection. The results indicated that the teachers reported medium perceptions toward the use of blog in developing students' writing (M=3.35). Moreover, the participating teachers showed high perceptions on the impact of using language learning blogs in developing fluency in writing skills (M=3.92). In addition, their perception of the extent to which language learning blogs are used in developing flexibility in English writing was "agree" with an overall mean of (M=2.74). The results also revealed the participants' perception of using language learning blogs in developing the skills of elaboration/completion in English writing was "neutral" with an overall mean of (M=2.80). The study results confirmed that there were no statistically significant differences between the study sample's responses regarding the impact of using language learning blogs on developing these skills among secondary school students resulting from the differences in their educational qualifications. Finally, the results showed that teachers' years of teaching experience have an impact on teachers' perceptions regarding the role of language learning blogs on developing students' writing in general and particularly on flexibility and elaboration/completion skills. The study recommends the use of blogs in developing students' writing skills.

Keywords: Electronic blogs, language learning skills, secondary school students, writing skills.

Introduction

Generally, writing is one of the main language skills. It is required at all levels of learning English language as it serves humans to express thoughts in words. Azlan and Yunus (2020) noted that every student requires to empower writing skill as it is among the most critical skills at all levels of learning the language. Considering this, it is noticed that university students are still facing difficulty to master English writing.

Creative writing is a kind of writing that is based on the expression of human thoughts, feelings and emotions, innovation in ideas and meanings, and the multiplicity of aesthetic images and meaningful words. It begins innately and grows with training, practice, extensive knowledge and education, as it is subject to change and development. Its most important fields are writing stories, plays, poetry and novels (Shehata, 2010).

The importance of writing is highlighted in that it is one of the most important means of communication between humans. It is also a factor that brings people together and connects them with each other. It is a means of understanding that enables the individual to express himself, convey his ideas, and obtain knowledge. Moreover, writing is a teaching and learning tool through which the individual is provided with standards of social control and prevailing values that guide his behavior as he is more able to express his thoughts, opinions, and feelings. The importance of writing is also confirmed and supported by Al-Naqa (2000) who points out that creative writing helps students make good decisions about their language learning choices, select the suggestive word carefully and search for new images and beautiful imaginations for innovative ideas. Thus, they can reach a language learning level that enables them to engage in writing with desire and love and convey what they hide in their souls including experiences that they would like to disclose. This, in turn, leads to the growth of their personalities and the discovery of their talents. It also enables them to present literary values and creative thoughts and encourages them to enjoy and research beautiful literary works which helps in improving their linguistic and literary abilities in writing.

The Kingdom of Saudi Arabia has realized the importance of the English language by approving it as a compulsory subject in the general education stages. Furthermore, the kingdom has focused on building, evaluating and developing its teaching curricula in a way that suits the learners' abilities at each educational stage. However, when considering the teaching of the English language in general education schools, it can be noticed there is an evident decline in the English learning outcomes. The report issued by the Center for Measurement and Evaluation also confirmed such weak outcomes and the failure to achieve goals at the secondary level in particular (Al Saud, 2012). This resulted in graduates' inability to pass the international tests necessary to fill vacant positions that require proficiency in the English language. That is considered a warning bell for those in charge of the educational process to review seriously and think carefully about the appropriate solutions to prepare promising competencies in teaching English and also to reconsider the wrong practices of teaching foreign languages and the appropriateness of the used measurement and evaluation methods.

Electronic language learning blogs are among the most prominent Web 2.0 tools, which have become enormously famous because they allow subscribers to express their opinions in audio and video modes, and contact all Internet subscribers in different parts of the world (Akbulut & Kiyici, 2007). They are also known as one of

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the electronic systems that manage content on the web, thus allowing the site owner to publish his articles and writings easily without the need for background knowledge in programming.

Many published studies in the Arab context confirm the effectiveness of educational blogs in developing students' various writing skills at different educational levels (Al-Sarihi & Abu Sharha, 2018; Alhuimel, 2018; Atman, 2012; Ibrahim & Kamel, 2020). These studies have provided evidence on the importance of using electronic (E-) blogs in developing students' creative writing in English through the information they contain which can be viewed and obtained through the multimedia they carry, whether written or photographed, audio or visual.

Thus, writing constitutes the life cycle of the student as it opens the way for him to exercise vision and imagination, choose words and vocabulary, choose structures and methods, arrange ideas, and formulate them well. This role of writing is not limited to school education, but it continues to post-secondary education or university education and post-university life of students. Based on this introduction, the researcher, through the nature of his work of supervising in school education and higher education as well as his direct dealings with students, realized the importance of E-language learning blogs. He noticed the extent of weaknesses in students' creative writing skills, and from here the idea of taking advantage of language learning technologies and interactive learning environments provided by the Internet in the educational process emerged, including social networking applications in the Web 2.0 environment. Amongst the most important of these applications are E-blogs because of its characteristics and components that make them widely used, and its effective role in teaching in general and in teaching creative writing skills in particular.

Research Questions

This study attempted to address the following research questions:

1. To what extent do English teachers perceive the impact of using E-blogs on developing writing skills among secondary school students in the context of Kingdom of Saudi Arabia?
2. Are there any statistically significant differences between the mean average of the English teachers' responses to the questionnaire due to their educational qualifications and years of teaching experience?

Literature Review

Creative writing

There are many definitions of creative writing depending on the opinions and trends of researchers. According to National Association of Writers in Education (UK) creative writing can be defined as:

> Creative Writing is the study of writing (including poetry, fiction, drama, and creative non-fiction) and its contexts through creative production and reflection on process. By writing, we mean not only books and other printed materials, but also scripted and unscripted performances, oral and recorded outputs, and the variety of forms possible in electronic, digital, and other new media. Creative Writing can use any form or genre of writing as an exemplary subject of study, but the productions of Creative Writing tend not to be informational, but imaginative interpretations of the world that invite the complex participation of the audience or reader. (Bennett *et al.* 2008, p. 2)

Creative writing is the art of sorts, the art of making things up. It is writing done in a way that is not academic or technical but still attracts an audience. In addition, Fitria

(2024) defines creative writing is an educational in-class activity that grants a sort of benefits enabling students of language to develop their writing skills. Gunawan and Aziz (2018) claimed that students get advantages of creative writing such as a tool to self-express, increase confidence and personal satisfaction, and gain self-esteem, with and increase of awareness and perception of their environment, and at the end they can be creative and active in their learning. Writing activities also help create understanding and language skills.

The importance of creative writing

Smith (2013) explains that creative writing has a role in linguistic development, within the framework of the principle of integration in the language. If creative writing has all this importance and benefits for students in general, it is even more valuable for secondary school students in particular. Creative writing is increasingly important for secondary school students because of the nature of that stage in which sciences and knowledge increase relative to previous educational stages. As the linguistic level of the student is developed during this stage, his use of the written English language expands. Thus, creative writing to Tin (2011) has its role in the student's life as it gives him way to narration and imagination. It helps students in the selection of compositions and methods, arrangement of ideas, and good formulation. This role does not stop at the level of general education, but rather it continues until the university stage or working life.

Creative writing in secondary school

Creative writing is directly related to the creative mental processes associated with language production and interpretation. It consists of several skills that many educators have agreed to define including the followings (Diab, 2019; Hassan, 2018):

1) Authenticity: It is the distinct thinking and uniqueness as well as the ability to penetrate beyond the immediate and familiar ideas.
2) Fluency: It is the ability to generate the largest number of alternatives, synonyms, ideas, problems, or uses, and the speed and easiness in generating them.
3) Flexibility: It is the ability to generate various ideas that are not normally expected, and to direct or divert the path of thinking as the stimulus or the requirements of the situation change.
4) Elaboration or completion: It is the individual's ability to see problems in things, habits, or systems and to defect and complete the shortcomings on them.

Due to the importance of developing creative writing skills, especially in the secondary school stage which is the stage of preparing students for university or professional life, students are required to be familiar with and master English writing skills in order to get an approval to join a university or a job. Therefore, the researcher reveals the role of E-language learning blogs on the creative aspect of language. E-Blogs help students acquire English as a second language, and enable them to generate sentences and phrases and use them in daily life situations because language is produced and understood through creative process.

E-language learning blogs

E-Language learning blogs are considered one of the publication sites that have become very popular among Internet users in recent years due to the ease of creating and dealing with them. Farraj (2006) defines a blog as a web page with brief, chronological entries

managed through a system that archives old posts for later access. Sim and Hew (2010) view blogs as online spaces for course materials and discussions between students and teachers. Hegazy (2011) sees blogs as tools for social learning and virtual interaction that engage users in content management for achieving goals in a vibrant virtual learning environment.

E-Blog Elements

E-blogs consist of a group of elements that differ from one blog to another, but there are basic elements such as title - archive - blogger's name - blog post that are indispensable in blogs. After reviewing the writings and opinions of many researchers (Vogle & Goans, 2005, p.12; & Matar, 2010, p.45), the elements of the E- blogs can be presented as follows:

ermanent link: The URL for accessing the blog.

Username and password: Credentials for accessing blog sections.

Main blog title: Indicates the blog's topic.

Posts: Entries on the blog with date, title, publication time, content, and writer's name.

Blogger's personal data: Includes blog data, goals, message, direction, and target audience.

Archive: Organizes topics based on classification or date.

Comments: Reader feedback on blog content.

Comment count: Indicates the number of comments on a post.

Links: Educational sites relevant to students.

Icons: Symbolic links for specific functions on the blog.

Advantages of E-language learning blogs

The advantages of E-language learning blogs are numerous. They can help in presenting personal ideas (educational, political, literary, artistic, religious), and in highlighting the general talents of people in various creative fields. They are also considered more effective in enhancing interaction between students and between students and teachers. Based on the review of previous studies (Ferdig & Trammell, 2014; Erkan, 2008; Matar, 2010), the most important features and benefits of electronic blog. A blog offers design flexibility and privacy, supports multilingual content, and encourages user engagement. It enhances learning, facilitates information search, and serves as a practical e-publishing tool. Blogs enable easy sharing of experiences and achievements while protecting intellectual property.

Previous studies

Many studies have been conducted on the use of E-language learning blogs in achieving many desired educational outputs. For instance, Chen's and Lee's study (2007) aimed to develop students' writing skills and their attitudes towards them it using technology-supported writing where E-blogs were used as a platform for writing. The study results revealed that E-blogs were effective in developing learners' writing skills and their attitudes towards writing.

Matar (2010) carried out a study into the effectiveness of an E-blog in treating the lack of incorrect development of scientific concepts among ninth-grade students in Gaza and their attitudes toward it. Several results were obtained by the study, the most important of which are: the presence of misconception of human body systems among the students, and the prevalence of some of them at a large rate, reaching more than 80% in some concepts. The study also emphasized the use of E-blogs to correct such

wrong perceptions of scientific concepts as the E-blog, in its proposed form, proved to contribute positively to this.

Mohammed *et al.* (2011) examined the effect of the evaluative performance record approach in developing creative English writing skills among secondary school students. The teaching findings revealed the superiority of the experimental group, which confirms the effectiveness of using the evaluative performance record approach in developing creative writing skills.

In the Arabic learning context, Ibrahim (2013) investigated the effect of a program based on the second generation of the Web (Web 2.0) on developing the concepts of the Arabic language included in the Arabic language curricula at the intermediate stage among Arabic department students of the college of Education and their attitudes towards it. The results revealed that there were statistically significant differences between the pre-test scores and the post-test scores of the sample of the study in both the Arabic language concepts acquisition test and the attitude scale, suggesting the effectiveness of the application of E-blogs.

A quasi-experimental approach was used by Al-Juaid (2016) to determine the effect of different E-blogging styles on the cognitive achievement among middle school students using a quasi-experimental design approach. The findings showed that there was as a statistically significant difference between the two groups' Mean scores on the post-achievement cognitive test indicating that the second group performed significantly higher than the first group at the level of (0.05).

Al-Saeed (2016) conducted a study with an aim to create harmony between educational curricula and the reality of the Arabic language in society as language blogs are a representation of the actual language used. The study found that it was possible to extract a set of information that helps facilitate the acquisition of the four language skills: listening, speaking, reading, and writing. An investigation of the effect of using an educational blog in teaching social studies on developing the academic achievement of ninth grade female students and their attitudes towards using it was conducted Aljedaani and Felemban (2022). The results indicated that there was a statistically significant difference between the average scores of female students in the experimental group and the control group at a significance level (a = 0.05) in favour of the experimental group. The female students of the experimental group also developed visual thinking which is resulted by using the E-blog in learning.

A study by Hassan (2018) aimed to develop the creative writing skills of the second level students in secondary school through a program based on problem-cantered learning. The finding demonstrated that the learners in the experimental group outperformed the learners in the control group in recalling the taught vocabulary in the post-test of the creative writing test.

Alsamadan (2018) conducted a study aimed to reveal the impact of E-blogging on the writing skills of students individually or in groups. The results of the study revealed that, unlike traditional methods to improving writing skills, blogging had revolutionized EFL pedagogy. It seemed that writing practice based on blogging was more participatory and interactive in that learners could improve their writing skills significantly in terms of content, word choice, style, language mechanics and so forth. The learners became aware that the judge was no longer just the classroom teacher, the audience, or the readers.

Another study by Diab (2019) examined the effectiveness of using some online participatory learning tools (Google Docs and Padlet digital wall) to develop EFL

creative writing skills and writing self-efficacy of student teachers at the Faculty of Education, Benha University. The findings of the study proved statistically significant differences between the students' scores on the pre-post measurements of creative writing and the self-efficacy measure in writing in favour of the post-measurement.

Al-Sulami's study (2019) investigated the effect of different organization of E-blogs on developing the cognitive achievement of middle school students in computer science as a school subject. The results showed that there were statistically significant differences between the pre-test and post-test performance of the participants. The findings also demonstrated that the group that studied using the partial content organization method had higher grades than the group that studied using the total organization method.

Based on the review of previous studies on the use of E-blogs in education and their impact on academic achievement (Al-Juaid, 2016; Matar, 2010), several key points emerge. Previous research primarily aimed to assess how E-blogs affect students' cognitive achievement and practical performance (Bella, 2015; Chen & Lee, 2007). Most previous studies have focused on pre-university, secondary, and intermediate educational stages. While cognitive achievement was a major focus, practical performance was also considered (Alqasham & Al-Ahdal, 2022; Wang, 2021). Notably, there is a lack of prior research specifically addressing the use of E-blogs in developing creative writing skills, which is the focus of the current study (Mustafa 2016). Studies varied in their approaches (Matar, 2010), either using E-blogs exclusively or comparing them to traditional learning methods, highlighting the importance of E-blogs in the educational process and their technical and pedagogical standards.

Methods

Research design

The researcher used a descriptive quantitative method to gather information from the participants. The study took place in the Kingdom of Saudi Arabia in the regions of Riyadh and Qassim during the first semester (1440-1441 AH).

Population

The study population consisted of English language teachers who were teaching secondary school students (male sections). The sample of the study was selected randomly. It included 270 teachers, (81 teachers in Qassim and 189 in Riyadh). The researcher sent a letter addressed to the teachers of English language at the secondary level explaining the purpose of the study and how to respond to the questionnaire items. Table 1 describes the sample of the current study. The independent variables are educational qualifications (diploma, bachelor's degree, unspecified) and years of teaching experience (1-5 years, 6-9 years, 10 years or more). The dependent variables are the perceptions of secondary school English language teachers regarding the use of E-blogs to enhance English creative writing skills.

Table 1

Distribution of the study sample according to qualifications and years of teaching experience variables

Independent Variable	Number	Percentage
Educational qualifications	26	9.6%
	239	88.5%

Independent Variable	Number	Percentage
	5	1.9%
	270	100%
Years of teaching experience	6	2.2
	55	20،4
	209	77،4
	270	100%

Instrument

To achieve the research objectives, a questionnaire was used for collecting data. . Questionnaire was designed to explore English teachers' perceptions in order to examine to what extent using electronic blogs develop creative writing skills in English. To collect data, an exploratory pilot study with 30 teachers from different secondary schools in KSA. The researcher developed an initial version of the questionnaire. The questionnaire consisted of 84 statements classified into four dimensions, as shown in Table 2. The questionnaire included demographic items that asked respondents to provide information about their name (optional), educational qualifications, and years of teaching experience. The third part of the questionnaire included statements to explore teachers' perceptions while using electronic language learning blocks for developing creative writing skills in English. It is presented on a five-point Likert scale to indicate the level of agreement of the respondents.

Table 2

Distribution of statements in their initial form according to the dimensions

Dimensions	Number of items
The extent to which E-language learning blogs are used in developing fluency in English writing skills.	20
The extent to which E-language learning blogs are used to develop authenticity in English writing skills.	20
The extent to which E-language learning blogs are used in developing flexibility in English writing skills.	24
The extent to which E-language learning blogs are used to develop elaboration or completion in English writing skills.	20

Validity and reliability

The questionnaire in its initial form was given to a group of experts at regional universities, and specialists in the Ministry of Education, with the aim of obtaining their opinions and suggestions regarding the instrument. Accordingly, the questionnaire was modified and designed in its final form. To ensure the reliability of the research tool, the researcher applied Cronbach Alpha reliability coefficient to the questionnaire of the exploratory sample of teachers, and the results were as follows:

Table 3

Cronbach's Cronbach Alpha reliability coefficients for the study dimensions (n=30)

Dimensions	Number of items	Cronbach Alpha coefficients
The extent to which E-language learning blogs are used in developing fluency in English writing skills.	10	0.88
The extent to which E-language learning blogs are used to develop authenticity in English writing skills.	9	0.88
The extent to which E-language learning blogs are used in developing flexibility in English writing skills.	11	0.90
The extent to which E-language learning blogs are used to develop elaboration or completion in English writing skills.	10	0.93
Total	40	0.97

Table 3 showed high reliability coefficient values for the three dimensions of the questionnaire (0.88 each). The overall reliability coefficient value of the questionnaire was also proved to be very high (0.97).

Data analysis

SPSS was utilized for the quantitative analysis, including frequencies, means, standard deviations, Mann-Whitney test, Pearson correlation, Cronbach's Alpha, one-way ANOVA, and Scheffé test to interpret responses, assess relationships, and determine statistical differences based on personal and professional variables in the study.

Results

Question 1: To what extent do English teachers perceive the impact of using E-blogs on developing writing skills among secondary school students in the context of Kingdom of Saudi Arabia?

Table 4

Teachers' perceptions on the use of E-blogs in developing students' writing skills

Dimension	Mean	Standard deviation	Rank
Blogs develop fluency in English writing.	3.92	0.52	1
Blogs develop authenticity in English writing.	2.74	0.60	3
Blogs develop flexibility in English writing.	3.92	0.55	1
Blogs develop skills of elaboration or completion in English writing.	2.80	0.62	2
Overall scores	3.35	0.50	

Table 4 indicates that teachers perceived blogs moderately, M=3.35, Std =0.50 in developing secondary school students' writing skills in Saudi Arabia. It shows that blogs were perceived as significantly beneficial in enhancing fluency and flexibility in English writing, with high scores of 3.92 and top rankings. However, when it comes to fostering authenticity and skills of elaboration or completion in English writing, the

perception was low, with average scores of 2.74 and 2.80, and rankings of 3 and 2 respectively. These findings suggest that while blogs were viewed positively for improving fluency and flexibility in English writing, opinions varied on their effectiveness in developing authenticity and elaboration skills in writing.

Question 2: Are there any statistically significant differences between the mean average of the English teachers' responses to the questionnaire due to their educational qualifications and years of teaching experience?

Differences according to educational qualifications

To answer this question, Mann-Whitney test was administered to indicate the differences in the responses of the sample members regarding their perceptions of the use of language blogs in developing creative writing skills in the English language among secondary school students according to their educational qualifications. The results are presented in Table 5.

Table 5

Teachers' perceptions on the use of language blogs in developing creative writing English skills and their educational qualifications

Dimension	Academic Qualification	No	Rank Average	Total Rank	Z	Significant level (P)	Comment
Fluency	diploma	26	120.29	3127.5	0.89	0.372	Non-significant
	Bachelor's degree and above	239	134.38	32117.5			
Authenticity	diploma	26	140.23	3646.0	0.51	0.611	Non-significant
	Bachelor's degree and above	239	132.21	31599.00			
Flexibility	diploma	26	126.19	3281.0	0.48	0.633	Non-significant
	Bachelor's degree and above	239	133.74	31964.0			
Elaboration/ completion	diploma	26	138.31	3596.0	0.45	0.655	Non-significant
	Bachelor's degree and above	237	131.31	31120.0			
Total	diploma	26	129.73	3373.0	0.23	0.819	Non-significant
	Bachelor's degree and above	239	133.36	31872.0			

Table 5 indicates that the values of (Z) are not significant in the four dimensions namely; fluency, authenticity, flexibility and elaboration/completion in English writing. The overall score for the skills indicates that there are no statistically significant differences between the responses of the study sample regarding their perceptions of the extent to which language blogs are used in developing these four skills among secondary school students due to the differences in their educational qualifications.

Differences according to the years of teaching experience

To answer this question, a "one-way analysis of variance" was used to determine the differences in the study sample's responses regarding their perceptions of the extent to which language blogs are used in developing creative writing skills among secondary school students according to the number of teaching experience. The results were as shown in Table 6.

Table 6

Teachers' perceptions on the use of language blogs in developing creative writing and their years of teaching experience

Dimension	Years of teaching experience	Sum of squares	df	Mean square	F	Significant level (*P*)
Fluency	Between groups	3.021	91	0.112	٠,٨٣٢	٠,٦٩٩
	Within groups	11.034	174	135		Not significant
	Total	14.055	265			
Authenticity	Between groups	7.189	91	0.266	0.974	٠,٥١٢
	Within groups	22.421	174	0.273		Not significant
	Total	29.611	265			
Flexibility	Between groups	5.214	91	0.193	0.578	*٠,٠١٢
	Within groups	27.403	174	0.334		significant
	Total	32.617	265			
Elaboration/ completion	Between groups	4.172	91	0.155	0.773	*٠,٠١٩
	Within groups	16.396	174	0.200		significant
	Total	20.568	265			
The total score of the dimensions	Between groups	2.894	91	0.107	0.741	*٠,٠٢٩
	Within groups	11.864	174	0.145		significant
	Total	14.758	265			

* Correlation is significant at the 0.05 level

It is clear from the Table 6 that there are statistically significant differences at a significance level of (0.05) regarding the participants' perception of language blogs in developing students' flexibility, elaboration/completion as well as the total score for all dimensions according to their years of teaching experience. However, Table 7 shows there are no statistically significant differences between the responses of the study sample on fluency and authenticity in writing in the English language according to the variable of years of teaching experience. To determine the validity of these differences, Scheffé test was used and the results are presented in Table 7.

Table 7

Scheffé test for the differences in teachers' perceptions according to their years of teaching experience

Dimension	Service years	No	Mean	Less than 5 years	From 5 to less than 10 years	From 10 years and more
Flexibility	Less than 5 years	6	3.49	-		
	From 5 to less than 10 years	55	4.18		-	*
	From 10 years and more	209	3.65			-
Elaboration /completion	Less than 5 years	6	2.84	-		
	From 5 to less than 10 years	55	3.14		-	*

	From 10 years and more	209	2.42			-
	Less than 5 years	6	3.79	-		*
The total score of the dimensions	From 5 to less than 10 years	55	3.98		-	*
	From 10 years and more	209	2.29			-

* Correlation is significant at the 0.05 level

It is evident from the Table 7 that:
- There are statistically significant differences between the perceptions of the study sample in this category (5-less than 10 years) and those in this category (10 years and more) regarding their perceptions of the extent to which language blogs are used in developing flexibility skills in English writing among secondary school students. This result was in favour of the study sample falling within this group of teaching experience (from 5 to less than 10 years).
- There are statistically significant between the perceptions of the study sample that falls into this group (from 5 to less than 10 years), and those falling within this category (from 10 years and more) regarding their perceptions of the extent to which language blogs are used in developing elaboration/ completion in writing among secondary school students, for the benefit of those participating teachers who had teaching experience from 5 to less than 10 years.
- There are statistically significant differences between the perceptions of the study sample from the experience category (5-less than 10 years), and the study sample from the experience category (10 years and more) regarding their perceptions of the extent to which language blogs are used in developing all the skills among secondary school students for the benefit of individuals with years of experience (from 5 to less than 10 years).
- There are statistically significant differences between the perceptions of the study sample from the experience group of less than 5 years, and those belonging to the group of (10 years and more) regarding their perceptions of the extent to which language blogs are used in developing creative writing skills among secondary school students in favour of those teachers who taught less than 5 years.

The researcher attributes this result to the fact that teachers with experience of (10 years or more) worked on the old Arabic language teaching method in its various branches. The reading curricula was an independent curriculum, and likewise writing was practiced according to the teacher's direction and conviction about the extent of employing language blogs. After they practiced language blogging via the Internet, some of them became convinced of the virtue of language blogs by making continuous comparisons in this regard, so their responses in this aspect were less with their rejection of change, and their unwillingness to work on modern technologies which can be attributed to their lack of knowledge of the capabilities and characteristics of language

blogs. However, the beginning of the work of teachers who have (less than 10 years of service) in education coincided with the beginning of work on the developed curricula, therefore, they have built perceptions of their acceptance of working on blogs as a modern technology without comparison with the old curricula. In addition, those teachers have more obligations to attend training programs focusing on E-blogs and Arabic language skills in general. Their familiarity with technology enables them to have the desire to use modern technology in designing lessons in an interesting and attractive way.

Discussion

Teachers in Saudi Arabia perceived blogs as moderately effective in developing secondary students' writing skills, with varying opinions on different aspects. E-Blogs were highly beneficial for fluency and flexibility but scored lower for authenticity and elaboration skills. Previous studies support the positive impact of E-blogs on writing skills and attitudes.

Teaching experience did not affect fluency in writing, aligning with previous research, but did influence perceptions of blogs for students' development of flexibility and elaboration skills. Results indicated that teachers perceived blogs moderately, M=3.35, Std =0.50 in developing secondary school students' writing skills in Saudi Arabia. Teachers perceived blogs moderately effective, with an average of 3.35 in developing Saudi secondary students' writing skills. While blogs were highly beneficial for fluency and flexibility, scoring 3.92, perceptions were lower for authenticity and elaboration skills at 2.74 and 2.80 respectively.

Overall, opinions differed on the effectiveness of blogs in enhancing various writing skills. These findings align with many previous studies (Al-Huwaimel & Bani Doumi, 2018; Chen & Lee, 2007). For instance, Chen's and Lee's (2007) study revealed that E-blogs were effective in developing learners' writing skills and their attitudes towards writing. Furthermore, Mohammed *et al.* (2011) reported the role of the evaluative performance record approach in developing creative English writing skills among secondary school students.

Results also indicated that there are no statistically significant differences between the responses of the study sample on fluency in writing in the English language according to the variable of years of teaching experience. The findings agreed with some studies (e.g., Khasawneh, 2019; Al-Madhouni, 2010). For example, Khasawneh (2019) found no statistically significant variances in the utilization of social media platforms among teachers specializing in learning disabilities, which could be linked to the study factors of gender, educational background, and years of experience. On the contrary, results showed significant differences in how participants view language blogs for students' development of flexibility and elaboration / completion based on their teaching experience whereas there are not significant differences in the participants' perceptions on students' development of fluency and authenticity.

Conclusion

Teachers in Saudi Arabia perceived E-blogs as moderately effective in developing secondary students' writing skills, with varying opinions on different aspects. Blogs were highly beneficial for fluency and flexibility but scored lower for authenticity and elaboration skills. Previous studies support the positive impact of E-blogs on writing skills and attitudes. Teaching experience did not affect fluency in

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writing, aligning with previous research, but did influence perceptions of blogs for students' development in flexibility and elaboration.

Based on the above results, there are several useful recommendations for developing students' writing skills. First, it is important to emphasize the significance of language blogs and how they influence students' performance in various language skills through the implementation of training programs and courses. Second, holding workshops on utilizing language blogs to enhance creative writing skills in English at the secondary school level can be beneficial. Third, motivating teachers in the educational field to improve positive perceptions and address negative perceptions is crucial. Lastly, designing training packages that utilize Web 0.2 technologies to develop creative writing skills in English within the established curricula can be highly effective.

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