

تحليل تلوي للأبحاث حول استخدام استراتيجيات المدونات في تعلم اللغة الإنجليزية

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الملخص

تعرض هذه الدراسة الاتجاهات العامة والأوصاف ومجالات التركيز في البحث المتعلق باستخدام المدونات في تعلم اللغة الإنجليزية. وتبحث في فعالية المدونات، والتطبيقات/المواقع الإلكترونية، وأنواع المشاركين، وأنواع المنشورات، وأطوال النصوص، والمهارات والمجالات، وجنس المشاركين، وتصميمات الدراسة، وأدواتها، وسنوات النشر. استخدمت الدراسة أسلوب التحليل التلوي في جمع البيانات وتحليلها. وتألفت عينة الدراسة من 50 مقالاً منشوراً في مجلات علمية، ووقائع مؤتمرات، وأطروحات ورسائل دراسات عليا نُشرت بين عامي 2000 و2023. جُمعت البيانات باستخدام قائمة مراجعة التحليل التلوي، وُحلت كمياً باستخدام الإحصاء الوصفي. أظهرت النتائج فعالية المدونات مقارنةً بالطرق الأخرى. يُعدّ Blogspot منصة التدوين الأكثر استخداماً. سُجّل أعلى تكرار لأنواع المشاركين بين طلاب البكالوريوس الذين يدرسون اللغة الإنجليزية كلغة ثانية (15 عاماً فأكثر). وأظهرت نتائج أنواع النشر أن المقالات العلمية هي الأعلى تكراراً. وسُجّل التصميم التجريبي/الضابط قبل/بعد الاختبار أعلى تكرار في الأبحاث المتعلقة بتصميم الدراسات حول استخدام استراتيجيات التدوين؛ بينما سُجّلت الاختبارات الكمية (الاختبار/الاستبيان) والاختبارات قبل/بعد الاختبار أعلى تكرار. وسُجّلت الكتابة أعلى تكرار في الدراسات البحثية التي استخدمت استراتيجيات التدوين في التعلم. سُجّلت أعلى نسبة تكرار لأداة المنهج المختلط في معظم الدراسات التي استخدمت استراتيجيات المدونات. وحقق متعلمو اللغة الإنجليزية كلغة ثانية أعلى نسبة تكرار وأعلى معدل تكرار في المرحلة الجامعية. وكان عدد المشاركين "15 عاماً فأكثر" الأعلى. وكانت الإناث الأعلى، بينما كان الذكور الأقل. وسُجّلت الفترة 2013-2018، والنصوص التي تتراوح بين صفحة وعشر صفحات (250-5000 كلمة)، أعلى نسبة تكرار في الأبحاث المنشورة. وكان نوع النشاط الأكثر شيوعاً في معظم الدراسات هو التعليم الصريح.

الكلمات المفتاحية: المدونات، التحليل التلوي، تعلم اللغة الإنجليزية، المقالات الصحفية، وقائع المؤتمرات، أطروحات ورسائل الدراسات العليا.

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A Meta-Analysis of Research on Using the Blog Strategy in English Language Learning

Abstract

This study presents the general trends, descriptions and focus of research on the use of blogs in English language learning. It investigates the effectiveness of blogs, application/website, participant types, publication types, text lengths, skills and areas, participant genders, study designs, study instruments, and years of publication. The study used a meta-analysis research design in data collection and analysis. The sample of the study consisted of 50 journal articles, conference proceedings, and graduate theses published between 2000 and 2023. The data were collected using meta-analysis checklist and analyzed quantitatively using descriptive statistics. The results revealed the effectiveness of blogs compared to other methods. Blogspot is the most commonly used blogging platform. The highest frequency of participant types was for undergraduate ESL students consisting of "15 and more". The findings of the publication types showed that the journal article has the highest frequency. The control/experimental pre/post-test design had the highest frequency in research concerning the design of studies on the use of blog strategies; quantitative (test/questionnaire) and pre-post tests had the highest frequency. Writing had the highest recurrence in research studies using blog strategies in learning. The mixed method instrument had the highest frequency in most studies employing blog strategies. ESL learners had the highest frequency and the highest repetition rate at the undergraduate level. The number of participants "15 and more" had the highest frequency. Females had the highest frequency, while males had the lowest frequency. The period 2013-2018 and texts ranging between 1-10 pages (250-5000 words) had the highest frequency in published research. The most commonly used activity type in the majority of the studies was explicit instruction.

Keywords: Blogs, Meta-analysis, English language learning, Journal articles, Conference proceedings, Graduate theses

Introduction:

The traditional "talk and chalk" approach has been staple in language teaching for generations, yet it is time to embrace modern technologies to revolutionize education. One of these modern technologies is blogging, defined as websites that can be regularly updated, allowing the writer to publish content directly from any location with an internet connection (Richardson, 2010). The term "blog" is a fusion of 'web' and 'log' and refers to a web page with multimedia elements, commentaries, and hyperlinks integrated into it (Armstrong & Retterer, 2008).

A blog typically comprises eight elements: post-date, category, title, body content, trackback feature, comments section, permalink structure, and footer information (Madini & Alsubaie, 2018). Blogs offer two primary features: first, they allow users to modify content by adding audio clips, videos, pictures, hyperlinks, or text and to comment or respond to content. Second, they have strong archive features that allow posts and comments to be stored and retrieved as needed by the general public (Duffy & Bruns, 2006; Tse et al., 2010).

Blogs are beneficial in foreign language teaching. Stanley (2005) notes that students can share their writing on blogs as easily as sending an email, offering valuable opportunities for language practice and exposure. Frobenius (2011) adds that blogs are interactive and communicative, creating innovative spaces for the expression and interaction required in language learning. Moreover, Hermayawati (2019) suggests that blogging can boost students' confidence and language usage, as they are motivated to perform well before a virtual audience. Blogs increase students' engagement by creating spaces for feedback and interaction (Stiler & Philleo, 2003; Williams & Jacobs, 2004; Dörnyei & Ushioda, 2009). Blogs provide an interactive platform where students can create and distribute content, enhancing their learning through active participation (Wang & Vásquez, 2012). These studies

highlight the potential of blogs to enrich language learning by increasing interaction, access, and engagement .

Additionally, Lestari (2019) points out that the informal nature of blogs allows students to express their thoughts without fear of grammatical mistakes, reducing anxiety and encouraging practice. Holtz (2006) emphasizes that web publishing software like blogs enables users to easily edit and create content for a web page with minimal technical experience. Yusefifard and Fathi (2021) indicate that blogs play a critical role in improving students' writing and self-perception. Ahmad and Lutters (2011) also support the idea that blogs contribute to active learning and knowledge construction, facilitating the reflective learning needed for lifelong education. These studies highlight the role of blogs in improving students' writing, and self-perception, and in reducing their anxiety.

Despite these benefits, there is a wide variation in the level of reflection among students, indicating the need for structured and guided blogging activities to enhance learning outcomes in the EFL classroom (Ahmad & Lutters, 2011; O'Keeffe et al., 2006). Student blogs differ from static websites, as they offer opportunities for students to share their ideas and thoughts with others (Nepomuceno, 2011). They can also offer an alternative medium that can be used for displaying student work within public space for the presentation of artefacts, exchange of experiences, opinions, and creations reflecting their achievements in learning.

This study employs a meta-analysis method to examine the impact of using the blog strategy in English language learning. Meta analysis is defined as a statistical tool for estimating the variance and mean of underlying population effects from multiple empirical studies that address the same research question (Field & Gillett, 2010). Glass (1976) describes it as the statistical analysis of a large collection of study results to integrate the findings. Meta analysis in language instruction has shown the

importance of identifying independent, dependent, and moderator variables to determine their impact on learning outcomes (Alsowat, 2020). By synthesizing effect sizes across studies, meta-analysis can provide clearer insights into the effectiveness of teaching methods (Boulton & Cobb, 2017).

The fundamental formulas used in meta-analysis are relatively easy to compute and comprehend, and they can be averaged across multiple studies. However, there are numerous options available when conducting a meta-analysis. The primary objective of meta-analysis is to estimate the effect size of an experimental treatment, often expressed as a standardized mean difference (Glass et al., 1981).

This Study: Although blogs are increasingly used in classrooms, their overall effectiveness is not yet well understood, especially when it comes to English language learning (ELL). While many studies have looked at the use of blogs as an aid to language learning, comprehensive data on their overall impact on ELL outcomes is lacking. In addition, differences in participant demographics, research methodologies, and instructional settings among completed studies may provide contradictory results and make it difficult to determine the best ways to integrate blogs into language learning curricula. Hence, a meta-analysis of research on the role of blogging in English language learning is required to comprehend the current literature, determine recurring themes, and also evaluate the overall efficacy of this particular method in language acquisition and skill improvement of ELL students.

This study aims to investigate the general trends, descriptions and focus of research on using blogs in English language learning. The objective of this particular research would be to provide a look at research on employing the blogs strategy in English language learning by checking out the effectiveness of blogs, participants' level, types, and numbers, activity types, publication types, text lengths, skills and areas, participant genders, study designs, study instruments, and years of

publication. The current study seeks to answer the following question: What are the general trends, descriptions and focus of research on the use of blogs in English language learning concerning the following features: effectiveness of blogs, participants' level, types, and numbers, activity types, publication types, text lengths, skills and areas, gender of participants, study design, study instruments, and year of publication.

The use of blogs in English language learning benefits several academic stakeholders. For students, blogs offer a reflective and interactive platform to practice language skills and boost motivation. Teachers gain a dynamic tool to enhance communication, digital literacy, and collaboration in the classroom. Researchers benefit from a consolidated view of the literature on blogs in education, forming a basis for future studies. For curriculum designers, the study suggests incorporating blogs into language curricula as a modern, effective teaching method. Overall, blogs are a valuable tool for enhancing language education, meeting diverse learning needs, and preparing students for the digital world.

Theoretical Framework:

Meta Analysis:

Meta analysis combines information from many studies to create one conclusion with greater statistical power compared to individual reports. Borenstein et al. (2009) indicate that meta-analysis estimates effect sizes per study, which are averaged to yield a general impact estimate. This particular technique considers the variability across studies based on sample sizes, methods and contexts to enhance the generalizability of findings.

However, there is no universally accepted definition of or approach to meta-analysis. What can be defined as a "true" meta-analysis is still open to debate. Glass (1976), for instance, carried out a broader lens definition of meta-analysis as "the

statistical analysis of a large collection of analysis results from individual studies to integrate the findings" (p. 3). However, stricter definitions are prevalent. For example, Gliner et al. (2003) defined meta-analysis as "a research synthesis that uses a quantitative measure, effect size, to indicate the strength of the relationship between the treatments and dependent measures of studies making up that synthesis" (p. 1376).

In this context, different authors have proposed different definitions, which have increased the confusion among the researchers, leading to the following four key problems: (a) confusion of total methodology with analysis technique, (b) use of effect sizes, (c) unit of analysis, and (d) discernment of meta-analysis from comparative analysis (Hedges & Olkin, 1985; Hunter & Schmidt, 1990; Rosenthal, 1984).

The benefit of meta-analysis in research is immense. It provides a unified view of current evidence, offering a better estimation of an intervention's effect than any single analysis might attain. Meta analysis typically avoids the issue of small sample sizes by pooling information (Borenstein et al., 2009). According to Duval & Tweedie (2000), meta-analysis may also control for publication bias by including published and unpublished studies. In second language acquisition, meta-analysis by experts like Låg and Sæle (2019) and Cheng et al. (2019) synthesize results from multiple empirical studies to verify the efficacy of novel teaching approaches, including flipped classrooms. The statistical analysis presented by meta-analysis could offer an objective, replicable, and simple context for debate (Alsoufi & AbuSeileek, 2021). Furthermore, Vitta and Al-Hoorie (2023) indicate that meta-analysis can combine information from different educational settings to assess the impact of interventions like flipped learning across learner populations and instructional contexts .

The use of meta-analysis to combine quantitative research results from several studies has grown since Gene Glass introduced the phrase at the 1976 American

Education Research Association meeting. However, this practice was not entirely new to nomenclature, considering works such as those by Pearson (1904) and Tippet (1931). Meta analysis in social science was relatively rare until the 1970s, when social scientists began applying quantitative synthesis techniques more broadly, particularly in social psychology (e.g., Schmidt & Hunter, 1977). A significant step forward came with a series of books issuing practical advice and methodologies on how to perform meta-analysis (Glass, McGaw & Smith, 1981; Hedges & Olkin, 1985; Hunter, Schmidt & Jackson, 1982; Rosenthal, 1984). Subsequently, meta-analysis became prominent across various disciplines during the 1980s, especially in psychology, education, and medical sciences. This led to the increased adoption of meta-analysis and the need for serious adherence to rigorous processes and procedures. "The Handbook of Research Synthesis" by Cooper & Hedges (1994) served as a landmark contribution to the behavioral and medical sciences, demonstrating the increased focus on methodological quality in meta-analysis efforts.

Meta analysis has been utilized to inform educational research with evidence-based findings that support teaching practices and policy choices. For example, the meta-analysis by Vitta and Al-Hoorie (2023) showed that flipped learning could help support language proficiency improvement in multiple settings, reinforcing earlier analysis by Hung, (2015) and Chen Hsieh et al. Additionally, meta-analysis like those by Låg and Sæle (2019) have provided crucial information about the conditions under which flipped learning works best, such as learners' proficiency and the use of interactive technology. Such comprehensive reviews validate the efficacy of flipped classrooms and help teachers improve their instructional methods for maximum student outcomes.

The Blogs Strategy:

Blogs are web logs where individuals can post content online. The term "blog" originated from Peter Merholz in 1999 (Blood, 2000) when he transformed the word "weblog" into "we blog." Blogs generally consist of text, images, videos, and links to other blogs or websites, with readers able to leave comments (Holtz, 2006).

Essentially, a blog is an online diary or website hosted on the internet used for sharing information or facilitating discussions, typically organized in reverse chronological order, where the newest entries appear first (Blood, 2000; Dyrud et al., 2005; Kajder & Bull, 2004). These web-based platforms support interactive engagement by enabling visitors to post comments and messages (Mutum & Wang, 2010). They form part of digital communities where blogs can be linked and cross-linked with ease (Goodwin-Jones, 2003).

The existence of blogs dates back to the early 1990s when the World Wide Web was still in its infancy. The earliest recognized blog is Justin Hall's Links.net (1994), which posted personal observations and links to various websites (Blood, 2000). However, blogs did not become popular until the late 1990s and early 2000s (Richardson, 2010), partially because blogs became simpler to operate (Blogger started in 1999 by Pyra Labs, and WordPress launched in 2003). These platforms made creating content possible for non-technical people.

Blogs have evolved into various types, with differing purposes and audiences. Campbell (2003) classifies blogs into three kinds: tutor blogs, learner blogs, and class blogs. Tutor blogs are managed by educators and contain resources, assignments, and feedback for students. Students develop learner blogs to reflect on their learning and share content interactively. Class blogs are maintained by all students in a class on a single blog. Moreover, blogs consist of individual posts crafted by one individual, small groups, or multiple contributors, often focusing on specific themes.

Regarding blog usage, blogs are utilized in private diaries, corporate communication, professional journalism, and niche hobbies. According to Duffy and Bruns (2006), blogs can be classified as personal blogs, corporate blogs, professional blogs, and microblogs. Personal blogs function as online diaries where individuals post personal stories, thoughts, and experiences. Companies use corporate blogs to interact with clients, post updates, and establish brand image. Professional blogs are maintained by specialists in specific fields to provide professional advice and insights. Microblogs (e.g., Twitter) feature brief posts where users interact with others.

In terms of blog importance, Kajder and Bull (2004) indicate that blogs facilitate the formation of social connections between bloggers and their audiences. Blogs also offer the flexibility of being accessed anytime and anywhere (Dyrud et al., 2005) and allow bloggers to provide personal responses to content (Jacobs, 2003). While primarily text-based, blogs typically incorporate a mix of text, images, videos, and links to other blogs, specializing in areas like art (art blogs), photography (photoblogs), video content (vlogs), music (MP3 blogs), and audio (podcasts), along with microblogs characterized by brief posts. Blogs used for teaching or educational goals are known as Edublogs. Although not originally designed for educational use, blogs have attracted interest from EFL educators because they offer a platform for journal creation without requiring prior computer programming skills (Wu, 2006) and act as a supportive tool for language learning (de Almeida Soares, 2008). Notably, as of November 17, 2012, there were almost 81 million Tumblr and 58 million WordPress blogs active globally.

The versatility and adaptability of blogs have made them popular in numerous domains. Blogs provide a means to express oneself and communicate, while also fostering community and knowledge sharing (Jones, 2006). They have become

integrated into the internet ecosystem, influencing how information is spread and consumed globally.

Blogs and English Language Learning:

English language learning is the process of acquiring the ability to communicate, comprehend, and use the English language in numerous contexts. This process involves receptive (reading and listening) and productive (speaking and writing) skills. Montaner-Villalba (2022) stated that English language learning is not merely about obtaining linguistic proficiency but also about engaging in diverse communication scenarios. This aligns with Beckett and Slater's (2019) definition of language learning as a process involving cultural, social, and cognitive dimensions. Additionally, Özdemir and Aydin (2015) emphasize that practical and immersive activities foster language comprehension and use in various contexts, such as English as a Foreign Language (EFL) learners.

The significance of English language learning as a global lingua franca cannot be overstated. Mastering English opens doors to global communication, professional advancement, and academic opportunities. Montaner-Villalba (2022) highlights that English is required in various sectors, including business and technology. This is reiterated by Thomas, (2017), who describes English as a bridge language used for cultural and knowledge exchange. Carrión et al., (2015) argue that learning English fosters cognitive flexibility and critical thinking, valuable in both personal and professional spheres. Beckett (1999) notes that English language competence is often a prerequisite for participation in global economic and academic networks, showcasing its role in social mobility and access to information .

The four essential skills in English language learning are listening, speaking, writing, and reading, all of which contribute to communication competence. Montaner-Villalba (2022) argues that these skills require a balanced approach, with learners exposed to theoretical understanding and practical application. Listening

and reading are receptive skills that involve understanding spoken and written language (Thomas, 2017). Speaking and writing are productive skills that learners use to communicate ideas with others. Giménez López et al. (2018) point out that these skills can be developed through collaborative activities like blogging and project-based learning, which enhance authentic language use. Additionally, Sa'diyah and Cahyono (2019) emphasize the importance of grammar and vocabulary in achieving accuracy and fluency in English language learning.

Various techniques are employed in English language learning to meet students' diverse needs and contexts. Montaner-Villalba (2022) describes project-based learning (PBL) as a method that integrates practical and linguistic skills through real-world tasks. This approach encourages active engagement and contextual learning, where students can apply their language skills meaningfully, such as through blogging, which offers opportunities for interactive and reflective language practice (Özdemir & Aydin, 2015). Beckett and Slater (2019) emphasize the importance of collaborative learning, where peer interaction and teamwork promote understanding and language acquisition. Thomas (2017) reviews how Information and Communication Technologies (ICT) can be utilized in language learning to enhance access to resources and practice outside the classroom.

The use of blogs in EFL instruction is mostly constructivist in orientation, concentrating on learner interactions (Kern, 2006), students-centered approach, and social interactions in active learning (Ferdig, 2007). This approach is based on the notion that cultural and societal factors influence cognitive development (Driscoll, 2005; Vygotsky, 1978). Blogging helps with the construction of knowledge by enabling learners to make sense of previous experiences and by permitting educators and peers to create ideas together (Jones & Brader-Araje, 2002).

In EFL learning contexts, this means that students can start using their language in various contexts, discuss with other people, transfer skills across areas, and also build a cultural learning space for collaborative training.

A blog is defined by Aydin (2014) as a website or part of a site often updated by a person or a team and made public. It contains discrete posts (which could be talks or information-oriented) and interaction through visitor comments. Blogs might include links, images, and text to various other blogs, websites, and media concerning the topic. Blogs began as individual web diaries but have grown into increasingly sophisticated mediums for sharing knowledge and effort and also have achieved considerable popularity in educational settings, particularly in language learning domains. Blogging can operate as a facilitator in the entire language learning process by presenting students with an atmosphere that motivates them to study (Perryville, 2021).

In educational environments, like EFL classrooms, blogs are classified by kind of use and content. Scholars such as Kern, (2006) and Ducate & Lomicka (2008) stated that blogs can support EFL learning by boosting interactivity, learner motivation and language skills development. These can be grouped into personal blogs where learners reflect on their language learning journey; collaborative blogs (where learners communicate in groups); and instructional blogs, run by teachers, to distribute course material and assignments. Each type has different pedagogical purposes but supports constructivist learning environments where learners build understanding by interaction. This particular diversity promotes learner engagement and extends the applications of language skills in various contexts to further enhance language competence in EFL learners.

Review of Related Studies:

The researchers addressed previous studies related to the subject of this study, arranged chronologically from the oldest to the most recent.

Glass et al. (1982) also undertook a significant meta-analysis, which proved equally noteworthy. Their research focused on the correlation between class size and student learning. This area posed a challenge for Glass and Smith due to the variability in the research literature. Based on their earlier synthesis of psychotherapy research, they found the research unsuitable for many of the methods they had previously used. In contrast, the definition of experimental and control conditions in psychotherapy is relatively uniform. However, the meta-analysis of class size was more complex because classes varied significantly from one study to another. The research was further complicated by the fact that the relationship between class size and student learning appeared to be non-linear. Glass and Smith speculated that adding 20 students to a class of 20 would have a different impact than adding the same 20 students to a class of 200. Despite these challenges, they managed to characterize the class size-student learning relationship with reasonable accuracy using a logarithmic function.

Slavin and Cheung (2003) conducted a comprehensive review of studies on reading instruction methods for English Language Learning (ELL) students. They compared the effectiveness of initially teaching ELLs to read in their native language, a bilingual education approach, versus teaching them to read in English, an immersion strategy. Slavin and Cheung selected studies that met several criteria: comparison of students in bilingual versus English immersion reading classes, random assignment or pre-testing to ensure group comparability, inclusion of ELL participants in English-speaking primary or secondary schools, use of quantitative measures of English reading proficiency (such as standardized tests and reading inventories), and a minimum treatment duration of one school year. They identified 16 studies from 1971 to 2000 that met these conditions. Their analysis found that bilingual methods, especially those teaching reading in both the native language and

English simultaneously, were generally more effective than immersion methods. While some studies showed no significant difference, none significantly favoured immersion strategies.

In his study, Felix (2005) investigated the effectiveness of computer-assisted language learning (CALL) between 2000 and 2004. He identified 52 related studies published within those four years and critically reviewed their limitations, merits, and insights, including examples of best practices in the field. Felix used meta analysis to draw causal conclusions about the magnitude of certain effects. His findings highlighted the need for systematic syntheses of research on specific variables (such as learning strategies or writing quality), which could provide further insights into the substantial effects of technology-mediated education and suggest directions for future research.

Yun (2010) undertook a meta-analysis to consolidate the features of technology usage and the methodologies of empirical studies, aiming to provide a clear examination of how hypertext glosses affect vocabulary learning among second-language English learners. This approach involved a quantitative synthesis of data from 300 empirical studies, through which a standardized mean effect size was calculated. The findings indicated that learners of English as a second or foreign language benefit from the use of multiple hypertext glosses when engaging with texts on digital platforms.

Steve (2011) analyzed 29 experimental and quasi-experimental studies involving students from grades 1 through 12 to determine if process writing instruction could improve their writing quality and motivation. His findings indicated that process writing instruction led to a statistically significant, though modest, improvement in writing effectiveness for students in general education classes, with an average weighted effect size (ES) of 0.34. However, variation in ES did not correlate with factors such as grade level, the reliability of the writing quality measurement, type of

professional development, genre evaluated, or research quality. Additionally, the process writing approach did not significantly enhance students' motivation to write nor improve the composition quality of struggling writers.

Morrison et al. (2012) investigated how English language restrictions impact systematic review-based meta-analysis using empirical studies in health care in Canada. The objective was to examine whether excluding non-English language studies (LOE) introduces a language bias and affects summary treatment effects in systematic reviews and meta-analysis. The analysis implemented a literature search technique utilizing several bibliographic databases and grey literature resources (MEDLINE, PubMed, The Cochrane Library, Biosis Previews, EMBASE, and CINAHL) for publications from January 1990 to March 2011. The instrument consisted of a structured form for data extraction and quality evaluation validated for human analytic studies. The theoretical framework was grounded in language bias—specifically, in the risk of a "Tower of Babel" bias in systematic reviews with non-English studies. The results showed no significant difference between summary treatment outcomes in English-only meta-analysis and those including LOE trials, though the precision of pooled estimates was enhanced by including LOE trials. Consequently, the study found that there is no systematic bias from language restrictions in conventional medicine but suggested further research on the consequences in certain health fields.

Cho et al. (2018) conducted a meta-analysis on the use of mobile devices to enhance students' achievements in language learning. The study compared the effectiveness of using mobile devices to other instructional approaches and examined how the effects of mobile devices vary in different contexts. The sample consisted of 20 studies, including journal articles and dissertations. The study focused on six aspects: school level, source of study, context of study, target

language-learning skill, type of test, and target language learner. The findings revealed that using mobile devices facilitated language learning and acquisition. The study further found that mobile learning improved collaborative learning and listening activities. Regarding the type of test, the study indicated that scales created by researchers were likely designed to meet their objectives and measure specific domains they were interested in examining regarding students' academic achievements.

Rahmati et al. (2021) performed a meta-analysis on the use of educational technology in English language teaching in Iran. They analyzed the impact of computer-assisted language learning programs on conventional instruction. The research sample comprised sixty-seven articles and theses published between 2009 and 2020. Essential variables (year of publication, research method, statistical method, sampling method, and gender of sample) were synthesized and compared utilizing a statistical technique. Instruments included observations and questionnaires. Despite the variety of tools used, results suggested that no single instrument was superior, indicating the researchers' discretion in selecting appropriate tools for their studies. The research highlighted the importance of distinguishing resources and research methods according to research goals and environments. The meta-analysis also identified limitations (such as lack of access to some articles) and called for further research globally on technology integration in language education.

Alsoufi and AbuSeileek (2021) analyzed the use of game strategies in English language learning and teaching. The aim was to determine common trends, descriptions and focuses of research on this subject. Conducted in Jordan, it incorporated seventy journal articles, conference proceedings, and graduate theses and dissertations published between 2000 and 2018. The technique adopted a meta-analysis research design with a meta-analysis checklist as the instrument. The

theoretical framework was derived from analyzing features, including strategies utilized, instruments, year of publication, and participants. Findings revealed that computer-assisted tools were the most popular strategy, tests as the most common tool and most studies were published in 2015 and 2016. The majority of participants were EFL learners (especially school level) and studies were frequently focused on reading. Generally, findings indicated that game techniques are better compared to some other techniques for teaching English.

Wen and Walters (2022) conducted a meta-analysis study on the impact of technology on elementary students' writing performance. The sample consisted of 20 empirical studies published between 1990 and 2020. The effect sizes of moderating variables were analyzed by focusing on the following features: types of technology integration, writing genres, demographics, and methodological characteristics. The findings of the meta-analysis revealed that technology had a medium impact on the quality of writing and a strong impact on the quantity of writing. The causal relationship between technology and writing performance for elementary students is influenced by two variables: the type of technology integration and writing genres. The study recommended increasing stakeholders' awareness regarding the significance of writing in elementary schools to develop instructional and curricular visions at the policy, school, and classroom levels.

Altoosh and AbuSeileek (2023) investigated key trends, descriptions, and study areas in English language teaching and learning through robot chat studies. The research examined publication type, design, skills and areas, instruments, participants, robot chat efficacy, gender, year of publication, text length, and chat type. The sample included 50 journal papers, conference proceedings, and graduate theses and dissertations published between 2000 and 2023. A meta-analysis checklist was the primary tool used in the study. The findings showed that the

highest frequency was for journal articles, followed by conference proceedings, while the lowest frequency was for theses. The highest frequency of designs was for control/experimental pre/post-test designs. The results revealed that experimental and descriptive methods were most frequently used, with vocabulary showing the greatest recurrence. The highest frequency was for English as a Second Language (ESL) learners, particularly among undergraduate students, while the lowest frequency was among school students. In terms of the number of participants, the highest frequency was for "15 and over," while the lowest frequency was for "1-14." The study found that the robot chat strategy was more effective compared to other methods in English language teaching and learning. Additionally, the number of females surpassed that of males in the reviewed studies, with those published between 2021 and 2023 occupying the highest rank. Studies containing "5,001–10,000 words" (i.e., 11-20 pages) also occupied the highest rank. Regarding the type of chat, studies on the effectiveness of the robot chat strategy in English language instruction were most frequently published using Google Dialogflow. The highest frequencies were for text and voice chat, while the lowest frequency was for voice chat.

Vitta and Al-Hoorie (2023) tested flipped learning in L2 classrooms using 56 language learning reports, comprising 61 unique samples and 4,220 participants from various countries. The goal was to examine the effects of flipped classrooms compared to conventional training on L2 learning outcomes. The sample included L2 learners, primarily English language learners. The technique employed a meta-analysis of both unpublished and published reports to suppress publication bias. The theoretical framework was based on flipped learning, involving pre-class preparation and class time dedicated to active engagement and higher-order thinking tasks. Findings revealed high heterogeneity effects and a mean effect size of $g = 0.58$ (publication bias) for flipped classrooms compared to conventional classrooms. The

study also found that, while not age-dependent, flipped learning improved according to proficiency level, benefiting higher proficiency learners more.

Concluding Remarks:

After reviewing previous studies related to the subject, the researchers found that many studies have explored the impact of using blogs in classrooms. These studies addressed various issues that evaluate the effects of blogging in educational settings. Previous descriptive analyses have extensively covered the range of effects that various teaching practices, including the use of blogs, have on different language outcomes. They also examined how blogging influences education, highlighting the need to integrate these efforts to establish clear, research-based foundations for language learning. The research gap in the teaching literature is evident in the absence of combined meta-analysis on the use of blogs for language outcomes. This meta-analysis is conducted to seek clear evidence of the impact of using blogs on English language learning.

Methods:

Design of the Study:

This study employed a descriptive quantitative survey method to identify the main characteristics of the current dimensional sample research. Meta analysis methods were used to evaluate the results of previous studies related to the use of blogs in English language learning. The purpose of this dimensional analysis sample is to examine the effect of the experimental variable (blog) on the dependent variable (English language skills and learning) and to organize and extract data from the results of previous studies using appropriate statistical methods. With the help of a table describing all the additional research samples (50 studies in total), the study meta analyzes the differences and similarities between the studies and identifies variations in the study population, research design, setting, or research intervention

that may have contributed to differences in the research results. The independent factors include the methods used, the instruments employed, the year of publication, the participants, the research design, the topics and skills examined, the duration of the study, and the nature of its effects and interactions. The dependent factors are the average values associated with these ten aspects and their subsections.

Sample of the Study:

The researchers applied exclusion criteria to restrict the sample to 50 research articles published between 2000 and 2023. These articles were limited to studies that focused on the use of blogging specifically in English language learning, namely in EFL and ESL environments. The technique of meta-analysis was employed. The sample consisted of 50 studies (see Appendix A) acquired from publicly accessible sources, such as articles in conference proceedings, master's and Ph.D. theses and dissertations, and journal articles (see Table 1).

Table 1: Studies by Type of Publication

	Publication Type	Frequency	Percentage (%)
1	Articles in Conference Proceedings	2	4%
2	Master and Ph.D. Theses/Dissertation	2	4%
3	Journal Articles	46	92%
	Total	50	100

Instrument of the Study:

Criteria of Inclusion:

The researchers reviewed the most common scientific databases publishing blog-related studies. These included databases from Jordanian universities, Al Mandhomeh, ERIC, Shamaa, Scientific Research, and Google Scholar. The search encompassed publications from 2000 to 2023. These databases offer access to international sources and journals. The sample research appeared in several journals and sources (see Appendix A).

The study sample was included in the Meta analysis of this study when the following conditions were met:

- Effects of blogs on English language instruction or learning.
- Studies published between 2000 and 2023.
- The study is experimental or semi-experimental and/or qualitative and descriptive. Only studies that empirically analyze the efficacy of blog treatments can contribute data to compute the effect of blogs.

The following steps supported the inclusion criteria:

- Literature Review: online databases (e.g., PubMed and Google Scholar) were searched for studies related to using blogging in English language learning. For evaluation, terms and search phrases involving 'blogging', 'English language acquisition', 'computer-assisted language learning', and 'meta analysis' were used.
- Screening Method: two researchers independently reviewed the titles and abstracts of retrieved publications to identify potentially relevant studies. Full-length publications were obtained for additional evaluation against selection and exclusion criteria.
- Data Extraction: details were extracted from eligible studies using a template. Extracted information included study details (author, year of publication, study design, and instrument), participant attributes (e.g., sample size, characteristics), treatment specifics (e.g., use of websites and teaching methods), outcome measures (e.g., language learning accomplishments and learner engagement) and appropriate statistical outcomes (e.g., frequencies and percentages).

Criteria of Exclusion:

The following studies were excluded:

- Studies that do not focus specifically on teaching English to language learners or use blogs as a teaching tool.
- Non-empirical research, including theoretical essays, editorials and literature reviews.
- Research that does not include quantitative information on language learning outcomes or student engagement.
- Research involving students learning languages other than English.
- Research that is not available in English.

Meta Analysis Checklist:

The study's instrument was modified from Alsoufi and AbuSeileek (2021). It was a meta-analysis checklist with key features describing general trends, descriptions, and research emphasis of the instrument examined. The meta-analysis checklist included ten major features, comprising the following subcomponents (see Appendix B):

- Effectiveness of Blogs: This includes the following elements: blog as effective as some other techniques (no distinctions there), blog less effective compared to some other methods, and blog more effective compared to other techniques.
- Application/Website: This includes Blogspot, Videoblogging, Moodle, and others.
- Participants Type: (EFL and ESL learners), level (school, graduate, and undergraduate), number (1-14, 15 and more).
- Publication Type: This includes conference proceedings, MA thesis/PhD dissertation, and journal articles.
- Text Length: 1-10 pages (250-5000 words), 11-20 pages (5001-10000 words), 21-30 pages (10001-15000 words) and more than 30 pages (More than 15000 words) Skills and Area: speaking, reading, writing, listening, grammar, pronunciation, vocabulary, and integrated language skills.

- Gender of participants: male and female.
- Design of study: This includes qualitative only (e.g., open-ended interview), descriptive only (e.g., questionnaire, one group pre-post tests), qualitative (e.g., open-ended questionnaire), quantitative (e.g., test) quantitative (e.g., control or experimental pre-test/post-test).
- Instrument of study: This includes an observation checklist, questionnaire only, test only, open-ended interview only and mixed instruments. It includes 10 aspects; namely, effectiveness of blogs, application/website, participants type, publication type, text length, skills and areas, gender of participants, design of study, instrument of study, and year of publication.
- Year of Publication: This includes the years 2007 – 2011 as well as 2013 – 2023.

Validity and Reliability of the Instrument:

The instrument of the study was reviewed by ten experts in English language curricula and instruction from private and public Jordanian institutions (see Appendix C). They were asked to evaluate the instrument concerning the techniques used, the tool itself, year of publication, type of publication, participants, study design, abilities and areas analyzed, text length, and rubrics. They recommended more precise rubrics and several changes related to the study design (mixed designs) and the instrument of the study (mixed instrument and application/website) (see Appendix C). The researchers considered their comments. To establish the dependability of the instrument, reliability coefficients for the meta-analysis were computed by two raters. Together, they analyzed 10% of the sample studies. They discussed points of disagreement until a consensus was reached. Each rater then independently assessed and analyzed the studies based on the meta-analysis

checklist of major features and their subcomponents. The inter-rater reliability for the meta-analysis was 0.87, which is acceptable for this study.

Procedures and Data Analysis:

The dimensional analysis in the current research followed the steps outlined below, which were based on the procedures described in the study:

- 1- Determining the research topic where the current research topic is represented in "A meta-analysis of the research on using blogs in English language teaching".
- 2- Earlier studies on how to effectively use blogs and what outputs were collected, in line with research inclusion criteria on which the study and selection process were based to achieve results and avoid bias, and to aggregate research and studies from several publishing sources (journals, research published in educational journals and conferences, master and doctoral theses)
- 3- Reviewing earlier studies and research, each study and previous research reviewed to confirm relevance to the research topic and inclusion criteria, and dismissing what is not compatible with the research subject or violates the inclusion criteria.
- 4- Preparation of data tabulation (information tabulated, analyzed, and categorized based on the many research variables and axes) and a model of coding the latest research and prior studies, with the description of attributes of each study in terms of ten aspects of the study; including, effectiveness of blogs, application/website, participants type, publication type, text length, skills and areas, gender of participants, design of study, instrument of study, and year of publication were estimated for the frequencies and found in tables.
- 5- Obtaining the results under appropriate descriptive statistical analysis. The meta-analysis method was employed as the instrument for data analysis. For quantitative studies, meta-analysis is recognized as a suitable tool for data analysis. Frequencies and percentages were computed to evaluate the frequencies of the ten major

features (effectiveness of blogs, participants, application/website, publication type, text length, skills and areas, gender of participants, study design, instrument of study, and year of publication) and their sub-variables.

Findings:

The study question focused on identifying the effectiveness of blogs in research using blogs in English language learning and teaching. The frequencies and percentages were calculated in each study as shown in Table 2.

Table 2: Frequencies and Percentages for the Effectiveness of Using Blogs in English Language Learning

Effectiveness of Blogs	Rank	Frequency	Percentage (%)
Blog is as effective as regular instruction (no significant differences)	2	14	28
Blog is less effective than regular instruction	3	1	2
Blog is more effective than regular instruction.	1	35	70
Total		50	100

As can be seen from Table 2, blogs are more effective than other methods (35, 70%) in research about using blogs in English language learning, and blogs are as effective as other methods (no significant differences) with a frequency of 14 (28%). Blog is less effective than other methods accounting for low frequency (1, 2%).

The study also focused on identifying the application/website in studies about using blogs in learning English. The frequencies and percentages were calculated for each study, as shown in Table 3.

Table 3: Frequencies and Percentages for Research about the Application/Website for Research on Using Blogs in English Language Learning

Application/Website	Rank	Frequency	Percentage (%)
Videoblogging	3	10	20
Blogspot	1	19	38
Moodle	2	18	36
Others	4	3	6

Total	50	100
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As can be seen from Table 3, Blogspot had the highest frequency (19; 38%) in research on using blogs in English language learning, followed by Moodle in second place with a frequency of 18 (36%), and Videoblogging in third place with a frequency of 10 (20%). Others occupied the lowest frequency (6; 3%).

The study also focused on finding the participants' level, type, and number in studies about using blogs in learning English. The frequencies and percentages were calculated for each study, as shown in Table 4.

Table 4: Frequencies and Percentages for the Participants' Level, Type, and Number in Research on Using Blog in English Language Learning

Participants	Rank		Frequency	Percentage (%)
Level	2	School	13	26%
	1	Undergraduate	27	54%
	3	Graduate	10	20%
Type	2	ESL	13	26%
	1	EFL learners	37	74%
Number	2	1-14	11	22%
	1	15 and more	39	78%
Total			50	100%

Table 4 reveals the variable. "Undergraduate" has the highest frequency (27; 54%) in research about using blog strategies in English language learning, while "graduate" has the lowest (10; 20%). EFL learners scored the highest frequency (37; 74%), while ESL learners scored the least (13; 26%). The category "15 and more" had the highest frequency (39; 78%), while "1-14" had the lowest frequency (11; 22%).

The study also focused on identifying the publication type in studies about using blogs in learning English. The researchers calculated the frequencies and percentages for each study, as presented in Table 5.

Table 5: Frequencies and Percentages for Publication Type in Research on Using Blogs in English Language Learning

Publication Type	Rank	Frequency	Percentage (%)
Conference Proceedings	2	2	4%
Thesis/Dissertation	2	2	4%
Journal Article	1	46	92%
Total		50	100

As shown in Table 5, journal articles have the highest frequency (46, 92%) in research on using blogs in English language learning. Conference proceedings and theses/dissertations both received the next highest frequency (2; 4%).

The study also focused on identifying the text length in studies about using blogs in learning English. To address this question, all ratings of text length in the 50 studies were coded according to the following categories: 1-10 pages (250-5000 words), 11-20 pages (5001-10000 words), 21-30 pages (10001-15000 words), and more than 30 pages (more than 15000 words). Frequencies and percentages were calculated, as shown in Table 6.

Table 6: Frequencies and Percentages of Text Length for Research on Using Blogs in English Language Learning

Length of text	Rank	Frequency	Percentage (%)
1 - 10 pages (250-5000 words)	1	25	50%
11 - 20 pages (5001-10000 words)	2	22	44%
21 - 30 pages (10001-15000 words)	4	1	2%
More than 30 pages (More than 15000 words)	3	2	4%
Total		50	100%

As can be seen from Table 6, texts ranging between 1-10 pages (250–5000 words) had the highest frequency (25; 50%) in research on using blogs in English language learning. Texts ranging between 11-20 (5001-10000 words) occupied the second rank with a frequency of 22 (44%). This was followed by texts with more than 30

pages (more than 15000 words) with a frequency of 2 (4%). However, texts of 21-30 pages (10001-15000 words) had the lowest frequency.(%2 ;1)

The study also focused on the skills and areas in studies about using blogs in learning English. To answer this question, each skill was classified into 50 coded studies including speaking, reading, writing, listening, grammar, pronunciation, vocabulary, and integrated language skills. Both frequency and percentage were calculated as shown in Table 7.

Table 7: Frequencies and Percentages for the Skills and Areas for Research on Using Blogs in English Language Learning

Skills and Areas	Rank	Frequency	Percentage (%)
Vocabulary	4	6	12
Speaking	3	7	14
Reading	5	5	10
Grammar	6	3	6
Pronunciation	7	1	2
Listening	7	1	2
Writing	1	17	34
Integrated Language Skills and Areas	2	10	20
Total		50	100

As can be seen from Table 7, writing had the highest frequency (17, 34%), subsequent by integrated language skills and areas (10; 20%). Speaking occupied the third rank with a frequency of 7 (14%). This was followed by vocabulary that amounts to 6 (12%). Reading occupied the fifth rank with the frequency (5; 10%). Grammar accounts for 3 (6%). However, pronunciation and listening occupied the least frequency with the lowest frequency and percentage (1; 2%) for each of them in research on using blogs in English language learning.

The study also focused on the gender of participants in studies about using blogs in learning English. To answer this question, each research was classified into 50

coded studies by including females and Male. Both frequency and percentage were calculated as shown in Table 8.

Table 8: Frequencies and Percentages for the Gender of Participants for Research on Using Blogs in English Language Learning

Gender of Participants	Rank	Frequency	Percentage (%)
Female	2	33	66
Male	1	17	34
Total		50	100

As can be seen from Table 8, females had the highest frequency (33, 66%) in research on using blogs in English language learning. However, males reported less frequency (17, 34%). The study also focused on the design of studies about using blogs in learning English. To answer this question, each design was classified into 50 coded studies by including qualitative only (e.g., open-ended interview), Qualitative and quantitative, descriptive only (e.g., questionnaire), one-group pre-/post-tests, qualitative and quantitative (test and open-ended questionnaire), quantitative (control/experimental pre/post-tests), and quantitative (test and questionnaire) as shown in Table 9.

Table 9: Frequencies and Percentages for the Design of Research on Using Blogs in English Language Learning

Design of the Studies	Rank	Frequency	Percentage (%)
Qualitative and Quantitative	1	14	28
Qualitative Only (e.g., Open-ended Interview)	2	9	18
Descriptive Only (e.g., Questionnaire)	5	5	10
One-group pre-/post Tests	6	4	8
Qualitative and Quantitative (test and Open-ended questionnaire)	4	6	12
Quantitative (Control/experimental Pre/post-tests)	3	8	16
Quantitative (Test and Questionnaire)	6	4	8
Total		50	100

As can be seen from table 9, qualitative and quantitative had the highest frequency (e.g., 14, 28%) in research on using blogs in English language learning. qualitative only (e.g., open-ended interview) had the second rank with the frequency (9; 18%). This was followed by quantitative (e.g., control/experimental pre/post-tests) with the frequency (8; 16%). Qualitative and quantitative (e.g., test and Open-ended questionnaire) occupied the fourth rank with a frequency of 6 (12%). This was followed by descriptive Only (e.g., questionnaire) that accounts for (5; 10%). However, one—group pre-post tests and quantitative (e.g., test and questionnaire) occupied the lowest ranks with the lowest frequency. (%8 ;4)

The study also focused on the instrument in studies on using blogs in learning English. To answer this question, each instrument of the study was classified into 50 coded studies, including, observation checklist only, test only, questionnaire only, open-ended interview only, and mixed method. Both frequency and percentage were calculated as shown in Table 10.

Table 10: Frequencies and Percentages for Instrument of the Study for Research on Using Blogs in English Language Learning

Instrument of the Study	Rank	Frequency	Percentage (%)
1. Observation checklist only	5	5	10
2. Test Only	3	8	16
3. Questionnaire Only	2	12	24
4. Open—Ended Interview Only	4	7	14
5. Mixed	1	18	36
Total		50	100

As can be seen from Table 10, mixed had the highest frequency (18, 36%) in research on using blogs in English language learning. The questionnaire only had the second highest frequency (12; 24%). Test only had the third highest rank with a frequency of 8 (16%). Open-ended interviews only occupied the lowest rank (7; 14%). However, the observation checklist only occupied the lowest rank. (%10 ;5)

The study also focused on the Year of Publication in studies about using blogs in learning English. To answer this question, each year of publication was classified into 50 coded studies by including the following periods: 2003-2015, 2016-2019, and 2020-2023. Both frequency and percentage were calculated as shown in Table 11.

Table 11: Frequencies and Percentages for Year of Publication or Research on Using Blogs in English Language Learning

Year of Publication	Rank	Frequency	Percentage (%)
2001-2006	4	2	4
2007-2012	3	9	18
2013-2018	1	20	40
2019-2024	2	19	38
Total		50	100

As can be seen from table 11, the period 2013-2018 had the highest frequency (20, 40%) in research on using blogs in English language learning, followed by those covering the periods (2019-2024) with a frequency of 19 (38%) than by those covering the period (2007-2012) with the frequency of 9 (18%). However, 2001-2006 had the lowest frequency (2, 4%).

Discussion:

The next section deals with the discussion of the results of the research aimed at identifying the general trends, description and focus on the use of blog strategies in learning English. Specifically, the researchers looked at the following 10 main features with their subsections: effectiveness of blogs, application/website, participants type, publication type, text length, skills and areas, gender of participants, design of study, instrument of study, and year of publication.

Regarding the first aspect "the effectiveness of using blogs in English language learning", the study found that blogs are more effective than other methods with the frequency (35;70%). This finding might be related to the interactive/reflective nature

of blogs which promote active learning and engagement in English language learning compared with conventional techniques. This finding is consistent with Alsoufi and AbuSeileek (2021) who found that computer-assisted tools were the most frequent strategy in English language instruction .

As for application/website, the study found that Blogspot is more popular than other applications/websites with a frequency (19; 38%). This finding might have something to do with Blogspot's simple navigation and access, which make it appealing for students and educators desiring to teach the English language. This result agrees with Albtoosh and AbuSeileek (2023) who found that Google Play Dialogflow was the most frequent strategy in English language instruction .

Regarding participant type, the study revealed that undergraduate students (27;54%) were the most frequent participants' level. As for participants' type, EFL learners have the highest rank (37;74%). As for participants' number, students consisting of "15 and more" have the highest rank (39; 78%). This result could be justified as research studies generally target larger cohorts of undergraduate EFL learners to attain generalizable outcomes and to measure the effect of employing blogs in English language learning. This is similar to Al Droubi (2023) who found that undergraduate-level students and those containing "15 and more" got the highest frequency on research about using audiovisual chat in English language learning .

The most frequent publication type was the journal article (46;92%). This particular outcome might be attributable to the academic reliability and peer-reviewed nature of journal articles and they are a favorite venue for research about the usefulness of utilizing blogs for English language learning. This is consistent with Cho et al. (2018) finding that was for journal articles.

Regarding text length, the study found that texts ranging between (1-100) pages (250–5000 words) had the highest frequency (25; 50%) in research on using blogs in English language learning. This result may be because shorter texts are more

manageable and practical for researchers and participants in studies with blogs, making it easier to analyze their influence on English language learning in small time frames. This contrasts with Alsoufi and AbuSeileek (2021) who, when evaluating game strategies in English language learning, found that studies of game methods typically investigated bigger trends and participants and needed more in-depth analysis. These differences in research focus and tools (blogs versus games) might explain discrepancies in results on text length and research scale.

As for skills and areas, the results revealed that writing had the highest frequency (17; 34%), subsequent by integrated language skills and areas (10;20%). This finding might be attributed to the simple fact that blogs are especially good for writing practice as they promote continual process, feedback, and self-expression that make them especially appropriate for writing advancement in English language learning. This finding conflicts with Cho et al. (2018) whose meta-analysis on mobile devices in language learning reported that mobile learning was more conducive to collaborative learning and listening activities than to writing.

About the gender of participants, the study found that females had the highest frequency (33; 66%) in research on using blogs in English language learning. This result might be explained by female students 'higher interest in language learning activities involving blogs, possibly through enhanced levels of reflective writing and collaborative learning environments. This result disagrees with Al Droubi (2023) who found that most participants in studies on audiovisual English learning were male EFL learners .

Concerning the design of the study, the findings showed that qualitative and quantitative had the highest frequency (e.g., 14; 28%) in research on using blogs in English language learning. This finding might be associated with the fact that quantitative and qualitative methods merge to better understand the subjective

experiences of learners and quantifiable results for blogs in English language learning. This result contradicts Cho et al. (2018) whose meta-analysis on mobile device usage in language learning was mainly quantitative and used researcher-designed scales for domains including collaborative learning and listening activities.

Concerning the instrument of study, the results revealed that mixed had the highest frequency (18, 36%) in research on using blogs in English language learning. This result might be justified since researchers can gather both qualitative and quantitative data when working with mixed instruments, thus obtaining a far more nuanced perspective on exactly how blogs do in English language learning. This contrasts with Alsoufi and AbuSeileek (2021) who found that tests had been the most prevalent tool used for examining game strategies for English learning, with a preference for quantitative measures over mixed approaches.

Finally, the results regarding the year of publication showed that the period (2013-2018) had the highest frequency (20; 40%) in research on using blogs in English language learning. This particular result may be associated with the fact that in the period (2013-2018) educational technology tools like blogs were attracting increasing research and attention as a method to enhance language learning at the moment. This result does not agree with Rahmati et al. (2021) who found that studies on educational technology in English language teaching in Iran were dispersed over a longer period (2009-2020) and no single period dominated in publication frequency.

Conclusions:

The research results offer a meta-analysis of blog usage in English language teaching. This wide analysis demonstrated that the meta-analysis method is especially appropriate for examining the general impact of blogs on language learning. It enables a wider aggregation and comparison of many studies to obtain a general picture of exactly how blogs can be useful in educational settings. One key

observation is that undergraduate students benefited more from blog-based learning strategies than school students and graduates. This suggests that blogs might work best with university-level learners who are more familiar with autonomous learning environments and technology.

Additionally, the research indicates that EFL learners improved considerably more on blogs than ESL (English as a second language learners). This particular difference could be rooted in the structured learning contexts of EFL environments where blogs are utilized much more systematically as curriculum components. In terms of study design, studies typically recruited larger cohorts of participants "15 and more" This particular desire for bigger sample sizes confirms the need for statistical robustness when assessing the effects of blogs on language learning results. The studies also favored Blogspot over Videoblogging applications/websites. Blogspot was preferred to the Videoblogging applications/websites probably because it is more simplistic and more textual in its format which is a plus in structured EFL learning environments where writing skills are key focus. This preference might also be because Blogspot lends itself more easily to incorporation into education or text-based curricula that are easier to manage, evaluate and coordinate when teaching your students.

The length of the analyzed studies mostly fell within the (11-20) pages. This is consistent with academic publication standards and indicates that these studies had been sufficiently detailed to convey their results in a clear yet succinct manner that they might be accessible. Research was conducted mainly on writing and integrated language skills rather than on listening and pronunciation. This indicates that blogs are most helpful for written communication and multiple language combinations while being less utilized for auditory and oral skills. Gender analysis found that females constituted probably the largest percentage of individuals in these studies.

This might reflect improved female student engagement or availability in research about blogs for language learning.

Most studies adopted a mixed methods study design combining qualitative and quantitative data collection methods. This approach is preferred because it offers both numerical outputs and also the individual experiences of learners with blogs. Finally, from 2013 to 2018 most publications associated with the effectiveness of blogs in English language teaching occurred .

The majority of these studies were published as academic journal articles of (11-20) pages (5,001 to 10,000 words) regular length. This particular trend corresponds with a growing interest in utilizing technology - including blogs - to support language learning during this period. The emphasis in these years is on the more and more utilized digital tools in education research and practice, especially for teaching English as a foreign or second language.

In light of the study findings, teachers should use blogs as a learning tool in teaching students. This includes professional development for teachers on how to utilize blogs in language instruction. Technical training such as implementing and maintaining a blog should be included along with pedagogical approaches for utilizing blogs to enhance language skills (especially writing and incorporated language skills). Students, in turn, ought to be shown how to use blogs for reflective writing, collaborative projects and also sharing tips in a stimulating and active learning environment. Both students and teachers should understand how blogs could support communication, critical thinking, and language proficiency. Curricula developers are recommended to include blog-based activities in English language programs. This integration should correspond with educational objectives and outcomes and state that blogs are helpful for writing proficiency and for interactive/collaborative learning. Curriculum developers should design activities that use the strengths of blogs - for instance, by providing spaces for authentic

writing practice, peer feedback, and numerous language skills. The curricula developers should provide guidelines for the way blogs are used throughout academic levels from undergraduates who might benefit from technology-enhanced education to university students who could be slowly introduced to blogging as a learning tool. Furthermore, the electronic literacy abilities that both teachers and students should have the ability to use blogs efficiently in language education should also be considered. Researchers are advised to pay attention to many other broader impacts and methodologies of blog-based language learning. Future studies should include various other participant groups, like ESL learners with various proficiency levels to better understand how blogs may benefit different learner demographics. The long-range effects of blog usage on language development and comparison with standard and other electronic learning techniques should also be examined. Moreover, more mixed-methods studies that combine quantitative methods of language skills gains with qualitative methods of student and teacher experiences are required. Such research would help understand the numerous impacts of blogs on language learning. It also recommends that researchers investigate blogs as a means to boost lesser-studied skills, such as pronunciation and listening to show a balanced view of the effect across all areas of language learning.

This study recommends policymakers incorporate blogging to improve students' language acquisition. This can be achieved by using structured guidelines for integrating blogs into language education at various academic levels by concentrating on integrating blogs to improve digital literacy, collaborative learning, and reflective writing. Moreover, policies should allocate resources to train teachers on using blogs to offer user-friendly blogging platforms. By doing so, the students

can acquire knowledge and improve their English language skills interactively and engagingly.

Finally, this study has certain limitations. The study covers research conducted between 2000 and 2023. The sample is deliberately chosen from master's theses, research, and previous studies published in academic journals. The study aims to conduct a meta analysis of research on using the Blogs Strategy in English Language Learning. The participants in the sample studies are restricted to ESL and EFL learners. The method of this study is confined to a meta analysis of research on using the blog strategy in English language learning.

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