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ANÁLISIS DE CASO:

**“BLOGGING AS A TOOL IN TEACHER TRAINING CLASSROOMS:
ENHANCING WRITTEN LANGUAGE PROFICIENCY.”**

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ANÁLISIS DE CASO

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ENHANCING WRITTEN LANGUAGE PROFICIENCY”**

Presentado al Consejo Directivo de Facultad de Ciencias de la Educación como requisito previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

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Quiero expresar mi más profundo agradecimiento a mi querida madre, cuyo amor incondicional y apoyo constante me han dado la fuerza para seguir adelante, incluso en los momentos más difíciles. Gracias por estar siempre ahí, animándome a perseverar. También quiero agradecer a Dios por darme sabiduría, paz y paciencia a lo largo de este camino, guiándome en cada paso.

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DEDICATORIA

Esta obra está dedicada a mi madre, cuyo amor, fuerza y apoyo incondicional han sido mi guía a lo largo de este camino. Siempre has creído en mí, incluso cuando dudaba de mí misma, y tu aliento ha sido mi mayor motivación. Todo lo que logro es un reflejo de tus sacrificios y los valores que me has inculcado. Esto es para ti, con todo mi amor y gratitud.

RESUMEN

El presente estudio examina el impacto del uso de blogs como herramienta para potenciar la competencia escrita en el contexto de la formación docente. Mediante un enfoque cuantitativo, se recopilaron datos a través de evaluaciones escritas realizadas antes y después de una intervención basada en la experiencia personal del alumnado. Los hallazgos evidenciaron avances en la coherencia textual, el enriquecimiento del vocabulario y la estructura general de los textos. Además, el blogging promovió la autonomía, la reflexión y el aprendizaje colaborativo, aspectos esenciales en el desarrollo de la escritura.

Un aspecto clave identificado en el estudio fue el incremento de la motivación estudiantil. Los participantes mostraron un mayor interés por la escritura cuando la percibieron como una actividad auténtica e interactiva. La dimensión colaborativa del blogging les permitió compartir ideas, recibir retroalimentación y mejorar sus textos a través del intercambio con sus pares. Esta interacción fortaleció el sentido de comunidad en el aula y fomenta un aprendizaje más significativo.

No obstante, se observaron algunos desafíos, como la dificultad en la generación de ideas y la consistencia gramatical en ciertos estudiantes. Para abordar estas dificultades, se sugiere la implementación de talleres de escritura, estrategias de apoyo estructurado y actividades específicas que refuercen la precisión gramatical. En conclusión, la integración del blogging en la formación docente representa una estrategia innovadora y sostenible para el desarrollo de habilidades de escritura y alfabetización digital en los futuros educadores.

Palabras clave: Blogs, competencia escrita, educación, formación del profesorado, herramienta digital.

ABSTRACT

This study examines the impact of using blogs as a tool to enhance writing skills in the context of teacher training. Through a quantitative approach, data was collected through written assessments conducted before and after an intervention based on students' personal experiences. The findings revealed progress in textual coherence, vocabulary enrichment, and the overall structure of the texts. Additionally, blogging promoted autonomy, reflection, and collaborative learning, essential aspects of writing development.

A key aspect identified in the study was the increase in student motivation. Participants showed greater interest in writing when they perceived it as an authentic and interactive activity. The collaborative dimension of blogging allowed them to share ideas, receive feedback, and improve their texts through peer interaction. This interaction strengthened the sense of community in the classroom and fostered more meaningful learning.

However, some challenges were observed, such as difficulties in generating ideas and maintaining grammatical consistency among certain students. To address these issues, the implementation of writing workshops, structured support strategies, and specific activities that reinforce grammatical accuracy is suggested. In conclusion, the integration of blogging in teacher training represents an innovative and sustainable strategy for developing writing skills and digital literacy in future educators.

Keywords: Blogs, digital tool, Education, Written competence, Teacher Training.

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CÓDIGO DUBLÍN

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INTRODUCTION

Integrating digital tools in education has become increasingly significant in enhancing the teaching and learning process (**Haleem et al., 2022**). Over the past few years, various studies have highlighted how digital tools, including blogging, can foster greater student engagement, communication, and autonomy. Similarly, Warschauer (2004) emphasized that technology-mediated instruction can significantly improve language proficiency by providing authentic communication opportunities and promoting autonomous learning.

In the last five years, numerous studies have further supported this view. For instance, Gülbahar and Ozturk (2020) explored the role of digital platforms in EFL classrooms and found that blogging could be a key tool in helping students practice language skills in real-world contexts. Similarly, research by Vázquez-Cano and García-Peñalvo (2021) highlighted that blogging fosters an interactive learning environment where students engage in writing, reading, and peer feedback activities, promoting deeper understanding and application of language. This learner-centered environment has proven to be especially beneficial in EFL classrooms, where engagement with the language outside of traditional methods is often limited.

In the context of English as a Foreign Language (EFL) classroom, blogging offers a dynamic platform for students to practice language skills in a real-world context. Blogging allows for interactive learning, where students can engage in writing, reading, and peer feedback activities, thereby fostering a deeper understanding and application of the language. According to recent studies by Rojas et al. (2022), blogs are an ideal tool for promoting authentic language use in the classroom, as they provide students with opportunities to write and read for real purposes, in contrast to more traditional, passive learning experiences.

For this reason, this study aims to explore the effectiveness of blogging to improve EFL students' language proficiency at the Universidad Técnica Estatal de Quevedo (UTEQ). Despite the widespread recognition of the importance of English proficiency in the globalized world, many students at UTEQ struggle to achieve a satisfactory English proficiency level. Traditional teaching methods often fail to engage students and provide sufficient practice in authentic language use. This study addresses this issue by integrating blogging into the EFL curriculum to enhance students' language proficiency.

The central research question guiding this study is: *How can the integration of blogging in teacher training classrooms at the Universidad Técnica Estatal de Quevedo enhance students' language proficiency?* By answering this question, the study aims to examine the effectiveness of blogging to improve language proficiency among teacher training classrooms at UTEQ, focusing on enhancing their writing, reading, and critical thinking skills.

2. Objectives

2.1. General Objective

To **investigate** the effectiveness of using blogging as a tool to **enhance** written language proficiency in teacher training classrooms.

2.2. Specific objectives

- To **assess** the impact of blogging on the written language skills of teacher trainees.
- To **identify** the key features of blogging that contribute to improving written language proficiency.
- To **evaluate** the overall acceptance and perceived usefulness of blogging among teacher trainees.

3. Case Study Description

This case study explores the integration of blogs as a teaching tool in teachers training classrooms at Universidad Técnica Estatal de Quevedo. The study focuses on 21 students from the 3rd semester, section 'B'. Among them, 95% are female, and 5% are male, aged 18 to 23. Their English proficiency levels vary significantly: 37.5% are at an intermediate (B1) level, 37.5% at an elementary (A2) level, 18.8% at a beginner (A1) level, and 6.2% at an upper-intermediate (B2) level. These differences in language proficiency create a diverse learning environment where students face distinct challenges and learning curves.

The students in this study come from different cities, while some are from the same city where the university is located. Their educational backgrounds also differ; 70% attended public schools, whereas 30% studied in private institutions. These factors contribute to variations in their previous exposure to English, learning strategies, and overall academic experiences. Furthermore, 60% of the students have never taken an English course outside their formal education. In contrast, the remaining 40% have had prior English learning experiences, ranging from less than a year to over six years. These disparities in exposure to the language influence their confidence and ability to engage with written tasks in English.

Given this diverse context, the study aims to analyze the effectiveness of blogging as a strategy to develop and enhance students' writing skills. Blogging provides a platform for students to engage in continuous writing practice, express their ideas more freely, and receive feedback from both their peers and instructors.

Additionally, it encourages self-reflection, creativity, and the development of digital literacy skills, which are increasingly important in modern education.

Throughout the study, students' experiences with blogging are examined, highlighting both the challenges they encounter and the benefits they perceive. Some of the expected challenges include difficulties in generating content, structuring ideas coherently, and maintaining consistency in grammar and vocabulary use. On the other hand, the potential benefits include increased motivation to write, improved writing fluency, and greater confidence in expressing ideas in English.

By exploring students' perspectives on blogging as a learning tool, this case study seeks to contribute valuable insights into the role of technology in language education and its impact on the development of essential communication skills.











Describing a place.

My place is : Puerto Lucia.

Puerto Lucia is a place where you can enjoy the views like the sunset you can go there in car or bus also you should eat food like: seafood rice, breaded shrimp.

Finally I like Puerto Lucia because is a little Hidden Beach. Traducir



Nicol and the Magic Ice Cream Castle 🍦🏰

Once upon a time, a girl named Nicol discovered a sparkling path leading to a castle made of ice cream. Inside, she met gumdrop fairies and a mint dragon. Together, they threw a summer party, creating a giant ice cream that fed everyone. After a joyful celebration, Nicol promised to return for more adventures in her magical ice cream world. Traducir

❤️ 4 💬 4 ↻ ▼



The importance of learning English. 🌐

I believe that learning English is super important today. Lots of jobs need English, and most websites and cool information are in English too. Knowing English lets you talk to people from all over the world and learn about different cultures. So, if you want more opportunities and a bigger world, learning English is a great idea. What's stopping you from starting today? Traducir

❤️ 1 💬 1 ↻ ▼



My experience.

When I was 10 years old, I really liked skating. One day I was skating and my brother was riding his bike 🚲, he was carrying a very big dog 🐕 that we had on his bike, the dog got loose and jumped on me, I fell and hurt my eyebrow. 😞

Traducir

❤️ 1 💬 1 ↻ ▼

3.3 Context, Assumptions and Hypotheses of the Case Study

3.3.1 Context

This study was conducted at Universidad Técnica Estatal de Quevedo (UTEQ) in an academic environment where teacher trainees prepare to become future English educators. The institution provides students with a curriculum integrating theoretical and practical aspects of language acquisition and pedagogy. The participants in this study were students enrolled in the third semester of the Pedagogy of National and Foreign Languages program, a group characterized by diverse proficiency levels in English, ranging from A1 (beginner) to B2 (upper-intermediate).

The university offers students access to technological resources, including computer labs and internet connectivity, which facilitated the implementation of blogging as a learning tool. However, before this study, students had limited exposure to digital writing platforms, and their writing tasks were mainly paper-based assignments with minimal peer interaction. The introduction of blogging aimed to bridge this gap by creating an interactive and collaborative environment, allowing students to engage in authentic writing tasks, receive feedback, and reflect on their language development.

3.3.2 Assumptions

This case study operates under several assumptions that guided its design and execution. Firstly, it assumes that regular exposure to blogging will enhance students' writing proficiency by providing them with continuous writing practice in an interactive and engaging format. It is also assumed that peer feedback in blogging activities will positively influence students' critical thinking and self-editing skills, as they will be able to assess their writing and that of their peers constructively.

Another key assumption is that students will perceive blogging as an enjoyable and motivating tool compared to traditional writing assignments. Since blogging allows for creativity and expression, students are expected to demonstrate higher levels of engagement and participation. Furthermore, it is assumed that students will gradually improve their ability to organize their ideas, use appropriate vocabulary, and apply grammatical structures more accurately through the iterative process of writing and receiving feedback.

Finally, this study assumes that blogging can serve as an effective tool for developing digital literacy skills, as students must navigate online platforms, format their writing digitally, and engage in web-based communication, all of which are essential skills in the modern educational landscape.

3.3.3 Hypotheses of the case study

Based on the context and assumptions outlined, this study proposes the following hypotheses:

H1: Blogging as an instructional tool will lead to a measurable improvement in students' written language proficiency, particularly in aspects of coherence, vocabulary usage, and grammatical accuracy.

H2: Students who engage in blogging activities will demonstrate increased motivation and engagement in writing tasks compared to those following traditional writing methods.

H3: The implementation of peer feedback within blogging will enhance students' ability to revise and improve their written work, fostering self-regulated learning strategies.

H4: Blogging will contribute to the development of students' critical thinking skills, as they will analyze and evaluate both their own writing and that of their classmates.

H5: Integrating blogging into teacher training classrooms will positively influence students' perceptions of digital tools in education, encouraging them to adopt innovative teaching strategies in their future careers.

These hypotheses provide a foundation for evaluating the effectiveness of blogging as a pedagogical tool in teacher training programs. By analyzing students' written progress, engagement levels, and feedback experiences, the study seeks to validate these hypotheses and contribute to the broader discourse on the role of technology in language education.

4. Theoretical Framework

The integration of blogging into educational environments has received a lot of attention in recent years. Blogging has been recognized as a valuable tool for enhancing written language skills. Studies have shown that blogging can provide learners with immediate feedback and opportunities for collaborative writing, which are crucial for developing writing proficiency (Harris & Hodge, 2021). Additionally, the interactive nature of blogs encourages frequent writing practice and reflection, which further aids language development (Kumar & Rose, 2018).

Understanding the concept of a Blog?

A blog can be defined as a space where individuals share their ideas, thoughts, and experiences in a written format. According to the Cambridge Dictionary, a blog is "a regular record of your thoughts, opinions, or experiences that you put on the internet for other people to read" (Cambridge University Press, 2024). This definition highlights the role of blogs as personal yet public digital journals, which serve both expressive and communicative functions.

Within academic settings, blogs are utilized to support learning by allowing students to develop their writing skills over time. Unlike traditional assignments that have rigid structures and deadlines, blogs provide a more flexible medium where students can document their progress, experiment with different writing styles, and engage in discussions with peers and instructors.

Teacher Training and Blogging in Education

In recent years, teacher training has evolved to incorporate innovative tools that promote interactive learning and enhance educators' professional development. One such tool is blogging, which is gaining traction as an effective method for engaging students and teachers in reflective practice and collaborative learning. For teacher trainers, platforms like Threads offer opportunities to bridge theory with practical application, allowing trainees to develop digital literacy skills while fostering critical thinking and creativity.

Teacher training programs benefit from incorporating blogging into their curricula as it encourages teachers to reflect actively on their teaching practices. According to recent studies, when teacher trainees use blogs, they improve their writing and communication skills and become more adept at analyzing their pedagogical approaches and engaging with peers (Taylor & Fiedler, 2022). Blogs provide an informal yet professional space for teachers to explore new teaching strategies, share resources, and discuss educational theories, thus enhancing their readiness to integrate technology into their classrooms.

Moreover, teacher trainers can create structured tasks where trainees are asked to write reflective blogs on various aspects of language teaching, such as classroom management, student engagement, and assessment techniques. This process encourages peer feedback, which can lead to collaborative learning and professional growth. The use of blogs in teacher training not only aligns with modern teaching methodologies but also prepares educators to foster similar collaborative environments in their classrooms.

Teacher trainers can further support the process by providing constructive feedback on the content of trainees' blogs, helping them refine their digital communication skills. This continuous feedback loop encourages teachers to consider multiple perspectives, a critical professional development component.

Integrating Threads as a Blogging Platform in Education

Recent advancements in digital learning have introduced new platforms that enhance the blogging experience. One platform is Threads, which offers a unique space for interactive blogging, fostering engagement through dynamic discussions and social interactions. Unlike conventional blogging platforms, Threads allows users to create connected posts, facilitating a more organic flow of ideas.

In educational settings, Threads serve as a practical tool for language learning by enabling students to write and share content in a collaborative environment. Its real-time interaction feature encourages peer engagement, making it easier for students to receive feedback, revise their work, and refine their writing skills. Moreover, incorporating multimedia elements such as images, links, and videos enhances the writing experience, making content creation more immersive.

Studies have explored how microblogging platforms like Threads impact students' writing habits. Research suggests that students using interactive blogging platforms tend to write more frequently and enthusiastically (Lee & Kim, 2023). Threads' conversational nature makes it particularly effective for developing fluency, as students engage in informal yet structured writing exercises. Additionally, interacting with a wider audience fosters a sense of accountability, motivating students to improve their writing quality.

The Importance of English Proficiency in the Digital Age

Budiman et al. (2023) state that knowledge of English is an important skill in today's globalized world. As the lingua franca of business, science and international communication, speaking English opens up countless opportunities for people in their personal and professional lives. Recognizing the importance of this skill, educational institutions and foreign language centers pay special attention to building strategies to improve students' English skills.

Experimental results showed that integrated blogging instruction improved writing performance. Thus, blogging can contribute to learning to write more effectively.

The Impact of Blogging on Writing Proficiency

Using blogs in writing classes is a new, inspiring, and exciting learning opportunity that enhances students' creative and critical thinking skills. Through blogging, students can participate in various social interactions, including interactions between students and faculty, students and friends, and students and audiences around the world. Using blogging in language classes is beneficial and suitable for university students because it allows them to improve their writing skills as they actively learn through the blogging system (Muhi, Z. H. 2023)

Challenges in Implementing Blogging in Education

Blogs can enhance student engagement by providing a platform for students to express their thoughts and opinions in a public forum. According to Smith and Davis (2020), blogging encourages students to take ownership of their learning process and actively participate in their educational experience. The interactive nature of blogs,

which often includes comments and peer reviews, further motivates students to improve their writing skills. While blogging offers numerous benefits, it is essential to acknowledge and address potential challenges. Issues such as maintaining student privacy, ensuring the quality of feedback, and managing the workload associated with blogging require careful consideration. Davis and Roberts (2021) highlight that the successful implementation of blogging in educational settings necessitates addressing these challenges to maximize the tool's effectiveness.

The Future of Digital Writing Platforms in Education

As technology continues to evolve, digital writing platforms will play a more significant role in education. The OECD's PISA 2025 assessment highlights the **importance of digital literacy and writing proficiency** in preparing students for the demands of the modern world (OECD, 2025). This emphasizes the necessity of integrating technology-driven approaches, such as blogging, into language instruction.

The rise of platforms like Threads underscores the transition toward **social, interactive, and collaborative writing environments**. As these platforms evolve, educators must seek innovative methods to incorporate them into their teaching strategies, ensuring that students stay engaged, motivated, and well-prepared for the digital age.

Fostering Collaboration and Peer Feedback

The collaborative nature of blogging encourages peer-to-peer interaction, which is crucial in teacher training programs. Collier and Gallagher (2020) investigated the use of blogging to mentor teacher candidates in applying formative writing assessment. The study highlighted that blogging bridges theoretical knowledge and practical application, enabling teacher candidates to engage in reflective practices and receive constructive

feedback from their peers. This process not only enhanced their writing skills but also their ability to assess and improve student writing in the future classrooms. Additionally, peer blog feedback has positively transformed learners' motivation and collaboration. Razak and Saeed's (2015) study noted that blog-based peer feedback proportionately increased learners' motivation, collaboration, and course satisfaction. The self-reinforcing nature of blogging enabled students to help each other and gain various perspectives in a positive learning environment.

5. Methodological Framework

5.1 Method

This study employs a quantitative research approach to examine the effectiveness of blogging in enhancing writing proficiency. Specifically, it investigates the impact of using the Threads app as a blogging platform to develop English writing skills. The research aims to determine whether regular engagement in blogging activities can lead to measurable improvements in the writing proficiency of teachers-in-training.

5.2 Context and Participants

This study was conducted at Universidad Técnica Estatal de Quevedo (UTEQ) in an academic environment where teacher trainees prepare to become future English educators. The institution provides students with a curriculum integrating theoretical and practical aspects of language acquisition and pedagogy. The participants in this study were students enrolled in the third semester of the Pedagogy of National and Foreign Languages program, a group characterized by diverse proficiency levels in English, ranging from A1 (beginner) to B2 (upper-intermediate).

The university offers students access to technological resources, including computer labs and internet connectivity, which facilitated the implementation of blogging as a learning tool. However, before this study, students had limited exposure to digital writing platforms, and their writing tasks were mainly paper-based assignments with minimal peer interaction. The introduction of blogging aimed to bridge this gap by creating an interactive and collaborative environment, allowing students to engage in authentic writing tasks, receive feedback, and reflect on their language development.

21 students from the 3rd semester, male and female, aged 18 to 23. with varying levels of English proficiency, participated in the study. Blogging was embedded into their coursework as a regular writing activity, allowing them to:

- Publish blog posts on assigned topics.
- Provide constructive feedback to each of them.
- Reflect on their progress throughout the process.

Over the course of four weeks, students engaged in structured writing exercises on the Threads app, covering topics such as:

- **Introduction to blogging on Threads**
- **Describing daily routine**
- **Describing places**
- **Sharing a recipe**
- **Writing a short story**
- **Writing an Opinion Thread**
- **Sharing a personal experience**
- **Giving advice**

Some posts were divided into three-thread sequences, enabling students to develop their ideas in a clear and organized manner.

5.3 Data Collection Instrument

The data collection tools include:

- 1. Rubric for Evaluation:** The rubric was developed to assess students' writing progress over time, focusing on key criteria such as content and development, structure and organization, vocabulary, sentence structure, punctuation, and spelling.
- 2. Pre-test:** Before starting the intervention, students completed an 80-word diagnostic writing task about their favorite hobby. This served as a baseline for evaluating their initial writing proficiency.
- 3. Blog posts and written assignments:** Throughout the study, students' blog entries were analyzed to track their progress in writing skills.
- 4. Post-test:** At the end of the study, students wrote 80 words reflecting on their blogging experience. This final assessment helped measure the impact of blogging on their writing development. The same scoring rubric used for the pre-test was applied to maintain consistency in the evaluation.

5.4 Data Collection Analysis

Quantitative Data

The collected data was analyzed quantitatively, comparing pre-test and post-test results. Additionally, students' blog posts were analyzed to track improvements in

writing over time, focusing on key aspects such as content development, organization, vocabulary usage, sentence structure, punctuation, and spelling.

Qualitative Data

This study collected information through brief face-to-face interviews with students. The goal was to understand how they felt about using the Threads app to improve their English writing.

After reviewing the answers, common ideas were grouped into four main themes:

Motivation: Students felt more interested in writing.

Confidence: They were less afraid of making mistakes.

Peer learning: They liked reading and commenting on classmates' posts.

Improvement: They noticed better vocabulary and clearer writing.

These results show how blogging helped students develop their writing skills.

5.5 Innovation

The innovation in this study lies in the use of the Threads app as a blogging platform in the writing process. This approach provided students with an interactive space to practice their writing skills, receive constructive feedback, and engage in self-reflection about their progress. The integration of this digital tool facilitated a more dynamic and flexible learning environment for developing writing skills.

5.6 Procedure

Week 1: Introduction to the Project

To begin the study, students were introduced to the research project, its objectives, and the potential benefits of participation. They were encouraged to participate, and a Letter of Commitment was distributed and collected to confirm their willingness to join. A pre-test was conducted at this stage, where students wrote an 80-word piece about their favorite hobby. This diagnostic tool assessed their initial writing skills before the intervention.

Week 2: Introduction to the Threads App & Blog Writing

During the second week, students were guided through the basics of using the Threads app, which would serve as their blogging platform. Lessons focused on helping them describe daily routines and locations, incorporating relevant vocabulary and structured examples. Instructional materials and practical support were provided to ensure students could engage effectively with blogging.

Week 3: Blogging About Recipes & Short Stories

The third week introduced additional creative writing tasks. Students engaged in writing blog posts about sharing a recipe and writing a short story, with the choice of focusing on personal experience or a fictional narrative. Key elements such as cooking verbs, transition words, and structural guidelines were provided to help them organize their ideas and enhance their written output.

Week 4: Writing Opinion Threads & Personal Experiences

In the fourth week, students practiced expressing opinions through blogging. They learned to use opinion-related vocabulary and were given a range of topics to explore. Clear examples and formatting guidelines were introduced to assist them in structuring their writing. Additionally, they developed posts based on personal experiences, following a structured approach to make their narratives more engaging.

Week 5: Giving Advice & Progress Assessment

The final week focused on writing advice-based blog posts. Students were introduced to key phrases and expressions used for giving recommendations and were guided through examples to apply these in real-life contexts. By the end of the study, they completed a post-test that required them to write an 80-word reflection on their experience with blogs. This final task helped assess any improvements in their writing skills.

5.7 Ethical Considerations

This research adhered to several ethical considerations. First, the researcher requested permission to implement the innovation with students at the University. Subsequently, the author clarified the objectives of the case study, invited the participants to join, and obtained their consent. Furthermore, the author ensured that participation was voluntary and protected the privacy and anonymity of the research participants by using pseudonyms.

5. Results

This section displays the results gathered from the qualitative and quantitative data.

Quantitative Data

Research Questions #1. How effective is blogging as a tool in enhancing written language proficiency in teacher training classrooms?

The results obtained from the pre- and post-test rubric indicate that blogging has had a positive impact on enhancing written language proficiency among teacher training students at UTEQ. The study focused on evaluating the effectiveness of blogging in improving not only writing skills but also reading and critical thinking abilities. The case study, which utilized the Threads app as a blogging platform, revealed notable improvements in students' writing quality, coherence, and engagement with the writing process. Additionally, the platform facilitated enhanced reading comprehension, as students were encouraged to review and provide feedback on each other's posts, stimulating critical thinking and peer interaction. These findings support the hypothesis that blogging can be an effective tool in fostering language proficiency in teacher training classrooms, consistent with previous research by Taghizadeh and Ejtehad (2023), who explored the positive impact of online interaction tools in teacher education. Their study highlights the significance of such tools in improving both language proficiency and interactive learning in pre-service teacher education programs.

General Results from Writing Rubric

The author ran a paired t-test in the SPSS to compare the pre and post-test of the experiment and control the whole group (N=21). Table one demonstrates that the

experimental group showed a significant difference between pre-implementation (M=11.9, SD=3,08) and post-implementation (M=18.7, SD= 3.76). The paired t-test analysis confirmed a statistically significant difference because the p-value (p.000) is less than than 0,05, demostrating the impact of the Blogs intervention on enhancing student’s written proficiency. The results suggest that the experimental group improved their speaking fluency by the end of the interventions, which meets the research goal.

Table 1

Paired Sample t-test Results from Experimental Group

			N=(21)			
	Test	M	SD	Min	Max	Sig.P
	Pre	11.9	3.08	8	17	0.000
	Post	18.7	3.76	12	24	

Note: N= sample **M**= mean **Sd**= standard derivation **Min**= minimum **Max**= Maximum
Sig. (P)= Significance

As Table 1 illustrates, the results showed that participants' writing abilities improved. The main reason for this development was the usage of blogs on Threads. This study supports earlier findings that blogging can improve students' communication, writing, and academic performance Rahman (2021).

Qualitative Data

The interview analysis revealed four main themes. First, students felt more motivated to write when using the Threads app. One student said, “It made writing more fun and less like a task.” Second, students gained confidence and were less afraid of making mistakes. As one participant mentioned, “I felt free to write without worrying about errors.” Third, peer interaction was important; students enjoyed reading and

commenting on their classmates' posts. Finally, many students noticed improvements in their vocabulary and clarity in writing.

6.1 Participants

The participants in this study were students enrolled in the third semester of the Pedagogy of National and Foreign Languages program, a group characterized by diverse proficiency levels in English, ranging from A1 (beginner) to B2 (upper-intermediate).

The university offers students access to technological resources, including computer labs and internet connectivity, which facilitated the implementation of blogging as a learning tool. However, before this study, students had limited exposure to digital writing platforms, and their writing tasks were mainly paper-based assignments with minimal peer interaction. The introduction of blogging aimed to bridge this gap by creating an interactive and collaborative environment, allowing students to engage in authentic writing tasks, receive feedback, and reflect on their language development.

7. Analysis of Case Study Results

The results highlight the effectiveness of blogging as a tool for improving writing skills in teacher training classrooms. The significant progress in students' writing proficiency aligns with previous research (Harris & Hodge, 2021; Kumar & Rose, 2018), confirming that blogging fosters a student-centered learning environment that promotes self-expression and continuous practice.

Additionally, the peer feedback mechanism within blogging contributed to learners' critical thinking and editing skills, allowing them to analyze and revise their work more effectively. However, the challenges related to content creation and grammatical consistency suggest the need for additional scaffolding strategies, such as guided prompts and grammar workshops.

8. Conclusions

The findings of this study affirm that blogging is a valuable tool for improving written language proficiency among teacher trainees. Through consistent engagement with blogging, participants demonstrated enhanced writing skills, particularly in coherence, vocabulary expansion, and overall textual organization. This progress was largely attributed to the iterative nature of blogging, which encouraged regular writing practice, self-reflection, and engagement with constructive peer feedback. Additionally, the autonomy provided by blogging allowed students to explore their writing at their own pace, fostering a sense of ownership over their learning process.

Beyond linguistic improvements, the study revealed that blogging played a crucial role in enhancing motivation. Students exhibited greater enthusiasm for writing tasks when they perceived them as authentic and interactive. The collaborative aspect of blogging further strengthened their learning experience, as students refined their ideas through discussions and peer exchanges. This social dimension fostered a sense of community within the learning environment, reinforcing the notion that writing is both a personal and a collective endeavor.

Despite these advantages, challenges persisted, particularly in idea generation and grammatical accuracy. Some students struggled with maintaining consistency in their writing, indicating the need for supplementary support. Implementing targeted writing workshops, providing structured scaffolding, and integrating additional grammar-focused activities could mitigate these difficulties. These measures would ensure that blogging remains an accessible and effective tool for EFL classrooms, catering to diverse learner needs.

Ultimately, this study underscores blogging's potential as a scalable and sustainable approach to writing development in teacher training programs. In addition to refining writing proficiency, blogging equips future educators with essential digital literacy skills, preparing them for the demands of modern education. As educational institutions increasingly integrate technology into their curricula, blogging emerges as an innovative and practical method for fostering lifelong writing habits among learners.

9. Recommendations

To maximize the benefits of blogging in teacher training classrooms, it is recommended that educators integrate blogging as a regular writing practice to foster language development. Structured blog writing prompts should be provided to assist students in generating ideas and maintaining coherence in their writing. Additionally, incorporating grammar-focused workshops alongside blogging activities can help address linguistic challenges and enhance writing accuracy. Peer collaboration should be encouraged through structured peer-review sessions, allowing students to provide and receive constructive feedback, which contributes to their critical thinking and editing skills. Furthermore, educators should explore innovative strategies to maintain students' motivation, such as incorporating multimedia elements into blog posts. Future research should examine the long-term effects of blogging on writing proficiency across different language proficiency levels and educational contexts. By implementing these strategies, blogging can become an integral part of the language learning process, equipping students with the necessary skills to express themselves confidently in written English.

Study Plan

General Objective

The goal of this study plan is to improve your writing skills in English through the use of the Threads platform for blog creation. By the end of this plan, you are expected to have developed more advanced skills in writing, digital interaction, and self-assessment in a collaborative educational environment.

Duration

Total hours per week: 5-6 hours.

Estimated total time to complete the plan: 8 weeks.

Study Plan Structure

Weeks 1-2: Introduction to Blogging and Exploring Threads

Objective: Familiarize yourself with the concept of blogging and learn how to use the Threads platform.

Activities:

Explore the Threads platform: Create an account, review basic tutorials, and practice navigating the platform.

Read example blogs: Read blogs on various topics to understand the structures and writing styles.

Write a first short blog (80-100 words): Write about a topic of personal interest and publish it on Threads.

Initial interaction: Comment on at least three blogs from other users, providing constructive feedback.

Weeks 3-4: Developing Writing Skills

Objective: Improve your writing ability and idea organization in more complex blogs.

Activities:

Write a 100-120 word blog: Choose an academic or professional topic and create a well-structured post.

Review the feedback received: Reflect on the feedback from peers and apply suggestions.

Engage in comment threads: Actively participate in discussions related to your posts.

Self-assessment: Review your first blogs and reflect on your progress.

Weeks 5-6: Collaborative Writing and Peer Review

Objective: Encourage collaborative writing and enhance the quality of peer comments and reviews.

Activities:

Write a collaborative blog post: Work with another student to write a joint blog on an educational or technological topic.

Peer review: Critique blogs written by other Threads users.

Publish an interactive blog: Create a blog that invites discussion and encourages others to share their thoughts or ideas.

Weeks 7-8: Refining Skills and Final Self-Assessment

Objective: Evaluate your progress and refine the skills acquired during the previous weeks.

Activities:

Write a 120-150 word blog: Choose a highly relevant topic to you or related to your research and publish it on Threads.

Final self-assessment: Reflect on your progress since the beginning of the study plan.

Final peer evaluation: Receive feedback from a peer on your final blog and make adjustments based on their comments.

Summary of learning: Write a final post summarizing the key takeaways, challenges, and how you plan to continue developing your writing skills.

Methodology and Evaluation Strategies

Methods: This practical methodology will focus on blog creation and consistent digital interaction. The activities are designed to promote reflective and critical writing, supported by both peer and instructor feedback.

Evaluation: The quality of the written blogs will be assessed, along with the ability to integrate constructive feedback and active participation in discussions. Additionally, self-assessment will be conducted to help you identify your progress.

Materials and Resources

Access to the Threads platform.

Reference articles on academic blogging and creative writing.

Multimedia resources (tutorial videos, example blogs).

Practical exercises on blog review and writing.

Expected Outcomes

By the end of this study plan, you will be able to:

Use the Threads platform effectively to create and publish educational blogs.

Improve your English writing skills, both in terms of coherence and creative expression.

Develop a greater ability to evaluate and improve your own work and that of others through constructive feedback.

Expand your collaborative learning network through interactions on the blogging platform

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11. ANNEXES

ANNEX A. INFORMED CONSENT LETTER

The consent letter was written in Spanish to ensure clarity and conciseness for the participants.

CARTA DE CONSENTIMIENTO INFORMADO

Estimado Estudiante: Usted ha sido invitado a participar en el estudio titulado "Blogging as a Tool in Teacher Training Classrooms: Enhancing Written Language Proficiency", presentado a la licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, dirigido por la Srta. Erika Zambrano, estudiante de la Universidad Técnica Estatal de Quevedo. Este formulario de consentimiento explica el estudio de investigación. Por favor, léalo detenidamente. Su participación en este estudio es voluntaria. Si usted acepta participar en este estudio se le aplicarán las siguientes mediciones: 1. Una evaluación escrita inicial (pre-test). 2. Una intervención de blogging durante un período de tiempo determinado, y 3. Una evaluación escrita final (post-test). Las actividades realizadas en la investigación pedagógica no tienen ningún costo para usted ni para la universidad. Si usted no desea participar en las actividades no implicará sanción alguna. Además, tiene el derecho a negarse a responder preguntas concretas, también puede optar por retirarse de este estudio en cualquier momento y la información que hemos recogido será eliminada del estudio. Cabe destacar que no existe ningún riesgo para usted por su participación. Al participar de todo el estudio el beneficio directo que recibirá usted será la posibilidad de mejorar la fluidez en el idioma inglés. Los datos obtenidos serán de carácter confidencial, se guardará su anonimato, estos datos serán organizados con un alias asignado para cada estudiante, la identidad de los estudiantes estará disponible sólo para el personal del proyecto y se mantendrá completamente reservada. La información recolectada no será usada para ningún otro propósito, además de los señalados anteriormente, sin su autorización previa y por escrito. Cualquier pregunta que desee hacer durante el proceso de investigación, podrá contactarse con la Srta. Erika Zambrano estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica Estatal de Quevedo, Celular: 0990437943, Correo electrónico: ezambranog@uteq.edu.ec Si está dispuesto a colaborar en esta investigación y ser participe por favor completar lo siguiente:

Firmo consentimiento informado ya que yo _____ con cédula de identidad # _____ he leído y comprendido la información que aquí se presenta para ser parte de la recopilación de información del proyecto de investigación: "Blogging as a Tool in Teacher Training Classrooms: Enhancing Written Language Proficiency".

Erika Zambrano
Estudiante UTEQ

Firma del participante
C.I #

ANNEX B. WRITING RUBRIC

Image 1

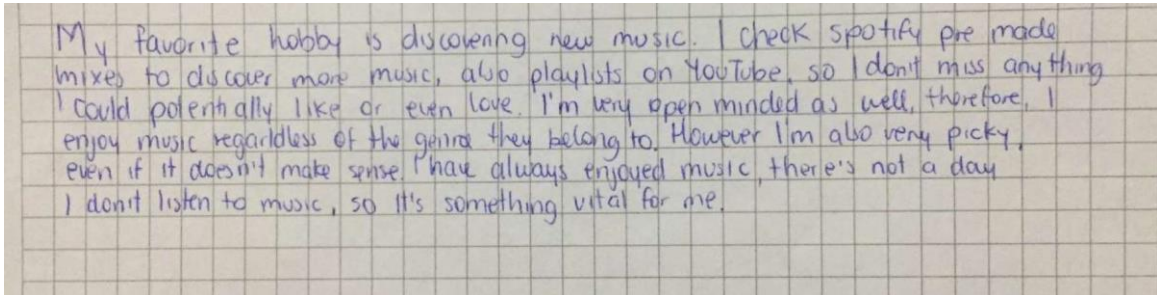
Criteria	4	3	2	1	Score
Content and Development	Ideas are fully extended and elaborated, using descriptive detail that results in a coherent text that engages the reader	Ideas are extended, and most ideas are also elaborated with the use of descriptive detail to provide a coherent text.	Ideas are extended but not elaborated. The text may appear 'list-like' and lack coherence.	Ideas are not extended or elaborated and/or contain only minimal descriptive detail. May contain just a list of ideas with no extension of detail and/or be incoherent.	
Structure and Organization	Text has a very good structure. Ideas and appropriate content are organized into paragraphs with connectives used to link sentences. Content is presented in a logical order, with smooth transitions between paragraphs that contribute to the cohesion of the text.	Text is structured. Ideas are organized into paragraphs, with some use of connectives within paragraphs and transitions between paragraphs so that there is an identifiable progression and cohesion to the text.	A small amount of structure is evident in the text, with ideas organized into paragraphs but these may be slightly fragmented with no logical connection or progression of the ideas within or between paragraphs, which impacts on the overall cohesion of the text. OR the text is structured but it is a continuous piece of text with no paragraphs used or minimal use of paragraphs.	Text is disorganized and lacks structure with no paragraphs or multiple short paragraphs consisting of one or two sentences OR may consist of just a list of statements/points with no connection or overall cohesion.	

Vocabulary	Precise, well-chosen words are used that accurately convey the intended meaning and show variety for retaining the reader's interest and engagement.	A good choice of words is used, appropriate for conveying the intended meaning.	An appropriate choice of words is used to convey meaning but may rely on the repeated use of a limited number of words and/or contain some inaccurate or inappropriate word choices that may impact on the intended meaning.	Choice of words may be inaccurate or inappropriate for context and impact on the intended meaning	
Sentence Structure	Text contains a variety of well-formed, grammatically correct, and meaningful sentences, which contribute to the overall coherence and cohesion of the text.	Text contains well-formed, ng readability.meaningful sentences. Some errors may be present in more complex sentence structures (where used), but these do not interfere with the overall meaning of the text.	Text may contain well-formed simple sentences but lack variety in the sentence types used and grammatical errors, omitted words and/or incorrect punctuation may result in sentence fragments. Errors make the text less clear and may interfere with the overall meaning of the text.	Sentence structure may be simple, consist of sentence fragments or long convoluted sentences may be used that are very difficult to follow. Errors are frequent and/or serious enough to interfere with the overall meaning of the text.	
Punctuation (including Capitalization and Apostrophes)	Words spelled correctly, including correct spelling of less common/frequent or difficult to spell words.	Good spelling of common/frequent words, some errors on less common/frequent words or commonly misspelled words but these errors do not interfere with the overall meaning of the text	Some errors in spelling of both common/frequent words and less common/frequent words that may interfere with the overall meaning of the text.	Frequent and/or serious spelling errors that interfere with the overall meaning of the text.	
Spelling	Words spelled correctly, including correct spelling of less common/frequent or difficult to spell words	Good spelling of common/frequent words, some errors on less common/frequent words or difficult to spell words and/or commonly misspelled words but these errors do not interfere with the overall	Some errors in spelling of both common/frequent words and less common/frequent words that may interfere with the overall meaning of the text.	Frequent and/or serious spelling errors that interfere with the overall meaning of the text.	

ANNEX C. Pre-test

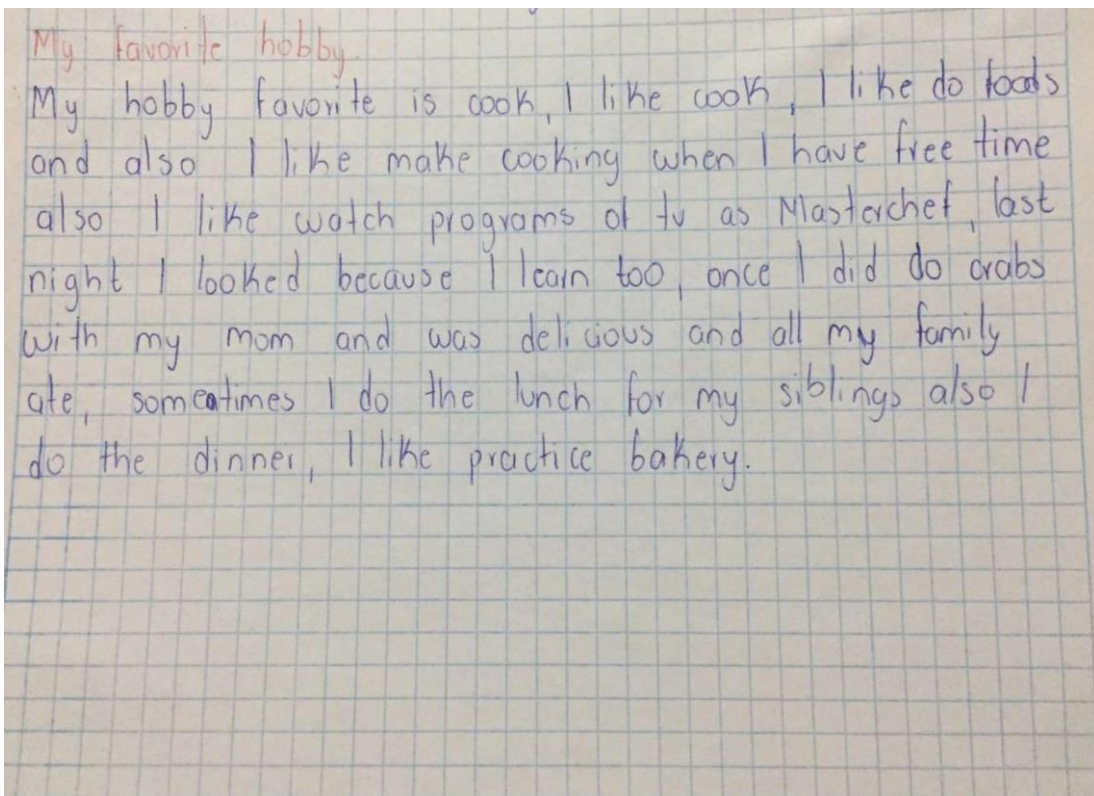
The following images show several responses from the student participants related to the pre-test. This assessment was used to measure their prior knowledge of English through writing.

Image 2.



My favorite hobby is discovering new music. I check Spotify pre made mixes to discover more music, also playlists on YouTube, so I don't miss anything I could potentially like or even love. I'm very open minded as well, therefore, I enjoy music regardless of the genre they belong to. However I'm also very picky, even if it doesn't make sense. I have always enjoyed music, there's not a day I don't listen to music, so it's something vital for me.

Image 3.



My favorite hobby.
My hobby favorite is cook, I like cook, I like do foods and also I like make cooking when I have free time also I like watch programs of tv as Masterchef, last night I looked because I learn too, once I did do crabs with my mom and was delicious and all my family ate, sometimes I do the lunch for my siblings also I do the dinner, I like practice bakery.

Annex. C.1 Pre-test results

Gender 0= MALE 1= FEMALE

21 PARTICIPANTS

Image 4.

PRE-TEST	Participant	Gender (0M-1F)	Content and	Structure and	Vocabulary	Sentence Str	Punctuation	Spelling	Total
1	Participant 1	1	2	1	2	1	1	1	8
2	Participant 2	1	2	1	2	1	1	1	8
3	Participant 3	1	2	1	2	1	1	1	8
4	Participant 4	0	2	2	2	2	1	1	10
5	Participant 5	1	3	2	3	2	2	2	14
6	Participant 6	1	2	2	2	2	1	1	10
7	Participant 7	1	3	2	3	2	1	1	12
8	Participant 8	1	2	2	2	2	2	2	12
9	Participant 9	1	3	2	3	2	2	2	14
10	Participant 1	1	2	2	2	1	2	2	11
11	Participant 1	0	3	3	3	2	2	2	15
12	Participant 1	1	2	1	2	1	1	1	8
13	Participant 1	1	2	2	2	2	2	2	12
14	Participant 1	1	3	3	3	2	2	2	15
15	Participant 1	0	1	1	2	1	1	2	8
16	Participant 1	0	3	2	3	2	2	2	14
17	Participant 1	1	3	3	3	3	2	2	16
18	Participant 1	1	2	1	2	2	1	2	10
19	Participant 1	0	3	3	3	3	2	2	16
20	Participant 2	1	3	3	3	3	2	3	17
21									

ANNEX D. FIRST INTERVENTION

The following image shows an example of one of the participants' first use of the Threads app as a study tool to improve their writing. They engaged in microblogging, which involves creating multiple threads to connect with readers and keep them engaged with the story.

EXAMPLE OF BLOGS ON THREADS

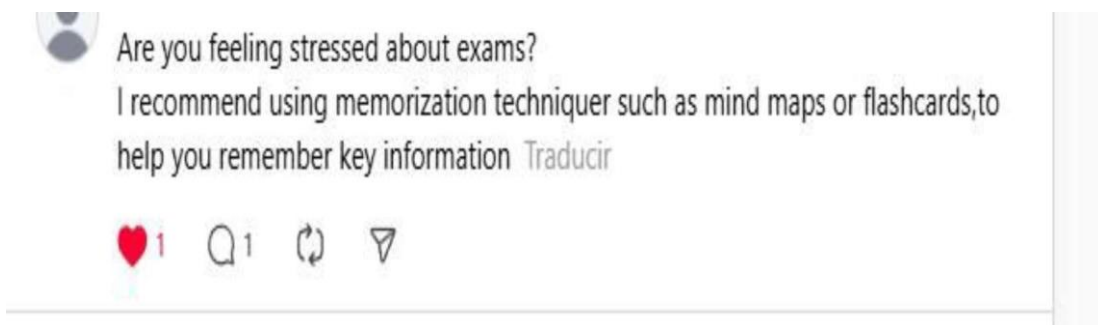
Image 5.



ANNEX E. LAST INTERVENTION

The following image shows the latest blog from one of the thread app participants, where the participant showcases their writing skills related to giving advice.

Image 6.



ANNEX F. PHOTOS AS EVIDENCE OF ATTENDANCE AT STUDY INTERVENTION

F.1: Week 1



F.2: Week 2



F.3: Week 3



F.4: Week 4



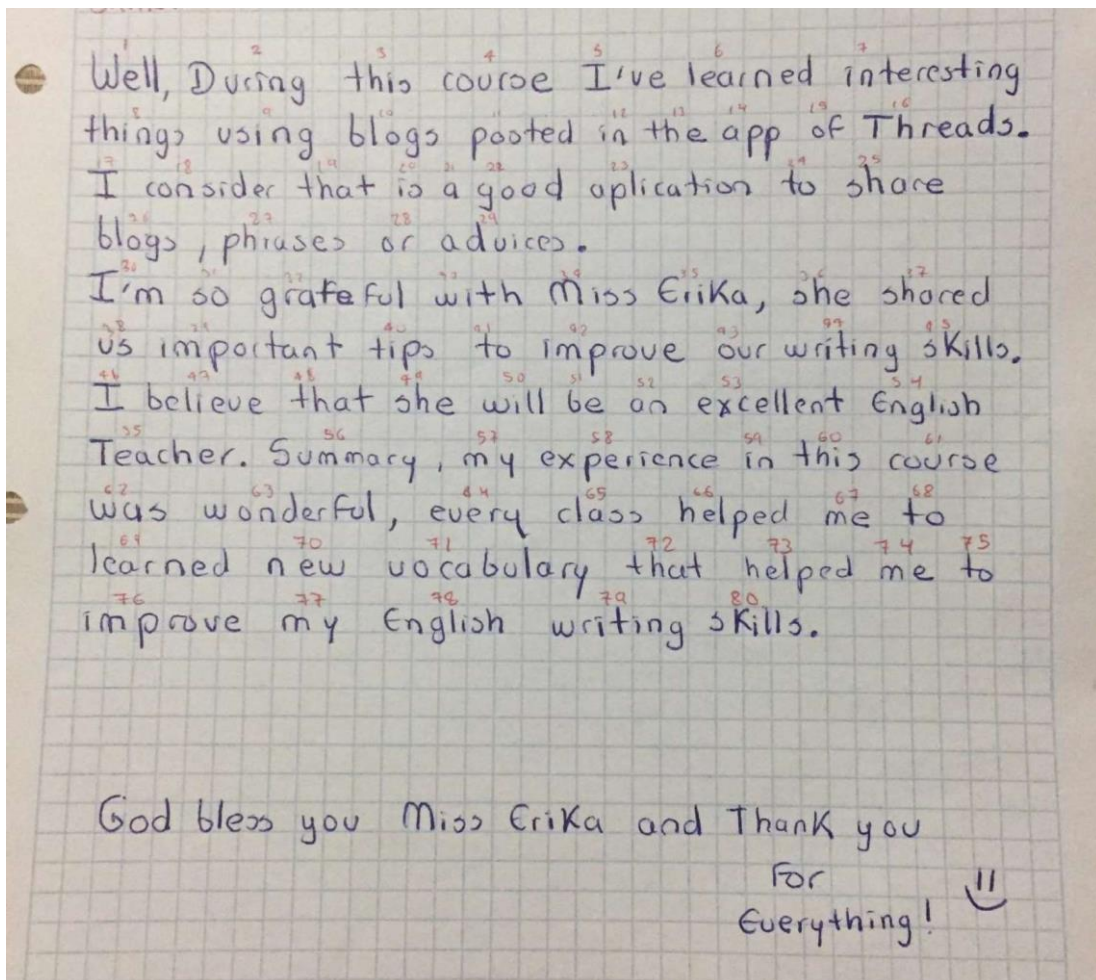
F.5: Week 5



ANNEX G. POST-TEST

The following image shows the post-test evaluation. Students write about their blogging experience. This is to assess students' progress in using blogs to improve their writing skills through the use of blogs in the Threads app.

G.1 Evaluation of one of the participants.



G.2 POST-TEST RESULT

The following data show the score obtained according to the writing rubric of the post-test evaluation of each participant.

Post-Test	Gender (0M-	Content and	Structure and vocabulary	Sentence str	Punctuation	Spelling	Total	
Participant 1	1	3	3	3	3	2	3	17
Participant 2	1	3	3	3	3	3	3	18
Participant 3	1	3	3	3	2	2	2	15
Participant 4	0	3	3	3	2	2	3	16
Participant 5	1	4	4	4	4	3	4	23
Participant 6	1	4	4	4	4	4	4	24
Participant 7	1	4	4	4	4	4	3	23
Participant 8	1	4	4	4	4	3	3	22
Participant 9	1	4	3	4	3	3	3	20
Participant 1	1	3	3	3	3	3	3	18
Participant 1	0	4	4	4	4	3	4	23
Participant 1	1	2	2	2	2	2	2	12
Participant 1	1	3	3	3	2	2	2	15
Participant 1	1	4	4	4	4	4	4	24
Participant 1	0	3	3	3	2	3	2	16
Participant 1	0	4	3	3	2	3	2	17
Participant 1	1	4	3	3	3	3	3	19
Participant 1	1	4	3	3	3	3	2	18
Participant 1	0	2	2	2	2	2	2	12
Participant 2	1	4	4	3	3	4	3	21