

 Research Article

The Effects of Weblog Task Reading Activities on English Learners' Reading Ability

Lamya Hajihasankhansary¹ 

¹Department of English Language Teaching, Near East University, Nikosia, Cyprus

Abstract

In the current digital era, various materials are taken into action to enhance language learners' skills, especially reading skills. Among these materials, weblogs have attracted increasing attention due to their ability to provide authentic reading experiences and interactive learning opportunities for language learners. While there is a wide range of research on the benefits of weblogs in language learning, a gap in understanding their differential impact on learners of varying proficiency levels is felt. Therefore, this study investigated the effects of weblog reading tasks on the reading abilities of advanced and intermediate English language learners. Willing to cover this missed point, this study aims to show the effectiveness of weblog reading tasks in improving the reading skills of both advanced and intermediate-level learners. A quasi-experimental design was employed involving 84 English language learners at a private language institute in Iran. Reading proficiency was measured through pre-test and post-test assessments administered before and after a four-week instructional period. The collected data were analyzed using one-way ANOVA and independent-samples *t*-tests. The findings revealed that weblog tasks significantly improved the reading skills of advanced learners, while these tasks did not significantly enhance the reading performance of intermediate learners. Furthermore, both journalistic and scientific weblog reading tasks contributed to the improvement of advanced learners' reading performance, with scientific weblog tasks producing slightly greater gains. This study can make contributions to the literature by highlighting the potential of weblog reading tasks to enhance advanced learners' reading skills. The findings suggest that the effectiveness of weblog-based reading activities may depend on learners' proficiency levels and their ability to engage with authentic online content. The study highlights the pedagogical value of weblogs as supplementary reading resources for advanced learners and points to the need for further research to develop more effective weblog-based interventions for intermediate learners.

Keywords: Weblogs, Reading Skills, Advanced Language Learners, Foreign Language Learners

✉ Correspondence

Lamya Hajihasankhansary
lamya.khansary@neu.edu.tr

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1. INTRODUCTION

In today's digitally driven society educational practices have become increasingly dependent on technological innovations and have transformed across numerous disciplines, with particularly significant implications for language teaching and learning (Timotheou et al., 2023). The emergence of Web-based technologies has greatly expanded learners' access to authentic language resources and supports user-generated content, communication, and collaborative interaction (Zhao & Lai, 2023). A weblog, commonly known as a blog, is a regularly updated online platform or website where individuals or organizations post content in reverse chronological order, typically featuring personal reflections, informational articles, or commentary on specific topics that may help language learners participate in actual and interactive language communication (Q. Wang & Mousavi, 2023). This provides an opportunity for learners to develop their skills such as comprehension, critical thinking, and vocabulary learning in an online environment.

Weblogs have emerged as valuable tools in academic discourse, enabling the dissemination of research findings and fostering collaborative interactions among scholars across language teaching and learning (Rivera & Bacus, 2023). Weblog-based learning activities provide language learners with opportunities to engage with authentic reading materials produced by native speakers or subject-matter experts. In contrast to traditional textbook resources, these materials offer exposure to a wider variety of genres, perspectives, and writing styles (Shaboul et al., 2023a). Engaging with such authentic texts can contribute to the development of reading comprehension by strengthening essential cognitive processes, including decoding, word recognition, reading fluency, and the interpretation of both explicit and implicit meanings. The potential of weblogs as valuable tools for enhancing reading comprehension, vocabulary, and fluency has been highlighted, while the specific impact on English learners needs an in-depth investigation to fully understand how weblog-based activities can be systematically integrated into language learning curricula to optimize reading development.

The incorporation of blogs into language education represents a substantial transformation in reading instruction, replacing conventional teaching practices with more interactive and learner-centered pedagogical approaches (Koçoğlu, 2009). According to Grabe, reading comprehension is a multidimensional process that encompasses linguistic competence, including vocabulary and syntactic knowledge, as well as cognitive abilities such as predicting, summarizing, and making inferences. Providing learners with diverse reading resources, including weblogs, can foster critical thinking while encouraging them to apply their language skills in authentic contexts. As a result, learners are offered richer opportunities to strengthen the multiple components that contribute to effective reading comprehension (Grabe & Stoller, 2019). Research from a range of scientific studies has consistently demonstrated that digital reading environments can significantly enhance learners' reading abilities. Despite these positive findings, the specific ways in which the interactive features of weblogs promote student engagement through comments and discussions, while also encouraging critical analysis and reflective reading, remain insufficiently explored for language educators. To address this gap, the present study investigates the impact of weblog-based reading assignments on essential aspects of English learners' reading proficiency, focusing on reading comprehension, vocabulary development, and reading fluency. Additionally, the research seeks to explore learners' perceptions of weblog tasks as effective tools for enhancing their reading abilities, providing both quantitative improvements and qualitative insights into their experiences.

Using weblogs as teaching materials is regarded as an opportunity for students to express their thoughts within an online space in a cooperative way (Y. Wang et al., 2023). They can improve reading comprehension through the provision of a stream of authentic material with great exposure to the structures of the language (Toffoli et al., 2023). There are extensive genres and text types on weblogs such as opinion pieces, news items, and narrative accounts that all provide a brilliant opportunity for students to easily use a range of reading strategies (Setiawan et al., 2024). Additionally, they enable students to interact through comments and conversation and be engaged in the information that may be hard for teachers to help students achieve (Shaboul et al., 2023b). A study points out that blog-based activities can provoke a sense of ownership within a learning process by making the learner an active user of information who analyzes the information through critical thinking skills and responses toward materials (Xu et al., 2021). Therefore, incorporating weblogs as authentic learning materials can support the development of language learners' reading abilities, helping them achieve greater academic and professional success through a deeper understanding of complex topics and ideas. By providing learners with realistic and meaningful reading experiences that closely reflect real-world contexts, weblogs have the potential to strengthen overall reading proficiency.

Although research on the integration of digital technologies into language education has expanded considerably, there remains a limited number of empirical studies specifically examining the impact of weblog-based reading activities on English learners' reading development. Much of the existing literature has concentrated on the general use of technology in educational settings, with relatively little attention given to the unique contribution of weblogs to reading comprehension and vocabulary development. By investigating learners' experiences alongside the effects of weblog-based tasks on reading performance, the present study addresses this underexplored area and contributes to closing an important gap in the existing literature.

The following is the research question of the present study:

To what extent do students perceive weblog tasks to be an effective instrument for enhancing reading skills?

2. LITERATURE REVIEW

With the growing integration of educational technologies into language instruction, weblogs have emerged as a topic of increasing interest in English Language Teaching (ELT) research. Recent investigations have explored the contribution of weblog-based activities, particularly reading tasks, to the development of English learners' reading comprehension (Xu et al., 2021). Their interactive design and ability to provide access to authentic language input have positioned weblogs as valuable resources for supporting language learning (Abdullah, 2016). As noted by Stockwell, blogs make effective use of online environments by enabling learners to engage with authentic materials, participate in meaningful discussions, and develop their language skills through more dynamic learning experiences than those offered by conventional print-based instruction (Schulze & Heift, 2012). In particular, weblogs expose learners to a diverse range of authentic texts—including personal narratives, news reports, and opinion pieces—which can effectively support the development of reading proficiency (Y. M. Wang & Chiou, 2022).

The integration of weblogs into educational settings has been linked to positive outcomes across several dimensions of language learning, particularly reading comprehension and learner motivation. Evidence from a meta-analysis by Yang and Chen indicates that digital technologies, including weblogs, can significantly enhance learners' reading performance by improving both comprehension and active engagement with reading materials (Chen et al., 2021). In addition, weblogs allow learners to choose topics that match their personal interests, making the reading experience more meaningful and individualized. According to Li and Cummins, the freedom to select reading materials encourages greater learner autonomy and increases motivation to engage deeply with texts (Lee et al., 2016). Similarly, Lin emphasized that the multimedia features and embedded hyperlinks available in weblogs create interactive learning environments that facilitate access to additional information and help learners comprehend challenging texts more effectively (X. Lin et al., 2023).

Reading comprehension has been the primary focus of much of the existing research, reflecting its fundamental role in successful language learning. Consequently, numerous studies have explored how different instructional approaches and technological innovations can strengthen learners' ability to interpret, understand, and critically evaluate written texts. Weblogs, in particular, provide access to an extensive collection of authentic reading materials, enabling learners to engage with language in meaningful, real-world contexts (Phung et al., 2023). Incorporating blogs into reading instruction also exposes learners to contemporary and relevant texts that demonstrate authentic language use beyond the classroom environment (Arani, 2020). One of the key advantages of weblog-based reading activities is their capacity to promote active learner engagement throughout the reading process (Ardhian et al., 2020). Supporting this view, Lin and Jou found that students who completed reading tasks through weblogs demonstrated higher levels of engagement and superior reading comprehension than those using conventional textbook-based materials. They further argued that interactive features of blogs, such as posting comments, asking questions, and exchanging ideas with peers, encouraged deeper processing of information and facilitated a more meaningful understanding of the reading content (Y. Lin, 2020).

Reading fluency, commonly characterized by accurate, rapid, and expressive reading, is widely recognized as a fundamental component of successful reading comprehension. As digital learning technologies continue to evolve, researchers have increasingly explored whether tools such as weblogs can facilitate the development of reading fluency, particularly among foreign language learners. Previous studies suggest that fluency is best fostered when learners engage with meaningful texts in authentic contexts, allowing them to develop automatic and efficient word recognition through repeated reading practice (Fong et al., 2017). The continuously updated and varied content available on weblogs provides abundant opportunities for extensive reading, exposing learners to a broad range of authentic language. In a study examining weblog-based reading activities among English as a Foreign Language (EFL) learners, Ni et al. (2007) reported that participants who regularly read and interacted with blog content demonstrated gradual improvements in both reading speed and accuracy (Ni et al., 2007). The authors attributed these gains to sustained exposure to authentic texts, which enabled learners to encounter unfamiliar vocabulary and language structures repeatedly within meaningful communicative contexts.

Learner engagement and motivation are widely recognized as essential factors contributing to successful language learning. Research has shown that incorporating weblog-based reading activities can enhance students' involvement in reading by providing a more interactive and individualized learning experience than conventional instructional methods (Ni et al., 2007). The collaborative features of weblogs, including opportunities to post comments, exchange opinions, and communicate with other readers, encourage active participation while fostering a sense of community among learners. In addition to promoting engagement, blogging activities have been found to positively influence learners' motivation. For example, Wang reported that English as a Foreign Language (EFL) learners who participated in blog-based reading tasks demonstrated greater interest and enthusiasm for reading than those who relied on traditional textbook-based activities (Hsu & Wang, 2010). These findings suggest that the authenticity and relevance of weblog content, together with its interactive nature, play an important role in sustaining learners' motivation throughout the learning process.

Overall, the existing literature suggests that weblog-based activities can make a meaningful contribution to the development of English learners' reading abilities. Previous research has highlighted their potential to improve reading comprehension, expand vocabulary knowledge, increase reading fluency, and foster greater learner engagement. Nevertheless, the effectiveness of weblog-supported instruction depends on several factors, including learners' digital literacy, the quality and organization of online content, and the pedagogical design of the learning tasks (Nilsook & Sriwongkol, 2009). Although the integration of technology into language education continues to expand, further research is needed to examine the long-term influence of weblog-based learning on reading development. Moreover, despite the growing body of literature on digital technologies in language learning, relatively few empirical studies have specifically investigated how weblog-based reading activities affect English learners' reading performance. Existing studies have generally emphasized the broader educational applications of technology, while the specific contributions of weblogs to reading comprehension, vocabulary growth, and reading fluency have received comparatively limited attention. Addressing this gap, the present study examines the effects of weblog-based reading tasks on English learners' reading proficiency while also exploring learners' experiences to provide a more comprehensive understanding of the educational value of weblog-assisted instruction.

3. METHODOLOGY

This study used a quasi-experimental design to explore how weblog activities influence the reading skills of English language learners. Following the guidelines of Creswell & Clark, it combined quantitative methods for data collection and analysis to assess the effects of different weblog activities (Plano Clark, 2017). To do so, a sample of 84 participants was selected from Iran, Nashr English Language Institute. Of them, 60 were advanced English learners aiming to enhance their general and academic skills, while the remaining 24 were intermediate students. Each participant had been studying at the institute for at least 18 months. The participants consisted of 44 male and 50 female learners enrolled in the institute's English language programs. Their ages ranged approximately from 18 to 30 years. The participants were selected through convenience sampling, as they were recruited from intact classes that were available during the study period. The selection was based on participants' proficiency levels (advanced and intermediate) and their willingness to participate in the study. The participants were tested two times in pre-and post-tests, and the gathered data were analyzed using a one-way ANOVA to measure progress in reading proficiency. They were trained in a semester that lasted four weeks, with students attending five sessions per week, plus one session dedicated to the final exam, for a total of 20 English class sessions.

The semester focused primarily on reading and listening, with two assessments for each skill. The study used the results of two reading assessments and related assignments as the main data sources. A pre-test was conducted in week one, session 1, and a post-test in week four, extra session 21. During the 20 sessions between the tests, students completed reading tasks sourced from weblogs on the British Council website's blogging section. These tasks were assigned as either homework or class activities. Within each level, one class was designated as the control group, while the other classes were the experimental groups.

For the advanced-level experimental groups, weblog activities were integrated into both classroom instruction and homework assignments throughout the four-week intervention period. The Journalist Tasks Group was assigned weblog posts related to current events, social issues, culture, and news reports. Students were required to read the texts, identify key ideas, summarize the content, infer the authors' viewpoints,

and participate in guided classroom discussions. The Scientific Tasks Group worked with weblog posts focusing on scientific discoveries, technology, health, and environmental topics. In addition to comprehension and summarization activities, students completed vocabulary-analysis tasks and critical reading exercises that required evaluating evidence and identifying cause-and-effect relationships. Both experimental groups completed approximately one weblog-based reading task during each instructional session. Classroom activities included individual reading, pair discussions, teacher-led questioning, and group reflection on the assigned texts. In contrast, the Control Group followed the institute's regular reading curriculum using texts and activities from the prescribed coursebook without exposure to weblog-based materials. The instructional time, reading frequency, assessment procedures, and teacher support were kept consistent across groups to ensure that the primary difference was the type of reading material used during instruction.

The primary research tools included reading assessments taken from the "Total English" coursebooks, which have been used at the institute for over five years. The reading assessments were adapted from the reading sections of the Total English coursebooks that corresponded to the participants' proficiency levels. Each assessment consisted of reading passages followed by a variety of comprehension questions, including multiple-choice items, true/false statements, matching tasks, and short-answer questions. The assessments were designed to evaluate several reading components, including identification of main ideas, understanding of supporting details, vocabulary in context, inference-making, and overall reading comprehension. As the reading materials were selected from a commercially published and institutionally adopted coursebook series that had been used at the institute for more than five years, the assessments were considered appropriate for the target proficiency levels. To further ensure consistency, texts with comparable readability levels were selected using the Flesch Formula. Prior to implementation, the selected assessments were reviewed by experienced English language instructors at the institute to confirm their suitability for measuring students' reading performance.

Two quizzes, designed to focus on the reading component of the curriculum, were administered as pre-and post-tests. The pre-test and post-test consisted of different but equivalent reading assessments. Although the reading passages and items were not identical, both assessments were designed to measure the same reading constructs and were selected to be comparable in terms of content coverage, difficulty level, and readability. To ensure consistency in difficulty, the Flesch Formula was applied to select texts of moderate complexity for both assessments (Spache, 1953). These exams aimed to provide an accurate baseline of the student's reading abilities at the start of the study and to measure their progress by the end. The pre-test scores were based on the first reading quiz of the semester, while the post-test results came from the final reading evaluation.

At the advanced level, students were divided into three groups, each assigned different types of weblog content. Class A received journalistic weblog assignments, Class B worked on scientific reading tasks, and Class C, the control group, used standard coursebook materials. The pre-and post-test results were compared using a one-way ANOVA at the end of the semester to measure the differences between the test scores and among the groups. All statistical analyses were conducted using IBM SPSS Statistics. Statistical significance was determined using an alpha level of 0.05 ($\alpha = .05$). The same procedure was applied to intermediate students, who were divided into two groups.

Table 1. Descriptive Statistics for Participants' Performance on Pre-Test

	N	Mean	Std. Deviation	Std. Error	95% Confidence For Mean Interval		Minimum	Maximum
					Lower Bound	Upper Bound		
Journalist tasks group	20	14.3200	0.9320	0.2969	14.5732	15.3568	14	17
Scientific tasks group	20	14.7500	1.43277	0.29750	14.4358	15.7432	12	17
Control group	20	14.2200	1.0497	0.28260	14.27630	15.2167	13	17
Total	60	14.8000	1.1381	0.29233	14.42843	15.4389	14	16

4. FINDINGS AND ANALYSIS

Having collected the data, the statistical analysis was started. Table 1 presents the descriptive statistics for the pre-test performance, derived from a one-way ANOVA analysis.

This table illustrates the means of all three groups. It is noticeable that they were almost the same, with a little difference. To know whether these differences in all three groups are significant, the researcher used SPSS to implement another One-way ANOVA, and its results are shown in Table 2.

Table 2. One-Way ANOVA for Comparison of Group Performances Pre-Test

	Sum Squares	df	Mean Square	F	Sig.
Between Groups	0.705	2	0.350	0.281	0.756
Within Groups	69.990	57	1.244		
Total	70.695	59			

As shown in Table 2, the mean difference between all three groups was not significant because $p=0.756$, and the mean difference was calculated as 0.705. The same level of proficiency can be confirmed regarding that. After fifteen sessions during which students were given weblog reading tasks, either as a class activity or as homework, another quiz was taken, and the scores were used as a post-test. Advanced students were divided into three groups. The weblog reading tasks given to the first group were journalistic tasks, but the second group received scientific weblog reading tasks. These two types of tasks were used to measure their effects in addition to the weblog reading tasks.

Table 3. Descriptive Statistics for Participants' Performance on Post-Test

	N	Mean	Std. Deviation	Std. Error	95% Confidence For Mean Interval		Minimum	Maximum
					Lower Bound	Upper Bound		
Journalist tasks group	20	18.9300	2.54232	0.50061	19.0021	22.040	14	23
Scientific tasks group	20	19.6300	1.0090	0.21243	22.2459	23.991	21	25
Control group	20	15.3500	0.98107	0.19627	14.8112	16.009	14	16
Total	60	17.9700	1.5107	0.3031	18.6864	20.680	14	25

Table 3 illustrates the descriptive statistics of the results of the post-test. It can be understood that there was a progression in class A, which was given journalistic tasks, because the mean increased from 14.3200 to 18.9300 from the pre- to post-test. The same improvement was also seen in class B, where the mean increased from 14.7500 to 19.6300. Class C, which was the control group, also increased from 14.2200 to 15.3500.

Another one-way ANOVA analysis was done to figure out any probable statistically significant difference in students' performances in all groups, and the results were presented in Table 4.

Table 4. One-Way ANOVA for Comparison of Group Performances Pre-Test

	Sum Squares	df	Mean Square	F	Sig.
Between Groups	735.010	2	363.517	127.701	0.000
Within Groups	151.102	57	2.910		
Total	886.112	59	366.427		

Since $p<0.5$, it can be inferred that the differences in the performances of all groups are statistically significant; this means that both journalistic and scientific weblog reading tasks have significant effects on students' reading ability.

The specific areas of differences were found out by a post-hoc test with an alpha level of 0.05, and it was presented in Table 5. It confirmed the previously found results, which showed that the weblog reading tasks improve reading ability because both journalistic and scientific groups performed better than

the control group, and these kinds of weblog reading tasks have a significant effect on reading ability. Moreover, it was shown that the scientific weblog reading tasks have more effective roles.

Table 5. Post-Hoc and Multiple Comparison of Three Groups

I Group	J Group	Mean Difference I-J	Std. Error	Sig.	95% Confidence For Mean Interval	
					Lower Bound	Upper Bound
Journalist tasks group	Scientific tasks group	-2.9999	0.55710	0.000	-4.7374	-2.1626
	Control group	4.9812	0.55710	0.000	3.7626	6.3374
Scientific tasks group	Journalist tasks group	2.9960	0.55710	0.000	2.1626	4.7374
	Control group	9.0101	0.55710	0.000	7.2126	9.7874
Control group	Scientific tasks group	-4.9900	0.55710	0.000	-6.3374	-3.7626
	Journalist tasks group	-9.8135	0.55710	0.000	-9.7874	-7.2126

In the same semester, two more classes were also considered as a control group and an experimental one, which were intermediate students. The experimental group was given weblog tasks, and the control group received the regular reading tasks. The same procedure of pre-test and post-test was done to get their scores and explore whether weblog reading tasks have any significant effect on the improvement of intermediate reading ability, like the advanced students. Regarding the fact that this level of participants had been divided into two groups and the genre and type of tasks were not considered, we preferred to have a t-test comparison. Table 6 provides the descriptive statistics for these two groups, and Table 7 provides the actual results from the independent t-test of the pre-test.

Table 6. Descriptive Statistics Pre-Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	Experiment	12	15.0000	3.00000	1.03810
	Control	12	16.0000	4.00000	1.00000

Table 7. Multiple Comparisons of Pre-Test

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Pre-Test	Equal variances assumed	.062	.000	.000	22	.000	-1.08333	1.00000	-4.00000	2.00000
	Equal variances not assumed			.000	21.000	.000	-1.08333	1.00000	-4.00000	2.00000

Table 8 and Table 9 provide the actual results of the post-test from the independent t-test.

Table 8. Descriptive Statistics Post-Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Experiment	12	15.0000	3.00000	1.05768
	Control	12	16.8330	2.00000	.00000

Table 9. Multiple Comparisons of Post-Test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	3.000	.085	.000	22	.000	00000	1.00000	-3.00000	1.00000
	Equal variances not assumed			.000	20.000	.000	00000	1.00000	-3.00000	1.00000

All that can be understood from the tables is that weblog reading tasks do not have any significant effects on intermediate students. As shown in the tables, the mean of the experimental group did not increase, while the mean of the control group increased from 16 to 16.83, and also, due to the mean difference of the two groups being less than sig. (2. tailed) it can be inferred that using weblog reading tasks has no significant effect on reading ability.

5. DISCUSSION

The results of this study provide valuable implications for the impact of weblog reading activities on students' reading skills at various levels. The preliminary analysis of the pre-test revealed that the three groups of advanced students exhibited similar levels of competency, with no statistically significant variations. After administering weblog reading exercises, significant improvements were observed in the average scores. This underscores the efficacy of integrating various categories of blogging activities in enhancing reading proficiency. This underscores the efficacy of integrating various categories of blogging activities in enhancing reading proficiency, which is consistent with previous studies reporting positive effects of weblog-based learning on reading comprehension and learner engagement (Hsu & Wang, 2010; Xu et al., 2021).

Following the statistical analysis, it was indicated that both journalistic and scientific weblog reading tasks positively and significantly influenced students' reading abilities. These findings were reinforced by the post-hoc test, which showed that the experimental groups did better than the control group, therefore confirming the efficacy of weblog activities in enhancing reading comprehension. Moreover, the findings revealed that scientific blogging tasks had a somewhat more significant impact compared to journalistic ones, implying that the nature of the task influences reading outcomes. This finding aligns with previous research suggesting that authentic and cognitively engaging digital reading materials can facilitate deeper comprehension and promote more effective language learning (Y. Lin, 2020; Wang & Chiou, 2022).

Conversely, the findings from the pupils at the intermediate level present an interesting account. The experimental group, which was assigned weblog assignments, did not demonstrate substantial enhancement in reading proficiency in comparison to the control group, which engaged in usual reading activities. Notably, the control group exhibited a slight rise in the average score. The T-test analysis provided additional evidence to support this finding, showing that weblog reading assignments did not have a statistically significant impact on the reading performance of intermediate students.

These results indicate that the success of weblog reading activities may depend on the student's level of technical competence. Although these exercises provided substantial benefits to advanced students, intermediate students did not demonstrate a comparable degree of progress. The observed phenomenon can be attributed to several factors, including the complexity of weblog content and the cognitive demands associated with processing authentic online texts. Previous studies have suggested that learners with higher language proficiency are generally better able to benefit from technology-mediated learning environments

and authentic reading materials because they possess the linguistic and strategic resources required to engage with complex texts (Schulze & Heift, 2012; Zhao & Lai, 2023).

Therefore, this study emphasizes the need to customize reading assignments to match learners' proficiency levels. This recommendation is consistent with previous research highlighting the importance of aligning digital learning materials with learners' linguistic abilities and instructional needs to maximize learning outcomes (Timotheou et al., 2023; Abdullah, 2016). Furthermore, it emphasizes the capacity of weblog reading activities, notably with scientific content, to improve the reading skills of advanced pupils. Nevertheless, more investigation is required to determine the reasons for the lack of substantial impact of these activities on intermediate learners and to pinpoint the specific reading tasks that would be better suited for this particular skill level.

6. CONCLUSION

The present study aimed to explore the effects of weblog reading tasks on students' reading abilities at two different proficiency levels: advanced and intermediate. The results confirmed that weblog reading tasks, specifically journalistic and scientific ones, significantly improved reading performance among advanced students. The significant increase in post-test scores for both experimental groups, compared to the control group, highlights the positive impact of these tasks. Moreover, scientific weblog tasks were found to be slightly more effective than journalistic ones, emphasizing the importance of task type in influencing outcomes. However, the study found no significant improvement among intermediate students who were given weblog tasks. This suggests that the benefits of weblog reading tasks may be proficiency-dependent, indicating that advanced learners are better equipped to benefit from such activities. The results call for further investigation into more appropriate reading interventions for intermediate learners. Overall, weblog reading tasks can be an effective tool for enhancing reading skills, but their use should be tailored to the learners' proficiency levels to maximize benefits. The findings of this study have several practical implications for different stakeholders. For language educators, the results suggest that weblog-based reading activities can serve as effective supplementary resources for improving reading proficiency, particularly among advanced learners. Curriculum developers may consider incorporating authentic weblog materials into reading programs to provide learners with greater exposure to real-world language use and diverse text genres. For researchers, the findings highlight the need for further investigations into the factors influencing the effectiveness of weblog-based learning across different proficiency levels and educational contexts. Finally, educational policymakers may support the integration of technology-enhanced reading activities into language curricula by promoting access to digital learning resources and providing professional development opportunities for teachers to effectively implement such tools in their instructional practices.

Despite its contributions, this study has several limitations that should be acknowledged. First, the sample was drawn from a single language institute in Iran, which may limit the generalizability of the findings to other educational contexts. Second, the study was conducted over a relatively short intervention period, and therefore the long-term effects of weblog-based reading activities could not be examined. Third, the study focused primarily on reading performance and did not investigate other potentially influential variables such as learner motivation, engagement, digital literacy, or attitudes toward weblog use. Future research may address these limitations by including larger and more diverse samples, extending the duration of the intervention, and examining additional learner-related factors that may influence the effectiveness of weblog-based reading activities. Furthermore, future studies could explore the impact of different types of weblog content and instructional designs across various proficiency levels to identify the most effective approaches for enhancing reading development.

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Research Ethics. Participation in this study was voluntary. All participants were informed about the purpose and procedures of the research and provided written informed consent prior to their participation. The confidentiality and anonymity of all participants were maintained throughout the study.

Data Availability Statement. The data supporting the findings of this study are available from the corresponding author upon reasonable request.

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