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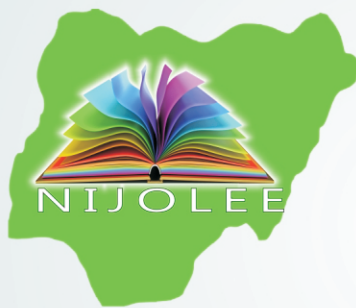
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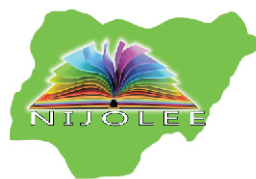
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The mission and objectives of NIJOLEE are:

- To publish, on a biannual basis, empirical and non-empirical research articles and critical literature reviews with sound theoretical basis in literacy and English education.
- To provide a platform for discussing global trends, ideas, activities and practices that shape the teaching and learning of English as a second language.

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The journal welcomes articles in the area of literacy, literacy education, literature, language education and English as a second language and French as a foreign language. These areas have a wide coverage. Thus, a wide array of studies and reviews are required in these areas. The Journal encourages university academics, postgraduate students, research-based organizations, librarians, publishers, curriculum experts, and authors who have developed their own theories, research-based approaches, application based reports, and innovative solutions to the teaching and learning of English language and literacy education to make good use of this opportunity.

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Authors are required to submit a soft copy of their articles, typed double-line spaced using Times New Roman font type with 12 font size, not exceeding 15 pages, to: nijolee9@gmail.com. Telephone contacts: 08065901012, 08055596888, 08064001562.

Format

Empirical papers should be presented in the following format:

1. Title
2. Name of author(s) with their institutional addresses, phone numbers and email addresses.
3. Abstract of approximately 250 words with appended key words not six words.
4. Introduction, including literature review
5. Methodology
6. Results (including tables and figures, if there are)
7. Discussion
8. References (ending with appended acknowledgments if needful)

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The acceptable referencing style is the 6th edition of American Psychological Association (APA).

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NOTE: There is no deadline for submission of articles. Articles are reviewed as they are received and published in the next issue of the Journal. Authors will be notified in their acceptance letters the Volume and Number that accepted articles will appear.

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IMPACT OF EDUCATIONAL BLOGGING EXPOSURE ON KAURA-NAMODA POLYTECHNIC STUDENTS' WRITTEN NARRATIVE ESSAY ACADEMIC PERFORMANCE IN NIGERIA

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Abstract
The study investigated the impact of educational blogging exposure on Kaduna polytechnic students' written narrative essay academic performance in Nigeria. The research employed the use of quasi-experimental design involving non randomized pre-test and post-test control design. The population of the study consisted of all ND11 Office Technology and Management students in Kaura-Namoda Polytechnic with a population two hundred and twenty (120) for 2020/2021 admission. The instrument for the data collection was educational blogging exposure to obtain answers to research questions and testing of the Null hypotheses. The technique was sampling system in which Federal Polytechnic Kaura-Namoda was selected based on their location in North West Zone. Also, the selections of ND11 students was through the stratified random sampling technique. But to ensure adequate representation of the students, the cluster sampling technique was derived from the strata. A purposive method also was adopted to determine the number of students in the selection in Federal Polytechnic Kaura-Namoda. These item comprised (narrative essays) in various exercises based on the lecture notes online blog page (https://khadijatannyusuf1.blogspot.com) for experimental group while the control group were taught in a conventional method within the period of first semester. The data collected were analyzed statistically using both descriptive and inferential analysis of the research questions and the null hypotheses. The research questions were analyzed using means and standard deviations while the null hypotheses were analyzed using independent samples t-test. Findings revealed that there was a significant mean difference for educational blogging exposure impact on Kaura-Namoda polytechnic students' written narrative essay academic performance while significant mean difference was not found for those not exposed to it. The study recommended that lecturers teaching English Language in polytechnics should incorporate educational blogging in their teaching and learning to guarantee better academic performance of Polytechnic students.

Key words: educational blogging, exposure, writing, narrative essay and academic performance.

Introduction

Globally, blogs are also known as a truncation of "weblog". It is a discussion or informational website published on the worldwide web consisting of discrete, often informal diary-style text entries (post). Posts are typically displayed in reverse chronological order, so that the most recent post appears first, at the top of the web whileeducational bloggingis an educational regular record of thoughts, opinions or experiences that teachers put on the internet for students to read and make comments. (Yusuf, 2023)

Social media is considered to be the fastest growing web application in the 21 century and this rapid development is being backed by technological advancement (Heyam, 2014). Mankind has enormously benefited and continues to benefit from it and as such cannot underestimate its importance as far as communication is concerned. Today, social media has taken a new dimension and has encouraged more participation through the introduction of mobile phones that support social networks applications such educational blogging.

According to Zamel (1983) cited in Anumudu and Kangiwa (2020) writing is "non-linear exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning". Writing is a process of discovery, focusing on not only final product but also the processes such as thinking, drafting and reviewing. As a result of the latest developments in the technology that created an integration of writing into computers, this approach is reinforced by providing both collaborative writing opportunities and skill development using computer-based programmes. In this sense, Web tools such as educational blogs may bring learners great opportunities for collaborating each other during the writing.

Essay writing is a personal statement that contains an introductory paragraph, the body of supporting paragraphs and a concluding paragraph, all of which concentrate on one particular topic (Olaofe & Kasim 2013).

Narrative writing can take different forms. These include personal essays, stories, author-biographical and biographical texts being presented in a sequence of events, usually in a chronological order. The use of correct grammar and writing conventions is very important in narrative texts. The most important thing to remember in narrative essay is that it tells stories. Social media links different students who form online groups especially through educational blogging which in turn helps students to learn from each other by sharing and assessing each other's writing abilities and competencies Yusuf (2023). The integration of blogging in education helps the polytechnic students to be harmonious in their use of technology in learning writing. This allows them benefits in a similar fashion.

Educational Blogging makes students read and make comments on others' work. Receiving comments from readers outside of the classroom can be a powerful experience for students. It is important that polytechnic students' writing are read by more people than just their teachers. When their families, their classmates, and people around the world can read what they write, the impact is measurable. Students will pay closer attention to everything from the mechanics of writing, word choice, structure, to clarity. It makes student engage in meaningful conversation about writing. It also provides students with supervised practice using educational blogging.

In addition, it is a sound educational policy for all graduates of post-secondary education to be able to communicate well in English language both verbally and in writing. Essay writing is an important components for the polytechnic system, the board has included a general education component in the curriculum of each programme in order to achieve these objectives.

Furthermore, materials for comprehension, topics for essay writing and topics for report writing should be taken from the student's field of specialization in order to reflect English for Specific Purposes (ESP) perspective in the syllabus (NBTE, 2017).

Statement of the Problem

Virtual learning and teaching is now a global phenomenon, it is therefore worrisome that educational blogging is not trending like other types of blogs such as fashion, entertainment, food and music. The government tertiary institutions have not been able to provide the basic

enabling environment and social media facilities such as uninterrupted electricity supply and free internet connectivity (Wi-Fi) for teachers and students. Both students and teachers use the Internet to obtain educational content thereby making it easy for a student to extract the same information as teacher uses from the internet during class time.

Objective of the study
To find out the impact of educational blogging exposure on students' written narrative essays and those not exposed to it in Kaura-Namoda Polytechnic North-west Zone Nigeria.

Research Question
What is the difference in narrative essay performance of students exposed to educational blogging and those not exposed to it in Kaura-Namoda Polytechnic North-West Zone Nigeria?

Research Hypothesis
There was no significant difference in mean performance of Kaura-Namoda Polytechnic students exposed to educational blogging in narrative essay and those not exposed to it in North-West Zone, Nigeria.

Literature Review:
A blog has been defined as "a web application that displays serial entries with date and time stamps" (Throne & Payne, 2005). Blogs often include a comments feature which allows the reader to engage in discussion with the blog's writer and other readers by directly attaching a posting to the daily or topical entry (Radzikowska, 2004).

Blogging in L2 Writing
As a result of heightened tendency towards the use of Web 2.0 in L2 contexts Wang and Vásquez, (2012), examination of the use of blogs in L2 writing classrooms has gained growing research attention (Armstrong & Retterer, 2008; Arslan & ŞahinKızıl, 2010; Bloch, 2007; Campbell, 2003; Chen, 2016; Dippold, 2009; Fellner & Apple, 2006; Lee, 2010; Lin, 2014; Sun, 2010). Although it is beyond the aim of the current study to review all the body of research conducted in this area, hence, the following investigation will be used as an example.

Armstrong and Retterer (2008) explored the benefits of community blogging and personal blogging on L2 writing performance, self-confidence, and attitudes with 16 college-level students of L2 Spanish. The data collection was carried out via the analyses of blog entries and interviews with the participants. The findings indicated that the length of the blogs written by the participants increased over the course of instruction.

Moreover, all the participants stated that, at the end of the course, they had more positive attitudes towards L2 writing, in general. In fact, the findings revealed that blogging enhanced the participants' positive writing attitudes, as a non-cognitive and affective variable. Similarly, Lee (2010) investigated the effects of using interactive blogs as out-of class assignments for L2 writing performance and motivation.

The data were collected from 17 students at the advanced level of the L2 English who were required to post one or two entries and read, comment on, and respond to each other's entries over a course of a 14-week intervention. Also, the instructor gave feedback to the posted blogs of the students. The results revealed that blog-supported instruction contributed to the enhancement of the participants' L2 writing fluency and motivation.

Additionally, the participants held positive attitudes towards the feedback they had received from their classmates and teachers, especially those directed to the language and form of their blogs. Overall, the findings of Lee (2010) verified that the use of blogs improved writing performance as well as psychological factors, such as confidence and motivation in L2 writing. In the same line of research, the findings of Sun (2010) indicated that writing on blogs contributed to improving the participants' overall writing performance, enhancing their autonomous writing, and creating more positive attitudes toward L2 writing. Sun (2010) concluded that blog-supported writing could be conducive in improving learner autonomy as a key psychological factor affecting L2 learners' writing performance.

Blogging as a Platform for Communication

Blogs provide various opportunities to both teachers and EFL writers. According to Aydin (2014), blogs are useful and practical tools and they can be easily benefited in EFL context. Wu 2005) asserted that provided that instructions were well-organized, blogs would definitely help teachers for better students' writing performance. (Noytim, 2010) examined the potential value of blogs in a language learning context in Taiwan. The results showed that the students accepted blogs as a useful tool in terms of improving writing, reading, vocabulary, self-expression, thinking skills and social interaction.

Social networking communication has a two-way nature that is when you write there is feedback from the reader. This phenomenon is made usable by means of the internet and the Information and Communication Technology (ICT) as well as the advent of smart phones. There are many social media platforms, some readily available ones in Nigeria include Telegram, Instagram, Facebook, Skype, Twitter, MySpace, WhatsApp, 2go, Blogs. Activities on social media are for socializing, getting and sharing information, discussing assignments, projects, chats, collaborating and networking.

Concept of Writing

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing relies on many of the same structures as speech – these include vocabulary, grammar and semantics, with the added dependency on a system of signs and symbols usually in the form of alphabet (Fatimayin, 2015).

Getting involved in blogs, i.e. blogging, has become a recent phenomenon from a sociological standpoint (Montes-Alcalá, 2007), useful not only for dissemination of information, for communication and for reflection but also for providing teachers and learners with multiple possibilities to enhance their daily practice due to their multimedia features and interactivity.

According to (Huffaker, 2005) "In the classroom, students can have a personal space to read and write alongside a communal one, where ideas are shared, questions are asked and answered and social cohesion is developed". In language learning, blogs can be used as tools to develop writing skills and although they should not replace face-to-face interaction, they may provide a practice environment where students can think, reflect, and create language slowly for a real-life audience (Pinkman, 2005).

The major benefits of blogging in the language classroom have been reported as "the choice of more appropriate language on the part of the learners, the addition of new perspectives to the learners' thoughts, and the motivational aspect of realizing that one's voice echoes in distant parts of the globe and is heard by others" Arena, (2008), Hewett (2000) and Pelletieri (2000) emphasize its positive effects on improving grammar proficiency and fluency.

Theoretical Framework

Social Interactionist Theory, laid the foundation for the interactionists view of language acquisition. According to Vygotsky, (2020) social interaction plays an important role in the learning process and proposed the zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction.

This is in line with blogging as "sociology" standpoint of (Montes-Akala, 2007) who said blogging is not only for dissemination of information, communication and reflection but also for providing teachers and learners with multiple possibilities to enhance their daily practice due to their multimedia features and interactivity.

Below is the Diagram adapted from Vygotsky's theory of Socially Mediated Interactionist. Adapted by Yusuf, 202

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┌─────────────────────────────────────────────────────┐
│   Socially Mediated Interactionist = Teachers / Learners │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌────────────┐   ┌────────────────┐        ┌────────────┐
│  Blogging  │───│  Essay Writing │────────│  Narrative │
└────────────┘   └────────────────┘        └────────────┘
                          │
                          ▼
                ┌────────────────────┐
                │ Learner Collaboration │
                └────────────────────┘
                   │              │
                   ▼              ▼
          ┌──────────────┐  ┌──────────────┐
          │ Positive Test│  │ Negative Test│
          │    Result    │  │    Result    │
          └──────────────┘  └──────────────┘
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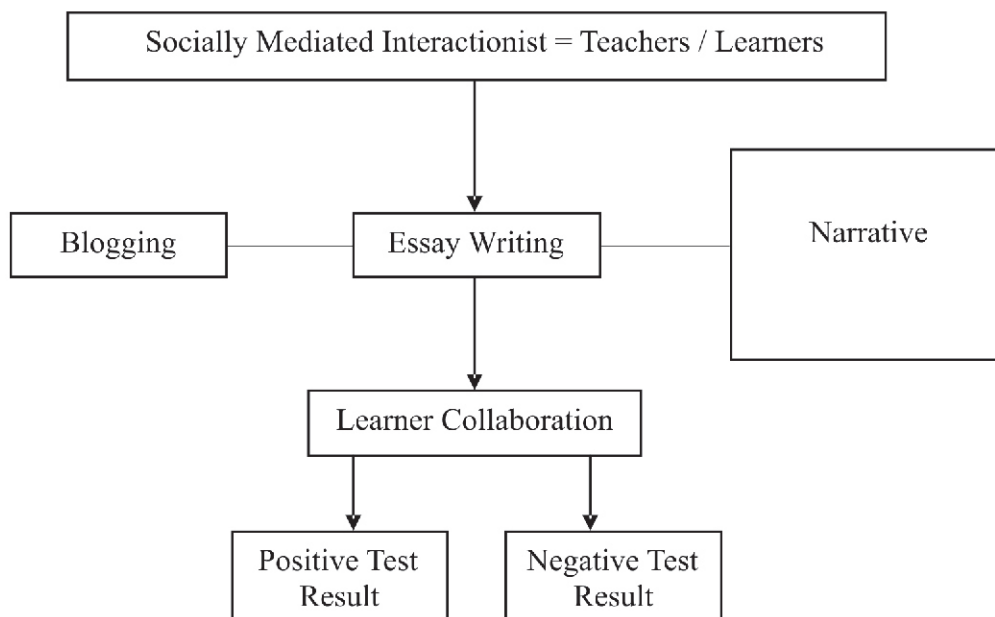
Methodology/Procedure

The study was conducted at Kaura-Namoda Federal Polytechnic Zamfara state. The study used quasi-experimental design of pre-test and post-test and the research instrument was adapted as educational blogging. There were a total number of eight thousand one hundred eighty nine (8,189) ND2 students. The ND2 Office Technology and Management (OTM) students with total numbers one hundred and twenty (120) were used for the study. The students used their android phones to login to read and answered the questions attached to each essay in the given blog page link within the period of first semester (https://khadijatannyusuf1.blogspot.com). The Performance test was based on instrument of the research (narrative essay) with the Assessment Guide (content =10, organization =10, expression =20 and mechanical accuracy =10,) WAEC/NECO, (2005). The response from the students showed that blogging exposure was impactful in narrative essay writing. Below are the teaching procedures for control and experimental group:

Procedure for Teaching Essay Writing (using teacher/learner collaboration)

I.   The researcher introduces the product writing approach which is text as a discourse. This involve critical thinking of drafting genres/texts by the students' writing essays of their choices.

ii.   The researcher sort out different essays with help of some students to identify and group them into narrative, descriptive, expository and argumentative.

iii.   The researcher selected some students to read out what they have written.

iv.   The students identified the type of essays they intended to write when compared to the posted lecture notes.

v.   The researcher engages the students' critical thinking skills to come up with how they intent to convey their messages in writing.

vi.   The researcher further engage them in drafting the final genres/texts as post-test.

Procedure for Educational Blogging Exposure (Using Socially Mediated Interactionist)

i.   The researcher gives the student the blog site to login where learners construct the new language through socially mediated interaction.

ii.   Khadijatannyusuf1.blogspot.com

iii.   The researcher's lecture notes are already posted on the blog site which contain

narrative essay with the assignments.
iv. The researcher's lecture notes has given the detailed instruction on the steps to follow in order to accomplish each task.
v. The researcher login to assess the final draft of genres/texts as post-test.

Results
The data was collected through pre-test and post-test and analysed and interpreted based on the research question and null hypothesis.3

Research question:
What is the difference in narrative essay performance of students exposed to educational blogging and those not exposed to it in Kaura-Namoda Polytechnic Nigeria? This research question was answered using descriptive statistics of means and standard deviations. The result of the analysis is presented in Table 1.01.

Table 1.01 Means and Standard Deviations on polytechnic students' written narrative essay

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Experimental	61	30.28	2.576	.330	
Control	84	26.24	2.098	.229	4.041
Total	**145**				

Table 1.01 presents the means and standard deviations on Kaura-Namoda polytechnic students' written narrative essay. The mean written narrative essay for the experimental group was (M=30.28, SD=2.576) and that of control group was (M=26.24, SD=2.098). The mean written narrative essay difference between the two groups was 1.01. This shows that the experimental group performed better than the control group.

There was no significant difference in mean performance of students exposed to educational blogging in narrative essay and those not exposed to it in Kaura-Namoda Polytechnic, Nigeria.This null hypothesis was analysed using inferential statistics of independent samples t-test. The result of the analysis is presented on table 1.02.

Table 1.02. Summary of independent samples t-test on polytechnic students' written narrative essay

T	Df	Sig. (2-tailed)	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
10.395	**143**	**.000**	**.389**	**3.272**	**4.809**

Table 1.02 presents summary of the independent samples t-test analysis on Kaura-Namoda polytechnic students' written narrative essay. The results revealed that t(143)=10.395, p=0.000; the null hypothesis which stated no significant mean difference was rejected. Therefore, there was a significant mean difference for educational blogging impact on Kaura-Namoda polytechnic students' written narrative essay in North-West Zone, Nigeria. That is educational blogging has a significant effect on Kaura-Namoda polytechnic students written narrative essay.

Discussion of Findings
The findings from the study showed that educational blogging exposure has significant mean difference on Kaura-Namoda polytechnic student's written narrative essay. This was revealed from the means and standard deviations computed for both pre-test and post-test performance scores on Kaura-Namoda polytechnic students' written narrative essay.

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In language learning, blogs can be used as tools to develop writing skills and although they should not replace face-to-face interaction, they may provide a practice environment where students can think, reflect, and create language slowly for a real-life audience (Pinkman, 2005). Armstrong and Retterer (2008) also revealed from their study that blogging enhanced the participants' positive writing attitudes, as a non-cognitive and affective variable. Finally, this study observed that student focuses clearly, stating ideas so that others can understand and their grammar improved greatly through collaboration online.

The major benefits of blogging in the language classroom have been reported as "the choice of more appropriate language on the part of the learners, the addition of new perspectives to the learners' thoughts, and the motivational aspect of realizing that one's voice echoes in distant parts of the globe and is heard by others" Arena, (2008), Hewett (2000) and Pelletieri (2000) emphasize its positive effects on improving grammar proficiency and fluency.

Conclusion
Social network has a critical role in bridging the gap among individuals that enable them to interconnect on a common platform. Educational blogging can be an essential way in which people can stay in touch with one another. Several students have embraced the social network as a means to connect with their classmates and to be in touch with their associates. Interaction is dynamic and has been changing rapidly, as at now the students and their respective educators communicate via social network. In this manner, it is crucial to embark on how tutors can aid their students in utilizing the advantages of educational blogs as a social network tools in developing their productive writing skills.

Recommendations
Based on the findings of the study, it was recommended that:
1. All tertiary institution in Nigeria should be encouraged to use online platforms in teaching/learning.

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