
| RESEARCH ARTICLE

E-Learning: Challenges of Utilizing Weblog in EFL learning Environment

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| ABSTRACT

E-learning can enhance learners' collaboration and interaction synchronously or asynchronously via utilizing Web 2.0 platforms. Yet blog utility in EFL contexts could have serious challenges. So, this study explored the most serious challenges perceived by Yemeni EFL Level-II students, English Department, Faculty of Arts, Ibb University, in 2023-2024 after a semester-long blogging. A quasi-experimental research design was used with an experimental group of 5 males and 10 females who utilized blog for posting their writing assignments and a controlling group of 3 males & 12 females who did so traditionally. A Survey Students Open-ended Questionnaire and Students Semi-Structured Interviews were used for collecting the data. The posttest findings revealed that experimental group performed better than the controlling group confirming that blog substantially developed students' writing skills. Also, the interview findings showed highly-perceived learning situation, blogging situation, and students challenges. The findings can avoid Yemeni EFL teachers contingent jump-start blogging pitfalls. Further

| KEYWORDS

E-learning, writing skills, digital platform, blog challenges, EFL students

| ARTICLE INFORMATION

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1. Introduction

Recently, the unprecedented Web 2.0 growth has increased the Internet users' online interaction and information sharing. Consequently, E-learning has become a contributing factor that can effectively promote ESL/EFL learning practice owing to the rapid socio-technological development of the *Web 2.0 platforms*. Pedagogically speaking, these platforms can facilitate the sociocultural interaction and collaboration among learners then enhancing the regular-established-classroom-based instruction. Moreover, it is worth noting to mention that both *interaction* and *collaboration* are mainly cored at the heart of the *collaborative learning approach* and Vygotsky's (1962) *Socio-constructivism Theory (SCT)* which forms the theoretical framework underpinning this study.

Therefore, several studies have proven these platforms to be an effective teaching tool that can create more collaborative learning performance leading to positive academic achievement (Sabri, Gani, Yadegaridehkordi, Eke, and Shuib, 2022; Hafifa, 2024; Liu et al., 2022; David, Seymour & Jaffer, 2023; Vu et al., 2022; Fathi, Ahmadnejad & Yousofi, 2012; Al-shaboul, Kalsoom, Alshraah, & Khaswaneh, (2023); Howard and Rashed, 2023; Khamdani, 2023; ...etc.). For instance, Sabri et al. (2024) state that "the use of technology is helpful for educational purposes"(p.83884). Also, Vold and Kjøning, (2022) argue that motivation of learners can be increased by using the e-learning platforms. In the same line, Bauer et al.(2020) find that "learning can be fostered by techniques of adaptive internet navigation support"(p.64). Similarly, Módné Takács et al.,(2022) assure that "e-learning platforms support and improve motivation and engagement in learning among students"(p.12). Nevertheless, their integration for academic purposes

have some serious multi-sourced challenges that could hinder students' academic participation and engagement (David, Seymour & Jaffer, 2023; Hafifa, 2024; Serote & Heerden, 2023; Lythreatis, Singh & El-Kassar, 2022; Quadir, Yang & Chen, 2022;...etc.).

As far as educational Web 2.0 platforms are concerned, a notable one is Weblog (shorts for *blog*) which is a synchronous and asynchronous platform. In the education filed, *blog* is found as *edublogs* which is available at <http://www.edublogs.org>. Eventually, many educators become aware of the potential blog affordance for promoting learners' sociocultural interaction and cognitive knowledge co-construction which are strongly emphasized by Vygotskian notions. For instance, blog is an easy-use platform with a convenient user-friendly graphical interface. It even provides a cellphone-friendly quick access, and it affords learners with a wide range of customizing editing options and features to perform collaborative learning writing appropriately (Al-Muhairi & Al-Jaber, 2024; Montalban & Montaner-Villalba, 2023; Sadique & Razwan, 2023; Waluyo & Peungcharoenkun, 2023;...etc.). As a result, blog can enhance the traditional classroom-based collaborative writing as it is primarily a writing-facilitative-text-based tool which allows learners to co-author their writing tasks more collaboratively and more cooperatively (Radensky, Weld & Chang, 2024; Asaadi, Tariq & Shams, 2023; and Chadene & Kraczkowski, 2024). In addition, blog creates graete opportunities to facilitate teacher feedback and peer feedback (Febriana & Fakri, 2024; Deiniature & Cahyono, 2024). In besides, blog promotes teacher-student and student-students interactions inside and outside the classroom (Mabasa, 2023; Prosen et. al, 2023; Tuglu and Dođruer, 2023; Wang et. al., 2024) Finally, blog boots students' self-efficacy, willingness, motivation, enjoyment and engagement driving them to achieve their learning goals (AL-Mekhlafi, Al-Shawthabi & ALshargabi, 2022; Asai, Wu, Wang, Sil & Hajjishirz, 2024; Bai, 2023; Ghaee & Karunaratne, 2023). All in all, under these circumstances, blog can effectively facilitate students' sociocultural interaction which enables them to share ideas, and discuss their strengths and weaknesses synchronously and asynchronously in an online virtual community, and at last, they become creative writers.

Nevertheless, blog utility into EFL context have some serious challenges that could hinder students' academic collaboration and engagement (Hafifa, 2024 and Serote & Heerden, 2023;). As a result, this study attempted to identify the most serious blogging challenges Yemeni EFL students perceived after a semester-long blogging experiences. The following question was addressed:

- 1- Which are the most serious blogging challenges for academic blogging perceived by Yemeni EFL Level-II students, Department of English, Faculty of Arts, Ibb University in the academic-year 2023-2024?

2. Literature Review

Pedagogically speaking, a kind of E-learning was the only practical and immediate solution for continuing teaching when schools and universities cancelled their classes and lectures across the world, and when teachers and professors found themselves suddenly in the middle of the most significance, challengeable, global disruption of education due to Covid-19 crisis in 2020. It was also noticed remarkably that even those teachers who had fear of technology and felt that they had not enough technical ability turned to use some easy-use-social-media applications such as *WhatsApp, IMO, Yikyak, Facebook, Ning, Instagram,...etc.* to continue their teaching. Therefore, those teachers and their students realized that these online social-media applications were not only very easy to use, but also were very motivating and highly-engaged in facilitating and enhancing their teaching/learning process. As a result, this academic disruption has clearly brought a considerable attention to the rich opportunities online tools and platforms can afford the teaching/learning practice; particularly in the EFL/ESL filed.

2.1. E-Learning

During the last two decades, the parallel term *E-learning* has appeared in education due to the gradual evolution and development use of Web 2.0. It is pretty the abbreviation of electronic learning which adopts ICT tools for teaching and learning. E-learning has several definitions. For example, it is defined by the European Commission as "the access to information, which services remote communication and cooperation supported by multimedia technology and the Internet, to polish the quality of pedagogical techniques" (as cited in Bai, 2023, p.75). More precisely, E-learning refers to all online or off-line learning activities that are performed by individuals or groups synchronously or asynchronously using smart devices.

2.2. E-Learning Platforms

E-learning platforms are web-based platform which are referred to as Virtual Learning Environment (VLE) used for hosting and delivering E-learning. An VLE platform has several definitions, but all share the meaning that it refers to an online website within which learners can work together synchronously or asynchronously. It is elegantly defined by Dudeney and Hockly (2013) as:

a web-based platform on which course content can be stored. It is accessed by learners on the Internet, and they can not only see course content, such as documents, audio and video lectures, but also do activities such as quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat" (p.137).

There different types of learning platforms which can host e-learning, such as *Wiki*, *Webquest*, *Podcast*, *Wordle*, *Blog*,...etc. Furthermore, choosing the most appropriate one of them for delivering and managing the learning practice is based on the nature of the learning content to be taught (written/oral).

2.3. Weblog (Blog)

After the Covid-19 learning/teaching disruption, a plenty of *Web2.0* platforms have been designed mainly for educational purposes which can enable teachers to actively adopt *e-learning* into their regular classroom-based teaching practice. One of those platforms is *blog* (shorts for *weblog*) which is a synchronous and asynchronous platform. In the education filed, *blog* is found as *edublogs* which is available at <http://www.edublogs.org>. From the reviewed literature, researchers such as Al-Muhairi & Al-Jaber (2024); Febriana & Fakri (2024); Juhee & Jeonghyun (2024); Deiniature & Cyhyono (2024); Kawinkoonlasate, (2021); ...etc., assure that the formal classroom-based collaborative writing can be further enhanced by *blog* as it is primarily writing-facilitative-text-based tool with a number of pragmatic pedagogical features that can provide students with a rich-media learning context in which they co-author their writing texts more collaboratively and more cooperatively. Under these circumstances, blog can effectively facilitate students' sociocultural interaction, ideas share, and peer feedback exchange in online virtual community.

2.4. Weblog (Blog) Challenges

Nevertheless, blog integration for academic purposes have some serious challenges that could hinder students' academic participation and engagement that belong to multiple resources (David, Seymour & Jaffer, 2023; Hafifa, 2024; Serote & Heerden, 2023; Lythreatis, Singh & El-Kassar, 2022; Quadir, Yang & Chen, 2022,...etc).

Hafifa (2024) explored perception of Indonesian students interactions and challenges after a fully online course. 40 university students from different Indonesian universities were assigned for meeting after they completed several online assignments. The students passed the course were Only 50 %. The rest could not complete the course learning assignments and activities due to some challenges related to the students motivation, heavy workload of assignments, and autonomous learning attitudes about the online courses activities.

Similarly, David, Seymour & Jaffer (2023) explored the challenges met by the secondary school teachers of South Africa about taking the social media advantages as a teaching tool. Teachers who used social media for continuing teaching during the pandemic were chosen from Four secondary schools. The data obtained from interviews revealed that many of the challenges were due to teachers, students, social media applications, and school infrastructure and policies.

In the same line, Sabri, Gani, Yadegaridehkordi, Eke, and Shuib (2024) reviewed 135 articles regarding the art, taxonomies and challenges of e-learning. These reviewed articles were extracted from IEEE, Springer Link, Google Scholar, Taylor and Francis, Science Direct and Wiley digital databases. The most identified challenges were: the *time* in a sense that students and teachers need to spend much time to perform an online learning practices in the expense of other leaning commitments, the *content* was either extra activities or discussions, and the inadequate *technology skill* of the participants.

3. Methodology

This study used the qualitative research approach. Consequently, this study involved gathering deep-understanding data from Yemeni EFL students of Level-II, department of English, Faculty of Arts, Ibb University in the academic-year 2023-2024.

3.1 Research Design

This study employed a quasi-experimental research design based on a combination of qualitative and quantitative research approaches. It has a within-subject design. This means that it was conducted within the *Writing-III Course*; particularly, within the essay writing assignment.

Academic blog platform was designed by the researchers at <http://www.edublogs.org>. It contains three main blog pages: tutor blog, students blog, and class blog. Then each student was given a user name and a password. After that, the students were trained in how to use this blog platform for three weeks. They were told that this blog had a voluntary nature; no marks for their blogging activities. They were told to post one course-related assignment which would be assigned to them and to write at least three comments on each other's post. Then a few guidelines were given to the students such as posting blogs related to their course content and commenting on each other's posts, discussing and sharing their ideas and information about the academic writing rules so that each one could learn from them,...etc. Also, since ethics and privacy of students (Davids et al. (2023) require careful consideration, only students who are blog members could sign in, post, and comments on each other's blog posts. The students blog posts took place at the students blog pages. These posts were completely guided by the students themselves. The blog posts ran from September, 18th to December 27th, 2023 in semester-I in the academic year 2023-2024.

3.2 Study Population and Sample

The population were all students (63) of Level-II, Department of English, Faculty of Arts, Ibb University. Concerning sampling, the sample was first based on the random sample technique with a total of 38 students (16 males and 22 females). Based on the students' responses to the questionnaire questions, 17 participants (7 males and 10 females) were chosen for the blogging experience based on their excellent technology devices ownership and technical skills. At the end of this study, all the participants were chosen for the semi-structured interview sessions to collect more deep insights about the challenges they met during the blogging sessions.

3.3 Study Instruments

After deciding the study sample, the needed data collection instruments were chosen and developed in a manner they suit this study purposes and the data nature. So, this study employed: an open-ended questionnaire, and EFL students semi-structured interview.

3.3.1 Pre-survey Yemeni EFL Students Open-ended Questionnaire

Before getting the students start blogging, a pre-survey-non-standard questionnaire was developed by the researchers' rich experience and from the related literature, particularly, from Yunus et al. (2014) and Chen et al. (2022). It was basically meant for gathering some important preliminary data regarding the students' basic ICT proficiency. In fact, these data were fundamental for heading on conducting this research. In short, this questionnaire was used for identifying a preliminary data like importance of the Internet and the importance of digital devices in their collage life. In addition, it used for eliciting their Internet connection and digital devices they owned and often used for accessing the Internet. The first draft consisted of three parts which required the students to respond on. (See Appendix A). The questionnaire was given into 3 referees to judge its validity and reliability. As a result, one section and 4 items were deleted according to their modification. The final draft contained:

Part 1: Demographic Information of the participants (3 demographic question on age, department, level).

Part 2: Points about the Internet and digital devices (10 questions: 4 questions were five-point linker scale & eight questions were multiple choice). (See Appendix B).

To this end, the questionnaire was administrated and gathered at the beginning of Semester-I of the academic year 2023-2024 before starting the blog discussion.

3.3.2 Yemeni EFL Level-II Students Semi-structured Interviews

In addition, to gain comprehending understanding and to probe deeply into the most serious blogging challenges met by the students while blogging, individual semi-structured interviews with evaluative and reflective questions were constructed and conducted after the students blogging. Waluyo and Peungcharoenkun (2023) assure that "Semi-structured interviews are commonly used in qualitative research as they allow for flexibility and the emergence of new ideas during the discussion" (p.9).

The questions of the interviews were based on the objective of this study and on the various level of blogging participations. They were judged for their validity by three experts. The interviews started with general questions then moved into trailer-made ones that based on the students' blogging challenges. (See Appendix C). At the end of the semester-I, the semi-structured interviews were conducted individually in face to face and via phones with all the participants. They were 7 males and 10 females focusing more on those who wrote few comments. The interviews were conducted Arabic and English in order to get full unambiguous data, and they lasted for about 15-20 minutes each. The responses of each interview concerning the blogging challenges were transcribed, analysed and categorized via the open coding approach which allowed for three themes to emerge.

4. Data Analysis and Discussion

This study have obtained data from the triangulation of the students' questionnaire, content analysis of the students' blogs, and students semi-instructed interviews. Analysing the blog content and interviewing the students allowed for acquiring rich complemented data which enabled in-depth effusive understanding of what extremely were challenges for the students while blogging. Since this research study was qualitative based on based on self-reported perceptions, the collected data from the content analysis of the students' blogs and the students interviews were the main findings which were presented, analysed, and discussed.

4.1 Survey Yemeni EFL Students Open-ended Questionnaire

The questionnaire responses showed that all EFL Level-II Students (EFL-IISSs) had smart devices, Internet connection, and basic ICT skills. The responses also revealed that all of them strongly agreed regarding the Internet importance for their academic

purposes. Also, when asked how many days/hours they access/spent surfing the Internet weekly, all of their responses were seven days a week and about 2 or 3 hours a day. However, a noteworthy finding was that no one of them had used blogging before. This finding copes with Alkamel and Chouthaiwale (2022); Howard and Rashed, (2023) and Khamdani, (2023).

4.2 Yemeni EFL Level-II Students Semi-structured Interviews

The data obtained from the students' interviews resulted in some highly-perceived *challenges* that significantly decreased the students' engagement and participation in this academic blogging. The interviews' thematic content analysis showed that challenges were: *Learning Situation Challenges (LSCs)*, *Blogging Challenges (BCs)*, and *Student challenges(SCs)*. The *learning situation challenges (LSCs)* were ICT infrastructure limitations in the learning context where the study conducted, *blogging Situation challenges (BSCs)* were limitations associated with the blog platform itself, and *student challenges (SCs)* were due to the students' experience while blogging. After presenting and analysing the obtained challenges, a summary of all of them followed in Figure 2.

4.2.1 Learning Situation Challenges(LSCs)

The challenges were due to ICT infrastructure limitations at the university as the lack of computer labs connected to the Internet. One interviewee stated that *"if there was computer labs at my college, I could use them for writing comments on my peers' writing assignments at my extra time between the lectures. You know.....sometimes your 4^G bandwidth comes over suddenly"*. About 17 interviewees agreed with this challenge, In addition, about 15 of the interviewees argued that the free Wi-Fi lack for accessing the Internet was a major challenge; one participant assured that *"the collage Wi-Fi access lack was a big problem because we could not access our blog to read what our peers have written commenting on our essay assignments"*. Another participant added that *"....as you know, our college is about 2km away from any near commercial Wi-Fi connection..... this location makes us struggle with accessing them.....this even was making us struggling with our cellphones mobile 4^G bandwidth even if it is costly"*. Another major challenge was the lack of electricity plugs as one students stated that *"there were no even electricity plugs to recharge your cellphone battery.....you know, these smartphones consume their batteries very quickly....once, I actually tried to sign into my blog and read and then comments to my peers posts, but my phone battery was standing on its last leg and this limited my blog access"*. Apparently, these findings assured that the participants could not run an online blogging due to these ICT infrastructure limits.

These findings imply that the learning situation ICT limited infrastructure of any learning situation plays a serious challenge that hinders any VLE platform utilization at its learning context. These findings cope with Thwala & Goosen (2023); Nakayama, Yamamoto, & Kikuchi (2023); Chugh, Grose & Macht (2020); Hafifa (2024); Chisango & Marongwe (2021); Sabri, Gani, Yadegaridehkordi, Eke, & Shuib (2024);...etc. Hence, governments should include in their learning policy the strengthen of the ICT infrastructure to enable fully e-learning implement.

4.2.2 Blogging Situation Challenges (BSCs)

BSCs were four salient challenges that were perceived by the interviewed students as the challenges of their academic blogging. All participants mentioned that lack of safety tended to be extremely challengeable for their academic blogging. One of them said, *"since I had no prior blogging experience, I was very worried about my personal information"*. Another participant stated that *".....my no prior blogging experience made me anxious about my privacy"*. This implied that the participants felt that blogging could threaten their private states. Amazingly one participants put the solution for this while showing the same wordiness saying *"I was worry about my privacy, so our blogging would be better if it had nicknames"*. In addition, all the participants found not receiving additional marks for blogging as a major challenge to their academic blogging. For example, one stated that *"most of my peers and I had a lot of other courses activities, so I think free-mark activities were not our options. they need extra time"*. Hence, the participants found their voluntary academic blogging merely a time-consuming activity, and they devoted their time and effort for the other courses tasks. This finding indicates that additional marks could increase the students participation and discussions. This finding copes with studies of Lemke, Kirchner, Anandarajah & Herfurth (2022) and Zimmar (2022).

Another challenge met by the participants was there was *no students blog groups*. One participants stated *"I am always shy in any learning discussion. I prefer working collaboratively in groups"*. The participants felt that working in groups could help her becoming more involved. So, instructor have to address this matter by dividing students into blog groups where they can perform their writing tasks and activities collaboratively while their role becomes just managing the number of participants, assigning each participant' role, monitoring that each one is doing his/her role,...etc. Noteworthy, this findings fits with the Collaborative Learning Approach' notion that knowledge is only a co-constructed *product* and *learning* is merely a socio-cultural activity. Also, it copes with the previous related studies, e.g., Abbas and Hala (2023) and D'Orazzi (2021). As a result, instructors have to organize their academic blogging community in more appealing and engaging way which tend to increase the amount of students' participation and interaction; particularly the shy ones. Hence, An e-platform which facilitates and eases participants communication can foster academic blogging.

4.2.3 Student Challenges (SCs)

Finally, the SCs were related to the students' role in the blogging practice. These challenges were found potential challenges for students' academic blogging from the perceptions of the interviewed students. One of the serious blogging challenges noted by the participants was lack of tech-skills and blog training. One of them said, *"I don't have a great ICT skill, and this hindered me my collaboration and engagement. I often asked help from my friends; for example, to show me how I could add a comment"*. In other words, the participants found that their soft-skill and tech competence were serious challenges for blogging. In different words, they expressed that they needed technical support for overtaking the tech challenges that hindered their blogging interaction and participation. For instance, one participant said that *"I need special training in blogging since I think that blog is very appropriate for writing activities and tasks"*. Despite of some students' enough tech skill, the students felt that they need a kind of training on blogging in order to use it smoothly. Another challenge acknowledged by 9 participants was self-confidence. One of them stated that *"I had not an enough self-confidence of blogging. I mean I could not give comments on my peers writing because they may find it funny"*. Some found their low writing skill competency a serious blogging challenge as one said, *"my writing skill is not that good specially for writing comments."*

These challenges of lack of prior blogging, soft-skill competence, writing competence, and self-confidence were stated by eight participants as a serious blogging challenge. In other words, since all of the students had no prior blogging experience, those eight students believed that they were not able to post or comment on post confidently. Moreover, they found themselves not ready for writing comments specially when their peers and teacher had to read what they write. These findings corroborate some previous results (e.g., Al-shaboul, Kalsoom, Alshraah & Khaswaneh, 2023; Han, 2023; Urhahne, & Wignia, 2023; Bauer and et al., 2022;; Kerawalla et al. 2009; ..etc. This can be explained that lack of prior blogging experience contributes in decreasing the students motivation. Hence, instructors could be overcome through providing their class blog with tutorial videos, training students on blogging, or working with some ICT-skilled students as ICT advisors who provide instant blogging scaffolding to motivate and facilitate students' blogging. Also, instructors should train students on blogging, on peer editing skills, and also should provide them with a well-designed-peer-editing form.

Another strange blogging challenge stated by four students that they did not *like to share their knowledge* with their peers. It should be noted here that the nature of Yemeni learning environment tend to be more competitive than collaborative. For overcoming this serious dilemma, instructors should train learners how to collaboratively work in a team, share information and alternative views, solve a problem, create a meaningful project,...etc.

All in all, the summary of these serious blogging challenges as perceived by the interviewees was in Figure 2.

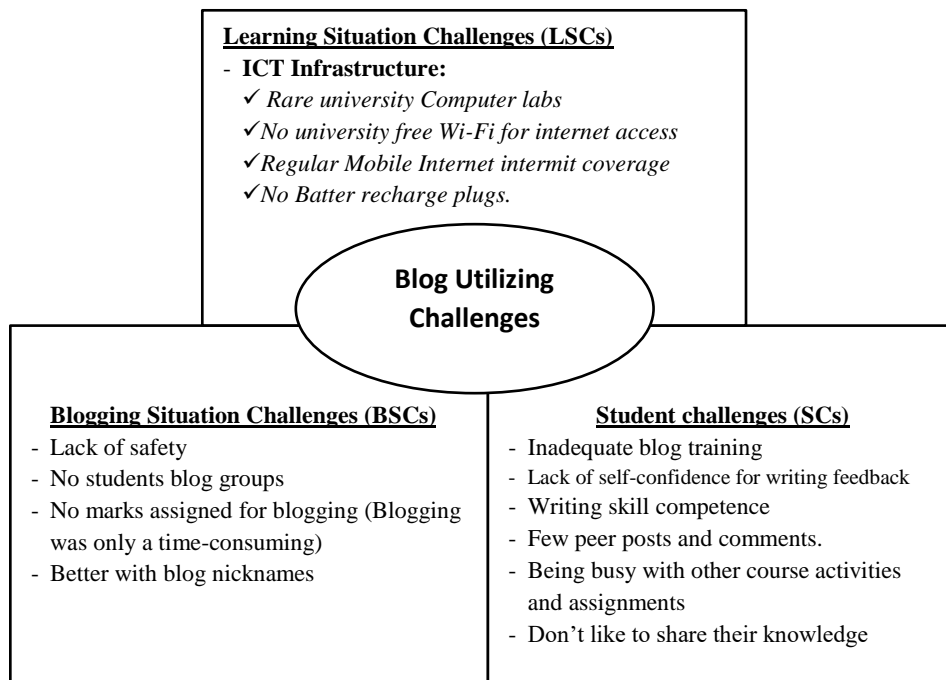


Figure 2: Summary of Blog Utilizing Challenges

Figure 4.3 showed three challenges groups according to their sources. They are: *Learning Situation Challenges (LSCs)*, *Blogging Challenges (BCs)*, and *Student challenges(SCs)*. The *learning situation challenges (LSCs)* were ICT infrastructure limitations in the

learning context where the study conducted like the *rare university computer labs, lack of university Wi-Fi for internet access, and regular Mobile intermitting coverage*. The *blogging Situation challenges (BSCs)* were limitations associated with the blog platform itself like Lack of safety, no students blog groups, no marks assigned for blogging (Blogging was only a time-consuming), nor with blog nicknames. Finally, the *student challenges (SCs)* were due to the students' experience while blogging lack of blog training, self-confidence for writing feedback and writing skill competence. Also, the few peer posts and comments, students' being busy with other course activities and assignments,..etc. are found as serious challenges for blogging in EFL Yemeni context.

5. Results

Based on the semi-structured interviews results, the participants had highly positive attitudes towards utilizing blog and its capabilities as a pedagogical tool for facilitating writing, yet it has the following challenges. The *learning situation challenges (LSCs)* were ICT infrastructure limitations in the learning context where the study conducted like the *rare university computer labs, lack of university Wi-Fi for internet access, and regular Mobile intermitting coverage*. Then, the *blogging Situation challenges (BSCs)* were limitations associated with the blog platform itself like Lack of safety, no students blog groups, no marks assigned for blogging (Blogging was only a time-consuming), nor with blog nicknames. Finally, the *student challenges (SCs)* were due to the students' experience while blogging lack of blog training, self-confidence for writing feedback and writing skill competence. Also, the few peer posts and comments, students' being busy with other course activities and assignments, and students' unwillingness to share knowledge are found as serious challenges for blogging in EFL Yemeni context.

6. The Study Limitations

There are two certain limitations emerged during conducting this study. The first limitation was that posting blogs and commenting on peer' posts were optional not mandatory. The other limitation was that the study sample was relatively small size.

7. Conclusion

In concluding, blog has become a contributing online factor that can promote effectively ESL/EFL learning. But, blogging is not just brining learners online for writing topics and comments throughout the terms. Thus, this study has investigated an important yet neglected academic blogging area; learners' blogging challenges. Mainly, it attempted to find out the challenges factors that could impede Yemeni EFL learners' interaction and engagement in academic blogging. The findings have revealed a group of three challenges groups according to their sources. They are: *Learning Situation Challenges (LSCs)*, *Bloggng Challenges (BCs)*, and *Student challenges(SCs)*. The *learning situation challenges (LSCs)* were ICT infrastructure limitations in the learning context where the study conducted like the *rare university computer labs, lack of university Wi-Fi for internet access, and regular Mobile intermitting coverage*. The *blogging Situation challenges (BSCs)* were limitations associated with the blog platform itself like Lack of safety, no students blog groups, no marks assigned for blogging (Blogging was only a time-consuming), nor with blog nicknames. Finally, the *student challenges (SCs)* were due to the students' experience while blogging lack of blog training, self-confidence for writing feedback and writing skill competence. Also, the few peer posts and comments, students' being busy with other course activities and assignments, and students' unwillingness to share their knowledge are found as serious challenges for blogging in EFL Yemeni context.

Furthermore, this study contained methodological contribution by showing that content analysis can be taken as useful tool to tracking the evolvement of learners' academic blogging performance. So, it can be used in future studies addressing the same theme. More importantly, some practical contributions are drawn from this study findings so instructors can use them for fostering learners' participation and engagement in academic blogging. For example, learning contexts which have no ICT infrastructure can provide academic blogging. Also, learners should have prior blog experience and have high tech competence to overcome any blogging barriers and problems that may pop out. In besides, academic blogging should not be voluntary because it is proved to sound not pedagogically in this study. Additionally, learners should be teamed up into blogging groups.

All in all, blog has already been proven to have a potential pedagogical affordance to engage learners in smart learning environment where they can construct knowledge collaboratively, but the mentioned-above learner's blogging challenges have been found to be more serious impediment for having an effective blogging interaction and engagement by these study findings. Based on these findings, Yemeni EFL instructors have to be aware of how to overcome them when integrating the blog as a part of their EFL learning context. Finally, further studies can build on these findings to design a pedagogical framework of what significantly challenge student blogging in EFL contexts.

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