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Research article

The Effects of Blogging Using Quora on EFL Students' Reading and Writing Skills

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KEYWORDS

Blogging;
 Quora;
 EFL;
 Reading skills;
 Writing skills

ABSTRACT

Although the significance of using Quora as a blogging platform in classroom activities has been acknowledged, its use among teachers remains limited. This research aimed to examine the potential effect of using Quora to improve the reading and writing skills of English as a Foreign Language (EFL) students. Using a pre-experimental method, the participants included thirty vocational high school students majoring in Hospitality. The findings revealed significant improvements in students' reading and writing scores, providing empirical proof that integrating Quora into instruction could provide a practical and effective approach for teaching and improving the EFL students' reading and writing skills. These findings highlight the significant potential of Quora as an innovative digital platform for English learning, indicating its promising role in developing language skills, especially reading and writing. Thus, it is suggested that English teachers encourage students to explore English language and literature discussions through Quora since this can enhance students' reading and writing skills by exposing them to diverse perspectives and valuable insights. Moreover, future research may explore various blogging platforms besides Quora to assist teachers in finding the most suitable platform for language learning.

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INTRODUCTION

Developing and improving students' reading and writing skills are crucial aspects of education. These basic skills are not only essential for doing well in school, but they also help students explain their ideas clearly. This promotes a more complete way of learning beyond just understanding things and includes active, clear interaction with the world around them. Proficient reading skills serve as a base in the field of education, allowing students to comprehend complex texts, engage deeply with subject matter, and efficiently synthesize knowledge, all of which contribute

considerably to their overall academic achievement. Reading skills involve understanding written language, recognizing words, expanding vocabulary, reading fluently, knowing grammar rules, focusing, and building world knowledge. Improving reading skills enhances the language acquisition process (Raajitha, 2019). The art of reading requires complex mastery because it teaches students how to have a broad vocabulary to comprehend sentences in the text and how each sentence's concepts relate to their comprehension of its structure and coherence. In this case, students face many difficulties when reading, which are attributed to many causes, such as

different learning styles, diverse literacy backgrounds, and the necessity for individualized approaches to accommodate the distinct demands of each student in the heterogeneous educational environment (Küçüköglü, 2013).

In language learning, writing is one of the language skills which include active and proactive skills (Haerazi et al., 2020). Proactive writing skills enable students to write with initiative and efficiency, whereas active writing skills enable students to exercise emotion and clarity in their writing, both complement each other to contribute to effective communication. Writing skills are specific skills that enable writers to effectively express their thoughts and engage with the information they convey (Muamaroh et al., 2020). They include a variety of capabilities that are essential for clear communication. Students who master the basics of writing well, including vocabulary development, improved sentence structure, and proper formatting, can express their ideas clearly. This includes prioritizing clarity and conciseness, applying paragraphs and transitions for coherence, and arranging effective ideas. Developing skills in writing is an adapting process that enables individuals to express ideas accurately, leading to academic performance and improved communication in various settings. While engaging in writing activities, students experience some difficulties. According to Ratnawati et al.'s (2018) research; some students faced difficulties in various aspects of writing, including producing content, establishing organizational structure, selecting appropriate vocabulary, ensuring grammatical accuracy, and mastering the mechanics of writing such as punctuation, capitalization, and spelling. The effect of their native language on their English writing and the lack of opportunities for writing practice cause these challenges.

In Indonesia's education context, relatively less focus can be found on reading and writing skills instruction. At the same time, a greater emphasis is placed on the acquisition of vocabulary. Meanwhile, Emak and Ismail's (2021) research revealed that incorporating reading activities inside writing tasks significantly positively impacted the writing proficiency of English as a Foreign Language (EFL) learners. It improves the overall writing proficiency of EFL learners and emphasizes the potential collaboration between developing reading and writing skills in language education contexts. In addition, integrating reading activities into writing assignments significantly improved the writing skills of EFL learners (Habibi et al., 2015). The complexity of the reading process is undeniable. While technological advances have become increasingly prevalent in daily life and educational settings, the persistent need for support in reading skills remains evident, as highlighted by research such as those conducted by Andayani and Maryam (2019) and Laličić and

Dubravac (2021). In this context, Hadis and Manvender (2016) studied the effects of extensive reading on cultivating writing skills among students in an EFL classroom. It was important to recognize the positive influence of extensive reading on students' writing skills, especially those in the low-skill group with limited access to understandable materials, and acknowledge the complex relationship of multiple factors that may contribute to the difficulties encountered by EFL learners. Schoonen (2019) showed other variables, such as poor reading habits, mother tongue, and limited chances for writing practice in his research that challenged the EFL learners. These additional variables in writing practice can further complicate the efforts of EFL learners to maintain a consistent and coherent approach to their written assignments.

In integrating reading and writing instructions, teachers can use technology in their pedagogical approach. Several online platforms, such as Google Classroom (Sujannah et al., 2020), Tumblr (Vitiara, 2017), Facebook (McCall, 2017), and Instagram (Thomas, 2020), have been used to teach reading and writing. However, in this research, the researchers used blog especially Quora as the online platform. Blog is a digital platform facilitating text-based interactions among students, enabling them to create and modify content collaboratively. It supports many communication methods, allowing any group member to initiate interactions with any or all others. Furthermore, it enables asynchronous communication, which is not bound by time or location, as users can compose and receive messages at any time of the day from any computer with an internet connection (Warschauer, 1997).

Blogging is a tool to encourage collaborative learning, reflection, communication, and social support which is recommended as a useful teaching medium for teacher professional development (Ciampa and Gallagher, 2015). Blogging is aggregating content produced by virtual communities which can be consolidated, enabling all participants to monitor progress within a particular domain of the blogosphere. It involves generating content, utilizing multimedia, with readers, and providing a forum for individual expression, knowledge exchange, and community development. Additionally, it also provides writers with a complimentary platform to articulate and convey their ideas to the online community (Sütçü, 2020). By participating in blogging, learners could enhance their writing skills and immerse themselves in authentic situations, promoting a vibrant and participatory learning process. Research conducted by Chen et al. (2020) showed student satisfaction with using blogging in learning to write. Their positive attitude and the expressed desire for blogging suggest that they well-received this approach and blogging likely had a beneficial impact on their writing skills. By providing options that enable students to choose

their reading sources based on interest and language level, blogging helps students develop their responsibility for choosing and reflecting on their learning activities (Fatimah et al., 2020). It facilitates personalized learning experiences by allowing students to choose materials related to their language proficiency, ensuring that the information is appropriate for their comprehension. Students' sense of responsibility develops when they can choose and consider learning activities, which motivates them to participate actively in their education and further their personal growth. Similarly, blogging has become more popular for teachers to enhance student learning, changing how we communicate and exchange information. The research carried out by Kuo et al. (2017) and Bahanshal et al. (2022) found that blogging effectively improved asynchronous peer engagement, encouraged reflective thinking, and fostered positive attitudes toward academic performance in collaborative assignments. Blogging functions as an activity that promotes student participation beyond regular synchronous interaction, facilitates deeper analysis, and creates an encouraging academic environment. Blogging in the classroom can help teachers improve communication with students, foster students' critical thinking, and provide the students with a creative outlet (Chen, 2016). Students' critical thinking skills can be improved by being encouraged to write blog posts reflecting on their educational experiences and share their ideas. They may also be passive information consumers in typical learning environments, but by starting a blog, they can actively contribute to creating knowledge.

Various blogging platforms accommodate a range of interests and offer various choices for people interested in sharing their ideas and perspectives. Every platform offers a different setting for content development, from the easily navigable and customized WordPress to the simple configuration of Blogger and the simplistic style of Medium. Furthermore, Quora—essentially a question-and-answer (Q&A) website—offers a unique forum for people to share opinions and participate in conversations. Quora is useful in an educational setting because of its unique features. The Q&A style enables students to research various topics by encouraging curiosity and supporting peer-to-peer knowledge exchange. Ovardia (2011) stated that by following people, topics, or individual questions, users on Quora can keep track of questions and their responses, and the users can also add comments to responses, providing a chance to both introduce an error and provide clarification. The platform's voting mechanism makes finding trustworthy information easier, highlighting the most pertinent and correct comments. Because of its wide range of users, Quora offers a multitude of viewpoints on any given issue, encouraging critical thinking and in-depth subject coverage. By customizing their feeds to match their interests, students

can create a personalized learning experience by following persons and topics. Additionally, conversations are promoted by Quora's community involvement, which promotes involvement and group learning. These features provide Quora with a dynamic tool that broadly enriches education and works well alongside conventional teaching approaches.

Quora is an online platform that facilitates written communication, allowing users to participate in conversation by expressing their points of view concerning designated subjects. Noviyanti (2023) stated that Quora holds promise as a beneficial tool for EFL learners aiming to improve their reading and writing skills. Using it in teaching EFL learners can also provide authentic learning experiences through a digital platform. The research's findings indicated that students were engaged in various academic activities on Quora, including reading, writing, making inquiries, and exchanging ideas with other users. Rindiani and Izzah (2023) also explained in their research that there was an improvement in students' writing skills after being taught using Quora as a learning platform. On Quora, students use the target language in practical exchanges and dialogues while a real audience truly understands their conversations. These incorporating tasks relevant to real-world scenarios are essential to practical activities. This platform, moreover, fosters autonomous learning among pupils, empowering them to take its advantage and apply its instructional worth to diverse situations and contexts. According to previous research, blogging affected EFL students' reading and writing skills. However, only a few used Quora as their chosen media for blogging. Apart from that, there is no similar research that examines the use of blogging among vocational students on reading and writing skills at the same time. Thus, the researchers conducted a pre-experimental research on eleventh-grade Hospitality students as the participants to ascertain the impact of blogging using Quora on their reading and writing skills. The research questions to be answered are:

1. Is there any significant effect of blogging using Quora on EFL learners' reading skills?
2. Is there any significant effect of blogging using Quora on EFL learners' writing skills?

METHOD

1. Research Design

This pre-experimental research examined the effects of blogging through Quora on EFL students' reading and writing skills. In a pre-experimental design, one group is subjected to both pretest and post-test, enabling researchers to analyze the impact of an intervention in the absence of a control group (Sugiyono, 2019). The pre-test

is utilized to establish the initial state, whereas the post-test is employed to assess the changes resulting from the intervention.

The research was conducted throughout six sessions, including the pre-test and post-test. During the treatment session, the students were familiarized with Quora, and the features they could use were explained. Then, the students actively participated on Quora by creating personal accounts to begin contacting the blogging medium. The teaching was centered on the skill of personal letter writing, where the students were assigned to create letters directed toward their future selves. Afterward, they were instructed to read two posts written by their peers and then offered responses to the letters. They should provide three primary components in their responses: the tone of the letter, an encouraging response, and suggestions to help their friends accomplish their dream job. Significantly, a noteworthy aspect of the intervention entailed students engaging in reciprocal exchanges of personal letters, cultivating a collaborative and participatory element within blogging.

2. Participants

The participants were 30 Hospitality students enrolled in the 11th grade at one of the state vocational high schools in Malang consisting of 14 male students and 16 female students.

3. Instruments

For the instruments, the reading test was carefully designed, consisting of 30 multiple-choice questions and the writing prompt was designed to focus on a 'personal letter'. In the personal letter, the students were asked to express their hopes for themselves in the future who have successfully obtained their dream job. To find the students' reading and writing skills before and after blogging and establish the reliability and validity of the instruments, an expert in English Language Teaching (ELT) carried out a comprehensive validation process. Additionally, a pilot test was conducted in a different class at the same grade and major, and the results were carefully analyzed using the Statistical Package for the Social Sciences (SPSS) to perform validity and reliability tests.

The validity of the instruments was carried out using the Pearson Correlation test. The r_{table} value of 0.355 was obtained based on a significance value of 5% and $N=31$. The results demonstrated that the reading and writing tests had obtained $r_{value} > r_{table}$, so the instruments were valid. The instruments' reliability, supported by Cronbach's Alpha coefficient of .959 for the reading test and of .884 for the writing test, means both tests had high reliability.

The data on the students' works in writing were assessed by two raters based on the scoring rubric developed by Brown and Bailey's (1984) work in Brown (2004), including five essential elements: content, organization, vocabulary, language use, and mechanics. Inter-rater reliability was implemented to ensure objectivity in evaluating the writing test results and prevent any possible bias. By comparing the ratings from several assessors, these criteria attempted to ensure accuracy and consistency in the evaluation process. The results of the Kappa coefficient in the writing pilot test showed a value of .487, so the agreement between the two raters was said to be moderate and the data were reliable.

4. Data Analysis Procedure

The pre-test and post-test scores were analyzed using SPSS 25.0 to determine if the data had normal distribution. The null hypotheses were also examined to determine if they were accepted or rejected.

If sig. (2-tailed) > 0.05 , H_0 is accepted, and H_a is rejected. If sig. (2-tailed) < 0.05 , H_0 is rejected, and H_a is accepted. H_{0_1} = There is no significant effect of blogging using Quora on students' reading skills.

H_{0_2} = There is no significant effect of blogging using Quora on students' writing skills.

H_{a_1} = There is a significant effect of blogging using Quora on students' reading skills.

H_{a_2} = There is a significant effect of blogging using Quora on students' writing skills.

RESULTS AND DISCUSSION

Results

Descriptive Statistics of Students' Reading Pre-test and Post-test Scores

The students' reading pre-test and post-test scores are shown in the descriptive statistics in the form of Table 1.

Table 1. Descriptive Statistics of Reading Pre-test and Post-test

	N	Minimum	Maximum	Mean	Increase
Reading Pre-test	30	12	87	57.80	
Reading Post-test	30	6	90	74.30	16.50

Table 1 presents that the students' minimum and maximum reading scores were 12 and 87 for the pre-test and 6 and 90 for the post-test, respectively. In addition, the mean score for the pre-test was 57.80, while that of the post-test was

74.30. Thus, the difference in the mean scores shows an increase in students' reading score of 16.50.

The Effect of Blogging Using Quora on Students' Reading Skills

The data on the students' reading pre-test and post-test scores were tested for normality using Kolmogorov-Smirnov (K- S) test before testing the hypothesis. The results of the normality test are shown in Table 2.

Table 2. The Results of the Normality Test of Students' Reading Pre-test and Post-test Scores

Kolmogorov-Smirnov		
	Statistic	Sig.
Reading Pre-test	.174	0.020
Reading Post-test	.347	0.000

The results of the normality test in Table 2 showed significance at 0.020 for the pre-test and 0.00 for the post-test. Hence, it can be implied that the data did not follow normal distribution. Thus, the Wilcoxon Signed-rank test was used to determine the significance of difference in the pre-test and post-test results. The result of the hypothesis test can be seen in Table 3.

Table 3. The Results of the Hypothesis Test of Students' Reading Pre-test and Post-test Scores

	Reading Pre-test Reading Post-test
Z	-3.727 ^b
Asymp. Sig.(2- tailed)	0.000

Table 3 shows the significance value at $0.000 < 0.05$, so H_{01} was rejected, and H_{a1} was accepted. Thus, it can be interpreted that there was a significant difference in the students' reading pre-test and post-test scores. In other words, blogging using Quora significantly affected students' reading skills.

Descriptive Statistics of Students' Writing Pre-test and Post-test Scores

The students' writing pre-test and post-test scores are shown in the form of descriptive statistics in Table 4.

Table 4. Descriptive Statistics of Writing Pre-test and Post-test Scores

	N	Minimum	Maximum	Mean	Increase
Writing Pre-test	30	22.50	80.00	46.17	
Writing Post-test	30	25.00	90.00	70.67	24.50

Table 4 presents that the students' minimum and maximum pre-test scores for writing were 22.50 and 80.00 for the pre-

test and 25.00 and 90.00 for the post-test, respectively. In addition, the mean score for the pre-test was 46.17, while that of the post-test was 70.67. Thus, the difference in the mean scores shows an increase in students' writing score of 24.50.

The Effect of Blogging Using Quora on Students' Writing Skills

Before hypothesis testing, the data on the students' writing pre-test and post-test scores were also tested for normality using the Kolmogorov-Smirnov (K-S) test. Table 5 presents the result of the normality test.

Table 5. The Results of the Normality Test of Students' Writing Pre-test and Post-test Scores

Kolmogorov-Smirnov		
	Statistic	Sig.
Writing Pre-test	0.111	.200 [*]
Writing Post-test	0.161	0.046

The results of the normality test in Table 5 showed significance at 0.20 for the pre-test and .04 for the post-test. Hence, it can be implied that the data in the post-test did not follow normal distribution. Thus, the Wilcoxon Signed-rank test was used to determine the significance of difference in the pre-test and post-test results. The result of the hypothesis test can be seen in Table 6.

Table 6. The Results of the Hypothesis Test of Students' Writing Pre-test and Post-test Scores

	Writing Pre-test Writing Post-test
Z	-4.610 ^b
Asymp. Sig. (2-tailed)	0.000

Table 6 shows the significance value at $0.000 < 0.05$, so H_{02} was rejected, and H_{a2} was accepted. Thus, it can be interpreted that there was a significant difference in the students' writing pre-test and post-test scores. In other words, blogging using Quora had a significant effect on students' writing skills.

Discussion

The research results significantly supported significant improvements in students' scores, indicating a substantial and beneficial influence on their reading and writing skills through blogging using Quora.

The Effect of Blogging Using Quora on Students' Reading Skills

The integration of blogging through Quora stands out as an important factor in the noteworthy improvement observed in students' reading post-test scores. This favorable outcome closely aligns with the conclusions drawn by Late et al. (2019), advocating for the effective incorporation of blogging into reading instruction. Their research emphasized how such integration empowered teachers to adeptly leverage technology, thereby fostering engaging and interactive reading experiences. The research further highlighted that these experiences played a vital role in inspiring students to not only actively engage with reading materials but also become proficient readers.

Quora serves as an effective medium for conducting reading activities, offering students an opportunity to enrich their reading experience while actively contributing to the enhancement of their reading comprehension skills. In this research, the students were tasked with selecting two subjects of their interests and two additional subjects directly relevant to their vocational aspirations, particularly within the hospitality industry. Pustika's (2018) research indicates that students' reading comprehension is enhanced when the text aligns with their interests, leading to longer attention spans and better understanding. This strategic selection aims to provide students with reading materials tailored to both their passions and educational needs, ensuring a more personalized and engaging learning experience. One of the outcomes of utilizing Quora for reading activities is the indirect expansion of students' vocabulary. As students engage with topics closely related to their interests and personal characteristics, their vocabulary naturally expands. Research suggests that students are more inclined to engage extensively with content that resonates with them (Gambrell, 2015). Consequently, this increased engagement exposes students to a broader spectrum of terminology within the context of their favorite subjects, thereby enriching their vocabulary in a meaningful and integrated approach.

Furthermore, Quora functions as a dynamic medium in which learners are engaged in active participation by reading and responding to each other's post, thereby cultivating a collaborative learning atmosphere that significantly enhances their academic journey. In this research, the students were instructed to respond to their peers' posts, so they were required to read them first. Through this interactive exchange, students' comprehension was indirectly enhanced and peer learning was promoted (Lubis and Hamuddin, 2019). Through active participation in the discussions and responses of their peers, students are deeply involved in a comprehensive educational experience that significantly

improves their capacity to understand and analyze a wide range of materials (Stearns, 2017). By means of insightful contributions and discussions, they are afforded the chance to enhance their comprehension of diverse subjects while developing their capacity for analytical and critical thought.

Within this environment of collaboration, students are not only the recipients of information but rather engaged contributors in a collective process of acquiring knowledge. Through engaging in critical evaluation and discussion of the ideas put forth by their peers, learners acquire invaluable perspectives and insights that significantly broaden their intellectual subject matter (Dekker, 2020). Furthermore, the dynamic characteristics of Quora facilitate immediate responses and discourse, promoting a feeling of connection and community among learners as they collaboratively create to attain a deeper understanding of the topic.

In addition to facilitating reading activities, the integration of Quora into academic environments fosters a dynamic and interactive learning atmosphere that develops critical reading proficiencies. As stated by Azimah and Sujannah (2024), promoting an effective reading habit requires accommodating the individual needs, preferences, and academic achievements of each student, as well as integrating an extensive range of reading resources. In this case, Quora facilitates dialogues through its student-centric features customized to their preferences, promotes a culture of collaboration and respectful interactions, and provides a platform for higher-order thinking questions. Moreover, incorporating Q&A forums has proven to be an effective strategy for promoting fruitful collaboration and engaging students with the technology (Biriyai and Emmah, 2014). By engaging in substantive discussions with their peer learners and being exposed to a wide range of viewpoints, students not only cultivate substantial reading comprehension skills but also acquire crucial skills in communication, critical thinking, and problem-solving.

To summarize, the integration of blogging through Quora has demonstrated significant improvements in students' comprehension of reading materials, which is consistent with research that supports the utilization of technology to enhance reading instruction. Students develop a broader vocabulary and a deeper comprehension as a result of engaging in reading activities on Quora that are customized to their interests. In addition, Quora promotes a collaborative learning environment in which students actively participate in discussions, thereby cultivating both internalized knowledge and critical thinking abilities among their peers. By fostering a sense of community among students, this interactive platform not only facilitates the acquisition of knowledge but also

contributes to their comprehensive academic development and progress.

The Effect of Blogging Using Quora on Students' Reading Skills

The results of this research aligned with a broader spectrum of research concerning the impact of blogging through Quora on students' writing skills. Noviyanti (2023) conducted research specifically investigating the utilization of Quora as a platform for blogging. The compatibility between this research and Noviyanti's research reinforces the notion that Quora, as a dynamic blogging platform, significantly contributes to the enhancement of language proficiency, particularly in writing.

Engagement with a wide range of topics on Quora can help students improve their language skills, particularly in writing, by exposing them to various writing styles, vocabularies, and perspectives. Students can practice their writing skills by using Quora's feature which allows the users to create and answer questions. According to Riwayatningsih's (2019) research, students who used questioning strategies were actively engaged in meaningful communicative language and their writing skills were greatly developed. Allowing them to refine their writing on Quora by reading diverse contributions from other users and receiving community feedback on their work is a significant aspect of this process. Exposure to different writing styles also helps them improve their writing style.

The combination of collaborative writing and blog-based learning has emerged as a successful approach to augmenting foreign language acquisition (Fithriani et al., 2019; Muhi, 2023; Rahayu, 2021; Sysoyev et al., 2019). Collaborative writing encourages students' active interaction, thereby creating an environment conducive to the cultivation of collective knowledge. The correlation between the students' cooperative behaviors and their use of online resources can offer valuable insights to teachers seeking to integrate the internet in a way that enhances the collaborative learning of their students (Hsieh, 2019). Teachers can provide instructions to the students regarding online collaborative interactions effectively so that the activities conducted on the online platform can have a significant impact on their writing skills. In this research, the researchers instructed the students in writing activity using Quora by making at least two of their peers comment on their posts to ensure that no student got too many comments or none at all on one post.

By actively contributing to and interacting with content on a blog, students efficiently use language skills while also consolidating their knowledge in a practical and applicable setting (Habul-Šabanović, 2015). By engaging in the activity of composing blog posts, they enhance their

linguistic abilities, encompassing the expansion of their vocabularies, proper syntax, and grammatical usage. Through the creation of written compositions intended for authentic exposure, students are motivated to articulate their thoughts with precision and efficacy, consequently improving their ability for effective communication. Additionally, the collaborative atmosphere of blogging promotes student engagement and feedback-seeking, as well as peer-to-peer discourse, which contributes to the continued development of language skills.

Asmara and Tasri (2020) found that students' writing skills significantly improved when using an online collaborative writing platform. Through the use of collaborative features offered by Quora, teachers have the ability to establish dynamic learning environments that foster innovation and continuous improvement in students' writing skills. Quora offers an online forum wherein learners can participate in relevant dialogues, exchange valuable insights, and gain knowledge from the viewpoints of their peers. By engaging in collaborative writing assignments and Quora discussions, students cultivate their capacity for working as a unit, gain an appreciation for differing perspectives, and refine their aptitude for effective online community communication.

Quora provides an active forum wherein students can refine their critical thinking and writing skills related to a wide range of subjects. Fadilah et al. (2020) stated that in blogging, the students can provide arguments and raise questions. Through active engagement in assignments and constructive discussion with a varied group of contributors, they can enhance their ability to express ideas effectively and critically. Moreover, engaging in blogging on Quora fosters essential skills, such as reasoning and idea synthesis, which help them communicate effectively in a variety of settings. Students can successfully logically communicate their thoughts, support their arguments with facts, and actively engage with opposing viewpoints when writing blog entries on a variety of topics (Alsamadani, 2018). Engaging in this process not only enhances their capacity to formulate strong arguments but also cultivates their capacity for critical thinking through the examination and assessment of diverse viewpoints.

To put it briefly, multiple studies have demonstrated that incorporating blogging into Quora enhances students' writing skills. Their writing skills are enhanced when they interact with a wide range of issues on Quora because it exposes them to a variety of writing styles, vocabularies, and opinions. The integration of blog-based learning and collaborative writing enhances language learning efficacy by offering students possibilities for group knowledge development and immersion experiences. By actively engaging in blogging activities, they improve their critical thinking and language proficiency—including vocabulary

growth and grammatical accuracy—as well as their ability to collaborate and communicate effectively in online communities. With collaborative writing assignments, insightful online discussions, and dynamic learning environments, Quora's collaborative features help students' writing skills continuously improve.

CONCLUSION

In summary, the present research provided evidence of the effect of blogging using Quora on students' reading and writing skills. The findings significantly supported the hypotheses that utilizing Quora as a platform for blogging was an effective instructional strategy for enhancing EFL students' reading and writing skills. The observed beneficial impact emphasizes the potential of this platform in promoting a flexible and active learning environment. The results of this research not only provide a valuable contribution to the existing literature on technology-mediated language teaching but also support further incorporation of digital platforms, such as Quora, as a practical tool in the EFL classroom. This research provides a significant resource for English teachers by demonstrating the effect of blogging using Quora for EFL students on their reading and writing skills. Incorporating Quora into the EFL class can be a valuable strategy for enhancing students' reading and writing skills. Thus, teachers can encourage students to explore English language and literature discussions through Quora to gather diverse perspectives and valuable insights. Teachers can also effectively use Quora to task their students with analyzing and critically evaluating other users' writing, using it as a stimulus for in-depth written work. As for future research, exploring various blogging platforms besides Quora is suggested to assist teachers in finding the most suitable platform for language learning. Therefore, future researchers can provide helpful insight to teachers by evaluating these platforms in terms of their level of engagement, accessibility for language acquisition, and overall effect on language proficiency.

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