



THE ADEQUACY OF UTILIZING WEB BASED BLOGGING FOR INCREASING EFFICIENCY OF UNDER GRADUATE STUDENT'S WRITING SKILLS

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Abstract

The present research study proposed in the Research Paper examines the viability of internet blogging for undergraduate students and gathering composing aptitudes. The members were isolated into individual students and group students. They delivered pre-composing and post-composing tests through blogging rehearses. The investigation led went on for 12 weeks so that blogging could be improved. The aftereffects of the examination uncover that not at all like conventional methods for improving composition aptitudes, blogging has upset EFL instructional method and approach (learning and educating). Blogging-based composition practice is increasingly participatory and intuitive used by the students and drastically improved their composition abilities as far as substance, word decision, style, language mechanics and so forth. This investigation suggests that blogging be a piece of composing classes and be joined into school educational module. This basically requires educational thought of the structure of blogging-based composition materials in the higher education.

Keywords: Blogging, Composing, Cognition, Student Blogger, Online Journals, Feedback.

Introduction

For all intents and purposes, before setting up composing devices for students, it is indispensable to make a situation helpful for getting the hang of composing aptitudes utilizing a strategy that is both shared and for learning. In addition to the fact that learners better improve their composition aptitudes through blogging rehearses, they can likewise manufacture their self-assurance as authors and draw in a more extensive gathering of people. In time, students as learners with shifted interests can end up acclaimed bloggers with huge groups of onlookers and can take responsibility for blogging-based writings and composition. What's more, blogging practices assume a functioning job in urging students to try, go out on a limb and cultivate their attention to be private and open essayists. Through blogging, students can express their opinion openly and can pool a wide scope of thoughts from each other when perused or encouraged. This causes them gain a more grounded feeling of examination and elucidation of the subjects they expound on. In the setting of a classroom, students are better prepared to utilize blogging as they get more guidance before later getting to be autonomous bloggers. In the advanced age of technological expansion and cutting edge innovation fills in as a profitable stage for scholarly purposes. Amazingly, digitization has effectively upset the learning procedure to a standardized one.

Blogging is one of the more up to date apparatuses utilized in instruction. Etymologically, 'blog' is a mixed term for 'web' and 'log'. Basically, 'blog' is a website page that contains mixed media, critiques and hyperlinks (Armstrong and Retterer, 2008). Not at all like Web sites that component messages and photos transferred by web engineers, with no space for any investment and correspondence at all, have web journals given access to the students to express their thoughts, opinions and overviews and offer their composition abilities on the web (Nepomuceno, 2011, p. 92). With many blogging practices brought into training in the late 1990s, language students presently have a plenty of chances to express their thoughts and showcase their skills of writing and perusing aptitudes over the boundless varied groups of Web users at large. Blogging immediately picked up prominence among language students upheld by website specialists and designers (Armstrong and Retterer, 2008). This was quick and simple since utilizing blogging for composing purposes required minimal mechanical modernity; what's more, online journals were accessible to various kinds of clients and gatherings of people. The quick development of enthusiasm for blogging is obvious from the a huge number of individuals who compose or read online journals. The Seat Web and American Life Venture uncovered that roughly 12,000,000 Americans distribute their web journals and around 57,000,000 read websites (Lenhart and Fox, 2006). In a similar vein, around 81% of school understudies utilize the Web for different purposes, among them blogging is one of the



important tools (DeBell and Chapman, 2006). All the more strikingly, web journals are flexible in nature; this enables clients to accommodate themselves as per the requirements of the readers.

Review of Literature

Blogging has recently gained considerable interest among EFL teachers and learners as a new approach to teach writing in classroom. Blogs place a special focus on learners' writing mechanics, energize them, and provide them with greater classroom writing dynamics. Blogging is an excellent way for learners to communicate with one another in a socially based context through technology (Lamonica, 2010, p. 5). Using blogs makes learners' writing more participatory and more focused on everyday language use (Penrod, 2007; Boling, 2008; Higginson, 2009; Stanley, 2013).

Research studies reveal that blogs play a considerable role in improving learner reflection, classroom dialogue and social networking (Ray & Hocutt, 2006; Khourey-Brown, 2005; Efimova & de Moor, 2005). Blogs also enhance the writing skills of elementary, intermediate and secondary school students (Glewa & Bogan, 2007; Lomicky & Hossain, 2008). The aim of this research paper is to investigate the effectiveness of online blogging for students' individual and group writing skills. The paper also explores how blogs can help students to develop their writing skills in non-traditional ways, which can in turn add a great value to writing pedagogy and methodology. What is good about using blogs in writing classes is that they introduce the use of outside school practices of literacy (Pahl & Rowsell, 2005).

Unlike traditional methods of teaching writing skills, blogging introduces students to conversation, interaction, communication and debate before the actual writing stage. Many teachers unfortunately limit themselves to using a paper-and-pencil method to teach a writing class, but this often seems desultory (Barone & Wright, 2008). Blogging also gives students a personal purpose that makes writing more engaging than the academic critical thinking adopted by most curricula (Boling, 2008). Academic blogging provides a good environment for literacy processes of various kinds, such as critical thinking, reflection, questioning, modeling, social practices, discussion and development, when teachers adopt it for classroom practices (Merchant, 2005; McGrail & Davis, 2011). When blogging is used in classroom, it helps learners to be active members of a community characterized by its constant changing rhythm, where knowledge is built up within a large sociocultural system (Larson & Marsh, 2005).

For undergraduate students, blogging is a key to learning, as they share ideas, socialize, communicate, debate, discuss and better express their ideas when they see those of their classmates, and vice versa. Upper-elementary teachers reported a lack of preparation for teaching writing (Gilbert & Graham, 2010) due to the short 15-minute time period. Several blogging platforms provide students with access to a larger audience, and when blogging practices are well designed and planned, students can write about interesting ideas for longer periods of time (McGrail & Davis, 2011, p. 417).

Relevance of the Study

This research study aimed to investigate the effectiveness of online blogging people to incorporate bloggers intelligently through exchange, remarks, analysis. The study also tries to explore the way blogs are helping students to enhance and improve their writing skills in a new experimental way. Besides, it may also contribute into development of developing new Teaching methodologies. Moreover, the findings of the study contribute to the literature developed for utilizing Web blogs for providing inspiration and encouragement to the undergraduate students into lifelong learning.

Objectives of the Study

The Presents research study is confined to following objectives in the form of questions:

1. Does the Online Blog writing have any impact on Undergraduate Student's writing skills?
2. Which aspects of human life are covered by undergraduate students most while writing a blog?
3. Which age group of the students is more interested into writing online blog?



4. Is there any specific relationship between the academic stream of the student and their likings and disliking towards blog writing?
5. Does gender of a student play any role in defining their interests towards online writing?

Research Methodology

Present research study is completely based upon experimental focus group technique, where the sample size was divided into various categories and observed for a span of 12 weeks. The participants were given assignments and project to analyze the study.

Sample of the Study

The sample of the present research study is 40 undergraduate students studying in one of the esteemed Private University students belonging to different academic streams. All the participants studied English as a foreign language but did not have the same level of English-language skills. To get the academic stream and gender specific data, they were divided individually and in groups to see how learning through blogging could be different when used alone or in groups. The individuals were asked to write before and after being placed in groups and were examined to see how their blogging-based skills may have developed.

Data Collection

The pre-writing and post-writing samples based on blogging make up the primary sources of the data in the research study, in addition to blog posts that students have made throughout the project. The study was conducted in two stages over 12 weeks with a (1) pre-test and (2) post-test, both of which have the same writing achievement test materials: a topic of their choice and the writing rubric assessing their writing performance. To draw a valid and useful comparison, the participants were asked to write their topics before and after utilizing blogs to examine how blogging can affect their writing skills in terms of writing ideas, style, and mechanics of writing, socializing, discussion and other writing practices. In the pre-test, some of the participants used the traditional pen-and-paper method, while in the post-test; they used blogs to write their topics. Next, the pre-test and post-test of individual and group writing results were compared, analyzed, and assessed to examine the effect of blogging on the participants' writing performance.

Findings of the Study

In the presented study the researcher examined the writing of the individual students and the group work to see how blogging can be instrumental in improving writing skills. The availability of blogs has given many budding writers a major opportunity to show robust engagement in developing their writing skills, whether by working individually or in groups. Surprisingly, enough, approximately 14% of the participants had never heard of blogging before they were asked to use blogs, while 45% had a good idea about blogging, 6% had actively contributed to blogs, and 14% showed a passive use of them: they read the blogging materials but did not participate in activities such as in writing, interaction, discussing and creating ideas. The results of the participants' sample writing revealed interesting indicators about how blogs have contributed to their macroscopic and microscopic writing skills.

The research study concludes writing blog developed their thoughts, added in-depth discussion and included rich ideas not found in their first attempts. For the groups' writing assignment, it seems that the participants greatly benefited from their collective efforts in including more engaging ideas, which made their writing almost publishable. They included more ideas and approached the topic from different yet related perspectives. The area of topics varies as per the personal interest of the student but photographic presentation of blogs on Food, Travel, Fashion, Technology, Gadgets and events were the biggest choice among all and almost 16% were keen to raise their voices over issues concerning society and Contemporary.

Blogging provides users with words that are more appropriate in terms of register and genre. As for grammar, mistakes in tense were observed before and after the use of blogging materials. The group's work was much improved in terms of language mechanics, but some microscopic skills will require in-depth practice, for which



blogging may not prove to be that helpful. When it comes to analyzing data as per Gender sampling girl students found to be more active in writing blogs and more of creative into designing its background with colourful photographs and catchy captions to it.

Conclusion and Suggestion

This present research study concludes and suggests that Blogging is a user-friendly platform that helps a participant to improve their style of writing. Moreover, there was a constant and noticeable change in the writing skills of the user in terms of grammatical error improvements, mechanics of language, style, and choice of words, style and elaboration. And it is also advised to utilize this online tool in the classroom studies for providing a digital and more of convenient alternative to the students. The results also revealed that working in a group more than working as individuals helped improve writing skills. Besides, probably many times, to ensure the final product is more interesting in terms of both content and form. This continued interaction catalyzes the learners' desire to keep writing and communicating in a two-way fashion: with the reader and with themselves.

It is therefore recommended to utilize blogging in such a way that facilitates a user with various writing style and boosts their confidence as a budding author where he or she is followed by hundreds of followers. The results also revealed that the before start writing a blog a learner should go into deep research about the prospective issue and learn various techniques to catch the attention of the viewers. Blogging is a social platform for writing practices, and it is a language (EFL) platform for self-learning and self-teaching in a holistic and, in many cases, heuristic fashion. As writing is a skill based on blogging, EFL learners must be good readers to better write about a variety of topics, as their readers may be remarkably interactive and keen to respond to their ideas.

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