

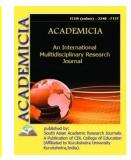
ISSN: 2249-7137

Vol. 11, Issue 4, April 2021

Impact Factor: SJIF 2021 = 7.492



ACADEMICIA An International Multidisciplinary Research Journal



DOI: 10.5958/2249-7137.2021.01046.6

(Double Blind Refereed & Peer Reviewed Journal)

DEVELOPING STUDENTS' UNDERSTANDING ON THE USAGE OF BLOG IN LINGUISTICS COURSE

Aliyeva Dilorom Kholmatovna*

*English Teacher, Uzbekistan state World Languages University, Tashkent city, UZBEKISTAN

ABSTRACT

The basic aim of this article is to analyze the notion of students' blog use in a Linguistics course that is extremely important in an English Language Teaching program at universities. A lot of students participated in this course. The students were asked to answer to different blog questions on the linguistics lectures over the course of a term. They were also involved to share their answers and opinions with one another. The lectures related topics such as language acquisition, bilingualism and sociolinguistics. In the end of the term, the researcher regulated several tasks consisting of several questions about the usage of the blog and its contribution to their learning. The results of the study showed that the usage of the blog helped the students with their self-learning process and learning others' ideas, notions, helped them express themselves better than in class as well as understand the linguistic topics better.

KEYWORDS: Blog; Evaluation, Linguistics, Teaching And Learning, Self-Learning Process, Technologies, Cooperative Learning, Linguistic Course

REFERENCES:

- 1. Armstrong, L., Berry, M., &Lamshed, R. (2004) Reflective learning and blogs. Paper presented at the Proceedings of International Conference on Computers in Education Asia-Pacific Society for Computers in Education (APSCE), Melbourne, Australia. Avcı, U., &Askar, P. (2012).
- 2. The Comparison of the Opinions of the University Students on the Usage of Blog and Wiki for Their Courses. Educational Technology & Society, 15(2), 194–205.
- **3.** Blood, R. (2003). Blog definition and uses, retrieved December 16, 2006, from http://www.osu.edu/ webinterestgroup/12_16_2003.php.

ACADEMICIA

ISSN: 2249-7137

- 4. Boling, E., Castek, J., Zawilinski, L., Barton, K., & Nierlich, T. (2008).
- Collaborative literacy: Blogs and Internet projects. The Reading Teacher, 61(6), 504-506. Didem Koban Koç ,SerdarEnginKoç / Journal of Language and Linguistic Studies, 12(1) (2016) 9–19 17
- 6. Chan, K. K., &Ridway J. (2005). Blog: A tool for reflective practice in teacher education? Retrieved on March 29, 2010 from http://www.dur.ac.uk/resources/smart.centre/Publications/BlogsFloridaeista2005.pdf.;
- 7. Downes, S. (2004). Educational blogging. Educase, September/October, 14-26.
- 8. Edbauer, J., Hogan, K., Hynes, C., &Rumbarger, L. (2005). Issues in Teaching Series White Paper Series: No.050504-2. University of Texas at Austin, Computer Writing and Research Lab.
- **9.** Fernheimer, J. W., & Nelson, T. J. (2005). Bridging the composition divide: blog pedagogy and Potential for agnoistic classrooms. Currents in Electronic Literacy. Retrieved on March 29, 2010 fromhttp://www.cwrl.utexas.edu/ currents/fall05/fernheimernelson.html.
- **10.** Fessakis, G., Tatsis, K., &Dimitracopoulou, A. (2008). Supporting "Learning by Design" Activities Using Group Blogs. Educational Technology & Society, 11 (4), 199–212.
- **11.** Glass, R., & Spiegelman, M. (2008). Incorporating blogs into the syllabus: Making their space a learning space. Journal of Educational Technology Systems, 36(2), 145-155.
- **12.** Glogoff, S. (2005). Instructional blogging: Promoting interactivity, student-centered learning, and peer input. Journal of Online Education. Retrieved on March 29, 2010 from http://www.elearn.arizona.edu/stuartg/resume/article.pdf.
- **13.** Heo, G. M., & Lee, R. (2013). Blogs and Social Network Sites as Activity Systems: Exploring Adult Informal Learning Process through Activity Theory Framework. Educational Technology & Society, 16(4), 133-145.
- 14. Haramiak, A., Boulton, H., & Irwin, B. (2009). Trainee teachers' use of blogs as private reflections for professional development. Learning, Media and Technology, 34(3), 259-269.
- **15.** Huang, Y.-M., Jeng, Y.-L., & Huang, T.-C. (2009). An Educational Mobile Blogging System for Supporting Collaborative Learning. Educational Technology & Society, 12 (2), 163–175.
- **16.** Instone, L. (2005). Conversations beyond the classroom: Blogging in a professional development course. Retrieved on March 29, 2010 from <u>http://www.ascilite.org.au/conferences/brisbane05/blogs/proceedings/34_Instone.</u> pdf.
- 17. Kajder, S. B., & Bull, G. (2004). A space for "writing without writing." Learning &Leading with Technology, 31(6), 32-35.
- **18.** Kuzu, A. (2007). Views of pre-service teachers on blog use for instruction and social interaction. Turkish Online Journal of Distance Education, 8(3). Retrieved on March 29, 2010 from http://tojde.anadolu.edu.tr/tojde27/articles/article_2.htm. and
- **19.** Lin, M. H., Groom, N., & Lin, C.-Y.(2013). Blog-Assisted Learning in the ESL Writing Classroom: A Phenomenological Analysis. Educational Technology & Society, 16(3), 130–139.
- 20. Lu, R., &Bol, L. (2007). A comparison of anonymous versus identifiable e-peer review on 18 Didem Koban Koç ,SerdarEnginKoç / Journal of Language and Linguistic Studies, 12(1) (2016) 9–19 college student writing performance and the extent of critical feedback. Journal of nteractive Online Learning, 6, Retrieved March 10, 2011, from, http://www.ncolr.org/jiol/issues/PDF/6.2.2.pdf.