



**THE MINISTRY OF HIGHER AND SECONDARY EDUCATION
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Qualification Paper

Theme: The influence of blogging on the 3rd course students' academic writing

Admitted to defense:

Done by: Akhmedova Umida 411

Scientific Adviser: Kamola Alimova

Reviewer:

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Statement of intent

The topic of my diploma is “The influence of blogging on the 3rd course students’ academic writing”. While writing this qualification paper I will face with different problems, clarify the importance of blogging in academic process and carry out a research on the influence on the students’ writing style.

As we know the technology takes place in every sphere of our life and the education isn’t an exception. Nowadays students use different gadgets in order to make the process of study easier. Being a student I would like to find out if the internet will help to improve the students’ writing skills and influence on their style of writing. Another reason why I have chosen this topic is that when I was a first year student our teacher of Study Skills gave us a task based on the history of Civil War in America. We were assigned to write some entries in the blogs created by ourselves. I really liked this task and because of this style of submitting the assignment I learnt a lot. Now I would like to clarify whether blogging helpful in the matter of writing.

Thinking about how much my diploma is important I would predict that with the help of this technique it would be easier for students to express their thoughts as it is more informal way of writing. There are few researches dedicated to the influence of blogging on the students’ writing style, however a lot of researches can be found about how to write blogs correctly.

The contribution of a present qualification paper is that student will understand that writing in the internet is interesting and while keeping the blog they can express themselves through the appearance of it and improve writing skill through observing other blogs.

Before writing the diploma I expect that students will like the way of submission of the assignments. I hope that informal environment of the blog will reveal writing skills of students. At the same time my expectations are not so much positive, because it can occur that some learners will have difficulties with the

usage of blogs. It is possible that some students will not have the access to the internet and even will not eager to accomplish the assignments.

The qualification paper refers to the students of the 3rd course, because they are already aware of the techniques of writing and organizing essays. Moreover learners of this year are more reliable and responsible in the issue of submission the pieces of writing.

For writing the assignments students need to create blogs in the internet. The most suitable website to create the blogs is blogspot.com- a particular website for blogs. The research will last approximately for two months. The hypothesis for my research is: The use of blogging by students of the 3rd course in the process of academic writing will influence their writing style.

The research will flow on the following way: I will select 2 groups of the 3rd year students- one is traditional, another is experimental. The ordinary group will be given the ordinary writing tasks. The process will be as for all students in the university according to the syllabus. The experimental group will have writing classes, but at the same time they will be assigned to create blogs and to write their drafts there instead of submitting essays to the teacher. Another assignment is that they will be asked to follow each other's posts and to write comments on the essays.

At the end of writing the qualification paper there can take place some possible results: the blogging will influence and improve writing style of students, or learners will not manage to submit tasks with the help of this technique.

Literature Review

In our modern world technology and education are considered to be inseparable aspects. As the progress in technology is developing, the education follows this issue respectively, so that more and more teachers try to use as more technology as possible. Teachers of Writing also create different tasks connected with this issue for their students in order to involve the technical knowledge into the academic process. Writing blogs or “Blogging” has become helpful and useful tool of providing writing tasks in this subject.

As the topic of present qualification paper work is “The influence of blogging on the year 3 students' academic writing”, the researcher would like to compare some researches made on the Blogging and Internet itself.

Stephen Downes (Senior Researcher with the E-Learning Research Group, National Research Council Canada) in his article “Blogs in Education” (Monday, April 13, 2009) defined Blog as “A personal website that contains content organized like a journal or a diary”. Isabella Villas Boas in her article “Process Writing and the Internet Blogs and Ning Networks in the Classroom” also gave the definition of the Blog “A blog (a blend of the words *web* and *log*) a web page with regular diary or journal entries that incorporates different postings by authors and responses to these posts by an audience”(English Teaching Forum). There is also a definition of the blog in Wikipedia, free encyclopedia “A blog (a truncation of the expression *web log*) is a discussion or informational site published on the World Wide Web and consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent post appears first).

From the beginning, blogs had been used only for personal writings, where authors depicted unnecessary information, which was too painful or

unpleasant to read but still was compelling to. (Educational Blogging © 2004 EDUCAUSE Review, vol. 39, no. 5, Stephen Downes)

All the authors claim about the easy use of blogs and the contribution into the writing process. Isabella Boas claims that blogs are ideal resource for the teaching of writing because they:

- are easy to create and maintain
- encourage students to be more prolific writers
- make writing easier to share
- support group work, feedback and collaboration
- provide opportunities to write outside of class
- can link to related texts and multimedia
- provide students with a sense of authorship
- can be in various ways by the instructor

“Process Writing and the Internet Blogs and Ning Networks in the Classroom” (November 2, English teaching Forum, p.28).

According to Isabella Villas Boas “the Internet can be used in a variety of ways to support process writing as students develop their writing skills in various genres”. As we live in the twenty first century, we all value the contribution of the technology into our lives, mostly into our academic lives. As we can notice most of young people use computers almost professionally. Sometimes it is more interesting for them to use computers in their studying. It can be useful to use not only for students, but also for teachers, who want to see the better output from students. There are a lot of sources for teaching how to use the Internet.

The author of the article conducted the research in writing on the blogging with the following procedure: Isabella Boas divided two groups into two

different ways. She assigned the first group to work in blogspot.com, and second group with social Network called Ning. The research lasted over the period of several classes in Brazilian school where subjects were students. The research took place in 6 steps:

1. Topic selection
2. Pre-writing activities
3. Drafting an introductory paragraph
4. Drafting and revising the argumentative essay
5. Sharing written production

The author provided the links concerning the topic of the essay “The Best Soccer Players and Their Salaries”, as Isabella considered Brazilian to be real fans of soccer and to be interested in this topic (Topic selection). Having conducted the lesson the teacher divided students into pairs and assigned them to write each part of the essay step by step while drafting. During the lesson students discussed extra texts concerning this topic and completed several tasks (Pre-writing activities). Next class students were given the guidelines of writing the introduction, the main body and conclusion respectively. After having written the introduction, students were organized into pairs and completed peer reviews (Drafting an introductory paragraph). Students were allowed to write their introductory parts to the blogs. After entire essays were ready (Drafting and revising the argumentative essay), the subjects of the research posted the whole essays to their personal blogs. Afterwards, the author provided post-writing tasks that consisted of students’ interaction within blogs (Sharing written production). Each pupil was assigned to visit his or her classmate’s blog and leave the comment. As the author claims, the purpose of this task was not to check the form, but content based. Students sited their opinions on each other’s supporting ideas.

The main purpose of the research was to define the contribution of blogging to the writing process, meanwhile students wrote the essays on the paper and posted only the final draft of their compositions. As we noticed in the research the author was not the only observer of the students' works, but students themselves became each others' audience. The opportunity of their collaboration can lead to the improvement of most of their skills such as giving the objective feedback, writing good essays, citing clear and detailed information and opinion and also working in a group.

According to Stephen Downes, teaching with blogs can be connected not only with writing, but also with many different subjects, as it was held in the Institute of St-Joseph in Quebec City. Students of this school are divided into several groups, where the group of "Bloggers" takes place. The students of this group attend this class, where there are computers, and each student is able to share his or her thoughts concerning the academic life or teachers' guidelines. "This virtual space is composed of three sets of weblogs, or blogs: a classroom Web space, where announcements are displayed and work of common interest is posted; a public, personal communication zone, where students post the results of their work or reflection; and a private personal space, reserved for students' thoughts and teacher guidance." (© 2004 Stephen Downes EDUCAUSE Review, vol. 39, no. 5 (September/October 2004): 14–26.)

According to the Internet TESL Journal:

A weblog (or 'blog') can be thought of as an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software that enables one to easily do so. Unlike a standard website, weblog entries are made by typing directly into the

browser and with the click of a button are instantly published on the internet...

...Furthermore, a weblog is interactive, in the sense that readers can respond to any given entry with a comment and even threaded discussions can take place depending on the software chosen.

(<http://iteslj.org/Techniques/Campbell-Weblogs.html>)

Dominic Ouellet-Tremblay, a fifth-grade student at St-Joseph, writes:

“Blogging is an opportunity to exchange our point of view with the rest of the world not just people in our immediate environment.” The students can share their opinions and improve their writing skills not only in terms of writing itself, but also in terms of interaction. The issue of teaching with the help of blogs gives opportunity to have the “dialogue” with the audience, to know the weaknesses and strengths of the author and share the improvement at once.

Will Richardson, the supervisor of instructional technology at Hunterdon Central Regional High School in Flemington, New Jersey, is a proponent of the educative blog called Weblogg- EdWeb. He sites: "More and more teachers and schools are starting to experiment with the technology as a way to communicate with students and parents, blogs are used to archive and publish student work, learn with far-flung collaborators, and 'manage' the knowledge that members of the school community create." (*EDUCAUSE Review*, vol. 39, no. 5 (September/October 2004): 14–26. © 2004 Stephen Downes)

According to the author, who highlighted in his website “What is Blogging?” (January 1, 2004): “Crooked Timber’s Henry Farrell identifies five major uses for blogs in education.”

- Teachers publish the new timetable, several tasks, sometimes scores of students and other academic chore to the blogs of particular schools or universities.
- In these blogs teachers post some extra links connected with particular subjects and leave comments about specific topics (in the article the author gave as an example Mesa Community College's Rick Effland teacher of archeology).
- Blogs are used for discussion sake. The teacher Alexander Halavais At the State University of New York at Buffalo created in-course discussion and there took part nearly 180 students, who became so much enthusiastic that continued the discussion even after teachers leaving the blog.

The issue of creating discussions between students in blogs gives an opportunity to the students to give his or her opinion without any doubts, whereas face to face discussions may not have such effect due to different reasons such as shyness of a student or any other psychological aspect.

- Teachers use blog to create seminars and to question students about the summary of the reading that may be given in the blog and the link itself, as Isabella Boas had done in her research of contribution of blogs and Internet.

The matter of creating the seminars in the blogs can contribute the study process of students and their understanding of the topic or lecture. Sometimes it is better for a student to express his or her ideas in a written form, rather than while speaking. This issue can help to such students to be seen by a teacher among others; meanwhile during the ordinary seminar student would be silent or afraid to talk.

- The last clarification of blogs is when students themselves are assigned to create posts and publish their own writings.

This type of blogging doesn't contradict to Isabella Boas' use of the last one. I would say that there is a slight resemblance in these two researches, and in both cases the results are positive. Students got opportunity to express themselves in a more "free" way. While posting the entry, a student may have felt the authorship and confidence in his or her writing.

The author of the article "Weblogs for Use with ESL Classes" Aaron Patric Campbell had divided blogs into three types, according to their contribution to academic process:

The Tutor Blog

This is a type of weblog that is run by the tutor for the learners. It serves the following purposes:

- It gives daily reading practice to the learners. Sometimes students find assigned reading material too boring, difficult, or hard to relate with. This is because it is often written with another purpose in mind. So who better to write to them than the person who knows them best: the teacher. Entries are kept short, geared towards the learner interest, and linked to related online sources for further reading if desired. Vocabulary used in class can be recycled this way. New vocabulary words can be linked to definitions on other sites found with a search engine. Furthermore, a casual, natural writing style can be used by the tutor to develop learner familiarity with native language patterns.
- It promotes exploration of English websites. Any entry made by the tutor can and ought to encourage further exploration of the Internet in English by linking to related articles, and content based websites. For

those learners reluctant to step outside the comfort of exploring the Web in their native language, being led to interesting English language sites will increase their confidence and help to overcome their aversion.

- It encourages online verbal exchange by use of comment buttons. At the bottom of each entry, any blog reader can make a comment that can be read and further commented on by all who access the site. Ask your students questions, give them riddles, challenge their views; whatever it takes to encourage them to comment.
- It provides class or syllabus information. Entries in the blog can also serve to remind students about homework assignments and upcoming discussion topics. Links can be provided to sites that introduce relevant topics of discussion. The tutor can also follow up on difficult areas of classroom work that might need review or clarification. In addition, a permanent link to the classroom syllabus and rules can be included on the blog.
- It serves as a resource of links for self-study. In the right and/or left margins of the blog, permanent links can be set-up and organized to aid the learner in self-study, for example links to online quizzes, English news sites, key-pal networks, audio and video files for listening practice and ESL interactive websites.

The Learner Blog

These are blogs that are either run by individual learners themselves or by small collaborative groups of learners. In ESL, learner blogs may be best suited for reading and writing classes. A common reading assignment can be followed by blog postings on the thoughts of each learner or group of learners. Furthermore, the act of constructing the blog may encourage the use of search engines and net surfing in English to find the appropriate sites to which links can be made. This will empower the learner to direct the reader

to sites of choice for further reading. Individually, blogs can be used as journals for writing practice, or as free-form templates for personal expression. The idea here is that students can get writing practice, develop a sense of ownership, and get experience with the practical, legal, and ethical issues of creating a hypertext document. In addition, whatever they write can instantly be read by anyone else and, due to the comment features of the software, further exchange of ideas is promoted. Tutors can even run a mega-blog of select topics of interest gleaned from student blogs so that the broader issues are brought into focus on a single website.

The Class Blog

This type of blog is the result of the collaborative effort of an entire class. The following are some possible uses:

In conversation-based classes it could be used like a free-form bulletin board for learners to post messages, images, and links related to classroom discussion topics. It could also be a space for them to post thoughts on a common theme assigned for homework.

With intermediate and advanced learners, class blogs might also be useful for facilitating project-based language learning, where learners can be given the opportunity to develop research and writing skills by being asked to create an online resource for others.

Class blogs could also be used as a virtual space for an international classroom language exchange. In this scenario, learners from different countries would have joint access and publishing rights to the blog. The entire exchange would then be transparent to all readers and could be followed and commented on by other learners, tutors, parents and friends.

For reading and writing classes, it might also involve the use of knowledge management software, like Userland's Manila, that allows for a great deal of threaded discussion behind the scenes. Much like a publishing group, individual learners can be given varying amounts of responsibility to publish material arising from postings on the discussion list. The results of this effort are what is seen on a website by the public at large.

According to Kristen Purcell, Judy Buchanan and Linda Friedrich “The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools”, 96% of teachers agree that digital technologies allow students to share their work with a wider and more varied audience, while only few of them consider blogging as suitable for writing and considerable “formal”. Still most of the teachers believe that blogging will “spur thinking and encourage communication among their students, which may lead to deeper thinking and self-expression”

Having carried out the questioning the teachers- the subjects of the survey, the researchers assert that 40% of subjects have students who share their work on wikis, websites or blogs. (“The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools”)

On how students define “writing,” AP and NWP teachers say:

“Most [students] define writing as something their teachers MAKE them do. While they do see it as necessary in academics (and even sometimes in life), few see the value and purpose in practicing writing. Most students today (even AP students) do not write enough, either in or out of the classroom.

Our kids, over the course of their lives, will write infinitely more than we ever will. I’m 43 years old—half of my life was lived without email,

texting, social networking, etc. The fact is, that is writing. Kids have more access points today and those access points are literally at our fingertips and beeping and buzzing blipping...nudging us to write. Incredibly though, students do not see this as “writing.”

Because students still write journals in some classes, I think they still distinguish this from blogging. I think they see journaling as writing, but not blogging quite yet. Although, I think that is starting to change as they start blogging for classes. I think blogging will be viewed as more official writing in the future.”

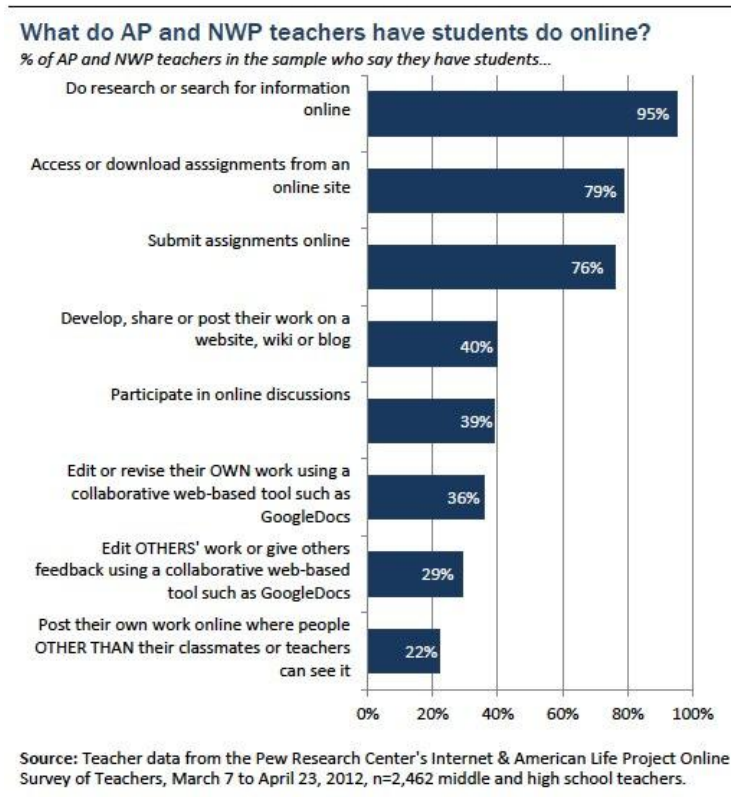
Retrieved from <http://www.pewinternet.org/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/> “The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools”, by Kristen Purcell, Judy Buchanan and Linda Friedrich.

- “The AP and NWP teachers surveyed also note the value of digital tools In helping them detect and combat plagiarism by their students”

Teachers, who had taken part in the survey claim that it was easier to check students for plagiarism, because there was the immediate access to the internet, where they could easily insert the sample of writing of the student and see the result. This procedure was called “digital monitoring”

Among the teachers only 40% of them used blogs or other web sites or their teaching and especially writing. The survey showed that blogging becomes popular but not so much today, as the most part of teachers try to conduct lessons in traditional way. The chart below shows the results of the survey conducted by Kristen Purcell, Judy Buchanan and Linda Friedrich in their research “The Impact of Digital Tools on Student Writing and How Writing is

Taught in Schools” on the topic what do Advanced Placement (AP) and National Writing Project (NWP) teachers have students do online:



Meanwhile, according to the article “Education up Close” in the education blog Teaching Today: ‘As an educational tool, blogs may be integrated in a multi-faceted manner to accommodate all learners.’ The author claimed in this article that blogs are the good tool to become closer for teacher and students in their study. Blogging system is like a living machine that contributes to progress of students’ productivity.

The author defined blog as: “(sometimes referred to as a weblog) is a Web publishing tool that allows authors to quickly and easily self-publish text, artwork, links to other blogs or Web sites, and a whole array of other content.”

Blog postings are text entries, similar to a diary or journal, which include a posting date and may include comments by people other than the author,

photos, links, or other digital media- the way of publishing the works (entries). This procedure makes the process to be more interactive rather than studying in the classroom and submitting the essays to the teacher. Due to blogging, students can get comments not only from teachers and other students, but also from other people, who is interested in their works.

The other benefit of blogs is that the author can provide the links and even photos that suites the topic of their writing.

The author cited that ‘blogs work well for students because they can be worked on at virtually any time, in any place with an Internet-enabled computer. Hence, they can be used by computer savvy teachers to create a classroom that extends beyond the boundaries of the school yard.’

(Using Blogs to Integrate Technology in the Classroom.October 2006, Teaching Today, <http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>)

Moreover, blogs are easy to use for teachers, as there are no so many functions and too difficult programs to do. As we know, the elder generation isn't so much fluent in the usage of Wide Web and sometimes it can become a real challenge for them to work on Internet. Blogs are extremely easy to use for people who don't even know how to use computers.

The article depicted this issue and extended this idea: “Fortunately for teachers, blogs are surprisingly easy to use. They require minimum technical knowledge and are quickly and easily created and maintained. Unlike many traditional Web sites, they are flexible in design and can be changed relatively easily”

Moreover, students can find blogs convenient and flexible to use. It makes simple to post their works and to get the feedback in a really short time.

In the article there were cited benefits and also risks of the usage of blogs. As it was written in the article “Using Blogs to Integrate Technology in the Classroom” (October 2006, Teaching Today), there are such benefits in blogs as rise of motivation, collaboration opportunities and opportunities to participate in discussion.

The article provided other benefits such as:

- Highly motivating to students, especially those who otherwise might not become participants in classrooms.
- Excellent opportunities for students to read and write.
- Effective forums for collaboration and discussion.
- Powerful tools to enable scaffolded learning or mentoring to occur.

There are some risks that can occur while using blog by students. In the article it was mentioned that some students, especially children must get the permission from their parents in order to start writing via blogs. Another risk that can occur is that blogs demand public writing, and some students wouldn't be so much eager to write in order others will read their works (at the same time, this issue can be positive as well).

As well as the author of the article “Teaching Today”, the researchers of the “Impact of Digital Tools on Student Writing and How Writing is Taught in Schools” provide the statistical data of the survey among teachers about the beneficial impacts on students' writing. Overall teachers see digital technologies benefitting student writing in several ways:

- 96% agree (including 52% who strongly agree) that digital technologies “allow students to share their work with a wider and more varied audience”
- 79% agree (23% strongly agree) that these tools “encourage greater collaboration among students”

- 78% agree (26% strongly agree) that digital technologies “encourage student creativity and personal expression”

Retrieved from “The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools”, by Kristen Purcell, Judy Buchanan and Linda Friedrich, (<http://www.pewinternet.org/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/>)

Kristen Purcell, Judy Buchanan and Linda Friedrich cite:

“On whether today’s students write more than prior generations, AP and NWP teachers say...

‘Digital technologies provide many opportunities to practice writing through participation. Mobile technologies allow one to write, capture, edit, & publish while on the go, anytime, anywhere. Be it at a museum, walk through the old neighborhood, or on a wilderness hike. Writing is no longer limited to a designated time or location...The informality of the written word and how students use the language is the downside of technology, but the upside is that students are communicating in the written form much more than I ever did at their age.’

In comparison with Isabella Boas’ article “Process Writing and the Internet Blogs and Ning Networks in the Classroom” (November 2, English teaching Forum, p.28), where she claimed that blogs serve as the good motivators and collaborators, article “Education up to Close” can add some more ideas about the functions of blogs in academic writing.

The author claimed that blogs can serve at least four basic functions:

1. Classroom Management

Class blogs can serve as a portal to foster a community of learners. As they are easy to create and update efficiently, they can be used to

inform students of class requirements, post handouts, notices, and homework assignments, or act as a question and answer board.

2. Collaboration

Blogs provide a space where teachers and students can work to further develop writing or other skills with the advantage of an instant audience. Teachers can offer instructional tips, and students can practice and benefit from peer review. They also make online mentoring possible. For example, a class of older students can help a class of younger students develop more confidence in their writing skills. Students can also participate in cooperative learning activities that require them to relay research findings, ideas, or suggestions.

3. Discussions

A class blog opens the opportunity for students to discuss topics outside of the classroom. With a blog, every person has an equal opportunity to share their thoughts and opinions. Students have time to be reactive to one another and reflective. Teachers can also bring together a group of knowledgeable individuals for a given unit of study for students to network and conference with on a blog.

4. Student Portfolios

Blogs present, organize, and protect student work as digital portfolios. As older entries are archived, developing skills and progress may be analyzed more conveniently. Additionally, as students realize their efforts will be published, they are typically more motivated to produce better writing. Teachers and peers may conference with a student individually on a developing work, and expert or peer mentoring advice can be easily kept for future reference.

As we can notice, blogs are good motivators for students to write and express their opinions. Different tasks can be done with the help of blogs, therefore, students and teachers can build the community and create friendly atmosphere during the study process.

According to the survey, AP and NWP teachers say...

Today I can simply tweet something to my several hundred followers and immediately incite some kind of response. Personally, I feel my voice matters more because I know that when I tweet something or post it to my blog it has the potential to be read by a lot of people, and the positive feedback that I receive when I do post propels me to want to write more. I know my students feel the same way. I have seen a heightened sense of responsibility on the part of my students to be more thoughtful in articulating their ideas because they know others will read their work.

Due to all these survey and research, we can claim that use of blogs can contribute to students' studying and enhance their responsibility towards what they write and how they write, as it is supposed to be read by the myriad of readers. While writing via blog, a person (student) can express himself freely, as sometimes it is simple to be heard.

Additionally, blogs give students ownership over their own learning and an authentic voice, allowing them to articulate their needs and inform their own learning. Blogs have been shown to contribute to identity-formation in students. (Bortree, D.S., 2005).

On CREATIVITY, AP and NWP teachers say...

I strongly agree that [digital tools] encourage developmental skills such as creativity. There are so many wonderful platforms available to

students and they can express one single idea in so many ways. If students read a book, they don't have to do a book report, they can create a blog, a glog, or a digital video about the book.

The issue of the improvement of the students' creativity can become the real contribution to the academic process. As it is known, for most of the students it is a real challenge to compose any essay and write it for one person, who will give you feedback without giving an opportunity to discuss it with other people. Blogs can provide such 'joy' for students to express themselves not only on the issue of the essay's layout but also in terms of language, style and even link supplementation.

"The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools": Along with these benefits, 68% of these AP and NWP teachers say digital tools make students more likely to take shortcuts and not put effort into their writing

Just over two-thirds of these AP and NWP teachers (68%) say that digital tools are having this impact. Fewer teachers, but still a sizeable percentage, also say these tools make students more likely to "write too fast and be careless" (46%) and more likely to "use poor spelling and grammar" (40%).

Conversely, most AP and NWP teachers surveyed (56%) say digital tools also make students more likely to revise and edit their work.

Also on the positive side, a plurality of teachers (50%) say digital tools make students more likely to "be creative," a finding which is consistent across AP and NWP teachers of different subjects. Yet on other potential impacts, these AP and NWP teachers are divided. For example, 32% of AP and NWP teachers surveyed say today's digital tools make students MORE likely to communicate well, but almost as many (28%) say these tools make students

LESS likely to communicate well.-Kristen Purcell, Judy Buchanan and Linda Friedrich, (<http://www.pewinternet.org/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/>)

Alongside with the opportunity of communication, students get the skill of critical thinking. While the writer has the wide range of audience, he or she will be able to accept the pieces of advice of the readers or take into consideration their comments.

The use of blogs demands from writer the ability to adjust works according to the topic. The wide range of readers can help students to enhance the ability to express their opinions clearly, and there occurs the opportunity for them to discuss their works with the people, who can give worthy advice, while working in the classroom can lead to the lack of thoughts.

As there are myriad number of researches on the topic of digital tools and internet respectively, the present research paper has enough arguments of the positive contribution of internet and blogs particularly into academic process of students' writing. All of the works that were cited in the present literature review are closely connected with the last one and helped define and extend the contribution of blogs into academic writing.

Research plan

I. Statement of purpose

The topic of the qualification paper work is "The Influence of bBlogging on Writing Performance of Year 3 Students" in the subject of writing. The main goal of the research was to define the effects of blogging on the students' academic writing. After having conducted the research, the researcher was able to clarify the range of students' interest in the tasks, their improvement in the style of writing and their ability to give well structured comments.

The research was divided into two parts, where the students of one group were given tasks according to the syllabus. The first part of the research contained the classes with traditional assignments, where students submitted their typed and printed writings. In the second part, students had the classes of writing as well, but the procedure of submitting was different from the previous one. Students were assigned to create blogs on the internet in Blogger.com and write their pieces of writings there. As the post-writing task they had to leave comments on each others' posts.

Before starting the research, the researcher had the objective to compare two groups, which were supposed to be given the same topics but with different processes of submitting. This issue was extended in further analyses of the research.

The present research was conducted according to the following questions:

- Will the blogging influence positively and improve writing style of students?
- Will students manage to submit tasks with the help of this technique?
- Will students be interested in the writing process?

- Will students get enough skills to be able to give will organized, structured and clear comments?

II. Method

1. Subjects:

The subjects of my research writing were the students of year-three group 319 in the University of Foreign Languages, Faculty-3. In this group there were 11 students, from which mostly 7-8 attended the classes. The course was held in the University of Foreign Languages, building-7 during more than 3 months- from November to December-first part, and March- second part of the research. The subjects varied in all aspects of life; meanwhile the age was slightly the same. Each subject had a distinctive feature and significant characteristic.

	Name	Age	Gender	Nationality	Native l-ge	Educational level	Level in prof-cy in a foreign l-ge	Status
1	Tsoy Aleksey	22	M	Korean	Russian	3 rd course	B1	Student
2	AbdujalievSherkhan	20	M	Karakalpak	Russian	3 rd course	B1	Student
3	SovinaYuliya	23	F	Russian	Russian	3 rd course	B1	Student
4	Muhammad Khadiya	22	F	Uzbek	Uzbek	3 rd course	B1	Student
5	Tsoy Tatyana	21	F	Korean	Russian	3 rd course	B1	Student
6	YusupovaNigina	21	F	Tatar	Uzbek	3 rd course	B1	Student
7	KarimberdievAkzam	23	M	Uzbek	Uzbek	3 rd course	B1	Student

8	OltiboevaKhilola	23	F	Uzbek	Uzbek	3 rd course	B1	Student
9	EgamkulovaNuriya	21	F	Khazak	Uzbek	3 rd course	B1	Student
10	Novoselov Nikita	22	M	Russian	Russian	3 rd course	B1	Student
11	TilyakovaMaftuna	22	F	Uzbek	Uzbek	3 rd course	B1	Student

The group was randomly selected at the first part; afterwards this group was specifically selected by the researcher at the second part, as there appeared an extraneous variable- the second group appeared to be too much passive and wasn't willing to submit any assignment.

2. Materials and Equipment

- The materials

During the research, some particular materials were used by a teacher. While conducting the class, the researcher used pre- and post- test questionnaires, in order to get acquainted with the subjects' knowledge and to get their feedbacks in terms of blogging. In the questionnaires there were included such types of questions which contained Yes/No answers, short answers and rating scales. The questionnaires were distributed to the subjects at the beginning of the research and at the end of it. Pre- test questionnaire was given to students for the sake of analyzing their attitude towards use of internet and blogs. Such questions were included:

- What motivates you to write?
- What problems do you have while writing?
- What activities do you have in writing subject?
- Do you use Internet while writing?

Post- test questionnaire was given to the subjects in order to know whether they were interested in the process of writing the blogs, in what aspect of

academic writing they improved their skills (if they did) and what difficulties they faced with while completed writing assignments. The researcher included the questions of the following type:

- How is Internet useful for the improvement of your writing?
- What is blog in your opinion?
- Did you use blogs before this subject? If yes? In what way?
- What was the most difficult in usage of blog?

In order to analyze the subjects' progress in the part-1 of the research,examiner established the scoring method for each type of a paper based essay, which helped in the assessment process. While checking the essays, the researcher was asked such questions as:

- Does the essay respond to the format of the type of an essay?
- Are the main ideas of the essay logical?
- Is writing coherent?
- Were there used the appropriate amount of linking words and connectors?

Also, other questions were taken into the consideration.

Organization	5%
Word choice	5%
Accuracy	5%
Coherence	5%

This method of scoring was designed in order to clarify the progress of students' writings and to put grades for their essays. This type of scoring is considered to be reliable, as the essays were organized according to these aspects. While checking the essay, teacher always bases on particular aspects; in this case they were- organization, word choice, accuracy and coherence.

This measure was expected to provide with the improvement in terms of:

- **Organization:** How well is the essay organized? Is the layout of the writing clear? Were all points cited in the essay?
- **Word choice:** Were all the words and word expressions used in an appropriate way, place or order?
- **Accuracy:** Were the sentences well organized? Were there any punctuation mistakes? Is spelling correct?
- **Coherence:** Were the supporting ideas linked with each other? Is there a smooth flow from one idea to another? Do the supporting paragraphs coincide with the introduction? Is the conclusion relevant to the essay?

Each student got 20% of a total grade and for the final draft they got 40% of the whole writing.

The first part of the research was conducted over the period of three lessons. Each lesson was dedicated to different aspects of that particular essay.

As the example, the subjects had the introductory lesson into the topic of For and Against essay, where they got acquainted with the term of For and Against essay. (Appendix Lesson Plan №1)

At the beginning of the lesson the researcher stuck two sheets of paper with “I AGREE” and “I DISAGREE” on the opposite sides of the classroom. Afterwards, teacher read statements on different topics. Students were assigned to think of their opinion on those topics and decided whether they agree or disagree with the statements. They were assigned to write the introduction for the topics for two minutes. Then each student read his introduction to all members of the group.

Topics for warm-up:

- Should we hang all corrupt politicians?
- Should we destroy all nuclear weapons?
- Should we eradicate the cast system in India?
- Should smoking be banned permanently?
- Should we allow minor marriages?
- Implementation of death penalty.
- Keeping of guns and weapons for self-protection.
- Does age matter in relationships?
- Should students be allowed to grade their teachers?
- Is competition among students good?

After the activity the teacher asked students what kind of writing they were going to be taught. Afterwards students gave their opinions, teacher explained students what was “For and Against” essay.

A "for and against" essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail.

“For and Against” essay can end in a balanced consideration in which you restate that there are points for and against the topic using appropriate expressions given above.

Alternatively, it can end by expressing an opinion, in which case you state, directly or indirectly, that you are either in favor of or against the topic, using appropriate expressions given above.

During the process the teacher divided students into 4 groups and distributed handouts (Lesson Plan 1 handout 1) to them. They were assigned to read the conclusions and say whether they express a balanced consideration or the writer's opinion directly/indirectly

After the activity the teacher divided students into 2 groups. They were assigned to read the essay without the beginning and conclusion. The task was to choose one of the beginning and conclusion for this essay from the list of the most suitable. (Lesson Plan 1, Handout 2)

The teacher distributed to students the handouts with the table of linking words. Each student should have filled in the table with necessary information. (Lesson Plan 1, Handout 3)

At the end of the lesson the teacher reads the list of possible topics for essay.

- Euthanasia. Should countries allow applying it?
- Should courtiers encourage tourism?
- Higher education should be free.

- The equipment

During the study there were used not so much diverse range of equipment, as the course doesn't demand too much use of different technologies. While conducting the lessons the researcher mostly used the whiteboard and handouts for subjects. The only thing that examiner used was internet, where researcher assigned students to write their blogs.

During the research the internet was used outside the class by the subjects of the research paper. The main domain was blogger.com and the blogs of students. Subjects had entries with Introduction, Main body- three paragraphs with statements and supporting ideas, and Conclusion. After each lesson, subjects wrote their posts in the blogs and then they left comments on each other's posts. Each lesson was conducted due to the topic of the following entry.

- The first lesson was introductory to the topic and the main objective was to introduce the subjects to the term of argumentative essay. Students got acquainted with the type of the essay (argumentative essay).

At the beginning of the lesson the researcher asked students what they knew about how to persuade the reader in their writings. When the students had given the answers, the researcher gave them another question: what is argument and how to form the strong argument while writing?

Some students gave the closest answers to that topic answering that the writer should have had the factual information and some statistical data; some had told that the writer should have had not so difficult and scientific language in order to be clear for the readers.

Afterwards the teacher explained the students what was the argumentative essay and gave them the brief definition of the last one. Then examiner informed students about the procedure of the following lessons: that they are divided into three and each lesson covers the distinctive part of the essay- introduction, body and conclusion.

After the activity, the researcher distributed the handouts with different introductions for different topics. The aim of the subjects was to define whether those introductions were appropriate and specific enough or should have been specified:

Some people may say that adolescents should not leave university education; however, they are wrong.	Marijuana should be considered illegal.	We should decide whether we want a bicycle or a car.
--	---	--

I feel that writing an argumentative essay is definitely a challenging task.	Considering its geological position, Turkey has an important geopolitical role in the EU.	Are you one of those who thinks cheating is not good for students?
--	---	--

After the students discussion, the teacher distributed the introductions if one essay and asked them to analyze it. Students shared their opinions about the introduction and gave their ideas about its improvement. Having done with the activity, the researcher gives the topic for the argumentative essay: “animal testing should be banned in most of the countries for humanistic purposes”. The essay should have contained at least 400 to 600 words.

The researcher asked students for the ideas which could be taken into consideration while writing the essay. Students were assigned to write only introduction for this topic

After the lesson the subjects wrote their introductions in their blogs, which they created beforehand.

- The second lesson was devoted to the main body of the essay. The subjects learnt different layouts of the essay, shared their ideas of their essays and shared the difficulties they faced with while writing the introduction.

The activity they had was to write at least three ideas and the continuation on the thesis statement that the teacher had read:

1. The female president is better than male president as...
2. The uniform in all universities and schools should be introduced in order all students to be equal...
3. The mobile phones should be banned in order to....

Then, teacher explained the different types of the “body” of the argumentative essay. Students asked questions and shared their ideas how to organize their essays.

After the discussion, the teacher distributed handouts with the layouts of the essay. Students were divided into 3 groups. Each group analyzed the layout and made mini presentation on their topic.

Each group wrote three supporting ideas according to their layout and presented them in front of the group.

Students shared their opinions about what structure was the most appropriate for them and they decided what type to choose.

Outline I

Introduction/Thesis-Claim

Body Paragraph 1: Present your 1st point and supporting evidence.

Body Paragraph 2: Present your 2nd point and it's supporting evidence.

Body Paragraph 3: Refute your opposition's first point.

Body Paragraph 4: Refute your opposition's second point.

Conclusion/Restate Thesis

Outline II

Introduction/Thesis-Claim

Body Paragraph 1: Refute your opposition's first point.

Body Paragraph 2: Refute your opposition's second point.

Body Paragraph 3: Present your first point and supporting evidence.

Body Paragraph 4: Present your second point and supporting evidence.

Conclusion/Restate Thesis

Outline III

Introduction/Thesis-Claim

Body Paragraph 1: Present your first point and it's supporting evidence, which also refutes one of your opposition's claims.

Body Paragraph 2: Present your second point and it's supporting evidence, which also refutes a second opposition claim.

Body Paragraph 3: Present your third point and it's supporting evidence, which also refutes a third opposition claim.

Conclusion/ Restate Thesis

- The third lesson of the research was conducted under the issue of the conclusion.

At the beginning of the lesson, researcher asked students about the problems they faced while writing the body and gave them tips for further writing.

One of the activities students had was to write the conclusion for the introduction of the essay. The samples of the introductions:

I will never forget that moment when I first came across this beautiful creature.

After the warm up activity, the researcher gave students the pieces of writings and student should have read the paragraphs and guessed what part of the essay it was

Then, students analyzed the conclusion and were asked to say, what was correct and what would they have changed.

Handout 1 School Choice – An Educational Custom Fit (see appendix)

Imagine if only one size of pants were sold in stores and government regulations wouldn't allow any other size to be made available to consumers. This may sound crazy but it's much like what's happening with the education of our nation's children. As Americans we enjoy a wide range of personal choice, and thankfully it includes our ability to select the pants that fit us best. But think for a moment about traditional public education. For decades the public school system has offered a one size fits all approach to educating our nation's children. As we approached the 21st century, the public school system began to show its age. More and more children began to fall behind in a rapidly changing environment marked by the introduction of personal computers and later the internet. Sensing a need for change, many people began to push for new educational models that would keep up with the times. This marked the beginning of the school choice movement. Both charter schools and school voucher programs are collectively referred to as "school choice" initiatives, in that they allow parents freedom to choose individualized education options for their children that are outside of the traditional "one size fits all" public school system. A school voucher program provides parents with certificates that are used to pay for education at a school of their choice, rather than the public school to which they are assigned. Charter schools on the other hand are publicly funded schools that have been freed from inefficient public school system rules and regulations in exchange for accountability to produce positive, measurable results. These agreed to results are set forth in each school's charter. The ability for parents to choose an education path that is best for their children is an exciting opportunity currently revolutionizing public education.

One group that benefits greatly from school choice is the urban poor. For decades there has been school choice for families that could afford it. The wealthy have always provided very expensive private schools for their children, and middleclass families with the resources have moved to neighborhoods that offered the best schools. But the poor, often in urban areas, have had no other option than to send their children to underperforming and sometimes even dangerous public schools. Through school choice initiatives poor families have been given the same opportunities to send their children to safer and better performing schools which others have enjoyed for many years. In addition to the urban poor, other often overlooked groups can greatly benefit from a system that allows individual schools to focus on gifted, special education, or teen pregnancy programs (Chub). It's clear that choices in schools allow a custom fit of education solutions for every type of student.

.....

It's clear that the historical one size fits all approach to education is outdated. The new fast pace of the digital age demands that we act quickly and accurately in guiding our public education policies. Cling to an antiquated system that provides a poor result is a guarantee that traditional public education will continue to produce nothing other than poor results. Instead, a path of measurable results and accountability should be pursued. The arguments of those against school choice must be seen for what they are, and that is nothing more than protection of special interests such as big unions. Our nation must ensure that children will be provided with a choice based education that is forward thinking, customized, fair to all citizens, and able to move into the future with them.

After having defined the clear conclusion, the subjects had their last assignment to write the conclusion for their essays into their blogs.

3. Procedure

- The variables
 - Dependent variable- Writing performance of year 3 students.

Writing performance of year 3 students could have been different according to different factors, such as the gender of students, their likes and dislikes, their acknowledgement of the technology and others.

Writing performance was defined how well students had written their essays and what would have been changed in their style of writing

This variable was assessed by examiner with the help of the internet and was expected to depict the differences between the traditional and online writing.

- Independent variable- blogging

This variable defines whether that type of website would have been helpful for further improvement of subjects' writing performance. The researcher set the questions:

- Would blogging be helpful in the students' writing performance?
- Will students be interested in the activities connected with blogs?
- What problems will they have while writing?
- Will writing in blogs affect their writing performance?
- How will it influence?

The questions were set in order to find out the real value of internet in studentship and to provide some activities connected with this item.

- Moderator- the variables that contributed to the research in terms of the issues of subjects' genders, cultures, their age and family status.

The students were almost of the same age (21-23), but they were of different nationalities (Korean, Russians, Tatars, Uzbeks and Karakalpaks), and different cultures; some of the students (girls) were married, which made an effect on the procedure of the research, e.g. they didn't have time for writing and couldn't manage to submit the assignment on time.

- Control- the variables that were eliminated in order to protect the study.

The control variable can be considered the other group, which was supposed to be compared with another group (319). This variable could affect the study as they were extremely passive and were irresponsible to submit the works.

Another control variable could be considered the passive students in the 519 group, who didn't participate during the lessons. Some students in that group didn't participate in the research and were not counted as subjects of the study, though some had answered the questionnaires.

Extraneous- during the research there appeared some problems that affected the validity of the study:

1. People- students of the second group were supposed to be the experimental group and to be compared with the first one. As it was mentioned before, students occurred to be passive and weren't eager to study. The human factor affected the study and the researcher made the steps according to the situation: that group was eliminated from the research and group 319 appeared to be the only to compare.

Extraneous variable- Tilyakova Maftuna, is also can be taken into consideration in the present research.

Though this subject took part in writing blogs and answered the questionnaires, she cannot be analyzed by the researcher, as she didn't attend the first part of the research. Due to this factor, Maftuna is the variable, that was scored, but not included into the table of scores.

2. Environment- the web site (blog) influenced the study, as the internet is the item that cannot be used by most of the subjects. This variable was transferred from independent into extraneous.
- Intervening- variable that depicts the relationship between independent and dependent variables.

In the present research the intervening variable is essays of the subjects. The essays written by students while having traditional classes appeared to be coherent, and the subjects got the idea of writing For and Against essay.

During the second part of the research students were assigned to create blogs and type their writing there. The essays written by students were coherent without drafting, as the subjects had lessons according to the part of the essay. The writings were coherent, meanwhile, they had participated in each other's' writings by adding the comments on their blogs.

Alexey and Sherhan had commented on their writings and with the help of blog they improved the essays. Yulya had written the comments on Nigina's blog and had given the advice to improve her introduction. That idea was taken into consideration and she got more appropriate essay.

Data collection

The present research took part during the period of two semesters. The collected data consisted of the questionnaires (distributed to the subjects of the research), essays (the essays written by subjects) and blogs (which were created by students during the second part of the research).

The first part of the research lasted for two months: from November to December. During this period of time the researcher had collected examples of the essays printed by students. This data consisted of “For and Against” essay on the topic “Euthanasia”. Students had written the essays on that topic and submitted them to the researcher. The procedure of the submitting the essays consisted of four steps:

- After the first lesson students were assigned to write the first draft of the essay and bring it for the next lesson. (first week)
- Second step (second week) consisted of peer- review, where the subjects analyzed each others’ writings. Only 5 students out of 10 participated during the lesson. They are: Alexey, Yulya, Nigina, Sherkhan and Khilola. At the end of the lesson they were assigned to change their essays and write the second draft of their writings.
- The third step consisted of the third draft of the essays. The subjects submitted their writings to the teacher and next week they got the feedback. At the end of the lesson they were assigned to write the final version of the essay.(third week)
- In the last step, students had submitted their final versions of writings. Due behavioral attitude towards the teacher, students didn’t manage to submit them on time and as the result, they had sent them via e-mail to the researcher. (fourth week)

The last step of the first part was the longest in the period in terms of getting data.

During the first part of the research, most of the students submitted their writings on time; therefore there were several students, who were late with their writings:

1	Tsoy Aleksey	On time
2	AbdujalievSherkhan	On time
3	SovinaYuliya	On time
4	Muhammad Khadiya	Late
5	Tsoy Tatyana	Late
6	YusupovaNigina	On time
7	KarimberdievAkzam	Late
8	OltiboevaKhilola	On time
9	EgamkulovaNuriya	On time
10	Novoselov Nikita	----
11	TilyakovaMaftuna	----

The second part of the research took part in March of the second semester.

During writing course, the subjects had been distributed the questionnaires in order the researcher could know their awareness about the blogging and their productivity while using it. The researcher had distributed 10 questionnaires, from which seven were given back. The procedure of the questionnaire was held in the following way:

During the third week students were given the questionnaires to fill in. the subjects took them home. It took two weeks to collect questionnaires from the students, due two different reasons: 7 of them had forgotten them at home, 3 of them had lost them. After two weeks the researcher managed to collect the most part of the questionnaires.

The questionnaires were developed in order to find out the subjects' opinions about the topic of the research.

The last part of the research was the creation of blogs. This part was the most demanding step from students. This data collection was divided into three parts:

1. After the first lesson students should have created their blogs and write the introduction to the Argumentative essay on the topic “Animal testing should be banned in all developed countries”. The subjects should have written their introductory paragraph into the blog on the web site blogspot.com.

On this step the subjects showed low punctuality in the submitting the links of their blogs and introductions themselves. Only Alexey could manage to create blog on time, others had low timing; they had submitted their links in the period of the whole week.

2. The second step was held when the second lesson connected with blogging ended. The subjects had already created their blogs and written their introductory paragraphs into them.

This step was also difficult for students, as they had been deciding what layout to choose. This section wasn't so much difficult for them, as they already knew what to do and what to write. The body paragraphs were written on time by most of the students.

The only one problem of that step was that two students didn't write the body paragraph. As the result, they got low score.

3. The last step took part after the third lesson, where the subjects got the idea about conclusion. They were assigned to post their conclusions to their blogs and to write comments on each other's essay. Four students out of 10 were active and participated in all the assignments that were assigned by a teacher.

During this stage Sherkhan, Alexey, YulyanadNigina showed their interest in the research connected with blogs. These students got the highest scores from others and improved their essays with the help of themselves.

In this research the teacher took the part mostly of a monitor, rather than a tutor. Students gave each other some advice according to their writings and changed essays immediately. They got full essays in their blogs and were able to share them with other people in the wide web.

Results and Discussions

The research that was conducted on the importance of blogging in developing writing, demanded to analyze number writings of the subjects. Each student had written the essays according to the topics that were assigned by the researcher.

As it was sited previously, the research was divided into two sections. The first sections required to get the writings from the students in a traditional way: printed versions.

As students had written three drafts of the essay, the scoring was developed according to each draft and the final version. Students should have got twenty points for drafts and forty for the final version. Each draft was checked according to the following criteria:

Organization	5%
Word choice	5%
Accuracy	5%
Coherence	5%

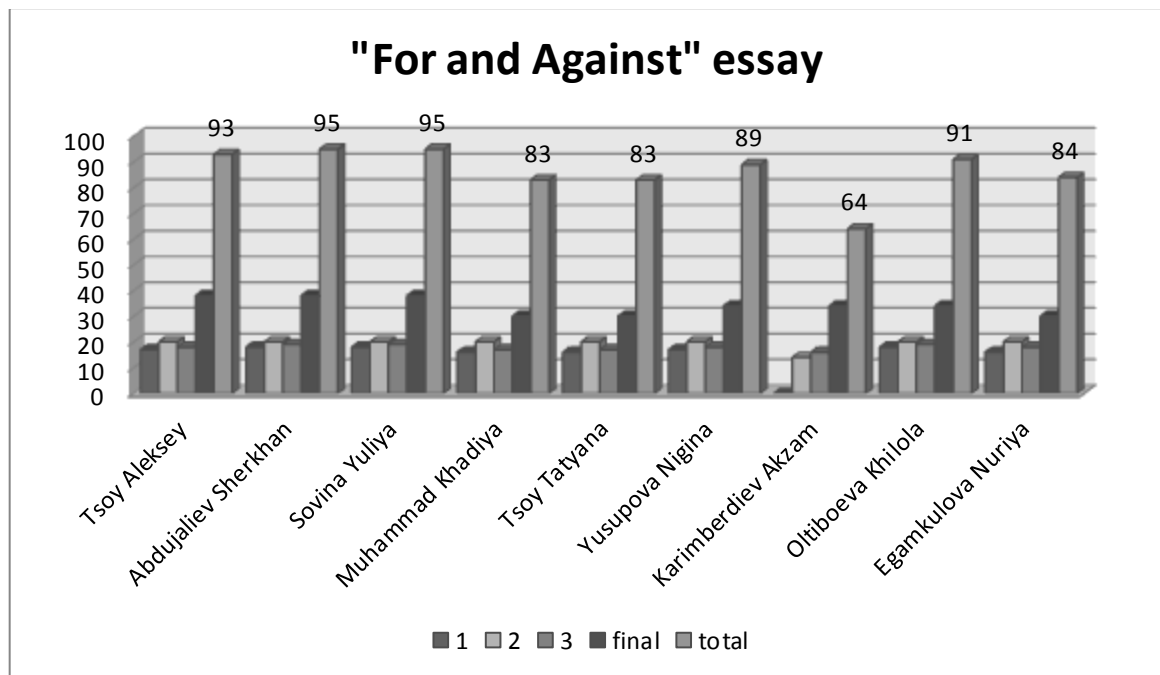
The following table shows the progress of the subjects during the traditional writing and their scores for each draft they had written:

	1	2	3	final	total
Tsoy Aleksey	17	20	18	38	93
Abdujaliev Sherkhan	18	20	19	38	95
Sovina Yuliya	18	20	19	38	95
Muhammad Khadiya	16	20	17	30	83
Tsoy Tatyana	16	20	17	30	83
Yusupova Nigina	17	20	18	34	89
Karimberdiev Akzam	0	14	16	34	64
Oltiboeva Khilola	18	20	19	34	91
Egamkulova Nuriya	16	20	18	30	84

According to this table it is clear that students had the progress while writing the essays. As they had peer review, the students got the highest points for participating in this section. All of the students had participated apart from Akzam, who wasn't ready with the essay for that moment. This student got zero for the first draft, as there was plagiarism.

While having the research, the researcher could easily highlight three students, who participated in each lesson and did all the activities assigned by the researcher: Yulya, Sherhan and Alexey. These students got the highest points from the entire group; that fact shows their interest in that subject. From their answers for the questionnaires it was seen that those students were interested in writing and had experience of writing outside the classroom.

Result presented the table can be developed into the diagram that shows the whole result of traditional reaching of students' writing:



As it is seen from the diagram, three students- Yulya, Alexey and Sherhan got the highest results and improved their writing through traditional lessons.

The reason of their high points is that three of them liked writing and tried writing outside the lessons.

Akzam got the lowest points for the entire course, as this student had been transferred to this group just at the time of the research. This student didn't participate in academic process due to the lack of his language knowledge and wasn't eager to participate in academic process.

Other students were accurate in their writings and got their scores according to their knowledge. Hilola was active during the lessons and had a lot of interesting ideas about the activities given by the researcher.

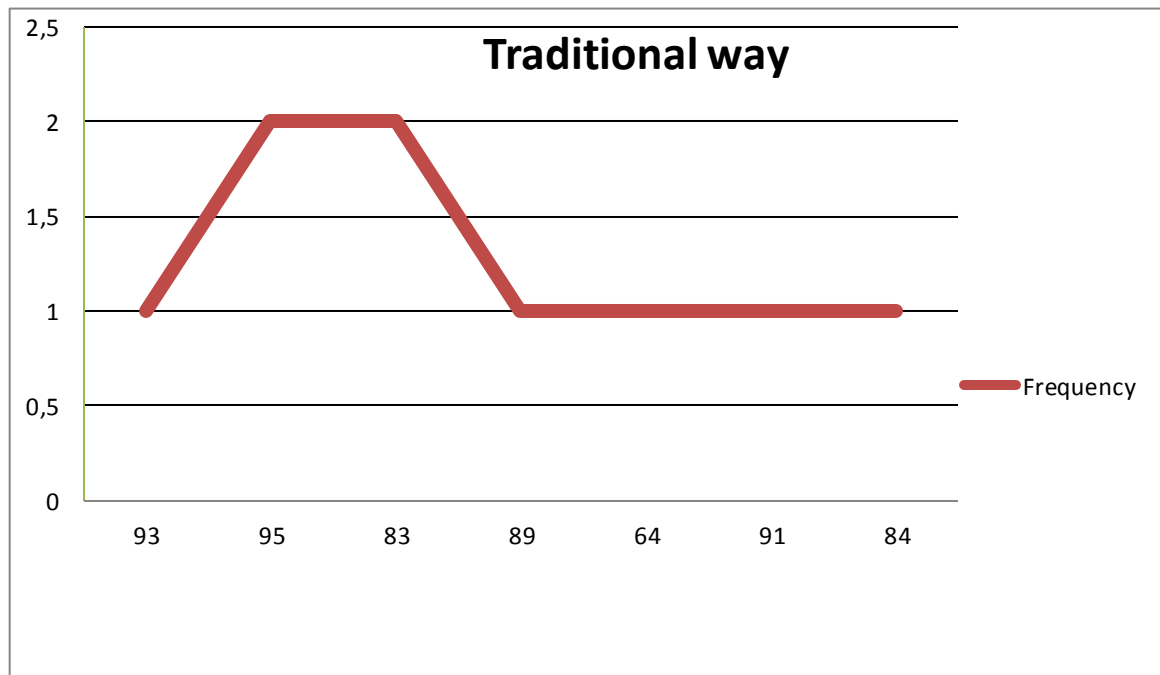
During the research, Tatyana and Khadiya attended not all classes, but still they could submit the appropriate essays. Meanwhile, the score appeared to be appropriate.

In general, the subjects got used to traditional way submitting of their works. It was comfortable for them to have the peer review and drafting while having the classes.

According to the table of the score values in the first part of the research, the frequency of them can be formed into the graph:

Traditional way of submitting essays	
TsoyAleksey	93
AbdujalievSherkhan	95
SovinaYuliya	95
MuhammadKhadiya	83
TsoyTatyana	83
YusupovaNigina	89
KarimberdievAkzam	64
OltiboevaKhilola	91
EgamkulovaNuriya	84

Graph 1



Due to the table of the score values, there can be calculated mean of the research.

As mean is the average numerical value in a set of numerical values, the particular mean is 86,3.

From the graph 1 it is seen that the mode for the traditional way of submitting of writings is 95 and 83. As the result the standard deviation for the research is calculated with the help of the table:

Name	Score	Mean	Difference	Difference Squared
Tsoy Aleksey	93	86,3	6,7	44,89
Abdujaliev Sherkhan	95	86,3	8,7	75,69
Sovina Yuliya	95	86,3	8,7	75,69
Muhammad Khadiya	83	86,3	-3,3	75,69
Tsoy Tatyana	83	86,3	-3,3	10,89
Yusupova Nigina	89	86,3	2,7	7,29
Karimberdiev Akzam	64	86,3	-22,3	497,29
Oltiboeva Khilola	91	86,3	4,7	22,09
Egamkulova Nuriya	84	86,3	-2,3	5,29
Standard Deviation for Traditional Submitting				28,54488

The standard deviation for the first part of the research is 28,54

When the traditional research was over, the researcher conducted the survey about writing, internet and blogging in their academic writing.

Due to the surveys, there appeared that all of the subjects used internet for their writings, but only two of them used blogs before: Sherkhan had used Twitter and had an experience in publishing his writings; Tatyana wrote that she had used Blogs before for the purpose of publishing her ideas in the net. Others didn't use blogs ever before.

According to the survey, all of the students regard internet to be useful for academic writing, as there are a lot of relevant information, four students search the samples of writings on the internet. Only Nigina had written about the implication of the information into the writing performance. She claimed that she searched, read different articles and then she tried to write down what she had understood.

One of the favorite type of writing of the subjects was opinion essay and comparison and contrast, students sited that they liked giving their opinions on different topics, what was seen in their “For and Against” essay writings. As the result that occurred while survey, they liked creating thesis statements and continuation for different topics during the class as activities.

The questionnaires helped the researcher to find out the students’ understanding of blogs and their contribution into their writing performance. According to the survey, students regarded blogs as the web page, where people can share their ideas and different works with others.

Alexey had written that Blog is interesting place where you can post something- he was the only one student, who regarded blogs as interesting web page.

The questionnaire also contained the questions connected respectively with the blogging and the process of its creating. There were questions about difficulties, which subjects faced while writing via blogs and positive sides as well:

What was the most difficult in usage of blog?	What did you like while writing the blogs?
1. Creation of the blog was the most difficult part while working with blogs for subjects	1. All students liked that their works were observed by other people all over the world, not only by students and the teacher
2. Some didn’t understand how to post the entries.	2. Nigina liked that there was no need to print the essay.

3. Hilola had difficulty with the organization of the blog	3. The subjects liked to write the comments on their essays that contributed to their writing improvement
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The subjects cited the advantages and disadvantages of blogging having taken part in creation of the last one. The students claimed that the greatest advantage of blogs was that they didn't have to print their works and the great amount of feedback that could be received. Nuriya claimed that writing via blogs economized the time and the teacher could check students' performance on-line.

Alongside with advantages, the subjects provided information about disadvantages in the process of using blog. They responded that not all students had the opportunity to use the internet. Sherkan claimed that in our educational system, blogs are not popular among students and teachers. Furthermore, the subjects regarded that the fact of getting feedback can cause some drawbacks for the further students' writing performance.

The last part of the research was connected with implication of blogging into academic writing. The researcher conducted classes and assigned to write essays in blogs. At the end of the last part of the research, the subjects got the following scored:

	Introduction	Body	Conclusion	Participation	Timing	Total
Tsoy Aleksey	19	17	18	17	18	89
Abdualiev Sherkhan	18	18	19	18	17	90
Sovina Yuliya	20	18	17	16	18	89
Muhammad Khadiya	20	0	0	0	17	37
Tsoy Tatyana	20	0	0	0	17	37
Yusupova Nigina	18	16	17	15	18	84
Karimberdiev Akzam	12	13	12	15	17	69
Oltiboeva Khilola	16	17	17	15	18	83
Egamkulova Nuriya	16	17	16	15	19	83

As it is seen from the table, the scores are slightly different from scores of the first part. It means that students managed with the assignments given by the teacher.

In comparison with the first part research- traditional writing, blogging influenced students' academic writing in terms of their range of interest in this issue. Not all students managed to submit all the writings and even create blogs. As the result, some subjects got low marks due to their productivity while writing.

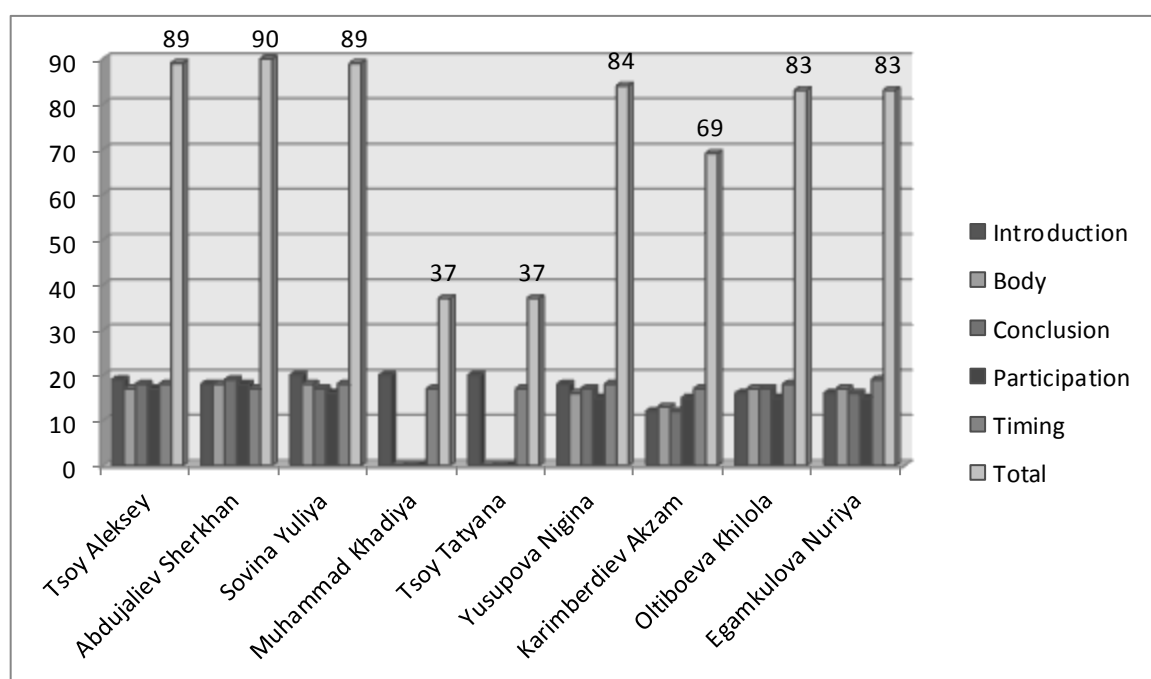
For instance, Akzam got lower grade in comparison with the traditional writing because of plagiarism. Meanwhile, he managed to depict his personality through the blog and managed to insert some pictures of the

given topic. It shows that this student at least analyzed the topic and found some extra information on this subject.

The subjects Tatyana and Khadiya got tremendously low scores and couldn't get good results, as they showed their loyalty towards the research. Even though these subjects didn't attend any lesson, they managed to write their essays partially. This issue happened because of the low range of interest of students in blogging and their attitude towards it as nonacademic process.

On the contrary, the subjects Sherhan, Yula and Alexey got high scores, that can be clarified as their high range of interest in blogging. According to the survey, these students already tried to write, and as the result, blogging seemed for them to be the place to share their opinion with other people. These subjects showed their creativity when they kept blogs and posed their entries there. For instance, Yulya had created nonstandard outlook of her blog that can be considered as attention getter for her writing.

According to the table there can be designed the diagram that illustrates the process of blogging of year three students:

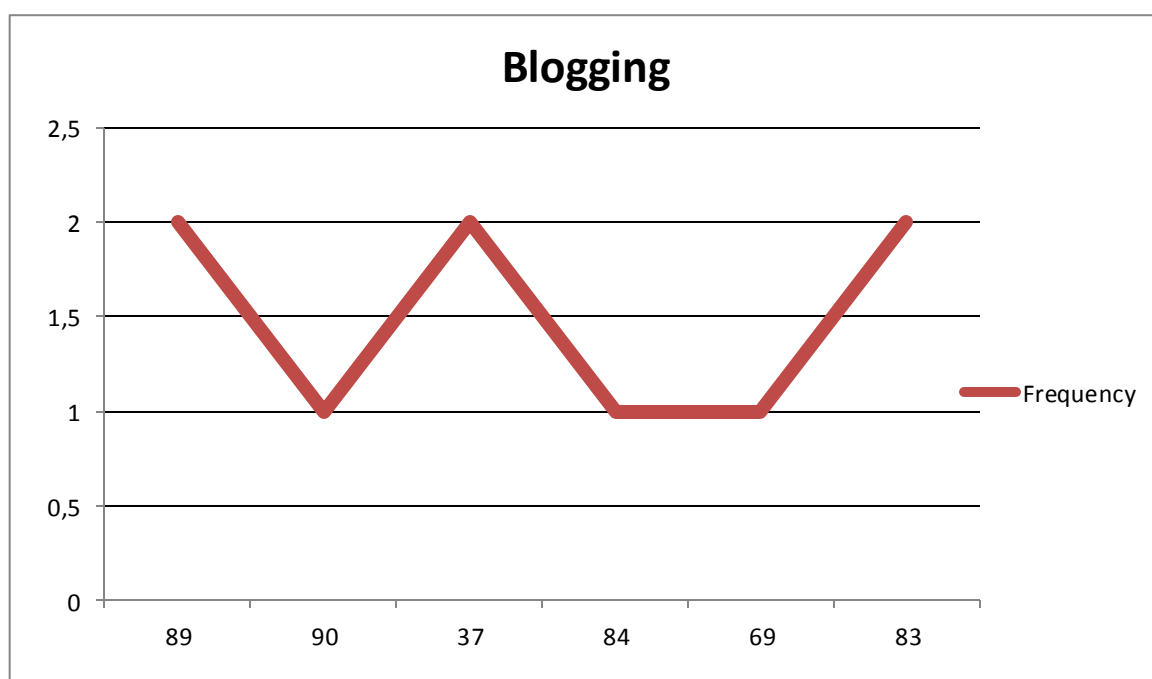


According to the score values, there can be formed the table of frequency and frequency graph accordingly:

Blogging	
TsoyAleksey	89
AbdujalievSherkhan	90
SovinaYuliya	89
MuhammadKhadiya	37
TsoyTatyana	37
YusupovaNigina	84
KarimberdievAkzam	69
OltiboevaKhilola	83
EgamkulovaNuriya	83

Taking into the consideration Table 2, there can be formed the graph of frequency:

Graph 2



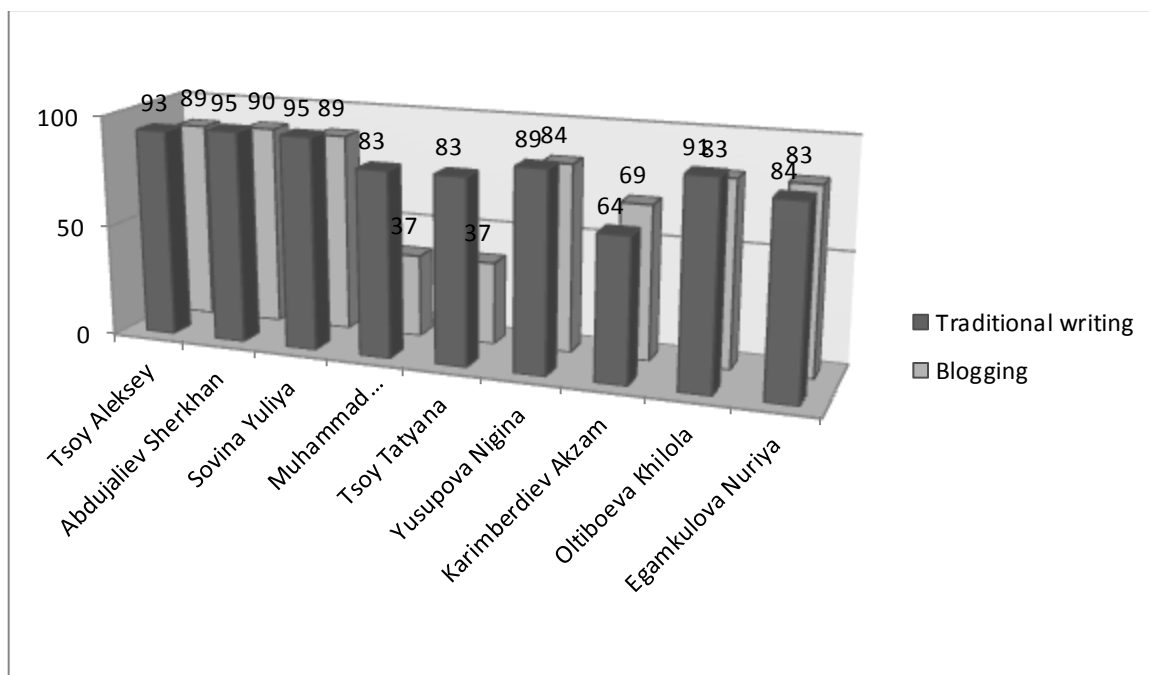
Due to the results the modes if the second part of the research are 90, 37 and 83. The mean is calculated with the help of the table- 73,4

Due to the mean and score values, there can be found Standard Deviation of blogging:

Name	Score	Mean	Difference	Difference Squared
Tsoy Aleksey	89	73,4	15,6	243,36
Abdujaliev Sherkhan	90	73,4	16,6	275,56
Sovina Yuliya	89	73,4	15,6	243,36
Muhammad Khadiya	37	73,4	-36,4	243,36
Tsoy Tatyana	37	73,4	-36,4	1324,96
Yusupova Nigina	84	73,4	10,6	112,36
Karimberdiev Akzam	69	73,4	-4,4	19,36
Oltiboeva Khilola	83	73,4	9,6	92,16
Egamkulova Nuriya	83	73,4	9,6	92,16
Standard Deviation for Blogging				51,44551

Standard Deviation for blogging is calculated for 51,4

The diagram above shows that the process of writing with the help of blogs was slightly different from the traditional writing.



According to the comparative diagram, Alexey, Yulya and Sherhan showed the best results during the research, which is similar to the first part of it. Due to their interest in blogging, they were punctual almost in all assignments and participated blogs keeping.

Akzam and Nuriya had slight differences in the results of their writing:

- Akzam had the progress in his writing and the score is better than in previous writing.
- Nuriya is on the other hand had the regress of her scores - that is due to the reason of the poor access to the internet, as she had highlighted in the answer sheet.

The subjects Tatyana and Khadiya had the enormous difference in their scores for writing in blogs. These students didn't attend the classes and were not interested in blogging, although Tatyana has already had the experience of writing in such web pages. These subjects got the lowest results for blogs but their traditional writing was much better.

As the research was conducted on the topic "The influence of blogging on writing performance of year 3 students", there were different questions concerning this issue.

The researcher was asked several question's, which should have been answered

- Will the blogging influence positively and improve writing style of students?
- Will students manage to submit tasks with the help of this technique?
- Will students be interested in the writing process?
- Will students get enough skills to be able to give well organized, structured and clear comments?
- Will blogging be helpful in the students' writing performance?
- Will students be interested in the activities connected with blogs?
- What problems will they have while writing?
- Will writing in blogs affect their writing performance?
- How will it influence?

Most of the questions were expected to be covered and positively possessed. The researcher found out that due to the cultural background and technical issues, the students are not so much interested in completing writing assignments with the help of this website.

The most of the subjects didn't have free access to internet and couldn't complete tasks on time and of a good quality.

The researcher expected students to be active in their writing on each other's' entries and leaving the comments. The subjects of the research appeared to be not so much active, meanwhile there were some students who were really interested in writing blogs and liked reading others writings, which helped in enhancing their writing performance.

As the result, blogging affected students writing mostly positively and raised their interest in writing, but not with the help of blogs.

The subjects had problems with the creation of blogs and writing the entries in it, as the researcher expected to be, as this problem is common for all people, who didn't have the experience of blogging before.

The research showed that blogging is helpful for those students, who are keen on technology and internet. This result contradicts to the expectations of the researcher, who had an idea that all students will be interested in blogging and will improve their writing skills.

According to the priority of the teacher, students got used to be directed by the supervisor in terms of writing the essays. However blogging demands more freedom for the person, who writes it.

Blogging affected students' writing performance in the way of expression of their ideas. As the researcher had expected, the subjects felt more relaxed and confident in their writings, while the traditional writing was teacher centered.

At the end of the research, it appeared that blogging isn't appropriate to be applied for year 3 students' writing process, as it performed no so high rate of interest among students.

The following table shows the difference between Standard deviations of traditional writing and blogging:

	Mean	Mode	Standard Deviation
Traditional writing	86.3	95/ 83	<u>28,5</u>
Blogging	73,4	90/ 37/ 83	<u>51,4</u>

Final Reflection

The present qualification paper changed my attitude towards teaching with the help of technology. I have been thinking that teaching in a distance is more comfortable for both students and teachers, but now I am sure that technology can be integrated into academic process, but cannot be the source of teaching.

Over the period of conducting the research, I analyzed that students are not so much interested in writing blogs and don't use internet for academic purposes.

As it was mentioned, at the beginning of the research, I wanted to find out whether blogging is appropriate in writing process and how it will influence students' writing performance.

Having conducted the research, I found out that blogging makes working with the partner easier and the way of submitting fast for students. Meanwhile, the internet isn't common source for academic writing for the students in our university.

I expected the research to depict the problems which can occur while working with blogs and my expectations proved. Also, I expected students to be interested in the way of writing, but unfortunately, they were not as much eager to work with blogs as I supposed.

However, at the end of the research, blogging still is the source of my interest, and I would like to extend the idea about writing with the help of blogs in academic process. Blogging has opened other ways of writing for the subjects, and it has become the new area for sharing the subjects' ideas not only with their group mates, but also with other people even from other countries.

Having conducted the research, I learnt that teaching writing cannot be distance, and there always must be the teacher to lead students in terms of evaluating their progress and development of their academic writing.

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Appendix

Lesson plan №1:

Subject: writing

Time: 80 min.

Topic: for and against essay (introduction)

Objectives: at the end of the lesson students will be able to differentiate for and against essay from other types of essays. They will learn the features of a successful for and against essay, tips for writing for and against essay such as steps for writing and structures of this essay.

Procedure:

1. Introduction:

Materials: two sheets of paper with “I AGREE” and “I DISAGREE”.

- **warm-up: 25-30 min**

Teacher sticks these sheets of paper on the opposite sides of the classroom. Afterwards, teacher reads statements on different topics. Students are assigned to think of their opinion on these topics and decide whether they agree or disagree with the statements. They are assigned to write the introduction for the topics for two minutes. Then each student reads his introduction to all members of the group.

Topics for warm-up:

- Should we hang all corrupt politicians?
- Should we destroy all nuclear weapons?
- Should we eradicate the cast system in India?
- Should smoking be banned permanently?
- Should we allow minor marriages?

- Implementation of death penalty.
- Keeping of guns and weapons for self-protection.
- Does age matter in relationships?
- Should students be allowed to grade their teachers?
- Is competition among students good?

2. Introduction: 10 min

The teacher asks students what kind of writing they are going to be taught. After students gave their opinions, teacher explains students what is for and against essay.

A "for and against" essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail.

A for and against essay can end in a balanced consideration in which you restate that there are points for and against the topic using appropriate expressions given above.

Alternatively, it can end by expressing an opinion, in which case you state, directly or indirectly, that you are either in favor of or against the topic, using appropriate expressions given above.

3. Activity 1: 5-10 min

Materials: Lesson plan №1 Handout 1

The teacher divides students into 4 groups and distributes handouts to them. They are assigned to read the conclusions and say whether they express a balanced consideration or the writer's opinion directly/indirectly

4. Structure of for and against essay: 10-20 min

Materials: Lesson plan №1 Handout 2

The teacher divides students into 2 groups. They are assigned to read the essay without the beginning and conclusion. The task is to choose one of the beginning and conclusion for this essay from the list of the most suitable.

5. Activity 2: 5-10 min

Materials: Lesson plan №1 Handout 3

The teacher distributes to students the handouts with the table of linking words. Each student should fill in the table with appropriate connecting words used in writing.

6. Selection of further topic for writing

The teacher reads the list of possible topics for essay.

- Euthanasia. Should countries allow applying it?
- Should countries encourage tourism?
- Higher education should be free.

Lessonplan №1 Handout 1

1 To conclude, although it must be said that a sense of responsibility is one of the most important qualities which can be instilled in young people, it should not be forgotten that there are other, equally important qualities.

2 For the above-mentioned reasons, therefore, I firmly believe that if people are taught a keen sense of responsibility towards themselves and others, then they will have the best possible start in life. The way I see it, taking full responsibility for one's own actions is central to leading an honest life.

3 To sum up, it would seem that, once young people know how to take responsibility for their actions, they are better equipped to learn about life. While there are other important qualities, a highly-developed sense of responsibility provides the ideal foundation for personal development.

4 On balance, it seems that a sense of responsibility has a role to play in a young person's development. Nevertheless, when placed alongside other human qualities, such as honesty and integrity, it is by no means the most useful.

Lesson Plan №1 Handout 3 Beginning...

1. Whether it is on TV, radio or hoardings at the side of the road, advertisements have become a part of our lives, advertising simply a means of informing the public or does it encourage consumers to purchase products they do not really need?
2. Advertising is a powerful and persuasive medium. You may feel this is an intrusion in your daily life, and resent the pressure on you to spend money. Others, however, enjoy the variety which this highly creative industry brings to everyday life.
3. Advertising is an effective way of selling new products, and many people argue that its effectiveness brainwashes us into unnecessary spending. Others, however, disagree. As Jeremy Tunstall says, "Advertising can't sell any product can only help to sell a product the people want to buy."

One of the main arguments for advertising is that it generates wealth for a country. That is to say, taxes paid on goods sold, help governments to pay for essential services such as education and health care. Moreover, the number of jobs created for producing, marketing and servicing these goods helps to reduce the unemployment problem, which is also a great advantage for a country's economy. What is more, advertising raises money for a huge number of sporting events and artistic performances which would otherwise not be held. Without sponsorship from companies who advertise their products, these events would disappear due to lack of funding. In other words, although consumerism is promoted through advertising, it is beneficial to both the consumer and society.

On the other hand, advertisements can cause people to be dissatisfied with what they already have, and make them want more. Being exposed again and again to products which one cannot afford produces frustration and dissatisfaction. Furthermore, not all parents are in a position to afford the goods which their children see advertised and want to possess. This often leads to feelings of inadequacy, especially among the less well-off.

In addition to this, advertising creates materialism and causes people to place too much importance on material goods. The fact that people are prepared to work long hours, or even turn to crime in order to gain the goods on offer, shows that advertising persuades people to go to great lengths to keep the same standard of living as those they see around them. It is a fact, though, that neither crime nor the stress caused by overwork can benefit society.

Endings...

A To sum up, it is true to say that advertising does provide some benefits. However, do you not agree that the drawbacks of a greedy, materialistic society far outweigh the advantages, and we need to be careful that we do not lose sight of what is most important - a spirit of co-operation rather than competition?

B To conclude, it must be said that, while advertising may create jealousy and inequality in society, without it we would lose a valuable source of revenue which is used for the benefit of the majority. What would our lives be like without advertisements?

C In conclusion, I believe that advertising exists to generate wealth by encouraging people to spend unnecessarily. It fosters greed and breeds dissatisfaction while distracting us from focusing on more vital things. As Marion Harper Jr said, "Advertising is found in societies which have passed the point of satisfying the basic animal needs."

Lesson Plan №1 Handout 3

[illegible]

.....

Lesson Plan №1 Handout 3

[illegible]

Lesson Plan №2

Subject: writing

Time: 80 min.

Topic: Argumentative essay (Structure)

Objectives: at the end of the lesson students will learn the features of a successful Argumentative essay, tips for writing for and against essay such as steps for writing and structures of this essay. The students will be able to write three types of the layouts of Argumentative essay using pre-writing techniques

Procedure:

Introduction: 5-10 min

Materials: no materials

At the beginning of the lesson the teacher asks students about blogs:

- Did they create blogs?
- Did they write introduction part there?
- What problems did they have?

Students share their experience in blogging and say what they had done. If students have problems with blogs, teacher explains what is needed.

Activity 1

Time: 20-25 min

Assign students to write at least three ideas and the continuation on the thesis statement that the teacher will read:

1. The female president is better than male president as...
2. The uniform in all universities and schools should be introduced in order all students to be equal...

3. The mobile phones should be banned in order to....

Activity 2

Materials: none

Time: 10-15 min

Then explain to students different types of the “body” of the argumentative essay. Students will ask questions and share their ideas how to organize their essays.

Activity 3

Time: 30 min

Materials: Handout 1

After the discussion, distribute handouts with the layouts of the essay. Divide into 3 groups. Each group should analyze the layout and make mini presentation on their topic.

Each group should write three supporting ideas according to their layout and present them in front of the group.

Having written the supporting ideas, students share their opinions about what structure is the most appropriate for them and they decide what type of the layout to write in their blogs.

Lesson Plan №2 Handout 1

<i>Outline I</i>

Introduction/Thesis-Claim

Body Paragraph 1: Present your 1st point and supporting evidence.

Body Paragraph 2: Present your 2nd point and it's supporting evidence.

Body Paragraph 3: Refute your opposition's first point.

Body Paragraph 4: Refute your opposition's second point.

Conclusion/Restate Thesis

Outline II

Introduction/Thesis-Claim

Body Paragraph 1: Refute your opposition's first point.

Body Paragraph 2: Refute your opposition's second point.

Body Paragraph 3: Present your first point and supporting evidence.

Body Paragraph 4: Present your second point and supporting evidence.

Conclusion/Restate Thesis

Outline III

Introduction/Thesis-Claim

Body Paragraph 1: Present your first point and it's supporting evidence, which also refutes one of your opposition's claims.

Body Paragraph 2: Present your second point and it's supporting evidence, which also refutes a second opposition claim.

Body Paragraph 3: Present your third point and it's supporting evidence, which also refutes a third opposition claim.

Conclusion/ Restate Thesis