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NEW RESOURCES OF TEACHING: BLOG WRITING AS A PEDAGOGICAL TOOL

Abstract:

The paper will investigate efficacy and problems of using new internet linguistic resources especially Blog writing as a pedagogical tool for teaching writing skill to Indian students of M.A. First semester of (English Literature). A qualitative research will be undertaken to explore success/drawbacks of this learning/teaching tool to enhance their English writing skill. A group of 50 students of the above mentioned class will be registered on a Blog platform shared by teacher and students to facilitate continuous interaction, assessment, and evaluation. In this kind of teaching, learning will take place synchronously and asynchronously allowing teacher and learners to get engaged in an academic discussion. As this collaborative pedagogy promotes a different type of communicative dynamics, students feel free to share, comment and compliment and the feedback provided by the teachers prove motivating to the students for improvement. The case study will interrogate the applicability of this collaborating blog pedagogy in enhancing the learning process and find out the relationship between blogging behavior, learning outcomes and academic performance?

Keywords:

blog, pedagogy, synchronous, asynchronous

JEL Classification: A30

In the 21st Century, increased emphasis on skill development, critical thinking, independent learning, knowledge of the relevant information technology, software data within the field of discipline all makes it essential to introduce changes in pedagogy. Today's students have grown up in a world where technology is a natural part of their environment. They find the use of technology and its fluency as necessary to access new knowledge. In this new form, the main focus has shifted from theoretical aspect of education to skill development, from traditional classroom to flipped classroom, from individual learning to task-based learning wherein lecture method is integrated with many technologies simultaneously. In flipped classroom transmission of learning does not take place solely through lecture method rather fact learning is relegated to independent work on the part of the learners and frequently accessed electronically and the classroom becomes hives of activity, exploration, application, discussion, reflection, and collaboration. These amalgams prove beneficial to the students and they acquire inquiry/problem- solving skills that are meaningful, adaptable and integrative. The shift from the teacher -centered approach to collaborative/interactive, from real to virtual and from constructed to deconstructed all are visibly indicative of the impact of technology on the educational scenario.

A very significant question that perturbs one regarding this pedagogical change is - are the process involved in activities such as texting, blogging or communicating online developing different cognitive abilities than those required for reading and writing traditional print text or do these new methods/modes of communication require the same traditional literacy skills? Juxtaposing academic knowledge/ digital knowledge and traditional literacy /digital literacy theorist like Walter Kress (in Gillen and Barton 2010) considers digital literacy necessary to the usage of internet linguistics and digital media. Defining digital literacies, he explains that these are 'the constantly changing practices through which people make traceable meanings using digital technologies' (p 9). He further states that digital literacies are always dynamic as these have to be updated with the change in technology. Elaborating the concept Walter Kress (2010) says, "Digital literacies are in deep and profound sense new literacies, not merely the traditional concept of literacy- reading and writing- carried on in a new media (6-7)". Therefore teaching /learning digital literacy is mandatory before experimenting the applicability and usage of web02 technological tools like blogs, E- Mails, instant messaging and such other digital media. It is requisite for the Students to develop digital literacy to keep pace with an exponentially burgeoning digital world that offers vast promise, but at the same time demands a critical stance to ensure that the power of these tools should be used in a responsible way what Gardener (2012) calls "good work". The students need to learn how ideas can be perceived, synthesized, developed and refined together in a communal database. Furthermore, it is also important to know whether these new communication channels such as e- mails, blogs, and texting when used as pedagogical tool follow some

learning theories or these are independent tools in their own ways. The paper is based on the hypothesis that blogging has proved a very effective and valuable tool for enhancing language and communication skills as it is based on the principles of cooperative and collaborative learning theories. It explains how integrating blog activity with lecture/face to face communication increased the learning possibilities and proved helpful in enhancing LSRW and especially writing skill of the students. The use of this informal teacher/peer teaching/learning posed many challenges in the beginning but looking at the improvement in the students' performance the whole tension was eased out.

David Crystal (2001) stated that blogs were "the beginning of a new stage in the evolution of the written language." (37) Their popularity can be assessed by the fact that these are not restricted to text/written blogs only but expanded to new forms such as photo blogs, audio blogs, video blogs and mob logs. In language learning the use of blogs is described as a way to "help students explore and assimilate new ideas, create links between familiar and the unfamiliar, mull over possibilities, [and explain] them to others. The analogue for this kind of student writing is the expert's notebook..." (McLeod 2001; cited in Lowe, 2004, p. 152). In the last few decades, researches have been undertaken to study the use of CALL/ICT/Digital Media/internet Linguistics to explore the possibilities, applicability, and efficacy of these new mediums for educational and pedagogical uses. Some of these studies tried to analyze the use of weblog for enhancing LSRW skills especially writing skill of second language learners.

A weblog (or Blog) is a kind of online diary that can prove an important pedagogical tool in teaching/ learning/improving writing skills as this activity provides authentic and original writing practice. (Brooks, Nicholas and Priebe, 2004) and also renders an opportunity to recycle language learned in the class. (Rinman, 2005). Blogs are interactive homepages that are easy to set up and manage and provides students a platform to engage in online exchanges thereby expanding their language study and learning community beyond physical classroom. This is an alternative and a very effective way of communicating with teachers and peers. Weblogs creates a web of network communities that generate learning and provide more richer and extensive opportunities for learning. Thus the construction of knowledge becomes significant whilst the students shape and interpret their own meanings in writing upon the basis of their worldviews.

These collaborative teaching/learning provides a rich environment for learning social skills and the development of personal relationship among the participants. Blogs promote learners' autonomy wherein they develop a 'capacity for detachment, critical reflection, decision- making and independent' action (Little, 1991, p 4). Pedagogical blogging redefines the space of classroom and enhances student-student interaction. Blog, as a public accessible document, makes students more responsible and sincere as they have to be extra careful in their writing. This platform offers them broader audience which

encourages them to produce quality work with respect to content, clarity and editorial components of their composition. The students can target and craft their writing for different audiences. One teacher writes that interaction with the 'outside voices' leads to more in- depth understanding of the content.

An important feature of the blog that keeps students proactive is immediate feedback from their teachers/ peers and also motivates them to give their best performance due to competitive spirit among peers. These new ICT pedagogical tools offer the learner/student much more control in creating and sharing knowledge. These web2.0 tools facilitate learner/students to manage knowledge- how to find, to analyze, evaluate and apply knowledge as it constantly shifts and grows. Various other uses of blogs are like the formative assessment for student writing (Cans & Carbourett, 2012), providing an interaction space with personnel beyond the confines of the course (Oravec, 2003, Lei Krilavicius, Zhang,Wav and Man,2012). Finally, the fact that students showcase their work in a public web presence, such as blogs, may increase the level of realness of learning tasks (Rifkin, L. , Ongrecker, Davis and Orthia,2009) and in turn increase students motivation (Radinsky,J.,Bouillion,L.,Lento,E.,Gorre,L.2001). Blog writing promotes Metacognitive awareness (Palfreman, 2005) among learners as students get opportunities to reflect, describe their learning process and develop strategy awareness.

Brad Blackstone (2009)in his research finds that three features of the blogging activities seem to make this as an attractive and powerful pedagogical tool for the curricular component for university-level English language classes: 1) their accessibility beyond the limits of the traditional classroom, 2) the personalized, student-centered nature of the interactions that they facilitate, and 3) their capacity for motivating students to work autonomously (whether alone, in pairs or small groups) to consider, produce and react to more content more frequently than a teacher might expect. These features combine to make blogging a highly productive, communicatively meaningful and effective approach to helping students refine and develop their language skills.

Contradictorily other researchers have identified the potential negative impact of these web.2 technological tools on students' learning. They mainly discuss the increase of anxiety level especially in diffident students due to the public accessibility of their writings. Secondly, they draw attention to challenges that adoption of these new tools might pose to the existing rules and procedures of academic assessment and integrity (Waycott, Sheard, Thompson, & Clearehan, 2013). Even learner autonomy/independence can sometimes prove hazardous to learning if the learner lacks self- discipline and time management.

Keeping these research works on the use of blog as a pedagogical tool as a base, a qualitative research has been undertaken to explore success/drawbacks of this learning/teaching tool and also to explore the relationship between blogging and the

students' performance. A class blog titled "Linguistics2017tool" was created on the wordpress.com to facilitate continuous interaction, assessment, and evaluation between the teacher (the author) and the students. A group of 20 Indian students of the First semester of M.A. (English Literature) class has been registered on a Blog platform shared by teacher and students to enhance their English writing skill. At the outset of this integration of technology, students were explained the objectives of this platform so that they could use it to their maximum advantage. To enquire about the digital literacy of students about their knowledge of the internet linguistics/ digital text, a questionnaire was prepared which helped in finding their comfort and interest in the use of these tools and also made them aware of the relevance of this kind of integration and to motivated them for its use. The questionnaire helped in assessing time- frequency and purpose of using the Internet by the students. It was revealed that though students spent considerable time working on the computer and using web communication but they do not always use this for educational purpose. They spent time watching videos; playing games and surfing websites for other purposes, so only thing was to re-plan, re-structure and reschedule this use by explaining to them how they can exploit ICT maximally to accelerate the learning process and to improve their LSRW skills especially writing skill by using blog. Another set of a questionnaire for teachers was also prepared to get their perspective about this new methodology. To gather and record students' perception and beliefs about blogging, a survey was also done using Likert the first two scales. (Strongly agree/strongly disagree; see the questionnaire in the appendix).

The main objectives of this study were-

1. To create a classroom blog as a platform
2. To use it for providing study /reference material
3. To provide assignments/homework
4. To use audio/videos/film clippings to improve LSRW skills
5. To promote interactive, collaborative teaching

In this study, the main focus was to cover topics from the two papers. The first one "Language and Communication" and the second was ECC (Elective Course Category) "Language and Linguistics" of M.A. (First semester) English Literature. The topics covered in this project were as follows-

Language and Communication	Language and Linguistics
1. Essay writing	Major semantic terms

2. Comprehension passages	Short question and answers related to syllabus
3. Phonetic Transcription of words	reference material
4. Audio listening	Videos/film clippings
5. Paragraph writing	Web links

The students were provided the study, reference material and web links and sources of these two papers so that they can get the additional knowledge to incorporate these in the answers. Students were provided questions to test their comprehensibility of the topics and the answers were analyzed, commented and feedback was given for the improvement. Students who carefully paid attention to these comments were benefitted and a significant improvement was visible in their writing. In the beginning, the answers lacked coherence and not all the points were relevant to the question. When their attention was drawn to these lacunas, students corrected and improved. Later on, in the persona interview, they made a special mention of it.

The research found that blogging activities and assignment complemented the course work and the 'mutual engagement' at the blog platform proved meaningful and effective. Through proper guidance and motivation, a considerable change was observed in the students' blogging behavior and writing skill. It was found that with well-structured blogging activities and the associated technology according to the requirements of the students under the direction of the teacher, provided the ideal forum, not just for informal writing but also writing for academic purposes. Gradually, students developed the interest in interaction with their classmates through blog posts, comments and inputs etc and in fact, they started using each other as a learning resource and in the process began to take responsibility and charge of their own learning. Wenden (1991) suggests that to encourage learner autonomy students' role should be widened and they should be given decisive role in the planning, in the selection of the content of the course material, and the evaluation strategy of the assignments. In blog use, students received the opportunity to reflect upon their language use and peers -comments made them aware of the linguistic gaps, incorrect syntax and inappropriate vocabulary and this complete process helped them to internalize linguistic knowledge.

To enhance the comprehension abilities, the students were asked to watch certain film clippings and critique and comment its context in their blog post beside the reading passages. They were also instructed to comment on each other's post regarding the

clipping. This exercise promoted interaction and cooperation among students as slowly they became comfortable with each other's remarks and suggestions.

Since such blog platform create a 'social workplace' (Lee 2009) where members share common values, norms, interest and goals; it provides them the opportunity for meaningful interaction and ultimately members forge a vibrant online communities what Wenger (1991) has termed as "community of Practice" (CoP). These CoP shift teaching and learning out of their classroom into a class centered blog sphere. Toohey (1996) suggests that CoP perspective offers a new framework for looking at second language learning. He argues that in CoP "the second language learner is seen as a newcomer beginning to participate in the practices of a particular community."(P553).In this framework of CoP, language learning is considered a process of increasing participation in the performance of community practices.

Blog platform develops CoP wherein the students acquire skills in accordance with the objectives by pursuing different activities. It is through practice that the writing skill of the students improves. In the CoP, a learner/student plays multiple roles like learner, practitioner, aspiring expert, and peer-tutor, the least experienced member, member with the greatest IT knowledge, grammar/ vocabulary writing expert and so on. For example, during the research when the students were assigned to do some grammar exercise after reading a comprehension, the students with god command over grammar took over and guided the other students and played the role of an expert with tips. In this context, Hank (1991) notes that learners switching roles in this way mean a "different sort of responsibility, a different set of relations, and a different interactive involvement" (p 23). The blog platform functioned as a CoP (Community of Practice) and provided the students authentic and real situations where they got to practice and experience in a contextually rich and socially vibrant environment.

The system of blogging 'buddy' was also used to ensure that each student received regular comments on their blog post and this method helped in putting a check on 'blog bullying' where the popular students dominate the blogging activity. It was made mandatory for each student to post at least 2 blogs and 2 comments per week. Teacher monitoring was used as an administrative element to see that all the students made the required corrections as per teacher/ peer – comments, inputs, and suggestions. The teacher guided activities proved as scaffolding for the students. In the beginning of the course, it was made explicit that they should use formal English for the academic writings, assignments and blog activities but the use of informal English was permissible in the feedback to some extent to create the friendly environment.

In the questionnaire survey analysis, 90 percent of the students agreed to the positive role of these new tools for educational purposes. They showed their enthusiasm for this integrated /collaborative form of learning and considered that the Internet is new MKW

(More Knowledgeable Other) of Vygotskian theory. Though teachers were not unanimous about their opinion while the young teachers supported teaching/learning using ICT tools but senior faculty members rejected the use calling these as a threat to teachers' role.

The above empirical study proves that the judicious integration of Weblog with the traditional classroom teaching can certainly open up possibilities of new pedagogy which will help students develop coherent and critical writing skill, enrich vocabulary and the knowledge of sentence structures, teach correct grammatical expression, and improve active listening and speaking. When this online platform was introduced to the students, in the beginning they were hesitant in using this and the numbers of the blog posts were limited but with motivation and encouraged by peer comments they started showing their interest. The limited nature of research still has the potentiality for the further future research and experimentation with the underpinnings of the theoretical framework.

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Appendices

Personal details-

Name-

Age-

Name of the institution/ college-

Class-

Academic qualification-

The Student Questionnaire

1. Are you computer literate? Yes No
2. Do you use internet? Yes No
3. Do you use any blogs or social sites for communication and for your studies? If yes please name them? Yes No
4. How frequently do you use such blogs?
5. Do you find any benefit in your language skills through internet? Yes No
6. Do you think that using e-mail has improved your English? Yes No

7. Have you used Internet to learn English? Yes No

8. Have you used Internet, e-mail to study at home? Yes No

9. Have you put any project work on Internet? Yes No

10. Do you think that the Internet, e-mail help motivate you to study? Yes No

11. Do you find it hard to find useful information on the Internet? Yes No

12. Do you think that while using Internet sometimes you study something in more depth than is necessary and thus wastes the time? Yes No

13. Do you find yourself lacking in computer knowledge while using Internet?
i. Yes No

14. Do you understand native speakers well through e-communication (Internet, e-mail)?
i. Yes No

15. Do you think that learning English on the Internet has made you into a more independent learner?

i. Yes No

16. Have you written pages that are on Internet? Yes No

17. Do you think that finding information on the Internet better way to study?
i. Yes No

18. How is your reading skills being improved through blogs/ websites?

- a) Do you read any e-newspapers? Name them.
- b) Has your reading speed increased after using such websites?

19. How is your writing skills being enhanced through blogs/ websites?

- a) Have you improved yourself in committing spelling mistakes?
- b) Do you write any blogs?
- c) Have you joined any discussion forums?
- d) Do you share your ideas/ work with your friends online?
- e) Do you write any essays online?
- f) Has it enhanced your presentation skill?
- g) Do you feel any improvement in your writing pattern after using e-mails. Instant messengers, text messaging?
- h) Have you improved your vocabulary?

20. How is your listening skills improved after using such websites?

- a) Do you listen radios?
- b) Do you listen online conversations and chats?
- c) Have these enhanced your listening skill?
- d) Have these improved your comprehension level?

How is your spoken skills enhanced through internet?

- a) Do you watch videos on you tube?
 - b) Has your pronunciation improved after using such sites?
 - c) Is there any improvement in your fluency after watching videos and listening radios or online chats?
 - d) Do you watch English movies?
 - e) Does it help you to understand English better?
21. Do you think that finding information on the blogs improved your research skills?
i. Yes No
22. Do you think that information that you find on the blogs improved your critical thinking?
i. Yes No
23. Are there any disadvantages of such blogs and sites? What are they?
24. How does blogging support your work as a student?
25. What change do you feel in your personality after using such blogs?
28. Name any two things which you like the most of internet?

<u>S.no</u>	<u>Your perception</u>	<u>Strongly agree</u>	<u>agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly disagree</u>
<u>1</u>	Computers are the best tools to learn anything.					
<u>2</u>	Computers can provide me opportunity to do any work interestingly and in an imaginative manner.					
<u>3</u>	Computers are indispensable part of my college life.					
<u>4</u>	Computers are essential for me in English learning.					
<u>5</u>	Computers are a fast and efficient means of getting information.					
<u>6</u>	English learning can be more interesting if we use Internet to communicate with people online.					
<u>7</u>	Internet is the medium of unlimited resources for English learning.					
<u>8</u>	The multimedia available on the Internet (e.g. text, image, sound, video) helps students to understand online English materials.					
<u>9</u>	Knowledge of internet is essential for learning purpose.					

- 10** Good web search skills (e.g. to be selective when choosing materials) can enhance my English learning.
- 11** E-mail is a good medium through which teachers and students can communicate.
- 12** In this new age teachers should adopt computers as the main teaching tool instead of traditional teaching tools.
- 13** Internet provide us the option to make friends of foreign countries and learn new ways of practicing English.
- 14** Internet allows us to access modernized English materials.
- 15** Internet is the medium to provide direct information from English speaking countries.
- 16** The Internet is a good channel to learn foreign languages and cultures.
- 17** Internet is sometimes the source of distraction for the students
- 18** Students may sometimes have problem in choosing suitable websites for their learning.

19 The use of ICT will bring more disadvantages than advantages to students' learning.

20 Watching online English TV operas/movies is a good way to practice our listening comprehension.

- I give my consent to the research fellow to use the information provided by me above for research purposes. I understand that all information provided will remain anonymous.

Signed: _____

• **Data analysis-**

Analysis-

Students' Questionnaire

<u>s.no.</u>	<u>Question</u>	<u>% yes</u>	<u>% no</u>
<u>1</u>	Are you computer literate?	100	0

<u>2</u>	Do you use internet?	100	
<u>3</u>	Do you use any blogs or social sites for communication and for your studies? If yes please name them?	95	5
<u>4</u>	Do you find any benefit in your language skills through internet?	90	10
<u>5</u>	Do you think that using e-mail has improved your English?	80	20
<u>6</u>	Have you used Internet to learn English?	60	40
<u>7</u>	Have you used Internet, e-mail to study at home?	45	55
<u>8</u>	Have you put any project work on Internet?	0	100
<u>9</u>	Do you think that the Internet, e-mail help motivate you to study?	100	0
<u>10</u>	Do you think that while using Internet sometimes you study something in more depth than is necessary and thus wastes the time?	50	50
<u>11</u>	Do you find yourself lacking in computer knowledge while using Internet?	0	100
<u>12</u>	Do you understand native speakers well through e-communication (Internet, e-mail)?	65	35
<u>13</u>	Do you think that learning English on the Internet has made you into a more independent learner?	90	10
<u>14</u>	Have you written pages that are on Internet?	0	100

<u>15</u>	Do you think that finding information on the Internet better way to study?	95	5
<u>16</u>	Do you find it hard to find useful information on the Internet?	0	100
<u>17</u>	Has your reading speed increased after using such websites?	95	5
<u>18</u>	How is your writing skills being enhanced through blogs/ websites?	75	25
	a) Have you improved yourself in committing spelling mistakes?		
	b) Do you write any blogs?	15	85
	c) Have you joined any discussion forums?	35	65
	d) Do you share your ideas/ work with your friends online?	95	5
	e) Do you write any essays online?	25	75
	f) Has it enhanced your presentation skill?	30	70
	g) Do you feel any improvement in your writing pattern after using e-mails. Instant messengers, text messaging?	40	60

	h) Have you improved your vocabulary?	50	50
<u>19</u>	How is your spoken skills enhanced through internet?	100	0
	a) Do you watch videos on youtube?		
	b) Has your pronunciation improved after using such sites?	30	70
	c) Is there any improvement in your fluency after watching videos and listening radios or online chats?	40	60
	d) Do you watch English movies?	90	10
	e) Does it help you to understand English better?	85	15
<u>20</u>	How is your listening skills improved after using such websites?	5	95
	a) Do you listen radios?		
	b) Do you listen online conversations and chats	95	5
	c) Have these enhanced your listening skill?	90	10
	d) Have these improved your comprehension level?	90	10
<u>21</u>	Do you think that finding information on the blogs improved your research skills?	35	65

- 22** Do you think that information that you find on the blogs improved your critical thinking **55 45**

Student perception test

<u>s.no</u>	<u>Your perception</u>	<u>Strongly agree</u> <u>+ agree %</u>	<u>Strongly disagree</u> <u>+ disagree %</u>
<u>1</u>	Computers are the best tools to learn anything.	100	0
<u>2</u>	Computers can provide me opportunity to do any work interestingly and in an imaginative manner.	100	0
<u>3</u>	Computers are indispensable part of my college life.	100	0
<u>4</u>	Computers are essential for me in English learning.	95	5
<u>5</u>	Computers are a fast and efficient means of getting information.	100	0
<u>6</u>	English learning can be more interesting if we use Internet to communicate with people online.	90	10
<u>7</u>	Internet is the medium of unlimited resources for English learning.	80	20
<u>8</u>	The multimedia available on the Internet (e.g. text, image, sound, video) helps students to understand online English materials.	95	5
<u>9</u>	Knowledge of internet is essential for learning purpose.	90	10

<u>10</u>	Good web search skills (e.g. to be selective when choosing materials) can enhance my English learning.	70	30
<u>11</u>	E-mail is a good medium through which teachers and students can communicate.	80	20
<u>12</u>	In this new age teachers should adopt computers as the main teaching tool instead of traditional teaching tools.	95	5
<u>13</u>	Internet provide us the option to make friends of foreign countries and learn new ways of practicing English.	100	0
<u>14</u>	Internet allows us to access modernized English materials.	70	30
<u>15</u>	Internet is the medium to provide direct information from English speaking countries.	80	20
<u>16</u>	The Internet is a good channel to learn foreign languages and cultures.	85	15
<u>17</u>	Internet is sometimes the source of distraction for the students	5	95
<u>18</u>	Students may sometimes have problem in choosing suitable websites for their learning.	10	90

<u>19</u>	The use of ICT will bring more disadvantages than advantages to students' learning.	10	90
<u>20</u>	Watching online English TV operas/movies is a good way to practice our listening comprehension.	95	5

Survey on the students who participated in blogging-

<u>.no</u>	<u>Topic</u>	<u>Strongly agree</u>	<u>Agree</u>	<u>Neut ral</u>	<u>Disagree</u>	<u>Strongly disagree</u>
<u>1</u>	The blogging assignment helped me to improve my writing skills.					
<u>2</u>	Knowing other students would read the blog motivated me to write better posts.					
<u>3</u>	Knowing the general public could read the blog motivated me to write better posts.					
<u>4</u>	The class blog increased meaningful intellectual exchange between students					
<u>5</u>	The blog helped me to meet the learning Outcomes.					
<u>6</u>	I found the comments from other students about my post helpful.					
<u>7</u>	The class blog should be freely accessible for anyone to read on the internet.					
<u>8</u>	The blogging assignment was well integrated.					

- 9** Blogs should be used more widely as a learning Tool.

Survey on experiences of the students who participated in the study-

- 1 Do you think that giving assignments through blog is an effective way of teaching and learning?
 2 Should posting of blog be compulsory for every student?
 3 Should commenting on blog be compulsory for every student?
 4 How do blog posts and comments help you in improving your writing skills?
 5 What are your experiences about blogs as a teaching tool?

Data analysis-

<u>s.no</u>	<u>Topic</u>	<u>% Strongly agree</u>	<u>% Strongly disagree</u>
		<u>+ agree</u>	<u>+ disagree</u>
<u>1</u>	The blogging assignment helped me to improve my writing skills.	90	10
<u>2</u>	Knowing other students would read the blog motivated me to write better posts.	100	0
<u>3</u>	Knowing the general public could read the blog motivated me to write better posts.	70	30
<u>4</u>	The class blog increased meaningful intellectual exchange between students	85	15
<u>5</u>	The blog helped me to meet the learning outcomes for this unit.	80	20

<u>6</u>	I found the comments from other students about my post helpful.	90	10
<u>7</u>	The class blog should be freely accessible for anyone to read on the internet.	95	5
<u>8</u>	The blogging assignment was well integrated.	95	5
<u>9</u>	Blogs should be used more widely as a learning Tool.	95	5