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## THE ROLE OF WEB-BLOGGING ON DEVELOPING EFL STUDENT'S ACADEMIC WRITING SKILLS

\*Turlybekov B.D.<sup>1</sup>, Berkimbayev K. M.<sup>2</sup>

<sup>1</sup>c.s.s., acting docent, Khoja Akhmet

Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan

e-mail: [berdibay.turlybekov@ayu.edu.kz](mailto:berdibay.turlybekov@ayu.edu.kz)

<sup>2</sup>d.p.s., Professor, Khoja Akhmet Yassawi International Kazakh-Turkish

University, Turkestan, Kazakhstan

e-mail: [kamalbek.berkimbaev@ayu.edu.kz](mailto:kamalbek.berkimbaev@ayu.edu.kz)

**Abstract.** Academic writing is undoubtedly the most important skill in academic situations. It is also the most difficult skill to learn for most students. However, they offer students the chance to write, edit and publish their work for an audience, blogs allow students to engage in literacy activities without anxiety. Using the writing practice they have acquired as a prerequisite for being able to interpret the thoughts of their peers in a healthy way, they can find their writing style or adjust it according to the audience they have. Students' capacity to comprehend and speak clearly is then developed through blogging. As a result of the Internet, blogs began to be used as a means of communication. They formed the basis of a very large body of work on rhetoric, writing and the consequences of communication. The use of weblogs as a forum for unrestricted discussion in the classroom has also been used by teachers. The purpose of the recent research study was examining how Web blogging affects students' ability to write academically. Overall 52 students took part from the International University of Tourism and Hospitality in Turkestan. From 1st and 2nd years participated 32 female and 20 male students took part on this research project. The descriptive research design and Quantitative research method was used. Survey was conducted among participants. Results calculated by using using The Statistical Package for the Social Sciences 23.0 version. According to the descriptive statistics students attitudes showed positive results towards use of WeB-Blogs on developing academic writing skills of students. Mann-Whitney *U*-test used to calculate differences between two independent variables (course and gender differences). There was no significant difference between gender and years of study at the university. The research study concluded as proving positive effect of blogging on evolving academic writing of students.

**Key words:** academic skill, writing performance, blogs, Web-Blogging, challenges in writing, tourism students, advancing writing, research

### Basic provisions

English is a language that is frequently used to communicate information in today's world. As barriers between individuals around the world are disappearing, specializing in English is becoming increasingly important. Any English language proficiency that students have will be extremely helpful in improving their understanding of the subject they are studying. Learning English requires several basic abilities. We are all aware that the English language requires four basic academic skills. Second language students can improve their proficiency by using basic communication skills such as reading, speaking, writing and listening. One of the basic skills that students need to develop is writing. One of the reasons for this

is the increasing need to write in English in today's society, especially for academic and industrial purposes. After graduating from high school or college, it can help students advance in their careers.

To write properly, students need to have exceptional skills. By writing one can communicate one's thoughts, opinions, feelings and other types of information. By writing about the past we can preserve and represent the past for future generations. It implies that one's knowledge can be preserved on paper over time and can be used later for others or for the writer. It can also improve the writer's communication skills. One's imagination and mental horizon expands with it. As a result, in today's global world, writing proficiency is becoming increasingly important [1].

### **Introduction**

One of the productive skills that have received much attention is writing, and it is generally recognized that it takes a lot of effort for second language students to complete written activities with excellence. The importance of English writing skills has received a lot of attention over the years, but the teaching and learning process in a writing class does not seem to help students become more effective writers, especially in ESL/EFL writing situations.

Writing skills are now crucial for success at work, in society, at school - in all areas of life. From the point of view of human history, writing is equally important. Information about the progress of human history cannot be passed on to future generations unless it is recorded. Writing is the only sure and reliable way to pass on to future generations the accumulation of many aspects of history, culture and society. Before the invention of writing, voice was the primary form of communication; yet, as once happened, writing quickly overtook speech in importance. Writing itself marked a turning point in human history. Before writing, information was transmitted orally from generation to generation, but with the invention of writing, this process was made much healthier, and then began a period in which mankind made significant progress in every field. A current trend in ELT is to see academic writing as an indicator of success in higher education [2].

Academic writing (AW) is any written project or assignment given to students in an academic setting. It is a crucial part of both teaching and learning in any higher education institution. To succeed in higher education, students need to write academic assignments including term papers, essays and reports, all of which require familiarity with certain patterns of academic writing. The term paper is a widely used tool for assessing academic writing [3]. Writing helps the development of other language skills. Planning and transferring skills are among the mental skills students acquire in writing. This is one way in which writing, another aspect of narrative, can help the development of speaking skills. It can even help to develop comprehension skills.

The main aim of academic writing at higher education level is to equip students to produce excellent written work throughout their academic careers. Through the use of blended learning tactics, students are taught a variety of expository techniques. Although teaching strategies have changed to reflect changing interdisciplinary trends, learner success rates have not increased significantly [4].

In educational programs and professional writing in non-English-speaking countries, L2 writing in English is becoming increasingly common, evidence of its growing importance. In post-secondary education, academic writing is a much coveted skill. However, for ESL students, academic writing can seem daunting, largely due to limited vocabulary and grammatical knowledge. Academic writing is presented to students for the first time in their university education, as the majority of students do not engage in academic discourse in formal writing classes during their secondary school education.

The academic writing challenges ESL students face at post-secondary levels are ultimately exacerbated by their lack of context and English language skills [5]. Writing academically in a foreign language is extremely challenging because it requires an understanding of formal grammar, academic terminology, the logic, structure and coherence of a story, as well as academic norms (proper citation, paragraph layout, conjunctions, etc.). Non-native speakers of English faced various difficulties in writing their academic papers. In addition, students struggle with a wide range of issues such as English expression, vocabulary, conducting research with an appropriate level of power, timing of writing in English, and having a native speaker impact composition [6].

In that case plenty of approaches, methods and techniques can help overcome such kinds of issues; one of them can be writing Blogs. Because, writing is a research process that emphasizes not only the final outcome but also the steps taken in planning, writing and revising. This strategy is supported by providing opportunities for collaborative writing as well as skill development through computer-based programs. This is due to recent technological developments that enable the integration of writing into computers. In this context, Web 2.0 resources such as wikis, blogs and podcasts can provide students with great opportunities to work together on writing projects. It is possible to blog using several ideas and methods. What is the Blogs exactly?

Weblogs, commonly known as blogs, were first developed in 1998 and have since become more popular as tools for writers. The name was influenced by the fact that anyone can access the internet at any time. Regularly adding content or updates to a website is what Stauffer defined as blogging in 2002. By using computer-mediated communication, blogs are intended to be dynamic as opposed to static web pages. They usually cover topics based on the author's or blogger's own experiences. It functions as a public diary accessible to anyone online.

Technology in the classroom has evolved and with it a variety of interactive teaching methods. Modern tactics are now replacing traditional ones in the classroom. Children used to read novels from cover to cover, but now they are not as interested in doing so as they used to be. When taking lessons, children spend more time on their laptops and iPads. As a result, educators must also find new and more effective ways to educate students. They also need to improve their teaching skills to be able to interact with many students at the same time. For these reasons, educators use social media to impart information and interact with their students.

Blogs are becoming an increasingly common platform for disseminating knowledge. Educators are using blogging as a tool to give their students a more

satisfying learning experience. However, let's first define a blog so that we can learn more about using it as a teaching tool. An online journal accessible to the public is called a blog. They are informal or casual and cover a variety of topics. Blogs provide a platform for writers to share their ideas and concerns. As an added bonus, readers can add comments to discussions.

A real, organic audience can be reached using blogs as social media platforms that make it easy for bloggers to interact with their readers. A blog usually consists of a series of posts organized chronologically, such as a diary entry. Fashion, travelling, money management, parenting and a wide range of other topics are possible blog topics. Various authors contribute to different blogs, some of which are written entirely by a single person. However, it also offers a great deal of design and layout customization. Blogging software usually has an incredibly user-friendly interface.

Students can have productive conversations with their peers both in real peer groups and online in general. Written learner work, previously read only by the instructor, now has a special outlet. Blogs provide active peer engagement and dialogue that students may find more engaging than more traditional writing assignments. Feedback is a powerful tool to boost self-esteem and this can motivate students to put more effort into their work. Because blogs are public, they allow students to engage with classmates in new ways and explore common ground in a way that is not practical in a regular classroom setting. Students can utilize blogs to explore and share ideas online in a much more relaxed environment. Blogs provide a chance for individual expression while maintaining the formality of a written assignment from school. In addition Web Blog also has pros and cons.

Major advantages		Major issues
1.	Blogs are a quick and simple method for you and your students to publish information online, and the college VLE includes them.	It be difficult to set the appropriate tone when blogging for educational purposes, such as being cheeky and informal
2.	Class blogs can help students discuss topics in depth outside of class in a more discursive and thoughtful way, and if they are public, they can reach audiences around the world who share the same interests.	Blogs are known for being difficult to maintain, requiring commitment, energy and passion
3.	They can also help you as an instructor gauge students' comprehension levels before seminars. In many cases, students are found to be positively engaged in the writing process and develop a "distinctive voice".	Students should be careful when using or quoting from blogs because blogs often contain extremely biased information.
4.	By blogging in a less formal environment, students can explore ideas before producing a more formal piece of work.	It is easy to inadvertently violate intellectual property and copyright laws when uploading material to blogs.
5.	Groups of students can get to know each other faster, engaging more timid students and encouraging more confident students to take up the challenge	If you are having trouble engaging students or expect them to spend a lot of time on the blog, you may want to consider grading contributions.

6.	You can turn your blog into an e-book using simple converters (for example, Anthologize works with Word Press blogs)	Allowing public commenting may require a lot of unwanted Spam to be checked
7.	You can engage the public on social media as an academic by using blogs to hold notes, references, links, thoughts or a CV.	It can be a lot of work to monitor large courses and provide useful comments.

In the light of the fact that a classroom blog can be an effective tool for language teaching and learning, teachers can try to find ways to incorporate it into their classrooms by combining it with the prescribed curriculum. However, before it can be used in language courses, a study should be conducted to identify its advantages and disadvantages. This study is motivated by the potential advantages of using classroom blogs as a teaching tool and aims to present the benefits and disadvantages of doing so in order to serve as a useful guide for those who will implement and integrate blogging activities as a tool for teaching English [7].

Weblogs are a common forum for EFL students today. Weblogs have capabilities that allow users to post comments, create post drafts and leave comments. These features enable students to effortlessly share their writing expertise. Compared to other language learning environments, blogs have a unique advantage [8].

As Adilova stated blogs are a great way for you, your class or individual students to start reading, analyzing and commenting on course-related writing assignments. In addition, blogs open up a range of opportunities for critical feedback, as they can be set up to allow different audiences, such as an individual, class or module group, or general access. The use of blogs for reflective learning is also quite common. Teachers and/or students can use them to gather ideas, collect data and even organize this data into digital portfolios. They can also be useful as knowledge management tools for postgraduate researchers who want to document and archive research progress and build their professional reputation and credibility [9].

According to Sysoyev, Evstigneev and Evstigneeva a blog, in the style of a diary or journal, is the user's personal website. Typically, a single person creates and manages a blog by adding text, images, audio and video files, and links to other online resources. Any blog visitor can respond to published text or displayed images by leaving comments after reading the site's material. A linear structure characterizes blogs. Posts are then shown in chronological order, one after the other on the same page [10].

Consequently, the goal of this study was to provide researchers a better knowledge of how teachers might incorporate the practices of utilizing a class blog in English language instruction. Investigating the views of the students concerning the usage of websites in language classrooms is thus necessary as a first step. Examining how Web blogging affects students' ability to write academically is the goal of the present research investigation. The following research questions are addressed in this current research work.

### *Research questions*

1. How do participants generally feel about utilizing Web- Blogging to advance their academic writing?
2. Are there any appreciable gender-based differences in the opinions of participants regarding utilizing a Web-Blogging to create writing instruction?
3. Are there significant differences according to their years of study at the university?

### **Methods and materials**

The descriptive research design was used in the current research study. The aim of the descriptive research design was to determine how well Web blogging helps students' academic writing skills. Different types of questionnaires and fact-finding research are components of descriptive research. The primary purpose of descriptive research is to describe given situations as they actually are [11].

The survey was conducted as quantitative research focusing on its quantitative component or breadth. It has to do with the type of item that can be measured or counted and defined as a quantity. This type of research involves the methodical empirical examination of observables using numerical methodologies representing statistical, mathematical or computational phenomena. The aim was achieved and the research question was answered using a quantitative research approach. According to the research, quantitative research design is a technique of analyzing and evaluating data numerically [12].

#### *Participants of the study*

The current research study involved 52 students from the International University of Tourism and Hospitality in Turkestan. The researcher used a technique known as "purposive sampling" to select the survey participants. This is a type of non-probability sampling in which the researcher relies on his/her own judgment. Students from 1st and 2nd years participated in the event. The survey was conducted at the end of the semester in the academic years 2022-2023. Overall 32 female and 20 male students took part on this research project.

#### *Data collection instrument*

The questionnaire developed by Abdulaziz Ibrahim Fageeh [13]. This questionnaire, which focuses on the use of blogs to improve writing skills, consists of two parts and 14 items:

A section: Blogs and the way I changed my writing, (includes items from 1-8);

B section: Blogs, my attitudes towards learning writing, (includes items 8-14);

The items in this questionnaire are rated on a five-point Likert scale from strongly agrees to strongly disagree. The reliability of the sections was determined as =.901, which indicates the validity of the sections used in this research. Findings presented in table (Table 1).

Table 1- Reliability of the scale

Cronbach's Alpha	N of Items
.901	17

### *Data collection procedure and analysis*

The assessment emphasised the age and grades of the participants. Nothing was too challenging and all questions were very clear. Options were also presented in advance. Even beginners in learning English can easily understand. Students were given teaching assignments related to the preparation to complete. It was understood that the answers would be used for academic purposes only and would be kept confidential. Following processing, all data results were independently analysed and the findings provided the link between the data results. The questionnaires were analysed using The Statistical Package for the Social Sciences (SPSS) 23.0 version. To interpret quantitative data, the computer analysed mean scores, range, standard deviation, significance, etc. Following the participants' responses, all questions were coded, analysed and evaluated.

Test of normality was used to determine whether parametric or non-parametric data collection would be appropriate. The results obtained from the Kolmogorov-Smirnov and Shapira-Wilk tests showed that the participants' results had a non-normal distribution. The results of the Kolmogorov-Smirnov test, which shows the normal distribution of the variables, reveal that the variables are indeed normally distributed. Non-parametric tests were used to calculate the findings.

## **Results and Discussions**

In order to calculate the first research question “How do participants generally feel about utilizing Web- Blogging to advance their academic writing?” descriptive statistics was used. The crystal clear results are given below table (Table 2).

Table 2- Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total	52	2,43	5,00	3,9712	,51357

According to results of descriptive statistics about attitudes towards utilizing Web-Blogging to improve their academic writing have positive attitudes towards Web-Blogging it shows the role of Web-Blogging on improving writing abilities. The result demonstrated average score (M=3,97).

According to Alsamadani in his research blogging as a user-friendly platform can help EFL teachers and students improve many of their writing skills. In terms of word choice, voice, style, tone of writing and grammatical mechanics, participants typically showed significant improvement. A blog is undoubtedly a great space for EFL teachers to start encouraging their students to abandon traditional writing skills and move to a much more participatory, writing-based and reader-centered approach. The instructor can do this in the classroom or online using a well-planned instructional design [14]. As Pertiwi stated students engaged in collaborative learning that fosters critical thinking through their interactions with each other. Blogging encourages students to critique their reading and writing which nurtures critical thinking. Blogging helps students develop their writing skills and interacting with other students helps them find new ideas. Blogs encourage critical thinking

because they make it easier for students to connect to sources that support their views.

Al-Jarf stated that students have a good attitude towards the use of video blogs to improve their communication skills. It facilitates students' understanding of English course content and increases motivation, creativity and engagement among students. It also promotes efficient and effective learning, self-directed learning, self-confidence and critical thinking [15].

As stated above the questionnaire divided into two sections like: Section A: Blogs and the way I changed my writing, Section B: Blogs and my attitudes towards learning writing, (includes items 8-14); In addition, each section's results calculated separately. The clear results presented in table (Table 3).

Table 3- Section analysis

	N	Minimum	Maximum	Mean	Std. Deviation
<i>Section A: Blogs and the way I changed my writing</i>	52	2,25	5,00	3,9639	,53110
<i>Section B: Blogs and my attitudes towards learning writing</i>	52	2,67	5,00	3,9808	,58359

As a result of descriptive analysis of each section: Section B has higher results than Section A. Section B (M=3,98) and Section A (M=3.96). It means that participants attitudes towards use of Web-Blogs was confidence, moreover, Web-Blogs and their opinions towards learning writing was positive. EFL students believe that Web-Blog helps them in advancing academic writing skills. In Section A (M=3,96) also has average score, means that Blogs help them to change students' writing styles, the way of writing. Moreover each questions analyzed separately from both sections (Section A and Section B). The results demonstrated in Table 4 and Table 5.

Table 4- Descriptive analysis of Section A

	N	Minimum	Maximum	Mean	Std. Deviation
1. Writing on the course blogs made me think about and interact with the reader(s) of my texts.	52	2,00	5,00	3,7500	,81349
2. Writing on the course blogs made me adapt my texts to the potential reader.	52	2,00	5,00	3,9615	,83927
3. Writing on the blog made me use more formal register.	52	2,00	5,00	4,1346	,88625
4. Writing on the blogs made me use academic writing style, register and vocabulary	52	2,00	5,00	4,0000	,94972
5. Writing on the blogs made me more careful about sentence and paragraph structure.	52	2,00	5,00	4,0385	,83927
6. Writing on the blogs made me check word choice and word spelling more carefully.	52	2,00	5,00	3,9423	,93753



7. Writing on the blogs made me check my grammar more carefully.	52	2,00	5,00	3,9423	,89472
8. Writing on the blogs made me carefully revise the way I present my arguments or put forward my descriptions in essay writing.	52	2,00	5,00	3,9423	,84976

The results of Section A presented that highest scores showed items like (2, 3, 4,5): “Writing on the course blogs made me adapt my texts to the potential reader” (M=3.96), “Writing on the blog made me use more formal register” (M=4.13), “Writing on the blogs made me use academic writing style, register and vocabulary” (M=4.00) and last one is “Writing on the blogs made me more careful about sentence and paragraph structure” (M=4.03). It means that using blogging help them to adapt writing posts in academic writing styles, using more formal register and solve different kinds of issues which are faced when writing posts. The average score presented items like (1,6,7,8): “Writing on the course blogs made me think about and interact with the reader(s) of my texts” (M=3.75), “Writing on the blogs made me check word choice and word spelling more carefully” (M=3.94), “Writing on the blogs made me check my grammar more carefully” (M=3.94) and “Writing on the blogs made me carefully revise the way I present my arguments or put forward my descriptions in essay writing” (M=3.94). The results demonstrated that blogging help them on checking their mistakes while writing and blogs made them carefully revise the blogs and write, express ideas correctly.

Table 5- Descriptive analysis of Section B

	N	Minimum	Maximum	Mean	Std. Deviation
1. I enjoy writing on blogs for developing my writing skills.	52	2,00	5,00	4,0962	,79852
2. I feel comfortable writing on the course blogs via Blackboard	52	2,00	5,00	3,9615	,88476
3. I think that my writing for argumentation and description can be improved by blogging on the Internet.	52	2,00	5,00	3,8269	,87942
4. Blogging is an effective way of teaching writing in English.	52	2,00	5,00	4,0769	,83657
5. Blogging can improve the quality of academic writing	52	2,00	5,00	3,9423	,89472
6. Blogs can motivate me into more active, interactive writing.	52	2,00	5,00	3,9808	,91802

The clear results of Section B demonstrated the highest results in items like (1,4,6): “I enjoy writing on blogs for developing my writing skills” (M=4.09), “Blogging is an effective way of teaching writing in English” (4.07) and “Blogs can motivate me into more active, interactive writing” (M=3.98). It presented that positive effect of Web-Blog on evolving academic writing abilities in English language, in accordance Web-Blogs motivate students to write and to choose right writing styles. The average score has items like (2,3,5): “I feel comfortable writing on the course blogs via Blackboard” (M=3.96), “I think that my writing for

argumentation and description can be improved by blogging on the Internet” (M=3.82) and “Blogging can improve the quality of academic writing” (M=3.94). It means that blogging is comfortable for people and it improves writing capabilities.

The second research question was about “Are there any appreciable gender-based differences in the opinions of participants regarding utilizing a Web-Blogging to create writing instruction?” The results are given in table (Table 6).

Table 6- results of Mann-Whitney U-test

	gender	N	Mean Rank	U	p
<b>Section A:</b> Blogs and the way I changed my writing	male	20	28,55	279,000	,438
	female	32	25,22		
<b>Section B:</b> Blogs and my attitudes towards learning writing	male	20	30,95	231,000	,090
	female	32	23,72		
Total	male	20	30,90	232,000	,097
	female	32	23,75		

Mann-Whitney *U*-test used to calculate differences between two independent variables (differences between male and females). According to the results of Mann-Whitney *U*-test there were no significant differences between male and female participants. The results of mean ranks (male (M=30.90) and female (M=23.75)) there can be slightly difference in results, because the number of females were more than male participants (male N=20 and female N=32). In addition, gender’ opinions calculated separately according to sections: Section A (male (M=28.55) and females (M=25.22) and Section B (male (M=30.95 and female (M=23.72). According to the results of gender differences regarding two sections males presented higher results than females. In presented that male participants attitudes were confidence, they believe that Web-Blogging help them in evolving academic writing skills.

The last research question was about “Are there significant differences according to their years of study at the university?” The results presented in Table 7 below.

Table 7- results of Mann-Whitney U-test

	Grade	N	Mean Rank	U	p
<b>Section A:</b> Blogs and the way I changed my writing	1	12	26,21	236,500	,939
	2	40	26,59		
<b>Section B:</b> Blogs and my attitudes towards learning writing	1	12	26,29	237,500	,956
	2	40	26,56		
Total	1	12	28,42	217,000	,616
	2	40	25,93		

In order to calculate course differences of participants Mann-Whitney *U*-test used. According to calculated results there was no significant difference between 1<sup>st</sup> and 2<sup>nd</sup> course of university students. Both course students showed positive perceptions towards use of Web-Blogs on developing academic writing skills. In addition, results calculated regarding each section. Section A (1<sup>st</sup> course (M=26.21) and 2<sup>nd</sup> course (M=26.59), Section B (1<sup>st</sup> course (M=26.29) and 2<sup>nd</sup> course (M=26.56)) and total results (1<sup>st</sup> course M=28.42 and 2<sup>nd</sup> course M=25.93) presented confidence of students.

## **Conclusion**

Blogs are often used as reflective learning spaces where students, faculty and/or staff can gather ideas, obtain facts and even organize these facts into digital portfolios. For postgraduate researchers, they can also be useful as knowledge management tools to record and maintain research progress and build a professional reputation. In recent years, blogs have increased in popularity as one of the online genres. Websites such as Blogger, Wordpress, Weebly have become indispensable platforms where people from all walks of life can share their experiences, challenges and ideas. As a result, there is now a generation of aspiring writers as well as a generation that is very interested in other people's stories.

Students can learn all the writing skills they will need through blogging, which offers a variety of opportunities to do so. From grammar and spelling to essay writing, narrative development and even story plotting, students can blog to learn, develop and perfect these skills in a way that is fun, casual and accessible without seeming like labor. Students' time management skills and capacity for independent research are enhanced by working on a frequently updated blog. The findings obtained within the framework of the research indicate that in order to have high qualified knowledge of writing you need not only working with book or rules. You may learn it from websites. According to crystal clear results of the current research study presented that Web-Blogs have effect on advancing academic writing skills of EFL students.

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## **ВЕБ-БЛОГТАРДЫҢ EFL СТУДЕНТТЕРІНІҢ АКАДЕМИЯЛЫҚ ЖАЗУ ДАҒДЫЛАРЫН ДАМУДАҒЫ РӨЛІ**

**\*Тұрлыбеков Б.Д.<sup>1</sup>, Беркимбаев К.М.<sup>2</sup>**

**\*<sup>1</sup>С.ғ.к., доцент м.а., Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік  
университеті, Түркістан, Қазақстан**

**e-mail: [berdibay.turlybekov@ayu.edu.kz](mailto:berdibay.turlybekov@ayu.edu.kz)**

**<sup>2</sup>П.ғ.д., профессор, Қожа Ахмет Ясауи атындағы Халықаралық  
қазақ-түрік университеті, Түркістан, Қазақстан**

**e-mail: [kamalbek.berkimbaev@ayu.edu.kz](mailto:kamalbek.berkimbaev@ayu.edu.kz)**

**Аңдатпа.** Академиялық жазу академиялық жағдайларда ең маңызды дағды екені сөзсіз. Бұл сонымен қатар студенттердің көпшілігі үшін ең қиын дағды. Дегенмен, блогтар студенттерге өз жұмыстарын кең аудиторияға жазуға, өңдеуге және жариялауға мүмкіндік беретіндіктен, олар студенттерге сауаттылыққа алаңдамай оқуға мүмкіндік береді. Олар алған жазу тәжірибесін құрдастарының ойларын дұрыс түсіндіре алу үшін қажетті шарт ретінде пайдалана отырып, олар өздерінің жазу стилін таба алады немесе оны қолда бар аудиторияға сәйкес реттей алады. Студенттердің түсіну және нақты сөйлеу қабілеті содан кейін блог жүргізу арқылы дамиды. Интернеттің пайда болуының нәтижесінде блогтар байланыс құралы ретінде қолданыла бастады. Олар риторика, жазу және қарым-қатынас

салдары туралы өте үлкен жұмыстардың негізін қалады. Веб-блогтарды сыныпта шексіз талқылау үшін форум ретінде пайдалануды мұғалімдер де пайдаланады. Жүргізілген зерттеудің мақсаты веб-блог жүргізу студенттердің академиялық жазу қабілетіне қалай әсер ететінін зерттеу болды. Оған Түркістандағы Халықаралық Туризм және Қонақжайлылық университетінің 52 студенті қатысты. Бұл зерттеу жобасына 1-ші және 2-ші курс студенттері, 32 әйел және 20 ер адам қатысты. Зерттеудің сипаттамалық дизайны және зерттеудің сандық әдісі қолданылды. Қатысушылар арасында сауалнама жүргізілді. The Statistical Package for the Social Sciences (SPSS) 23.0 нұсқасымен есептелген нәтижелер. Сипаттамалық статистикаға сәйкес, студенттердің веб-блогтарды қолдануға деген көзқарасы студенттердің академиялық жазу дағдыларын дамытуда оң нәтиже көрсетті. Mann-Whitney *U*-test критерийі екі тәуелсіз заттар арасындағы айырмашылықтарды есептеу үшін қолданылады (курстық және жыныстық айырмашылықтар). Университетте жыныстық айырмашылық пен оқу жылдары арасында айтарлықтай өзгерістер болған жоқ. Зерттеу блог жүргізудің студенттердің академиялық жазуын дамытуға оң әсерін дәлелдеумен аяқталды.

**Тірек сөздер:** академиялық дағдылар, жазушылық іс-шаралар, блогтар, веб-блогтар, жазудағы қиындықтар, туризмді оқитын студенттер, жазбаша тілді дамыту, зерттеу

## **РОЛЬ ВЕБ-БЛОГОВ В РАЗВИТИИ НАВЫКОВ АКАДЕМИЧЕСКОГО ПИСЬМА У СТУДЕНТОВ EFL**

\*Турлыбеков Б.Д.<sup>1</sup>, Беркимбаев К.М.<sup>2</sup>

\*<sup>1</sup>к.с.н., и.о. доцента, Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, Туркестан, Казахстан,  
e-mail: [berdibay.turlybekov@ayu.edu.kz](mailto:berdibay.turlybekov@ayu.edu.kz)

<sup>2</sup>д.п.н., профессор, Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, Туркестан, Казахстан,  
e-mail: [kamalbek.berkimbaev@ayu.edu.kz](mailto:kamalbek.berkimbaev@ayu.edu.kz)

**Аннотация.** Академическое письмо, несомненно, является самым важным навыком в академических ситуациях. Это также самый сложный навык для овладения большинством студентов. Однако, поскольку блоги дают студентам возможность писать, редактировать и публиковать свои работы для широкой аудитории, они позволяют студентам без беспокойства заниматься обучением грамоте. Используя приобретенную ими практику письма как необходимое условие для того, чтобы уметь правильно интерпретировать мысли своих сверстников, они могут найти свой стиль письма или скорректировать его в соответствии с имеющейся у них аудиторией. Способность студентов понимать и четко говорить затем развивается с помощью ведения блога. В результате появления Интернета блоги стали использоваться как средство коммуникации. Они легли в основу очень большого объема работ по риторике, письму и последствиям коммуникации. Использование веб-блогов в качестве форума для неограниченного обсуждения в аудиториях также используется учителями. Целью недавнего исследования было изучение того, как ведение веб-блогов влияет на способность студентов писать академически. Всего в нем приняли участие 52 студента из Международного университета туризма и гостеприимства в Туркестане. В этом исследовательском проекте приняли участие студенты 1-го и 2-го курсов, 32 женщины и 20 мужчин. Был использован описательный дизайн исследования и количественный метод исследования. Среди участников был проведен опрос. И результаты, рассчитанные с использованием The Statistical Package for the Social Sciences (SPSS) версии 23.0. Согласно описательной статистике, отношение студентов к использованию веб-блогов показало положительные результаты в развитии навыков академического письма у учащихся. Mann-Whitney *U*-test, используемый для вычисления различий между двумя независимыми переменными (курсовые и пол

различия). Не было существенной разницы между полом и годами обучения в университете. Исследование завершилось тем, что доказало положительное влияние ведения блога на развитие академического письма студентов.

**Ключевые слова:** академические навыки, писательская деятельность, блоги, веб-блоги, трудности в написании, студенты изучающие туризм, развитие письменной речи, исследование

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