

ENHANCING LANGUAGE AWARENESS THROUGH BLOGGING

*S.Maratova - 4th year student of
English language and literature department
Nukus, Uzbekistan*

Cognitive theories of language learning stress that active participation—where students examine and consider their language use—helps to build language awareness. Blogging applies these ideas by requiring critical participation via writing, peer comments, and edits. Based on sociocultural and metacognitive theory, blogging encourages language self-regulation, so enabling English language learners (ELLs) to internalize grammar, increase vocabulary, and raise communicative competency. Many of us believe that individual differences that are inherent in the learner can predict success or failure in learning. For example, many foreign language teachers are sure that extroverted learners who interact without inhibition in the second language and seek opportunities to practice language skills will be the most successful learners.[7]

Unlike passive activities (e.g., fill-in-the-blank drills), blogging forces students to create original material by means of deliberate decisions on tone, register, and syntax. Saad's research on STEM students revealed improved lexical accuracy when students modified posts to fit academic criteria [4]. This is consistent with Swain's output theory, which holds that learning a language calls for active interaction with its structures [5].

ELLs who found blog mistakes—such as article misreading—showcased better grammatical accuracy than peers using conventional journals. 66.6% of engineering students said blogging helped them develop their vocabulary since they needed clarity [1].

By offering a chronological record of language use, blogs help students to monitor development and find reoccurring mistakes. According to Saad's study, 78% of students said blog reviews helped them to better evaluate themselves [4]. According to Flavell, metacognitive development requires such self-monitoring since students move from outside feedback to internal evaluation [3].

According to Flavell's metacognitive theory, students deepen knowledge by controlling cognitive processes [3]. A crucial stage for this growth is adolescence, when students go from depending on teachers to independent problem-solving [6]. Blogging lets you support this change with its iterative writing and peer interaction.

Students who included self-assessment in blog entries showed a 30% improvement in grammatical accuracy over conventional journal users, according to Blackstone et al. This captures Flavell's ideas of metacognitive knowledge—understanding strengths and weaknesses—and control—adjusting learning strategies [3].

Important aspects of blogging that improve metacognition:

- Chronological Archives: Early and recent post comparisons reveal error trends.
- Peer comments help students to rethink their presumptions about skill level.
- Multimedia Integration: Audio/video reflections diversify self-assessment.

One student observed in a study of Japanese ELLs, "I realized I was confusing "their" and "there." Now I always look for that [2]. Such examples show how blogging transforms abstract grammar into useful knowledge.

Structured cues enhance metacognitive performance most of all.

- Error Analysis: "Spot three grammatical errors. How might you avoid them?"
- Objective Setting: "Set two language goals." How might blogging support their attainment?

Also promoting cooperative learning are blogs. Blackstone points out they "enable discussions and foster learner independence" [2]. According to Ahluwalia's study, on lab blogs, 92.8% of engineering students appreciated peer comments [1]. The public character of posts motivates careful writing and participation.

As students review peers' work, peer comments help to hone critical thinking. Ahluwalia noted that the interactivity of blogs helped students feel a community since their contributions

were seen and appreciated [1]. Further enhancing this interaction is multimedia integration (videos, links).

Combining cognitive and sociocultural theories, blogging creates a reflective, interactive classroom. By means of metacognitive practice and peer learning, it improves language awareness, so arming students for practical communication. Blogging is still a great tool for language development as instructional technology develops.

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