

A Systematic Review of Blogging Practices in Teaching EFL/ESL

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Abstract

In 21st century knowledge society, educators are naturally expected to be accountable for both creating innovative learning environments and designing educational facilities that enable students to gain 21st century skills in novel and appealing ways, in keeping with recent advances in ICT. Incorporating technological tools into EFL/ESL as a means to develop 21st century skills and English language skills in students has been a popular research topic in recent years. This review presents the first comprehensive qualitative analysis of whether the use of blogs is conducive to improving students' 21st century skills, coupled with English language skills. Qualitative analysis of 53 reviewed articles reveals that blogging practices in EFL/ESL enhance collaborative, reflective thinking, and autonomous learning skills that are directly pertinent to 21st century skills. Although the implementation of blogging activities into EFL/ESL makes considerable contributions to students' interpersonal, affective, and cognitive skills, it imposes such challenges as feedback concerns, teacher support, and arousal of negative emotions in English language students. Furthermore, given the research paradigm of the analysed articles, further research with undergraduate, graduate, and K-12 students based on more experimental research designs is warranted in terms of the effectiveness of blogging practices in the field.

Key words: *blogging; English language skills; 21st century skills; systematic review.*

Introduction

Teaching and learning in the 21st century entail a variety of complicated and interconnected skills ranging from checking prior information to making connections between newly constructed knowledge and real-life instances. In order for students to tackle societal challenges they encounter in personal, social, and work life, equipping them with necessary skills for citizenship, work, and social demands of the 21st century

(Ramma et al., 2021) is vital for countries and educational institutions. Fundamental skills of the 21st century that students need to acquire cover critical thinking/problem-solving, creativity, curiosity, leadership, collaboration, and ICT skills. Gaining those skills through learning is not a very simple endeavour for students; on the contrary, the process necessitates mastering conceptual knowledge, remembering that knowledge, applying knowledge using methods and techniques, discussing ideas, and synthesising knowledge (Fry et al., 2009).

Society in the 21st century is considerably technologically and information-driven (Cuban, 2001), thus the emerging web-based technologies in this era urge educators and educational institutions all over the world to explore new possibilities and methods of providing better education in accord with the necessary skills of this era. In recent years, e-learning has become more and more common in higher education, while new pedagogical models and modes of learning continue to be prominent in educational institutions (Salmon et al., 2008). In this sense, Web 2.0 applications transforming learning by providing multiple opportunities through shared content and resources to enable self-directed, collaborative, and ubiquitous learning environment are driving the growing interest in the new generation of e-learning known as e-Learning 2.0 (Downes, 2005; Jimoyiannis et al., 2013; Tess, 2013). Regarded as one of the most valuable and reliable sources (Godwin, 2007) to obtain the most up-to-date information on a variety of topics among e-Learning 2.0 tools, blogs have recently piqued the attention of both educators and researchers as one of Web 2.0 platforms.

The phenomenon of blog writing and the rise of blogosphere offer bloggers and web users a new way of expressing their thoughts and engaging with others. The word 'blog' has been in use since 1997, when enthusiast Jorn Barger renamed his website, Robot Wisdom, 'weblog', which was afterwards abbreviated to 'blog'. Concepts like 'blogger', 'to blog', and 'blogosphere' have hence become the lexicon of users with diverse writings and posts leading to the establishment of a dynamic and ever-expanding network (Alexander, 2006). A blog, also known as a weblog, allows users to create posts including images, videos, and links to other websites or blogs, creating an interactive environment for students to interact and communicate through blog entries to enhance the desired skills (Bruns & Humphreys, 2005). Further on, blogs like wikis and social networks encourage students to work on the proposed content in a participatory and collaborative manner, as well as presenting the subject matter to students in an appealing and aesthetic manner (Camacho et al., 2016; Hamm et al., 2013). Generally, bloggers can engage in a discussion without the presence of the original author, making comments about posts shared by the original author or others. Blog posts are arranged in a reverse chronological order, with the most recent entry appearing first, which separates blogs from static webpages (Francis, 2019).

In education, blog use has become an increasingly popular teaching tool since it promotes the acquisition of factual, procedural, conceptual, and metacognitive knowledge

(Bower et al., 2010). Proponents of blogs as a pedagogical tool asserted that the process of writing a blog post, commenting on a peer's blog post, and reacting to that post provides a perfect atmosphere to gain reflective thinking and critical thinking skills (Bower et al., 2010; Duffy, 2008; Osman & Koh, 2013; Wheeler, 2010; Xie et al., 2008), since practice of blogging promotes and facilitates active learning, incorporating learner interaction with content in the process of promoting reflection and learning control (Fink, 2013; Prince, 2004; Ray & Hocutt, 2006; Zhang, 2005). Blogs have become a common research topic across multiple disciplines over the last decade. For example, research into the use of blogs in health sciences education suggested that reflection and discussion features of blogging influence students' formative growth. Furthermore, blogs were also viewed as a unique opportunity to enhance the dissemination of information in the field of health by prompting interactive communication between health professionals and people (Bissonnette-Maheux et al., 2015; Churchill, 2009). In the same vein, students who were learning mathematics showed large improvements in conceptual knowledge via blogging activities (Stoye & Morris, 2017), while arguing their thoughts and criticising thinking of others in the blogosphere. Students learning Italian developed a sense of community through participation in blog activities and interaction with others (Miceli et al., 2010). Research into the use of blog activities in teacher education revealed that blogging activities contributed to in-service teachers' emotional closeness with peers in the process of mutual knowledge construction via online interaction in blogosphere (Deng & Yuen, 2011; Liu, 2016). Similarly, research on blog practices of students majoring in the field of electronics mentioned that they obtained academic achievement via exchange of ideas/comments in the form of dialogues in blogosphere (Yang & Chang, 2012).

In addition, a study carried out with adult bloggers in Korea demonstrated that the majority of participants expressed significant improvements in their learning experiences, and that they saw blogging primarily as an acquisition and a reflective learning process. The research concluded that blogosphere provided a meaningful learning environment and was a major factor in making informal learning for adults more enriching and fulfilling (Park et al., 2011). Incorporating blogging into teacher education and the area of science and technology was reported to aid students in developing their ability to express themselves, reconstructing their knowledge, and deepening their comprehension of what they had learned (Dos & Demir, 2013; Liu, 2016; Novakovich & Cramer Long, 2013; Tekinarslan, 2012). An act of blogging, prior to leaving feedback or comments on previous blog entries, requires students to read information while filtering and restructuring it to make a decision on a meaningful way of responding to shared blog posts. This whole process supports enhancement of students' critical thinking skills, reflection skills, communicative skills, and literary competences (Cakir, 2013; Hungerford-Kresser et al., 2014; Sawmiller, 2010; Neira-Piñero, 2015).

Literature review

In addition to burgeoning research into the implementation of blogging in various disciplines, use of blogs has piqued the interest of ESL/EFL teachers, since it is regarded as a simple and low-cost way of offering students access to publishing and distributing their writing on the Internet as well as a means of students' discussions on issues related to their classroom work and lives. For ESL/EFL teachers, blogging thus appears to be a potentially useful tool for creating spaces for discussion on topics not typically covered in the traditional classroom (Bloch & Crosby, 2006). Learners of English language are naturally expected to draw on previously learned language structures and topics to write a blog entry while reflecting on their understanding of the target language in composing their blog entries (Mynard, 2008). The studies highlighted that blog-mediated instruction in which students reflected on what they learned through reading activities boosted students' motivation and interest in reading and fostered their confidence, autonomy, and creativity (Alm, 2009; Fatimah et al., 2020).

A case study with English and Spanish students indicated that their participation in the blogosphere promoted their motivation, language skills, and intercultural abilities by providing a supportive and constructivist learning environment (Garcia-Sanchez & Rojas-Lizana, 2012). Recent research into the effects of blog-mediated instruction on EFL students yielded better writing performance, reducing their L2 writing anxiety (Fathi & Nourzadeh, 2019). Similarly, a study investigating advantages of blogging practices in EFL/ESL setting revealed that blogging practices improved students' writing skills (Armstrong & Retterer, 2008), promoted the development of an L2 writing community (Sollars, 2007), prompted collaborative learning (Pifarré et al., 2014), and encouraged the development of critical thinking skills (Lee, 2010; Mynard, 2008). However, some of the extant studies reported inconclusive and anecdotal evidence in terms of the effectiveness of blogging on reading performance (Hsu & Wang, 2010) and peer feedback (Xie et al., 2008). Other reported issues and challenges were increased workload of blogging teachers (Ming Huei, 2015; Neira-Pieiro, 2015), a low frequency of blogging (Ming Huei, 2015), and students' unfamiliarity with blogs (Boyd, 2013).

There has been a gradual shift in education towards the use of Web 2.0 tools such as blogs and wikis, and despite all the research and surveys into the use of blogs for educational purposes, there is still a dearth of cohesive body of knowledge about the quality and effectiveness of blogging that can be used to guide practice and education (Yang & Chang, 2012). Similarly, blogging practices in the field of teaching EFL/ESL have remained the object of inconclusive and mixed research findings (Halic et al., 2010; Kim, 2008), thus a more systematic review is likely to provide a clear and comprehensive evidence on blogging practices in teaching EFL/ESL (O'Hagan et al., 2018), revealing research trends and gaps in the field (Eagly & Wood, 1994). This review accordingly aims to discuss whether use of blogs is effective in developing 21st century skills and English language skills in students, with studies retrieved from inception to 31st August 2021 in the light of the following research questions.

RQ1. Which 21st century skills are supported by blogging practices in teaching EFL/ESL?

RQ2. What are the advantages of blogging practices in teaching EFL/ESL?

RQ3. What is the effectiveness of blogging practices in teaching EFL/ESL?

RQ4. What are the challenges imposed by blogging practices in teaching EFL/ESL?

Methodology

To seek answers for the research questions, a systematic review was conducted to identify the available evidence on blogging practices in the field (Booth et al., 2016). To retrieve and include as many studies as possible by searching beyond mere academic literature (Grayson & Gomersall, 2003), with a view to reducing the impact of publication bias, major databases for social sciences (McAuley et al., 2000), such as Web of Science (WOS), EBSCO Academic Search Ultimate, ERIC, together with Pro Quest and Google Scholar covering publications that may not be indexed in traditional databases (Gough et al., 2017; Littell et al., 2008), were searched to retrieve relevant studies. While conducting this systematic review, a search with a broader search strategy of following keywords such as 'blogs;', 'blogging;', 'weblogs;', and 'language' was performed by using the Boolean operator 'AND' to retrieve as many relevant records as possible (Gough et al., 2017). As a side note, reference tracking and free text searches were also carried out to locate more evidence on blogging practices in the field (Greenhalgh & Peacock, 2005).

A set of criteria was applied to select the most relevant studies. All five databases were searched, from their inception to 31st August 2021, to retrieve as many studies as possible. The following set of exclusion criteria was applied:

- a) studies based on theoretical/conceptual framework of blogging,
- b) studies on teaching other languages via blogging except English language,
- c) studies on integrating blogging in teaching English with other web 2.0 tools,
- d) studies on vlogs (video blogs) or slogs (sound blogs) in teaching English,
- e) studies on blogging of staff, teachers, or professional groups,
- f) studies without learning outcomes in the EFL/ESL context,
- g) studies published in other languages except English, and
- h) studies like conference papers, editorials, and dissertations.

The initial search resulted in 1,345 studies on blogging, which were imported into Citavi 6.0 reference management software. After removing 689 duplicates automatically, 656 abstracts and titles were screened using the set of exclusion criteria. Studies were included if they reported on research on blogging practices published until 31st August 2021, were written in English, focused on any level of education from primary school to graduate school, and explored blogging practices in an EFL/ESL context. Studies were excluded if they were based on the theoretical framework of blogging in the field, if they covered teaching other languages other than the English language,

if they integrated teaching English via blogging into other Web 2.0 tools like Wikis, Facebook, or Twitter, if they were grounded on such other blog types as video (vlogs) and sound blogs (slogs), if they were undertaken with different cohorts of participants like staff, teachers, or professionals, if they lacked learning outcomes in the context of EFL/ESL, if they were published in other languages except English, and if they were conference papers, editorials, or dissertations.

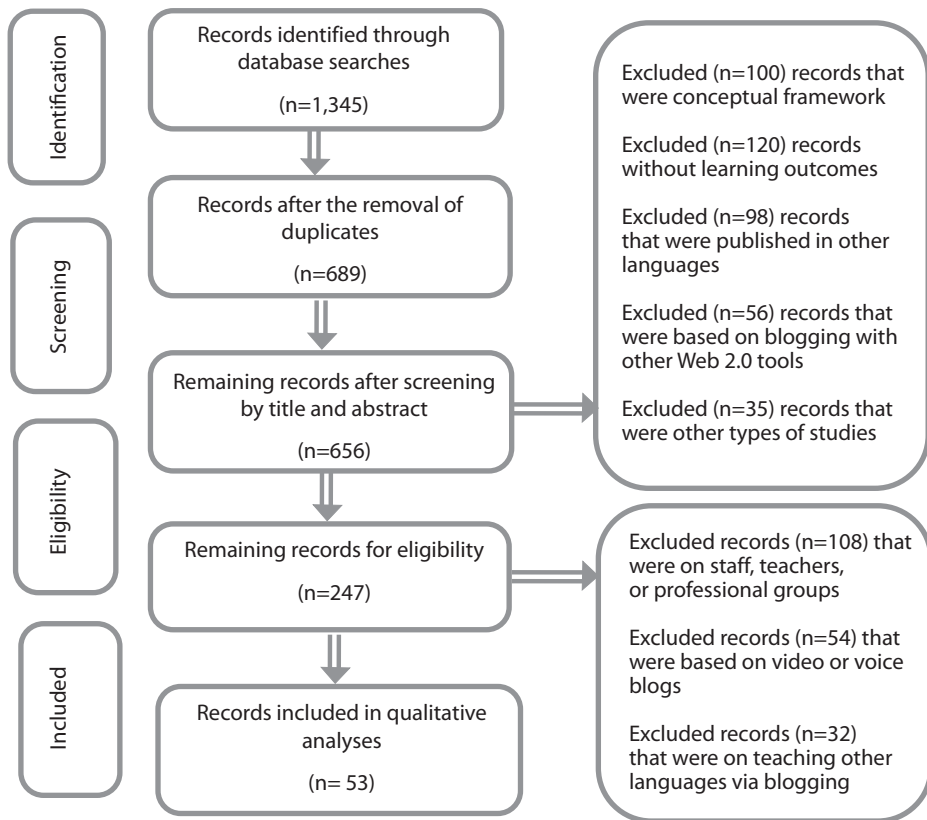


Figure 1. PRISMA search methodology

Data extraction & synthesis

Following the appraisal of studies that met the set of inclusion criteria, the researcher extracted descriptive data involving publication year, education level of samples, and countries in which studies were conducted. To conduct a qualitative analysis of the collected data through inductive content analysis, the researcher and a reviewer independently read 53 studies several times to become familiarised with the raw data, prior to performing content analysis. Before the process of data reduction, all the included studies were imported into the CAQDAS NVivo 12 Plus software to aid reviewers in conducting data analysis process through coding and grouping of data

in terms of similarities and differences (Bengtsson, 2016; Bhattacharya, 2015). Since the reviewers preferred a sentence as the unit of analysis, they made some notes and annotated some data segments while independently reading the data sentence by sentence to determine whether each sentence was related to the research questions, thereby identifying open codes (Silver & Lewins, 2014). To ensure the research findings were trustworthy, the reviewers repeated the coding-recoding process, randomly beginning with different parts of the included studies (Kynğäs et al., 2020).

The inter-rater reliability for the first round of coding, in which 25 % of the studies were coded independently by the reviewers, was 0.77, indicating a high degree of agreement between the two coders in terms of Cohen's kappa. Following the second round of coding for the findings/results and conclusion parts of included studies, 0.85 was obtained, indicating good agreement between the coding of two coders. Following the coding sessions, all disagreements were resolved by consensus or, if necessary, by a third reviewer. Identified codes and themes were classified in the light of the research questions, using generic wording of relevant literature (Kynğäs, 2020; Polit & Beck, 2012).

Results and discussion

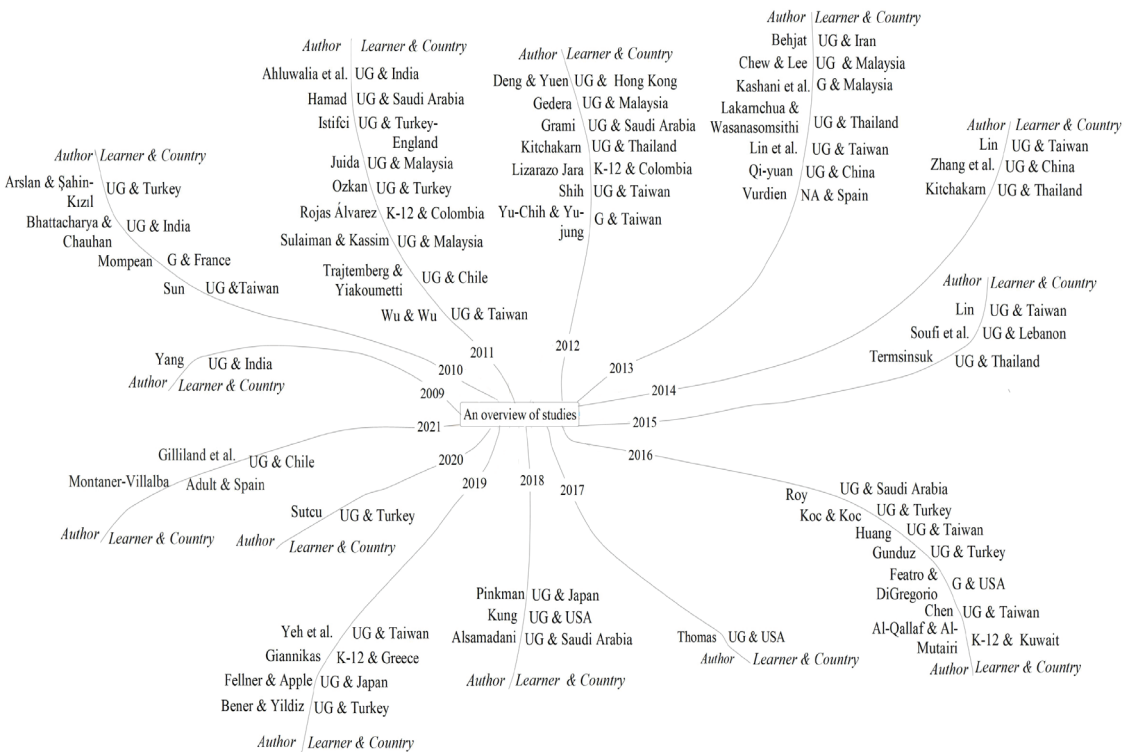


Figure 2. Overview of studies by year, author, learner type, and country

Figure 2 displays an overview of the included studies by year, author, learner type, and country. The distribution of studies pertaining to blogging practices in teaching English by years ranges from 2009 to 2021, varying the number of publications each year. Figure 2 also reveals that most articles (81 %) selected undergraduate learners coded as UG, followed by graduate (10 %) learners coded as G, and K-12 students coded as K-12, (10 %) and the remaining groups were composed of adult learners (1 %) and non-specified learners (1 %) coded as NA. As for the countries, most of the studies investigating blogging practices in the EFL/ESL context were carried out in Taiwan (n=10) and Turkey (n=7), with several studies conducted in Malaysia (n=5). There was a good range of countries in which research on blogging practices were implemented (Figure 2).

RQ1. Which 21st century skills are supported by blogging practices in teaching EFL/ESL?

Table 1
21st century skills supported by blogging in the reviewed studies

Themes	Codes	f	%	Sample research
21st Century Skills	Collaboration	12	22,64	Zhang et al., 2014
	Reflective thinking skills	10	18,86	Yang, 2009
	Autonomous learning	8	15,09	Kung, 2018
	Creativity	2	3,77	Aljumah, 2012
	Critical thinking skills	2	3,77	Ozkan, 2011
Other skills	Summarising skills	1	1,88	Gedera, 2012
	Internet skills	1	1,88	Koc & Koc, 2016
	Computer literacy skills	1	1,88	Ozkan, 2011

Qualitative analysis of reviewed studies reported some affordances of blogging implementation in EFL/ESL setting that promote 21st century skills such as collaboration, reflective thinking, autonomy, creativity, and critical thinking, albeit the scarcity of studies with robust evidence of improving skills such as creativity and critical thinking skills. 12 of the included studies (22.64 %) mentioned that use of blogs is conducive to creating a collaborative learning atmosphere in which students interacted by exchanging their ideas on blog posts through some activities offered both for in-class and online settings (Aljumah, 2012; Chew & Lee, 2013; Grami, 2012; Gunduz, 2016; Ozkan, 2011; Rojas Álvarez, 2011; Sun & Chang, 2012; Termsinsuk, 2015; Trajtemberg & Yiakoumetti, 2011; Vurdien, 2013; Wu & Wu, 2011; Zhang et al., 2014). Pair or group work activities in this collaborative learning environment have a key role in liberating them from spatial and temporal limits, as well as letting them stay on the given task (Zhang et al., 2014) and boosting their meaning-making process (Sun & Chang, 2012). In this sense, Vurdien (2013) highlighted that blended learning with hands-on pair and group activities is more likely to help build on their collaborative skills and knowledge

at hand. The findings of the review are in line with other studies (Kang et al., 2011; Savolainen, 2010; Tang and Lam, 2014; Yang & Chang, 2012), which have shown that blogging is a way of transforming personal learning to collaborative learning where peer learning occurs in students who are active participants of educational blogs by decentralising relationships through multidimensional interactions, leading to a more meaningful and sustainable learning process.

Another reported affordance of blogging practices is that students, while reading and reviewing blog entries written by peers, cognitively deal with vague parts of peers' blog entries in search for their clarification, which paves the way for them to develop reflective thinking skills (Bener & Yildiz, 2019; Deng & Yuen, 2012; Huang, 2016; Istifci, 2011; Ozkan, 2011; Thomas, 2017; Vurdien, 2013, Yang, 2009; Yeh et al., 2019; Zhang et al., 2014). For instance, research of Huang (2016) with EFL students taking part in a blog-mediated writing course at university underscored development of the feeling of empathy, which in turn makes it possible for them to critically reflect upon strengths and weaknesses of their own writing during the course of giving and receiving feedback or comments on blog posts. In addition, students' growing sense of community and ownership in the blogosphere incentivises them to monitor their own writing and decide what and how to post for a given task topic or a blog entry (Aljumah, 2012; Bhattacharya & Chauhan, 2010; Gedera, 2012; Istifci, 2011; Kung, 2018; Ozkan, 2011; Roy, 2016; Sun, 2010). In her study, Ozkan (2011) pointed out that blogging practices develop students' sense of being accountable for making decisions on a task on which they are supposed to work with or without any assistance of the teacher. These results are consistent with some research findings on students' experiences of blogging in that blog comments and conversations offer students alternative perspectives to reflect on course-related concepts in an unstructured environment beyond the classroom setting, stimulating students' reflective and critical thinking by a detailed analysis of course concepts at hand (Paulus et al., 2009; Sharma & Xie, 2008).

The number of studies (Aljumah, 2012; Bhattacharya & Chauhan, 2010; Kitchakarn, 2014; Ozkan, 2011) reporting that use of blogs in the field plays a role in boosting critical thinking skills (n=2) and creativity (n=2) is very limited. Similarly, studies reporting contributions of blogging practices to development of students' summarising skills (n=1), Internet skills (n=1), and computer literacy skills (n=1) offer a limited depth of evidence.

RQ2. What are the advantages of blogging in teaching EFL/ESL?

It is evident from qualitative analysis that blogging practice in the field is reported to both make contributions to students' learning from each other through feedback or comments on blog posts (Bener & Yildiz, 2019; Bhattacharya & Chauhan, 2010; Gedera, 2012; Giannikas, 2019; Grami, 2012; Huang, 2016; Kitchakarn, 2012a; Kitchakarn, 2014b; Lakarnchua & Wasanasomsithi, 2013; Ozkan, 2011; Roy, 2016; Vurdien, 2013; Yeh et al., 2019; Zhang et al., 2014) and develop interaction among them (Ahluwalia

et al., 2011; Al-Qallaf & Al-Mutairi, 2016; Bhattacharya & Chauhan, 2010; Gedera, 2012; Istifci, 2011; Mompean, 2010; Ozkan, 2011; Pinkman, 2005; Rojas Álvarez, 2011; Sun & Chang, 2012; Termsinsuk, 2015; Trajtemberg & Yiakoumetti, 2011; Wu & Wu, 2011; Zhang et al., 2014).

Table 2
The advantages of blogging practices in the reviewed studies

Themes	Codes	f	%	Sample research
Interpersonal advantage	Peer feedback	14	26.41	Grami, 2012
	Interaction	14	26.41	Gedera, 2012
Affective advantage	Positive thoughts	21	39.62	Koc & Koc, 2016
	Learners' motivation	19	35.84	Chew & Lee, 2013
	Self-confidence	8	15.09	Lizarazo Jara, 2012
Cognitive advantage	Writing skill	16	30.18	Termsinsuk, 2015
	Vocabulary skill	7	13.20	Wu & Wu, 2011
	Grammar skill	6	11.32	Giannikas, 2019
	Reading skill	3	5.66	Pinkman, 2005

Making comments and suggestions to peers' blog posts is instrumental in developing students' self-reflection (Bener & Yildiz, 2019) in respect of helping them realise their own errors and progress (Giannikas, 2019), which in turn enables them to adopt a critical eye for analysing their own writing (Grami, 2012). For instance, a study with students studying for the Certificate in Advanced English (CAE) examination concluded that students generally perceived peer feedback as useful, motivational, and encouraging, helping them to be more reflective on their own thoughts and errors. Furthermore, students expressed that leaving comments to peers' posts was incentive for making them learn how to organise a writing task, and thereby achieving better results in that writing task (Vurdien, 2013). This review yielded results which corroborate the findings of a great deal of the previous research in that active and broad partaking in writing comments that entail some cognitive skills such as reading, comprehension, and critical thinking (Van Popta et al., 2017) indicate both exchange of ideas of blog audience prompting deeper thinking among them (Goh et al., 2010) and the success of blogging practices in educational settings, resulting in higher academic achievement (Novakovich, 2016).

Blogging, by its very nature, permits exchange of comments and experiences relating to blog posts that basically trigger a potential communication and interaction among students, allowing them an authentic use of the target language (Gedera, 2012; Trajtemberg & Yiakoumetti, 2011). According to Sun and Chang (2012), collaboration and interaction affordances of blogging aided graduate students in academic writing process. In addition to this, blog activities promoted active and reflective engagement

in sharing and creating knowledge that led them to strengthen their practical and conceptual knowledge of target language. According to a recent study (Cheng & Lei, 2021), the design of the blogging activity and other pedagogical components may influence student interaction. A minimum comment requirement may not guarantee student participation in the blogging activity, as other course assignments also require students' attention and effort. Students' interaction objects may be influenced by the use of network diagram formative feedback.

Drawing on data collection tools such as questionnaires (Ahluwalia et al., 2011; Aljumah, 2012; Al-Qallaf & Al-Mutairi, 2016; Featro & DiGregorio, 2016; Gedera, 2012; Giannikas, 2019; Gunduz, 2016; Huang, 2016; Istifci, 2011; Kitchakarn, 2012a; Kitchakarn, 2014b; Koç & Koç, 2016; Kung, 2018; Pinkman, 2005; Sulaiman & Kassim, 2011; Wan & Tan, 2011; Wu & Wu, 2011), interviews, and artefacts like blog posts or notes (Chew & Lee, 2013; Grami, 2012; Lizarazo Jara, 2012; Lin et al., 2013; Pinkman, 2005), 21 of the reviewed studies (39.62 %) pointed out that students found blogging activities enjoyable, beneficial, and satisfactory for their language learning. For instance, the study of Koc and Koc (2016) performed with undergraduate students partaking in a blog-mediated EFL course highlighted that almost all students found use of blogs useful and a contributory factor in their learning of conceptual knowledge regarding linguistic subjects.

Many studies (n=27) in this review reported that blog-mediated interaction through teachers'/peer feedback or comments on blog posts enhanced student motivation and confidence (Aljumah, 2012; Al-Qallaf & Al-Mutairi, 2016; Chew & Lee, 2013; Gedera, 2012; Gunduz, 2016; Huang, 2016; Istifci, 2011; Kashani et al., 2013; Kitchakarn, 2012a; Kitchakarn, 2014b; Koc & Koc, 2016; Kung, 2018; Lizarazo Jara, 2012; Ozkan, 2011; Pinkman, 2005; Sulaiman & Kassim, 2011; Soufi et al., 2015; Sun, 2010; Trajtemberg & Yiakoumetti, 2011; Wan & Tan 2011; Zhang et al., 2014). To illustrate, the studies of Ozkan (2011) and Gunduz (2016) conducted with cohorts of ELT students revealed that blogging practices provide students with afforded freedom of expressing ideas via blogs, resulting in an increase in their motivation and self-confidence levels.

With regard to the reported cognitive advantages of blogging, reviewed studies ascertained improvement in students' English language skills such as vocabulary, grammar, writing, and reading skills (Aljumah, 2012; Al-Qallaf & Al-Mutairi, 2016; Arslan & Şahin-Kızıl, 2010; Chew & Lee, 2013; Gedera, 2012; Giannikas, 2019; Huang, 2016; Kashani et al., 2013; Kitchakarn, 2014; Koç & Koç, 2016; Lin, 2015; Lizarazo Jara, 2012; Pinkman, 2005; Rojas Álvarez, 2011; Shen, 2013; Sun, 2010; Termsinsuk, 2015; Wu & Wu, 2011). For example, research done with primary students using blogs for a semester underscored that they displayed more positive attitude towards learning English, with considerable improvement in writing, spelling, and grammar skills (Al-Qallaf & Al-Mutairi, 2016). Similarly, another study found out that students improved their L2 grammar, reading comprehension, as well as guessing word meaning while reading peers' blog posts (Aljumah, 2012; Wu & Wu, 2011). Comparison of the

findings with those of other studies confirms that together with students' positive attitudes towards the use of blogs and group learning experiences (Kuo et al., 2017; Miyazoe & Anderson, 2010), blogs can serve as effective teaching and learning tools to increase students' motivation to learn the subject content (Pursel & Xie, 2014; Shana & Abulibdehb, 2015).

RQ3. What is the effectiveness of blogging practices in teaching EFL/ESL?

Table 3
The effectiveness of blogging practices in the reviewed studies

Themes	Codes	f	%	Sample research
Effectiveness	Effective	9	16.98	Sutcu, 2020
	Ineffective	4	7.54	Kashani et al., 2013

Out of 53 reviewed studies, a total of 13 studies (24.52 %) measured the effectiveness of blogging on language skills by making a comparison of it with traditional teaching or pretest and posttest, nine of which (16.98 %) concluded that use of blogs in EFL/ESL context is an effective way of improving students' writing performance (Alsamadani, 2018; Arslan & Şahin-Kızıl, 2010; Lin, 2015; Montaner-Villalba, 2021; Shen, 2013; Sutcu, 2020), summary writing skill (Kitchakarn, 2014; Termsinsuk, 2015), and reading comprehension (Behjat, 2013), whereas 4 of the studies (7.54 %) reported no statistically significant effect of blogging on students' learning performance (Chen, 2019; Kashani et al., 2013; Lin, 2014; Yakut & Aydın, 2017).

RQ4. What are the challenges imposed by blogging practices in teaching EFL/ESL?

Table 4
The challenges of blogging practices in the reviewed studies

Themes	Codes	f	%	Sample research
Student challenges	Feedback concerns	7	13.20	Kung, 2018
	Teacher's support	6	11.32	Featro & DiGregorio, 2016
	Arousal of negative emotions	5	9.43	Giannikas, 2019
Operational challenges	Poor technical skills	5	9.43	Wan & Tan, 2011
	Technical issues	9	16.98	Zhang et al., 2014

Although reported to develop 21st century skills of English language students, together with interpersonal, affective, and cognitive advantages of blogging activities for students, blogging practices in teaching EFL/ESL come with some challenges. Table 4 demonstrates most commonly reported challenges of students as feedback concerns (n=7), teacher's support (n=6), arousal of negative emotions (n=5), and poor technical skills (n=5), coupled with technical challenges to operate blogging platform smoothly (n=9).

A challenge which emerged from the reviewed studies (n=7) is a lack of satisfactory feedback from peers or teachers, which results in students' confusion as to how to give feedback on peers' blog posts, implying that this might be a barrier for students to carry on sharing their ideas and improve their language skills (Aljumah, 2012; Giannikas, 2019; Gunduz, 2016; Huang, 2016; Kung, 2018; Mompean, 2010; Yeh et al., 2019). For instance, studies carried out by Aljumah (2012) and Giannikas (2019) laid emphasis on the issues of guidance for and mindset of students. Not only lack of sufficient guidance on how to leave appropriate feedback to peers' blog entries/posts but also the mindset that feedback is best given by the teacher discouraged students from taking part in a given blog task without commenting on their peers' feedback.

Another challenge reported in several studies (n=6) is a lack of teachers' support for students who were in need of immediate feedback as regards online blogging activities. It is also evident from these studies that online presence of a teacher as a facilitator or a guide in blogosphere plays a key role in sustaining students' motivation, ensuring clarity of a given task, providing feedback, and making students engage in blog activities more as active participants (Chew & Lee, 2013; Deng & Yuen, 2012; Featro & DiGregorio, 2016; Lin et al., 2013; Shen, 2013; Yeh et al., 2019). Arousal of students' negative feelings was reported as a challenge that emerged from the fear of being negatively criticised or delivery of negative comments by peers regarding blog posts (Aljumah, 2012; Giannikas, 2019; Gunduz, 2016; Lin et al., 2013; Ozkan, 2011). In the research of Lin et al. (2013), students' blogging incentives were found to be inhibited by feelings of anxiety and embarrassment about potential negative reactions towards their blog posts, thereby discouraging them from staying on the given task and leaving them demotivated to interact with the given task or peers. A final challenge included students' poor technical skills in creating blogs (Aljumah, 2012), publishing posts and making revisions based on feedback (Kashani et al., 2013), and logging in their blogs (Kung, 2018; Yakut & Aydın, 2017; Wan & Tan, 2011).

The outcomes of the review on student-related challenges reflect those of Chen et al. (2011), Ellison and Wu (2008), and Kerawalla et al. (2009), who also found that though students acknowledge the beneficial impact of blogging on their overall learning, provision of anonymous feedback correlates closely and significantly with an improvement in language skills. An understanding of absence of comments by peers or teachers and why students do not value feedback could be attributed to the lack of sense of community and fear of providing and receiving disconcerting feedback.

Along with student-related challenges, 9 of the included studies (16.98 %) identified operational challenges, namely technical problems of computers (Aljumah, 2012; Kitchakarn, 2014), speed of and accessibility to the Internet (Al-Qallaf & Al-Mutairi, 2016; Featro & DiGregorio, 2016; Lakarnchua & Wasanasomsithi, 2013; Ozkan, 2011; Zhang et al., 2014), and other technical issues (Bhattacharya & Chauhan, 2010; Yakut & Aydın, 2017).

Conclusion and future research

In this review, 53 articles retrieved from Web of Science, EBSCHO Academic Search Ultimate, ERIC, ProQuest, and Google Scholar were analysed with regard to blogging practices in the EFL/ESL teaching setting. The descriptive analysis of the included studies reveals that the distribution of the articles published varies from 2009 to 2021, with highest sampling composed of undergraduate students (81 %) and with a good range of countries, mainly Taiwan (n=10) and Turkey (n=7), where blogging was practised. Although blogging practices in English language teaching are quite commonly used in many countries, descriptive analysis shows that there has been little interest in conducting research into the use of blogging with graduate and K-12 students in the field. The highest percentage (81 %) of studies with undergraduate students might be attributed to the fact that university students attending tertiary education are deemed to be a more convenient sampling group.

Generally, blogging implementation in EFL/ESL setting yields positive outcomes such as 21st century skills - namely collaboration, reflective thinking, and autonomous learning, coupled with interpersonal (e.g. peer feedback, interaction), affective (e.g. motivation, self-confidence), and cognitive merits (e.g. enhanced writing skills) for EFL/ESL students. However, further research should be mindful of revealing whether blogging practices of EFL/ESL students may result in greater interpersonal, affective, and cognitive advantages. Additionally, given the research paradigm of analysed articles, empirical data of the examined studies (n=9) is insufficient to warrant generalisation in terms of the effectiveness of blogging practices in teaching EFL/ESL. Further research is therefore needed to examine whether blogging enhances students' creativity, critical thinking skills, and their mastery of ICT competences (e.g. Internet skills, computer literacy).

The focal point of reviewed studies is mainly the writing skill of undergraduate EFL/ESL students. Depending on the results of these studies, generalising the effectiveness of blogging practices to other English language skills is an issue that should be approached with caution. Further to this, more evidence of blogging practices in other language skills needs to be further investigated based on experimental research with undergraduate, graduate, and K-12 students. Though this review also identifies numerous studies on blogging practices in the context of teaching EFL/ESL in a variety of countries, with most studies performed in Taiwan and Turkey, more research into the use of blogs in countries with diverse cultures and educational trends might also shine a light on the effectiveness of blogging practices in the field.

Notwithstanding its reported advantages, implementation of blogging poses a few challenges. From students' side, commonly reported challenges are a lack of feedback by teachers and peers as to a given blog task, fear of being negatively criticised by peers, and absence of the teacher in the blogosphere. As such, prior to blogging implementation in EFL/ESL setting, there is a consideration for further research on

resolving these issues. Further consideration should also be given to factors such as students' IT competences and technological infrastructures including facilities, equipment, and support services.

Results of reviewed studies are divergent in that some studies report that the use of blogs in learning English is effective, whereas others report blogging practises in the EFL/ESL teaching context are ineffective. Relatedly, findings pertaining to students' interpersonal, affective, and cognitive outcomes have been reported as an advantage, while negative aspects of blogging practices have been reported as a challenge. Hence, future research is required to ascertain motives behind why these points are labelled as an advantage or a challenge.

This review is merely a qualitative analysis of blogging practices in EFL/ESL setting. A meta-analysis, depending on further increase in the number of experimental research studies measuring effectiveness of blogging practices in English language skills, may yield robust and conclusive findings. Inclusion of vlogs (video blogs) or slogs (sound blogs), with different search criteria such as conference papers or dissertations is likely to yield different results vis-à-vis the reported advantages and drawbacks in this review. As such, further research with a different set of search criteria is warranted to revisit the effectiveness of blogging practices in the field.

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Sustavni pregled praksi pisanja mrežnoga dnevnika u poučavanju EFL / ESL

Sažetak

U društvu znanja 21. stoljeća, od odgajatelja se prirodno očekuje da budu odgovorni ne samo za stvaranje inovativnih okružja za učenje, već i za osmišljavanje obrazovnih objekata koji omogućuju učenicima stjecanje vještina 21. stoljeća na nove i privlačne načine, u skladu s nedavnim napretkom u IKT-u. Uključivanje tehnoloških alata u EFL/ESL kao sredstava za razvoj vještina 21. stoljeća i vještina engleskoga jezika kod učenika popularna je tematika istraživanja posljednjih godina. Ovaj pregled prikazuje prvu sveobuhvatnu kvalitativnu analizu je li upotreba blogova pogodna za poboljšanje vještina učenika 21. stoljeća, zajedno s vještinama engleskoga jezika. Kvalitativna analiza 53 pregledana članka pokazuje da prakse blogiranja u EFL/ESL poboljšavaju suradničke, reflektirajuće razmišljanje i samostalne vještine učenja koje su izravno relevantne za vještine 21. stoljeća. Iako implementacija aktivnosti blogiranja u EFL/ESL daje značajan doprinos međuljudskim, afektivnim i kognitivnim vještinama učenika, nameće izazove kao što su briga o povratnim informacijama, podrška učitelja i izazivanje negativnih emocija kod učenika engleskoga jezika. Osim toga, s obzirom na istraživačke paradigme analiziranih članaka, daljnja istraživanja s diplomantima, poslijediplomantima i učenicima K-12 temeljena na eksperimentalnijim istraživačkim dizajnima opravdana su u smislu učinkovitosti praksi blogiranja u tom području.

Ključne riječi: *blogiranje; vještine engleskoga jezika; vještine 21. stoljeća; sustavni pregled.*

Uvod

Poučavanje i učenje u 21. stoljeću uključuju razne složene i međusobno povezane vještine, od provjere prethodnih informacija do uspostavljanja veza između novostečenoga znanja i stvarnih životnih primjera. Kako bi se učenici mogli nositi s društvenim izazovima s kojima se susreću u osobnom, društvenom i radnom životu, potrebno je razvijati građanske i radne vještine kojim će moći odgovoriti društvenim zahtjevima 21. stoljeća (Ramma i sur., 2021) što je ključno za državne i obrazovne institucije. Temeljne vještine 21. stoljeća koje učenici trebaju steći obuhvaćaju kritičko razmišljanje/ rješavanje problema, kreativnost, znatiželju, vodstvo, suradnju i IKT vještine. Stjecanje tih vještina kroz učenje za učenike nije jednostavan pothvat; naprotiv, proces zahtijeva

savladavanje konceptualnoga znanja, pamćenje toga znanja, primjenu znanja pomoću metoda i tehnika, raspravu o idejama te sintezu znanja (Fry i sur., 2009).

Društvo u 21. stoljeću znatno se temelji na tehnologiji i informacijama (Cuban, 2001), pa tako nastaju nove tehnologije temeljene na mreži u ovoj eri potiču odgajatelje i obrazovne ustanove širom svijeta da istražuju nove mogućnosti i metode pružanja boljega obrazovanja u skladu s potrebnim vještinama ovoga doba. Posljednjih godina e-učenje postaje sve češće u visokom obrazovanju, dok novi pedagoški modeli i načini učenja i dalje zauzimaju istaknuto mjesto u obrazovnim institucijama (Salmon i sur., 2008). U tom smislu, Web 2.0 aplikacije koje transformiraju učenje pružanjem višestrukih mogućnosti putem dijeljenog sadržaja i resursa kako bi omogućile samostalno usmjereno, suradničko i sveprisutno učenje, potiču rastući interes za novu generaciju e-učenja poznatoga kao e-učenje 2.0 (Downes, 2005; Jimoyiannis i sur., 2013; Tess, 2013). Smatrajući se jednim od najvrijednijih i najpouzdanijih izvora (Godwin, 2007) za dobivanje najnovijih informacija o raznim temama među alatima e-učenja 2.0, blogovi su nedavno privukli pažnju i odgajatelja i istraživača kao jedna od Web 2.0 platformi.

Fenomen pisanja blogova i porast blogosfere nude blogerima i korisnicima interneta novi način izražavanja misli i angažiranja s drugima. Riječ 'blog' u upotrebi je od 1997. godine, kada je zaljubljenik Jorn Barger preimenovao svoju mrežnu stranicu, Robot Wisdom, u *weblog*, koji je kasnije skraćen na *blog*. Koncepti poput *bloger*, *bloganje* i *blogosfera*, stoga su postali leksikon korisnika s raznovrsnim tekstovima i objavama, što je dovelo do uspostave dinamične i neprestano rastuće mreže (Alexander, 2006). Blog, također poznat kao *weblog*, omogućuje korisnicima da stvaraju objave koje uključuju slike, videozapise i poveznice na druge mrežne stranice ili blogove, stvarajući interaktivno okruženje u kojem se učenici mogu međusobno povezivati i komunicirati putem unosa u blog kako bi poboljšali željene vještine (Bruns i Humphreys, 2005). Osim toga, blogovi kao što su wiki i društvene mreže potiču učenike da rade na predloženom sadržaju na participativan i suradnički način, kao i da predstavljaju gradivo učenicima na privlačan i estetski način (Camacho i sur., 2016; Hamm i sur., 2013). Općenito, blogeri se mogu uključiti u raspravu bez prisutnosti izvornoga autora, komentirajući objave koje je podijelio izvorni autor ili drugi. Raspored objava na blogu prikazuje se u obrnutom kronološkom redosljedju, s najnovijim unosom koji se pojavljuje prvi, što blogove razlikuje od statičnih mrežnih stranica (Francis, 2019).

U obrazovanju, upotreba blogova postala je sve popularniji nastavni alat jer potiče stjecanje činjeničnih, proceduralnih, konceptualnih i metakognitivnih znanja (Bower i sur., 2010). Zagovornici blogova kao pedagoškoga alata tvrde da proces pisanja *blog posta*, komentiranja *posta* vršnjaka i reagiranja na taj *post* pruža savršenu ozračje za stjecanje refleksivnih i kritičkih vještina razmišljanja (Bower i sur., 2010; Duffy, 2008; Osman i Koh, 2013; Wheeler, 2010; Xie i sur., 2008), jer praksa *bloganja* potiče i olakšava aktivno učenje, uključujući interakciju učenika sa sadržajem u procesu poticanja refleksije i kontrole učenja (Fink, 2013; Prince, 2004; Ray i Hocutt, 2006; Zhang, 2005).

Blogovi su postali uobičajena tema istraživanja u više disciplina tijekom posljednjega desetljeća. Na primjer, istraživanja o upotrebi blogova u obrazovanju zdravstvenih znanosti sugerirala su da refleksija i mogućnosti rasprave koje pruža *bloganje* utječu na formativni rast studenata. Nadalje, blogovi su također viđeni kao jedinstvena prilika za poboljšanje širenja informacija u području zdravstva poticanjem interaktivne komunikacije između zdravstvenih stručnjaka i ljudi (Bissonnette-Maheux i sur., 2015; Churchill, 2009). U istom smislu, učenici koji uče matematiku, dok raspravljaju o svojim mislima i kritiziraju razmišljanja drugih u blogosferi, pokazali su velika poboljšanja u konceptualnom znanju uporabom aktivnosti bloganja (Stoyle i Morris, 2017). Učenici koji uče talijanski razvili su osjećaj zajedništva sudjelovanjem u aktivnostima bloga i interakcijom s drugima (Miceli i sur., 2010). Istraživanja o upotrebi blog-aktivnosti u obrazovanju učitelja otkrila su da aktivnosti *bloganja* doprinose emocionalnoj bliskosti učitelja u usavršavanju s vršnjacima u procesu zajedničke izgradnje znanja putem *online* interakcije u blogosferi (Deng i Yuen, 2011; Liu, 2016). Slično tome, istraživanja o blog-praksama studenata koji se specijaliziraju u području elektronike spomenula su da su postigli akademski uspjeh putem razmjene ideja/komentara u obliku dijaloga u blogosferi (Yang i Chang, 2012).

Također, studija provedena s odraslim blogerima u Koreji pokazala je da je većina sudionika izrazila značajna poboljšanja u svojim iskustvima učenja te su *bloganje* smatrali prvenstveno procesom stjecanja znanja i refleksivnoga učenja. Istraživanje je zaključilo da blogosfera pruža značajno mjesto za učenje i da je glavni čimbenik u obogaćivanju i ispunjavanju neformalnoga učenja za odrasle (Park i sur., 2011). Uključivanje *bloganja* u obrazovanje učitelja te područje znanosti i tehnologije pokazalo se korisnim za studente u razvoju njihove sposobnosti izražavanja, rekonstrukcije znanja i produblivanja razumijevanja onoga što su naučili (Dos i Demir, 2013; Liu, 2016; Novakovich i Cramer Long, 2013; Tekinarslan, 2012). Čin *bloganja*, prije ostavljanja povratnih informacija ili komentara na prethodne unose u blogu, zahtijeva od studenata da čitaju informacije dok ih filtriraju i rekonstruiraju kako bi donijeli odluku o smislenom načinu odgovora na zajedničke blog-postove. Cijeli taj proces podržava unaprjeđenje kritičkih vještina razmišljanja, refleksivnih vještina, komunikacijskih vještina i književnih kompetencija studenata (Cakir, 2013; Hungerford-Kresser i sur., 2014; Sawmiller, 2010; Neira-Piñeiro, 2015).

Pregled literature

Pored rastućih istraživanja o implementaciji *bloganja* u različitim disciplinama, upotreba blogova pobudila je interes učitelja engleskoga jezika kao stranoga ili drugoga jezika (ESL/EFL), jer se smatra jednostavnim i jeftinim načinom pružanja pristupa studentima za objavljivanje i distribuciju njihovih tekstova na internetu, kao i sredstvom za raspravu studenata o pitanjima vezanim uz njihov rad i život u učionici i izvan nje. Za ESL/EFL učitelje, *bloganje* se tako čini kao potencijalno koristan alat za stvaranje prostora za raspravu o temama o kojima se obično ne govori u tradicionalnoj učionici

(Bloch i Crosby, 2006). Očekuje se da će se učenici engleskoga jezika prirodno koristiti prethodno naučenim jezičnim strukturama i temama kako bi napisali nove sadržaje na blogu razmišljati pri tome o vlastitom razumijevanju ciljnoga jezika (Mynard, 2008). Istraživanja su istaknula da je blogom posredovana nastava u kojoj su studenti razmišljali o onome što su naučili kroz čitalačke aktivnosti, potaknula motivaciju i interes studenata za čitanje te potaknula njihovo samopouzdanje, samostalnost i kreativnost (Alm, 2009; Fatimah i sur., 2020).

Studija slučaja s engleskim i španjolskim studentima pokazala je da je njihovo sudjelovanje u blogosferi potaknulo njihovu motivaciju, jezične vještine i interkulturalne sposobnosti pružajući im poticajno i konstruktivističko okruženje za učenje (Garcia-Sanchez i Rojas-Lizana, 2012). Nedavna istraživanja o učincima blogom posredovane nastave na EFL studente pokazala su bolje rezultate pisanja te smanjenje njihove anksioznosti vezane uz pisanje na drugom jeziku (Fathi i Nourzadeh, 2019). Slično tome, istraživanje prednosti *bloganja* u EFL/ESL kontekstu otkrilo je da je upotreba *bloganja* poboljšala vještine pisanja studenata (Armstrong i Retterer, 2008), potaknule razvoj zajednice za pisanje na drugom jeziku (Sollars, 2007), potaknule suradničko učenje (Pifarré i sur., 2014) te potaknule razvoj vještine kritičkoga mišljanja (Lee, 2010; Mynard, 2008). Međutim, neka postojeća istraživanja izvijestila su o nejasnim i anegdotalnim dokazima u pogledu učinkovitosti *bloganja* na čitalačke vještine (Hsu i Wang, 2010) i povratne informacije vršnjaka (Xie i sur., 2008). Ostala pitanja vezana uz uporabu *bloganja* u procesu poučavanja i različiti drugi izazovi povećali su radno opterećenje nastavnika koji vode blogove (Ming Huei, 2015; Neira-Pieiro, 2015), nisku učestalost *bloganja* (Ming Huei, 2015) te činjenicu da studenti nisu dovoljno upoznati s blogom. (Boyd, 2013).

Došlo je do postupne promjene u obrazovanju prema korištenju Web 2.0 alata poput blogova i Wikija, i usprkos svim istraživanjima i anketama o korištenju blogova u obrazovne svrhe, još uvijek nedostaje kohezivan korpus znanja o kvaliteti i učinkovitosti *bloganja* koje se može koristiti u odgojno-obrazovnoj praksi (Yang & Chang, 2012). Slično tome, prakse *bloganja* u području poučavanja EFL/ESL ostale su predmet nejasnih i miješanih istraživačkih rezultata (Halic i sur., 2010; Kim, 2008), stoga bi sustavniji pregled vjerojatno pružio jasan i sveobuhvatan dokaz o praksama *bloganja* u poučavanju EFL/ESL (O'Hagan i sur., 2018), otkrivajući istraživačke trendove i praznine u polju (Eagly i Wood, 1994). Stoga ovaj pregled ima za cilj raspraviti je li korištenje blogova učinkovito u razvijanju vještina potrebnih za život u 21. stoljeću i vještina engleskoga jezika kod učenika, s istraživanjima prikupljenima od početka do 31. kolovoza 2021. u kontekstu sljedećih istraživačkih pitanja.

RQ1. Koje vještine suvremenoga načina života u 21. stoljeća podržavaju praksu *bloganja* u poučavanju EFL/ESL?

RQ2. Koje su prednosti praksi *bloganja* u poučavanju EFL/ESL?

RQ3. Kolika je učinkovitost praksi *bloganja* u poučavanju EFL/ESL?

RQ4. Koji su uočeni izazovi u praksi *bloganja* pri poučavanju EFL/ESL?

Metodologija

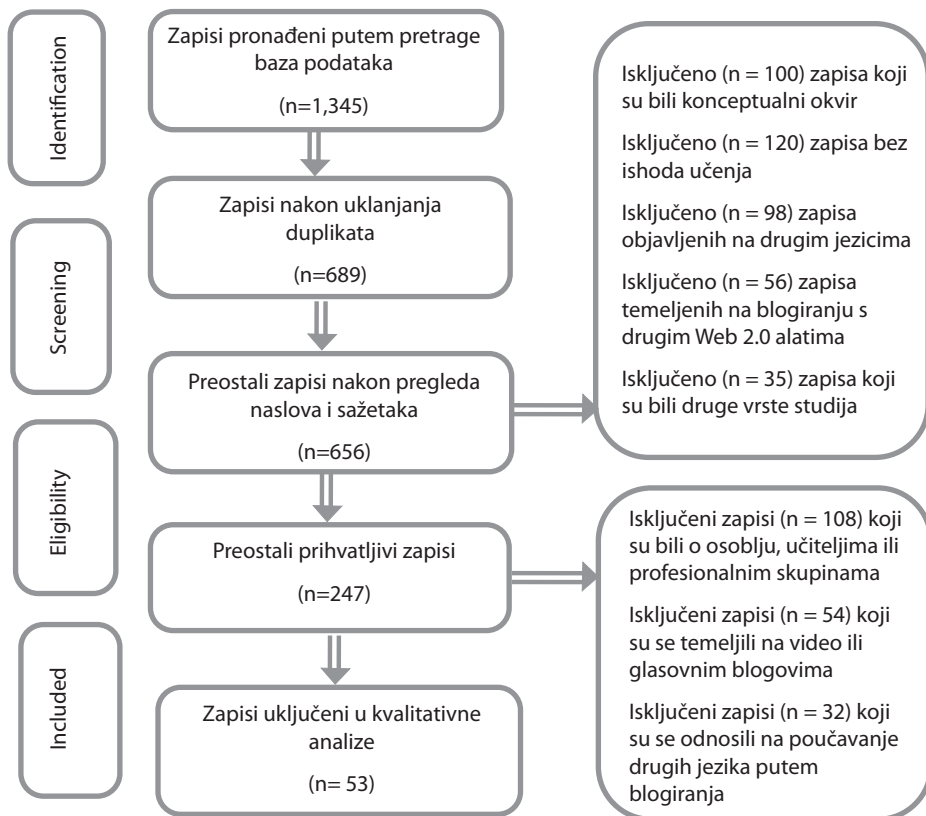
Kako bi se pronašli odgovori na istraživačka pitanja, proveden je sustavni pregled da bi se identificirali svi dostupni dokazi o praksama *bloganja* u odgoju i obrazovanju (Booth i sur., 2016). Kako bi se pronašlo i uključilo što više studija, pretraživane su izvanakademske literature (Grayson i Gomersall, 2003) s ciljem smanjenja utjecaja pristranosti objavljivanja baze podataka za društvene znanosti (McAuley i sur., 2000) poput Web of Science (WOS), EBSCO Academic Search Ultimate, ERIC, zajedno s Pro Questom i Google Scholarom koji pokrivaju publikacije koje možda nisu indeksirane u tradicionalnim bazama podataka (Gough i sur., 2017; Littell i sur., 2008). Tijekom provođenja ovoga sustavnog pregleda, pretraživanje sa širom strategijom pretraživanja ključnih riječi poput “blogovi”, “bloganje”, “web dnevnici” i “jezik” izvedeno je korištenjem Booleova operatora “AND” kako bi se pronašlo što više relevantnih zapisa (Gough i sur., 2017). Također je provedeno praćenje referenci i pretrage slobodnoga teksta kako bi se pronašli dodatni dokazi o praksama *bloganja* u odgoju i obrazovanju (Greenhalgh i Peacock, 2005).

Primijenjen je niz kriterija za odabir najrelevantnijih studija. Svih pet baza podataka pretraživane su od njihova početka do 31. kolovoza 2021. kako bi se pronašlo što više studija. Primijenjen je sljedeći niz kriterija isključivanja:

- a) studije temeljene na teorijskom/konceptualnom okviru *bloganja*
- b) studije o poučavanju drugih jezika putem *bloganja* osim engleskoga jezika
- c) studije o integraciji *bloganja* u poučavanje engleskoga jezika s drugim alatima Web 2.0,
- d) studije o vlogovima (videoblogovima) ili slogovima (zvučni blogovi) u poučavanju engleskoga jezika
- e) studije o *blogiranju* osoblja, učitelja ili profesionalnih skupina
- f) studije bez ishoda učenja u EFL/ESL kontekstu
- g) studije objavljene na drugim jezicima osim engleskoga i
- h) studije poput konferencijskih radova, uvodnika i disertacija

Početno pretraživanje rezultiralo je s 1345 studija o *blogiranju* koje su uvezeni u Citavi 6.0 softver za upravljanje referencama. Nakon automatskoga uklanjanja 689 duplikata, 656 sažetaka i naslova pregledano je pri čemu je korišteno niz kriterija isključivanja. Studije su uključene ako su izvijestile o istraživanjima praksa *blogiranja* objavljenima do 31. kolovoza 2021., ako su pisane na engleskom jeziku, ako su usredotočene na bilo koju razinu obrazovanja od osnovne škole do poslijediplomskoga obrazovanja te istražile prakse *blogiranja* u EFL/ESL kontekstu. Studije su isključene ako su temeljene na teorijskom okviru *blogiranja* u u odgoju i obrazovanju, ako su obuhvaćale poučavanje drugih jezika osim engleskoga jezika, ako su integrirale poučavanje engleskoga jezika putem *blogiranja* u druge Web 2.0 alate poput Wikija, Facebooka ili Twittera, ako su temeljene na takvim drugim vrstama blogova kao što su video (vlogovi) i zvučni blogovi (slogovi), ako su provedene s različitim skupinama sudionika poput osoblja,

učitelja ili stručnjaka, ako su im nedostajali ishodi učenja u kontekstu EFL/ESL, ako su objavljene na drugim jezicima osim engleskoga te ako su bile konferencijski radovi, uvodnici ili disertacije.



Slika 1. PRISMA metodologija pretrage

Ekstrakcija podataka i sinteza

Nakon procjene studija koje su zadovoljavale kriterije uključivanja, istraživač je izdvojio opisne podatke koji uključuju godinu objavljivanja, razinu obrazovanja uzoraka i zemlje u kojima su provedene studije. Kako bi se provela kvalitativna analiza prikupljenih podataka putem induktivne analize sadržaja, istraživač je zajedno s recenzentom neovisno više puta pročitao 53 studije kako bi se upoznao s temeljnim podacima prije izvođenja analize sadržaja. Prije procesa redukcije podataka, sve uključene studije uvezene su u CAQDAS NVivo 12 Plus softver kako bi recenzenti olakšali proces analize podataka kodiranjem i grupiranjem podataka prema sličnostima i razlikama (Bengtsson, 2016; Bhattacharya, 2015). Budući da su recenzenti preferirali rečenicu kao jedinicu analize, napravili su neke bilješke i označili neke segmente podataka dok su neovisno čitali podatke rečenicu po rečenicu kako bi utvrdili je li svaka rečenica

povezana s istraživačkim pitanjima, čime su identificirali otvorene kodove (Silver i Lewins, 2014). Kako bi se osiguralo da su istraživački nalazi pouzdani, recenzenti su ponovili proces kodiranja i rekodiranja, slučajno počevši s različitim dijelovima uključenih studija (Kyngäs i sur., 2020).

Interkoderska pouzdanost za prvi krug kodiranja, u kojem su 25 % studija neovisno kodirali recenzenti, iznosila je 0,77, što ukazuje na visok stupanj suglasnosti između dva kôdera s obzirom na Cohenov kapa. Nakon drugoga kruga kodiranja za dijelove nalaza/rezultata i zaključka uključenih studija, dobivena je vrijednost 0,85, što ukazuje na dobru suglasnost između kodiranja dva kôdera. Nakon sesija kodiranja, sve nesuglasice riješene su konsenzusom ili, ako je potrebno, trećim recenzentom. Identificirani kodovi i teme klasificirani su u skladu s istraživačkim pitanjima, upotrebljavajući generički način izražavanja relevantne literature (Kyngäs, 2020; Polit i Beck, 2012).

Rezultati i rasprava

Slika 2 prikazuje pregled uključenih studija prema godini, autoru, tipu učenika i zemlji. Distribucija studija o praksi *blogiranja* u poučavanju engleskoga jezika kreće se od 2009. do 2021. godine, s varijabilnim brojem objava svake godine. Slika 2 također pokazuje da su većina članaka (81 %) odabrala dodiplomske studente označene kao UG, zatim diplomante (10 %) označene kao G, te učenike K-12 označene kao K-12 (10 %), dok su preostale skupine bile sastavljene od odraslih učenika (1 %) i neodređenih učenika (1 %) označenih kao NA. Što se tiče zemalja, većina studija koje istražuju praksu *blogiranja* u EFL/ESL kontekstu provedena je na Tajvanu (n = 10) i u Turskoj (n = 7) te nekoliko studija provedenih u Maleziji (n = 5). Istraživanja o praksama *blogiranja* provedena su u širokom rasponu zemalja (Slika 2).

Slika 2.

RQ1. Koje vještine suvremenoga načina života u 21. stoljeću podržavaju praksu bloganja u poučavanju EFL/ESL?

Tablica 1

Vještine 21. stoljeća podržane bloganjem u pregledanim studijama

Teme	Kodovi	f	%	Primjer istraživanja
Vještine 21. stoljeća	Ostale vještine - suradnja	12	22,64	Zhang i sur., 2014
	Vještine reflektivnoga razmišljanja	10	18,86	Yang, 2009
	Autonomno učenje	8	15,09	Kung, 2018
	Kreativnost	2	3,77	Aljumah, 2012
	Vještine kritičkoga razmišljanja	2	3,77	Ozkan, 2011
Ostale vještine	Vještine sažimanja	1	1,88	Gedera, 2012
	Vještine na internetu	1	1,88	Koc i Koc, 2016
	Vještine računalne pismenosti	1	1,88	Ozkan, 2011

Kvalitativna analiza pregledanih studija izvijestila je o nekim pogodnostima implementacije blogova u okruženju engleskoga kao stranoga /nematerinskoga jezika

koji potiču vještine 21. stoljeća poput suradnje, reflektivnoga razmišljanja, autonomije, kreativnosti i kritičkoga razmišljanja, iako je rijetkost studija s čvrstim dokazima poboljšanja vještina poput kreativnosti i kritičkoga razmišljanja. 12 uključenih studija (22,64 %) spomenulo je da se korištenje blogova potiče stvaranje atmosfere suradničkoga učenja u kojoj studenti komuniciraju razmjenjujući svoje ideje o *blog-postovima* kroz neke aktivnosti koje su dostupne i za nastavu u učionici i za online nastavu (Aljumah, 2012; Chew i Lee, 2013; Grami, 2012; Gunduz, 2016; Ozkan, 2011; Rojas Álvarez, 2011; Sun i Chang, 2012; Termsinsuk, 2015; Trajtemberg i Yiakoumetti, 2011; Vurdien, 2013; Wu i Wu, 2011; Zhang i sur., 2014). Aktivnosti u parovima ili grupama u ovom suradničkom okružju učenja također su ključni omogućitelji oslobađanja od prostornih i vremenskih ograničenja te omogućuju usredotočenost na zadatak (Zhang i sur., 2014) i potiču njihov proces stvaranja značenja (Sun i Chang, 2012). U tom smislu, Vurdien (2013) je istaknuo da će kombinirano učenje s praktičnim aktivnostima u parovima i grupama vjerojatnije pomoći u izgradnji njihovih suradničkih vještina i znanja. Rezultati pregleda u skladu su s drugim studijama (Kang i sur., 2011; Savolainen, 2010; Tang and Lam, 2014; Yang i Chang, 2012), koje su pokazale da *bloganje* predstavlja način pretvaranja osobnoga učenja u suradničko učenje pri čemu je uočljivo vršnjačko učenje kod studenata koji su aktivni sudionici obrazovnih blogova kroz decentraliziranje odnosa višedimenzionalnim interakcijama koje dovode do značajnijega i održivijega procesa učenja.

Druga je prednost praksi bloganja da učenici, dok čitaju i pregledavaju blogove koji su napisali njihove kolega, kognitivno se bave nejasnim dijelovima koleginih blogova u potrazi za njihovim pojašnjenjem, što im omogućava razvijanje reflektivnih vještina razmišljanja (Bener i Yildiz, 2019; Deng i Yuen, 2012; Huang, 2016; Istifci, 2011; Ozkan, 2011; Thomas, 2017; Vurdien, 2013; Yang, 2009; Yeh i sur., 2019; Zhang i sur., 2014). Na primjer, istraživanje Huang (2016) sa studentima koji uče engleski kao strani jezik i sudjeluju u blogom posredovanom tečaju pisanja na sveučilištu, naglasilo je razvoj osjećaja empatije koji im omogućuje kritičko razmišljanje o prednostima i nedostacima vlastita pisanja tijekom davanja i primanja povratnih informacija ili komentara na blog-postove. Osim toga, rastući osjećaj zajednice i vlasništva u blogosferi potiče učenike da prate vlastito pisanje i odlučuju što i kako objaviti o zadanoj temi zadatka ili bloga (Aljumah, 2012; Bhattacharya i Chauhan, 2010; Gedera, 2012; Istifci, 2011; Kung, 2018; Ozkan, 2011; Roy, 2016; Sun, 2010). U svojoj studiji, Ozkan (2011) je istaknula da prakse bloganja razvijaju osjećaj odgovornosti učenika za donošenje odluka o zadatku na kojem bi trebali raditi sa ili bez pomoći nastavnika. Ovi su rezultati u skladu s nekim istraživačkim nalazima o iskustvima učenika u bloganju, gdje komentari i razgovori na blogovima pružaju učenicima alternativne perspektive za razmišljanje o pojmovima vezanim uz nastavni predmet u neformalnom okružju izvan učionice, potičući reflektivno i kritičko razmišljanje učenika detaljnom analizom trenutačnih koncepata kursa (Paulus i sur., 2009; Sharma & Xie, 2008).

Broj studija (Aljumah, 2012; Bhattacharya i Chauhan, 2010; Kitchakarn, 2014; Ozkan, 2011) koje izvješćuju o ulozi blogova u području u poticanju kritičkoga razmišljanja ($n = 2$) i kreativnosti ($n = 2$) vrlo je ograničen. Slično, studije koje izvješćuju o doprinosima praksi bloganja u razvoju sposobnosti sažimanja ($n = 1$), internetskih vještina ($n = 1$) i vještina računalne pismenosti ($n = 1$) nude ograničenu dubinu dokaza.

RQ2. Koje su prednosti bloganja u poučavanju engleskoga kao stranoga/nematerinskoga jezika (EFL/ESL)?

Tablica 2.

Prednosti praksi bloganja u pregledanim studijama

Teme	Kodovi	f	%	Primjer istraživanja
Prednost pozitivnih međuljudskih odnosa	Povratna informacija kolega	14	26,41	Grami, 2012
	Interakcija	14	26,41	Gedera, 2012
Afektivna prednost	Pozitivne misli	21	39,62	Koc & Koc, 2016
	Motivacija učenika	19	35,84	Chew & Lee, 2013
	Samopouzdanje	8	15,09	Lizarazo Jara, 2012
Kognitivna prednost	Vještina pisanja	16	30,18	Termsinsuk, 2015
	Vještina vokabulara	7	13,20	Wu & Wu, 2011
	Vještina gramatike	6	11,32	Giannikas, 2019
	Vještina čitanja	3	5,66	Pinkman, 2005

Iz kvalitativne analize vidljivo je da se praksa *bloganja* u odgoju i obrazovanju izvješćuje o doprinosima učenju učenika jednih od drugih putem povratnih informacija ili komentara na blogovima (Bener i Yildiz, 2019; Bhattacharya i Chauhan, 2010; Gedera, 2012; Giannikas, 2019; Grami, 2012; Huang, 2016; Kitchakarn, 2012a; Kitchakarn, 2014b; Lakarnchua i Wasanasomsithi, 2013; Ozkan, 2011; Roy, 2016; Vurdien, 2013; Yeh i sur., 2019; Zhang i sur., 2014), kao i razvoju interakcije među njima (Ahluwalia i sur., 2011; Al-Qallaf i Al-Mutairi, 2016; Bhattacharya i Chauhan, 2010; Gedera, 2012; Istifci, 2011; Mompean, 2010; Ozkan, 2011; Pinkman, 2005; Rojas Álvarez, 2011; Sun i Chang, 2012; Termsinsuk, 2015; Trajtemberg i Yiakoumetti, 2011; Wu i Wu, 2011; Zhang i sur., 2014).

Ostavljanje komentara i sugestija na blogovima kolega ključno je za razvoj učeničke samorefleksije učenika (Bener i Yildiz, 2019) te im pomaže da prepoznaju vlastite pogreške i napredak (Giannikas, 2019), što im pak omogućuje da usvoje kritički stav u analizi vlastitoga pisanja (Grami, 2012). Na primjer, u studiji sa studentima koji uče engleski jezik za polaganje Certifikata za napredni engleski (CAE) zaključeno je da studenti općenito smatraju da su povratne informacije kolega korisne, motivirajuće i potiču ih na refleksiju o vlastitim mislima i pogreškama. Nadalje, studenti su izrazili da ostavljanje komentara na blogovima kolega potiče njihovo učenje primjerice, kako organizirati zadatak pisanja i time postići bolje rezultate u tome zadatku (Vurdien, 2013). Ova analiza rezultata potvrđuje nalaze velikoga broja prethodnih istraživanja

u kojima aktivno sudjelovanje u pisanju komentara koji uključuju kognitivne vještine poput čitanja, razumijevanja i kritičkoga razmišljanja (Van Popta i sur., 2017) ukazuje na razmjenu ideja publike bloga koja ih potiče na dublje razmišljanje (Goh i sur., 2010) i uspjeh u praksi bloganja u obrazovnom kontekstu koji rezultira višim akademskim postignućima (Novakovich, 2016).

Blogging, po svojoj prirodi, omogućuje razmjenu komentara i iskustava vezanih uz objave na blogu koji u osnovi potiču potencijalnu komunikaciju i interakciju među studentima, omogućavajući im autentičnu upotrebu ciljnoga jezika (Gedera, 2012; Trajtemberg i Yiakoumetti, 2011). Prema Sun i Changu (2012), prednosti suradnje i interakcije bloga pomogle su studentima diplomskih studija u akademskom pisanju. Osim toga, aktivnosti na blogu promovirale su aktivno i refleksivno uključivanje u dijeljenje i stvaranje znanja koje ih je dovelo do jačanja njihova praktičnoga i konceptualnoga znanja ciljnoga jezika. Prema nedavnom istraživanju (Cheng i Lei, 2021), dizajn aktivnosti na blogu i drugi pedagoški elementi mogu utjecati na interakciju studenata. Minimalni zahtjev za komentare možda ne garantira sudjelovanje studenata u aktivnosti na blogu budući da i druge obveze tijekom kolegija zahtijevaju pažnju i napor studenata. Predmeti interakcije studenata mogu biti utjecani upotrebom formativne povratne informacije u obliku mrežnoga dijagrama.

Temeljem alata za prikupljanje podataka kao što su upitnici (Ahluwalia i sur., 2011; Aljumah, 2012; Al-Qallaf i Al-Mutairi, 2016; Featro i DiGregorio, 2016; Gedera, 2012; Giannikas, 2019; Gunduz, 2016; Huang, 2016; Istifci, 2011; Kitchakarn, 2012a; Kitchakarn, 2014b; Koç i Koç, 2016; Kung, 2018; Pinkman, 2005; Sulaiman i Kassim, 2011; Wan i Tan, 2011; Wu i Wu, 2011), intervju i artefakata poput blogova ili bilješki (Chew i Lee, 2013; Grami, 2012; Lizarazo Jara, 2012; Lin i sur., 2013; Pinkman, 2005), 21 pregledana istraživanja (39,62 %) naglasila su da su studenti smatrali aktivnosti na blogu zabavnim, korisnim i zadovoljavajućim za njihovo učenje jezika. Na primjer, u istraživanju Koc i Koc (2016) provedeno sa studentima preddiplomskih studija koji su sudjelovali u tečaju engleskoga kao stranoga jezika putem bloga naglašeno je da su gotovo svi studenti smatrali upotrebu blogova korisnim čimbenikom u njihovu učenju konceptualnoga znanja o jezičnim predmetima.

Mnoge studije (n = 27) u ovome pregledu izvještavaju da blogom posredovana interakcija putem povratnih informacija ili komentara nastavnika i kolega na blogovima poboljšava motivaciju i samopouzdanje učenika (Aljumah, 2012; Al-Qallaf i Al-Mutairi, 2016; Chew i Lee, 2013; Gedera, 2012; Gunduz, 2016; Huang, 2016; Istifci, 2011; Kashani i sur., 2013; Kitchakarn, 2012a; Kitchakarn, 2014b; Koc i Koc, 2016; Kung, 2018; Lizarazo Jara, 2012; Ozkan, 2011; Pinkman, 2005; Sulaiman i Kassim, 2011; Soufi i sur., 2015; Sun, 2010; Trajtemberg i Yiakoumetti, 2011; Wan i Tan, 2011; Zhang i sur., 2014). Primjerice, studije Ozkan (2011) i Gunduz (2016) provedene s grupama studenata engleskoga jezika pokazale su da uporaba blogova daje učenicima slobodu izražavanja ideja, što dovodi do povećanja razine njihove motivacije i samopouzdanja.

S obzirom na kognitivne prednosti korištenja blogova, pregledani radovi potvrđuju unaprjeđenje engleskih jezičnih vještina učenika kao što su vokabular, gramatika, pisanje i čitanje (Aljumah, 2012; Al-Qallaf i Al-Mutairi, 2016; Arslan i Şahin-Kızıl, 2010; Chew i Lee, 2013; Gedera, 2012; Giannikas, 2019; Huang, 2016; Kashani i sur., 2013; Kitchakarn, 2014; Koç i Koç, 2016; Lin, 2015; Lizarazo Jara, 2012; Pinkman, 2005; Rojas Álvarez, 2011; Shen, 2013; Sun, 2010; Termsinsuk, 2015; Wu i Wu, 2011). Na primjer, istraživanjem provedenim s osnovnoškolskim učenicima koji su koristili blogove tijekom semestra, pokazalo se da su učenici iskazali pozitivniji stav prema učenju engleskoga jezika, uz značajno poboljšanje u pisanju, pravopisu i gramatičkim vještinama (Al-Qallaf i Al-Mutairi, 2016). Slično tome, drugim je istraživanjem utvrđeno da su učenici poboljšali svoje znanje L2 gramatike, čitanja i pogađanja značenja riječi dok su čitali blogove svojih kolega (Aljumah, 2012; Wu i Wu, 2011). Usporedba ovih nalaza s drugim istraživanjima potvrđuje da blogovi, zajedno s pozitivnim stavovima učenika prema korištenju blogova i iskustvima grupnoga učenja (Kuo i sur., 2017; Miyazoe i Anderson, 2010), mogu služiti kao učinkovita nastavna sredstva i pomagala kojima se može povećati motivacija učenika za učenje nastavnih sadržaja (Pursel i Xie, 2014; Shana i Abulibdehb, 2015).

RQ3. Koja je učinkovitost praksi bloganja u poučavanju engleskoga kao stranoga/nematerinskoga jezika (EFL/ESL)?

Tablica 4.
Učinkovitost praksi bloganja u pregledanim studijama

Teme	Kodovi	f	%	Primjer istraživanja
Učinkovitost	Učinkovito	9	16,98	Sutcu, 2020
	Neučinkovito	4	7,54	Kashani i sur., 2013

Od 53 pregledane studije, u 13 studija (24,52 %) mjerena je učinkovitost blogova na jezične vještine uspoređujući ih s tradicionalnom nastavom ili testovima prije i poslije, od kojih u njih devet (16,98 %) zaključeno da je upotreba blogova u kontekstu EFL/ESL učinkovit način poboljšanja sposobnosti pisanja učenika (Alsamadani, 2018; Arslan i Şahin-Kızıl, 2010; Lin, 2015; Montaner-Villalba, 2021; Shen, 2013; Sutcu, 2020), sposobnosti pisanja sažetaka (Kitchakarn, 2014; Termsinsuk, 2015) i razumijevanja pročitanoga (Behjat, 2013), dok u četirima studijama (7,54 %) nije pronađen statistički značajan utjecaj blogova na uspješnost učenja učenika (Chen, 2019; Kashani i sur., 2013; Lin, 2014; Yakut i Aydın, 2017).

RQ4. Koji su uočeni izazovi u blogerskim praksama pri poučavanju engleskoga jezika kao stranoga ili dodatnoga jezika (EFL/ESL)?

Iako se navodi da *bloganje* razvija vještine engleskoga jezika učenika 21. stoljeća, zajedno s međuljudskim, afektivnim i kognitivnim prednostima, aktivnosti bloganja za učenike, upotreba blogova u nastavi engleskoga kao stranoga jezika također nosi neke izazove. U Tablica 4 prikazani su najčešći izazovi s kojima se susreću učenici kao

što su brige o povratnim informacijama ($n = 7$), podrška učitelja ($n = 6$), izazivanje negativnih emocija ($n = 5$) i loše tehničke vještine ($n = 5$), uz tehničke izazove u upravljanju platformom za bloganje ($n = 9$).

Tablica 5

Izazovi blogerskih praksi u pregledanim studijama

Teme	Kodovi	f	%	Primjer istraživanja
Izazovi za studente	Zabrinutosti vezane uz povratne informacije	7	13,20	Kung, 2018
	Podrška učitelja	6	11,32	Featro & DiGregorio, 2016
	Izazivanje negativnih emocija	5	9,43	Giannikas, 2019
Operativni izazovi	Loše tehničke vještine	5	9,43	Wan & Tan, 2011
	Tehnički problemi	9	16,98	Zhang i sur., 2014

Izazov koji se pojavio u pregledanim studijama ($n = 7$) jest nedostatak zadovoljavajućih povratnih informacija od vršnjaka ili nastavnika, što uzrokuje nedoumice učenika o tome kako dati povratne informacije na blogove svojih kolega, a što učenicima može biti prepreka u dijeljenju ideja i poboljšanju njihovih jezičnih vještina (Aljumah, 2012; Giannikas, 2019; Gunduz, 2016; Huang, 2016; Kung, 2018; Mompean, 2010; Yeh i sur., 2019). Na primjer, u studijama koje su proveli Aljumah (2012) i Giannikas (2019) naglašavaju se problemi vođenja i mentaliteta učenika. Nedostatak valjanih uputa o tome kako dati odgovarajuće povratne informacije na blogove kolega, ali i stav da najbolje povratne informacije daje učitelj, odvratili su učenike od sudjelovanja u zadatku bloga bez komentiranja povratnih informacija svojih kolega.

Još jedan izazov koji je uočen nekoliko studija ($n = 6$) jest nedostatak podrške nastavnika učenicima kojima je trebala brza povratna informacija u vezi s aktivnostima na blogu. Očigledno je iz ovih studija da *online* prisutnost nastavnika kao facilitatora ili vodiča u blogosferi igra ključnu ulogu u održavanju motivacije studenata, osiguravanju jasnoće zadatka, pružanju povratnih informacija i poticanju studenata da se aktivno uključe u aktivnosti na blogu (Chew i Lee, 2013; Deng i Yuen, 2012; Featro i DiGregorio, 2016; Lin i sur., 2013; Shen, 2013; Yeh i sur., 2019). Pojava negativnih emocija kod studenata uočena je kao izazov koji proizlazi iz straha od negativne kritike ili negativnih komentara kolega u vezi s *blog-postovima* (Aljumah, 2012; Giannikas, 2019; Gunduz, 2016; Lin i sur., 2013; Ozkan, 2011). U istraživanju Lin i sur. (2013) otkriveno je da su studentski poticaji za pisanje na blogu bili inhibirani osjećajem tjeskobe i nelagode zbog mogućih negativnih reakcija na njihove *blog-postove*, što ih je odvratilo od daljnjega rada i ostavilo ih demotiviranim za interakciju sa zadatkom ili kolegama. Posljednji izazov koji se pojavio u vezi s učenicima jest njihova slaba tehnička vještina u stvaranju blogova (Aljumah, 2012), objavljivanju *postova* i izvršavanju revizija na temelju povratnih informacija (Kashani i sur., 2013), i prijavi na svoje blogove (Kung, 2018; Yakut i Aydın, 2017; Wan i Tan, 2011).

Rezultati pregleda izazova koji se tiču studenata poklapaju se s Chenom i suradnicima (2011), Ellisonom i Wuom (2008) te Kerawallom i suradnicima (2009) koji su također

zaključili da, iako studenti priznaju koristi koje donosi vođenje bloga za njihovo cjelokupno učenje, pružanje anonimne povratne informacije usko korelira s poboljšanjem jezičnih vještina. Razumijevanje odsutnosti komentara vršnjaka ili nastavnika te razloga zbog kojih studenti ne cijene povratnu informaciju moglo bi se pripisati nedostatku osjećaja zajednice i straha od pružanja i primanja neugodne povratne informacije.

Uz izazove vezane uz studente, u 9 od uključenih studija (16,98 %) prepoznati su operativni izazovi, poput tehničkih problema računala (Aljumah, 2012; Kitchakarn, 2014), brzine i dostupnosti interneta (Al-Qallaf i Al-Mutairi, 2016; Featro i DiGregorio, 2016; Lakarnchua i Wasanasomsithi, 2013; Ozkan, 2011; Zhang i sur., 2014) te drugih tehničkih problema (Bhattacharya i Chauhan, 2010; Yakut i Aydin, 2017).

Zaključak i buduća istraživanja

U ovom pregledu analizirano je 53 članka pronađena putem Web of Science, EBSCO Academic Search Ultimate, ERIC, ProQuest i Google Scholar baza podataka s obzirom na prakse blogiranja u nastavi engleskoga jezika kao stranoga/ drugoga jezika. Deskriptivna analiza uključenih studija pokazuje da se distribucija objavljenih članaka kreće od 2009. do 2021. godine, s najvećim uzorkom koji čine preddiplomski studenti (81 %), i s dobrim rasponom zemalja u kojima se prakticiralo *blogiranje*, uglavnom Tajvan (n = 10) i Turska (n = 7). Iako praksa *blogiranja* u nastavi engleskoga jezika ima prilično uobičajenu upotrebu u mnogim zemljama, deskriptivna analiza pokazuje da postoji malo interesa za provođenje istraživanja o korištenju blogova s diplomskim i K-12 studentima u tom području. Najveći postotak (81 %) studija s preddiplomskim studentima može se pripisati činjenici da se studenti na terciarnom obrazovanju smatraju pogodnijom skupinom uzorka.

Općenito, primjena blogova u nastavi engleskoga kao stranoga/ nematerinskoga jezika daje pozitivne rezultate poput vještina suvremenog načina života u 21. stoljeću kao što su suradnje, refleksivno razmišljanje i autonomno učenje, uz interpersonalne (npr. povratne informacije od vršnjaka, interakciju), afektivne (npr. motivaciju, samopouzdanje) i kognitivne prednosti (npr. poboljšane vještine pisanja) za učenike engleskoga kao stranoga/ nematerinskoga jezika. Međutim, daljnja istraživanja trebaju imati na umu je li korištenje blogova za učenike engleskoga kao stranoga/ nematerinskoga jezika može dovesti do većih interpersonalnih, afektivnih i kognitivnih prednosti. Osim toga, s obzirom na istraživačke paradigme analiziranih članaka, empirijski su podatci pregledanih studija (n = 9) nedostadni za općenitu tvrdnju o učinkovitosti korištenja blogova u nastavi engleskoga kao stranoga/ nematerinskoga jezika. Stoga su potrebna daljnja istraživanja kako bi se utvrdilo je li korištenje blogova pomaže učenicima u razvoju kreativnosti, kritičkoga razmišljanja i njihovom ovladavanju kompetencijama za informacijsko-komunikacijsku tehnologiju (npr. vještinama na internetu, računalnom pismenosti).

Fokus pregledanih studija uglavnom je usmjeren na vještinu pisanja studenata preddiplomskih programa engleskoga kao stranoga/ drugog jezika. Ovisno o rezultatima

ovih studija, općenitoj primjeni i učinkovitosti prakse *bloganja* na druge jezične vještine trebalo bi se pristupiti s oprezom. Nadalje, potrebno je dalje istražiti više dokaza o praksi *bloganja* u drugim jezičnim vještinama na temelju eksperimentalnih istraživanja sa studentima preddiplomskih, diplomskih i osnovnoškolskih programa. Iako su u ovom pregledu također prepoznate brojne studije o praksi *bloganja* u kontekstu poučavanja engleskoga jezika kao stranoga/ drugoga jezika u različitim zemljama, s većinom studija provedenih na Tajvanu i u Turskoj, daljnja istraživanja o upotrebi blogova u zemljama s različitim kulturama i obrazovnim trendovima također bi mogla rasvijetliti učinkovitost prakse *bloganja* u području odgoja i obrazovanja.

Unatoč navodnim prednostima, provedba blogova nosi nekoliko izazova. S aspekta studenata, često se navode izazovi nedostatka povratne informacije nastavnika i kolega za određeni zadani blog, straha od negativne kritike koju bi mogli dati kolege i odsutnosti nastavnika u blogosferi. Stoga, prije implementacije blogova u EFL/ESL okružju, potrebna su daljnja istraživanja radi rješavanja ovih problema. Također treba razmotriti faktore poput IT kompetencija studenata i tehnološke infrastrukture, uključujući objekte, opremu i usluge podrške.

Rezultati su pregledanih studija različiti jer neke studije izvješćuju da je uporaba blogova u učenju engleskoga jezika učinkovita, dok druge izvješćuju da su prakse *bloganja* u kontekstu poučavanja EFL/ESL neučinkovite. Shodno tome, rezultati koji se odnose na interpersonalne, afektivne i kognitivne ishode studenata prikazani su kao prednost, dok su negativni aspekti prakse *bloganja* prikazane kao izazov. Stoga je potrebno buduće istraživanje kako bi se utvrdili motivi zašto se ovi elementi označavaju kao prednost ili izazov.

Ovaj je pregled samo kvalitativna analiza prakse *bloganja* u EFL/ESL okružju. Metaanaliza, ovisno o daljnjem povećanju broja eksperimentalnih istraživanja koja mjere učinkovitost prakse *bloganja* u engleskom jeziku, mogla bi donijeti važne i konačne rezultate. Uključivanje vlogova (videoblogova) ili slogova (zvučnih blogova), s različitim kriterijima pretraživanja kao što su konferencijski radovi ili disertacije, vjerojatno će dati različite rezultate u odnosu na izvještene prednosti i nedostatke u ovom pregledu. Stoga je potrebno daljnje istraživanje s različitim skupom kriterija pretraživanja kako bi se ponovno razmotrila učinkovitost prakse *bloganja* u ovom području.