

Sponsoring Committee: Dr. John R. Dilendik, Moravian College  
Dr. Ann Goldberg, Moravian College  
Mrs. Jennifer Indalecio, Bethlehem Area SD

**Blogging in the ESOL Classroom**

**Sandra Thomas**

Submitted in partial Fulfillment  
Of the requirements for the degree of  
Master of Education  
Moravian College  
Bethlehem, Pennsylvania  
2017

©

By

Sandra Thomas

## **Abstract**

This quantitative research study documents the observed behaviors and reported experiences of a middle school teacher and her class of eighteen intermediate and advanced ELs when blogging is used in the classroom to improve literacy skills. This study examines how the implementation of a blogging routine was used to help students improve their reading, writing, speaking and listening skills. The routine involved reading text, completing questions, discussing the text, writing to a blog and ultimately reading and commenting on another's blog post. The curriculum used KidBlog as the blog platform to discuss student understandings, thoughts and opinions.

Methods of gathering data included student surveys and interviews, observations, field notes and student artifacts and assessments. Data analysis methods used in the study included reflective memos, coding of observational logs and student artifacts, and the formation of theme statements.

From this study it was determined that developing a blogging routine in the classroom may positively influence students' critical thinking and literacy skills. Instructional strategies used to support blogging can provide the opportunity to create relevant and authentic activities for student collaboration and increased engagement. Blogs provide an authentic audience and incorporate the use of technology in the classroom for real world applications and assist on improving students' technology skills for the 21<sup>st</sup> century.