

## Słowo wstępne

Tom studiów, który oddajemy do rąk czytelnika, powstał jako kolejna publikacja w ramach prac nad zagadnieniem nauczania i ewaluacji języka obcego w świetle *Europejskiego systemu oceny kształcenia językowego*, prowadzonych w Państwowej Wyższej Szkole Zawodowej w Raciborzu i koordynowanych przez prof. dra hab. Mieczysława Balowskiego.

Autorzy omawiają różne aspekty socjokulturowego komponentu nauczania języków obcych – zagadnienia cieszące się coraz większym zainteresowaniem badawczym. Reprezentują oni w większości uniwersytety i placówki z Republiki Czeskiej, ale także z Polski, Słowacji, Niemiec i Rosji. Różnorodność artykułów podkreśla międzynarodowy charakter prezentowanego zbioru studiów\*.

Autorzy poszczególnych artykułów przedstawiają różne aspekty "socio-kultury": definiują to pojęcie oraz ustosunkowują się do tzw. kompetencji socjokulturowych jako elementu procesu nauczania języka obcego (J. Celerová, M. Hádková, I. Kalita, J. Šindelářová, M. Krejčová). J. Hasil zwraca uwagę na różnice pomiędzy kompetencjami socjokulturowymi a tzw. realiami, M. Hrdlička natomiast omawia język czeski poprzez pryzmat jego narodowego charakteru.

Oprócz prac o charakterze teoretycznym znajdzie tu czytelnik również studia analityczne. Ich autorzy omawiają między innymi: zagadnienie nauczania elementów socjokulturowych obcojęzycznych studentów medycyny (Ž. Šlemarová, K. Hušková) oraz ekonomii i przedsiębiorczości (M. Žáčková), problem nauczania historii, realiów i kultury z wykorzystaniem tekstów publicystycznych (L. Nazarenko), zjawisko bilingwizmu czesko-słowackiego (V. Kováčová, D. Baláková) czy problem socjokulturowego i politycznego charakteru komunikacji w *Euregio Egrensis*.

Mamy nadzieję, że tom kierowany do rąk czytelnika, dostarczy wielu inspiracji badawczych oraz praktycznych wskazówek pomocnych w rozwiązywaniu prezentowanych tutaj problemów.

Redaktorzy

---

\* Redakcja nie ponosi odpowiedzialności za poprawność językową artykułów w języku angielskim, niemieckim i rosyjskim.

**Anastasia ATABEKOVA**

**Peoples' Friendship University of Russia, Moscow**

## **Weblog – Linguistic Phenomenon and Didactic Tool**

A weblog was created as a tool for people to design online journals without the need of any programming skills. It is a website-technology that includes dated entries. A weblog is written usually by a single author who often accompanies his main entry text by links to other blogs or sources that seem to be of current interest for the writer and his net readers.

### **1. Weblog writing is considered an Internet means of social interaction**

Web log writing practice stemmed from a self-publishing movement for journalists who strived to make their voices heard in an open online press. On the other hand, it dates back to a personal web publishing forum. Weblog is regarded as a form of computer-mediated communication (CMC). Nevertheless it differs from other CMC forms, such as MUDs and chats, for instance.

First, self-identification approach in weblog writing opposes anonymity and flexibility in other CMC contexts. What is more, blogs are an extension of the real world, rather than a place where people like to pretend (Huffaker, 2004). Another point to be mentioned is that bloggers discuss things that influence their

real world and attach their real-world identity to these discussions (Federman, 2004).

In other words, unlike most CMC forms a blog is produced by an active writer, who designs an online writing space to reveal his identity, to communicate his personality, and most importantly, a point of view (Walker, 2005). Nowadays blogging is used in the course of social interaction for different purposes. The following list names just a few ones:

- knowledge sharing,
- customer service,
- interactive journalism,
- self-expression,
- learning,
- campaigning/social reform,
- community building,
- experience tracking.

As blogging has become both a means and a realm of social communication this phenomenon is a subject-matter to linguistic research, as well. Scholars mostly focus on gender differences and self-identity level, revealed by language means through weblog writing (i.e. Huffaker – Calvert, 2005). Unfortunately this phenomenon has not got a poly paradigm approach that characterizes modern linguistic studies mainstream on the whole. We stand to the point that weblog as a new social communication phenomenon requires analysis grounding on an integrated discourse approach.

This one would involve the following aspects:

- cultural (social and professional) aspects,
- cognitive practice study,
- communicative settings description.



Such a systemic approach in studies is expected to contribute to specifying weblog linguistic peculiarities. These ones will then be taken into account while using this tool in foreign language teaching. In terms of social interaction culture writing weblogs provide grounds for trust, gain certain reputation within a target community, that in turn leads to its team-building (Benda 2001). Blogs contribute to gathering peoples with shared interests, including professional ones. They become a space to exchange specialists' experience on a regular basis within a rather stable net community.

Cognitive practice in regard to weblog writing combines such activities as knowledge acquiring, its sharing and management. While the weblog author writes his information and documents sources to structure them, the process of knowledge sharing and its management is underway for him. When visitors read the author's materials and then contribute to his thought by writing comments, the time comes for knowledge acquiring and its sharing in the following forms:

- reading entries;
- looking through links given by the author (who documents sources and structure them);
- working with his archive system;
- commenting on the weblog materials.

Cognitive practice within the weblog space involves writer' reflection activities. The author reflects on his own experiences, he or she reflects on others' thinking mode, as well.

## **2. Communication settings description**

As a form of CMC asynchronic communication the weblog shares net speech features with the forum. The similarities are revealed through using acronyms, plays and variations on



words, emoticons, graphical icons that represent a real person in a virtual context, called avatars. Nevertheless, the percentage of their appearance in weblog writing is lower due to a more formal field of communicating information in the weblog.

Unlike the forum weblogs keep discussions under way on a permanent structured basis. It keeps rather high level of interaction, up to 60% of once –visitors turn into regular interlocutors. Web log writing is supposed to provide 100% of the author self identity and 70-80% of visitors' identity. The target audience and the writing community of weblogs seems to be more stable. Web log writing reveals its topic-oriented approach what goes in line with forum traditions, but web log topics are changed more often comparing with that ones in forums. Weblog writers envisage more communicative goals (comparing with forum writers) that include narrating, discussing matters of common interests, problem solving, opinion exchange.

Language features in weblog writing practice differ from that ones in forum writing by a number of parameters. Our results of the comparative research that has already been carried out and involved 300 pieces of forum and blog entries (in the field of philology and law matters) allow to state the following points.

- the level of colloquial speech is lower in blogs;
- the style of presenting info (the form of addressing and closing the piece of posting, the theme-rheme division of the sentences, their correlation in regard to the whole text structure) is more varied and strategically sophisticated in blogs;
- correlation of complex, compound and simple sentences is found in blogs whereas forum text show the simplest sentence form structure;
- correlation of coordination and subordination is logically thought out and constantly found in blogs;