



ESPE
UNIVERSIDAD DE LAS FUERZAS ARMADAS
INNOVACIÓN PARA LA EXCELENCIA

DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

TRABAJO DE TITULACIÓN, PREVIO A LA OBTENCIÓN DEL
TÍTULO DE LICENCIADO EN LINGÜÍSTICA APLICADA AL
IDIOMA INGLÉS

THEME: “USE OF BLOGS TO IMPROVE THE ENGLISH WRITING
SKILL, IN EIGHTH GRADE STUDENTS CLASSROOM “C”, AT
MILITARY HIGH SCHOOL N° 13 “PATRIA” DURING THE FIRST
QUIMESTRE, SCHOOL YEAR 2015-2016.”

AUTHOR: BONILLA LECHON NESTOR BENJAMIN

DIRECTOR: MSc. BONILLA BONILLA NESTOR

SALGOLQUÍ

2016



DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES
APPLIED LINGUISTICS IN ENGLISH PROGRAM

CERTIFICATION

MSc. Nestor Bonilla Bonilla thesis Director, is pleased to certify that the research project under the title: **“USE OF BLOGS TO IMPROVE THE ENGLISH WRITING SKILL, IN EIGHTH GRADE STUDENTS CLASSROOM “C”, AT MILITARY HIGH SCHOOL N° 13 “PATRIA” DURING THE FIRST QUIMESTRE, SCHOOL YEAR 2015-2016.”**, developed by Nestor Benjamin Bonilla Lechón, who have finished and approved all the subjects of the Applied Linguistics in English Career of the University of the Armed Forces ESPE, has been studied and verified in all its parts, and performed under my guidance and supervision, so its presentation and oral sustaining are authorized to the corresponding university instance.

Sangolqui, Marzo 2016

MSc. Néstor Bonilla B.

DIRECTOR



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Yo, Néstor Benjamín Bonilla Lechón, con cedula de identidad N° 1003196639, declaro que este proyecto de investigación “USE OF BLOGS TO IMPROVE THE ENGLISH WRITING SKILL, IN EIGHTH GRADE STUDENTS CLASSROOM “C”, AT MILITARY HIGH SCHOOL N° 13 “PATRIA” DURING THE FIRST QUIMESTRE, SCHOOL YEAR 2015-2016” ha sido desarrollado considerando los métodos de investigación existentes, así como también se ha respetado los derechos intelectuales de terceros considerándose en las citas bibliográficas.

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Néstor Benjamín Bonilla Lechón

C.C 1003196639



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Néstor Benjamín Bonilla Lechón

C.C. 1003196639

DEDICATORY

This job is dedicated to my wife *Maria Isabel Gutierrez*, who was at my side giving me her unconditional support during the race, her wise counsel constitute a large motivated to achieve the dreams raised.

My mother *Maria Pastora Lechón Bonilla*, who was a great support in my professional training, she has taught me to constantly fight to get success in life.

Nestor Bonilla L.

ACKNOWLEDGEMENT

I want to begin thanking God for giving me life and health, for my family, who is my motivation and reason to continue fighting in life. A fraternal gratitude to the director of Linguistics Applied career, to the English Language, MG Maricela Madrid, for her wise advice and teaching directing us on the right road to educational excellence.

Thanks to my research project advisor MSc. Nestor Bonilla Bonilla, who took as his starting point the phrase "teaching without denigrating the person" in order to oversee the development and execution of the research project. He did this with patience, tolerance and a love of teaching. He was focused on providing the best training for new teachers and on the enhancement of our country.

I want to thank the Military High School N° 13 "Patria" Headmaster, who opened the doors with great joy and hope for the execution of my research project with students in the eighth year of basic education classroom "C".

Finally, I want to thank my teachers and colleagues at the Armed Forces University ESPE, with whom I share unique experiences in the academic field.

Nestor Bonilla L.

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ABSTRACT

Science and technology have rapidly advanced in the 21st century and important programmers around the world have developed different software to meet the interests and needs of users. (Mora Ana , 2009) That is why the academic field and specifically English learning in Ecuador has sought new technological tools that are useful for the development of key skills (such as listening, speaking, reading and writing) thus making a more effective method of teaching- learning English . One of the technological tools currently more used in the academic field are blogs, tool that was used to improve the English writing skill in eighth grade students at Military High School N° 13 “Patria”. Important tools have been added to the blogs in order to allow the constant and interactive communication between the teachers and students, there will also be feedback after each activity to correct errors. Each student can observe the participation of their partners that serve as a basis to correct an error at once. Weekly online and written evaluations will take place in the classroom after finishing a particular subject of study; this allows checking the progress of the students. Online evaluation forms through Google instantly verify mistakes and give the grade earned by each student. Finally feedback from all the activities developed during the project will take place; this will serve to complement the students’ knowledge who did not achieve the necessary knowledge.

KEY WORDS

- **BLOGS**
- **DYNAMIC WEB SITES**
- **STATIC WEB SITES**
- **WRITING SYSTEM**
- **HYPERMEDIA**

RESUMEN

La ciencia y tecnología han avanzado rápidamente en el siglo 21, e importantes programadores alrededor del mundo han desarrollado diferentes softwares para satisfacer los intereses y necesidades de los usuarios. Por esta razón el ámbito académico y especialmente la enseñanza del idioma inglés en el Ecuador ha buscado nuevas herramientas tecnológicas útiles para el desarrollo de las habilidades claves del inglés tales como: (Listening, speaking, reading and writing) haciendo así un método más eficaz de enseñanza-aprendizaje del Inglés. Una de las herramientas tecnológicas más utilizadas actualmente en el campo académico son los blogs, herramienta que fue utilizada para mejorar la habilidad de (writing) en alumnos de octavo año del COMIL N° 13 “Patria”. Importantes herramientas se han añadido a los blogs con el fin de permitir la comunicación constante entre los profesores y estudiantes, además la retroalimentación después de cada actividad para corregir errores. Cada estudiante puede observar la participación de sus compañeros, evaluaciones en línea o en el aula de clases se desarrolla semanalmente después de terminar un tema de estudio; esto permite comprobar el progreso de los estudiantes. Formularios de google drive permite crear pequeñas evaluaciones calificando de forma automatizada remitiendo calificaciones individuales por cada estudiante. Finalmente una retroalimentación general de todas las actividades desarrolladas, a fin de complementar los conocimientos en los estudiantes que no alcanzaron los conocimientos necesarios.

PALABRAS CLAVES

- **BLOGS**
- **SITIO WEB DINÁMICO**
- **SITIO WEB ESTÁTICO**
- **SISTEMA DE ESCRITURA**
- **HIPERMEDIA**

PART ONE

1 RESEARCH PROBLEM

Theme: “Use of blogs to improve the English writing skill, in eighth grade students classroom “C”, at Military High School N° 13 “Patria” during the first quimestre, school year 2015-2016.”

Nowadays we are surrounded by technology and the ICTs that it allows; the digital and technological culture has grown to reach levels like never before. The educational system has ignored some very important facts such as the changes produced day after day due to the advance of science and technology, and most of all, how our students see and understand education and communication today, that they are regular users of various technologies; one of them is the use of blogs.

There are many types of blogs, from those personal ones that young people today use as journals, to specialized ones where you can inform or express opinions, share information and knowledge. Considering all these circumstances, the use of an educational blog could be an effective tool to develop competencies for both students and teachers. The use of blogs can help to innovate and will be a great ally in order to improve the English teaching-learning processes inside and outside the classroom.

1.1 Problem's Tree

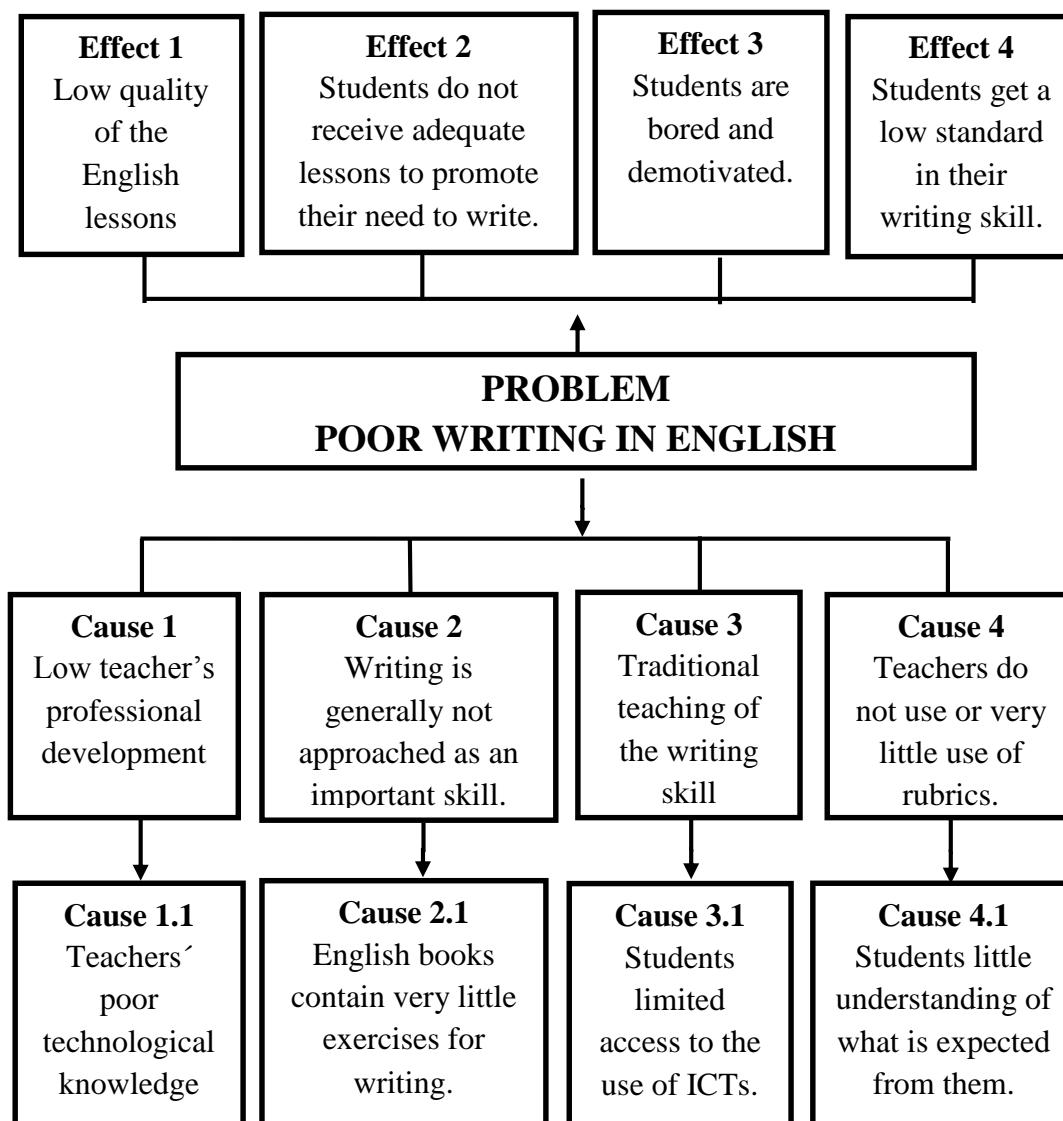


Figure 1 Cause and Effect Relation

1.2 Problem Identification

Nowadays the incidence and use of ICTs has grown worldwide, in the past years the access to Internet has incremented greatly according to (The World Bank, 2015) it has gone from less than 20% in 2005 to 28% in 2010 and to 38% in 2013; it is a present phenomenon in every country including the poorest ones. Classes online, video conferences, chats and other alternatives are of common use today and thanks to the ICTs they have become part of the modern education.

Latin America and specifically Ecuador, cannot be the exception, as (Multimedia content, 2016) estates: “The Latin American Internet audience grew 23% in the past year and now represents 8% of the global Internet audience”. In Ecuador The Ecuadorian Institute for Statistic and Census (M^a Medina Lopez Isabel, 2007), offers according to the National Survey on Employment, Unemployment and Sub employment 2010 – 2013 (ENEMDU) the following information; in 2013, 28,3% of Ecuadorian homes had access to Internet, 37% in the urban areas and 9,1% in the rural zones. Also according to the same source, in 2013, 43, 6% of the national population uses a computer, 50, 1% in the urban areas and 29, 9% in the rural zones.

Furthermore, the age group that mainly uses computers is between 16 and 24 years old with 67,8%, followed by the 5 to 15 years old group with 58,3%. From the group of people that uses internet from home, 50,9% do it in the urban areas and the 22,3% do it in the rural areas, but is important to notice that 27,2% in the rural areas use Internet in their educative centers.

Another fact to take into consideration, digital illiteracy has been reduced in Ecuador. As it has been stated for (Ecuador en cifras, 2015) “A person is considered as Digital Illiterate when it meets simultaneously three characteristics: 1) It doesn't have an activated cellphone 2) It hasn't used a computer in the past 12 months 3) It hasn't used the internet in the last 12 months.”

According to this definition as 2013, only 20% of the national population is considered digital illiterate; 15, 5% in the urban zones and 30, 6% in the rural areas.

Cotopaxi is one of the provinces with an acceptable access to computers and internet with 38%, a percentage above the national average (M^a Medina Lopez Isabel, 2007). For this reason, the use of ICTs, and specifically the use of blogs as a didactic tool for English teaching to enhance the development of writing skills and students' performance is viable.

The EF English Proficiency Index elaborated for (EF Education First, 2014) is a classification of 63 countries from Europe, Asia, Latin America, the Middle East and the North of Africa base on their level of English; it divides the countries in five categories: Very High Level, High level, Middle Level, Low Level and Very Low Level. Ecuador ranks on the 35th place with a low level of English. However in this report it is stated that: "Adult English proficiency in Ecuador started from a low baseline, but it is improving fast. Over the past seven years, Ecuador's EF EPI score has increased by 6.51 points, one of the largest gains in the region."

It can be assured that currently students are bored and demotivated during their English classes, they don't show the necessary interest to learn English, among other reasons it is because teachers are still using the traditional teaching methodologies when we are surrounded by a world full of technology where the use of ICTs has become a necessity.

It seems like teachers do not have enough digital knowledge to apply new technologies in their classrooms. While the new generation of students' needs and demands the application of different ICTs in their learning process, they are expecting new teaching methodologies base in the use of technology to be implemented. Nowadays one of the most commonly use tool are blogs, the proper use and application of this tool, allows keeping a constant communication between teachers and students, it promotes social interaction and due to their nature helps students developing their English writing skills.

So, it is precisely this skill, English writing, and the one to be improved through the application of this project. The proposal is to use a blog in eighth grade students, classroom "C", at Military High School N° 13 "Patria", during the first quimestre,

school year 2015 – 2016. The main activity consists on sharing interesting texts through these blogs; their writing skill will be measured by answering questions on line with different lengths and levels of difficulty, developed by the teacher focused on the text. There can be also pair and group activities.

In conclusion the use of blogs and the development of different interactive activities is a necessity in eighth grade students classroom “C”, at Military High School N° 13 “Patria”, this will generate a motivating environment and a lot of interest in the English language learning, students will feel relaxed and enjoy their learning experience, specially, focused on the improvement of their English writing skill.

1.3 Problem formulation

What is the repercussion of the use of blogs on the English writing skill in the eighth grade students classroom “C”, at Military High School N° 13 “Patria” located in the city of Latacunga during the first quimestre, school year 2015-2016?

1.4 Variables matrix


1.4.1 Independent variable (x)

Blogs

1.4.2 Dependent variable (y)

English writing skill

Table 1
Variables matrix

Variable	Definition	Dimension	Sub dimension	Indicators
I.V Blogs	Blogs is a free web site on the internet where the administrator and users can establish an interactive dialogue through the use of multimedia content in an inverse chronological order about determined course or program, its easy handling allows setting in accordance to the need of any area of employment, and its relationship with other websites. Blogs as a teaching resource allows to managing specific content about a topic of interest, flexibility of use, and the possibility of communication and collaboration during development of the activities in the teaching-learning process.	Website types	Dynamic web cite	Interactive dialogue Feature of blogs
			Static web cite	Utilities Advantages
		Multimedia content	Software Hardware	Hypertext Hypermedia
		Content management system (CMS)	Blog administrator	Panel of administration
			Blog users	Analysis and content development
		Blogs in Education	Teacher Blogs	Teacher's role
			Students Blogs	Student's role
			Classroom blogs	Teaching learning activities
		Flexibility of use	Inside the classroom	Classroom activities
			Outside the classroom	Outside the classroom activities
Continue				

		Links		Spider of google	Functionality of the search
Variable	Definition	Dimension	Sub dimension	Indicators	
D.V English writing skill	English writing is a form of communication in an expressive form through a visual symbolic system in a cognitive process. It allows embodying feelings and ideas on a paper, organizing knowledge and beliefs into convincing arguments, and express meaning through well-constructed text. Spelling, vocabulary, grammar, work together and grow together to help improving English writing skills, Furthermore Writing has a social and cultural value. (Nordquist Richard, 2016).	What is English writing skill?	Writing systems	Encoding and decoding	
		Areas Which Writing Works With	Vocabulary Punctuation Capitalization Spelling	Vocabulary development Utilities	
		Types of classroom writing performance	Imitative writing	Copying Word activities	
			Intensive writing	Guided writing	
			Self-writing	Creative writing activities	
			Prewriting	Prewriting activities	
			Drafting	Techniques	
			Revising	Procedures	
			Editing	Revision and correction parameters	
			Publishing	Features of the content to publish	

1.5 OBJECTIVES

1.5.1 General objective

- To determine how the use of a blogs affects the teaching-learning process to improve the English writing skill in eighth grade students, classroom “C”, at Military High School N° 13 “Patria” during the first quimestre, school year 2015-2016.

1.5.2 Specific objectives

- To search for strategies to update knowledge in the use of blogs in order to achieve high teaching quality.
- To identify student’s problems to improve English writing skill.
- To provide teachers and students a vast quantity of writing activities through the use of a blogs to improve the English writing skill.

1.6 JUSTIFICATION

The English teaching- learning process has been experiencing a revolution in its methodology closely related with the immersion of ICTs in the educative field, developing new relational forms and encouraging the use of multiple and diverse possibilities to access knowledge, consequently, the use of ICTs in any of their forms is a necessity today more than ever. One of the most useful resources are blogs, they help to improve skills, curriculum content, they facilitate critical feedback as a result of the possibility that the reader has to make comments; they are available for teachers, students and parents, which gets the involvement of the whole educative community.

Blogs are the best way to coordinate online projects, they allow organizing documents, many activities such as search, reading, selection and interpretation of themes can be done through a blog. Due to the new approach adolescents have towards technology the use of blogs is something easy for them, they begin the process actively and gradually they become experts, with an extended knowledge of different topics with the capability to develop new blogs on their own.

There are two types of skills in English the input and output skills, reading and listening belong to the first type and they have been the focus of teaching the subject, but not with the desired results anyway. Even worst have been the results with the output skills such as writing and speaking; in these areas there is a lot of work to do to improve them. Writing skill is a process that needs to be taught using different and more creative approaches.

The main function of teaching and learning a second language is to get the capacity to communicate in that language; writing is an important part in this process of communication, which has to be done in an effective way but keeping the quality and correctness of this skill. When we refer to writing, we are talking about the ability to express organized ideas, with the right composition and the proper use of vocabulary. As the Chinese philosopher Confucius said “If language is not correct, then, what is said

is not what is meant. If what is said is not what is meant, then, what ought to be done remain undone.” (Canadian Association of Fire Chiefs, 2015)

The proposal of this project has to do with the use of blogs to improve the English writing skill with the eighth grade students classroom “C”, at Military High School N° 13 “Patria” located in Latacunga City, during the first quimestre, school year 2015-2016.

Through the use of this important technological tool, there is the intention to generate a motivating and fun environment both inside and outside the classroom, also to increase teachers’ knowledge about the use of blogs to improve the English teaching-learning process, focused basically on the improvement of the writing skill. To expand the use of technology in the classroom, help from different educative institutions is needed; they must realize this is the way to prepare tomorrow’s society and to allow constructivism of knowledge and meaningful learning.

PART TWO

2. THEORETICAL FRAMEWORK

2.1 chapter I

2.1.1 General information

Military High School N° 13 “Patria”

SCHOOL NAME:	Military High School N° 13 “Patria”
ADDRESS:	Panamericana Norte km 12 ½
DISTRICT:	Latacunga
PROVINCE:	Cotopaxi
CANTON:	Latacunga
PARISH:	Guaytacama
TELEPHONE:	(032) 263344
SECTIONS:	Basic and high school
SPECIALTIES:	bachelor of Science
FINANCING:	Government
NUMBER OF STUDENTS:	800
NUMBER OF TEACHERS:	96
AUTHORITIES:	4
Principal	CRNL.DE CSM. Patricio Alvear
Academic director	Lic. Cesar Gutiérrez
English department director	Lic. Ivon Vaca

Educational psychology department

Lic. Ango Lucia

Public relations director

Lic. Elisabeth Guayña

Facilities

Administrative officers, computers rooms, chemistry, biology and physics laboratories, volley ball court, soccer court, basketball court, playground, library.

2.2.2 *History traits (School document)*

MILITARY HIGH SCHOOL N° 13 “PATRIA” HISTORY

Institutions are born by the sight of men who aspire mankind progress and wellbeing, in this specific case Military School N° 13 “Patria”. Education for military children staff officers and troops from “Patria “Brigade “Patria” private school was initially created, some years after this school increase in students, the extension was necessary and with the Ministerial Contract N° 3210 on April 28, 1988, the operation of the private “Patria” school was authorized so that all staff can access troops obtaining a baccalaureate in mathematical physicist specialty.

In 2003 - 2004 academic periods, “Patria” school, start working the Educative Unit School “Patria” in the morning period, in 2007 a stage of progress with the increase of students and by ministerial decision N° 4526, October 23, 2007 is designated as Military High school N° 13 "Patria" by resolution N° 19.

Education Department decided to change the purposes set out in the Education Act, the name of Private Education Unit "Patria ", in Guaytacama parish, Latacunga canton Educative Unit Military High School N° 13" Patria " on July 22, 2008 General Command of the Army, through Division General Commander Mr. Ernesto Gonzales Villaroel, ordered the military School N° 13 " Patria ", form part of the thirteen Military Schools that make up the subsystem Regular Education of the Ecuadorian Army.

2.2.3 Didactical Model

A didactical model is an intellectual tool to confront educative problems; it helps to establish the necessary link between theoretical analysis and practical intervention, a necessary connection, sometimes absent in the educative tradition; where usually the theoretical pedagogic, psychological, sociologic and curricular production are separated from the didactical materials, the practical experiences of innovative groups or the concrete actions of teachers in the classroom. Any attempt to renew the educative reality, has to start with a deep reflection about the type of school that has been proposed, innovative groups in the education field usually opt for an alternative didactical model. (García Francisco, 2000)

2.2.4 Technological Didactical Model

Proposes a modern and effective education, its focus is on the objectives, follows well detailed programs, contents prepared by experts, contents are the most important and somehow the skills. Does not take into consideration students' interests; and, sometimes acknowledge students' ideas just to be considered as errors.

2.2 CHAPTER II

2.2.1 BLOGS

The use of technology has incremented its influence in everybody's personal and professional life, so it is just natural that its importance in the educative process has to be wider now. Our students, use ICTs as part of their learning process every day, they do consults, researches, presentations. They are in contact with ICTs, even more often outside the school through the social networks; they read more today than before; not books, but digital media, they also write more often today, and most of them are really good at the mechanical skill, as is the use of the keyboard, although there is a lack of quality in the content, they spend a lot of hours in front of a screen. However, none of this technologies has been used to improve their English skills; so why is that teachers are not been part of this reality? Why aren't they using ICTs to improve the English skills as writing and reading in their students? The objectives of this project aim to this problem and how the use of technology, specifically a blog can help students from grade eighth to improve their English writing skill.

Blogs are websites on the internet that contain a lot of information from different sources and types, which are managed by the blog administrator and users who participate in it. Blogs initially appeared as virtual spaces of people who wanted to share their experiences or opinions. Therefore they are considered as an evolution of personal diaries. All content posted on the blog is made public to the Internet. One of the very important tools in the blog is Comment Management System known as post. These comments appear on the blog chronologically, that is, what is new appears first and what is older follows.

2.2.2 Theoretical and Conceptual Focus

Learning a second language is a process that has to be developed through the practice of various communicative situations, to promote its main objective which is communication. Nowadays with the widespread of the Internet, there are many tools known as ICTs that allow improving these situations, one of them is blogging. Internet according to the (Rouse Margaret, 2007) is:

“A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols:” it offers many services to its users such as the world wide web (www), e-mail, chat facilities, and among them the use of blogs.

Blogs according to the definition provided by (M^a Cano Fernandez Veronica, 2015) is “a weblog used with educational purposes or in learning environments by both teachers and students, where its main objective is to support the teaching- learning process in an educational context. It is a tool that helps to develop skills, curricular contents and abilities.” Blogs have become an effective instrument in the teaching practice to promote learning base on constructivism, also provide simple and flexible tools developed to enable the development real communicative projects.

Nowadays education systems around the world face the challenge to use information and communications technologies (ICTs) to provide for their students with the required tools and knowledge, the use of ICTs at different levels and educational systems have a significant impact on students’ learning development and strengthening their competencies for life and the workplace that support their integration into the society of knowledge.

Blogs are considered potential teaching tools in the educative community because they can be used with any discipline based on a constructivist model, blogs support e-learning development, establishing an informal communication channel between teachers and students, promoting social interaction, offering students a personal medium where they can experiment their own learning. (Oblinger & Oblinger, 2005)

They are easy to assimilate, based on some prior knowledge of digital technology; in this regard, then is important to take into account that now students belong to the network or Net Generation, which defines those born since the 1980s and have grown with the Internet. Their learning behavior is related to this generational nature and requires new educational approaches. (Oblinger & Oblinger, 2005)

2.2.3 Blog Features

- **Gratuity.** - The blogs creation is free, but depending on which site one uses it may cost. Today there are several free online managers. Ticket posts classified or published by both the administrator and users are also classified by date, time, categories and tag information.
- **Easy creation and administration.** - One does not need to have extensive knowledge in using the internet, or computer programming, because the content management systems offer different templates for designing lists according to user need.
- **Colloquial language.** - Usually a direct vocabulary spontaneous, warm and organized is employed respecting spelling and grammar rules.
- **Multimedia integration.** - Blogs allow you to manage multimedia content, i.e. text, audio, video, and images.
- **Flexibility of use in any field.** - Now a days the Blogs are used by different fields such us: politics, sports, education, technology, religion, communication, etc.

2.3 WEBSITE TYPES

2.3.1 Dynamic website

Before making a decision to create a website it is very important to analyze the goals one has set out to achieve. If the intention is only for information then create a

static website. But if one wants interactivity it is necessary to create a dynamic website. Manager's review is an important tool in the dynamic blog; this allows continued involvement of both teacher and student, communication between students, general ideas and opinions of other participants, disclosure, school activities, etc. The motivation and the willingness of the student are an important role in order to achieve significant learning effectiveness. (Nordquist Richard, 2016)

Currently the dynamic blog has great potential as a teaching tool in the teaching-learning process. Use of any teaching methodology inside a constructivist pedagogy based on the "learning to learn" will be with us throughout life. Constructivism is based on the cognitive studies of Piaget, the importance of education by Vygotsky and currents of educational psychology that emphasize the importance of meaningful learning (Wadsworth BJ, 2015)

The constructivist pedagogy teacher is a mediator, who provides the necessary tools for students to build their own learning. It has a great importance in the initial evaluation to diagnose prior knowledge of the student and to ensure a good atmosphere of trust and communication in the classroom. The constructivist blog model is considered as a further means of communication between teacher and student, promoting social interaction, providing students with a tool for their own learning experience in an easy and simple way.

2.3.1.1 Interactive dialogue

This action is realized through the comments tool or comment management system where communication and active participation between administrator and users is established as in the case of the educational field between teachers and students. The administrator or teacher publishes a detailed, explicit and specific activity in the comments section. Users review, analyze and develop activities or tasks posted by the administrator or teacher.

During the interaction the administrator or teacher provides oversight of all interventions and content. During this activity, the administrator can make corrections,

post suggestions and constantly motivate the entire work group. Users or students can ask questions or coordinate with the teacher by a comment or email a direct message. They can also make corrections of their peers on a particular activity. All this serves as feedback to all involved in the dialogue.

Finally it is important to mention that interactive dialogue through a blog can solve or cover some gaps in the teaching-learning process.

2.3.1.2 Advantages of dynamic blogs

- There is dynamic content
- It can be edited or updated at any time
- Cooperation and collaboration in the project development is encouraged.
- The structure and nature encourages learning.
- The chronological structure and timing of blogs makes it easier for students to submit their assignments on time.
- Blogs promote more effective communication between students and teacher as a synchronized tool.
- It allows parents and guide teachers to review and assess the progress of their children at school.
- Students can freely express themselves through a comment. (Buyto, 2009)

2.3.2 Static Blogs

This type of website generally shows permanent information content. It cannot be changed, nor has the ability to allow users to interact with in it. This type of blogs cannot support web applications, database manager, forums, consultations, e- mails. (laugommez, 2012)

2.3.2.1 Advantages of static blogs

- The creation of blogs is free
- It's easy to use and create
- It presents the authors
- It presents the institution
- It contacts by email with readers
- It searches specific information
- It has interesting links on the blog content (Paucar Juan, 2014)

2.3.2.2 Utilities

The creation and use of this type of blog has the intention to publish information content, and it is directed to professionals who offer their products and services through the static web, they can be: Doctors, Lawyers, Architects, and Accountants, etc.

2.3 MULTIMEDIA CONTENT

We currently live in a multimedia world. Most of the media and information around the world is used by this method to transmit information or messages. The content is interesting and motivating for users. The multimedia content is an important support for communication and information created by using text, audio, image and video. This information should be designed with quality, originality and clearness. This will allow a good reception of multimedia content by the user or consumer.

Internet is an essential part to expand a given multimedia content today. It is very noticeable that users have written articles, individual audio or video files. Users visit the internet daily to complete information. That is where you can read about a

particular topic, where you can hear an interesting introduction about the topic, where you can also view a video that supports the veracity of the theme or product. All of this in one place, in one electronic device or web site.



Figure 2 Multimedia content
Source: (NTC web hosting, 2016)

2.4.1 Multimedia education content

The academic field has become the media of integration as an important teaching strategy for the new students' NET generation. Education cannot be removed from the social context and environment of the students. Therefore it is always necessary to search and improve the resources, teaching strategies and support materials that are attractive and interesting to the students; thus to be able to make more effective the teaching-learning process.

The multimedia materials evolved from the accelerated advancement of science and technology. It started applying information technology in the teaching process, which promised a breakthrough and improvement of the quality of education. It allows

the concentration of many educational resources from different sources with a high content of information available from anywhere at any time.

In the classroom students see the daily benefits and advantages of applying multimedia content. It has generated in the students interest in learning, constant motivation, initiative development, more communication and cooperative learning.

Interactive multimedia content allows the move from informative to significant knowledge, since critical analysis, practice and instant feedback makes the student report, analyze and apply their knowledge in exercises that will help them to retain the contents and review mistakes. (M^a Medina Lopez Isabel, 2007)

2.4.1.1 Software

Software is a computer system composed of: programs, procedures, rules, documentation and data. It is in charge of specific tasks within an electronic device. The software is intangible. It is a system that cannot be touched physically such as processors, operating systems or drivers. In the academic field it can download the Encarta digital encyclopedia.

Software and its components do allow the relationship or interaction with the physical components, such as when the software plays within an audio track and it is heard through an audio device such as a speaker or headphones. Another example is a memory stick put into a computer and the computer software reads the memory content and projects it through the screen. It also allows the editing of the content.



Figure 3 Software

Source: (Wikimedia, inc, 2016)

2.4.1.2 Hardware

It refers to any physical device of a computer system. It can be electrical, electronic, or mechanical. The hardware involves multimedia contents such as PC hard drive, external hard drive, DVD, CD, digital camera, monitor, microphone, CD-ROM, DVD -ROM, scanner, printer, keyboard and projector. All these tangible computer components are called hardware, and are indispensable for the implementation of multimedia content. Today's classrooms are equipped with all these materials; teachers and students have the use of all this equipment, and in this way they are a great support for the teaching-learning process. (Definicion.de, 2016)



Figure 4 Hardware
Source: (Nomadsoul1, 2010)

2.4.1.3 Hypertext

It is computer software designed to process and manages hypertext documents. Microsoft office software is the most common used by people. It is an important tool to create documents of which the most common are Microsoft office, Excel, Power point and Access. Today, digitized information via hypertext content allows users to read and write according to the need of each person. Different digital texts in the academic field allow readers and writers to gain daily new skills such as grammar and vocabulary, of which writing is among the most important. It has ever been so necessary for children to learn to read, write and think critically.

The definition of literacy has expanded from the traditional notions to include the ability to learn, understand and interact with the technology that is so critical and significant, it allows writing with their ideas or opinions or comments. It also allows the author or others to take part in the discussion forums, chat rooms (chats), or emails. People begin to produce media texts on web; conclude that this kind of writing is very different from their previous experience with print media. According to William Horton, "for many writers this is not just a technical change but personal and

professional. They must learn new skills, taking on new roles, identity and redefine their careers."

The developer's text contains very useful tools for the user to participate in an interactive environment, to create documents with a unique and personalized design. This is one of the great advantages that hypertext provides unlike a normal printed text. (Vangie Beal, 2016)

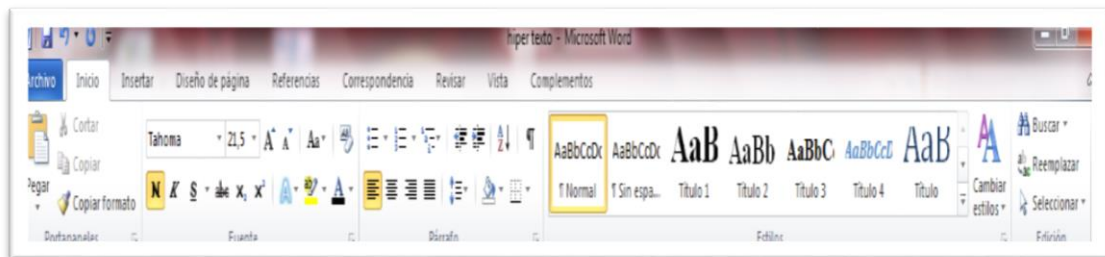


Figure 5 Microsoft office tools

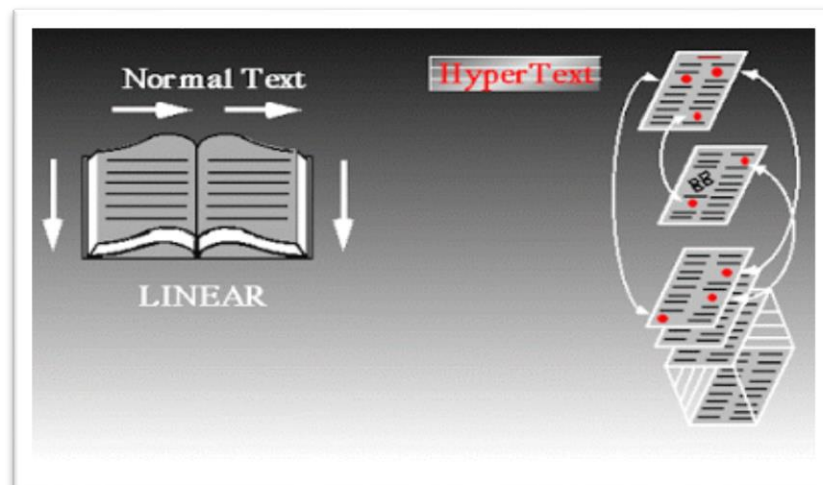


Figure 6 Relation Linear text and hypertext

Source: (Dave Marshall, 1999)

Inclusion of hypertext in school education provides new resources for teaching written creative activities such as add, delete, split, associate, reorder and relate and can be promoted with writing hypertext.

2.4.1.4 Hypermedia

The hypermedia term comes from the combination of hypertext and multimedia. A hypertext network includes not only text, but also other media in which images, audio, video, etc. (multimedia) are used. It has the ability to interact with the users. The hypermedia structure is a tool of communication and human interaction. It is an area without physical dimensions, with a great power of guarding and carrying out the different activities of people, ex. social networks, platforms, online collaborative learning, etc. (Wardrip-Fruin, Noah, 2006)



Figure 7 Hypermedia

Source: (University of Rizal System, 2013)

2.5 CONTENT MANAGEMENT SYSTEM (CMS)

It consists of a software application on the web that allows administrators and users to store and organize files of any kind whether multimedia, hypertext or hypermedia. This tool allows one to publish, edit, modify, delete and also to perform maintenance on a central interface. These content management systems provide different tools to manage work flow in a collaborative environment. An example of this system is the creation of policies and access rules. (Andreas Mauthe and Peter Thomas , 2016)



Figure 8 Content Management System (CMS)

Source: (Trueffelpix, 2016)

2.5.1 Blogs administrator

The blog administrator can be one or more people who are authorized to access and have full control of the blog. These people control all administrative aspects of and the constant monitoring that is essential to the performance of the blog. The

administrator before using a blog with a certain group of people has to perform many practices concerning the performance of the blog, using each of the tools that make up the blog. There is vulnerability regarding safety and system crashes. One must try again and again to identify possible errors in the normal operation, or any action that prevents meeting the objectives.

Administrators have been removed during practice. Two or more blogs have many mistakes, but all of this testing of the process allows the administrator to create blogs of quality sufficient to meet the stated objective. However, monitoring is constant in the implementation process of blogs.

2.5.1.1 Panel of administration

The administration panel allows the administrator to perform the blog configuration, designing and organizing of the content through its various tools and utilities that are detailed below.

- Design. - is the aesthetic of the blogs. The creation or selection of the type of design is very important for users. The design of blogs should be very striking and entertaining. Images and colors used should be consistent with the type of logo in the title of the blog. We recommend using a font that allows users to highlight either the context or the message.

It is important to remember using different fonts for headings, subheadings, body text, and footnotes. This will allow the user not to get bored.

- Comments. - are the most important tools in dynamic blogs, because this tool actively engages users in a blog on a particular topic of interest.

Blog administrators can configure the blog commenting system establishing rules for users such as who can make a publication, comment moderation or seek permission for publication.

- Pages. - With different dynamic functions are added to blogs such as Facebook, Twitter, YouTube, or Gmail. These pages enable communication and the use of

different important services and strengthen and help the development of an activity on the blogs.

- Animations. - involve creating dynamic presentation of the content, to develop this activity the blogs administrator needs to have basic knowledge of programming. Many software codes facilitate the web (HTML / JavaScript) with a particular model of animation. The administrator needs to adapt these codes (HTML). The codes are obtained from the images of interest creating an animation about the subject or content of the blogs. (Helplogger, 2014)



Figure 9 Panel of administration

2.5.2 The blog users

Users can be one or more people who actively participate in a particular blog. They strictly follow the rules and policies set by the administrator for intervention on the blog, interface created for users are very different from the administrator interface. This is an important feature of the blog to show an interface with specific functions for users. Users can access and use the tools suggested by the administrator such as the

comment management system, static pages, search engines, links, navigation guides which are among the most important.

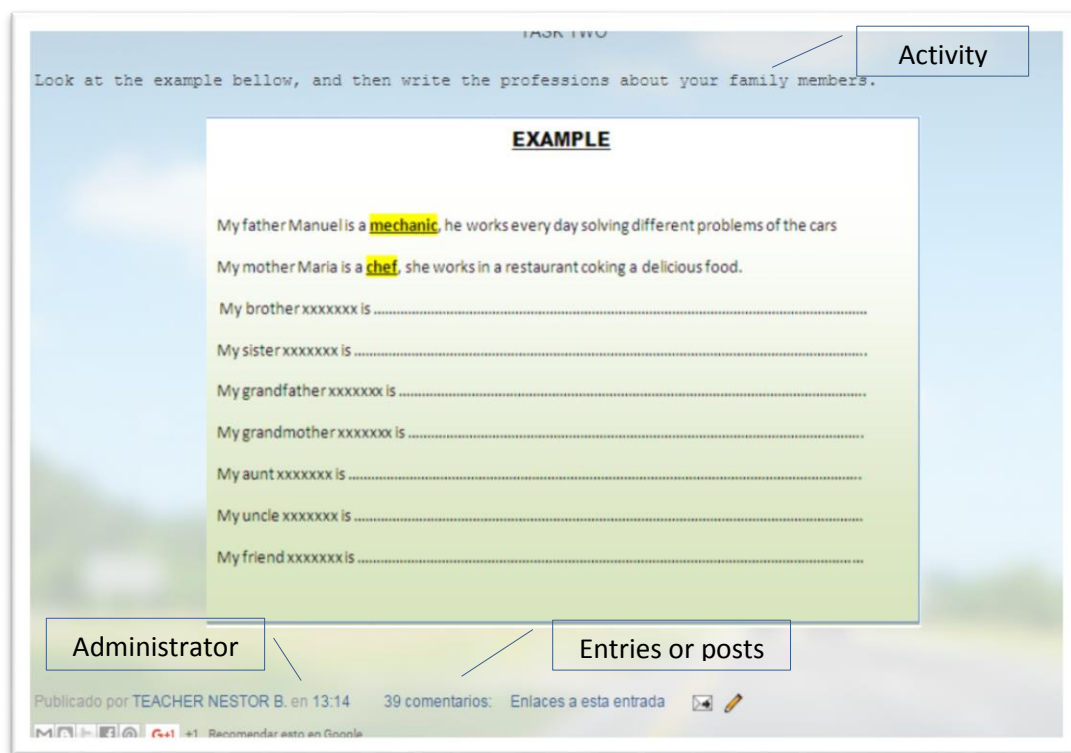


Figure 10 Users interface

2.5.2.1 Analysis and development of contents

The user or participant in a particular blog, after reviewing in detail users policies, restrictions, and tools, can now actively participate in the blog. They organize and start with the content development using all the resources that help generate a quality blog. The detailed analysis of the instructions and each published activity are very important to users. This allows a clear, accurate and concise understanding of the development of any activity.

During participation in the comments management system users can see the content posted by each partner or participant of the blog. This action is important for users because they can see if the content is consistent with the ideas of others and if there are grammatical or structural errors, or ideas outside the subject under discussion. You can correct and improve the content at this time provided that it contributes to the ideas of the home user.

2.6 EDUCATION BLOGS

According to the article published by (Larequi Eduardo, 2015) says that in the educational field blogging has become one of the most important teaching tools due to its ability to publish content and integrate resources from various sources, especially the services of the Web 2.0 or social web, audio, video, animation, documents, presentations, maps, surveys, time lines, concept maps, interactive exercises, etc.

At present the blog is an online resource publication easier to use by those who do not have extensive knowledge of or experience in internet browsing. For teachers in the areas of Language, blogs are among the most productive tools, and are most likely to offer a better relationship between time and effort invested. A blog can be integrated into any education area. The teachers and students work together. Practice prepares for advanced learning processes, such as reading, comprehension, integration of various sources of information, practice of writing in different social contexts and different genres and formats. The integration of text with graphics and multimedia elements, is one of the most flexible and powerful tools to organize a variety of didactic activities.

2.6.1 Advantages of education blogs

- Easy to use
- Accommodation of free web
- Access from anywhere

- Chronological Publication
- Integration with other tools (web 2.0)
- Permalink
- Interactivity (Moreno Maria del Carmen , 2010)

The most common types of blogs used in education are; Teacher blogs, student blogs and class blogs.

2.6.2 Teacher Blogs

The blog used by teachers is a tool to share and preserve their educational experiences such as teaching methodologies, exercises focused on teaching duties, use of different applications and documents relevant to the teaching-learning process. Ideas and suggestions posted by other teachers allow other users to learn and enrich the teacher content every day.

Currently it is impressive to see a lot of educators using this tool to learn how to learn and teach in this new society which values people for their skills. It also requires one to be prepared to learn how to learn, adapt to changes and tasks presented to them, and to be more proactive and less reflective or pragmatic.

2.6.2.1 Teacher role

The teacher role achieves the primary mission of both the teacher and student (teaching and learning). Effective interaction must prevail between teacher and student. The teacher blog has to teach students to think, and the student must be willing to learn how to learn. Based on these pedagogical approaches to teaching they will have assigned different roles such as:

- Transmitter of knowledge
- Motivator
- Learning process guide
- Researcher

The consistent application of these roles will achieve a real meaningful learning. Therefore it is essential that teachers have the ability to generate an atmosphere of mediation (role of facilitator) to guide and direct the construction of the activities of their students. It is very important that the teacher knows the student's cognitive structure; not only should they know the amount of information they have but what their interpretation of the concepts that drive them is.

In addition to know and understand the reality of their students the teachers have to have better parameters to allow adjustment of the content and methodology to develop in a particular course. The strengths and weaknesses observed are of great importance for the planning of teaching. After obtaining a clear picture of the real situation of the students it is necessary to make a practical introduction to the use of blogs, repeatedly using each of their tools, conducting exercises, publishing, etc.

In encouraging the students to be proactive in building knowledge from their own experience with reality, generating dialogues among the students to achieve collaborative learning, being a good guide to help in troubleshooting and in resolving their doubts the teacher becomes a mediator- counselor in the same experience. (Heredia Sergio, 2015)

2.6.3 Student Blogs

This type of blogs is created and used by students to share and store personal experiences, documents, photos, music and other items of interest. It is used as a journal where they can write without time limits, publish their own ideas, and improve their

learning process taking advantage of the technological environment. In the academic field students may include in their blogs the RSS Blog teacher and thus constantly update the latest posts published. So can the teacher with the RSS Blogs of their students. As soon as any input is published it can be accessed from your blog. (Zuñiga Daniel, 2007)

2.6.3.1 Student role

The student has the unique mission to learn, and to achieve a good level of learning; it is necessary to implement in students some essential values in the teaching-learning process such as: generosity, Humility, Transparency, respect and punctuality, these allow interacting in an efficient way in a blog. The main elements that should be generated in students are detailed below. (Gonzalo, 2009)

- Responsibility of the learning looking for the most suitable method and developing strategies accordance with their cognitive style
- Be motivated at all times; actively participate with intensity and perseverance in the development of activities.
- Investigate various sources of information, content that increases knowledge about a topic of study.
- Think critically and act with reflection taking into account the experience gained
- Be creative in the creation, design and publication of the content, and be attentive to make any changes.
- Collaboration when working in pairs or in groups, working together will achieve meaningful learning.

2.6.4 Classroom Blogs

This type of blogs is best known in Education as a complement to the daily classes; it contains additional information about the topics using the resources of blogs.

They include content created by both the teacher and the students and serve as a means to improve the teaching and learning process.

Actually, teachers use blogs as a means of feedback on the issues of education, the content of teaching, activities and other exercises used daily in the classroom. This feedback is published in a blog in order that the student, after class, can review and develop the activities that are posted. If they have any concerns or questions about the activities, the students can use online communication tools that are linked together with the blogs such as Facebook, G mail, email, Twitter and others. Through these means the students can make their concerns known and receive a detailed explanation of any activity by the teacher.

This blogs can also be used in school. It is an efficient tool that today we offer to expedite time and minimize physical resources. A clear example of this is the detailed exercises based on created forms from Google drive. This can create surveys, tests, and instantly qualify the progress of students and grades achieved and they may receive all this in their post upon completion of the various tests. (Tinglado, 2006)

2.6.4.1 Teaching and learning activities

Teaching and learning activities are designed to achieve the proposed objectives and acquire basic skills. There is a process for the development of different activities which usually goes from simple to complex. These activities can be initiation, development, consolidation, reinforcement, support, magnification, evaluation and recovery.

- Initiation activities created with a specific content, focused on producing and arousing the students' interest in learning. The constant motivation for the development of the activities is of great value to achieve meaningful learning. Therefore it is necessary to develop their interests and try to create compelling and interesting activities. A clear example of this type of activity may be viewing a video, commenting on a news release, or presenting a problem that

can be analysed (search, registration and processing of information by the students).

- Develop activities focused on introducing students to the conceptual and procedural part on a specific topic for study, socializing methodologies and procedures to achieve the objectives and core competencies. Clear information explained given unit generating a cognitive learning that is creating a connection between what they already know (first phase) and new learning (second phase).
 - Exercises and activities should be directed to the understanding of each audio-visual teaching unit associated with the subject, creating a basic pillar in technological learning, multidisciplinary learning, speaking, writing, etc. This is the last phase of the activities where the main findings of the contents will be reflected. The conceptual contents of the subject are consolidated and therefore the learning objectives and the learning acquired are achieved. All this can be measured by applying an assessment regarding the issues.
 - The activities implemented at this stage must be focused on learning achieved and compliance to training objectives, the level of difficulty and interest and above all, it should be checked effectively overcoming the possibility of preconceptions given in the contents. Besides the realization of written evidence to influence the verification of the knowledge acquired by students these tests should be viewed as complementary to the assessment tools.
- Reinforcement and support activities are addressed to solve learning problems taking into account the different abilities, interests, learning rhythms, etc. For this activity a prior diagnosis of the pupils is performed. And then an assessment is made of the adequacy of the learning activities. It is advisable to plan activities to reinforce each topic and to address diversity in the classroom.
- Extension activities focused in receive questions and opinions from the students and to build new knowledge about the activities carried out successfully.

- Evaluation activities allow to measure students' performance. It is advisable to make an assessment at the end of each subject of study in order to evaluate the process of student learning. The activity of evaluation may be written, oral, with work on the content and activities undertaken.
- Recovery activities are applied to the students who have not achieved the objectives proposed and intended to standardize the knowledge of students.

2.7 USE FLEXIBILITY

One of the different features of the blog is flexibility in its use. Restrictions on their use are minimal. The students do not need to be a certain age. Hours of use are according to the availability of user's time. And there is free expression, opinion and free access on the web. The user can use any device on the internet and enter and participate in a blog, using devices such as desktops, laptops, tablets, smart phones, iPads, etc. In the academic field users highlight the flexibility of using blogs both inside and outside the classroom.

2.7.1 Use in class

Currently the blog is a useful educational tool for teachers. Use in the classroom is necessary to introduce the activities planned for the blogs within the general education plan and to follow a schedule of teaching using blogs during the school year. Most units have and conduct educational practices in a computer lab for the activities in the field of foreign language teaching-learning. This schedule would be an excellent opportunity to introduce the use of blogs and reset all activities planned in a single device or medium known as blog.

Using blogs allows the teachers to organize and update the available content of teaching and learning, allowing the students to not only participate during the hour of the foreign language class but at any time that the student wishes to enter the blogs to increase their knowledge.

2.7.1.1 Class activities

To accomplish the activities through the use of blogs in the classroom it is necessary for all devices to be available for the entry into the blog and web browsing, also using the computer lab.

Once in the classroom it proposes the following activities;

- Teacher publishes blogging activities, detailing a comprehensive introduction on the task suggested for the students, and then the students read in detail and develop activities by posting a comment.
- Teacher asks questions on a topic under discussion, and students respond with a comment.
- Teacher explains in general terms about some grammatical structural aspect, or vocabulary. Students present their questions and concerns.
- Teacher provides links to websites where the students can read, listen or watch a video on the L2, then discuss what they learned, difficulties encountered, and the vocabulary.
- Students publish and share activities with both the teacher and peers
- Students propose an exercise to their peers.
- Teacher gives feedback of the treated activity, and verifies its acceptance by the students. If any students have not understood the teacher may offer other activities that are focused on solving learning problems.
- Teacher makes a short evaluation at the end of an activity, and the students demonstrate what they have learned to develop these activities.

2.7.2 Use off- the class

The new students (NET) generation visits the internet daily for different reasons such as entertainment, information, communication, etc. They usually do so outside the classroom or after the school day. It is a great opportunity to capitalize on this trend encouraging the students to participate in activities of different fields of online forms. The teacher talks about a subject in the classroom but to increase student knowledge in the extra activities you can send the same subject to blogs. The students in their homes can individually or in groups' link onto the blog always respecting the interests and opinions of others, introducing unpublished content of each student.

Many students use the time for activities outside the classroom while traveling, chatting with friends or shopping at any time and place as they see fit.

2.7.2.1 Activities outside the classroom

The activities performed outside the classroom have some different characteristics from those activities within the classroom. The teacher must take into account that the student will analyze only for the development of activities and for this reason the following recommendations are required;

Writing contents is accessible in terms of vocabulary and grammar. This will spark interest in writing. The students work independently, practically without the guidance of teachers. Then the student can publish what they have understood, for instance main ideas, characters in the reading, relevant actions, etc. Multiple teacher activities must have a variety of materials on a wide range of topics. This will allow the student to select a topic of interest and develop activities accordingly. (Cuestas Anahí, 2016)

- Search, regroup or communicate information.
- Express knowledge, opinions and emotions on a topic under discussion.

- Develop new content; the student can add new formats and styles for comments.
- Investigate different sources.
- Analyze in detail the proposed activities.
- Find solutions for possible mistakes.
- Develop content with unprecedented quality.
- Synthesize content and express ideas.
- Ask questions; look for problematic situations, case studies.
- Writing for the sake of improving the ability to write
- Read different types of texts to increase vocabulary.
- Differentiate what it is to write an article and post a comment in blogs.

2.8 LINKS

Links are the main artery of the Internet and are the connections between the different parts of cyberspace. That's why the links are very important and they can positively help impact our website or blog in four different ways. (Lito, 2008)

- Increasing the number of visits. -To reach a large number of visitors it is necessary to have many links pointing to our website, to have a new channel of access to our website, other means of income and a direct connection. Logically as many links that link to our website will allow for attracting a lot of visitors.

- Improving the "authority" site (Page Rank). - It refers to a "score" that Google gives to our site. This score ranges from 1 to 10, and is used by Google to determine who will score our website.
- Accelerating the indexing of our site in search engines. - It is generated by an incoming link to the most popular pages from other sites. This allows for part of the results of the searches in Google - Yahoo, avoiding the famous "Sandbox".

2.8.1 Spider of google

They are little robots that are dedicated to tracking all websites all over the Internet looking for a topic requested by the user. These robots known as spiders are awaiting the slightest movement on the web, immediately detecting new and updated content. And for this reason it is important to update your content to reach more visitors and have more pages indexed. (Admin, 2010)

2.8.1.1 Functionality

Once the spider reaches a certain website it begins to track the content for keywords to make it relevant in search results and will create indexes or subtitles from these words, ordering and gathering all the information you will find on the web. Thus the contents of the blog will be used not only by members of the working group, but also the general public during the search for information. A few key words coinciding with the blog content, allows one to gain a prestigious blog, reaching a good rating from Google, and especially to share useful information in society in general.

2.3 CHAPTER III

2.3.1 ENGLISH WRITING SKILL

English writing is a form of communication in an expressive form through a visual symbolic system in a cognitive process. It allows embodying feelings and ideas on a paper, organizing knowledge and beliefs into convincing arguments, and express meaning through well-constructed text. Spelling, vocabulary, grammar, work together and grow together to help improving English writing skills, Furthermore Writing has a social and cultural value. (Nordquist Richard, 2016)

2.3.1.1 What is English writing skill?

The writing ability is a form of communication that allows people to capture or graph all their feelings, knowledge, ideas and opinions on paper. This type of content should be built in order to provide a proper understanding for the reader. Important linguistic components involved in the process of learning writing skills are: spelling, vocabulary, grammar, and organization.

The suitable application of each linguistic component helps the student's independence, understanding, fluency, and creativity during the writing process in any place.

Actually, writing is the most common form used by Web users, different institutions, companies, groups or individuals in order to publish by different means and tools that are offered by the Web, with the purpose of informing and communicating with users around the world. The web tools most used to practice writing are: social networks, blogs and websites.

People actively interact by posting comments, ideas and opinions about products and services, to meet people and to describe the profile of each person. Academic teachers have created blogs as a teaching tool to improve the teaching-learning process

of foreign languages, focusing on the development of different skills such as, writing, reading, listening and speaking.

During the practice of writing through the web one can identify different grammatical errors. These errors prevent the proper assimilation of the published content. For this reason it is very important to follow different grammatical rules in a written context with the content being explicit. (SkillsYou Need, 2016)

2.3.1.1.1 Writing system

“Written Communication involves expressing yourself clearly, using language with precision; constructing a logical argument; note taking, editing and summarizing; and writing reports.” (Bacon Francis, 2015) “As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year. (Aupperlee Jana and Geraghty Nora, 2015)

These relate to the creation of a language used for communication which represents words and sounds in order to achieve meaningful communication that involves two terms called "writing" (act of composing a text) and "reading" (act of interpreting a text). It is very important to note that the implementation of these two terminologies should strictly follow the methods and rules which are constructed and observe the structure of the writing. The system that regulates this process is called "spelling".

Taking into account the use and function, writing systems are classified as logographic, syllabic and alphabetic.

a. Logographic Writings

This type of writing uses a symbol which represents a word, lexeme or morpheme, and often grammatical determinants are added. This is to say that thousands of symbols would be required to express a complete message, for example in Sumerian, the oldest known writing. This system was used by ancient civilizations and some modern languages, such as, Chinese which comprises about 50,000 characters.

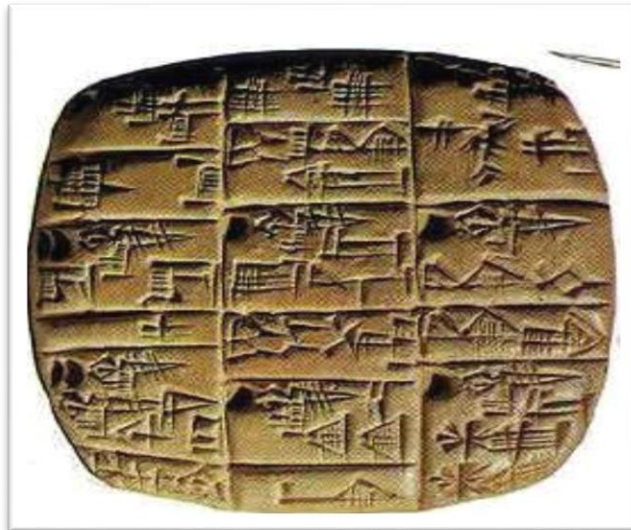


Figure 11 Logographic writing

b. Syllabic Writing

Use of symbols to express syllables or groups of sounds belongs to the Mesopotamian cuneiform system which is done linearly, a left to right script. It was developed from the Sumerian writing minimizing a lot of signs, i.e. if in Sumerian writing there are 1,000 signs used, in the syllabic writing there are only 100 signs used.

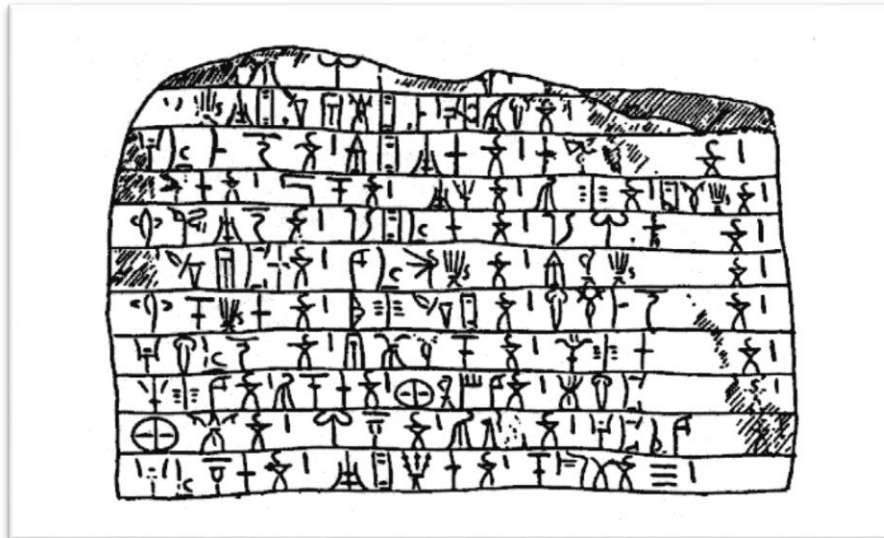


Figure 12 Syllabic writing

c. Alphabetic Writing

The Phoenicians were the first to use this system of writing. The Greeks, with whom they maintained trade relations, transmitted the idea of forming an alphabet. So the Greeks built their alphabetic writing adapting the Phoenician language, becoming the source of most European alphabetic writing and established the sense of writing from left to right. A clear example is Latin which spread throughout the world.

Writing is now used for advertising, to give formulas in medicine, for handling machines, to perfect theories, to explain philosophical and religious systems. And so the script is no longer a privilege of priests and nobles, as in ancient times, and becomes a need and right for all.

2.3.1.1.1 Encoding

This refers to the construction and writing of individual sounds through the representation of graphic signs, namely the graphical representation of language, with a broad mastery of the alphabet, spelling and respecting the rules and practices of good writing. It is very important to note that both in encoding and decoding phonologically

people should be aware and understand that every word is constructed from the smallest sounds called phonemes. (Phonemes = a class of closely related speech sounds in a given language.).

A phoneme is the smallest unit of speech, and the interrelation of groups of phonemes allows the formation of words. (Pondent Corr S, 2016)

Example:

When a person (sender) encodes a message in signs, "Hello" to send to another person (recipient) who decodes the message with sound / a / + sound / l / + sound / o /.

2.3.1.1.1.2 Decoding

It refers to the interpretation or conversion of written words into sounds and meanings of spoken words, it is very important that the person who decodes a message written follow the same spelling rules during the pronunciation of each letter and word to form a meaning or interpretation of the message, this will allow a proper understanding of the message, to develop reading skills and think at the same time learning to read. A clear example can be seen in the classroom when a child reads a short story or story, the teacher motivates imagine the whole story while reading, using pictures of the same text. In this way students can interact by asking questions about the history they are reviewing.

Important skills in decoding

- Getting information, sorting and categorizing.
- Recognition of parts belonging to a whole.
- Classification of a whole into different parts.
- Spatial relations (left to right progression).
- Symbolism and verbal ability (vocabulary).
- Visual perception (observation capacity).
- Auditory perception (listening skills).

2.3.1.2 AREAS WHICH WRITING WORKS WITH?

The ability to write is closely linked to other skills, usually before writing a text. Ideas are discussed and heard before writing. The structure and organization of words and sentences is a process of great importance for the creation of effective communication from the simplest to the most complex texts. Clear examples can be seen when students write during a test, when they write a letter to a friend, a newspaper article or just filling out a form.

The correct application of grammatical rules allows one to build a text with a coherent and understandable meaning. It is important to note that the ability to write is complex for both natives and foreign language students because the conjugation requires various factors, such as, vocabulary, punctuation, capitalization, spelling, content, organization, purpose, audience, and spelling being among the most important.

2.3.1.2.1 Vocabulary

It refers to the variety of words used for communication. They can be ordinary or specialized depending on the area under discussion; for example, medical, political, technological, etc. Vocabulary is a major contribution in the formation of the person. The command of a large vocabulary facilitates reading and comprehension and improves academic performance.

Every profession or activity has its own vocabulary. A clear example can be seen when a person visits the doctor for a health problem and requests an explanation in simple terms, with a reasonable, easy to understand language. (Garcia Carlos , 2015)

2.3.1.2.2 Vocabulary development

The article published by (Harris, 1966) mentions that most of the studies on the development of children's vocabulary are at the time of admission to school (6 years of

age). It suggests that the child knows about 2,500 words and increases at a rate of about 1,000 words per year in primary school and 2,000 per year in secondary school. (Godoy, Prof. Marisol, 2010)

However, Brooks (1970) argues that when starting school children have an average of 8,000 words and may even average up to 20,000. Vocabulary learning occurs gradually and continues according to the age of the person; for example, comprehensive vocabulary develops slowly and progressively undergoing accelerations at 11 or 15 months of age. The development of expressive vocabulary is very little in the early years, but increases slowly at 14 months of age when the increase becomes progressive, and at 26 months they have the ability to form functional words. Finally from 16 to 30 months there is a complementary growth in vocabulary and grammar. (López-Ornat, Carlos Gallego & Susana, 2005)

2.3.1.2.3 Punctuation

Punctuation marks indicate breaks and final sense. These signs give expression to our paragraphs. Each sentence contains at least one punctuation mark. The most common is the period (".") which is used to mark the end of a declarative sentence; that is, every sentence containing a statement of fact, explanation or description of an idea. The most common punctuation marks are: the comma, semicolon, question mark and colon.

2.3.1.2.3.1 Utility

The period (.) usually used at the end of a sentence or expression.

Example:

- The accessibility of the Internet has increased over the past several years.

The semi-colon (;) is used to separate two independent but interrelated clauses.

Also it used to separate a complex series of units.

Example:

- I went to the cinema with Carmen, my close friend; her friend, Jenny and her best friend, Maria.

Colon (:) is used to present a list that may be names, things, animals, numbers, etc.

Example:

- There are three options possible to take the course: in the morning, in the afternoon or at night.

Interrogation sign (?) is used for questions and is located at the end of each question.

Example:

- What time is it?

The comma (",") is a versatile punctuation sign as it has many uses. The most common is to show a pause in the sentence that complements or adds information on the subject and to separate units listed in a sequence.

Example:

- Steve Jobs, CEO of Apple, is the developer of the operating system known as MAC OS X.
- The main family members are: father, mother, sister and brother.

2.3.1.2.4 Capitalization

This refers to the proper use of upper and lower case. In the written expression it gives sense to the meaning of the expression. It is important to know when and where to locate each. Here are some rules for proper its use.

Use capital letters for the names of people, languages, races, nationalities and religions except for short words and articles like "the", "an", "and", etc.

Examples:

- This is my friend **Andy**.
- **Genghis Khan** quickly became the most powerful man in **Asia**, if not the whole world.

Use capitals for important words as titles of historical events, documents and timetables.

Examples:

- The **CIA** and the **NSA** are just two of the **USA**'s many Intelligence agencies.
- **Abraham Lincoln** was **President** of the **United States** during the first years of the **Civil War**.

Use capitals to capitalize the abbreviations of titles, organizations and states.

Examples:

- **NIH** is a research hospital in the **Bethesda, MD**.
- The abbreviation for the state of **Kentucky** is **KY**.

Use capitals in the first letter of a sentence or paragraph:

Examples:

- **T**hey begin so
- **A**re you not ready?

Use capitals after a period and after exclamation and interrogation points.

Examples:

- After period we use a Capital letter. **T**his is a guitar.
- Do you catch it? **I**'m sure you do. **W**ell done! Let's follow.

2.3.1.2.5 Spelling

This refers to the act or sequence of letters to build words. English words are not always written as they are pronounced. English spelling does follow some basic rules that distinguish prefixes and suffixes, spelling and plural forms.

2.3.1.3 TYPES OF CLASSROOM WRITING PERFORMANCE

Consider the following major categories of Classroom writing performance: imitative writing and intensive writing.

2.3.1.3.1 Imitative writing

2.3.1.3.1.1 Writing down

Considered an initial level of learning where students simply “write” English letters, words, phrases and some activities of dictation with the intention to understand the spelling code.

2.3.1.3.1.2 Copying

Many disagree with this stage of writing, but it is especially important for students who have problems with handwriting; in other words, when they have to learn new graphic symbols. This process helps to improve spelling, sentence structure and

vocabulary retention. Currently students use this method to copy addresses, phone numbers, unknown names, and all information deemed useful to each person or just as a record. In the classroom students generally make copies of an issue of concern to show in a particular class, copy new vocabulary, or extra and easy ideas to be understood by each student.

A. *Activities*

- Putting a list of words in alphabetical order (Abel, Bryan, Carlos, Dario)
- Putting a list of words in their correct sequence for example, days of the week, months, numbers. (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday)
- Putting the words in categories

Table 2
Words in categories

FOODS	ANIMALS	CLOTHES
Bread	Lion	t-shirt
Rice	tiger	shoes

B. *Doing puzzles*

Generally the teacher provides guidelines and letters to complete different puzzles.

For example;

- Here are the names of 9 countries: Brazil, Egypt, England, France, Greece, India, Italy, Peru and Spain.

Which countries are not mentioned?

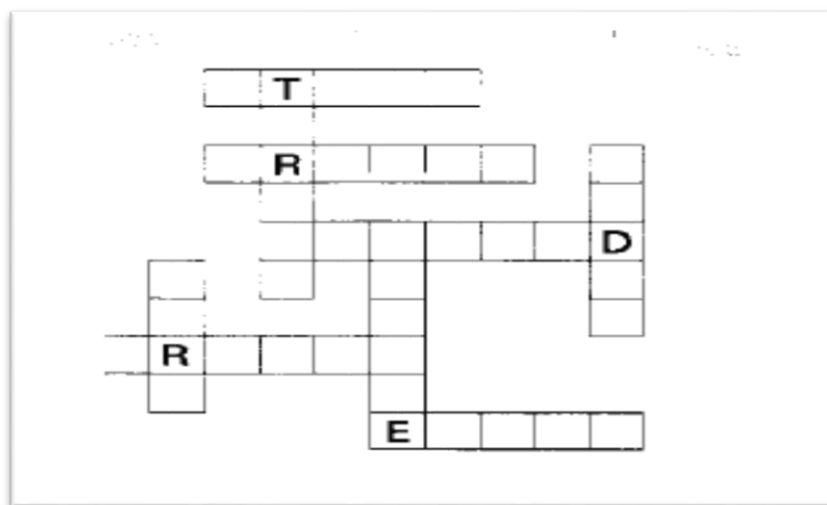


Figure 13 Doing puzzles

C. Dictation

During this activity both teachers and students practice the following steps:

- The teacher reads a short paragraph once or twice using a normal speed.
- The teacher reads a paragraph classifying in short phrase units that take into account three or four words. Each unit is followed by a pause and during the pause, students write exactly what they hear. Then the teacher reads the whole paragraph one more time using a normal speed so the students can check their writing.
- The teacher uses specific rubrics to score the students' written work, taking into account the most common grammatical errors in spelling, punctuation, structure and vocabulary.

2.3.1.3.2 Intensive writing

This process is based on a total control of writing which is directly related to the grammatical aspect, the appropriateness of vocabulary in context, the function of proximity and idiom. An example of controlled writing is when the teacher presents to the students a paragraph where they have to alter the structure in different parts and change all the verbs in the present tense to the past tense; in this situation the students

can also change other time references in the paragraph. Another example can be seen when the teacher shows the students a video and ask them to tell what they understood by answering some questions, such as;

- Where did this story come from?
- Describe the main character.
- What does the child in the house say to her brother?

2.3.1.3.2.1 Word activities

To develop these activities the students have to think of and spell the words they need. The students are not given any words. They may, however, be given picture clues (perhaps next to or linked to the relevant squares to be filled in).

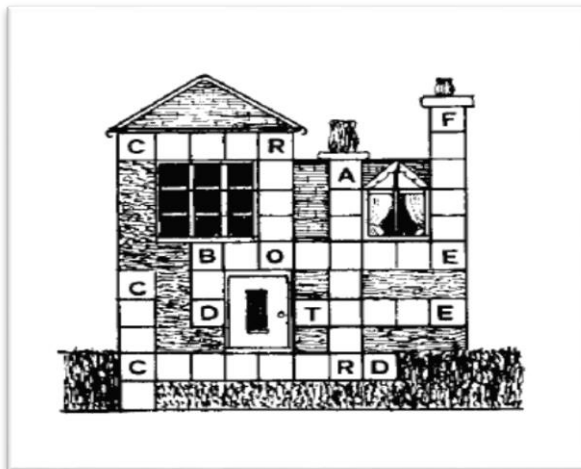


Figure 14 Doing puzzles

a. Labeling items

In this activity students have to provide different words. They can also be asked to draw the pictures needed. For example, they may be asked to label items in a park or school which they have drawn.

b. Making lists

During our daily conversations we need to describe words, phrases, names etc. following a sequence order; this is why people use different tools to organize a list.

Example:

Students may be asked to compile lists of:

- Foods they would like to eat.
- Countries they would like to visit.
- Animals they would like to see.

I would like to have:

- A small dog.
- Two black cats.
- A long snake.

c. Classifying items

It is most important that students read the questions in detail. In this case they have to identify and arrange the items in categories. The headings will normally have to be provided or at least worked out with the class beforehand.

Table 3
Classifying items

ANIMALS	CLOTHES	PEOPLE
Rabbit	Cap	Woman
Bird	Shoes	Girl

d. Completing texts

Students read the activity in detail then put in the missing words. The exercise can be used in dialogues they have practiced, stories accompanied by a picture sequence or songs, poems or riddles.

- I buy meat at the.....
- I buy bread in the.....

e. Correcting sentences or texts

This consists on correcting mistakes in the content of the sentences, expressions, or different information. These should be accompanied by a picture.

For example:

- There is ten boats in the picture.
- There **are** two boats.



Figure 15 Correcting sentences

f. Writing notes

This process is used when people may need to keep important information. Usually the items to be noted are words, but sometimes phrases have to be written down.

Activity

We have seen these devices in the conference room:

- A laptop HP.
- Five red iPhones.
- Two LG smart TVs.

2.3.1.3.2.3 Guided Writing

The purpose of this activity is to strengthen the activities and writing exercises that provide books used daily by the students in the classroom. Building activities should be motivating.

Most workbooks provide good teaching, but often the teacher needs to reinforce the activities according to the objectives to be achieved. Therefore the following activities are suggested.

a. Writing parallel texts – parallel writing

This activity is to write one or several similar models in the text proposed by the teacher. These may be verbal or visual text and can contain elements of spoken or written language and can be used as an introduction to the organization of ideas in the formation of a small paragraph.

Example: Read the following dialogue:

- Give me that apple, please.
- Which one?
- The big one — on the fridge.
- Here you are!
- Thanks very much.

Now use these keywords (a, b, c) to write similar dialogues:

- hat/yellow/under/bed
- A gift/big/on top of/closet
- toy/electronic/near/door

b. Sentence linking activities

This type of activity is directed to introduce cohesive devices used in the composition of a text. That is, resources to join an extra term or add to a sentence.

The most common and resources used at this stage are:

Table 4
Linking activities

Coordinators: and, but, or, so

Conjunctions; although, when, until, so that (etc.)

Sequencers: then, after that, meanwhile, first, next, finally

Linkers: moreover, however, therefore, as a result, in fact, of course, on the other hand, etc.

Example:

Maria likes tennis	_____	and	he likes big cities
I work in summer	_____	but	I like my job
Marco lives in USA.	_____	So	She doesn't like football
I work in a bank	_____	because	I like money administration

c. Writing sentence sequences

This activity is to write sentences using the same structure and order of a particular model.

Example 1:

- It's raining; I'm going to go swimming.
- It's windy; I'm going to go flying.

Example 2:

- It's Monday, I'd like to go to school.
- It's Tuesday, I'd like to go to swim in the pool.
- It's Wednesday, I'd like to go to the park

d. Writing/completing questionnaires

It's the most common activity practiced in the classroom to measure the students' performance in the English learning process. The students work with questionnaires that have been prepared for them.

- What do turtles eat?.....
- Where do you live?.....
- What do you eat for breakfast?.....

e. Recoding personal information

This activity is very important to apply in the classroom. It allows a quick understanding by students of the content of the different activities practiced in this process and talk about the personal life of each of them, taking into account their names, age, nationality, favorite color, favorite days, likes and dislikes.

Example:

- My favorite month is May, because it is my mother's birthday. I usually wear red clothes because it is my favorite color. In school I like math because I enjoy working with numbers.

2.3.1.3.3 Self-writing

2.3.1.3.3.1 Creative Writing Activities

This type of activity is to provide a level of free development of activities both inside and outside the classroom. This uses the language of imagination and initiative. The students often work in pairs or small groups in which they can exchange ideas and opinions for improving the quality of the activities. It is normal for there to be errors during this process and all the team members seek for a solution for each error.

Below are listed some activities for this process:

a) Writing notes

Interactive activities are applied in class. The students write to one another in the classroom. This is a specific activity for young learners because it gets them to write quickly. They send and answer notes, using a piece of paper to write down the activity for each student.

Table 4
Writing notes

Dear Carlos,	Dear Maria	Dear Jose
Go to the board and then sing happy birthday.	Do you like orange juice?	Do you know what time is it?

b) Writing about pictures

This activity is characterized by the use of a lot of pictures that stimulate the imagination of the students in order to help generate critical ideas on a particular image. They then type the insights gained.

Example:

Look at the pictures and then describe what you see.

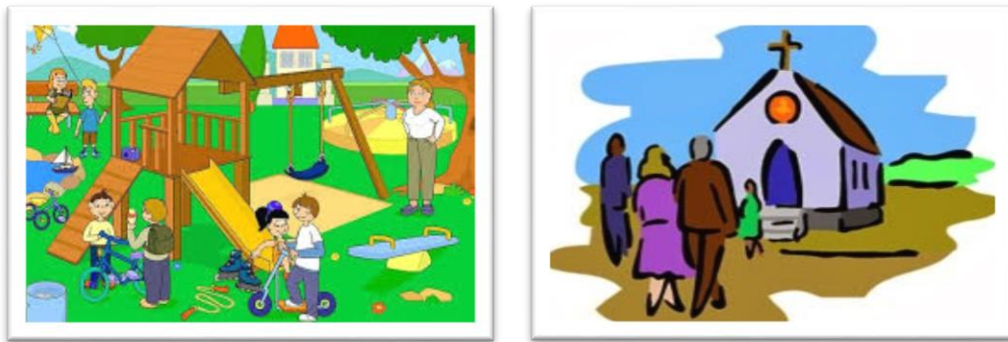


Figure 16 Writing about pictures

- There are six children playing.
- There are three blue bikes in the park.

c) Making up stories

The teacher can start by asking the students to write short dialogues about different topics which they then cut up and give the pieces to another group to put back together. The teacher shows videos about narrative stories, novels and articles with useful content that allows them to develop these activities.

d) Writing notices

This activity uses cards with informative content; very easy to apply in the classroom to inform colleagues about the safety standards against possible natural disasters, polite use of the bathrooms, etc.

Rules for using the pool

- slippers
- swimming cap
- bikini

e) Writing messages

These activities are considered very entertaining for students because they can use technological didactical tools to develop these activities, such as, Facebook, chats, blogs, etc.

Students write and answer messages or letters between them; they can practice in the computer lab sending and answering messages in school.

Example;

Dear friend Alexandra,

I have finished the math homework, but the activity number three in biology is very hard. Would you like send me a possible answer? I don't understand it.

Atte.

Carla Gutierrez

2.3.1.4 STAGES OF THE WRITING PROCESS

In the article published by (Jones Sharla Jeannette, 2006) it is suggested to list some typical pedagogy characteristics used in the teaching of the writing processing the United States such as:

- Pre written exercises
- Opportunities in the writing process
- Teacher and peer feedback on content
- Multiple re-drafting cycles
- Functional interactions

However, it is necessary to emphasize that not everyone uses the same process for teaching writing. There are different methodologies and processes that are applied according to the required objectives. According to the article published by Silva (1987, 2004) it mentions five stages involved in the writing process such as prewriting, drafting, revising, editing, and publishing.

In the articles published by (ZHANG Di, 2009) detail a variety of activities to develop each stage of teaching the writing process.

2.3.1.4.1 Pre-writing

Prewriting is the first stage in the writing process and it is necessary to do some activities before writing a text or document. It is very important to conduct a detailed research about who is addressed, knowing how much they identify with the subject, their personal characteristics such as age, sex, values, etc. For these activities you must use the following procedures: (Salas Evelin, 2010)

- Make a list of ideas about a determined topic.
- Read detailed accounts and take notes about the topic.

- Make connections.
- Brainstorm and make an organized graphic taking into account the concepts of the topic.
- Ask questions about the topic.
- Exchange ideas about the topic with others.
- Write a brief summary paper.

In the pre-writing it is necessary to bring together the important points such as the theme and the writing objectives. This allows the students to remember and to activate prior knowledge of them, facilitating a generation of ideas using different study techniques such as extensive reading of a text, brainstorming, discussing a study topic, answering the teacher's questions, listing ideas, mapping concepts and free writing.

2.3.1.4.1.1 Prewriting activities

- Brainstorming refers to a lot of ideas on a subject of study known as mental creativity. For the development of this activity the teacher organizes working groups or pairs where all team members bring their ideas that are then reorganized, classified or deleted depending on the comprehensive information.
- Mapping concepts or ideas relates to the organization and graphical representation of content in the form of boxes or circles considering keywords that relate to the concepts, sub-topics or general structure of a subject.
- Planning the structure of a text is created through the selection of ideas and preparation of the textual scheme. This achieves collaborative and interactive learning with the students working in groups or in pairs, revising errors, looking for solutions and exchanging ideas on a given topic.

- Free writing is to provide students with a medium for writing content; these mediums can be paper, office on the computer, or any material that allows the writing of information on a topic suggested by the teacher.
- The content develops a written theme, image or URL, in which the teacher specifies the time to be used for the development activity. The students think freely and act quickly writing ideas and checking the content from start to finish.

2.3.1.4.2 Drafting

In this step a first draft or paragraph is written taking into account the basic ideas of the content of a subject organized in a consistent manner. During the writing process ideas or part of the content may change according to the analysis of the writer.

2.3.1.4.2.1 Techniques to create drafting

- Fast writing- This is a small of content in a limited space of time. It is important to work with the ability to classify and identify key words or ideas of a subject study in mind.
- Free writing- Students write ideas and characteristics of each topic being discussed and their opinions taking into account grammatical rules and critical analysis of the content.
- Graphic organizers- This is specific content which represent a topic of study in an understandable way, using graphics such as, boxes, circles, lines, etc.
- Every word or concept drafted in graphics should be related to each other, this allows an easy understanding by the readers.
- Learning logs- This refers to records written by the teacher or by the students on a broad topic of study. The students use this technique to record the daily activities of the classroom such as classroom environment, attitude of peers, strategies learning, teaching strategies, etc. The teacher uses this technique to

evaluate student progress, to exchange views on the objectives and content of the study.

2.3.1.4.3 Revision

During this stage the authors of the written works read in detail all the content in order to identify possible errors concerning information order, structure, grammar and unnecessary repetitions. This will improve the quality of the content matter.

According to the article by (Basterra Ana, 2008) it is suggested to answer the following questions for a proper review of the content, such as, is the theme clear?, does it make sense?, is it interesting?, have we chosen the right words to explain it well?, does it match the purpose of writing, the audience?, do we give general ideas and details? Is there a good story progression (approach, presentation, problem, solution) and are the contents organized?

2.3.1.4.3.1 Procedure

- Detailed analysis content- The group or a person who is not a member of the working group reads the content with the intention to identify errors of any kind.
- Errors Identification- This selects the observed errors in the content and uses techniques useful for the organization such as, listed, underlined or highlighted.

2.3.1.4.4 Correction / edition

Group members or a professional perform the content analysis to make final corrections. This activity is necessary to take into account important parameters that contribute to quality written work.

2.3.1.4.4.1 Parameters proofreading

- Spelling, capitalization and punctuation
- Sentence structure
- Repetition of words or phrases
- Verb tense errors; agreement between nouns and pronouns
- Information that is lacking
- Content relationship with the general theme of study
- Writing format

2.3.1.4.5 Publication

The final phase is the writing process, where the content has strictly passed the aforementioned steps and will be shared with the audience in the academic field. It can be directed to the teacher, the classmates or the parents. The validated content can now occupy space in print media such as, magazines, newspapers or any other media interested in the subject matter. (School Valley Middle, 2003)

2.3.1.4.5.1 Features publish content

- Clear. -It is necessary to have an adequate choice of words and terms to be used in the content. It should be exactly what you want to communicate to the audience.
- Precise. -This refers to the use of an appropriate language, allowing for easy understanding and drafting of the written content. This feature is necessary to know that what is written is the information you want to transmit to your audience. .
- Concise. - This refers the importance of using the least amount of words to communicate our activities and themes to the audience (Lisart, Rafael Ferriols, 2005)

2.4 CHAPTER IV

2.4.1 BLOGS IN DEVELOPMENT OF ENGLISH WRITING SKILL

2.4.2 Using blogs for English writing

The article published by (ZHANG Di, 2009) says that:

Recent innovations such as weblogs offer learning opportunities online blogs are easily linked and cross-linked to create larger on-line communities. Language learners can use a personal blog as an electronic portfolio that shows development over time. By publishing the blog online, the student has the opportunity of writing for readers beyond their classmates. Readers in turn can comment on what they have read.

Based on the proposed possibilities for classroom application, one might expect blogs to offer many reading and writing incentives for English learning and writing because blogging places emphasis on content, the possibility of speedy feedback, the option of working with both words and images, and the ability to link one post to another. Scholars who use blogs also say that because students know they are going to have an audience by publishing their writing on the Web, they often produce higher quality work than students who write only for the teacher or for others in the class. Several scholars have reported on how they use blogs to support their classroom instruction and have found that blogs offer many reading and writing incentives. (P.67)

However, some skills are improved at the same time by focusing on the writing blogs ability to provide an excellent platform where they can perform a variety of learning activities such as, writing, forums, chats, comments, post, etc. Teachers emphasize the ICT's daily use to improve student achievement providing specific methodologies for writing activities using multimedia tools, socializing and enhancing knowledge for the good use of blogs.

2.4.3 Influences of using blogs for students in English writing

a. Facilitating Students' Critical Thinking Skills

The article published by (ZHANG Di, 2009) says that:

Students engaged in collaborative learning through their interactions with others serves as a catalyst for critical thinking. Blogs foster critical thinking by

encouraging students to evaluate what they read and write. Writing blogs offers students a way to improve their writing skills and encounter new ideas through interaction with other students. Blogs allow students to easily link to resources that support their assertions, and thereby encourage critical thinking. (P.68)

b. Providing Examples for Students to Model and to Learn

The article published by (ZHANG Di, 2009) says that:

Publishing reflective commentaries on the Internet is an effective way for students to share each other's reviews. Not only will readership increase when students see each other's works but they can learn from one another, motivating themselves to produce better reviews. Furthermore, the creation of online portfolios amounts to a showcasing of their works over the development period of their learning. Such knowledge artifacts are a display of learner's growth and a reflection on their learning. When a sizeable number of interested visitors give comments and input to a blog, a community of learners may be formed. (P.68)

c. Affecting the Student's Quality of Writing

The article published by (ZHANG Di, 2009) says that:

The writing quality is manifested in several ways. Some students who study English state that they are always aware of their audience and as a result write with their audience in mind. They don't know whether they are right or wrong. The permanent nature of publishing online encourages students to pay more attention to the content and language in their blogs. And the feedback received from the various sources, both critical and non-critical, also affects the quality of their writing.

The students also enhance the quality of their writing by adding visual representation to their blogs. This helps to clarify concepts for the reader. Visual literacy, visual thinking, and visual learning are concepts related to the purpose of meaning constructing. Multimedia research shows that students with visual learning styles can benefit from technology with a multimedia format. In other words, adding visual associations to their blogs helps the students express their points of views. (P.68)

d. Facilitating Meaningful Learning for Students

The article published by (ZHANG Di, 2009) says that:

Blogging facilitates meaningful learning for the students because they explore other blogs and links to learn more about other countries, cultures, and people who write to them. In foreign language classes, the benefits of blogs include language gains and furthering of cultural understanding. (P. 69)

e. Giving Students a Purpose for Writing

The article published by (ZHANG Di, 2009) says that:

Blogs increase student's interest and ownership in learning. Students direct their own learning about topics important to them while receiving feedback from others. Students take ownership in blogging activities by actively searching for information. The use of blogs gives the student's chances to participate in a community. The world can provide encouragement or feedback on student writings. Students interact with an authentic audience. (P.69)

2.5 HYPOTHESIS FORMULATION

2.5.1 Working hypothesis

- Blogs have a positive effect improving the English writing skill in eighth grade students classroom "C", at Military High School N° 13 "Patria", during the first quimestre, school year 2015-2016.

2.5.2. Alternative hypothesis

- The use of ICTs, influence positively on improving the English writing skill in eighth grade students classroom "C", at Military High School N° 13 "Patria" during the first quimestre, school year 2015-2016.

2.5.3 Null hypothesis

- There is not any effect with the use of blogs to improve English writing skill in eighth grade students classroom "C", at Military High School N° 13 "Patria", during the first quimestre, school year 2015-2016.

PART THREE

3. METHODOLOGICAL DESIGN

According to the objectives of this project, its approach will be qualitative – quantitative, as (Calero, 2000) states; the debate about the qualitative and quantitative approach is not new, nor exclusive of the social science's field. The generation of theory as well as the problems' solution, constitute two moments of the same one process: the process of scientific investigation. It is legitimate privilege one or the other one in function of the objectives and the investigator's context; this is in function of the "cognitive interest". The most important is that both, theory a problems' solutions, have to be theoretically and methodologically rigorous and consistent with their own end.

The approach will be qualitative because the results will be under critical interpretation with help from the theoretical frame; and, quantitative because it will work with statistical data.

3.1 Research Type and design

To the present study is necessary to apply the next type of investigation.

3.1.1 Analytical synthetic

Will be apply for data analysis

3.1.2 Descriptive research

This includes all points raised in the study; the objective of descriptive research is to understand the situations predominant customs and attitudes through the exact description of activities, objects, processes and people. Their goal is not limited to data collection, but the prediction and identification of relationships between two or more variables.

The project is directed to 25 students in grade eighth classroom “C”, at Military High School N° 13 “Patria”, during the first quimestre, school year 2015-2016; they are between 12 to 13 years old.

3.2 Population and sample

The participants of the present study will be 25 students in eighth grade classroom “C”, at Military High School N° 13 “Patria” during the first quimestre, school year 2015-2016. The ages of the participants are between 12 to 13 years old. There are 10 female students and 15 male students.

3.3 Work Field

The present research will be applied at Military High School N° 13 “Patria” during the first quimestre, school year 2015-2016. Located in the Guaitacama Parish, Latacunga city, province of Cotopaxi, The research is directed to eighth grade students’ classroom “C”, it will be done during the first quimestre, school year 2015-2016.

3.4 Data collection instruments

In the present research project some data collections instruments are applied both in experimental group and control group:

- Several tests were conducted to determine the level of knowledge level about the English writing skill.
- A pre-test, which reflected the current state of knowledge about the topic. Its results allowed to develop strategies to improve that knowledge and to find resources to expand the determined ability
- A survey which gave some important data for this research, since it threw some light about the reality of the use of new technologies.

- Questionnaire using questions about the use of blogs, this will give important information about the percentage of use and the students' understanding of this tool.
- Finally a post-test was applied to the eighth grade students classroom "C" at Military High School N° 13 "Patria", during the first quimestre, school year 2015-2016, necessary to measure the students' progress and effects of the use of blogs on the English writing skill.

The test was scored according to a writing rubric used by Education Ministry of Ecuador (Test training section - Rubrics and grading , 2015), 0-2 point scale was used to rate the content, accuracy, vocabulary range, organization and cohesion, and appropriateness of register and format.

Table 5
Writing rubrics

Grading scale	0.5	1.0	1.5	2.0
Content	The text largely lacks data or it is hardly related to the information required by the task (parts of speech – verb <i>to be</i> and personal pronouns). Reduced writing.	The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (parts of speech – verb <i>to be</i> , and personal pronouns) is missing.	The text presents most of the information requested (parts of speech – verb <i>to be</i> and personal pronouns). Task input is used. Some parts of the text may be confusing, but the required message is conveyed overall.	The text clearly presents the information suggested (parts of speech – verb <i>to be</i> , and personal pronouns). Task input is fully used and ideas are kept short and simple.
Accuracy	Inappropriate use of the verb <i>to be</i> in the Simple Present tense. Uses subject pronouns inappropriately. Little or no understanding of their use. Too many spelling mistakes.	Attempts to use the verb <i>to be</i> in the Simple Present tense and subject pronouns correctly. Many mistakes are present, which makes the message confusing at times. Spelling mistakes are still present.	Appropriate use of the verb <i>to be</i> in the Simple Present tense and subject pronouns. A few mistakes may be present, but they do not impede addressing a clear message. A few spelling errors are still present.	The verb <i>to be</i> in the Simple Present tense and subject pronouns are used correctly and consistently, making the message very clear. Spelling is accurate.

Continue 

Vocabulary range	Very poor control of basic vocabulary and expressions related to personal information. Frequent confusion of words makes the intended message mostly incomprehensible	Limited control of basic vocabulary and expressions related to personal information. Confusion or misuse of words may obscure the message of the text.	Shows average control of basic vocabulary and expressions related to personal information. Some errors may be present, but they don't impede communication.	Sufficient control of basic vocabulary and expressions related to personal information.
Organization and cohesion	The word count is considerably lower than required by the task.	The message is much shorter than suggested in the task.	The text covers at least two-thirds of the words asked for in the task.	The message is clear, precise and within the number of words required.

Continue 

Appropriateness of register and format	The expressions and the layout used make the text's register and format mostly inappropriate for or inconsistent with the task and its audience.	The expressions and the layout used make the text's register and format somewhat inappropriate for or inconsistent with the task and its audience. The text shows some inaccuracies in register such as confusion of formal / informal expressions and / or forms of address.	The expressions and the layout used make the text's register and format usually appropriate for the task and its audience. Some register mistakes may be present, but these do not impede communication.	The expressions and the layout used make the text's register and format consistently appropriate for the task and its audience. Communication is achieved easily.
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Table 6
How to grade writing - test training (units 1-2)

Section	CEF Standard	Performance	Descriptor
Writing (10 points)	Can write simple isolated phrases and sentences.	Excellent (10)	Accurately writes simple words and phrases to complete an email. The use of basic sentence patterns (verb to be/personal pronouns) is precise and facilitates communication.
		Good (6-9)	Is able to write simple words and phrases to complete an email. A few mistakes may be present when using the verb to be and the personal pronouns but the message is clear
		Needs practice (0-5)	Fails to write a series of simple phrases and sentences to write simple words and phrases to complete an email. Too many mistakes in basic sentence patterns (verb to be/personal pronouns) impede communication.

Source: (Test trainig section - Rubrics and grading , 2015)

In the present research project were applied interactive activities and teaching learning techniques in order to improve English writing skill, organized in the chart below.

Table 7
Study group activities

Units	Activities	techniques	development	date
Unit one	Family members	Magic word	Used in the preparation of one or two words in which all students later describe that story that belongs to every word.	October 10 th , 2015
	Professions	Alphabetical		October 28 th , 2015
	Clothes	soup.	Used in identifying and organizing letters to form words and then sentences or expressions with the words found in the mixture.	November 15 th , 2015
	Foods and drinks	Pyramid		
	Stores	technique.		Used in the writing of words, phrases or sentences in chronological order using cardinal numbers.
Unit two	Days of the week	Assumption technique	This technique is used for writing ideas from the display of an image.	December 22 th , 2015
	Months of the year			Technique used in work groups, Where each member
	Free time activities	Brainstorm	contributes with important ideas on a topic under discussion.	February 10 th , 2016
	Describing pets	Key word	Can generate the analysis of each key word, and then supplement it with another word according to the theme.	
	Telling the time			

3.5 Processing and analysis

It is important to take into account that all data collected by the instruments such as: the survey, the questionnaire, the pre and post-test, will be tabulated using descriptive statistics measures such as percentages, rates, mean, variance, standard deviation, range. Both group control and experimental, the aspects to be considered will be: Content, accuracy, vocabulary range, organization and cohesion, and appropriateness of register and format. Thereby ensuring the feasibility and viability of the study with a margin of error within the allowable standards

Besides will be applied the T-student and arithmetic mean to check the veracity of the hypotheses proposed in eighth grade students classroom “C”, at Military High School N° 13 “Patria”.

PART FOUR

4.1 ANALYSIS OF RESULTS

4.1.1 Analysis and interpretation of results

In the present research project were used descriptive statistics to process and analyze the data results from the pre-test and post-test which were applied to both experimental and control groups take into count the following issues; Content, accuracy, vocabulary range, organization and cohesion, and appropriateness of register and format.

4.2 Results

4.2.1 Pre-test results

A pre-test was used in both experimental and control groups in order to obtain diagnostic information at the beginning of the study and the following scores were gotten:

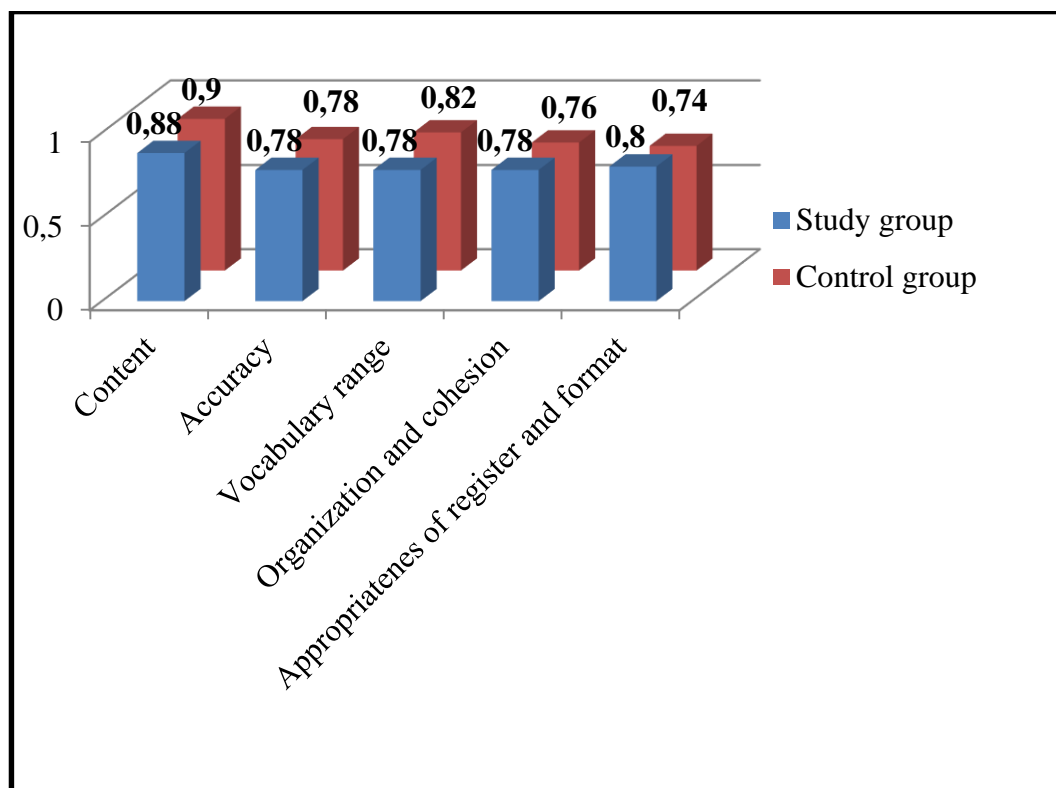


Figure 17 Pre-test results

As we can clearly see in the graphical representation of the values relating to the performance achieved by the students that they are similar in both the study group and the control group. It is important to remember that every measured parameter of the writing skill is worth 2 points. This project has 5 parameters, such as, Content, accuracy, vocabulary range, organization and cohesion, appropriateness of register and format concluding with a score of 10 points.

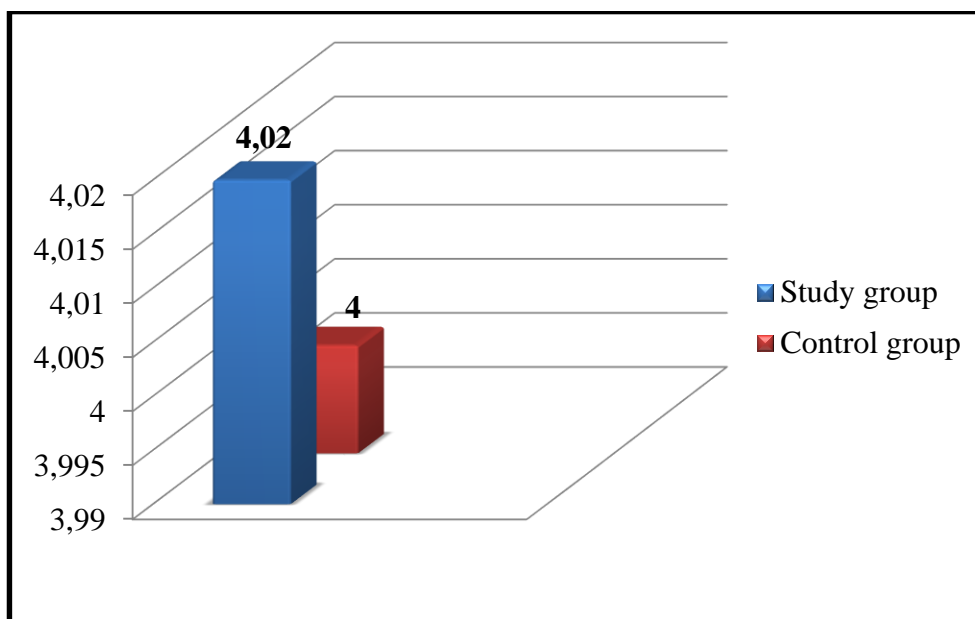


Figure 18 Pre-test average

We can see in the chart performance in both the control group and the study group that they are differentiated by a minimal amount. The study group has 4.02 points and the control group has 4. This is the overall average in the ability of writing where you can clearly identify poor performance in the 2 groups of students before the implementation of this study project.

4.2.2 Writing activities through the use of blogs

For the purposes of this research project there were 10 study subjects selected based on the book "Next Step One", used in the eighth year of EGB. This was organized into 2 units, i.e., 5 themes in each unit using a general test for each unit that followed the same parameters of the pre-test and post-test which were content, accuracy, vocabulary range, organization and cohesion, appropriateness of register and format. The performance results achieved are graphically represented as follows:

Table 8
Arithmetic means for activities

UNITS	TOPICS	PARTICIPANTS	MEANS	PERFORMANCE
UNIT 1	Family members Professions Clothes Foods and drinks Stores	25 students	5,4	
UNIT 2	Days of the week Months of the year Free time activities Describing pets Telling the time	25 students	8	
		AVERAGE	6,7	Good

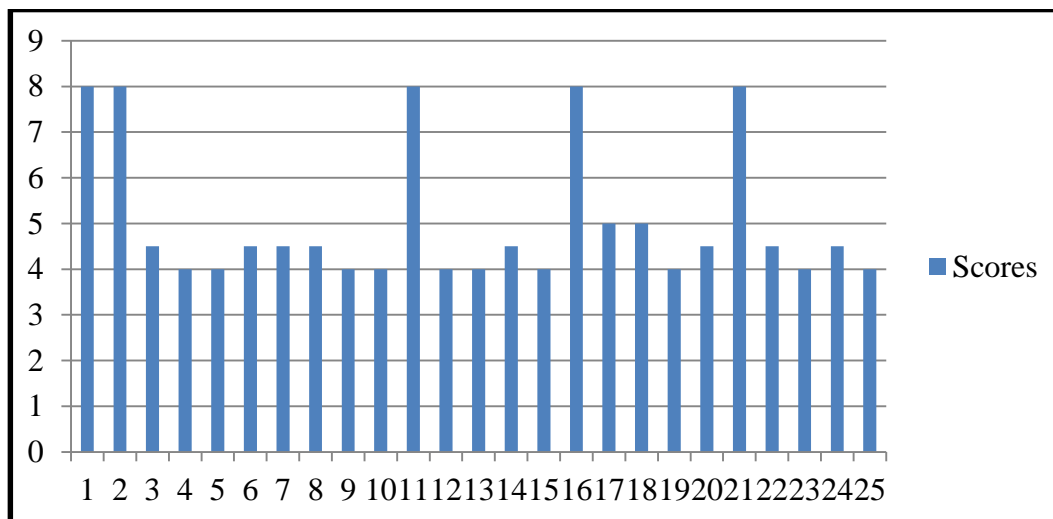


Figure 19 Individual scores unit one

Individual performance obtained by the students in unit 1 is 5.04 points beating the note of the pre-test. We can observe a significant advance in the ability of writing with the study group who participated in the development of the first 5 study topics of family members, professions, clothes, food, drinks and stores, using different study techniques and interactive activities planned for the unit.

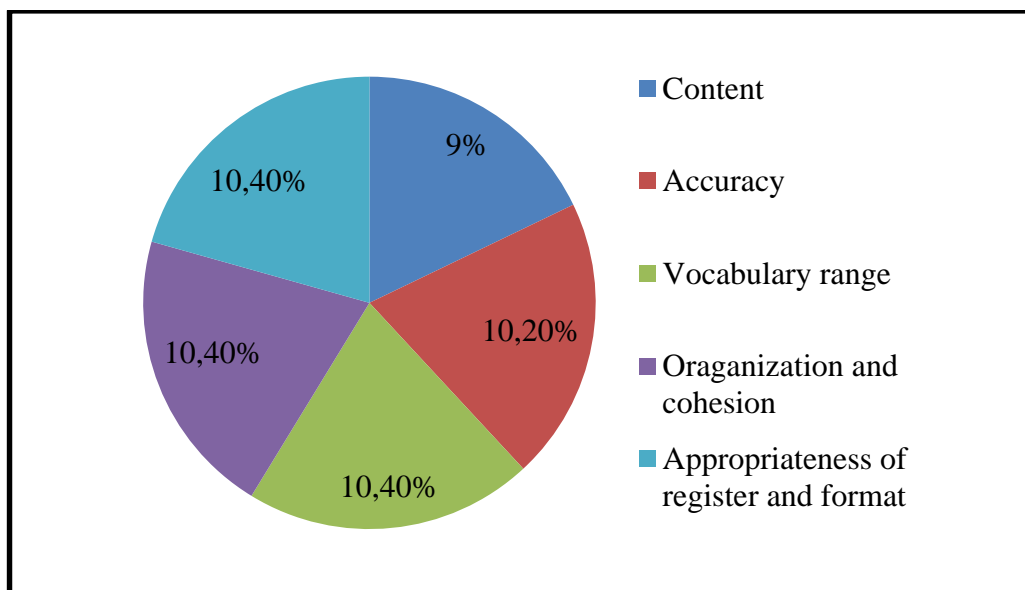


Figure 20 Performance writing sub-skills unit one

In the graph we can see the performance achieved by students in the study group regarding the parameters used to measure the ability of writing, such as; Content, accuracy, vocabulary range, organization and cohesion and appropriateness register and format. The test of the first unit was developed after the first month of the implementation of the research project in which students developed some activities based on the first five topics of study and used the first 3 study skills, the Magic Word technique, Pyramid and the Alphabet soup technique.

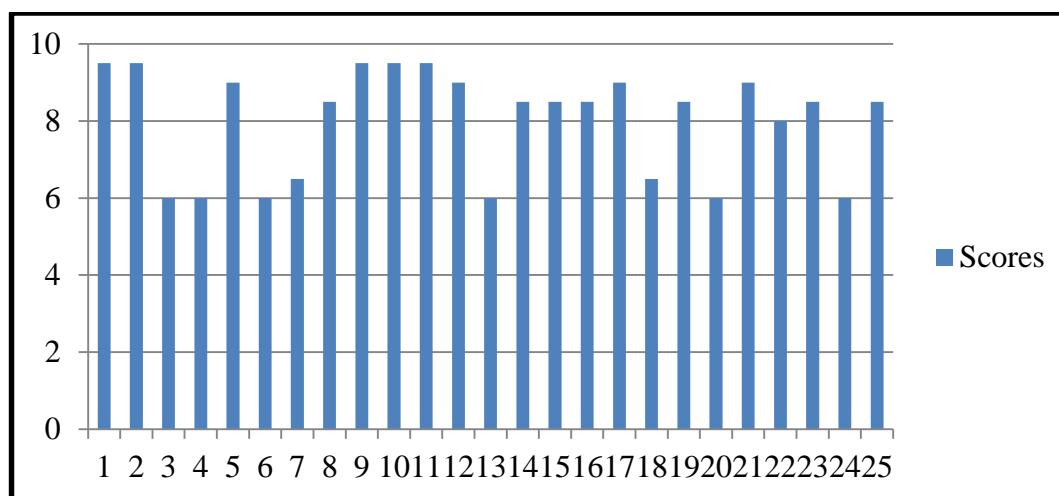


Figure 21 Individual score unit two

In the graph of unit 2 we can see a significant advance in the performance of writing ability in students from the eighth grade at the Military High School No. 13 "Patria". Each student has improved their performance by developing the 5 themes proposed for the second unit and study techniques proposed by the study. The proper application of each of them has helped to achieve significant learning reaching an overall average of 8 in the study group.

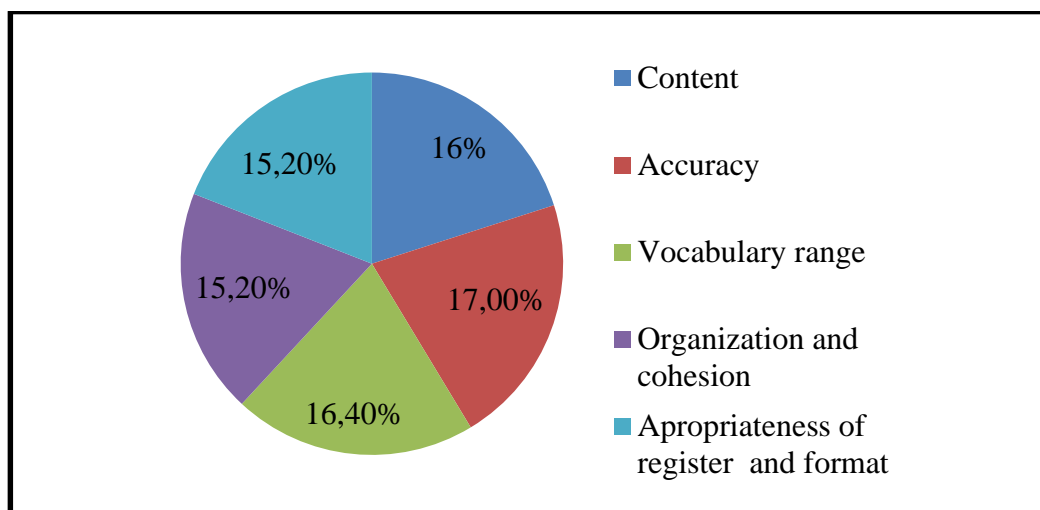


Figure 22 Performance writing sub-skills unit two

In the graph we can see a significant advance in the ability in the writing activities and the study techniques used in the second unit. These were properly assimilated by the study group, reaching a significant learning level in each parameter taking into account to measure the ability of writing.

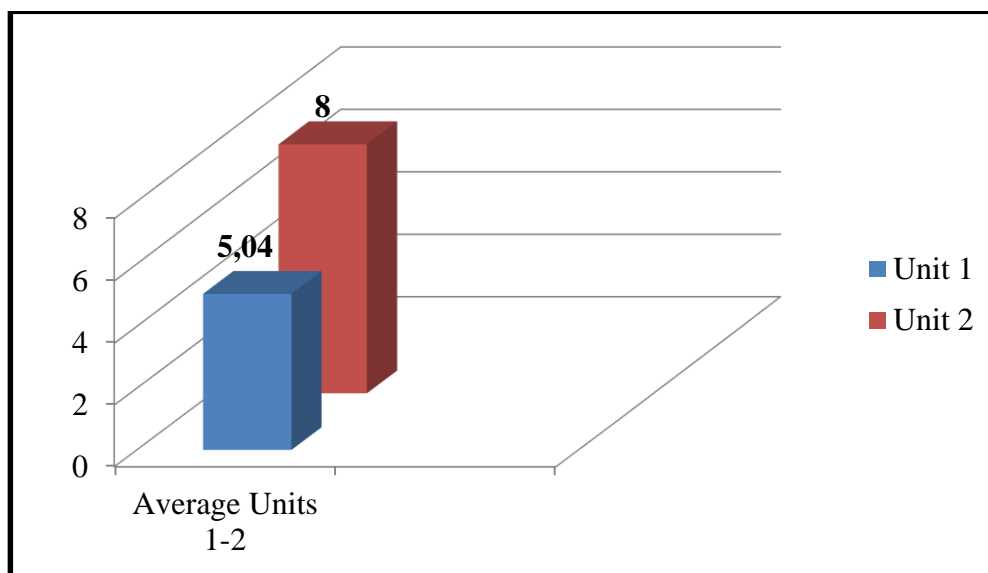


Figure 23 Means of the Unit one and unit two

The above table displays the comparison of the performance achieved by the study group on the ability of writing in both unit 1 with a total of 5.04 points and unit 2 with a total of 8 points. We can see the progress made by the students of the 8th year EGB, COMIL 13 "PATRIA" "C" with the implementation of the blogs and its various activities and the interactive techniques focused on improving the writing skill.

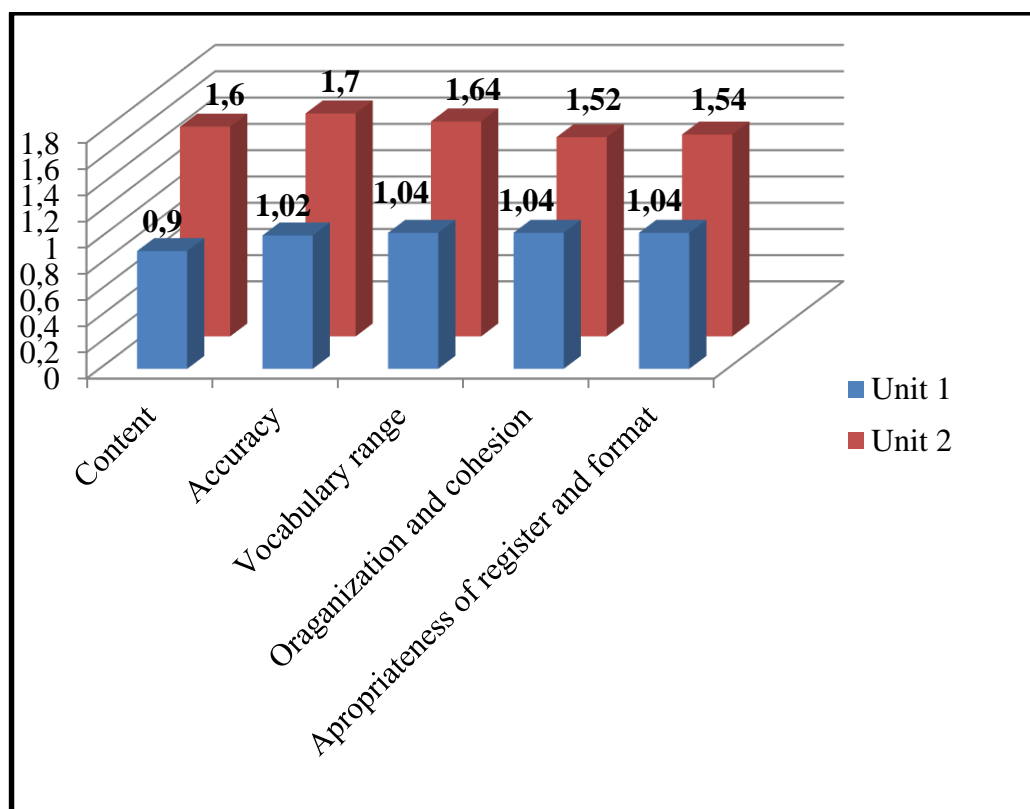


Figure 24 Performance writing sub-skills Unit one and unit two

In the above chart we can see clearly the progress made by the students in each parameter taking into account to measure the ability of writing in both units 1 and 2 by applying interactive activities and techniques developed in the blog.

Upon completion of the development of the activities of units 1 and 2, a week of feedback was performed on all the subjects treated within the study group. This can help to resolve some of the problems of comprehension in the students, concluding with great satisfaction the assimilation of the study subjects in implemented in the project entitled

"Use of Blogs to Improve English writing skill in eighth grade students in classroom "C", at the Military High School N° 13 "Patria" during the first quimestre, school year 2015-2016 .

4.2.3 Post-test results (Control vs. Study group)

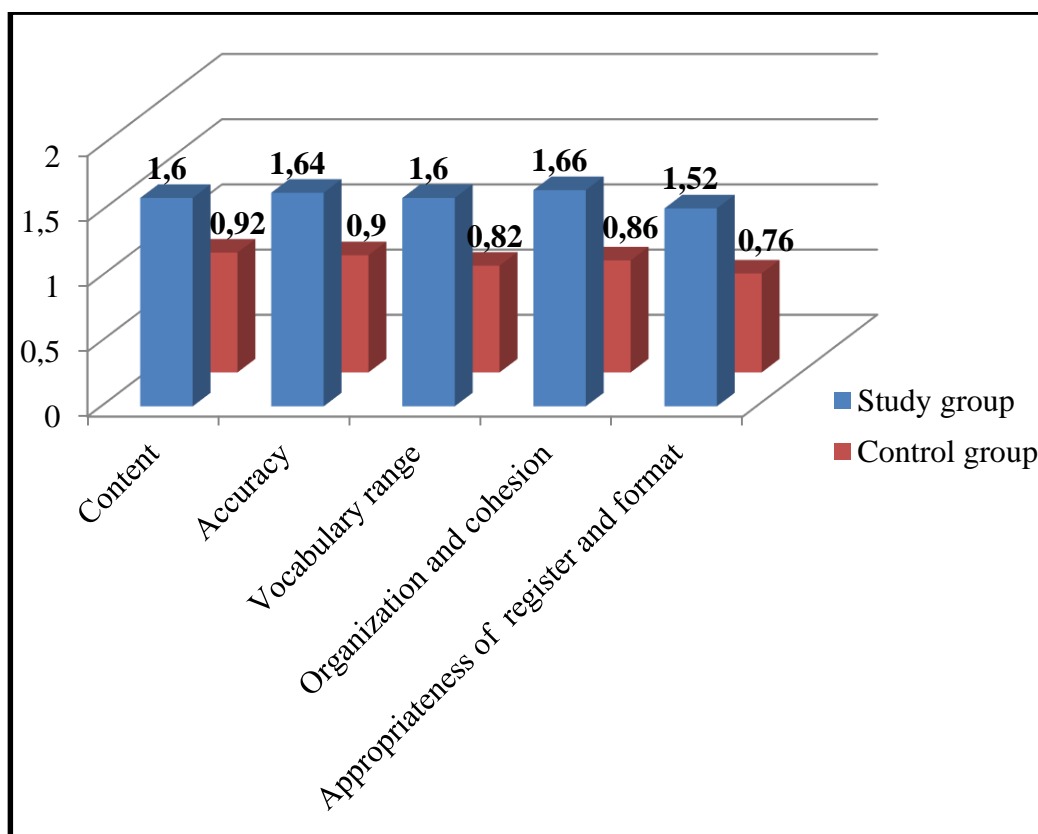


Figure 25 Post-test results

As we can see on the chart values have changed significantly, the study group is superimposed over the control group indicating that the study is feasible and viable in students. The post-test was applied at the end of the whole educational process, i.e. after successfully developing planned activities in unit 1 and 2 after applying the 6 study techniques for the development of interactive activities in the blog and after performing feedback activities that have solved questions and concerns of the students. To identify these values with respect to performance, the same test was applied to both the study group and the control group and the same parameters were used to measure the ability of writing and identifying the values represented clearly in the chart above.

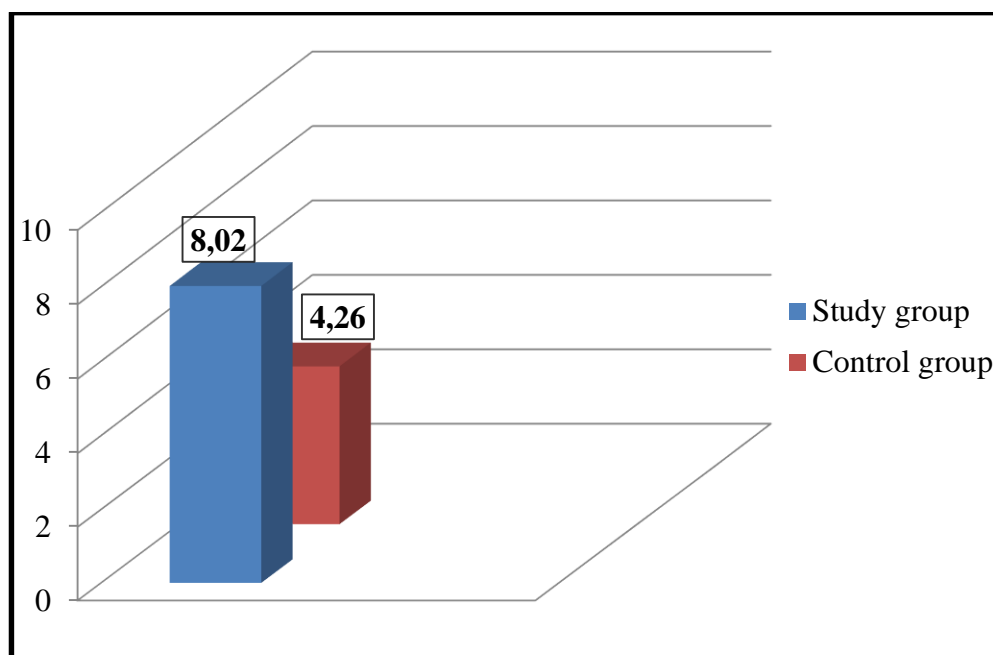


Figure 26 Post-test General average

In the graph we can see the representation of the final average of both the study group and the control group. We can see that the performance achieved by the study group is 8, 02 and control group is 4.26. It shows a very significant breakthrough performance in the eighth grade classroom "C", at the Military High School N° 13

"Patria" after the application of the blogs to improve writing skill in the students by using different activities and interactive techniques.

The difference relating to the performance achieved by the control group is 3.76 points over the control group, indicating 37, 6 % over the control group.

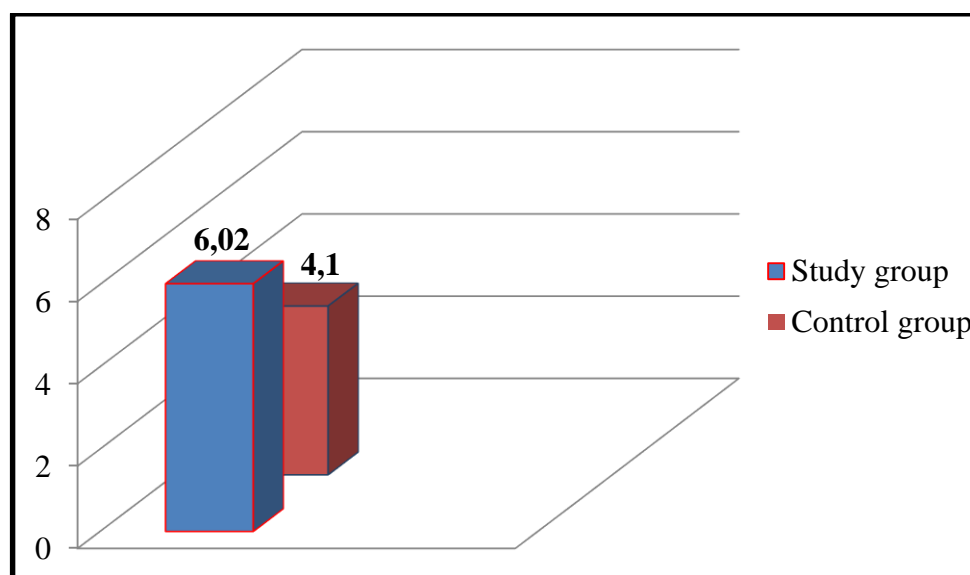


Figure 27 Performance study vs. control group

As we can see from the chart, there is a difference regarding the final performance of each group. You can clearly identify that the study group is superimposed over the control group with 1.92 points or 19, 02 %.

$$\text{Performance calculation } R = \frac{n1+n2}{2}$$

Where:

R= Performance

N1= Final note or final average of the first test

N2: Final note or final average of the second test

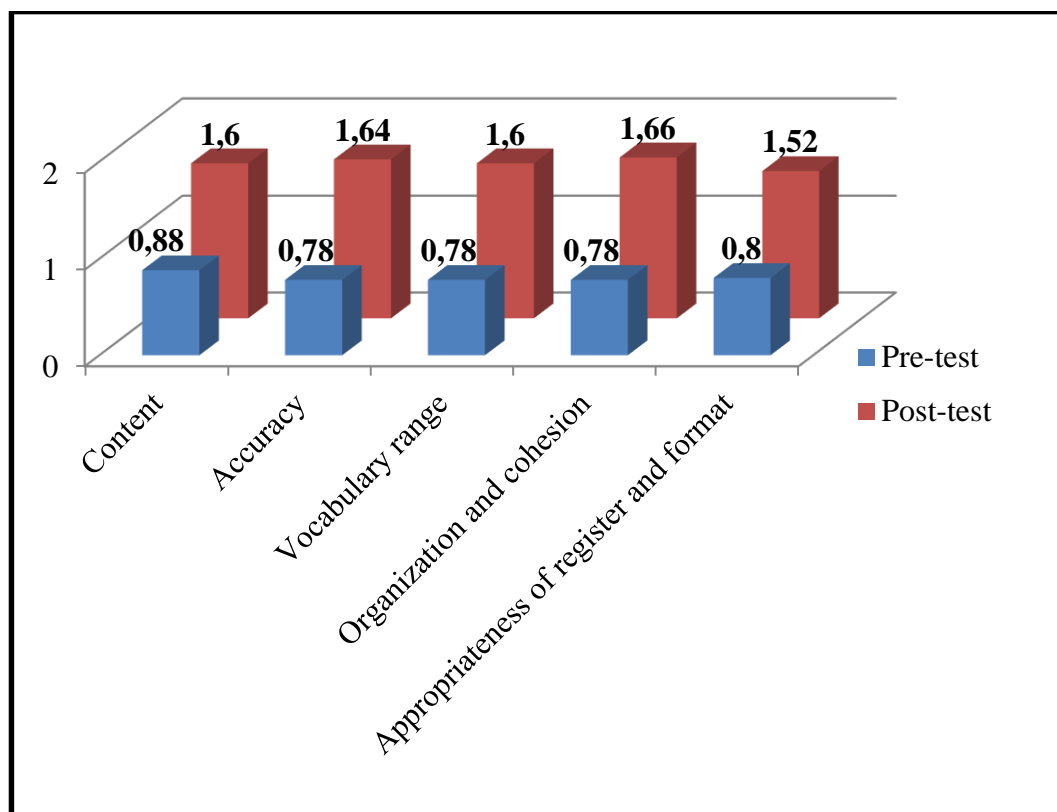


Figure 28 Comparative results of pre-test vs. post -test study group

As we can see from the chart a significant in the sub-skills scores, for example the sub-skill CONTENT it was increasing up from 44% to 83% with a difference of 39% in the improvement.

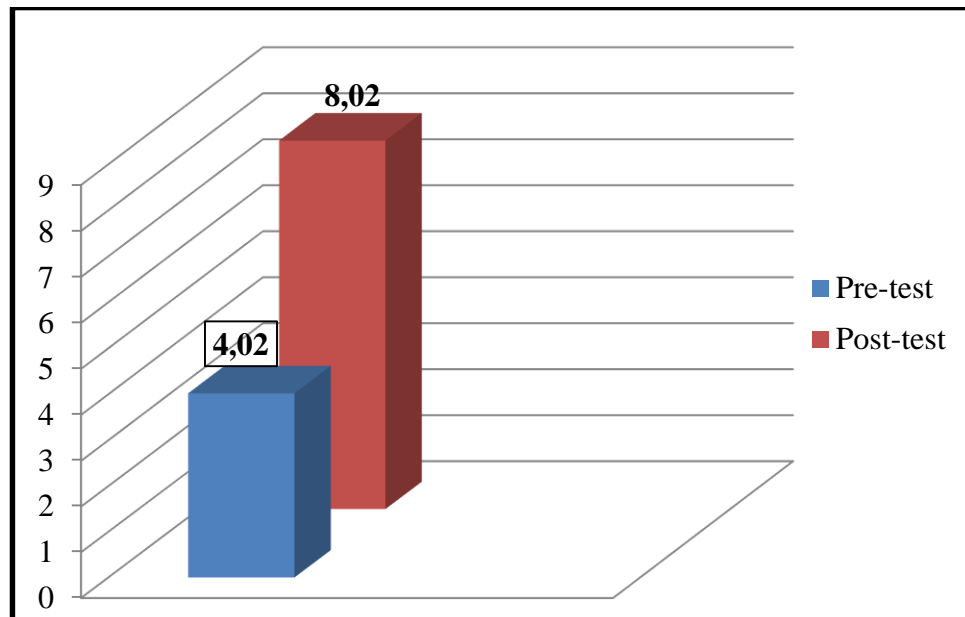


Figure 29 Average pre-test vs. post-test study group

As we can see from the picture a significant improvement in the general average increasing up from 4, 02/10 to 8, 02/10 with a difference of 4/10. It is a great improvement achieved with the use of blogs.

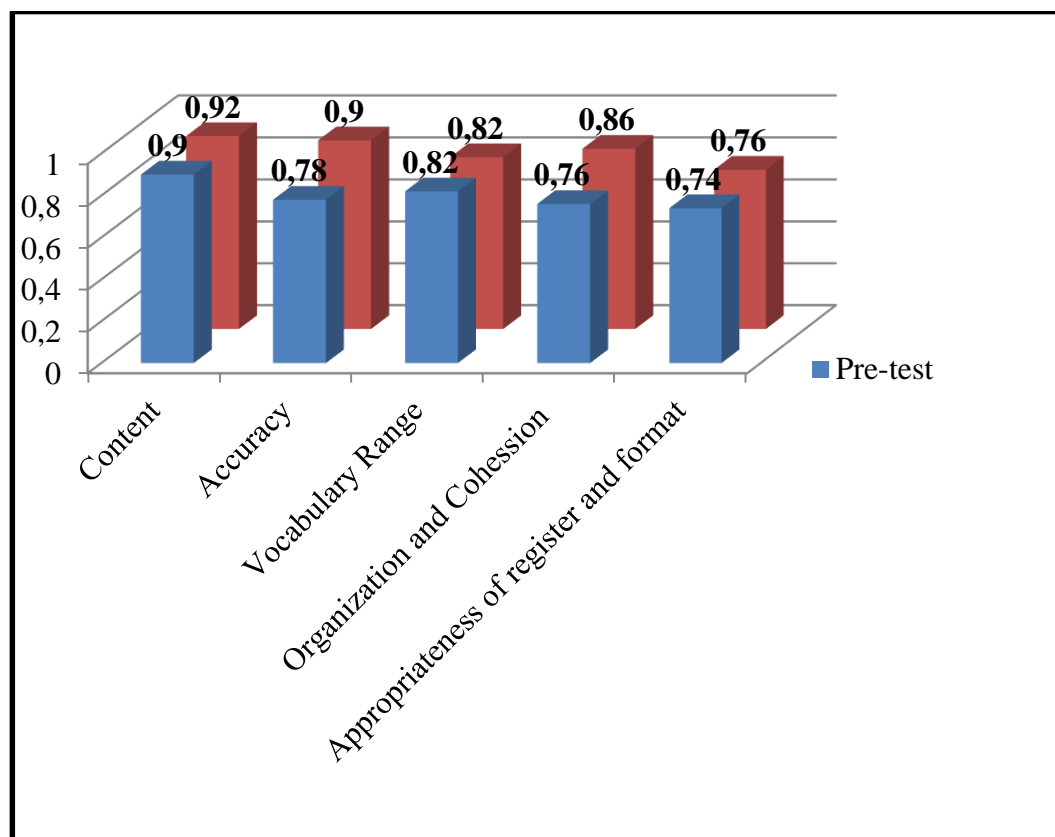


Figure 30 Pre-test vs. post- test control group

In the graphic we can see that control group don't show a relevant improvement in the writing skill, is important emphasize that control group don't used the technological didactical tool, they only work with the traditional methodologies and techniques.

We can see in the graphic poor improvement in the control group both in pre-test and post-test for example the sub-skill CONTENT was increasing up from 45% to 46% with a difference of 1 % in the improvement.

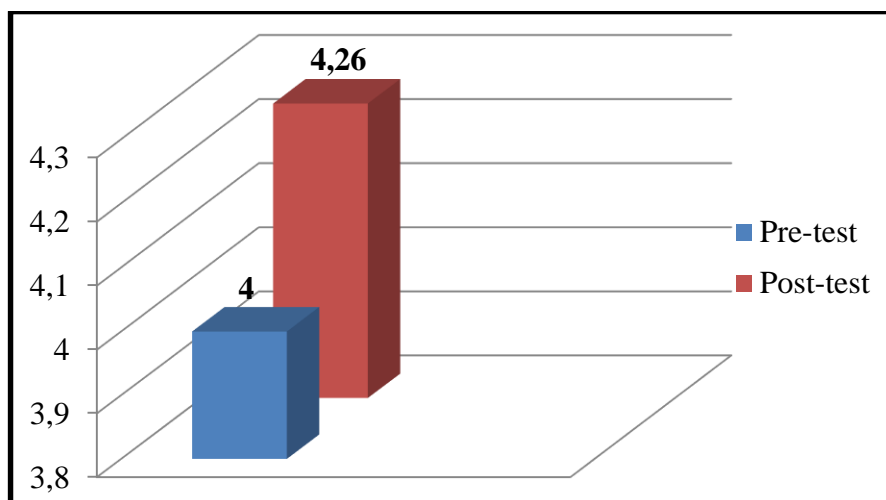


Figure 31 Average achieved by control group

In the graphic we can see a low average achieved by control group both in pre-test and post -test with a difference of 2, 6%.

4.2.4 Hypothesis testing

Statistical model and calculation of the "T-student"

Informative data

$N_1 = 25$ → Number of students in the pre-test.

$N_2 = 25$ → Number of students in the post-test.

$X_i =$ → Scores of students.


$\bar{X} = (\sum X_i) / N_1$ → Arithmetic mean calculated.

$gl = N_1 - N_2 - 2$ → Degrees of freedom.

$S_1 = (X_i - \bar{X})^2$ → Square deviation calculated.

T-student = →
$$\sqrt{\frac{S_1 + S_2}{N_1 + N_2 - 2}}$$

Table 9
Square deviation of the Pre-test study group

ORD	X_i	$X_i - \bar{X}$	$S1 (X_i - \bar{X})^2$
1	7,5	3,48	12,11
2	7,5	3,48	12,11
3	2,5	-1,52	2,31
4	3	-1,02	1,04
5	3,5	-0,52	0,27
6	2,5	-1,52	2,31
7	2,5	-1,52	2,31
8	3,5	-0,52	0,27
9	3,5	-0,52	0,27
10	3	-1,02	1,04
11	7,5	3,48	12,11
12	3	-1,02	1,04
13	2,5	-1,52	2,31
14	3,5	-0,52	0,27
15	3	-1,02	1,04
16	7,5	3,48	12,11
17	3,5	-0,52	0,27
18	4	-0,02	0,0004
19	4	-0,02	0,0004
20	2,5	-1,52	Continue 2,31 

21	7,5	3,48	12,11
22	3,5	-0,52	0,27
23	3,5	-0,52	0,27
24	2,5	-1,52	2,31
25	3,5	-0,52	0,27
TOTAL	100,5		76,1108


(MEAN) \bar{X}

$100,5/25 = 4,02$

S1= 76,11

Table 10
Square deviation of the Post-test Study group

ORD	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
1	9,5	1,48	2,19
2	9,5	1,48	2,19
3	4,5	-3,52	12,39
4	6,5	-1,52	2,31
5	9,5	1,48	2,19
6	6	-2,02	4,08
7	4,5	-3,52	12,39
8	9	0,98	0,96
9	9,5	1,48	2,19
10	9,5	1,48	2,19
11	9,5	1,48	2,19
12	9	0,98	0,96
13	6,5	-1,52	2,31
14	9	0,98	0,96
15	9	0,98	0,96
16	9,5	1,48	2,19
17	9	0,98	0,96
18	6,5	-1,52	2,31
19	8,5	0,48	0,23

Continue 

20	6	-2,02	4,08
21	9,5	1,48	2,19
22	8,5	0,48	0,23
23	8,5	0,48	0,23
24	4,5	-3,52	12,39
25	9	0,98	0,96
TOTAL	200,5		76,23

(MEAN) \bar{X}

$200,5/25 = 8,02$

$S^2 = 76,23$

Data to calculate T-student:

$\bar{X}_1 = 4,02$

$\bar{X}_2 = 8,02$

$N_1 = 25$

$N_2 = 25$

$S_1 = 76,11$

$S_2 = 6,23$

$$\begin{aligned}
 \mathbf{T\text{-student}} &= \sqrt{\frac{S_1+S_2}{N_1+N_2-2}} = \\
 &= \sqrt{\frac{76,11+76,23}{25+25-2}} = \\
 &= \sqrt{\frac{152,34}{48}} = \\
 &= \sqrt{3,17375}
 \end{aligned}$$

$$\mathbf{T\text{-student} = 1,78}$$

Confidence level = 95% (0.05)

Determination of the technical and statistical test

gl = N_1+N_2-2 \longrightarrow Degrees of freedom

$$gl = 25 + 25 - 2$$

$$gl = 48$$

DATA

T- STUDENT calculated: 1,78

T- STUDENT table: 1,6772

DETERMINATION OF CRITICAL VALUES AND REJECTION REGIONS

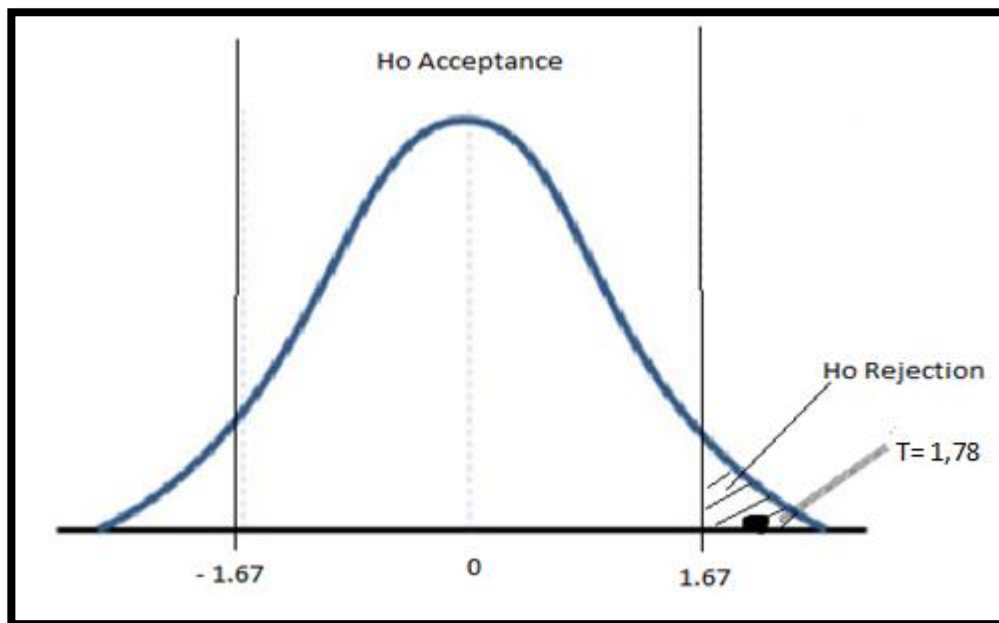


Figure 32 T-student test result

Decision rule

As shown in the graph the T -student is calculated 1, 78 and T -student is tabulated or table is 1.67 with a margin of error of 5 %.

- The null hypothesis is rejected, " There is not any effect with the use of blogs to improve English writing skill in eighth grade students classroom "C", at Military High School N° 13 "Patria" during the first quimestre, school year 2015-2016."
- While working hypothesis is accepted "Blogs have a positive effect improving the English writing skill in eighth grade students classroom "C", at Military High School N° 13 "Patria", during the first quimestre, school year 2015-2016. Which indicates that the study is feasible and that hypotheses are tested?"

4.2.5 CONCLUSIONS

After the application of the research project titled: “Use of blogs to improve English writing skill in eighth grade students classroom “C”, at Military High School N° 13 “Patria” during the first quimestre, school year 2015-2016”, it can formulate the following conclusions:

- The use of blogs as a technological teaching-learning tool, had improved students writing skills, besides, they had positive progress in five writing sub skills; content, accuracy, vocabulary range, organization and cohesion, and appropriateness of register and format.
- It was found through the application of blogs in eighth grade student’s classroom “C”, at Military High School N° 13 “Patria”, greater results in their English writing skill performance. This indicates that blogs applied in order to improve writing skill have generated a high impact on the results, It was increasing up from 4, 02/10 in pre-test to 8, 02/10 in post-test.
- The use of Blogs encourages students practice in writing skill, due they were using an interactive technological tool, and students have a greater motivation to participate both in/out the classroom, being a factor that allows a better performance. In this case, study group had higher mean score in the post-test which was 8, 02/10, with 3, 76 over the control group indicating that it is one of the most important benefits achieved.
- Referring to the writing skill the study group shows writing activities in better quantity and quality, they could share their ideas coherently, their sentences or expressions were much better organized and also had more vocabulary to use in proper context.
- Eighth grade students classroom “C”, at Military High School N° 13 “Patria” shows development in all areas studied, whereas Control group shows the some knowledge level like showed in the pre-test, confirming that the use of blogs

encourages the students, stimulate their participation and facilitate the teacher's teaching process, being all these elements indispensable for English language learning.

- The hypothesis is confirmed, using the t-student with a margin of error of 5%
- Data were tabulated through different statistical methods such as; standard deviation, mean, range, variance, t-student, where we can identify that working hypotheses was accepted or are true and null hypothesis was rejected, thus it is found that the study is viable and feasible.
- Finally it is important to emphasize that the use of paper, folders, notebooks, and other physical items was minimized, because the whole process was conducted through the web 2.0, thereby contributing to the conservation of the environment.

4.2.6 RECOMMENDATIONS

- It is recommended to use more time to apply this technological teaching tool, in order to improve performance in the four main English language skills such as; Reading, writing, listening and speaking.
- It is recommended to Education Authorities manage or plan training for teachers about the importance of using blogs in the English language teaching-learning process.
- It is also recommended that in addition to books activities, several interactive activities and writing exercises must be published in the blogs, encouraging participation of the students in the use of languages.

5 PART FIVE

5.1 Proposal

Didactic guide about use of blogs to English teachers at Military High School N° 13 “Patria” in order to improve English writing skill in the students.

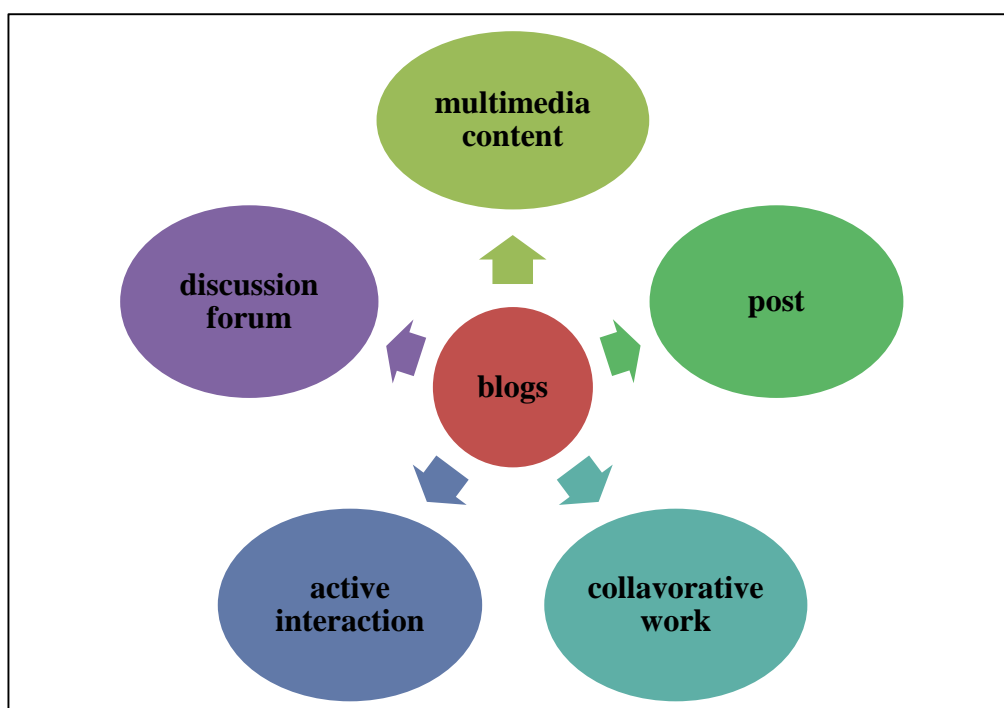


Figure 33 Proposal of the study

AUTHOR: NESTOR BENJAMIN BONILLA LECHON

TUTOR: MSc. NESTOR BONILLA

Sangolqui, Marzo 2016

5.2 INTRODUCTION

After the analysis was developed using blogs to improve English writing skill of the students in the eighth grade in classroom "C", at the Military High School N° 13 "Patria" during the first quimestre, school year 2015-2016 the school found it necessary to develop a didactic guide to teach teachers how to create, design and apply a blogs for the teaching of writing in English applying stimulating activities based on current methodologies in the teaching of English.

Furthermore, foreign language teachers need sufficient knowledge about technological teaching tools and to be able to design blogs and to create interactive activities within the same platform. These activities should be focused on encouraging the student's participation, to use each of the tools that blogs provides for the teaching-learning process.

To improve the ability to write in English it is important to emphasize and consider other skills such as reading, listening and speaking. The integration of each allows a better result in the learning process. This didactic guide benefits teachers and students in the teaching – learning of writing skill. Using this technological teaching tool called blog, helps to develop different strategies and techniques always focusing on the teaching in order to improve performance in the student's writing abilities and to help them in acquiring a good command of English.

5.3 Proposal problem's Tree

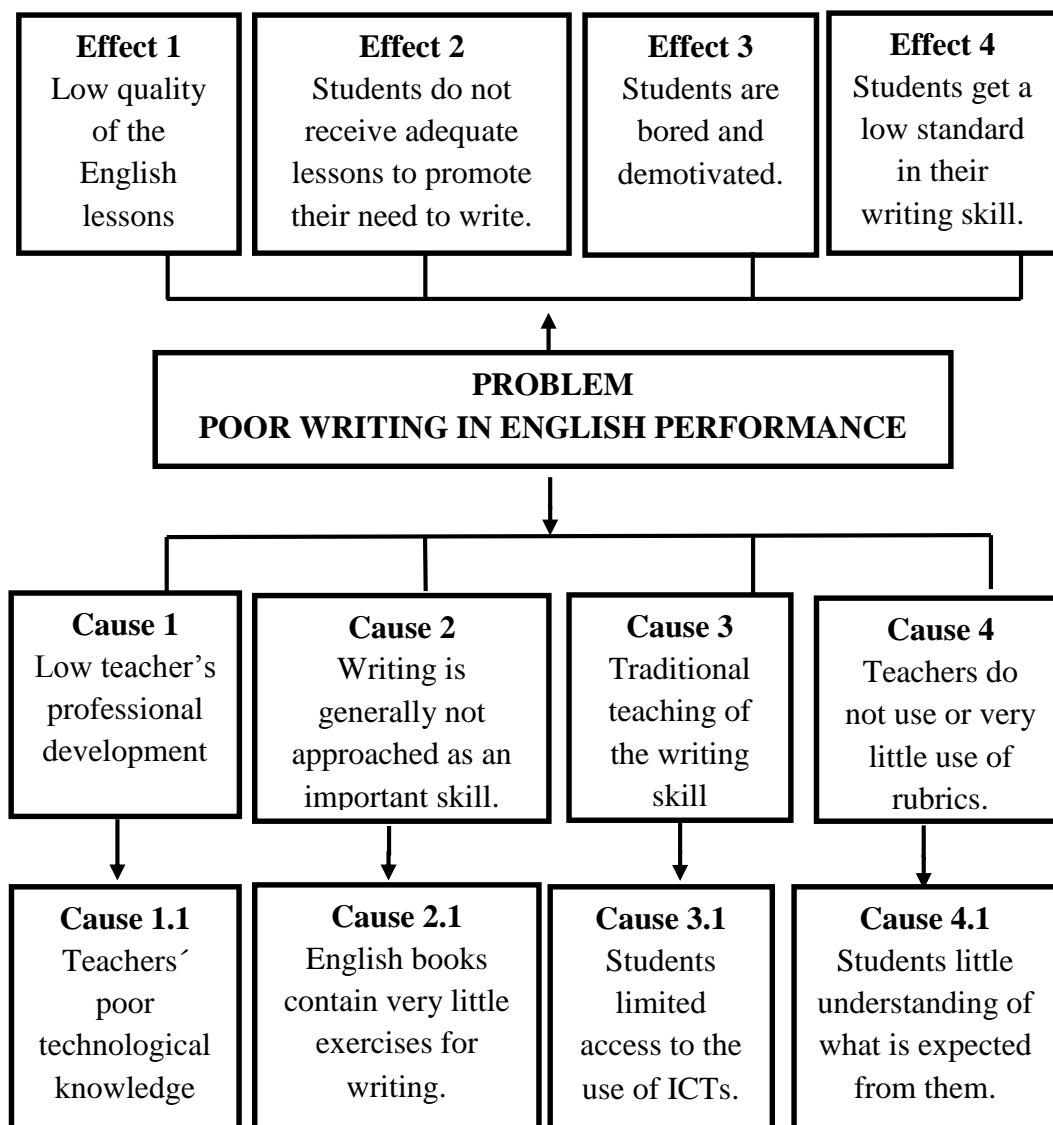


Figure 34 Proposal problem's tree

5.4 Objectives Tree

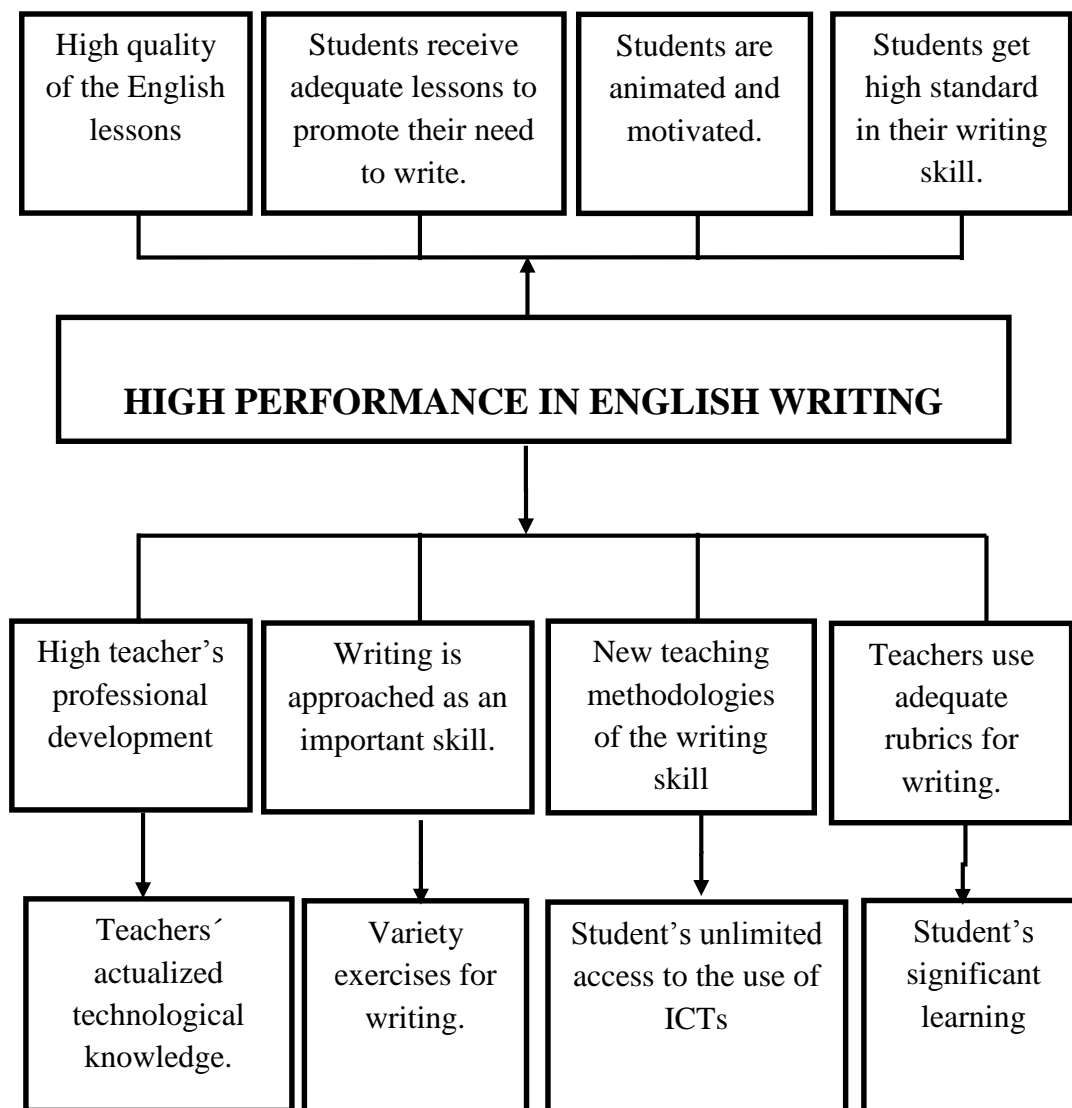


Figure 35 Objectives tree

5.5 OBJECTIVES

5.5.1 General objective

- To increment confidence levels in writing communication through the use of blogs to improve English writing skill in eighth grade students, classroom “C”, at Military High School N° 13 “Patria” during the first quimestre, school year 2015-2016.

5.5.2 Specific objectives

- To motivate students in work hard focusing in writing skill using blogs and their interactive activities.
- To improve English writing skill applying active participation in the blogs.
- To provide teachers and students a vast quantity of writing activities through the use of a blogs to improve the English writing skill.

5.6 JUSTIFICATION

Science and the technology advancement in the 21st century have brought about changes in the teaching-learning of English. These changes are focused on the best way to introduce ICTs in the academic field through different technological teaching tools that allows one to achieve meaningful learning.

Currently one of the most used tools in the academic field and especially in the English area are blogging and tools. They let one create and implement interactive activities which create opportunities of participation for teachers and students. The management system for comments software (CMS) facilitates the publication of multimedia content. It is also used for other pages of interest, for example, Facebook, YouTube, Twitter and Gmail. Workability individually, in pairs or in groups depends on the activities created by the blog administrator. Besides, these activities will generate a motivating environment for a new generation of students. They live with the new technology all the time.

It is important to note that some skills don't develop at the same time. Blogs focused on developing writing skills offer important tools where the blog administrator creates policies for use and privacy for all users. The blog manager's comments allow for different activities to develop; among the most important are chats, forums, questions and questionnaires.

The purpose is to create a didactic guide about the use of blogs for teachers in order to improve English writing skill, at Military High School N° 13 "Patria" located in Latacunga city. The intention to use this important technological tool is to generate a motivating and fun environment both inside and outside the classroom, also to increase the teachers' knowledge about using blogs to improve the English teaching-learning process. Blogs focus mainly on the improvement of writing skill. Increase use of technology in the classroom helps different educative institutions in need. They must

know and show the way to prepare for tomorrow's society and allow for constructivism knowledge and meaningful learning.

5.7 PROPOSAL DEVELOPMENT

5.7.1 Creating a blog on Google

To create a Google account is necessary to follow the steps detailed below:

5.7.1.1 First step: Create a Google account

Figure 36 Creating a count on Google

Pyra Labs is the creator of blogger who called with the name of blog service in 2003. This service was acquired by Google. Today the content and service blogger is hosted on Google servers in “blogspot.com”.

It's necessary to create a Google account to access all of its tools, which are the most used on the Web, and for this we must:

- Write in the first blank space your name and surname
- Write your email address. Example Juan123@gmail.com
- Write a password which must contain at least 8 characters.
- Write your date of birth (day, month, and year)
- Write your sex
- Finally your phone number and then click on Create Account

5.7.1.2 Second step: Access the blog

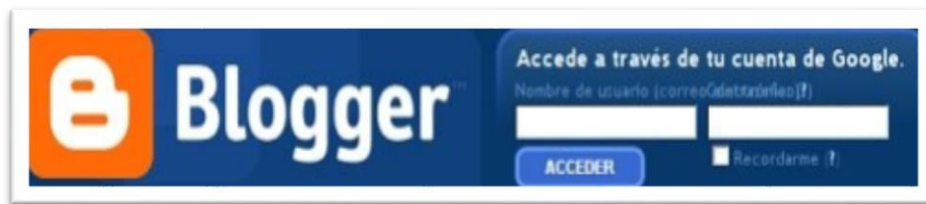


Figure 37 Access the blog

There are two ways to access the blog:

- Go to the Blogger home page, fill in the blank spaces with the user name; in this case the Google account or your complete email account. Then check the blog and in the other space fill in your password and click on “Login”.
- Write the complete address in the navigation bar, for example:

[Http:// comil13englishwriting.blogspot.com](http://comil13englishwriting.blogspot.com)

5.7.1.3 Third step: Name the blog

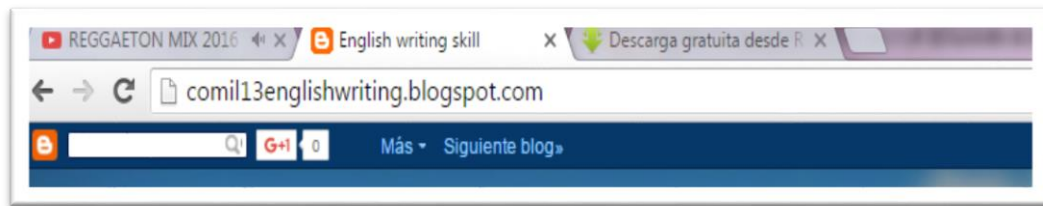


Figure 38 Name the blog

Name the blog in the box and designate a name by which all users will log in from anywhere to the same blog. You should write a short name because there is a supplement (blogspot.com). For example the blog name is comil13englishwriting, the supplement suggested by blogger is (blogspot.com) in this case it would be;

<http://comil13englishwriting.blogspot.com/>

It's Important that the blogger name is available. Check to see if an existing name matches the same system. If so, report that the other name should be changed, otherwise you won't be allowed Access to the next step.

5.7.1.4 Fourth step: Choose a template

Once the third step is completed you need to choose a form; there are a variety with different designs and presentations to choose from. Enter your data in the control panel where you must select a blog design that allows compliance with your objectives.

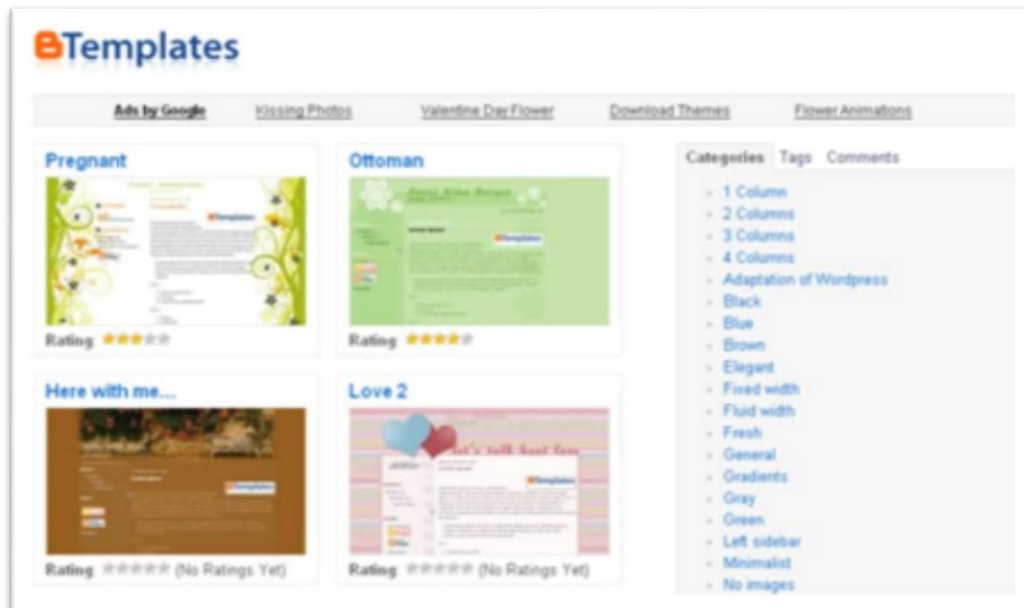


Figure 39 Types of template

5.7.1.5 Five step: Configuration and design blog

5.7.1.5.1 The control panel

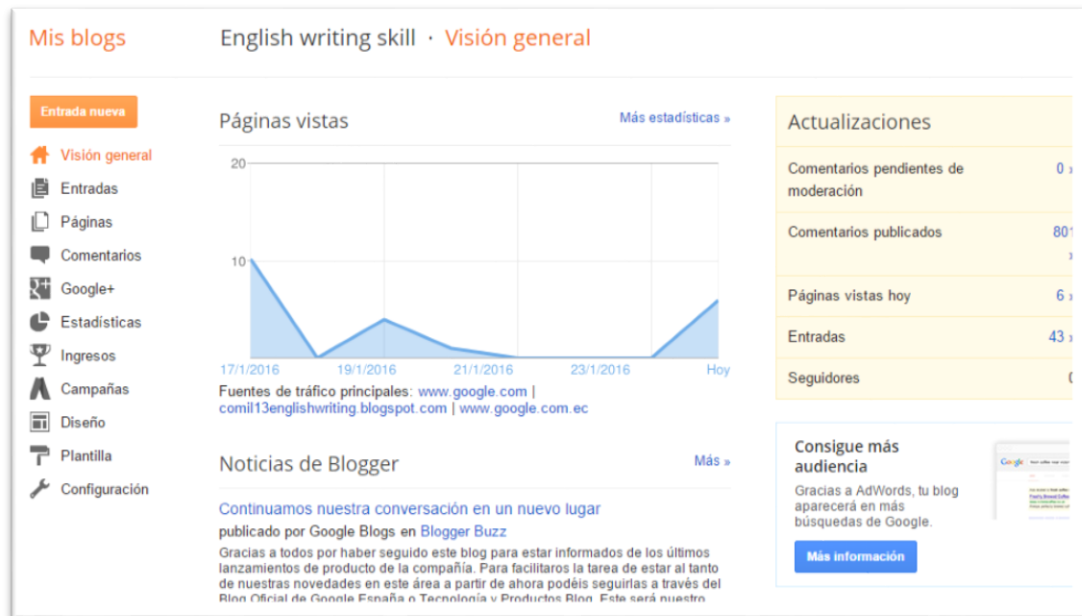


Figure 40 Control panel

The control panel refers to the private part of the blog or the part that allows the administration. This platform allows one to set usage policies for both the administrator and the user in each of its major components such as posts, pages, comments, statistics, income, campaigns, design and template.

b. Entries. - It is composed of three display options such as all draft and published.

In each option the content for all users of the blog are characterized by the publication date, the author's name and the number of comments on each post.

The administrator's action performs these options: edit, view, share or delete.

When the administrator of the blog notices any abnormality in the entries, such as inappropriate words, expressions or discussions the manager immediately removes the entry or takes some other action.



Figure 41 Entries

- c. **Comments.** - Posts are the most widely used in blogging. It allows interactive participation between the students and the administrator. The blog has some options that designate or limit who can make publications; for example, to designate who can comment: members of the blog, blog users with email or the public. It also displays it individually in the comments section and removes it if necessary. The scheduled publications do not appear directly in the blogs if it is not first approved by the administrator before publication.
- d. **Statistics.** - This tool can graphically show four options; overview, tickets, traffic source and public information. It is available daily, weekly or monthly.
- e. **Design.** - This tool allows for a custom-designed structured blog. To enter a blogs title in heading part, just click on edit and add any title that is for the blog; you can also add a dynamic picture to go with the title.

Cross-column is a tool to create animated blogs submissions, usually located next to the main title and programmed by the code HTML. There are other tools that enable the writing content to be placed at the side of the blog. In this case

this blogs is created with the following options: introduction, content, site of interest, videos and support resources.

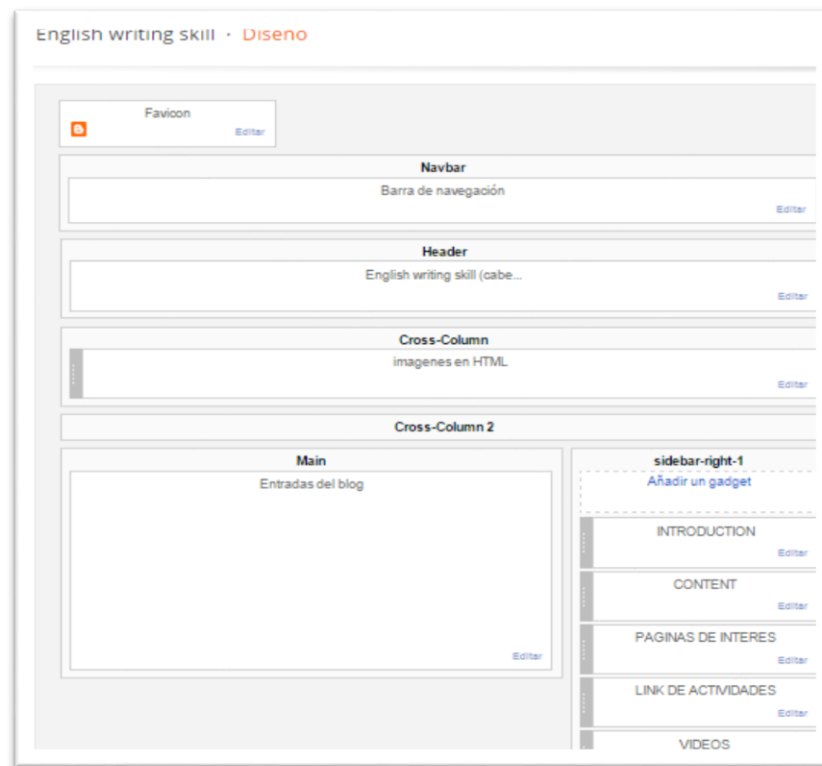


Figure 42 Cross column

- f. **Template.** - First, select the initial template. It can be changed at any time that the manager deems advisable. It is important to note that this change may modify the presentation format. Sometimes one needs to perform some tests in order to identify the appropriate template for the objective to be achieved.
- Blogger templates available are: simple, dynamic view picture window, fantastic, filigree, stereo and travel. The blogs administrator can add more templates using HTML and the JavaScript program.

- g. **Fonts and colors.** - This option is in the menu template and it allows one to select the font that will be used in the blogs and the text color. It also changes the overall color of the source template.

The administrator must go to the menu template, click on the Advanced menu to make all required changes regarding fonts and colors.



Figure 43 Fonts and color

5.7.2 PUBLICATION OF ACTIVITIES IN THE BLOG

The content management system (CMS) is the software that hosts content developed by users. The administrator publishes various interactive activities using multimedia content. It is very important to apply all possible initiative for the creation these activities, the type of design and the dynamics used to generate interest in the users. This is the reason that the activities should be created in detail focusing and constantly encouraging student participation. It is important to apply a different

methodology for each activity so that it achieves this objective: develop student participation.

1. Steps to create a new blogs post:

- Click on new post main screen
- Write the title of the new post
- Fill in the blank draft using images or video presentations posed by the teacher.

The new post can have scheduled publication date participation and development activities are carried out through the comments section.

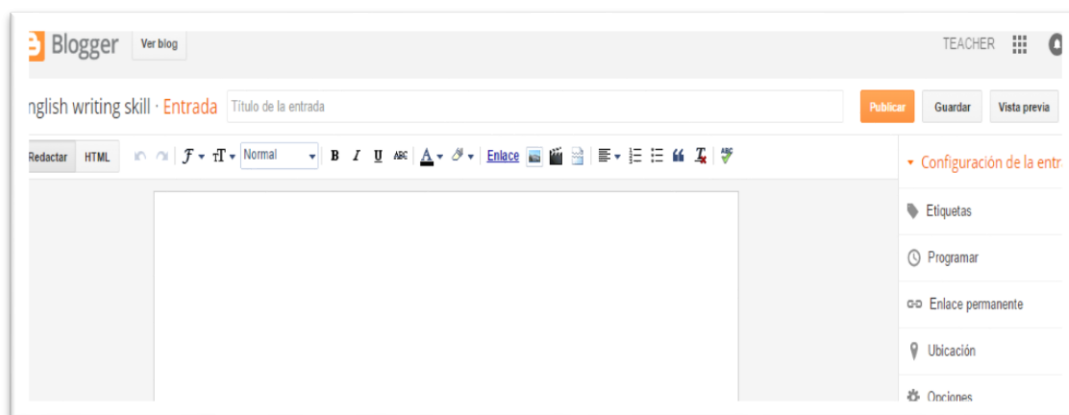


Figure 44 New post creation

2. Entrance elements

- *Entry title.* - It is important to set the title of each post, and this title should be visible, understandable through which users can search and add input in developing the proposed activity.
- *The title* has four options for setting dimension such as; heading, subheading, secondary, normal header.

- *Link* allows one to add any page, application, YouTube videos or any content URL.
- *Image*. - It enables pictures with JPG, GIF or PNG either from a computer, from the blog, Web Albums pikasa, a Smart sets, webcam, or the web with the URL. The size of the image is configured by the administrator in three options; normal, large or extra-large.
- *Editor*. -It consists in a visual part under the Compose tab, and a part of the source code under the Edit HTML tab. These are the two systems that allow entry.
- *Top button bar*.- It is composed of some options used to format the content of the new entry and even adds multimedia content, such as, font, color, underline, bold, italic, etc.
- *Preview*. - It opens a new window where it is possible to see how the presentation is designed prior to publication. It allows the administrator to check possible errors and correct or improve the presentation.
- *Main text*. - The main text is the content written in the blank space, which may be accompanied by multimedia and interactive elements.
- *Labels*. - They consist in key words or phrases that define and classify inputs. These labels are generally located on the side of the blog so readers can read the entries to incorporate the labels.
- *Publish or save*. - These are the options to publish the content on the web or save to continue making future modifications.

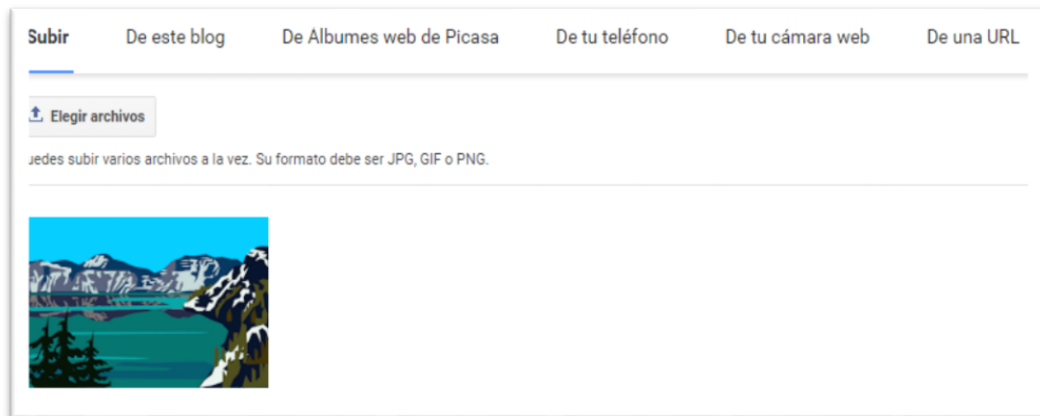


Figure 45 Upload images



Figure 46 Add URL directions

5.7.3 INCORPORATE TEST IN BLOGS

There are different ways to add or create test in the blogs, but it's necessary to have an extensive programming knowledge to develop it. In this case is suggested to use one of the easiest ways to incorporate a test:

5.7.3.1 Forms of Google drive

It is a free storage web service, created by Google with a storage capacity of 5 GB. It is compatible with all operating systems and different web browsers. Plus, it is easy to access from different devices such as, PCs, laptops, Smartphones and Tablets. On these devices you can create online surveys, short evaluations, and graphical representations of the survey progress, spreadsheets, presentations, folders and drawings.

5.7.3.2 Steps to create forms on Google drive

- Create an account in Google
- Sign in Google drive option that is in the upper right (Google applications)
- Click NEW
- Click MORE
- Click on forms Google
- Select the format for the survey or evaluation
- Add the application of self-assessment

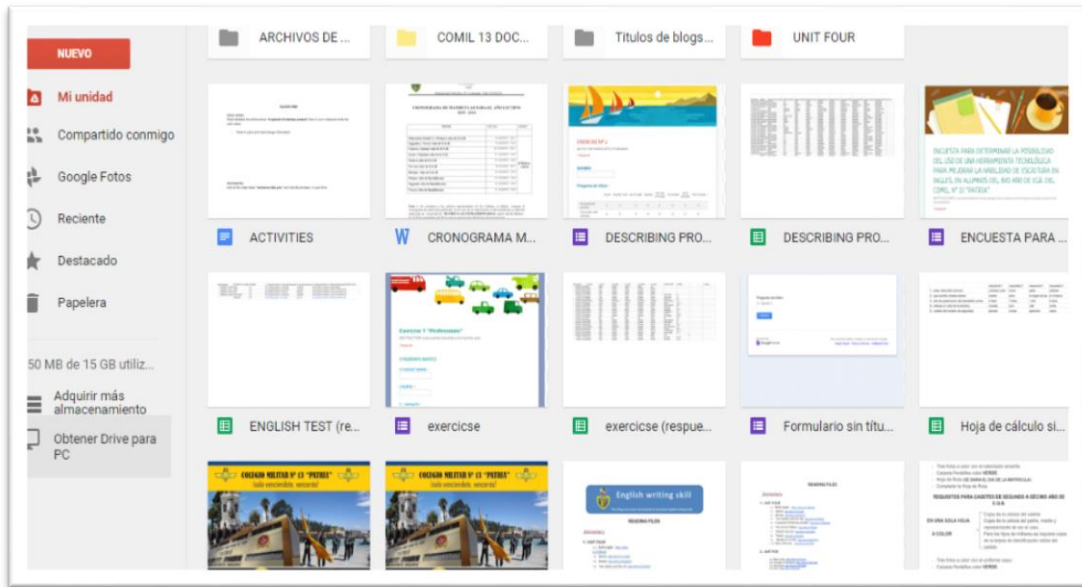


Figure 47 Panel of control google drive docs

5.8 INTERACTIVE WRITING ACTIVITIES IN BLOGS



Example N° 1.

My name is Nestor Bonilla, I study in Military high school N° 13 "Patria", I am 25 years old, my cellphone number is 0979176384, my e-mail address is nestorbenjaminbl@hotmail.com and I live in Latacunga parish Guaytacama.

TASK FOUR

Look at the example, and using a text construction describe your identity card

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 +1 Recomendar esto en Google

Figure 48 Interactive writing activities

Applied during First quimestre

School year 2015-2016

5.8.1 DEVELOPMENT OF ACTIVITIES

Activity 1

Individually works – Family members: Who is...?

Table 11
Activity 1

Target Language	Materials
Family relationships / vocabulary	Computer, Internet, multimedia content, Hypertext, paint program, web pages

Preparation

Review family relationships. Share in the blogs a very simple family tree like the following.

Talking about my family

TASK THREE

Look at the example, and then describe your family using the some information.

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Figure 49 Writing activities in blogs

1. The names of family members

Table 12
Family member's activity

FAMILY MEMBERS					
Grandfather	Father	Son	Sister	Aunt	Cousin
Grandmother	Mother	Daughter	Brother	Uncle	Nephew

- Ask questions such as who is your grandfather? Who is your mother? Encourage students to say as many relationships as they can for each person.
- Alternatively, invite students to write in blog the names of people in their families and their relationships.

Procedure

- Students get into the blog and describe the family tree.
- Students write sentences with their family relationships.
- Students answer the questions about their family, for example:
- What's your father name? Who is your uncle? How many brothers and sisters do you have?
- Note that some answers will require further questions. Students might need to erase and change people's names on the tree as they get more information.
- Students continue asking questions until both have completed their family trees.
- In class students have completed their family trees; they compare them to check their work.

Options/ alternatives

- After students have correctly labeled each person in the tree, have them extend the activity as follows:
- For each person in the family tree, students say one affirmative sentence and one negative sentence about the person's relationship to another person in the family.

For example:

- Raúl's mother is my aunt
- Peter's father isn't my uncle

Activity 2

Clothes - work in groups

Table 13
Activity 2

Target Language	Materials
Clothes vocabulary	Computer, Internet, multimedia content, web pages

Preparation

- Review the names of clothing. Invite students to participate in forum describing articles of clothing that they're wearing.

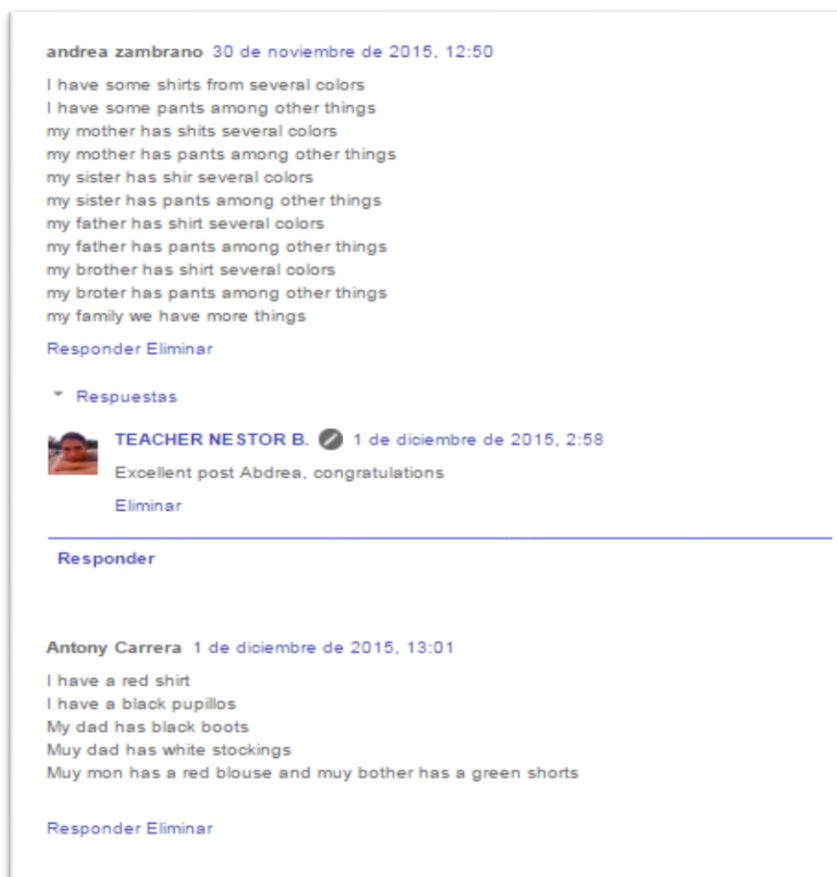


Figure 50 Blogs activity

Procedure

- Share in blogs clothes pictures and the students in groups write names of each one.
- Write some clothes names in a post and the students publish the clothe in the blog
- Students in pairs interchange information about what they're wearing.

Options/ alternatives

Students describe the adequate clothes to develop different activities for example:

- This night is the Valentine’s Day party, I am wearing black shoes, white socks, red t-shirt, brown jacket and black pants.

Activity 3

Food / drinks

Dialogue: a waiter/waitress or a customer

Table 14
Activity 3

Target Language	Materials
Ordering food in a restaurant.	Computer, Internet, videos, pictures, web pages

Preparation

- Watch a video about “*Ordering foods and drinks in a restaurant*”
<https://youtu.be/l8r3vi9iylo>
- Ask students to publish a list of food they watched in the video.
- Write the vocabulary using a post in blog and make sure students add pictures.
- Share pictures on the blog and make sure students write name.

yemely caicedo 1 de diciembre de 2015, 15:38

1.- Describe What is your favorite food for breakfast?
bread pudding

2.- Describe what is your favorite food for lunch?
homado chicken with rice and mashed potatoes

[Responder](#) [Eliminar](#)

angelica guano 1 de diciembre de 2015, 16:32

1.- I like a strawberry suit and a sandwich of stay

2.- I like to eat baked chicken with lemon juice

[Responder](#) [Eliminar](#)

armando alulema 1 de diciembre de 2015, 17:07

1. My favorite breakfast food is tomato juice, scrambled eggs, water and anise

2.mi favorite food at lunch is papipollo, full lunches

[Responder](#) [Eliminar](#)

▼ Respuestas

 **TEACHER NESTOR B.** 1 de diciembre de 2015, 18:24

very good dear Alulema.

[Eliminar](#)

[Responder](#)

Figure 51 Blogs activity 2

Procedure

- Give students a post with a list of menu for breakfast, lunch and dinner, and ask them to write what is their favorite food for breakfast and lunch.
- Teacher give students adequate expressions such as; "would like" for making offers and requests, and "Can I" for making write offers.

Dialogue between Melany and Christine

Melany: Hello, Can I help you?

Cristina: Yes, I'd like to have some breakfast.

Melany: Would you like check traditional menu or typical menu?

Cristina: Yes, I'd like typical please.

Melany: And what would you like for a main course?

Cristina: I'd like scrambled eggs.

Dialogue between Anderson and Andres

Anderson: Would you like anything to drink?

Andres: Yes, I'd like a glass of milk, please.

Anderson: Ok after five minutes. Can I bring you anything else?

Andres: Yes I want a salad fruit.

Dialogue between Steven and Armando

Steven: How much is the diner?

Armando: That's \$5.75.

Steven: Here you are. Thank you very much.

Armando: You're welcome. Have a good day.

Steven: Thank you, the same to you.

Activity 4

Stores

Work in pairs

Table 15

Activity 4

Target Language	Materials
The use of: <u>How much is/ are</u> ...? Demonstrative articles: <u>That/</u> <u>those. This/these</u>	Computer, Internet, A post with phrases and questions for a simple shopping,


Preparation

- Invite students to write names of stores they know and what we can buy there.
- Write on the blog vocabulary about some items and what they can find on them,
for *Example*:

- Drugstore
- Sport store
- Deli
- Candy store
- Bookstore
- Jewelry
- Supermarket
- Grocery
- Leather store

JUEVES, 3 DE DICIEMBRE DE 2015

STORES



Activity
Look at the next video, and then answer the questions below.

[CLICK HERE TO OPEN THE VIDEO](#)

- a. You buy meat at the
- b. We can buy a new tennis racket at the
- c. There is lots of chocolate at the
- d. You can get aspirins at the
- e. She loves looking at books at the

Publicado por **TEACHER NESTOR B.** en 7:03 28 comentarios: [Enlaces a esta entrada](#)

+1 [Recomendar esto en Google](#)

Figure 52 Blogs activity 3

Procedure

- Students are going to pretend they are buying something from a candy store
- Students write a dialogue between a seller (A) and a customer (B).

Example:

A: Hello! May I help you?
 B: Yes, do you have Pacari chocolate?
 A: Yes, they're next to the breads.
 B: Thank you.
 B: How much is this tennis shoes?
 A: It's \$ 5.
 A: Is that all for today?
 B: Yes, I think so.
 A: That comes to \$ 5.
 B: Here you are.
 A: Thanks.

Table 16
Forum about stores

QUESTIONS	ANSWERS	
1. Do you have sucks?	Over there.	Okay, thanks.
	It's \$10.	Okay. I'll take it.
2. How much is this shoes?	That is \$70.	Show me the next please
3. How much are these ice cream?	Here's \$4.	That's too expensive.
		Thanks.

Activity 5

Days, months, years and time

Table 17
Activity 5

Target Language	Materials
Questions about days, months and years.	Computer, internet, books, pencils and notebooks

Preparation

- Review questions about days and years. Write questions such as the following on the blog. Use upcoming events in the community.
 - What day is Valentine’s Day?
 - When is the La Mama Negra festivity?
 - Which month is Inti Raymi festivity?

JUEVES, 10 DE DICIEMBRE DE 2015

MONTHS OF THE YEAR



Activity

What is your favorite month of the year? explain why you like it.

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 [Recomendar esto en Google](#)

Figure 53 Blogs activity 4

Procedure

- Students make questions and others give answers about discussion topic in blogs
- Explain the activity in the classroom, and then they use the information on their computers calendars to answer their partners' questions, all of these make through the blogs.

Example:

Melany: When is the main Carnival Party in Guaranda?

David: It's on Friday, January 30th. What day is "Flores y las Frutas" party in Ambato?

Melany: It's on February 5st.

David: Which months' people celebrate Mama Negra in Latacunga?

Melany: Latacungueños celebrate Mama Negra on September and December

- Partners compare their calendars to check their answers and interact in the blogs through the use of post to give ideas or additional opinions about the topic.

Optional alternatives

- Students share in blogs their own events developed in their cities or parish, they make a list of the events, exchange lists with partners in blogs and explain the history of each one.

Student's participations

- **Carlos:** In my city Otavalo the Inti Raymi festivity is developed on Monday, 4th June, It consists to give thanks to the sun, moon, and mountains such as: Imbabura, Cotacachi for the harvests throughout the year, dancing and singing according to instrumental music.
- **Bryan:** I am from Machachi and the famous event developed in my City is "Chagras Festival" It is on Saturday, 4th October

Activity 6

Describing pets

Table 18
Activity 15

Target Language	Materials
Pets and adjectives, use of adjectives for description.	Computer, Internet, pictures, videos, web pages

Preparation

- Teacher uploads a video about animals, and then asks students to classify in aquatic animals and terrestrial animals.
- Teacher asks students to describe their favorite pits and explain why?

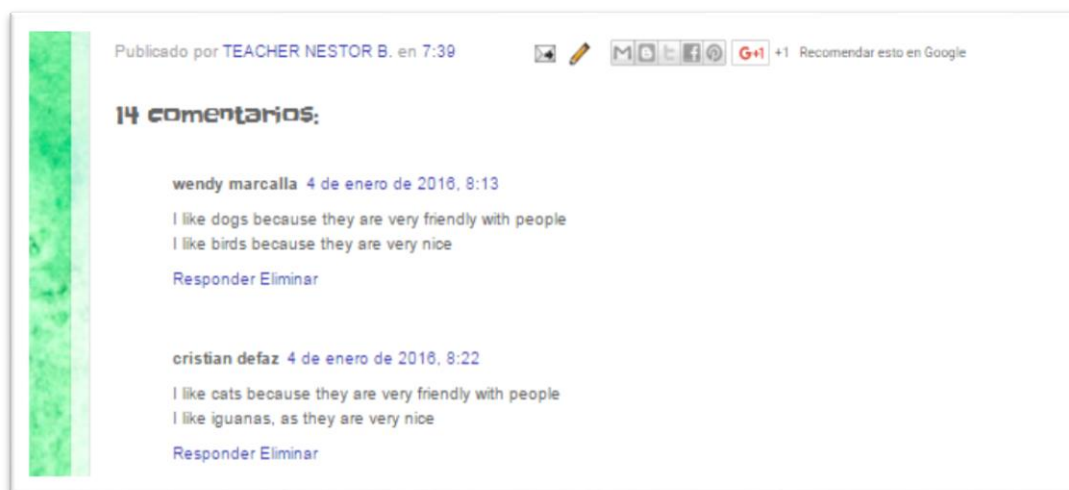


Figure 54 Blogs activity 5

Procedure

- Share some animal's pictures in the blog and students write adjectives about them.
- Students choose one animal in the picture and then write a sentence.

Activity 7

Free time activities

Table 19
Activity 7

Target Language	Materials
Vocabulary , Free time activities	Computer, Internet, web pages, images, programs, videos.

Preparation

- Elaborate alphabetical soup in blog using following words.

Rafting	climbing	hill	surfing
Lagoon	swimming	reading	walking
Biking	riding	hiking	jungle
Kayaking	watching TV	coast	cards

- Students try to identify the majority of free time activities names in the alphabetical soup and then describe in a post what consist it?



Figure 55 Blogs activity 6

Procedure

- Put in the blog some pictures about free time activities
- Students look at the pictures. They should write the name of the activities.

Example:

A: What do you like to do in your free time, Emily?

B: I like swimming

A: Do you swim at the pool?

B: Can you snorkel and scuba diving? It's awesome.

A: No, I can't but I'd like to do these

B: Well, some time I teach you how to do that.

LUNES, 14 DE DICIEMBRE DE 2015

FREE TIME ACTIVITIES

WORK IN GROUP
Look at the pictures below, and then write sentences about each one.

1.-.....
2.-.....
3.-.....
4.-.....
5.-.....
6.-.....
7.-.....
8.-.....

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M G+ 41 Recomendar esto en Google

Figure 56 Blogs activity 7

Options/ alternatives

- Students can imagine that they want to do outdoors activities with a friend.
Students write what activities like to do.

Example:

- Tomorrow I will be mountain biking
- This weekend I will be kayaking
- Next Saturday I will be rafting
- Next Sunday I will be climbing
- In the afternoon I will be walking
- Next month I will be surfing

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