



UNIVERSIDAD DE LAS AMÉRICAS

Faculty of Education

English Pedagogy

The use of Blogger ICT to develop English writing skill in 8th grade of Santa Catalina de Siena primary school Concepción

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A thesis to fulfill the requirements for seminar class

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ABSTRACT

Since the use of information and communication technologies (ICTs) in the classroom started to be a very useful strategy to teach, many investigations using different types of ICTs began to appear. In the present investigation, Blogger ICT was applied to teach English as a second language, specifically the ability of writing. This research attempts to find the effectiveness of Blogger ICT to improve English foreign language learners' (EFL) writing skill. The research was placed in Santa Catalina de Siena school which is located in Concepcion, Chile, where 32 students were randomly chosen and tested. Firstly, it was applied a diagnostic test to verify their level of proficiency related to writing skill. In the second class they were taught about the contents that were going to be used, specifically the structure of present simple. In the third class, students were taught about the use of present perfect structure. In addition, in the third intervention, It was shown the Blogger ICT and they learned about its use to start working on their own blog. Finally, in the last session, the work was checked and an anonymous survey was done to check how the students felt through the process. The results showed that students' level of writing and motivation improved a lot since the first session, most of the assignments done by the students were with the correct structure and accuracy, and in the survey, most of them answered that they felt motivated about doing a new project working with Blogger ICT.

Keywords: Blogs, Blogger, ICT, Survey, Writing.

RESUMEN

Desde que el uso de las Tecnologías de la Información y comunicación (TIC) comenzó a ser una buena estrategia para enseñar, muchas investigaciones usando diferentes tipos de TICs comenzaron a surgir. En la presente investigación, la TIC blogger fué aplicada para enseñar el idioma Inglés como una segunda lengua, específicamente la habilidad de escritura. Esta investigación trata de verificar la efectividad del uso de la TIC blogger para mejorar la habilidad de escritura en estudiantes de Inglés como una segunda lengua. La investigación fue llevada a cabo en la escuela Santa Catalina de Siena, ubicada en Concepción, Chile, donde 32 estudiantes fueron escogidos al azar y fueron testeados. Primeramente, fue aplicado un test de diagnóstico para saber cuál era el nivel actual de Inglés en los estudiantes relacionado a la habilidad de escritura. En la segunda clase fue enseñado el uso de la estructura del presente simple. En la tercera clase fue enseñado el uso de la estructura del presente perfecto. En adición, en la tercera intervención, fue mostrada la TIC blogger y su uso, para que los estudiantes hicieran inicio de su actividad. Finalmente, en la cuarta intervención, se entregó el trabajo fué revisado y una encuesta fue hecha para saber cómo los estudiantes se sintieron con el proceso. Los resultados mostraron que los estudiantes mejoraron su habilidad de escritura y motivación mejoraron mucho respecto a la primera intervención, la mayoría de los trabajos hechos por los estudiantes tenían la estructura correcta y certera, y en las encuestas, se mostró que ellos se sintieron más motivados con el uso de la respectiva TIC.

CHAPTER I: OBJECTIVES AND RESEARCH QUESTIONS

1.0 Introduction

Currently, it is widely known by population that English is used as an universal language, it has a function as a channel of communication in almost every country around the globe, for instance, according to Drubin & Kellog (2012) “English is used now as a language of science and it has had an extraordinary positive effect on scientific communication.” Therefore, it can be inferred that English has had an important impact on the dramatic increase of science communication lately. Nevertheless, this fact does not seem to express that English language just has been part of scientific enhancements, but also plays an important role in the emotional part of the human being at the moment of expressing his feelings to social environments. Furthermore, now that the world is experiencing a globalization process, English language is part of the existential humans being’s formation in order to accomplish or generalize several achievements.

Those are some of the facts that make this language essential, among others in terms of socialization. In addition, to learn a language, some guidance and practice are needed to reach the goals of a proper communication, and that guide’s role is done by a teacher; it does not matter whether it is an online course or a school subject, a path to follow is always needed at the moment of learning a language, that is one of the main reasons of having teachers in courses, subjects or programs. However, now technology has evolved significantly in the last years, technology can be used in classes to engage students with the goals of the class and have better results in a long period of time, and this fact has made people think that teachers will not be needed at schools or courses if this continues. Nevertheless, the difference between technology and teachers in education, is the fact that teachers are not just worried about the contents but also students’ emotions, that brings us to an important aspect of education, which is motivation; without it students will learn just a little percentage of contents that were taught in class by the teacher, the main participants of motivation are the teacher and students, the extrinsic motivation comes from the teacher, while the intrinsic motivation comes from students. This investigation is

based on how ICTs can perform the level of motivation in students in order to reach a good level in one of the four abilities of English called writing.

1.1 Problematization

It has been observed and recognized on our previous schools as teachers in practice that EFL students at primary level do not produce writing skills efficiently; instead, they just learn basic vocabulary. Furthermore, there is a big amount of professionals in education that might not be used to new technological methodologies that suggests on how to approach effectively to the new generation of students. The goal of this investigation is to increase students writing skills through the use of Blogger as a channel of communication between student-teacher in a more interactive way instead of the traditional teacher-student relationship in order to solve or decrease these technological barriers.

1.2 General Objectives

To implement of the use of Blogger ICT to develop English language learners' writing skill.

1.2.1 Specific Objectives

- 1 - To recognize the use of blogger in the development of writing skill of Santa Catalina de Siena students.
- 2 - To verify the improvement of writing skill with the use of Blog ICTs in 8th grade of Santa Catalina de Siena students.
- 3 - To Justify the use of blog ICT in the improvement of writing skill of Santa Catalina de Siena students.

1.2.2 Research Questions

- Is blogger a useful and accurate ICT to improve English writing skill?
- Can the use of an specific strategy be effective to improve writing skill?

1.3 State of art

Current Chilean educational curriculum has emphasized the teaching of a foreign language acquisition, specifically English on communicative production taking speaking as the main tool or ability for achievement, leaving behind other important skill that is equally relevant and should have the same attention in order to enhance the proficiency of the language. This skill is not only productive but also has a communicative purpose as well. The term introduced is writing and represent a relevant part of a foreign language learning process, especially nowadays where students are constantly involved in social media practices or in the use of technological gadget in order to communicate with their society or reality. According to Ur (2012) “ writing has assumed much greater importance in recent years with the arrival of new forms of rapid written communication”. For this reason, written skill should be developed in order to contextualize language’s contents and for giving students more learning tools to accomplish goals. In addition, writing can also be improved through the use of these new forms of communication such as Information and Communication Technology (ICT) giving student independence on their own learning process. According to Nordin (2013) the integration of ICT in the teaching of writing was said to encourage learners’ independence and self-discovery skills like searching for educational related materials online (Nordin, 2013). This data supports findings by Blachowicz et al. (2009) who found out that the learning technology allowed students to develop independent work habits and to build both their skills and confidence about literacy and about using technology. Students could take responsibility for finding answers to suit their own learning needs”. in other words, writing and ICTs should be connected in order to improve a second language acquisition enhancing and updating the language’s learning teaching process.

ICTs educational practices relevance has even been recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) which establishes that the use of ICTs in education can add, reinforce and change educational processes for good (UNESCO). For this reason UNESCO is doing efforts to study and search evidence of successful practices around the globe, sharing information and acting as a guide, with the purpose of teach the use and the implication of ICTs in students and teachers.

It is hoped that chilean education could integrate ICTs in teaching practices as well as other countries do, in order to give students new possibilities for learning, and more importantly, for guiding their own process taking as the main tool their interest and necessities in order to improve writing and all language skills.

CHAPTER II: THEORETICAL FRAMEWORK

2.0 Introduction

English teaching is based on four different skills, writing, listening, speaking and reading, each one of those skills is essential inside of the world of English teaching, both teaching and learning processes are based on those four skills one closely related to each other. Furthermore, through the management of these four skills, English proficiency might be reached. It is a fact that in a world where technology and their quick non stop development is a fact, English is becoming more and more important in all aspects of life including work and education. Consequently, T generation students have different needs and preferences according to previous generations, they are referred as digital natives, for the case they are being exposed to information technology from a very young age, this type of students prefer to keep in touch and remain connected every single moment of the day. One of the most used technological tools to increase writing skill is the use of blogs. According to Kelly & Safford (2009), blogging provides “a real-world digital medium for communication”. It is a multi-dimensional tool that not only offers a container for writing but also has the possibility of multiple audiences and access points.”

2.1 ICTs in education

ICT means information and communication technologies and were first introduced to the world in 1990 where the two main exponents were the radio and the television, then with the popularity of internet sites ICTs were taken seriously for multiple purposes such as e-learning, e teachings, e-business and so on. ICTs are defined as any technological gadget which is used for communication practices, for instance tools such as computers, cell phones, smartphones, tablets are considered ICTs.

According to Chilean Curricular Bases the development of the ICTs and the uncountables resources present in the web reflect a big support for learning and teaching a foreign language.

The use of technology in the classrooms helps students to develop different strategies of knowledge, also to think independently and get away from the classical strategies and bring some new ones to teaching. It is also helpful to fulfill the barriers of time, bringing the classes to the houses of the students where a physical presence is not needed. Through ICTs students can learn from common and known tools making the experience of learning a new language less stressing, more interactive and more comfortable. Students can also get a wider amalgam of information, helping them to start the creation of critical thinking. Currently, teachers must encourage their students in the use of ICTs such as power points, discussion forums, web conferences and digital diaries.

2.1.1 Blogs

Blogs were created in the cyberspace in 1998 and started to become popular rapidly due to the creation of bloggers, which are free blogs initially used for business and journalist goals. As a matter of fact 13 years ago, in 2005 a magazine called *Fortune* established that 23,000 blogs were daily made, in other words, at nowadays times it should be more than 109 million blogs not taken as consideration that now internet is more accessible than before, that is to say that there are millions of different types of content in blogs and bloggers. A blog is defined by Huffaker (2012) as personal journals made up of chronological entries, not unlike a paper diary. The features of a blog include instant publishing of text or graphics to the Web without sophisticated technical knowledge, ways for people to provide comments or feedback to each blog post, the opportunity to archive past blog posts by date, and hyperlinks to other bloggers (Huffaker, 2012).

Huffaker mentioned instant publishing text, so there are a plenty amount of free texts in the cyberspace which can be used as didactic material for writing skill improvement since a blog allow any user to not just create a personal entry, but also to comment others. Additionally, through blogs teachers can create their own contents for classes guiding the knowledge to specific goals. According to Gerich (2013) using Blogger, a free Google-powered weblog-generating web-site, English as a second language (ESL) instructors can create motivating and empowering learning opportunities for students (Gerich, 2013).

The activity or the use of blogger is that 8th graders of Santa Catalina de Siena will perform is to create a blog showing an autobiography in which they, step by step and following a specific pattern, will fulfill a complete blog entry.

2.2 Curricular Bases

Nowadays, developing writing skill to express by written it is as important as expressing orally in English language, firstly by the frequent use of written technology communication, such as emails, blogs, websites, social networks and communication by smartphone which is mainly in a written channel. Current Chilean curricular bases promotes English by the development of written expression through the process of writing, which consists on focusing teaching in the process over the final product through defined steps, students have the opportunity to generate ideas, organize and give them coherence, check and correct what was written to finally publish the final text.

This process allows students to discover and develop strategies through writing, to check their mistakes and to learn from them in order to improve their performance. Ultimately, the purpose of correction in the writing process is that the student develops the writing skill in long term and as a matter of fact, in this stage inaccuracies are acceptable in a final text. Writing objectives promotes creative writing through what students write about what they like and apply what they have learned, looking for ways to express ideas and make connections with their emotions.

Technological advances, new ways of communication and social changes have boosted the need for a common language turning English as the universal language, learning a second one and the comprehension of the foreign culture and their native speakers contributes as essential skills for the development and the success of students in XXI century. Therefore, learning a second or more languages is fundamental to be able to interact in an effective way with the rest of the world gaining access to new knowledge through technological media and social networks. The number of people learning English throughout the world is rising considerably year after year, as a consequence both abroad and in our country teaching English

has turned into an elemental task for education in all schools. Students from 7th year and up are at an age where they acquire greater thinking capabilities, also they develop a more critical sight of the world, aspects as motivation and the image of themselves have a fundamental role in their process of language learning.

Their multiple interests and the development of more independence increase the chances of having contact with the English language outside the classroom through technology, social networks, online gaming, movies and music what constitutes a great source for learning. All previous statements constitute demands in education of English which should offer varied opportunities of communication in the classroom, present interesting subjects for students, challenging and motivating tasks through technology, the use of multimodal texts and the opportunity for students to take their own decisions about their learning.

2.3 Communicative language teaching (CLT)

CLT is defined as the method of teaching a second language to students by interacting, before this method was created, teaching a second language was based in vocabulary memorization and the abilities of reading and writing in general. Currently, according to MINEDUC, English should be centered in the listening and speaking part, that is why interaction is that important nowadays in order to follow the educational system.

2.3.1 Presentation practice and production (PPP)

PPP is considered as one of the branches of Task based language teaching (TBLT). This method divides teaching process into three steps to reach the objective of the class. Firstly it is presentation, where the contents are shown and the teacher shows how to use the language in context. Secondly it is practice, where the teacher assists to students to use that language in context and finally, they have to create something related to the content that they have learned and this step requires least assistance from the teacher.

2.4 Speaking

Apart from being one of the four abilities in English language this ability is considered as a productive skill, because it has to be applied by the person who is trying to learn the language. Consequently, The criteria to be evaluated is fluency, accuracy, tone of voice, pronunciation, enthusiasm. In order to teach this ability, the best methods might be direct method, because you can make the student participate in the class making him speak in English and mistakes and errors can be corrected in the moment. Additionally, audio lingual method is the one to be considered if the teacher is going to focus in pronunciation and accuracy practicing by repetition.

2.4.1 Listening

Listening is considered as one of the two receptive skills in English language, it is defined as the ability to comprehend information from an audio or information orally produced. In other words, any English word that can be heard by the student. Additionally, Listening might be one of the abilities with better results in Chilean education because students are good recognizing the language first before producing it.

2.4.2 Reading

Reading is considered as one of the two receptive skills in English, It is defined as the ability of comprehend simple or complex sentences, brief or long texts such as essays, reports, journals etc. For instance, reading can be evaluated making open questions, multiple choice and true or false

2.4.3 Writing

Writing is stated as one of the four skills of English language, According to Harmer (2001), written text has a number of conventions which separate it out from speaking. Apart

from the differences on grammar and vocabulary, there are issues of letter, word, text formation, manifested by handwriting, spelling, layout and pronunciation (Harmer, 2001).

In addition, it is important to mention that writing has rules, those rules must be followed to fulfill or achieve a good piece of writing. However, depending of the text that is going to be written, the structure changes. As an example, writing a letter is totally different in comparison with writing a report

2.4.4 Spelling

Spelling is one of the subtopics related to writing, this subskill pretends to show the reader the correct structure of words; for instance, a bad spelling probably will not affect the understanding of the word but it may affect the reader's judgement. Although, according to Harmer (2001), another issue that makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same way, for instance, the word theater and theatre (Harmer, 2001). Consequently, that is the reason why the student should choose one of both british and american spelling.

2.4.5 Handwriting

Some of the most important aspects of the writing skill, it is how the letters are written, According to Harmer (2001) badly- formed letters may influence the reader against the writer (Harmer, 2001). That is undesirable if both a piece of creative writing or academic texts are going to be written. In addition, people possess their own style of writing, but the idea is to make the piece of writing as clear as possible to the reader.

2.4.6 Layout and punctuation

In different writing communities, people have their own punctuation rules. Nevertheless, respecting capital letters, correct punctuation and the use of commas is something that every writer must be aware of. Some beginners in terms of writing to give an example, tend to overuse commas, in the worst case, the overuse of commas can make the piece of writing awkward and difficult to read.

2.4.7 Writing process

Developing the skill to express by writing in the English language is as necessary as to be able to communicate orally, mainly by the frequent use of technologies of communication such as sending an email, creation of blogs and the uprising use of social networks. Writing helps to reinforce learning.

2.4.8 Brainstorming

The action of brainstorming is based on writing main ideas before starting to write, that way the student can start to write with their thoughts more clear and organized.

2.4.9 Drafting

A draft must be done before writing the final part of the writing, this draft is done to read the piece of writing and correct its mistakes.

2.5 Structuring

This is the stage where the ideas must be ordered. Additionally, those ideas might be put in different orders to experiment which is the better position for them.

2.5.1 Reviewing

In this part is mandatory to check if the connectors are well used and they do not repeat several times. Consequently, Edition has lot of importance in this stage.

2.5.2 Focusing

In this section it has to be established if the message that the writer wants to get across it has cohesion and coherence.

2.5.3 Final draft

This is the last step of the writing process, this is the piece of writing after the correction, so, it should be a coherent work if all the steps are followed.

2.6 8th grade study program

According to the current educative system established by MINEDUC, students should be able to create a variety of texts such as essays, investigation, reviews, etc; each one of them with its respective structure. In addition, they should not pay attention to just what they want to say but also how to say it. Although, make them organize their ideas to make the text clearer to the reader, select relevant information, make the text coherent, go deeper in some ideas, make them clear and transform their knowledge.

At the moment of writing, they should use the knowledge and vocabulary related to the units that they are learning about in order to contribute to their learning. Finally, evaluations can be made with a rubric to evaluate their writing skill.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.0 Introduction

This research is centered on a qualitative study to establish a specific improvement in one of the English skills which is writing. A case study will be developed in an 8th grade of Santa Catalina de Siena school, Concepcion. This investigation is focused on how students learn English writing and how it is possible to improve it through the students' experience. According to Creswell (2007) in a qualitative investigation, people and scenarios are considered like an everything, researchers interact with participants in a natural non-intrusive way and to understand people because they experiment reality as how the participants live. This being said, qualitative researchers identify themselves with the people being studied, allowing them to comprehend things as they see it. In this investigation, researchers do not seek the truth, therefore, they comprehend the reality which the participants go through, observing people in their everyday work, listening and seeing the documents they produce (Creswell, 2007).

3.1 Qualitative Research

Qualitative research is widely known for scientific studies due to its specific characteristics. Qualitative researches establish methods of investigation which study the human habits and behaviour. Data collection is based on natural behaviours, speeches, open answers for meaning interpretation. It is the search of the reality in a social context. As a matter of fact, this type of research is oriented to the comprehension of the meanings that the social events, cultural phenomena and physical facts have for humans beings. Qualitative research has an objective look of the facts, leaving any subjective interpretation of the reality behind, for example, in an education case, the qualitative research will not look for the meaning of a specific event taking the point of view of just one participant like a teacher, taking the general point of view of all participants of a class instead. Qualitative studies do not use just one method, they used a multiple variation of methods which incorporate one dialect and include the use of unique cases,

the participative observation, formal and informal interviews, understanding multiple realities presenting a holistic vision of the world.

3.1.1 Qualitative research in education

Education has always been observed and studied since it is a crucial social process in which human beings are formed for society insertion. Due to this, all societies are constantly doing efforts to understand and improve education. Two main ways of studies have become the most complete or used in educational terms: quantitative and qualitative researches, where the more suitable for the present research is the qualitative study due to its characteristics allow the study of complex events and the human's interpretation of the environment what are features present in the experience of using blogs and more important, in the developing of writing skill.

The use of a blog to improve writing skill is not something that can be evaluated based on factual results such as marks due to the nature of the experience. The blog is a social event in which emotions such as motivation, interest, and curiosity are involved and also the process of writing in which similar emotions are related to the production of the skill. These emotions cannot be evaluated through written tests but qualitative ones instead. The qualitative research is comprehensible due to it tries to understand people in their environments, in their personal experiences. That is to say that the investigator perceives and empathize with the person studied, he perceived if the (in the case writing) student is comfortable, motivated, enthusiastic during the process of writing. This kind of researches also give the study a liberal point of view which is more accurate to current times due to the investigator is not judging the results in any way, its personal appreciation and believes are no involved, giving the students of this research (the use of blog) freedom of expression or freedom in its behavior.

Nowadays, society is going through constants changes due to the realization of the diversity, the conception that we are all different and specifically in education on that students learn in distinct ways since students have varied necessities, interest, strengths and weaknesses. That is why, a research that allows the investigator to study new concepts is needed, and inductive research as well. Qualitative researches have this quality previously mentioned hence it

is inductive, looks for explanations of new concepts and new theories that allow to understand the human reality. This kind of research do not segregate or emphasize, all the opinions and perspectives are equally valid in order to understand the phenomenon studied, it is inclusive due to all the subject and environments, because they are important, no one is left behind because all of them are part of the study.

3.2 Case Study: General description

According to Mills, Durepos & Wiebe (2010) the term case study refers to both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. A case study research investigates a person, place, event, phenomenon, or other type of subject of analysis in order to extrapolate key themes and results that help predict future trends, illuminate previously hidden issues that can be applied to practice and provide a means for understanding an important research problem with greater clarity. A case study paper usually examines a single subject of analysis. The methods used to study a case can rest within a quantitative, qualitative, or mixed-method investigative paradigm (Mills, Durepos & Wiebe, 2010).

3.2.1 Instruments: General description

The instruments that were used for the gathering of information were designed by the researchers, considering that they were the most reliable to obtain data that was sought, allowing to respond to the investigation objectives. The instruments were selected according to the methodology of the research that is qualitative in nature. In this section are presented the theoretical basis of each instrument and the reasons why they were the most appropriate to answer the research questions in order to achieve the objectives of this investigation. This being said, the used instruments were:

3.2.2 Observation

According to Merriam (2009) this is one of the most used instruments in qualitative research. The author argues that it is a very important technique for data collection, which is used to describe events that happen in the context, through this instrument events are recorded at the time they occur and see how students develop their written communication. Besides, through observation the attitude of students can be perceived in front of the act of writing. In observations the researcher adopts a moderate participation, this being said, keeping a balance between being inside and outside in the activities of observation and participation (Merriam, 2009).

3.2.3 Documents (Blogs)

This instrument allows to gather written documents made by the participants. In addition, the evidence of English in written communication and the cognitive processes that students need to follow when dealing with written production. According to Merriam (2009) this instrument is very important at the time of collecting and analyze the information, allowing the investigator to have real evidence according to language and words used by the participants, saving time and effort to the researcher when transcribing. For this reasons it is considered ideal and appropriate for being used as a resource for gathering information (Merriam, 2009).

3.2.4 Survey

The survey has been created by the researchers, this instrument has been selected as an important tool for gathering information in this investigation. According to Creswell (2007) it is a very useful instrument when the information that is being searched cannot be observed. By means of this instrument the cognitive process of writing by the participants can be known also their attitude towards of learning English and the development of communicative competence. According to the range of surveys, these are made in a semi-structured way having a clear view of the subjects to be investigated and also the questions that are going to be answered by the

participants (Creswell, 2007). Before taking the survey, the consent of the participants was obtained, also they know that this survey is completely anonymous in order to answer in a more liberal way to have complete honest answers.

3.2.5 Contextual information

In this section, general information is presented in the first place about the school in order to know the process of investigation and then the data that will be relevant to understand the problematization and all the processes involved in English writing.

This investigation will be carried out in Santa Catalina de Siena School, a public institution in the city of Concepcion, Chile. It belongs to the Dominican Congregation of the Holy Family located near to the Ecuador Park in the street Errazuriz #43. This institution has a mission of evangelizing, developing their own inclusive educational proposal with a solid academic background of pre-basic and basic education that responds diversity, teach girls and boys in the academic and social field with a strong formation of values, grounded in the Catholic faith and Dominican values.

3.2.6 Participants

The selected group of students for this investigation are 8th grade from Santa Catalina de Siena school, Concepcion. The group is conformed by 32 students that is between the age of 13 and 15 years old, 15 are girls and 17 are boys, they have 3 pedagogical hours per week on Tuesdays, 2 pedagogical hours from 08:00 until 09:30 and the remaining hour in the afternoon from 14:30 until 15:15. Returning to the problematization, the objective of this investigation is to develop English writing skills through the use of Blogger ICT, observation is mandatory in order to gather information on how the students are producing English writing through the process.

The need to investigate this issue arose when it was observed that some students had difficulty expressing themselves in English written form.

All students agreed to participate in this investigation, since that they consider by strengthening their writing skill will improve their performance in English communication. They stated that they have many flaws in the development of the communicative competence in English, being the writing skill the most difficult because some of them do not like to write even in their native language. In view of that, they get confused when they are going to translate their ideas because when they are doing it, they feel that what they wrote was not what they wanted to express.

3.3 Procedure

The instruments were validated by three experienced teachers, one of them is the English teacher of Santa Catalina de Siena school, Areli Collao Riffo, the other two English teachers are from the school E-765 Colico Sur, Curanilahue, Karla Reyes Riffo and Patricia Bahamondes Alvarez.

Before initiating the process of application of the instruments, permission was requested through an authorization letter to the Director of the school in order to be able to perform the investigation, the Director interviewed the researchers about the investigation and after that he gave the consent to proceed with the development of data collection.

3.3.1 First intervention (Diagnostic)

In the first intervention the goal is to recognize how much the students know about the structure of writing, grammatical knowledge about tense, specifically simple present and present perfect with the purpose of identifying what matters should be reinforced. This is accomplished through a diagnostic test in which the contents evaluated are divided in four items based in one type of category. Students fill in the gaps with the correct answer, this is a factual exercise that

measures specific contents such as the use of pronouns, verb to be, the use of simple present and present perfect tenses, content aimed to be observed in the current research.

3.3.2 Second intervention

In the second intervention the class is developed in order to reinforce and teach the use of the verb to be and simple present. Firstly the pronouns are thought then the verbs, this class is made in a classroom using a whiteboard. After the explanation, students write down the content written in the board and work with a worksheet with activities ordered from simple activities to complex ones. In this class understanding of the content is evaluated by observing, leading this investigation to the next intervention. The main purpose of this class is that students learn how to present themselves in written form in order to use this knowledge in the creation of a blog.

3.3.3 Third intervention

The third intervention started with an explanation about present perfect after doing a review about the content saw in the previous class. This procedure is similar to the past one, the content is taught through the use of a whiteboard and a worksheet organized in the same way of the previous intervention. The aim of teaching this content is that students will be able to express their experiences and stories in the creation of a blog. The last part of the class is the creation of a blog, in other words, registration, log in and the explanation of how the blog is created. Next class will be the final intervention, students will be working in the blog in extend.

3.3.4 Fourth intervention

The fourth intervention is about the application of the knowledge already taught in the previous classes in order to create a blog. The students go to the computer lab after a review of the last classes, they write all the grammatical structures needed to create a blog. In the computer lab the students continue working in the creation of their own blog. A positive attitude and predisposition to write in the blog is observed, the students also have some distractions during

the creation of the blog such as facebook, but at the end of the class the majority of the students finished the blog. The final blog is an autobiography about themselves in which they present themselves talking about their names, their families, pets, and mentioning the places where they have been. The structure used is simple present, verb to be and present perfect. At the third period a survey is taken by the students, they give a personal appreciation of the experience of working in a blog.

CHAPTER IV: DATA ANALYSIS

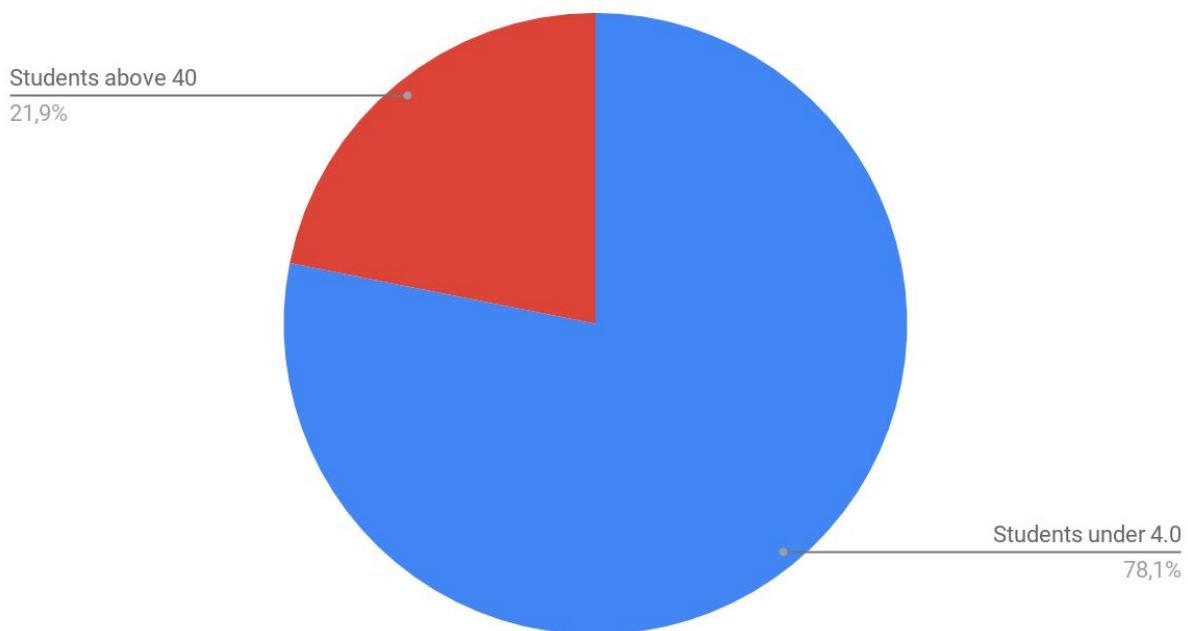
4.0 Diagnostic test

In order to know how the students of 8th grade of Santa Catalina de Siena school, Concepcion perform in writing, it was done a diagnostic test that evaluated writing structures, specifically the use of personal pronouns, verb to be and present perfect was used. This will establish the previous knowledge of 8th grade students to set a starting point in this research that aims for writing skill improvements.

4.1 Pre Intervention

The first session or the pre intervention class is centered on determining the knowledge of specific contents, some of them of a basic complexity, medium and complex ones. The class started with the activation of previous knowledge, and then with instructions about the purpose of the current project and the application of the diagnostic itself. The result of the diagnostic test first item showed that students presents problems with the correct use of pronouns, despite the fact they know the function of it, it is not applied accurately. The second item showed that students know the use of verb to be and simple present with some specific pronouns such as he, she and it but not with pronouns like they, us and you. However, there is a tendency to use singular form with all singular and plural pronouns. The third item which was evaluated was the use of present perfect. In this item students generally presented a low understanding of it, as a matter of fact, 0 percent of the students showed an understanding of the function and the use itself. The complete test analysis showed that 78 percent of the students fail the test, corresponding to 25 students up to 32. This 25 students failed obtaining a mark under 4.0. The maximum mark was 7.0.

Diagnostic Test



4.2 During the intervention

The results obtained during the intervention were all positives and were collected through an observational instrument which contain 4 observational items. during the classes students understood the contents through explanations and they achieved the appliance of it through worksheets, as a matter of fact, 27 students finished the worksheets showing comprehension and appliance of the structures taught, also the performance of the students based on the realization of the blog was observed. In these items four attitudes or feelings are observed. These items are if the students felt comfortable with the use of blogs, if students were focus and were responsible with all the lessons and if they feel motivated with the use of blog. The observation showed that 29 students felt comfortable with the use of blogs, corresponding to the 90 percent of the class,

26 students were focus and responsible with the lessons, corresponding to the 81 percent of the class and 29 students showed motivation during the use of the blogs, representing the 90 percent of the class.

4.3 Post intervention

The last intervention was the creation of the blog, where students applied all the contents already and recently known during the previous sessions. The majority of the class finished the blog presenting all the characteristics required by the researchers and showed a correct and accurate grammar use in the creation of sentences , this samples or blogs were collected by mail And showed that 24 students up to 32 complete successfully the blog, corresponding to the 75 percent of the class, extremely important due to in comparison with the percent showed in the diagnostic test a significant improvement is observed. At the third hour of the intervention, a survey was given to the student with questions based on personal appreciation of the experience. The results of the survey showed that the bigger part of the class liked the use blogs and thought they improved their writing skills. 29 students liked the blog as an strategy to work writing corresponding to the 90 percent of the class and the 87 percent of the class believed they improve their writing skill corresponding to 28 students up to 32.

CHAPTER V: CONCLUSION

5.0 Conclusion

Currently, being able to communicate in a second language such as English is mandatory to be successful in a varied of aspects such as education, professional work, communication with foreign people and so on. Additionally, countries like Chile are promoting more and more English a second language in the Curricular bases of education as a matter of the globalization of English as the universal communication language.

This investigation has confirmed that using an ICT such as Blogger in order to improve writing skill has been one of the aspects to bear in mind. This fact was confirmed because students from this current time demand technological, cooperative and interactive classes instead of the traditional method of teacher lecturing and student listening and copying from the whiteboard.

Consequently, in the present investigation was found that the use of Blogger ICT improved writing skill in 8th grade of Santa Catalina de Siena school, Concepcion. In the first intervention (diagnostic) it was found that the writing skill was low, after the second and third intervention with worksheets of personal pronouns, verb to be and present perfect the participants began to show improvements in writing, and after the fourth session working with blogs they applied the learned content without hesitation, being this said, they got enthusiastic when working in the computers lab with blogs.

It is also suggested to include ICTs within the teaching-learning process of the English language for the development of communicative competence, taking in mind that they support in an integral way the development of the linguistic competence, pragmatic and sociolinguistic through the creation of practical environments and enriched learning that is meaningful to students. As well as mechanisms or strategies to make English more ludic and directed to the achievement of being able to communicate in a foreign language and to be at vanguard of the demands of the current world that demands knowledge and skill to communicate in another language. Situations should be created where students see writing as something fun and

enjoyable that requires being relaxed and focused, ultimately being attracted to it and also apply useful strategies in written composition in each of the processes that require writing making this exercise meaningful for them. In this way, it is suggested that teachers are the ones who initially practice with the students the phases of cognitive processes, until finally, it is the students who can write, having internalized the use of these processes in written production.

To conclude, based on the investigation carried out, it can be inferred that using the ICT Blogger improves English writing production of 8th grade of Santa Catalina de Siena school, Concepcion, due to the final product of blogs and the correct structure and content they used without asking for any more instructions to write what they wanted to express.

This fact opens many doors for teachers and learners in the future, because Blogger is not the only ICT that can be used in order to teach a content, in this case English language. Consequently, further investigation should be done to help the educational community and students who are considered as digital native or in other words, natural users of technology

ANNEXES

Gantt Letter

GANTT LETTER	JUNE 2018			
<p>Project: The use of Blogger ICT to develop English writing skill in 8th grade of Santa Catalina de Siena primary school</p> <p>Members: Felipe Ramos Sandoval, Gonzalo Soto Monsalve, Oscar Varela Rocha.</p> <p>Start date: June 5th 2018</p> <p>End date: June 26th 2018</p>	W E E K 1	W E E K 2	W E E K 3	W E E K 4
ACTIVITIES				
Student's observation	✓			
Diagnostic test (pronouns, verb to be)	✓			
Instructions about the project	✓			
Present perfect structure instructions		✓		
Worksheet present perfect		✓		
Instructions and start creation of blogs			✓	
Reception finished blogs				✓
Data collection and survey				✓

Director authorization letter



Concepción, 11 de Mayo de 2018

Estimado Sr.
Hernán Rivas Ferreira
Director
Escuela Santa Catalina de Siena
Presente

Estimado Señor Rivas:

Junto con saludarlo, nos dirigimos a usted presentándonos, somos Felipe Ramos Sandoval, Gonzalo Soto Monsalve y Oscar Varela Rocha, alumnos práctica profesional de la carrera de Pedagogía en Inglés de la Universidad de las Américas.

La presente tiene por finalidad solicitar su autorización para realizar la intervención de nuestro proyecto de tesis en la Escuela Santa Catalina de Siena, específicamente en el curso 8° básico, cuyo objetivo general es el uso de TIC Blogger para mejorar la habilidad de escritura en idioma inglés y tiene una duración de aproximadamente 4 semanas.

Los contenidos considerados para esta intervención están de acuerdo a los planificados por la profesora guía del establecimiento Srta. Areli Collao Riffo y además en concordancia con las bases curriculares de la asignatura.

Esperando una buena acogida, se despide cordialmente:

Felipe Ramos Sandoval
Rut: 18.558.794-0
Alumno Tesista
Universidad de las Américas

Gonzalo Soto Monsalve
Rut: 16.012.420-2
Alumno Tesista
Universidad de las Américas

Oscar Varela Rocha
Rut: 16.765.238-7
Alumno Tesista
Universidad de las Américas



Teacher Areli Collao validation of instruments letter



Concepción, 1 de junio de 2018

Areli Collao Riffo
Profesora
Escuela Santa Catalina de Siena
Presente

Estimada Señorita Collao:

La presente tiene por finalidad solicitar su colaboración para determinar la validez de contenido de los instrumentos de recolección de datos a ser aplicados en la escuela Santa Catalina de Siena, Concepción. En la investigación a realizar para nuestra tesis de grado, solicitamos a usted su autorización para la intervención en el curso 8° básico del establecimiento antes mencionado.

Su valiosa ayuda consistirá en validar nuestros instrumentos de recolección de datos utilizados en la aplicación de intervención. La duración será de cuatro semanas aproximadamente.

Los contenidos considerados para esta intervención están de acuerdo a lo planificado por la Profesora guía del establecimiento Srta. Areli Collao Riffo, correspondiente a los contenidos según las bases curriculares.

Agradeciendo de antemano su valiosa colaboración, se despiden de usted, atentamente.

A handwritten signature in blue ink, appearing to read 'Felipe R.'.

Felipe Ramos Sandoval
Rut: 18.558.794-0
Alumno Tesista
Universidad de las Américas

A handwritten signature in blue ink, appearing to read 'G-S.'.

Gonzalo Soto Monsalve
Rut: 16.012.420-2
Alumno Tesista
Universidad de las Américas

A handwritten signature in blue ink, appearing to read 'Oscar V.'.

Oscar Varela Rocha
Rut: 16.765.238-7
Alumno Tesista
Universidad de las Américas



Teacher Karla Reyes validation of instruments letter



Concepción, 1 de junio de 2018

Karla Reyes Riffo
Profesora
Escuela E-765 Colico Sur
Presente

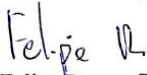
Estimada Señorita Reyes:

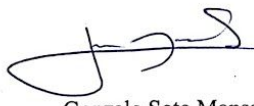
La presente tiene por finalidad solicitar su colaboración para determinar la validez de contenido de los instrumentos de recolección de datos a ser aplicados en la escuela Santa Catalina de Siena, Concepción. En la investigación a realizar para nuestra tesis de grado, solicitamos a usted su autorización para la intervención en el curso 8° básico del establecimiento antes mencionado.


Su valiosa ayuda consistirá en validar nuestros instrumentos de recolección de datos utilizados en la aplicación de intervención. La duración será de cuatro semanas aproximadamente.

Los contenidos considerados para esta intervención están de acuerdo a lo planificado por la Profesora guía del establecimiento Srta. Areli Collao Riffo, correspondiente a los contenidos según las bases curriculares.

Agradeciendo de antemano su valiosa colaboración, se despiden de usted, atentamente.


Felipe Ramos Sandoval
Rut: 18.558.794-0
Alumno Tesista
Universidad de las Américas


Gonzalo Soto Monsalve
Rut: 16.012.420-2
Alumno Tesista
Universidad de las Américas


Oscar Varela Rocha
Rut: 16.765.238-7
Alumno Tesista
Universidad de las Américas



Teacher Patricia Bahamondes validation of instruments letter



Concepción, 1 de junio de 2018

Patricia Bahamondes Alvarez
Profesora
Escuela E-765 Colico Sur
Presente

Estimada Señorita Bahamondes:

La presente tiene por finalidad solicitar su colaboración para determinar la validez de contenido de los instrumentos de recolección de datos a ser aplicados en la escuela Santa Catalina de Siena, Concepción. En la investigación a realizar para nuestra tesis de grado, solicitamos a usted su autorización para la intervención en el curso 8° básico del establecimiento antes mencionado.

Su valiosa ayuda consistirá en validar nuestros instrumentos de recolección de datos utilizados en la aplicación de intervención. La duración será de cuatro semanas aproximadamente.

Los contenidos considerados para esta intervención están de acuerdo a lo planificado por la Profesora guía del establecimiento Srta. Areli Collao Riffo, correspondiente a los contenidos según las bases curriculares.

Agradeciendo de antemano su valiosa colaboración, se despiden de usted, atentamente.

Handwritten signature of Felipe Ramos Sandoval in blue ink.

Felipe Ramos Sandoval
Rut: 18.558.794-0
Alumno Tesista
Universidad de las Américas

Handwritten signature of Gonzalo Soto Monsalve in blue ink.

Gonzalo Soto Monsalve
Rut: 16.012.420-2
Alumno Tesista
Universidad de las Américas

Handwritten signature of Oscar Varela Rocha in blue ink.

Oscar Varela Rocha
Rut: 16.765.238-7
Alumno Tesista
Universidad de las Américas



Teacher Areli Collao observation of instruments guideline



PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: Medianamente suficiente: _____ Insuficiente: _____

Observaciones:

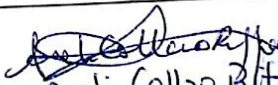
Tanto la pauta de observación así como la encuesta de finalización están alineadas con el objetivo de desarrollar la escritura en inglés

2. Pertinencia de las preguntas con la(s) variable(s).

Suficiente: Medianamente suficiente: _____ Insuficiente: _____

Observaciones:

Las preguntas están redactadas para la extracción de información concerniente a la habilidad de writing, específicamente la creación de un blog.
Sin embargo, se debería incluir la frase "justifica y/o argumenta tu respuesta" para obtener información específica


Areli Collao Rizzo.
15.871.518-9
Firma y Rut docente

Teacher Karla Reyes observation of instruments guideline



PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: Medianamente suficiente: _____ Insuficiente: _____

Observaciones:

Considero que existe congruencia en las preguntas, pues apuntan a conseguir el objetivo expuesto en su totalidad.

2. Pertinencia de las preguntas con la(s) variable(s),

Suficiente: Medianamente suficiente: _____ Insuficiente: _____

Observaciones:

Existe relación entre las preguntas y las variables, son pertinentes, pues permiten dar respuesta a la actitud de los estudiantes frente a la escritura en inglés.


Firma y Rút docente
15811299-K

Teacher Patricia Bahamondes observation of instruments guideline



PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: X Medianamente suficiente: _____ Insuficiente: _____

Observaciones:

Considero que las actividades están acordes a los objetivos.

2. Pertinencia de las preguntas con la(s) variable(s).

Suficiente: X Medianamente suficiente: _____ Insuficiente: _____

Observaciones:

Las preguntas permiten dar respuesta al tema de estudio.


12329105-0

Firma y Rut docente

Planning 1

PLANIFICACIÓN UNIDAD DE APRENDIZAJE CLASE A CLASE

Sector de Aprendizaje: Inglés	Teacher(s) Oscar Varela - Felipe Ramos – Gonzalo Soto	Curso: 8th grade
Fecha inicio: 05/06/2018	Fecha término: 05/06/2018	Total horas pedagógicas: 2 hours
Objetivo de Aprendizaje: Evaluate knowledge about simple present, verb to be, pronouns and present perfect.	Objetivo de Aprendizaje Transversal: Respect and follow instruction.	Skills: Writing

Título Unidad de Aprendizaje	<i>Unit name: Unit 3: Going places.</i>			
Content	Activity	Instrument	Materials	Indicador
Pronouns, Simple present, Verb to be, Present perfect	Pre: The students activate previous knowledge through questions, then they write in their copybooks. While: the students listen an explanations and instructions about a diagnostic test they will do. Post: they are asked question about the test and the teacher gives them correct answers about the test.	Rubric observational	Marker, rubric.	<i>The student is capable to end the test.</i>

Planning 2

PLANIFICACIÓN UNIDAD DE APRENDIZAJE CLASE A CLASE

Sector de Aprendizaje: Inglés	Teacher(s) Oscar Varela - Felipe Ramos – Gonzalo Soto	Curso: 8th grade
Fecha inicio: 12/06/2018	Fecha término: 12/06/2018	Total horas pedagógicas: 3 hours
Objetivo de Aprendizaje: recognize the use and function of pronouns, simple present and verb and its application in the creation of sentences.	Objetivo de Aprendizaje Transversal: respect, pro activity, individual work..	Skills: Writing and Reading.

Título Unidad de Aprendizaje	<i>Unit name: Unit 3: Going places.</i>			
Content	Activity	Instrument	Materials	Indicador
Pronouns, verb to be and simple present	Pre: warm up activity based on stretching, activation of previous knowledge through questions, the board and notebooks. While: the students will listen an explanation about structure, then they will work with a worksheet. Post: studens will be asked about what they learn about during the class and they will listen a review of all the class.	Observational, worksheet	Marker, PPT, data, worksheet.	<i>The student is capable to create sentences using pronouns, simple present and verb to be.</i>

Planning 3

PLANIFICACIÓN UNIDAD DE APRENDIZAJE CLASE A CLASE

Sector de Aprendizaje: Inglés	Teacher(s) Oscar Varela - Felipe Ramos – Gonzalo Soto	Curso: 8th grade
Fecha inicio: 19/06/2018	Fecha término: 19/06/2018	Total horas pedagógicas: 3 hours
Objetivo de Aprendizaje: recognize the use and fuction of present perfect tense.	Objetivo de Aprendizaje Transversal: pro activity and individual work, respect. Achieving goals.	Skills: Writing and Reading.

Título Unidad de Aprendizaje	<i>Unit name: Unit 3: Going places.</i>			
Content	Activity	Instrument	Materials	Indicador
Present perfect Vocabulary about places	Pre: Warm up activity based on stretching, activation of previous knowledge through questions, the board and notebooks. While: the students will listen and explanation about present perfect and then they will work with a worksheet. Then they will create a blog in its basic form. Post: studens will be asked about what they learn about during the class and they will listen a review of all the class.	Observational worksheet	Marker, PPT, data, worksheet, copybooks.	<i>The students are capable of create sentences using present perfect.</i>

Planning 4

PLANIFICACIÓN UNIDAD DE APRENDIZAJE CLASE A CLASE

Sector de Aprendizaje: Inglés	Teacher(s) Oscar Varela - Felipe Ramos – Gonzalo Soto	Curso: 8th grade
Fecha inicio: 26/06/2018	Fecha término: 26/06/2018	Total horas pedagógicas: 3 hours
Objetivo de Aprendizaje: use the knowledge already known to create a blog.	Objetivo de Aprendizaje Transversal: respect, pro activity and responsible work. Taking care of the equipment.	Skills: Writing

Título Unidad de Aprendizaje	<i>Unit name: Unit 3: Going places.</i>			
Content	Activity	Instrument	Materials	Indicador
Pronouns, verb to be, simple present, present perfect.	Pre: warm up activity based on stretching, activation of previous knowledge through questions, the board and notebooks. While: the students will create a blog using sentences and pictures about their lives. They will use pronouns, verb to be, simply present and present perfect. They will then answer a survey. Post : students will be asked about what they learn about during the class and they will listen a review of all the class.	Blog Observational	Pc	<i>The student is capable to create a blog using specific content.</i>

Being an effective teacher

"Observation Instrument"

Student-Teacher's name: _____

Observer / Teacher's name: _____

Date: _____ **Class:** _____ **Number of students:** _____

Instructions:

Watch the lesson and look at the situations observed during the class.

Put a tick in the appropriate column (Yes/ No) and finally write any comments or suggestions you want to make about it.

	Yes	No	Comment / Suggestion
students feel comfortable with the use of a blog			
students use the structures given and show comprehension about it			
students feel motivated during the creation of a blog			
students show responsibility and focus during the lesson.			

14/32

3.2

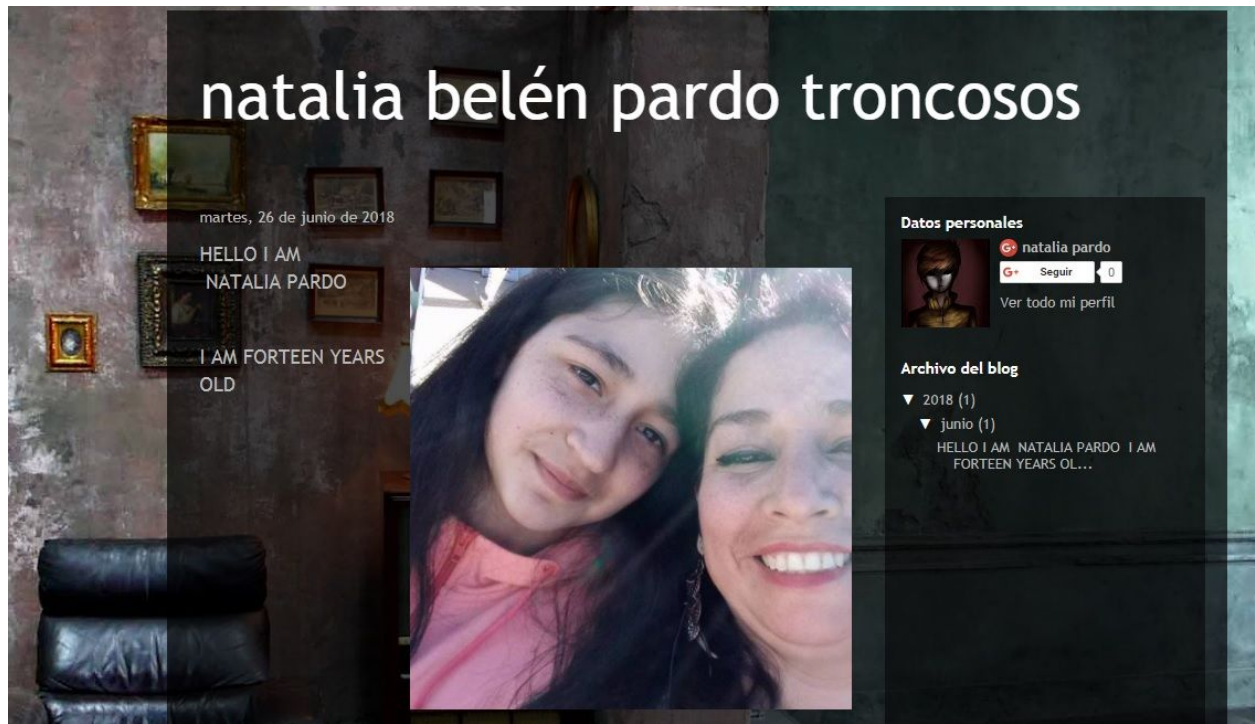
I. Complete the following sentences with the correct use of pronouns (I, you, She, he, it, they, we)

1. he is Fernando ✓
2. he is Daniela ✓
3. he is a cat ✓
4. they are Fernando and Gabriela ✓
5. you are Luis and Daniel ✓
6. she am Carlos ✗
7. he are Daniel ✗
8. you are Gabriela and Daniel ✓

II. Complete the following sentences with verb to be (am/is/are)

1. She am in my class ✗
2. They are in my office ✓
3. I is from Spain ✗
4. He is a good teacher ✓
5. The book is here ✓
6. The classroom is clean ✓
7. The books is on my desk ✗
8. It is my pen ✓
9. Tony are a student ✗
10. I is a girl ✗
11. You is from England ✗
12. He is my friend ✓
13. Sally am my sister ✗
14. We is Spanish ✗
15. They is students ✗
16. The dog is black ✓

Finished blogs




natalia belén pardo troncosos

martes, 26 de junio de 2018

HELLO I AM
NATALIA PARDO

I AM FORTEEN YEARS
OLD

Datos personales

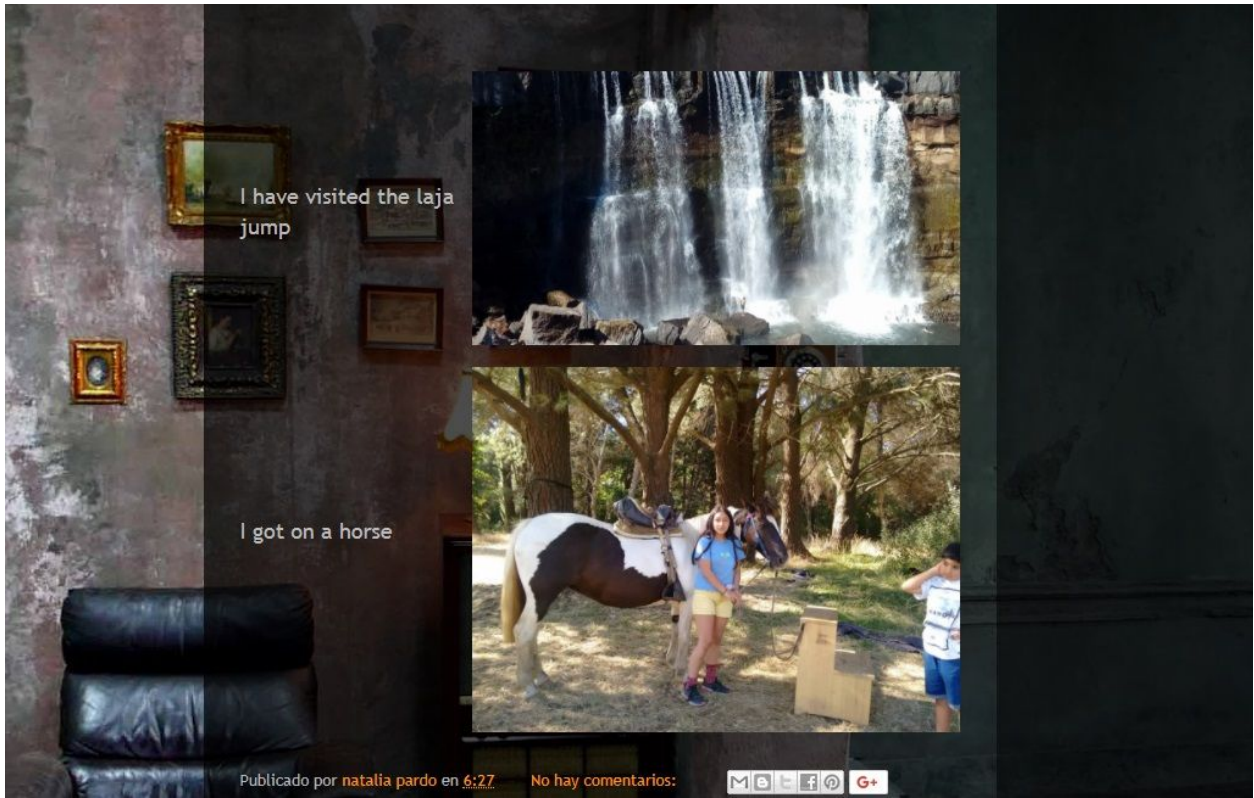
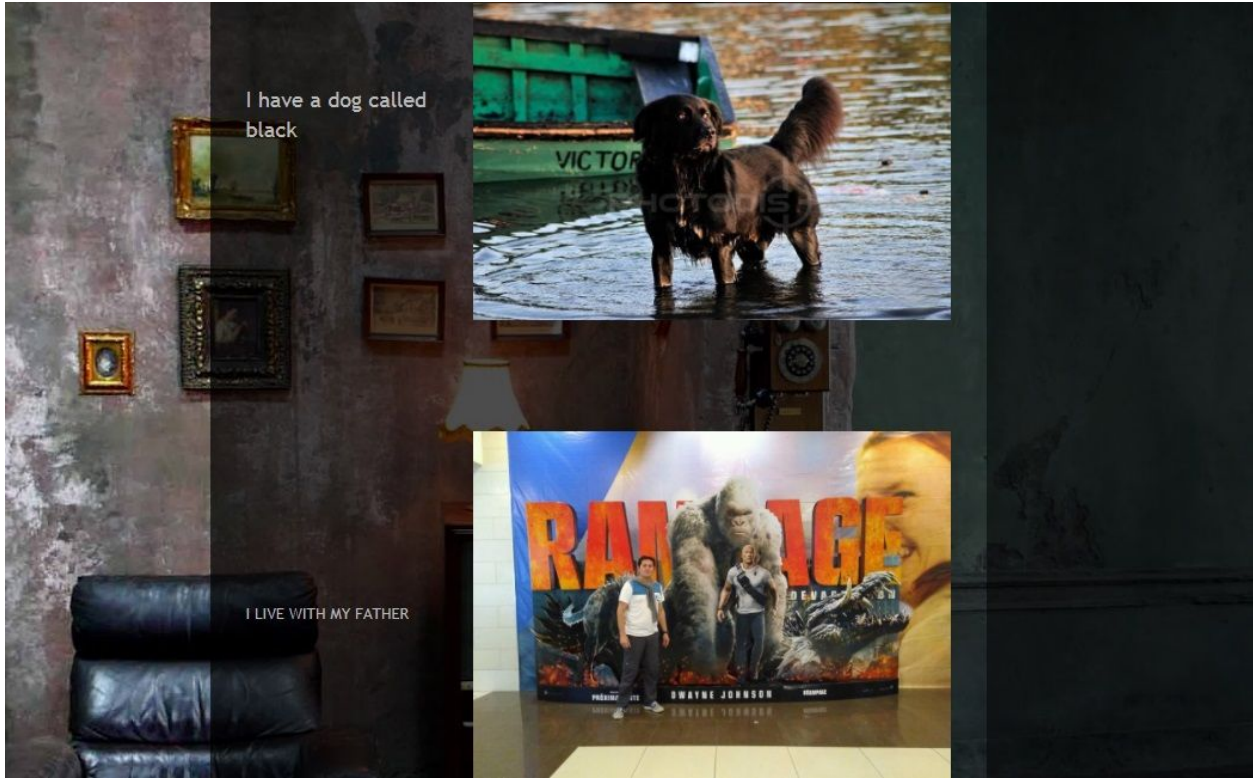
 natalia pardo
Seguir 0
Ver todo mi perfil

Archivo del blog

- ▼ 2018 (1)
- ▼ junio (1)

HELLO I AM NATALIA PARDO I AM FORTEEN YEARS OL...

The image shows a screenshot of a Google+ blog post. The background is a dark, textured wall with several small framed pictures. In the foreground, there is a black leather chair. The main content of the post is a selfie of two young women. The woman on the left is wearing a pink shirt and has long dark hair. The woman on the right is smiling broadly and has dark hair. The text of the post is in white, sans-serif font. On the right side, there is a sidebar with the user's profile information and a list of their blog posts.



Alex Barra

martes, 26 de junio de 2018

Hello, Alejandro Barra. I'm thirteen years old.

I like the photos tumblr

she is my best

Datos personales



alex barra

Seguir 0

Ver todo mi perfil

Archivo del blog

▼ 2018 (1)

▼ junio (1)

Hello, Alejandro Barra. I'm thirteen years old. ...



He's my brother
He is leandro.

Publicado por alex barra en 6:28

No hay comentarios:



[Página principal](#)

Javiera Serdio

martes, 26 de junio de 2018

hello my name is Javiera
I am fourteen years old
I live concepcion



Acerca de mi



BOY DARK 2000

Seguir 0

[Ver mi perfil completo](#)

Archivo del Blog

▼ 2018 (1)

▼ junio (1)

hello my name is Javiera I
am fourteen years old I...

Survey



ENCUESTA DE FINALIZACIÓN

Estimado(a) estudiante: Nos da mucho gusto que haya aceptado ser parte de esta investigación. El propósito de esta encuesta es conocer algunas de sus actitudes frente al acto de escribir en inglés y su experiencia luego de haber utilizado Blogger. Le pedimos que, por favor, responda sinceramente. Toda información obtenida será estrictamente confidencial y será de valiosa utilidad en la investigación.

ACTITUD FRENTE A LA ESCRITURA EN INGLÉS

1.- ¿Antes de participar en esta investigación, conocía los blogs?

no

2.- ¿Le gustó haber utilizado Blogger como una estrategia de escritura innovadora?

*si me pareció muy interesante esto
dominant,*

3.- ¿Qué no le agradó del uso del blog?

*que se publique y que no están facil
para imagen*

4.- ¿Recomendaría el uso de blog en actividades de escritura en Inglés futuras?

si por lo muy interesante

5.- ¿Aprendió con la actividad?

si para saber mas de mi

6.- ¿Considera que su nivel de escritura en Inglés mejoró con el uso de Blogger?

no hace uso de traductor

7.- ¿Continuaría con el uso del blog?

si

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