Blog as a pedagogical tool for the development of the english learning process at Corporación Unificada Nacional de Educación Superior (CUN)

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NACIONAL DE EDUCACIÓN SUPERIOR (CUN)

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UNIVERSIDAD DE LA SALLE
FACULTY OF EDUCATION
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A thesis submitted in fulfillment of the requirements for the degree of B.A in Modern Foreign Languages

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1. INTRODUCTION

We were seventh semester students of Licenciatura en Lengua Castellana, Inglés y Francés at Universidad de La Salle as a requirement to obtain our degree, we developed our practicum at Corporación Unificada Nacional de Educación Superior (from now ahead called CUN), where we implemented observations during English classes with the purpose of getting information related to different aspects such as teachers’ methodologies, class dynamics, students’ performance, pedagogical resources used by teachers and how the English learning process was.

The aspects mentioned before were registered on journals. Based on the class observations, we identified a relevant problem in the English teaching and learning process at CUN related to the lack of technological tools, which led us guide the beginning of our research and think about different possibilities to address the problem.

Those observations were developed in different English courses taking two hours per week which were integrated by students who belonged to several majors, as System Engineering, Public Accounting, Business Administration, International Affairs, Electronic Engineering, Graphic Design and Hotel Management, among others.

Regarding the problem that we identified, emerged the intention to implement the blog as a new technological tool provided by Internet. Nowadays, there is a wide array of on-line mechanisms for preparing interesting and enjoyable classes with
several kinds of materials in order to motivate and catch students’ attention to their English language learning, taking into account that English classes at CUN were a requirement for the whole careers and the number of hours for this subject was just two per week.

On the other hand, it is important to mention that nowadays teachers must keep in touch with technology and take advantage of what it provides to create a new learning environment, enriching at the same time the English teaching process.

That is the reason why our purpose was to implement activities inside and outside the classrooms such as: videos, online grammar exercises, conversations, songs and games in order to improve the English language learning through the use of the blog and simultaneously empower students’ creativity and interests, taking into consideration the different levels they were and contents they learnt.
2. JUSTIFICATION

We wanted to promote spaces in which students could improve their English learning process at CUN through the use of the blog. According to “La Ley General de Educación” (1994) in which education is presented as “the access to the knowledge, science and technology, the institutions have the duty and the function to generate spaces in which students have the opportunity to receive an integral education that allows them to face different situations day by day”.

Nowadays, we find very widespread knowledge and one of the sources to access it is through Internet; as we know, it provides different kinds of information, broad options to learn and new ways to approach people to knowledge. That is why we consider the network a crucial tool for learning and teaching a second language which is used by many educational institutions as a material to support students’ processes and could be used at CUN as well.

Once we defined the research problem based on the lack of technological resources for students who were taking the English courses at CUN, we proposed the blog as pedagogical tool to reinforce their learning process. For this reason, we used the contents proposed by CUN for applying them in the blogs. Thus, CUN could start implementing technology during their English classes as an aid to support and enrich students learning process.
Consequently, we carried out this project since the first semester of 2009 based on the class observation and the journal records, until the first semester of 2010 with the implementation of the blog, promoting the alternative to use the blog for CUN teachers and students. We considered that this tool would be an important instrument for them to learn English using an innovating resource.

In brief, the opportunity to adapt several activities in the blog could offer students a technological environment meanwhile they were developing their academic process. Thus, there was a connection between the knowledge built by students in their classes and the use of the blog as an instrument to practice and reinforce what they learnt.
3. INSTITUTION AND PARTICIPANTS

The place we were assigned to perform our practicum and to carry out our research project was CUN. This institution has eleven branches in Bogota and has been empowered to offer professional training courses. This corporation offers academic programs such as; System Engineering, Public Accounting, Business Administration, International Affairs, Electronic Engineering, Systems Engineering, Agribusiness Management, Health Services Administration, Hospitality and Tourism Management, Direction and Production of Audiovisuals Media, Fashion Design and Production.

CUN promotes for all students who belong to this corporation a sense of respect, honesty, transparency and ownership to contribute in the development of better human beings in our society. It admits people from different socio-economical status and offers different schedules for its students.

The students we worked with studied at night and they belonged to the following programs; System Engineering, Public Accounting, Business Administration, International Business, Electronic Engineering, Graphic Design and Hotel Management. There were six English courses, four of them were basic level and the other two were introductory level. Their range of ages was from eighteen to thirty. As a whole we had an average 730 students.
When students start their learning process in the institution, they have the opportunity to take a placement test to begin in a different level from the basic one; the rest of students begin at A.1.1 level. The classification given by CUN to the different levels is: A.1.1, A.1.2, A.2.1, A.2.2, B.1.1, and B.1.2 for Basic English. In addition to the previous levels, students from international affairs study in B.2.1, B.2.2 and C.1.1 level. Those levels are named as follows: Starters, Beginners, Basic English, Intermediate English and proficient English. It is necessary to mention as well, that during the English course at CUN, students take three exams per semester according to the level in which they are placed.
4. PROBLEM

To work as student–teachers at CUN, we started observing the English classes we were assigned to. Along the whole research process we were organized by couples, each one observed fourteen sessions per semester, each semester guided by a homeroom teacher. We as researchers used an individual journal as an important tool to register information such as the context, the resources used for the classes, the teaching methodology, the development of the class and the students’ attitudes.

Through these observations we noticed that there was a limited use of resources such as English Labs, textbooks and CD players to improve the students’ learning process of English as a Foreign Language (EFL) to support the English classes, considering resources as “any instrument that helps us to achieve any goal, with which the pupils develop the learning process” (García, O. (1996); p. 2).

Once we had identified our problem, we decided to frame the applicability of the blog as a technological tool to develop the English learning process in students at CUN. We attempted to find out what impact was based on students’ attitudes and reactions when they faced the implementation of the blog as a pedagogical tool. All this, taking into account a good development of English classes applying blog activities in terms of communicative and functional aims supported by the instruments we used during the whole research: journals, interviews and questionnaires.
In the process to develop this research, we aimed at leading students to find out mechanisms where they became aware of the importance of acquiring a foreign language “English” proposing the blog as an alternative to integrate technology to enhance learning.

We have seen that EFL must be linked to technological advances since globalization and current world demand it. It is also challenging for students to be in contact with technology, thus, the blog helps students to learn and reinforce knowledge making them conscious and more interested in the learning of the English language.
4.1 RESEARCH QUESTION

What is the impact on student’s attitudes and reactions that generates the implementation of the blog as a pedagogical tool in the English learning process at Corporación Unificada Nacional de Educación Superior (CUN)?

4.2 RESEARCH SUBQUESTIONS

In order to support our research question, we considered the following sub questions:

- What are the students’ perceptions about the use of the blog in their English learning process?

- What are the advantages and disadvantages of using the blog during students’ English learning process?
5. **OBJECTIVES**

Taking into account the research question and sub questions; we proposed the following objectives:

### 5.1. GENERAL OBJECTIVE

- To describe the impact on student’s attitudes and reactions that generates the implementation of the blog as a pedagogical tool in the English learning process at Corporación Unificada Nacional de Educación Superior (CUN).

### 5.2. SPECIFIC OBJECTIVES

- To describe what students' perceptions are about the use of the blog in their English learning process.

- To identify the advantages and disadvantages emerged from the implementation of this project.
6. LITERATURE REVIEW

With the purpose of supporting our research project, we started searching studies and articles which provided us some experiences working on Internet and technology; being these ones, important concepts in the development of our research. The information taken from those sources was useful for us, because we learned about the integration of technology towards the learning of the EFL.

On one hand, we found an article on the Internet from Universidad de Antioquia. This article was called: “Internet en la didáctica de las lenguas extranjeras: Un paso adelante” and it was carried out by Monserrat Casanovas Catalá (2002).

This article showed that the inclusion of technology on the educational field is not recent at all; in fact, technology has been a tool in this field since a long time ago. This trend has been known as Computer-Assisted Language Learning (CALL). In the sixties and early seventies, the first signal of CALL was based on behaviorism. In this model, the computer was perceived as a mechanic tutor. Then, at the end of the seventies and the early eighties the communicative perspective appeared as a respond of the previous model.
The main difference between these two proposals was that from the communicative perspective, the learning of a language should go beyond the learning of linguistic forms to a functional learning where students could learn grammar in an implicit way.

Behind these models (behaviorism – communicative), there was found a cognitive theory which recognized that learning as a creative process that involves not only expression, but personal development. From these theory assumptions, the objectives of the application of technology in the educational field changed.

Casanovas also stated another stage that is called integrative, which is focused on a socio-cognitive approach in language learning. This one considered as fundamental, the use of the language in a real communicative and meaningful context. The use of technology since this perspective, is called TELL (Technology Enhance Language Learning) and its aim is the integration of communicative skills and technology from a global point of view.

By the other hand and taking into account that we are immersed in a world that is evolving in a global perspective, it is important that students are able to manage a huge amount of information and to communicate beyond language and cultures. This supposes a redefinition of traditional roles of teaching, although here there are few studies about the impact of the ICT’s in the classrooms, that is the reason why instead of asking ourselves what the purpose of technology on the English classes is, we should ask
ourselves, what the role of the English classrooms in a society of information technology is.

Considering the purpose of our project based on the implementation of blog as pedagogical tool in the English Classes at CUN and regarding the above argument, we were looking for information that were focused on the use of blog in the educational field in order to establish connection between previous results and our intention. We found an interesting research article called “Blogs para educar. Usos de los blogs en una pedagogía constructivista.” by Tíscar Lara (2005). We made the analysis of the article and abstracted some interesting results that feed our project development in terms of pedagogy:

Blogs are constantly used as a tool in teaching, since they can be adapted to any discipline, educative level and teaching methodology. Blogs favor the process of teaching-learning within constructivist pedagogy where the student constructs her own knowledge based on her previous knowledge.

Blogs establish an informal communication between the teacher and the student, they promote the social interaction in which there is a personal medium for the student’s own learning and it is not difficult to deal with them. Although sometimes it is important the previous knowledge students must have about digital technology. In this research article Lara exposes some concepts related to our intention such as:
• Edublogs: They are based on the words: education and blog; their principal objective is to support a teaching-learning process in the educative context. Education and blogs have a similar characteristic which is the construction of knowledge making use of the blogs.

• The edublogs in the blogosphere: The first nets of teachers who experienced with the weblogs arose in the Anglo-Saxon blogosphere, as the British portal Schoolblogs.com which works since 2001 in the group Education Bloggers Network with a branch in United States. However, the Harvard University was the institution that gave an introduction to the blogs in 2003.

Nowadays can be common to see teacher who use edublogs to carry out their classes; that is the reason why it is difficult to know exactly a number of edublogs created around the world and if teachers persuade students to be bloggers, the number of blogs would be multiplied, since each one of the students would have their personal blog. In universities around the world, teachers have encouraged their students to create their own blogs and in other cases, teachers have used this tool for the communication with them.

Education must assume the challenge of digital literacy in the individuals, in order to make use of Internet in a free and responsible way. Trejo Delarbre (2005) quoted by Lara (2005), says that the training is important not only to find information, but to put
content in the net, which has become an important necessity in the cultural formation, the workplace competitiveness and the people’s social options.

The net must be used as medium and object of knowledge developing didactics adapted to the continuing and distance teaching having importance moreover in the student. The teaching with and about blogs contribute to control the big quantity of information found in the net, since teachers and students work with the one they considerate the most important.

The use of edublogs has become in the imitation and substitution of the teacher’s classical web which was used to give instructions to students. The result of learning using blogs depends on the approach of the goals proposed and the methodology they are integrated in each educative program. Besides, it is important to say that blogs have the advantage of working on them anywhere, where they do not depend of a single server.

On the other hand, Lara (2005) argues that the development and future role of blogs in education can serve as a basis for a broad analysis of the profound changes affecting culture and social communications currently taking place in the context of modern technological systems. This statement is related to the students’ learning advance in their writing techniques since they will be focused on the content than the form.
As a central conclusion of this article like support for our project, we defined that the use of blog in the pedagogical field should be the medium and process but not the result. This method should be supported by many educational institutions to foster new didactics that favor the learning as a way to satisfy the needs of a technological world. The blogs could help to construct these new methodologies based on the dynamism to experiment new alternatives of learning because the students will have the information related to their classes’ content when they need.
7. THEORETICAL FRAMEWORK

When the group realized about the needs for the development of this project, we wanted to work on different concepts that gave us a description about how education has been influenced by the use of new technologies, being the internet the main one. We reviewed the theory using different authors’ perspectives in order to explore terms such as Educative globalization, ICTs (Information and Communication Technology), E-Learning and Blogs. Moreover, the project also examines how these terms can help us facilitate the research process and to clarify our interpretations. This theory is described in terms of detailed affirmations about what the impact of the use of new technologies in the area of foreign language learning is.

7.1 EDUCATIVE GLOBALIZATION

Our objective of embedding Educative Globalization to our research project arised from students´ needs to be at forefront with the new emergences that has brought the globalization.

Bearing in mind that globalization involves different issues that offers changes in all dimensions as the social, economical, cultural and technological; our main concern was focused on the last term being this the major emergence that has influenced the way as the education has been conceived.
Therefore, education has been conceived as a possibility of free access to get updated knowledge to improve learning processes. Focusing on the English learning process, the reason of involving technology in this process is due to the necessity of acquiring a knowledge that leads us to implement and adapt new alternatives and strategies to improve the quality of the language education, since the technological resources at CUN were not enough to offer students an active interaction between technology and their English learning.

Taking into consideration those relevant strategies to implement in the English education and based on our teaching experience at CUN, we decided to implement the Blog as one of technological tools, which allowed us to make the learning process useful and meaningful, when students can take advantage of the current management of internet tools.

Based on the before mentioned, we will do a brief description of educative globalization to support our research project.

Kellner (2000; p. 301) quoted by Moisio and Juha Suoranta (2007; p. 233) argues that “the concept of globalization is often used as a cover definition for heterogeneity of processes that need to be spelled out and articulated. The term is neither innocent nor neutral in many of its uses, and often serves to replace older critical discourses like imperialism; where people are forced to struggle for their lives, their living conditions
and their identities” quoted in the first assumption behind this term is the cultural issue which is causing a suddenly transformation in all aspects of people’s life.

There is a goal of unifying and standardizing culture being this a huge challenge. At the same time, the challenge facing up to important issues, like economic and technological subjects, which are growing up in the globalization for overcoming the current social problematic: poverty, hunger and non educational quality.

Regarding the educational field; school policies show the implication of discussions between government and professionals. According to Joel Spring (2009; p.1) “Global education would be considered as an interviewed set of global processes affecting education, such as worldwide discourses of human capital, economy development and multiculturalism”. It means that globalization has to look for organizations that will be able to integrate all these statements in education such as: intergovernmental, nongovernment organizations and multinational corporations, in order to promote cultural aspects to the education and the implementation of technology.

In this sense, appears the concept of “media culture” which refers to the perceptions and experiences through media. According to Castells (2001; p.3), “the network represents the leading idea of our era and functions as a metaphor extending its influence to various aspects of human activity. ‘Core economic, social, political and cultural activities throughout the planet are being structured by and around internet and other computer
networks”. In this way, the access to have online information is considered as a big success for getting into the updated world. Thus, it is important that people interact in a social context which provides options to establish relationships among others.

Consequently, there is a link between the huge impact that globalization has caused on education: the rupture of systems and the creation of new settings for learning; as a result, marketing has imposed several models to follow in order to enrich its own platform, taking risks in other fields with education. In Tabb’s (2001) essay, “Globalization and Education as a commodity” found in the web, he says that we are often told education would be more efficient if it is manipulated by the market model, which states that education cannot be a social good. Neoliberals believe that the problems around the world can be solved only by the market and different public organizations which force people to follow what they offer without bearing in mind the population needs.

Since the educational systems are determined by the current development, and the problems that people have to access to education are due to the lack of instruments and tools that lead to the improvement and qualification in educational processes. To increase the capacity of every country, educational system implies that each government acts in favor of a cooperative education; stimulating creativity and a flexible formation addressed to an appropriate management of several disciplines being these ones, tools for the suitable development of skills.
The most important is not just to give students plenty of tools, rather let people know more about how to get the criteria and responsibility to be able to face several realistic issues taken from daily life. When students finish their high school they are not prepared to develop different tasks like going to work, to get a good payment or going to college.

Due to this reason, public education is being privatized in order to force them to be competitive. This education must be placed in the current reality taking into account the equality between human beings and societies. All this, integrating less favored and underdeveloped populations which deserve the same opportunities and support than others, which have been favored due to the well organization of its government and political entities.

However, it is here when globalization begins to act. On the first hand, in the Tabb’s (2001) essay he also presents a lawsuit about Edison Company, which was rejected by a vote of parents when it wanted to take charge of some public schools; in that way, the case would affect the most vulnerable populations when they would not have the opportunity to receive an academic formation. Therefore, there is evidenced that education services have been considered as any product, which means it is being sold globally. Many colleges and universities have created their own for-profit subsidiaries thinking that distance is no longer an obstacle.
On the other hand, distance learning has been a very important tool to transform the educational workplace. In his essay, Tabb (2001) presents Eisenstaedt (2000) who says: “The bottom line is that learning online is a soul-destroying experience… It is always second-best”. Campione (1999; p. 23) says that “the instruction and formation must be considered, as incentives to favor a solidarity and cooperative development, addressed to achieve the equality among nations, such as inside of communities” and Tabb (2001) complements this argument in his essay saying that “Our union is the most important way in defending public education, and with it, a democratic vision of the future of our city and global society”. Education in the era of globalization demands that teachers and students recognize and develop critical thinking in order to face the new changes that the world is experimenting every day, being prepared to realize the potentiality for freedom and their autonomous capacity.

As a conclusion, Educative globalization is the way to generate different alternatives leading people to be aware and able to develop a critical thinking in a modern world that is demanding changes constantly. Thus, students and teachers will deal with the idea to perform in a classroom full of several resources that could complement the teaching practicum every day.
7.2. ICT (INFORMATION AND COMMUNICATION TECHNOLOGY)

The implementation of ICTs (Information Communication Technology) as an important tool and resource in teaching-learning process is very common nowadays. This gives the teacher the opportunity to develop creativity among other competences. In the same way, this concept was studied by different authors who have examined the use of ICTs in education, its implications, the effects and the processes in order to improve the quality of education.

Herrera (2007) in her text Integration of Information and Communication - Technologies for Languages Teaching, says that it is pretty important that computer skills go with the student in the construction of learning. She also states that the classes must not be just to explain the use of computers and the function of them, it must be clear that teachers should use this tool to generate learning and to integrate it in the different areas of the curriculum, they should know what moments of the classes it is going to be pertinent. When Herrera talks about the curriculum integration, she refers to the use of ICTs, which are used to curricular purposes, to support a discipline or a curricular content, she states that the focusing on the integration of ICTs is very important, taking into consideration, the objectives of the institution.

In addition, the development of technological skills is important in order to create a computer culture among teachers and students. In that way we stated that the use of
technologies in learning process is not only giving instructions to the students but also to construct a tool of knowledge to learn with it, students should develop the ability of learning when something new is on their hands, besides because of the necessity of personal and social adaptation and interaction.

There are some advantages in Education Technology that Herrera presents in her text, such as the realization of experiences in controlled environments. The other one is the use of evaluation as line of learning. Jonassen and Reeves (1996), and Dede (2000) quoted by Herrera say that it must be clear, that the integration of technologies in the curriculum wants to develop abilities, but not to be information transmitter. Besides, Herrera also quoted that from her point of view, the role of technologies is to be cognitive tools, more than instructional media; he states that the role of technology lets to develop the abilities that support the development of critical thinking.

The use of ICTs not only emit positive results such as the students’ motivation, impacts in the teacher’s methodology, but also it has demonstrated there are cognitive effects too, it means that students truly learn by the use of ICTs as a tool in their learning process. There are other kind of cognitive effects that students develop through the use of technology, some of them are communicative abilities and within we find quickly, clearly and effectively, strategies of logic thinking, met cognitive strategies, and others.
Analyzing Herrera’s article, it was found that bloggers are another tool that students can use to develop guided collaborative writing proposals, besides, they can be used in class where can be promoted the participation in a discussion forum which they make possible the exchange of points of view and make the students participate in class. Teachers should use this tool to generate learning and integrate it in the different areas of the curriculum. That is why we did in our practices at CUN; to give to our students another alternative to practice and to learn the English language.

Christ Abbot (2001) who is a Lecturer in Education at King’s College, University of London and who has been interested in the use of internet by young people assumes in his book “Changing Education” that “the role of the Internet is considered along with the differing national polices on its adoption and on developing online content. ICTs: Changing Education reveals the development of open and flexible learning outside school as the next stage of ICTs involvement with education”. The author supports this idea based on the experience with professional people who have worked in that area of education as theoretical researchers, using pragmatic and theoretical aspects of their own experiences. That is why, ICTs is analyzed by the author as the set of tools where it is possible to implement different activities also, pedagogical strategies in order to have the information and work with them. His thought is connected with another author’s point of view, Gonzalez et al.(1996) Who explains the ICTs as “a set of process and products derivate of the new tools (hardware and software), as supports of the information and
information linked with the storage, processing and transmission of the information of fast way in big measures”.

Abbott (2001; p. 1) says: “it begins by examining this central issue and considers the ways in which notions of literacy are changing as a result of the use of information and communication technology (ICTs) literacy and its acquisition is a central focus for schooling much of the political dialogue around ICTs, and around earlier technologies have related to claims made from computers for advances it may produce in the acquisition of literacy. Previous alliances of technology and literacy are mentioned and some of the early claims made for computers are considered. Definitions of literacy have expanded to recognize the diversity of literary transmission devices and genres, and the concepts of multiple illiteracies and multimedia texts that have become prevalent are discussed”.

This project was focused on identifying the impact of new technologies in the teaching process specially the effects on students’ learning. That is why we advocated an important study taken into account by Abbott (2001), the earliest studies (Merrill 1975; Bork 1981) of the impact of these new technologies took place in the 1960’s and 1970’s, they were conducted when researchers introduced pupils to educational software in a university environment, the results of those studies produced many different concerns about the teaching process and how learners were building up their knowledge when
they have the opportunity to access the information using ICTs, that is why many others researches have tried to solve those concerns.

The use of new technologies in education has brought many implications and relevant changes in the academic environment that has been studied by other researchers. They have developed different studies with the purpose to show us some important aspects in the educational technology area, such as a discipline of educational technology combined with a review of selected literature in the field giving the identification of different studies. Making a revision of the literature review, we found out some studies about ICTs State of the Art around the world including Colombian projects.

First of all, Internet can proportionate access to information in different moments, and it is in constant advance, giving the opportunity to explore the network using the ICTs tools. For example, wikis, chats, emails, etc. However ICTs are not used just to get information through different sources, they are employed to learn about different topics; in this case ICTs are used in order to improve the autonomous learning and the knowledge of English emphasized in the development of language skills.

An example of how in Colombia ICTs have been used, there is a project developed at Universidad Tecnológica del Chocó, which was done in terms of formation and research purposes; there ICTs were implemented to take advantage of all the tools that Internet
offers in order to learn and improve students’ English level through the use of search engines, chat rooms, e-mail and discussion forums.

Moreno (2005; p. 154) in his academic paper “La internet como herramienta de apoyo en la formación de alumnos investigadores y aprendices del inglés en la Universidad Tecnológica del Chocó” argues that: “an effort to make students be closed and familiarized with numerous resources offered by internet, both to promote autonomous learning and to access all kinds of information…” Therefore, students were given with an alternative tool to learn through different online resources, providing them new experiences in their learning process; also this project was useful to recognize the technological availability that Universidad Tecnológica del Chocó had.

The students from CUN looked for the resources, using ICTs inside and outside the institution due to the lack of computers to work on, in spite of this fact, they got great results; they could verify that Internet is a truly online tool to improve the learning of a foreign language, making it more dynamic for students, emphasizing listening comprehension and vocabulary. This short overview of the above project, guided us to understand the importance of designing strategies that can help to improve students’ English learning. ICTs offer a huge variety of online tools for learning in a more interactive way, making it more real; due to the fact that students are learning in a practical form and interacting with the outside world. During the implementation of the
project the results also showed that students were more interested and motivated for learning, being more creative at the same time.

On the other hand, the academic article “Integración de Tecnologías Multimedia en la Enseñanza de Lenguas” wrote by Berdugo (2001; p. 86-88), argues that: “The result of the ICTs research comprehends the narrow relationships among computing science and education. The theory development and background show us didactic implications in the implementation of informatics resources in English classes. The language teaching assisted by computers (E.L.A.C.), has been developed at the same time as the teaching assisted by computers (E.L.A.C.). E.L.A.C. incorporates and integrates several approaches to language teaching. It is not a full time methodology, or a particular teaching method, different in essence from the other ones. Its academic basics are similar to those of other current teaching approaches. Perhaps, one of the features defining the E.L.A.C. is precisely the heterogeneity of the approaches and teaching procedures that can be implemented due to information technologies and modern communication.”

In brief, ICTs achieve a flexible character because these are applicable in different contexts and situations of learning, from the application of ICTs such as internet, computers and videos, in specific tasks to the assessment of knowledge and skills.
Finally, ICTs have a very important role in the development of the learning processes in students as well as in teachers. For this research project, the participants noticed that the implementation of this aid would help to overcome the limitations that CUN has in terms of technology resources. On the other hand, through the different observations that the members of this project did, we perceived that teachers also did not include this resource during their classes. The suggestion to begin to use ICTs in this context became a challenge for all the people who were implicit in this project.

According to the main objective of this research project which is to describe the impact that generates the implementation of activities in the English learning process skills through the use of blogs as a pedagogical tool at la CUN, the participants wanted to apply a learning model where students were able to reach a truly meaningful learning in terms of the development of learning strategies based on ICTs.

### 7.3. E-LEARNING

Talking about E-learning we made a conceptual comparison with ICTs. That is why we consider E-learning as the interaction of pedagogical and didactic process through ICTs, meanwhile ICTs are understood as part of the group of technological tools which we can adapt in order to apply learning and teaching processes.
As a matter of fact, E-learning is one of the main concepts that we resorted while developing this research. As our project has to go with the use of the blog as a technological tool, it depends on the use of Internet sources in order to be applied in an Educational Institution in the foreign language learning process. According to Rosenberg, (2001; p. 28) in his book named “E-learning, Strategies for delivering knowledge in the digital age” “E-learning refers to the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance”. In a few words, E-learning uses internet technologies in order to give more solutions in terms of knowledge, education and easy communication solutions.

In addition, Holmes (2006; p. 10) said that “an exploration about the state of the art of e-Learning is essentially, therefore, an examination of the most advanced features of information and communication technologies can support, create and deliver any educational experience”. Actually, this statement also supports the previous idea but here the author talks about the educational experience that is another issue that needs to be included when we talk about education, teaching and learning processes.

Along these lines, it is clear that internet, computers and new technologies are tools that belong to e-learning and complement the way teachers and students face the new educational systems worldwide.

However, this concept goes beyond Holmes (2006; p. 14) who also says that “e-learning offers new opportunities for both the educator and the learner to enrich their teaching
and learning experiences through virtual environments, not only supporting the delivery but also the exploration and application of information”. As a fact, classrooms are not the only place where teachers and students get together for education. With the arrival of e-learning to the educational field, learners and teachers have had new opportunities to enrich and improve on their learning activities every single day.

Then again, virtual environments give more sources where students can deepen in their learning processes and teachers can look for more activities that are being used in different places worldwide in order to empower their jobs as teachers.

There is a research article named “Implications of Multimodal Learning Models for Foreign Language Teaching and Learning”. It is a research developed by Miguel Farias, Katica Obilinovic and Roxana Orrego, (2007) both worked as professors of English at Universidad de Santiago de Chile. Now, they are interested on the impact of multimodality in language learning. This research was developed at Universidad Distrital Francisco José de Caldas and this article focuses from the perspective of the impact of communication technologies, starting from learning the language, relating multimodal texts, particularly in reading and writing, so as to give a discussion regarding the issue of hypertext and literacy and test mode allows to present the field for communication technologies.
Authors such as Holmes states that the knowledge build by the learner is not constructed in a vacuum. He would like to see the interaction with others because this one helps to improve the mental process in the active mind of the learner and here it is when the multimodality begins to take place. They say it is pretty important the interaction between teacher and second language learners, integrating the animation such as visual, movement and narration that comes from the teacher and the animation too. Thus, language learning is given from a wide variety of contexts which helps to develop all the components of communicative competence.

On the other hand, it is difficult that the classroom can substitute the natural environment of a foreign country. It is totally different when a person goes to another country where s/he does not speak the native language, because s/he will be in contact with native people all the time and that means the person has to capture, perceive gestures, noises (which have a lot of meanings that characterize any country). Consequently, this is the best way to be familiarized with a foreign language. Multimedia messages can become real scenarios for foreign people; this tool will help them to be in contact with natives in order to learn and improve a language.

In brief, there are different points of view about e-learning, we as a group focused our project on Homes, who aims one clear objective: to complement the educational field by giving more sources and opportunities to enrich and empower it. Thus, when we talk about e-learning, we are referring to the use of technology elements mixed with
pedagogical tools in order to have new teaching and learning strategies, as well as the correlation among Internet usage, learning penetration and adoption in any given society.

**7.4. BLOGS**

Technology has influenced the educative world in different aspects; it means that the different methodologies used by teachers to teach are changing depending on students’ needs. According to Lara’s (2007) research report, it is clear that this process does not have limitations, because it shows that it has been developed around the line of time.

Taking into account students’ needs, communication appears as the first tool evolving relationships between the receptor and the transmitter. According to this, there are some internet resources such as web sites, chats, web quest and blogs, being the last one a strong tool for students and teachers, in which, the use of them will provide students a new and fresh way to communicate through the use of technology.

Nowadays, most of the students are learning in a traditional way, however as we can see, students are also changing the context and they are changing according to the technology. Patently the teacher has to be updated too. For that reason, blogs are one of several tools people can start using in order to improve their learning and teaching
processes. Blogs not only help students to interact into the classroom, but also can be used in other contexts such as home, an internet café, colleges, work, etc.

Harmer (2007; p. 193) pronounces that “blogs are examples of social software, computer tools which allow people to connect, to communicate and to collaborate online”. On the other hand, he presents three characteristic features of these tools when it is implemented in classrooms. First, he says that this instrument is important because it can be set up and used by teachers and students, Second, Blogs can be used to connect learners to other communities of learners and, finally, the ideas and contents can be generated and created by students, either individually or collaboratively.

Harmer (2007; p. 193) in his book, presents the blog in a language teaching context. He says that there are different kinds of blogs and all of them have special goals. In the case of this project we can talk about class blogs or edublogs which are designed to cover a wide range of topics related to education. Also, it is important to mention that in those blogs students can develop class projects, they can react about films or videos posted, and learners are able to make research and answer questions about certain topics.

This author gives us four steps to start using blogs with learners. The first one is setting up a sample blog. Here the teacher provides a model for his/her students in terms of content, language and its structure. The second step is to set up students’ blog. On this stage, learners become familiar with the blog and they can include their personal
information and basically they learn how this new social network works. The third step is to post and visit blogs. At this point, students learn how to post content and how to make comments about the task they are working on. They can start working in couples or in small-scale groups in order to share what they have done in this social network. The last step is to follow up. At this phase, students will keep on practicing doing different tasks using blogs.

People, mainly students are always in touch with internet. Consequently, it is very easy for them to use blogs. When we want to set up our own blog we can use different blog sites available on the internet. Blogger, Word Press and Ezblog World are some of the most visited websites. On the other hand, when any person starts using blogs, he can select the sort of people he wants to work with. Learners feel more encouraged showing their works because through the use of those interactive websites they can change, modify, upload videos and work on different documents.

It is important to say that it is very useful the implementation of Blogs as a pedagogical tool. They will see the difference between the regular and the interactive classes. As a matter of fact, those two kinds of courses are important (the traditional and the interactive class), however, if we want to contextualize our teaching, we have to be ready for the changes the interactive world is showing us and so much more when there has been some research in Colombia about the implementation of blogs in educational settings.
We found out a study called “Blogging: A way to foster EFL writing” developed by Quintero (2008) in order to gain insights about the development of writing in EFL and to explore to what extent feedback from the teacher and from peers shape student’ writing. This research was carried out through a blog writing exchange between a group of Colombian and Canadian students, also, as part of work-researcher alliance between University of Dundee, in Scotland and Universidad Distrital Francisco José de Caldas in Bogotá.

Quintero (2008; p. 10) argues that “the major objective of this research, as a collaborative project, was to use the technology to communicate and create intercultural possibility through the interaction among people from different parts of the world.” In order to achieve this objective, blogs were used as a tool to provide students a different learning writing environment. As a result, it allowed them to interact, and to learn with people from an English speaking country. The participants were 17 students from second semester of faculty of Education whose ages ranged between 17 and 23 years old. There were selected only eight participants to collect data from and to analyze all their process.

For the purpose of the study, the students were provided with three different blog spaces: a personal blog, in which students were free to write on any topic; a group blog, in which the topics to write about were selected; and finally, a blog for debate, which its intention was to promote the argumentative writing through the discussions of topic
democratically chosen by the students. In order to gather data, there were used the following instruments:

- Interviews (interviews are used in order to understand the perspectives of students or teachers).
- Students’ artifacts (writing drafts—“it is tangible evidence of what kids -learners are able to do and of the range of responses kids -learners make to different learning task”).
- Students’ blogs (The blog was the main data collection instrument. It was used to check what students wrote; as well as the interaction with their Canadian peers and the kind of feedback they received from them.)

According to Quintero (2008; p. 24) “the analysis for that research study was based on the grounded approach. This approach is an inductive form of qualitative research where data collection and analysis are conducted together”. This research focused only on the outcomes of the Colombian students as the data was collected from them.

Due to the research results we defined that in the community of writers; students were allowed to illustrate the interaction of students around a topic of culture. By the blog, these students also explored topics of common interest in a different virtual space. Through discussions in different debates students moved from an individual group
writing to contribute in the construction of a whole group text that reflected each member’s contribution.

We found out those two patterns that characterized students’ writing with blogs. The two patterns are related to: freedom for students to choose the topics and freedom for students to use their voice (self-expression). In our case, we are interested in the following conclusion from the research: “Blogs empowered individuals to use their voice freely in order to express whatever was important to them, to write things that they considered worth exploring” Quintero (2008; p. 33). The above assumption is from the analysis of two examples of two different participants in that research in order to put together some blog entries written at different moments of the pedagogical intervention. The teacher is viewed as an expert member of the classroom whose principally function is to help students and to channel them through a process that will doctor and gain their writing skills; it means the teacher turns into a tutor in the course.

We also underline that in this kind of research, as well as the one we are carrying out, the teacher has a very important role, as he is viewed as a knowledge facilitator. The continuous interaction between students and trainers gives learners many options to participate and to make a significant production. Thus, the instructor granted a dreamed context, in which the interaction of the group was accurate to improve the quality of their skills. Within a real feedback between the teacher and students, the interaction not
only will facilitate writing process improvement, but also the improvement of the rest communicative skills.

8. METHODOLOGY

This study was a qualitative research in the field of action research; because the purpose of it was to describe the impact that generated the implementation of English blogs activities in the learning process as a pedagogical tool at CUN. We as researchers wanted to study the reality of the English classes in this institution in a naturalistic way, in other words, we wanted to observe this phenomenon in a natural context. Thus, to make an interpretation of this, we gathered data through some instruments such as journals, observations, questionnaires and interviews. This action field helped us to review the research question that emerged at the beginning of the project.

According to Taylor and Bogdan (1986), qualitative research is an approach that produces descriptive data, based on people’s own words, written or spoken and observable behavior. Also, Taylor and Bogdan share some characteristics of this approach as natural setting, comprehension of the phenomena and inductive data analysis among others, making qualitative research an art.

The aim to apply qualitative research and action research was to understand students from CUN who were working with us during the process of the research and their
multiple realities; it means that this study was focused on what students said and did, to
describe the impact they had when they used the blog in order to learn English as a
foreign language.

Our aim to make qualitative research was to understand students’ behaviors and attitudes
towards English classes through the observation and the use of the blog. The project also
was focused on what we acquired from the data analysis by using the instruments to
know the impact of the blog in their learning process during English course at CUN.

Thus, following the qualitative research, we applied action research since it has been
modified in different geographic and ideological circumstances. According to the
context we were working with, there are a number of features that are common among
the different authors who have agreed with this topic. Besides, it is relevant to say that
action is a primary aspect of this research method, where the researchers assume an
active role beginning with the problematic they found in their educative practicum and
doing a reflection about them. The researchers performed a systematic work through a
flexible and ecological method oriented to the values.

According to Kemmis (1988) Action Research is a way of making inquiries carried out
by the student’s teachers about their own practicum. Lewin (1946) identified four phases
of Action Research which are plan, act, observe and reflect; considering the
independence, equality and cooperation.
In those phases of action research, any group must:

- Develop a plan of critically informed action to improve what is already happening.
- Act to implement the plan.
- Observe the effects of the critically informed action in the context in which it occurs.
- Reflect on these effects as a basis for further planning, subsequent critically informed action and so on, through a succession of cycles.

Based on these phases we could determine the following stages:

- **Planning:** When we decided to work with blogs, we planned to introduce students with several blog activities, which demanded the students to develop a suitable performance of the English learning process.

- **Acting:** After planning our proposal, there were applied blog activities to be done by students; trying to reinforce topics taught in class and also making students to be aware of the importance to get immerse with technological materials, in our case with blogs.
Many kind of blog activities were uploaded in the blogs, this was made thinking on students’ needs and outcomes shown through the class development and from what we as students teachers had seen along the experiences and facts evidenced in the classes given.

- **Observing:** Along the process of blogs implementation and attempting to achieve students’ encourage with the use of them, learners were observed trying to identify whether or not they respond well with the blog activities posted there, but even more if they were willing to do their best doing it. Through this process there were perceived: attitudes, behaviors, classes and individual learning performance, taking into consideration students’ reactions.

- **Reflecting:** After having finished the observations, we had to go as beyond as we could, in order to catch all the aspects found by the implementation of blogs at CUN. Thus, we realized on some troubles that students faced while dealing with blogs. Since it is a technological tool, they were asked to learn how to manage it, how to submit assignments, the development of activities and deadlines among other things.
8.1. INSTRUCTIONAL DESIGN

Since we started the practicum, we could detect through the observation that one of the main problems was the lack of technological resources like English labs with Internet access, in order to foster the Students’ English learning process. That was the reason why the academic purpose of this research was to implement the use of blog as a pedagogical tool for the improvement in the English learning process and describe its impact.

Through the use of blogs in the English learning process, we wanted to promote the use of English language in real contexts, showing the students other ways to learn and to have contact with the world. Thus, in the instructional design we considered the objectives as follows: To adapt the content syllabus of the English course at CUN with the use of blogs in order to improve the English learning process, to provide students with technological aids taken from the internet which allow them to use different and innovated materials and as well to collect information required for the development of this project.

8.1.1. METHOD AND APPROACH

The classroom activities applied were related to the Communicative Language Teaching (CLT). The beginning of the communicative language teaching is remarkably
constructed by different approaches that have arisen in the history of teaching English as a foreign language.

According to Richards and Rodgers (2001), British education points out the importance of the communicative proficiency rather than structures. Based on this idea and reflecting about our project, we realized that new thoughts emerged from the acquisition of communicative competence in the development of the classes.

After following situational language teaching which stands for practicing basic structures in meaningful situations but, according to the new requirements of this project, it was necessary to do a closer study to the language itself. This carried out meaning and speakers’ intentions. It describes a general process of implementation of CLT which primary attends to direct students to interact and negotiate with meaning. In this sense, proposing functional and communicative definition of language can be included in a syllabus keeping in mind the importance of expressing and understanding before describing grammar.

In relation with other approaches, CLT has been seen as a response to the audio-lingual method, as a development of the notional-functional syllabus and as a task based language teaching. According to Littlewood (1981, p. 4) “The main characteristic of communicative language teaching is distinguished from audio-lingual method as a way of reaction of new teaching strategies”. The main features are the following:
• Language learning is learning to communicate.
• Dialogues have a communicative function but those are not memorized.
• The target language will be learned best by the process of struggling to communicate.
• Students are expected to interact with the target language.
• The teacher must specify the language that students are going to use.

Littlewood (1981, p. 1-2), says: “that communicative language teaching pays systematic attention to functional as well as structural aspects of the language, combining these into a more fully communicative view.”

This attempts to build up communicative abilities in the classroom. On one hand, structural aspects in language skills are related to the grammar system which explains why it is better and useful to speak in passive voice than in active voice. On the other hand, it refers to have an intuitive meaning of the word and the way native speakers express their needs making them more competitive and challenging for English learners.

Functional aspects deal with what students can do with their own communicative skill and how they develop it in their communicative practices into the classroom and what they have to face in real life. In that sense, students might have several understanding according to instructions given by teachers. Therefore, teachers must give learners suitable strategies for interpreting language on its current use being aware about how
language is used by native English speakers. The meaning they have for it, the sense they give for it and the different ways learners can acquire it by the use of developing functional abilities.

Taking into consideration communicative skill for CUN students, we as teachers implemented blog activities that involved students’ language participation for achieving their tasks through the use of their own communication using the English language, interacting with classmates. They needed to use their previous knowledge developing abilities to find out ways to communicate, themselves as well as being alert to understand teacher’s instructions.

**8.1.2. THEORY OF LANGUAGE**

Littlewood (1981, p.1) says: “The structural view of language has not been in any way superseded by the functional view. However, it is not sufficient on its own to account for how language is used as a mean of communication”; thus, it was necessary to take into account that the teacher had to talk using the correct grammar form of the language to make the learner understand and reply with the same communicative pattern showed by the teacher. Here the social factors make the communication between the teacher and the learner become functional. In that sense, structural and functional views were included in communication according to Littlewood’s words.
Furthermore, CLT showed its theory of language based on interaction, communication and expressions of meaning. As Richards and Rodgers (2001), said “1. Language is a system for the expression of meaning. 2. The primary function of language is to allow interaction and communication. 3. The structure of language refers to functional and communicative uses. 4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse”. Thus, teaching English language had to be done with functional strategies, to show learners different ways to learn the language, emphasizing in communication through tools that they had inside and outside the classroom.

In that sense, communication was done through different skills that allowed us to see the use of different alternatives since technology was a good mechanism to introduce learners to the English language world. We could notice how communication became catching learners’ attention taking into consideration the functionality that it had.

8.1.3. THEORY OF LEARNING

Based on Communicative Language Teaching (CLT), learning process need to be developed following some important aspects that contribute to the work we did at CUN. Those aspects, as Richards and Rodgers (2001, p.161), exposed, were focused on “…Activities that involve real communication promote learning… Activities in which language is used for carrying out meaningful task promote learning (Johnson), Language
that is meaningful to the learner supports the learning process…” In our project, the learning process could show how the learners acquired language taking into account that the blog activities were design to let them know the target language.

Despite everything, the process of target language acquisition was very important because it was not presented in a conscious figure to the learner. Based on what Richard and Rodgers (2001), said “Acquisition refers to the unconscious development of the target-language system as a result of using the language for real communication”, basically it was part of the learning process; however, this acquisition was shown more than that.

Another aspect to highlight was the fact that the acquisition of the language represents skills related to behavior of the learner. Based on this statement Richard and Rodgers (2001), took an idea from Littlewood (1984) who said “The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language usage, these plans derive mainly from the language system – they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time”. This happened mainly through practice in converting plans into performance.
The cognitive and behavioral theory joined the way unconscious process of learning where students can develop their communicative competences and to express themselves in a spontaneous way without feeling afraid about some grammar mistakes or utterance aspects; In our project, we preferred working on the cognitive and behavioral theory where students at CUN could express their meanings and interact among themselves in a real time and making feel students confident on their competences. Also, these theories make students modify their behavior obtaining positives outcomes and self confidence.

Behaviorism is a very relevant theory of learning, which lets us lead what the roll of students from CUN was, making us aware about what we expected along our teaching practice, which was to observe student’s behaviors and reactions according to the activities applied in the implementation of blogs into their English learning process. We as future teachers expected to find out that students prove and reflect what they had learnt through behaviors, changes in their attitudes, as Pritchard (2008; p.6) says: “Behaviorism is a theory of learning focusing on observable behaviors and discounting any mental activity. Learning is defined simply as the acquisition of new behavior.” In this order of ideas we could say that somehow and sadly in few words, the main aspect we expected from CUN students was actually behaviors, that at some time had to determine a development and encouragement in the relationship among students and teachers within the learning process and the ways it is conceived by both parts.
Pritchard (2008) explains that there is a classical condition: “this involves the reinforcement of a natural reflex or some other behavior which occurs as a response to a particular stimulus.” It makes sense when we thought in blogs for students to immerse them as an issue of technology used and also as a tool which allows them to get engaged with English language in a closer and conscious way. Our first thought was concerned about their responses and change their minds being this a stimulus related to our expectations. Thus, the cognitive theory in which our research project is being influenced attends to establish an interaction between students’ internal processes and the behavior inferred in front of their mental processes, during the process of learning students from CUN demonstrated a new product as a result of their mental processes. Most of the activities in the blog were focused on topics worked during the class session. Those implicated analysis of previews knowledge accommodate and create new knowledge for them. At this point Piaget (1985), suggested that “learning process is iterative, in which new information is shaped to fit with the learner's existing knowledge, and existing knowledge is itself modified to accommodate the new information”

After all, we could see the aspects mentioned before were reflected in our work, providing learners’ aids in order to help them acquire the target language. During the development of this project, we noticed the different reactions students showed when there were exposed to the language, their behaviors and attitudes changed.
8.1.4. INSTRUCTIONAL OBJECTIVES

- To adapt the content syllabus of the English course at CUN with the use of blogs in order to improve the English learning process.
- To provide students with technological aids taken from the internet which allow them to use different and innovated materials.
- To collect information required for the development of this project.
- To analyze the data collected in order to establish the categories and subcategories.
- To identify the main and relevant findings.
- To recognize new categories emerged from the triangulation.
- To present new findings that emerged from the data analyzing that can be used by future researches on that topic.

8.1.5. THE SYLLABUS

The type of syllabus that was adopted in our pedagogical intervention at CUN was the functional syllabus. This type of syllabus develops activities that allow students to learn English using a group of communicative functions like offering, asking for permission and giving reasons. According to Littlewood (1984), each function is represented by a range of linguistic forms and activities that were chosen from the grounds of their communicative usefulness and social appropriation rather than their structural make-up.
We used for our project communicative activities which allowed us to place students in different situations in which they could develop their communicative skills using the resources they had. Thus, students were able to describe things, ask for information, and express agreement and disagreements. The blog activities were not focused only on grammar; instead of that, they were designed according to the functions that language had. For instance, students could use expressions such as: May I go to the restroom? Do you mind if I open the window? Would you lend me that knife, please?

Simultaneously, we considered pre-communicative activities like dialogues found in textbooks and methodological handbooks. We also used activities to talk about personal information. For example: Where are you from? How old are you? When you were a child what was your favorite toy? These activities helped them to develop greater social acceptability because they were involved producing speech which is socially appropriate to specific situations and relationships that they will face in their jobs, their daily life as well as develop a fluent command of the linguistic system.

In the same way, we could develop another type of pre-communicative activities like: structural activities and quasi communicative activities. The first one attempted to create links between language forms being practiced. The second one attempted to develop purely structural activities such as performing mechanical drills or learning verb paradigms. Thus, we wanted students to be able to integrate their pre-communicative knowledge and their communicative skills.
8.1.6. ACTIVITIES

When we started classes at CUN, we wanted to introduce students to ICTs, since they needed a background about the different technological tools and also its importance for their role in their English learning process.

First of all, at the moment that we were asked to introduce the topics; at 9th semester being us the ones who were in charge of the students group; each couple of students teachers made a Power Point Presentation in which we introduced and explained what ICTs mean and then we presented the different technological tools as; social network, twitter, wiki, podcasting, web quest, e-mail, chat and of course blog, after doing so we did activities in which students could identify what each tool was useful for.

We started by asking them if they had some contact with some of the technological tools and how often. All of them had e-mail account and used chat frequently. Although some of them had heard about social network, wiki and blog they had not used them and less in academic spaces.

Therefore, we decided to apply English activities on Blogs, bearing in mind that this tool is complete for students to use. It allows participants to practice and reinforce previews knowledge developing the activities designed in the blog. In addition, the blog lets
student to express their points of view being sure that their comments will be respected; because of the blog management does not let participants to change any information.

At the moment to start using the blog, each couple of practitioners gave students a tutorial in which they had to follow some steps to develop the activities posted on the blog designed for the class and to write their comments down. The couples explained these steps during two sessions at class time while students got familiar with the blog and after doing so, we started implementing the activities.

8.1.6.1. DESCRIPTION OF THE MOST USED ACTIVITIES DEVELOPED IN THE ENGLISH CLASSES AT CUN.

Based on the use of the blog as a pedagogical tool in our practicum experience, we expected all the activities implemented gave us outcomes. In that way, we could determine whether they were useful or somehow they could have sense in the students’ English learning process during the practicum experience. Thus, we searched useful activities related to the topics taught in the classes. The criteria we had to select the activities posted on the blog, were to consult and choose the most suitable activities from different websites, with the purpose to catch students’ interest and to achieve their participation on the blog. Our main purpose was to establish different activities that generated communication through the blog, since this tool gave us the opportunity to keep on an interaction among students and teachers.
Regarding that each couple of practitioners applied a single blog for their classes; we could notice that most of the blogs included similar activities such as:

- Videos
- Online grammar exercises
- Songs
- Games

Focused on the application of videos, they included current topics which caught the students' attention and at the same time encouraged them to write a comment sharing their points of view and own experiences. These video activities let us realize that students developed their communicative competence just trying to write a comment in English. Plus, videos allowed students to use and practice their previous knowledge and the topics we explained them in class. In other cases, there were established some questions they were asked to solve after watching the video.

An example of a video activity was:

“Comment this video and have your own point of view about fast food.”

The name of the video was: Fast Food Documentary
After students watched the video they were asked to answer the following questions:

- What is the main idea that shows the video?
- What is your opinion about fast food for health?

After videos, another activity implemented on the blogs was “online grammar exercises”; in which the activities were used to reinforce the topics taught in class. Students could check and answer online tests which helped them to clarify doubts and misunderstandings they had after the classes. The online grammar exercises were the support for students to be prepared to get the new topics for the class development.

The tests showed them the answers in order to know if they had answered correctly. When doing so, students could notice about the strengths and weaknesses they had. Afterwards, based on the classes and links we used to check the students’ learning process, some of us asked the students to type on the blog some examples or sentences related to the topic explained and developed at class sessions. An example of grammar exercises on line was:

“Get to know some rules and practice!”
The student had to click on the link that led her/him to reinforce and practice the topic taught in class. In this case the link was related to simple past.


Bearing in mind the videos and online grammar exercises applied on the blog; we also search for “song activities” which helped students to reinforce the topics they studied through the links already posted. Furthermore, these songs activities were uploaded, aiming to help students to get new vocabulary and to improve their pronunciation skill. Regarding the experience we got with song activities, we state that these ones were encouraging activities, due to students could improve and increase their English knowledge. As an outcome, we could evidence that in some class sessions students proved us their interest and commitment with this type of activity.

One song implemented in one of our blogs was an Avril Lavigne’s song called: My happy ending.

The instruction given to the students was:

“Dear Students please click on the following link, then, listen the song and identify regular and irregular verbs leave us a comment in which you write 5 verbs in present and in past”.

For example: think – thought”.

Finally, we applied “games”, which were used for some classes; they were implemented to practice the topic developed in class. Despite many students were adults, we perceived that this type of activities motivated students to practice the language in a different and funny way. Thus, by implementing games they were able to increase their participation writing comments related to the activity. One interesting game was the next:

“Make a list about new vocabulary giving directions and writing the vocabulary that you already learn in class”

(http://www.youtube.com/watch?v=mcwui8w0XIQ&feature=player_embedded)

One student’s comment:
“un poco de español nos ayudaría un poco mas, pero así esta bien, hay que poner mas atención para no perderse, pero vacano...”.

To conclude, it is relevant to stand out that some couples asked students to publish a comment about the use of the blog as a supporting tool for their English learning process. By solving this statement; students posted several comments about their personal opinions and perceptions about the use of the blog, showing out what they though in a free and deliberated way. Therefore, we could determine that many of them engaged to the blog when solving blog activities; getting additional and useful information from the topics taught in class. Taking into consideration above, students let
us know that they actually had to face troubles when dealing with the process to log on the purposed blogs.

The instruction for this activity was:

“Dear students,

Please write your comments or personal opinions about the use of the blog proposed for working as a supporting tool for your English learning process”.

A student’s response to this statement was:

“Thanks to the teachers for being so patient with us, to use very educational support materials, for clarifying all the questions that had to perform the exam.

Thanks for sharing all your knowledge that will be useful for our future.

Many Many ... congratulations”.

In our research project we applied blog activities to improve the English learning process taking into account the students language skills and their academic level. These activities were selected to promote students interaction and motivation in the target language. The aim was to give them the possibility to feel comfortable sharing information and communicating their ideas through the blog. According to Littlewood (2001) the functional communication activities let the teacher applied a concrete social situation with the aim to process the information and solve the problem, discuss, discover or evaluate it providing students with different contents and complexity of the language needed in the situation.
In our lesson plans for the classes at CUN, we designed activities where the students had the possibility to share and compare information and knowledge. One of those activities consisted on identifying differences and similarities from different pictures using grammar structure and vocabulary that they already had learned. They could practice the language sharing with their classmates the characteristics of the picture, also asking and answering questions using the previous knowledge. For example they used prepositions of place, time and WH questions. The activities were developed in pairs with the intention of promoting the oral skill among them. Another activity with pictures that involved participation and oral skills was discovering identical pairs. This activity was about sharing different pictures and they had to find the identical card by asking questions to their classmates. For this game they had the possibility to practice WH questions, auxiliaries and adjectives.

In terms of the communicative function those activities allowed them interaction and communication. Littlewood (1981) says that the learner should use the language in order to get meaning across as affectively as possible. Taking into account this proposal, we applied dialogues and role plays that gave them the choice to have more participation practicing the target language in different settings. Thus, they received from us task to be done in the blog where they could identify role plays and videos with questions to be discuss during the class. Based on that, we had the opportunity to observe if they were able to complete the activity proposed. The video gave them the opportunity to practice listening skill, pronunciation and vocabulary.
First of all, the use of the blog as homework tool or independent work was another useful instrument to promote motivation and contribute with the writing skill. One activity named “discovering sequences or locations” was put into practice with them.

Based on maps or sequence pictures, students discovered different places by asking for information and making descriptions. This activity took place in the blog and students worked on it in order to develop their writing skill. On the other hand, finding out missed information represented for them another way to improve writing. For this task students had to complete information in a table or complete questions using a map or a picture posted on the blog making comments and giving required information.

Again and again, warm-up activities used at the beginning of each session gave them the opportunity to learn vocabulary and practice grammar in different ways. For example activities such as memory games, hangman, who wants to be a millionaire, spelling games among others were applied with the intention to motivate them to practice English in a relax context.

To put in practice the use of the blog, we considered the students’ English academic level and their knowledge related to this tool. It is relevant to say that the activities were short to give students the opportunity of looking for more information about several topics. For example, students practiced grammar exercises on the web and suggested other websites to the rest of the class to have more practice. Besides, in terms of
listening skills, they had the opportunity to share songs or videos and they did discussion activities during class time. It let students practice speaking in class having vocabulary and pronunciation aids. We also took in consideration readings from magazines or newspapers about daily news to place them in a real context.

These kinds of activities involved the participation using the blog as a main tool. The idea was to promote the comprehension, the manipulation and the interaction of the language in the technological environment.

8.1.7. TEACHER’S ROLE

In the Communicative Language Teaching there are a lot of roles which teachers assume. According to Breen and Candlin (1980) teachers have some important roles to facilitate the communicative process between participants (students) in the classroom and the different activities done. Also the teacher is the guide in the learning process and also is the researcher in order to facilitate tools for improving the students’ learning process.

Teachers in CLT have the responsibility to act according to the learner language needs taking into account students’ perceptions, behaviours and assumptions when they face the target language. Another important point for teachers is when they assume the figure as counsellors. This mean they need to be ready to listen to the speaker in order to
confirm their own interpretations and develop a right feedback, Richards and Rodgers (2001).

According to what we have mentioned previously, the teacher is seen as a guide in order to help and support the students, especially for learners who work very slow and show some difficulties when they are trying to learn the target language. Also the teacher can monitor the students’ strengths and weaknesses. This will let him know about different kind of techniques that are the most appropriate to develop meaningful learning strategies for his students.

The teacher needs to be aware about the fact that students’ results do not only depend on his own instruction during class time. In that sense, she might facilitate the tools for students to develop the acquisition of a second language in different ways. In the same manner, students will develop the contents and the teacher will follow their procedures according to her goals, controlling the learner’s performance, evaluating them and also correcting them. This procedure can be designed for dependent or independent activities where students strengthen their own communicative skills in terms of a second language acquisition, Richards and Rodgers (2001).
8.1.8. STUDENT’S ROLE

Communicative language teaching let students learn through communication that involves the integration of different language skills, it means that it is necessary to acquire the knowledge through a meaningful communicative interaction with others. Also, Communicative Language Teaching instructions describes the learner as a motivated active student in the process, participating and being collaborative with others, developing the activities designed and committed to improve their language skills and get new learning strategies, Richards and Rodgers (2001). Following those roles proposed by Richards and Rodgers our students will have the opportunity to learn in a different environment and following the process in a collaborative learning doing on-line activities. Based on the previous information these are the learners’ characteristics we found at CUN:

- Learners behave as negotiators of their own learning process.
- The learning process and the development of the knowledge according to the supplied tool (blogs) involve the learner in a personal growth.
- Blogs as a tool to provide students a different way to learn a foreign language.
8.1.9. CLASS PROCEDURE

Communicative approach is the umbrella of all approaches; it copes with the rest of methods as a theoretical background, Littlewood (1981). In our research project the main purpose is to measure the impact of the use of blogs as a pedagogical tool. That is the reason why it is necessary to implement some “pre-communicative and communicative activities” at CUN.

The use of different procedures let us integrate students’ knowledge, teacher reflections about students’ achievements, students’ skills, real contexts, intrinsic explanation about grammar; also we could perceive how students feel motivated when they are part of the learning process.

In fact, it is well known that the grammatical structure of the language should be taught during the students’ learning process. However, we can work on this without having the traditional class. When a teacher uses some questions about interesting and real topics such as: music, TV programs and hobbies, will be willing to answer and talk about their own experience; as well as students are going to express themselves into the same language context, Richards and Rodgers (2001).

These pre-communicative activities may be seen as Littlewood (1981) proposed such us “activities to prepare learners for their future communication” in which the primarily
focus should be the meanings being conveyed. For these kind of activities developed at CUN, we as teachers took into account different orientations for individual learners. It means that we should isolate each skill from the other in order to learners get cultured by each skill.

In that sense, we primarily focused on pre-communicative activities trying to make learners practicing their speaking and its function; these actions would score in the communicative task, where learners are going to use the new knowledge gained and we as teachers could check their advance. This is called the progression from “controlled practice to creative language use” Littlewood (1981).

Taking to account the CLT our classes were designed and developed following these steps:

- **WARM UP**

The warm up took no more than 15 minutes in each class to be developed, this part of the class needed to be funny to obtain students’ attention and motivation and to promote the interaction with the language since the beginning of the class and among them. Some examples about this were games like hangman, spelling games, puzzles and word search puzzle among others.
• **PRE – ACTIVITY**

It was developed between 20 to 30 minutes and this activity represented the first explanation of the topic, teacher began to explain the topic using and developing a functional and communicative activity related with the topic. This part consisted on starting the activity describing steps or giving examples for developing and making the introduction between the new topic and the activity.

• **WHILE ACTIVITY**

In this part of the class, the teacher guided the activity and modeled it to show students how they had to do things correctly. Students’ participation was fundamental to see if they had understood the directions given. We implemented activities like dialogues related to personal experiences, family, friends, personal information; role plays using interesting topics like sports, hobbies, recent events in the world were very useful for developing topics in a functional way for practicing grammar and vocabulary.

• **AFTER ACTIVITY**

The activity ended with an explanation of the topic, solving difficulties, doubts and checking if the topic was clear.
• **EVALUATION**

The evaluation was informal in order to observe if the topic was clear for them by making questions, or asking for examples, sharing opinions or perceptions according to the topic or the activity proposed.

• **HOMEWORK**

It was always related with the use of blog, every topic developed in the class was included in the blog entries. Homework included grammar, vocabulary, or different exercises for practicing topics learned in class using the blog.

**8.2. RESEARCH PROCESS**

We started to work on this thesis in seventh semester when we began to develop our teaching practicum; during this first semester of work we went to CUN to observe English classes. We saw how the students’ environment was, the teacher strategies and different things related to the context. That helped us to analyze the problem in which we wanted to work with. Then, we took notes using journals and almost at the end of seventh semester we performed in some classes in order to have a first experience as teachers there. At the end of that semester, we thought in the possible problem to continue with the thesis. Here we decided to work with the impact that technology could
generate in these students taking into account the learning of English as a foreign Language.

When we started eighth semester, we performed as teachers in English classes. We planned each class; the lesson plan was divided into thirteen items: communicative and functional aims, grammar aims and language patterns. The vocabulary, the materials used, our personal aims and cultural dimension were included too. We also considered time, the expected outcome and the skills, and for each activity we planned a warm-up game and each activity was divided into three parts: pre-activity, while activity and after activity.

We worked in consideration of the syllabus that this institution has for each English level. During this semester we wrote more notes in the journals, but those notes were emphasized on the problem that we already had; also we did two surveys, one for students and the other for teachers asking about technology resources and the knowledge they had about blogs. Also we wrote the introduction, justification, research question, sub questions, the objective, the specific objectives and the first draft of the literature review and the instructional design. For developing this part we did the description of the problem taking into account the impact of technology to learn English, emphasizing in blogs as a pedagogical tool to learn and practice the language and including the four English communicative language skills, reading, writing, listening and speaking.
In ninth semester, we continued performing in the English classes and it was necessary to design a chronogram (Annex 9, pag.129) creating lesson plans and all the activities needed to work with the blog and writing descriptions in the journals to analyze the process in the English learning process with the blog. We created some emails addresses in www.gmail.com for students and we used www.blooger.com as our website to the blog for the English Classes at CUN. In that sense, those students had the opportunity to use this tool to practice all the topics taught in class. They could do online activities such as videos, online grammar exercises, songs and games related to the class content that helped them to have a better English learning process. Thus, we could verify whether the blog generated a strong impact among the students. For that reason, this following adaptation shows us a picture about what we did and how we developed our project at CUN.

According to Lewin (1946) who proposed four phases of Action Research which are plan, act, observe and reflect; considering the independence, equality and cooperation, we applied one cycle (diagram 1), where we represented the steps that were followed in the process of our research.

![Diagram 1]
The process of planning, acting, observing and reflecting was the one we applied at CUN. We went to the institution trying to find out a problem, there was a big intention to look for the answer of the problem (lack of technological resources at CUN), then we worked on the issue taking into account the participants and the researchers. Finally, as a group we made the effort to create some alliances among participants, researchers and homeroom teachers in order to come up with a solution to the problem.

The first step was planning; it was performed when we decided to work with blogs. We planned to introduce students with several blog activities, which demanded students to develop a suitable performance of the English learning process. During the first two classes we presented a general background about technology concepts related to education such as: wikis, social networks, pod-castings, chats and of course blogs and simultaneously, we did some activities in which students could identify what each tool was useful for.

Once we started using the blog and regarding the lack of technological resources such as labs and computers available for all students, we as researchers gave students a class tutorial session in which we showed them through slides and pictures the steps they need to follow later to develop the activities posted on the blog.

The second step was acting; it was used when several kinds of activities were uploaded in the blogs and the students started to use them as a part of the tasks assigned for the
class. Thus, we as researchers could identify, register and collect information related to students’ reactions and behaviors through the use of journals and application of interviews and questionnaires.

The first tool we used was the journal (Annex 1, p.109) in which we registered the students’ experiences related to the use of the blog and the performance of the activities they developed there. The second tool was the questionnaire (Annex 3, p.114) thanks to that tool we could abstract and determine some research categories to describe students’ reactions related to the use of the blog. The final instrument was the interview (Annex 4, p. 119). This one was written and applied in Spanish to make students feel more comfortable and relaxed at the moment of answering it because they did not have the English level to express their ideas and opinions in the target language. In this sense, we could analyze the information collected from this tool and we got an idea about the impact generated on the students by the use of the blogs.

The third step was observing; through this process, attitudes, behaviors, class and individual learning performance were perceived. In this step, we as researchers were focus on students’ reactions during the class based on the development of the blog activities and the application of these ones during the English learning process. We were attentive to listen to students’ questions, suggestions and opinions about the use of the blogs. These phenomena were register on the teaching journals and confirmed through
the triangulation process including the questionnaires and the interviews applied during the research.

The fourth step was reflecting. This strategy was carried out based on the data collected from the journals, questionnaires and interviews, according to the topic that we wanted to work on and the main objective we planned at the beginning of the research. In that way, we did a deep qualitative data analysis of our teaching journals and interviews based on Grounded theory approach and, a quantitative analysis of questionnaires using statistics that, finally were crossed through the Triangulation process in which we as researchers could determine the final research categories that allowed us to present the results, conclusions and the outliers emerged from our research.

8.3. DATA COLLECTION INSTRUMENTS

During the development of the project it was necessary to gather data in order to reflect about students’ reactions and needs at CUN. This information provided us important answers to our research questions and conclusions. According to this, we implemented some instruments such as journals, questionnaires and interviews in order to have all the information needed taking into account that these instruments belong to the way of collecting information in a qualitative methodology research.
8.3.1. Journals

“Observation is an important way of collecting information about people, because people do not always do what they say or do. It is a maxim in the social and behavioral sciences: attitudes and behavior are not always congruent”. Johnson & Christensen (2004; p.186), according to Johnson and Christensen, observation is a key in the development of our thesis, but it is necessary to amass this data into journals to consult relevant information that can help us analyze different phenomena presented during the research. That is the reason why we decided to use journals as our first instrument for collecting data.

According to Sá (1996), Silva (1997, 1999) quoted by Joaquin Sá, in his paper: “Diary writing: A research method of teaching and learning” he said: “Diary writing is a method of collecting data inherent to the interpretative research paradigm, chiefly when the researcher is a teacher-researcher”. This second reason had a big influence in our process as researchers, due to most of phenomena needed by the group came from the observation during the performances. Also, it was necessary to identify and register in our journals some specific situations that were related to our research. (Annex 1 – example 1 and 2 p. 109, 110).

Journals were written as classes were being done. We used this instrument since the beginning of the researching process keeping in mind that each student teacher wrote
during almost 30 sessions of his/her practicum time, all information collected with this tool was fundamental as a guide for the development of our data analysis. Thus at the end of the process we did at CUN, we could see in our journals good data related to technology and the use of the blog by the students. (Annex 1 – Example 3 p. 110).

8.3.2. Questionnaires

This instrument was used in order to get information and to control some variables during the research process. As Johnson & Christensen (2004; p.164) in their book Educational research: Quantitative, qualitative and mixed approaches say: “Researches use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, values, perceptions, personality and behavioral intentions of research participants”.

At the beginning of this process, we developed a diagnostic questionnaire with the aim of knowing the basic conditions students from CUN had for using internet as a tool for learning English. This instrument was used in the first semester of 2010 with the entire group of students. It had two closed-ended question, five open-ended questions, two multiple choice questions and in Spanish language. In addition, we wanted to be familiarized with the frequency students used different tools on the web, as well as, the interest and limitations of using technological material on their English learning process.
Taking into account those results, we could see the students’ needs to be more integrated with technological tools which allow them to learn English in a different and dynamic way. Additionally, we started to search information related to blogs as a pedagogical tool in order to be applied in the English classes at CUN. Also, the information collected was used to be analyzed in a quantitative way keeping in mind the use of internet by students and the previous knowledge from the blog. (Annex 2 – Example 1 p. 112).

At the end of ninth semester, we designed a short questionnaire considering the experiences students had during the time the blog was used; for the proposed questionnaire, we created two questions that were focused on their feelings and beliefs facing the positive or negative impact generated by the blog in the English learning process. Additionally, the two questions were written using natural and informal languages, as well as, they were presented in Spanish to facilitate the students’ answers and points of view.

The information collected with this instrument was useful to identify some students’ perceptions and how was the process of working with the blog. (Annex 3 – Examples 1 and 2 p. 114)

The analysis done with this information had important results that show important aspects related to the use of the tool, the access students had to internet, students’
Due to the necessity to collect information in detail we decided to apply an interview to analyze the students' blog impact, emphasizing in the concept that they had from the blog and their experiences. According to Johnson & Christensen (2004; p.178) in their book *Educational research: Quantitative, qualitative and mixed approaches* say: “The interview should be friendly. At the same time, you must be impartial to whatever the interviewee says to you. If you react positively or negatively to the content of the interviewee’s statements, you may bias the responses. It is also important that the interviewee trusts you because without trust you are likely to obtain research data”. Hence it was very important to show students an interview in which they could analyze the questions to obtain relevant data.

Besides, the interview was written in Spanish to make students feel more comfortable and relaxed at the moment of answering it and being face to face with us. The interview was structured with a protocol, in which it was read to students before they started answering the questions. We chose 5 people at random in each classrooms in order to develop it; sequentially, we proceeded to record their answers and then transcript them.
with the purpose of having a loyal document from CUN students’ perceptions. Each student answered six questions during the interview. (Annex 4 and 5 p. 119 - 120).

8.4. DATA ANALYSIS PROCEDURE (GROUNDED APPROACH)

To analyze data collected we used the Grounded Theory Approach. We selected this method because it allows us to organize our data. Consequently, we applied this theory in our research project based on the authors Strauss & Corbin (2002) who define the grounded theory as an inductive derived from the phenomenon that it represents. Thus, it discovered, developed, and provisionally verified through systematic data collection and analysis of the journal as our research instrument of observation. Therefore, data collection, analysis and theory stand in reciprocal relationship between each other. Grounded approach is consisted of two processes in order to analyze data.

Based on Strauss and Corbin (2002) the first process is called Open Coding. It is an analytical process in which we identified the concepts related to our research intention. Thus, we determined the features and dimensions of the data. In order to establish the new concepts that offered us the data, we had to carry out an analysis based on the following steps:
1. The first activity was the identification of the Phenomena in which we described the actions that represented our research intention. Then we figured out the expressions that describe impact.

2. The second activity consisted on the determination of Concepts. It involves labeling the data in some way in order to establish different theoretical themes and concepts that we were developing; these codes came from the data itself.

3. The last activity was about Properties and Dimensions. The purpose of this activity was to set out the patterns and relationship that the researcher could observe among the categories. Also the researcher makes concrete and visible data, it means that data displays processes and products. Strauss and Corbin (2002, p. 128). For example, we identified the category “Students’ response after using the blog” in which we described both; students’ negative and positive reactions.

The second procedure was Axial Coding. The purpose of the axial coding is to start the process of regrouping the data that was found in the open coding. Axial coding is the act of relating categories to subcategories following the lines of their properties and dimensions, looking for their connection between each other.
According to Strauss (1987), in a procedural level, the axial coding implies different kinds of basic tasks. These tasks were developed taking into consideration the data that we collected in our journals. These tasks were the following:

1. To accommodate the properties of a category and their dimensions. We started this task, previously, while we were doing the open coding. One example of the categories found in the data collected were Students’ positive responses from the use of blog, this category involves the student’s comments, attitudes and opinions about the use of the blog. The phenomena were evidenced in the blog where the students could express their opinions, doubts, suggestions or questions related with the content posted on the blog.

2. To identify the variety of conditions, actions / interactions and consequences associated with a phenomenon. The same category let us observe the students’ actions and their experiences through the use of the blog, considering conditions such as: the content of the blog and the class which guided us to identify the students’ attitudes, clarify doubts and offer them instructions in order to develop the activities.

The conditions that we identified included the answer to questions such as how, when and where those events happened during the phenomenon; the actions / interactions were answers given by people to the situations that emerged under those conditions and
finally, the consequences that we identified were the answer to the question why people responded the way they did in different situations.

3. To relate a category with their subcategories through sentences that denotes the relations among them. For example the category Students’ positive responses from the use of blog have the following subcategories:

- Blog easy access an understanding.
- Blog usefulness.
- No teacher pressure.
- Virtual contact.
- Permanent available information.
- Content review at anytime.
- Attractive visual tool.
- Clear instruction.
- Innovate and essential tool.
- Class feedback through the blog.
- Students worthy experience.

Inside this analysis procedure, we had to establish connection among the research question, the theoretical framework and the methodology in order to discover and confirm the construction of analysis and interpretation that we did.
9. FINDINGS

Through the development of the project we used different instruments such as journals, a diagnostic questionnaire in which we evidenced internet students’ access availability, an interview that was recorded to collect students' speech about feelings and different thoughts from the use of blog and a final questionnaire applied to students in order to discover the impact generated by the implementation of the blog in the students’ English learning process at CUN.

Considering the intention of our project and the analysis data procedure, we decided to check different techniques that we could apply to analyze data collected in a qualitative research. As a result of this searching we found six techniques based on different authors, all of them quoted by Hopkins (2002). The first one is Technique of triangulation pointed by John Elliott and Clem Adelman (1976, p.274) who considered this technique a good way to include multiple sources of information or points of view based on the phenomena or question you are investigating. The second technique was Saturation pointed by Becker (1958,p 653) and Glaser and Strauss (1967, p.67) who argued that not additional data are been found and it implies that the hypothesis or category generated from observation is tested repeatedly against the data in attempt to modify or falsify it. The third and fourth techniques were Rival explanations and Negative cases proposed by Michael Patton (1990, p. 327) who describes these technique as a direct way of testing different explanations of a phenomena giving as a
result the appearance of Negative cases where patterns and trends have been recognized and understood by considering the instances and cases that do not fit within the pattern.

The fifth technique was an audit trail proposed by Schwandt and Halpern (1988, p. 73). It is used to increase the validity of data and which borrows its name from the concept of a financial audit. The last technique was Key respondents pointed by Dunn Swierczek (1977, p. 137). Its intention is to review drafts of someone’s research reports what are involved in the research, or does knowledgeable about the situation you are enquiring into.

Based on the information above and our project purpose, we decided to use the Technique of Triangulation which is a powerful way for demonstrating concurrent validity of the data collected at CUN particularly in the qualitative research we performed there, Campell & Fiske (1959) quoted by Cohen (2005). In addition, triangulation includes multiple sources of information, points of view of the phenomena or the question we were investigating. Besides, it allowed us to minimize bias in findings and thus to increase our confidence about what we found in our data analysis.

According to Denzin (1978) quoted by Freeman (1998, p. 97), there are different types of Triangulation such as Data triangulation, Investigator triangulation, Methodological triangulation, Triangulation in time and/or location and Theoretical triangulation. From the analysis of their features we decided to use Data triangulation because it involves the use of writing samples, students’ perceptions and our views as researchers in the project
which were connected to the journals, the interviews and the questionnaires we applied at CUN. That was why we considered Data triangulation was the way to analyze the instruments gathered during the whole process of our project.

In order to establish the triangulation technique we focused our data analyzed on the sketch proposed by Freeman (1998, p. 103) considering the four main activities to organize the data collected and adapting them to the instruments we had applied. The original sketch proposed by Freeman is composed by four elements that allow us to do a parallel with the analysis of the data within the process of our project. The original sketch and the equivalent one with our research are explained below:

Freeman (1998)

Our sketch (2010)

Original sketch
Based on the above elements offered by Freeman, we adopted this sketch and adapted our data collected in order to develop the respective advance of the analysis guided by Freeman purpose. Thus, the four elements that compose the original sketch according to the elements that integrate our data collection process, since we rely on the instruments and the processes of analysis required to carry out this type of triangulation. In this sense, we replaced naming/key ideas and concepts by journals, questionnaires and interviews. Grouping and categories by Categories and Subcategories. Findings, relationships, patterns & themes by Relation among them (journals, questionnaires and interviews with categories and subcategories).

Based on this process, the method to carry out our analysis of the data was Grounded Approach in order to define Naming process. Thus, we analyzed the instruments that we implemented such us: journals, questionnaires and interviews in order to have all the information needed taking into account that these instruments belong to the way of collecting information in a qualitative methodology research.

Once we analyzed the instruments, we established the categories as the second phase. In this part (Grouping and Categories) we determined the results emerged from the instruments analysis. Once we found the categories related to the objectives of our project, we passed to the third phase in which the purpose was to set out the patterns and relationship that we observed among the categories and the objectives we wanted to evidence.
The outliers are some categories that we found in our research, but we were not looking for them because the results they presented us did not allow us to achieve any of the objectives and answer any of the questions of our research. However, we mentioned them in here since they can contribute to the development of other research done at CUN:

1. Students’ CUN blog background
2. Blog training procedure
3. Limitations for using the blog.
4. Students response after using the blog
5. Blog content
6. Homeroom teachers’ role.
7. Homeroom teachers’ role

(We described each one of the seven categories above in the emergences of this research)

After we guided the Freeman purpose to develop the process of our triangulation; we applied the process that allowed us to define the main findings. Once we analyzed the instruments we collected: journals, interviews and questionnaires, we established by grounded approach the categories and subcategories that emerged from them. In the annex number six and seven (p. 123,126) there are reflected the outcome of the analysis
of each instrument and in the annex number eight (p. 127), we identified the final categories and subcategories as the results of the triangulation process in which we based our results.

Based on two ethnographical instruments (journal and students interviews) and one quantitative instrument (students’ questionnaires) used for the development of the triangulation and the implementation of the blog on the English classes at CUN; we got some students’ positive responses. Those positive responses were reflected on the fact that students considered that the blog was an easy tool to access and understand in terms of its use in that way the blog became a very useful tool in their English learning process.

Students at CUN also found permanent and updated information on the blog related to the topics they had already learned in their regular classes, making the blog an innovated and essential tool that supported their English language learning given that, from the instruments improvement of their English level even it was not considered as an important fact as we expected.

However, the instruments analyzed also showed a negative impact in the use of the blog where the main issue found was that some students had difficulties to access to the blog, in that way; students did not work on it as we expected, it caused dislikes in the students’ English learning process.
Other dislikes we found in the instruments analyzed were related to non eye catching and useless of the blog, thus, we could say that some students were not interested in the blog to improve their English knowledge.

Therefore, we noticed that some students did not solve uncertainties based on the blog content, so they preferred to solve them during the English class; it meant that for those students the blog was not an important tool to learn the English language.

The students' English learning through the application of the blog during the different class sections and according to the analysis obtained by the three instruments mentioned before (journals, questionnaires and interviews), we could identify some different reactions by students at CUN focused on the use of the blog as a pedagogical tool. In this way, students could work in a motivated way and some of them felt comfortable because of the quality of the contents taught in class and the way to practice the English learning.

Students at CUN were interested in working on the blog and the activities developed into classes in order to improve their English skills and to be more conscious about their importance; for that reason, it is significant to state that some of them expressed the need to continue working with the teacher during the whole English Learning process as a facilitator of the tools taking into account that the teacher can solve questions directly.
Also, we could identify that some students generated positive attitudes according to different activities developed in the blog seen by students as a way where they improved their vocabulary and received more information in an interactive way, other attitudes reflected by some students were on the way to use in class sections more than outside of it. Finally students showed that the blog was an important tool, which facilitated their own English level development in order to complement their classes.

Along the process of the implementation of the blog, students were asked to log on the blog in order to solve the assignments we posted there; these activities were applied aiming to make students participate, getting interested and showing commitment in the use of the tool. Therefore, students proved us that their participation increased through the comments they posted on the blog and the development of the activities we proposed, leading us to check how many times they left a comment, but also when they became followers of the blog designed for the class. By doing so, we evidenced that students interacted among them using the blog; they did it when they had to discuss topics taught during the classes which were carried out on the blog encouraging students to share their comments and improving their participation on it.

However, during the time we applied the blog, we could notice that there was a reduction of the comments posted on it and most of the assignments solved were incomplete, due to the institution did not offer enough resources to have access to internet. In spite of the majority of students showed that they had the possibility of using
Internet at home, they had an email account and they considered favorable the use of internet with educative purposes in English area; just like it is evidenced in the annex number two (p. 116), we stated that students did not set the time with the aim of practicing on the activities that were proposed on the blog.
10. EMERGENCES

Once we made the triangulation of the information we collected during the process at CUN, there were some outcomes which did not have to do with the real purpose of this project, to measure the impact that generates the implementation of blogs as a pedagogical tool in the English learning process. Even so, we named those findings as emergences. These were taken from the journals, interviews and questionnaires analysis and we considered it is important to mention them because they can contribute to the developing of future researches in the same institution.

As the purpose of this project was to answer the main question “What is the impact that generates the implementation of the blog as a pedagogical tool in the English learning process at CUN?” and the two sub-questions “what are the students’ perceptions about the use the blog in their English learning process?” and “What are the advantages and disadvantages of using the blog during students’ English learning process?”. We did not take into account six subcategories due to the low connection with the aim of the project.

The first category was students’ CUN blog background. In this one, there were some subcategories related to the knowledge of students from CUN had about the use of blogs not only as a pedagogical tool but also as internet usefulness. It let us to realize that some students had previous knowledge about internet tools and that they had managed
them in their classes or for own purposes. Consequently, it was an advantage for them to go in advance in the blog usage.

Once we established the previous knowledge students had about the use of blogs, appeared the next subcategory, it was blog training procedure. It was related to the blog access and how to use it. As a fact, we as practitioners introduced students with the blog, giving them all the steps to manage the blog; logging, leave comments etc.

For some students it was easy to have access since, they have internet at home, however for some others it was difficult, because they did not have internet access or the ease to be online.

Moving on to the next subcategory emerged from the analysis “limitation for using the blog”. We inferred that the lack of physical (technological) resources was also a problem for the students regarding that CUN does not have the enough materials to foster in students the use technology, in this way it is important look around the physical materials in the institution, before the implementation of the blog to make the process easier.

After that, it appeared the fourth subcategory “Students` response after using the blog”. There were many negative students’ answers from the use of blog as well as some of
them were working on a blog in other subjects they were taking at CUN. That is why they attempted to create their own profile without using the blog created for the class.

The subcategory before the last was “blog content” was about reactions and attitudes students presented about the activities we posted on the blog in order to make them work on it. Students stated that the varieties of activities were clear and short, letting them work on them, in some cases, in an easy way.

Finally, the sixth subcategory was “homeroom teachers’ role.” It showed us the importance that the teacher had in the process of working on the blog. Many homeroom teachers expressed the desire to work or at least to be informed about the activities we were performing on the blog. It was important to mention that some teachers tried to help us in the development of the blog as a pedagogical tool in the English learning process and it could be explore by future researches.
11. CONCLUSIONS

According to the results that we obtained on the triangulation procedure, we could evidence that the implementation of the blog in the English Classes at CUN had positive impact in the students’ learning process, because they considered the blog as an innovating and attractive tool, supporting the relation between the teaching and learning process, since the students could reinforce and practice the topics taught in class, through the modality of E-learning.

We must kept in mind that this positive impact related to the English learning process, had as fundamental basis the use of the tool itself, since students who did not have difficulties with the use of the tool, were those who manifested positive results, which were also evidenced in their advance in the English learning process.

In the process of the implementation of the blog for CUN students, we established activities which were designed based on the communicative approach that led students to create an environment of communication among them. For this reason, the blog was an attractive tool for the students and these phenomena caused students motivation to use it.

Along the process of using the blog, we found some advantages. One of the advantages of the implementation of the instrument in the activities that were developed in our
lesson plans was the possibility of considering the importance of the use of ICT’s in the pedagogical practicum as the opportunity to develop creativity among the teaching and learning process. In that way, we noticed some results related to the students motivation using the blog causing a positive effect and from which we noticed a considerable advance in the student’s English learning process.

In addition, is important to say that in spite of some students did not have the resources to access to internet they had the attitude to fulfill with the assignments demanded, thus this helped us to identify their interest and engagements with the new technological tool “blog”.

Talking about impact we have to mention other relevant results about some difficulties or disadvantages in terms of the tool manipulation, lack of time, interest and doubts at the moment to use the blog, which prejudiced them to continue solving the assignments and as an effect doing an incomplete development of the activities designed for the class. In this case, those students could be affected in their motivation to learn English because of they could not work well on the Blog.

Finally, as a general conclusion we could say that during this process we build up new meanings from our personal interaction with Action Research. We learned the importance of connecting research inside a classroom. Using Action Research we could make a process of studying in a real classroom and complex situation in order to make
possible interpretations of what we found in this project about the implementation of the blog in English students at CUN.

As well as we considered E-learning as the interaction of pedagogical and didactic process through ICTs in which we found the blog as an attractive tool to carry out many pedagogical targets in the English classes at CUN.
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ANNEX 1

Transcriptions of some data registered on journals

“We asked them their opinion about ICTs and how they feel using them… They were giving us point views, ideas, being alert and participative” (Example 1). “We read the comments that the students gave us from the blog and those are really interesting because some of them feel that the blog allows them to practice the topics and to learn more using different tools as the internet”. (Example 2)
Example 2

“The number of members in the blog has increased. Now, we have 23 students who have participated on the blog, they have practiced and have written some examples according to the topics as always with some errors. (Example 3)

Example 3
ANNEX 2

CONOCER EL USO DEL INTERNET CON FINES EDUCATIVOS

INSTRUCCIONES

1. ¿Tienes la posibilidad de usar Internet en casa?
   - SÍ
   - NO

2. ¿Usas mucho de correo electrónico, actualizaciones?
   - SÍ
   - NO

3. ¿Consideras favorable el uso del Internet con fines educativos en el área de inglés?
   - SÍ
   - NO
   (Por qué?)

4. ¿Has visto páginas de internet que te ayudan a refinar el nivel de inglés?
   - SÍ
   - NO
   (Cuáles?)

5. Durante las clases de inglés en la universidad, se utiliza Internet como herramienta para aprender inglés?
   - SÍ
   - NO

6. ¿Se utiliza el Internet para mejorar algunas de las habilidades comunicativas del inglés (producción oral, escrita, lectura y audición) de manera autónoma?
   - SÍ
   - NO

7. ¿Cuáles de los siguientes términos relacionados con la Internet le es familiar?
   - EMAIL
   - BLOG
   - WEBQUIZ
   - VIDE
   - CHAT

8. ¿Cuál tipo de actividades realiza normalmente por medio del blog?
   - NINGUNA
   - NO

9. ¿Con qué frecuencia hace uso de este blog?
   - DE TRES A CINCO VEZAS A LA SEMANA
   - UNA O DOS VEZES A LA SEMANA
   - MÁS DE CINCO VEZAS A LA SEMANA

GRACIAS POR SU TIEMPO. SUS RESPUESTAS SON MUY IMPORTANTES PARA NOSOTROS!

Example 1
1. ¿Tiene la posibilidad de usar Internet en casa?

2. Posee cuenta de correo electrónico actualmente?

3. ¿Considera favorable el uso del Internet con fines educativos en el área del Inglés?

4. ¿Conoce páginas de Internet que le ayuden a reforzar su nivel de Inglés?

5. ¿Durante las clases de Inglés de la universidad ha realizado algún tipo de actividad propuesta por el profesor utilizando el Internet como herramienta pedagógica para aprender Inglés?
6. ¿Ha utilizado el Internet para mejorar alguna de las habilidades comunicativas del inglés de manera autónoma?

- 52% Sí
- 48% No

7. ¿Cuáles de los siguientes términos le es familiar?

- 156 E-mail
- 140 Blog
- 83 Webquest
- 56 Wiki
- 14 Chat

8. ¿Qué tipo de actividades realiza usted por medio del blog?

- 77.48% Entretenimiento
- 45.29% Estudio
- 27.17% Trabajo
- 10.5% No aplica

9. ¿Con qué frecuencia hace uso del blog?

- 55% De 1 a 2 veces
- 35% De 3 a 5 veces
- 10% Nunca
- 10% Más de 5 veces

El número en cada caso indica la cantidad de veces que fue seleccionada cada opción. Los encuestados tenían la posibilidad de marcar más de una opción.
Transcription of one of the questionnaires applied to students.

“¿cómo se ha sentido con la herramienta? Justifique su respuesta. Bien es una herramienta interactiva y con ella aprendemos algo más, ya que personalmente nunca había utilizado este tipo de herramientas” (Example 1). Using the same question “Bien ya que me ha ayudado a practicar y a aprender que es lo más importante” (Example 2)

Example 1

Example 2
¿Cómo se ha sentido usando el blog?

1.1 - Blog easy acces an understanding.
1.2 - Blog usefulness.
1.3 - No teacher pressure.
1.4 - Virtual contact.
1.5 - Permanent available information.
1.6 - Content review at any time.
1.7 - Attractive visual tool.
1.8 - Clear instruction.
1.9 - Innovate and essential tool.
1.10 - Class feedback through the blog.
1.11 - Students worthy experience.
¿Cómo se ha sentido usando el blog?

1. Students positive response from the use of blog.
2. Students negative
3. Students learning
4. Students blog
¿Cree que el blog le ha ayudado en su proceso de aprendizaje del inglés?

- 1.1 - Blog easy acces an understanding.
- 1.2 - Blog usefulness.
- 1.3 - No teacher pressure.
- 1.4 - Virtual contact.
- 1.5 - Permanent available information.
- 1.6 - Content review at any time.
- 1.7 - Attractive visual tool.
- 1.8 - Clear instruction.
- 1.9 - Innovative and essential tool.
- 1.10 - Class feedback through the blog.
- 1.11 - Students worthy experience.
- 1.12 - Likes.
¿Cree que el blog le ha ayudado en su proceso de aprendizaje del inglés?

1. Students positive response from the use of blog.
2. Students negative response from the use of blog.
3. Students learning dimensions through the use of the blog.
4. Students blog participation during its use.

Legend:
- Learning process
ENTREVISTA PREPARADA PARA ESTUDIANTES DE INGLÉS DE LA UNIVERSIDAD CUN

NIVELES DE INGLÉS: STARTER AND BASIC

Objetivos: Recolección de información a través de una entrevista sobre el concepto que los estudiantes de la CUN tienen acerca del uso del blog para el aprendizaje de inglés, enfocado en los patrones de impacto.

1. ¿Cómo describe un blog y sus utilidades?
2. ¿Desde su experiencia, qué puede decir cuándo se habla de “Blog” como herramienta para aprender inglés?
3. ¿Qué ventajas y desventajas encuentra en el trabajo desarrollado con Blogs en las clases de inglés en la universidad?
4. ¿Cree usted que el uso del blog le proporciona un sentido de aprendizaje autónomo? ¿De qué manera?
5. ¿Piensa que el blog se debe implementar como herramienta esencial durante las clases de inglés en la universidad?
6. ¿Se le dificultó el uso y manejo de la herramienta tecnológica usada (blog), para la clase de inglés? ¿En qué casos y por qué motivos?
Entrevistador: ¿Cómo describe un blog y su utilidad?

Estudiante: Bueno, como se describe un blog pues la aplicación que nosotros utilizamos su descripción fue muy fácil pues para entender, lo que era el menú era más fácil de entender, no teníamos que ir a muchos aplicativos para entrar a una herramienta.

Entrevistador: ¿Desde su experiencia, qué puede decir cuándo se habla de “Blog” como herramienta para aprender inglés?

Estudiante: Bueno, esta fue una herramienta excelente, pues para el aprendizaje del Inglés, se centralizó mucho el material de apoyo, lo que fue talleres, lo que fueron vídeos, y pues ahí podíamos tener las opciones de corregir, de poder interactuar con los demás compañeros.

Entrevistador: ¿Qué ventajas y desventajas encuentra en el trabajo desarrollado con Blogs en las clases de inglés en la universidad?

Estudiante: Bueno, pues una de las ventajas que yo veo es que uno puede consultar en el tiempo que uno tenga accesible a Internet. La ventaja es que es un aplicativo, que no tiene tantas confusiones en entrar a una aplicación. Otra de las ventajas es que esto no lo encontramos como en el laboratorio, en la universidad, lo podemos consultar en un café Internet o hasta en la casa si uno tiene Internet. Desventajas, ya lo “encontraría”. De pronto, ya la organización de uno, si uno, es buscar el tiempo de poder utilizar esta herramienta, ya que es una herramienta que tiene uno que tener tiempo, de uno analizarlo mucho, pues igual la va a encontrar en Inglés,
Entonces pues la dificultad de algunas personas es poderlo entenderlo más rápido, entonces esa es como la demora de causarlo.

Entrevistador: ¿Cree usted que el uso del blog le proporciona un sentido de aprendizaje autónomo? ¿De qué manera?

Estudiante: Si es un aprendizaje autónomo a pesar del tiempo que se debe sacar para poder desarrollar las actividades, es un aprendizaje que nos sirve de mucho, lo que son para los parciales, para el desarrollo de talleres escritos. Realmente, si uno le saca tiempito, sea una hora, no se, la idea es tomar todos esos conceptos y aplicarlos en los diferentes exámenes de la clase.

Entrevistador: ¿Piensa que el blog se debe implementar como herramienta esencial durante las clases de inglés en la universidad?

Estudiante: Como se implemento en este semestre, me pareció excelente, ya que la centralización de la información, de la comunicación en el grupo fue excelente; sabíamos que teníamos para una próxima clase. Es la primera vez que lo veo y me pareció muy, eh, ya, como meterse mucho en lo que hay hoy en día que es lo de la tecnología cibernética y sobre Internet. Entonces me parece una excelente herramienta para poderla, no solamente implementarla en Inglés, sino en muchas “cosas”.

Entrevistador: ¿Se le dificultó el uso y manejo de la herramienta tecnológica usada (blog), para la clase de inglés? ¿En qué casos y por qué motivos?

Estudiante: Eh, bueno, la herramienta para mí, inicialmente no fue una dificultad para ingresar, pues tras que teníamos un como un instructivo, la idea de esto es como “cacharrearla”, es mas como mirar, no cada paso sino quitar el temor de que de pronto voy a desconfigurar o voy a encontrar algo que de pronto me bloquea el equipo. No, nada. Sino es como “cacharrearle”. A mí, al comienzo, no se me
dificultó, entonces no tengo como ninguna opinión frente algún caso que hubiera tenido alguna dificultad.
## ANNEX 6

### CATEGORIES AND SUBCATEGORIES FROM THE JOURNAL ANALYSIS

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<tr>
<th>CATEGORIES</th>
<th>SUBCATEGORIES</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Students’ CUN blog background</strong></td>
<td>1.1 Pre knowledge about the use of the blog</td>
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<td>1.2 Pre knowledge about the use of the blog as a pedagogical tool.</td>
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<td>1.3 System engineering about ICT’s knowledge.</td>
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<td><strong>2. Blog training procedure</strong></td>
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<td><strong>3. Limitations for using the blog.</strong></td>
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<td>3.3 Lack of time</td>
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<td>3.5 Troubles to start working on the blog.</td>
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<tr>
<td>Section</td>
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</tr>
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<td>3.6</td>
<td>Lack of technological resources.</td>
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<td>3.7</td>
<td>The students ignore some issues related to the application of blog.</td>
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<td>4. Students response after using the blog</td>
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<td>4.2 Adoption of daily routine to use the blog.</td>
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<td>4.4 Intention to create their own profile.</td>
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<td>5. Blog content</td>
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<td>6.8 Students’ outcome.</td>
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| 7. **Homeroom teachers’ role.** |
| 7.1 Teachers’ room suggestions and advices. |
| 7.2 Teachers’ Critical judgment. |
| 7.3 Teacher requested to participate on the blog. |
## ANNEX 7

### CATEGORIES AND SUBCATEGORIES FROM THE INTERVIEW ANALYSIS

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<tr>
<th>CATEGORIES</th>
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<td>- Blog easy access an understanding.</td>
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<td>- Blog Utility.</td>
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<td>- No teacher pressure.</td>
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<td>- Virtual contact.</td>
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<td>- Content review at anytime.</td>
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<td>- Attractive visual tool.</td>
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<td>- Clear instruction.</td>
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<td>- Innovate and essential tool.</td>
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<td>- Class feedback through the blog.</td>
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<td></td>
<td>- Student’s worthy experience.</td>
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<td>1. Student’s positive responses from the use of blog</td>
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## FINAL CATEGORIES AND SUBCATEGORIES FROM THE INSTRUMENTS

### ANALYSIS

<table>
<thead>
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<th>CATEGORIES</th>
<th>SUBCATEGORIES</th>
</tr>
</thead>
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| 1. Student’s positive responses from the use of blog | - Blog easy access an understanding  
- Blog Utility  
- No teacher pressure  
- Virtual contact  
- Permanent available information  
- Content review at anytime  
- Attractive visual tool  
- Clear instruction  
- Innovate and essential tool  
- Class feedback through the blog.  
- Student’s worthy experience. |
| 2. Student’s negative responses from the use of blog | - Students didn’t clarify doubts at the moment of use it.  
- Accessing blog requirement an difficulties to use it  
- Deficient use of blog during class time. |
| 3. Students’ learning dimensions through the use of the blog | - Students motivation using the blog  
- Learning leaded by teaching process  
- Students attitudes towards English learning  
- Autonomy in the use of the blog. |
| 4. Students blog participation during its use. | - Students participation increased on the blog.  
- Reduction of the use and practice of the blog  
- Students interacted among them using the blog  
- Incomplete development of assigned activities |
ANNEX 9

The next chronogram describes the process that we followed in our practicum

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 15th 2010</td>
<td>- Meeting at Universidad La CUN. CLASS # 1</td>
<td>Teacher practitioners introduced the project to the homeroom teachers and to the coordinator of the English program at la CUN.</td>
</tr>
<tr>
<td></td>
<td>- Teacher practitioners introduced the project to the students.</td>
<td>Teacher practitioners explained the project to the students and made questions in order to observe the reactions and opinions for the project.</td>
</tr>
<tr>
<td></td>
<td>- Observed the population and the possible technological resources for the project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Observed the class and the content, taking into consideration the syllabus proposed for the classes.</td>
<td>Teacher practitioners observed the development of the class, the contents, and the students’ level.</td>
</tr>
</tbody>
</table>
| CLASS # 2 | Collecting students’ information is a useful data for knowing the amount of students and also to have a first idea about their emails. 
Teacher practitioners did a short presentation about ICTs in order to establish an introduction of the use of technological resources for the English learning as a foreign language. 
Teacher practitioners applied a diagnostic questionnaire for knowing the basic conditions that students at la CUN University had for the use of internet as a tool for learning English. |
| - Collect students’ personal information such as: full names, personal and institutional email addresses. 
- Presentation about ICTs topic. 
- Diagnostic questionnaire application. |
<p>| - Analysis and tabulation of Teacher practitioners analyzed the diagnostic |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 23th – Feb 28th</td>
<td>diagnostic questionnaire.</td>
<td>questionnaire to have a better knowledge of the different conditions that students had for accessing to internet and what they knew about the tools with academic purposes.</td>
</tr>
<tr>
<td>March 1&lt;sup&gt;st&lt;/sup&gt; 2010</td>
<td>CLASS # 3: No class</td>
<td>For this date, it was not possible to develop the classes due to the public strike; as a consequence la CUN University canceled academic activities.</td>
</tr>
<tr>
<td>March 8&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>CLASS # 3</td>
<td>Teacher practitioners developed the first lesson plan bearing in mind the class procedure: warm up, pre activity, while activity, after activity, evaluation and homework; the lesson plan had a previous approval from</td>
</tr>
</tbody>
</table>
Students received an email with some links to practice vocabulary and pronunciation; this is a form for giving them a first approach to the use of ICTs.

**March 15th, 2010**

**CLASS # 4**
- Second practicum class with lesson plan application.
- First activities posted in the blog.

Teacher practitioners developed their second lesson plans in which students learnt how to access to the blog (training session); the resources used for this training were photocopies, games and ppt presentation, this was sent to their email addresses.

**April 5th, 2010**

**CLASS # 5**
- Checked the students’ participation in the blog.
- Lesson plan according to the level

Teacher practitioners asked to students if they checked the activities posted in the blog.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 12th 2010</td>
<td>CLASS # 6</td>
<td>Teacher practitioners developed their lesson plan according to syllabus sequence where they included an oral presentation in order to evaluate the four skills, developing the activities that they practiced during the Easter week on the blog. Students performed using information posted on the blog. Teacher practitioners observed the students’ participation and motivation with the project evidenced with their presentations.</td>
</tr>
<tr>
<td>April 25th 2010</td>
<td>CLASS #7</td>
<td>Teacher practitioners motivated the students to keep participating in the different activities. Teacher practitioners took note of the students’ limitation with the use of blog and the students’ necessities with the English level in</td>
</tr>
<tr>
<td>Date</td>
<td>Class</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| April 19th 2010    | CLASS # 8 | Lesson plan application emphasizing in one of the communicative skills, listening.  
|                    |        | Check the students’ comments on the blog.                                   |
|                    |        | The homeroom teacher asked the students how they felt working with the blog.|
|                    |        | Teacher practitioners let students knew about the coming activities that will be posted on the blog. |
| April 26th 2010    | CLASS # 9 | Lesson plan application according to the syllabus sequence.               |
|                    |        | Teacher practitioners developed their performance, having as a reference the class procedure and the activities as homework posted on the blog. |
| May 3th 2010       | CLASS # 10 | Lesson plan application according to the syllabus sequence.               |
|                    |        | Instructions for final project presentation.                             |
|                    |        | Last links and activities posted on the blog.                             |
|                    |        | Teacher practitioners explained to students the instructions and steps for presenting the final project, which made part of the final evaluation. |
Teacher practitioners posted on the blog the instructions for the final project, links and activities for reinforcing the topics taught in class. Also students could write on the blog any questions or doubts that they had.

<table>
<thead>
<tr>
<th>May 10th 2010</th>
<th>the blog.</th>
<th>Teacher practitioners posted on the blog the instructions for the final project, links and activities for reinforcing the topics taught in class. Also students could write on the blog any questions or doubts that they had.</th>
</tr>
</thead>
</table>
| CLASS # 11   | - Project presentations.  
- Students and teacher practitioners’ interviews.  
- Collect students and homeroom teacher opinion (questionnaire). | Students presented their project presentations; the time was 5 minutes per performance.  
Teacher practitioners applied an interview to five students of the classroom, chosen by the homeroom teacher.  
Through the use of a short questionnaire teachers practitioners agreed to ask to the students and to the homeroom teacher how |
May 11th – May 17th

- Interview transcriptions and presentation of journals

Teacher practitioners presented the interview transcriptions and journals.

they felt with the use of the blog.