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AUTOEVALUACIÓN

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USING BLOGS AS MEANS OF COMMUNICATION TO IMPROVE
THE WRITING ABILITY IN THE ENGLISH CLASSROOM

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Proveer el espacio para que la tecnología sea desarrollada con fines
educativos y aprovecharlos como herramientas productivas a favor
del profesor y no de distracción o desconcentración de los alumnos.

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ii

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Yo, Franklin Fernando Pérez Sornoza portador de la cédula de ciudadanía No. 180242381-2 declaro que la investigación que presento como informe final, previo la obtención del título de Diploma Superior en Nuevas Tecnologías de la Enseñanza del Idioma Inglés son absolutamente originales, auténticos y personales.

En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.

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RESUMEN

El foco de esta investigación, es demostrar como los profesores pueden desarrollar con más detalle, la escritura en los estudiantes. Esto para mejorar el nivel de Inglés en los estudiantes. Por otra parte, proveer una variedad de tópicos y necesidades de los estudiantes para desarrollar el entendimiento de las estructuras del Inglés. Actualmente, todos estamos rodeados por el uso de la tecnología, se puede encontrar avances tecnológicos en todo lado, y la educación no está exenta. Las redes sociales son muy conocidas por los estudiantes, ellos utilizan muchas horas de su tiempo en dichas redes; entonces, necesitamos introducir blogs para ayudar a los estudiantes en la destreza escrita usando tales herramientas.

ABSTRACT

The focus of this investigation is to show how teachers can develop in a more detailed way the writing ability in the students. This is to improve the English level on students. On the other hand, to provide a variety of topics and students' needs to develop the understanding of the English structures. In today's life, everybody is surrounded by the use of technology, you can find technological advances everywhere and in education is not the exception. The social networks are very familiar to students, they spend lots of hours using such networks; thus, we need to introduce blogs in the classroom to help students with the writing ability using these tools.

INTRODUCTION

1

CHAPTER I

3

1

COMMUNICATION

3

1.1

Definition of communication

3

1.2

Communicative competence.

4

1.3

Linguistic competence.

5

1.4

Sociolinguistic competence.

5

1.5

Discourse competence.

6

1.6

Strategic competence.

6

1.7

NTICS

7

CHAPTER II

9

2

BLOGS

9

2.1

Definition of blog

9

2.2

Types of blogs

10

2.3

Educational blogs

11

2.4

Advantages of using blogs

13

2.5

Blogs in foreign education

14

2.6

Blogs in the language classroom

15

CHAPTER III

17

3

WRITING THROUGH BLOGS

17

3.1

Writing skill

17

3.2

Using blogs for English writing

19
3.3

The effectiveness of blogs in an English writing class

20

3.4

Reflections in blogs English writing

21

3.5

Influences of blogs English writing

22

3.6

Helpful aspects of blogs English writing

24

CHAPTER IV

27

4

CREATING A BLOG

27

4.1

Steps

27

4.2

Indications

28

4.3

Blogging

28

4.4

Ideas to use in the classroom

29

CONCLUSIONS AND RECOMMENDATIONS

31

CONCLUSIONS

31

RECOMMENDATIONS

32

BIBLIOGRAPHY

34

INTRODUCTION

These days the most common way to communicate to others are the social networks; they are used everywhere, and it is at this point, that the teachers can use them to improve certain aspects in our lessons and tasks; in and out of the language classroom. Students are using blogs every day, so the same alternative could be used to improve some English language skills; in this case according to the students' interest the writing ability; and on the other side, we can go forward with these changes.

Keeping in mind the importance of writing in the English teaching-learning process, the ESL lessons are not out of the up to date movement, to accomplish successfully with communication and understanding. On the other hand, it is impossible to accept the English lesson to be out of this way, referring all of this to the management of blogs for helping in the classroom, where students are normally in contact with this new environment.

In this project some concepts about communication are analyzed, writing skill, and the use of blogs in and out of the classroom. After that some activities will be suggested to put in practice with the students, having in mind that this type of

3

new perspectives considered as a motivational help which can catalyze and facilitate students' and teachers' learning development in relation to the writing ability. Setting it up can improve the learning atmosphere taking into account the different students learning style.

Communication has been seen as one of the most important aspect in life. This is due to the inter-relation with all of the processes where human capacity is present. With communicational processes we can qualify and introduce people into today's competitive world.

CHAPTER I

1.COMMUNICATION

Day after day lots of groups of people around the world are in contact with other groups; the kind of communication can be familiar, institutional, educational, commercial or others. To do this, people use many types of mediums that we can find in offices, at home, on the streets and in schools. Where ever we see, there is a signal of change in the form of communication.

1.1. Definition of communication

The appropriateness of the use of symbols assures the success of the process to avoid frustration and misunderstanding. So, when people need to be understood in another language, it is necessary to share the same set of rules to understand and to be understood.

Communication shares meanings, ideas, opinions and knowledge, in an active encoding and decoding process from a message. It is important to consider that, this process is produced in many forms like, speaking, reading information, listening to others and some kinds of technologies, which produce sound, and in writing form through letters, notes and books.

“For our purposes we will define communication as a process of interrelated elements working together to achieve a desired outcome goal. Since communication is a process, it is dynamic, ever-changing, and unending. The talk you had with a friend yesterday affects you as communicator today. The hundreds of bits of information, ideas, and opinions you process, evaluate, and store each day also change you to some extent... Experiences do not occur in isolation from another. One experience affects another, and not always in a simple, direct manner”. (Barker, Larry, 1978. p.5)

There are many ways of communication, for example, people share with other living creatures, but language is the main human way of communication. By taking this into account we can say it is a complex system of meanings that are expressed with the aid of sounds produced by the speech organs, with the aid of written words, with the support of some equipment and materials. Now, there are many important forms of communication and in language teaching, too.

1.2. **Communicative competence**

6

Communicative competence has many areas: linguistic, sociolinguistic, discourse, strategic and grammatical competence. According to Spolsky studies; Communicative Competence is the central aim of foreign and second language teaching and it is understood as the ability to use the language correctly and appropriately to reach communication goals. The desired product of the language learning process is the ability to communicate competently, not just the ability to use the language exactly as a native speaker can use it. (Spolsky, 1989 pp. 51-55)

1.3. *Linguistic competence*

It is the correct form of using the grammar, syntax, and vocabulary of a language. Linguistic competence looks for the correct use of the words, and the correct order of them in phrases and sentences.

1.4. *Sociolinguistic competence*

Sociolinguistic competence helps to give sense by using words and phrases in accordance with setting and these can express specific attitudes like courtesy, authority, friendliness and respect when they are needed. It helps to recognize attitudes from another person when he/she is expressing them. *It* is about how

to use and respond to language appropriately, according to the situation, the topic, and the relationships among the people who are communicating.

1.5. *Discourse competence*

It is used to interpret the largest context and how to construct very large pieces of language, so that parts can show a coherent whole. To accomplish this, it is necessary that words, phrases and sentences which are put together have sense to create conversations, speeches and messages.

1.6. *Strategic competence.*

This is related to the use of tactics to recognize and repair communication fail, thus, it fills gaps in one's knowledge of the language, and how to learn more about the language in the context for avoiding being misunderstood or to misunderstand the others' messages. On the other hand, strategic competence helps to express ideas when the speakers do not find the exact word that it is

8

needed to express certain meaning.

It is important to mention that, to accomplish all of this, it is necessary to be competent in every grammatical aspect of the language usage which is known as grammatical competence, where the learner is aware of the norms and rules which govern each language system.

In the teaching-learning process, referring to speaking, writing reading and listening skills required a good level of message understanding. To become

competent in communication in another language it is necessary that learners develop the four basic skills.

1.7. *NTICS.*

New Technologies In Communication are a group of informatics and media alternatives, which purpose is allowing everybody to have access to the most recent information and innovations through any kind of computational, internet and media devices. NTICS give the students, perhaps for the first time, the sense the power of the language use to affect their fate through the written production. This is very important.

“IT is the area of managing technology and spans wide variety of areas that

9

include but are not limited to things such as processes, [computer software](#), [information systems](#), [computer hardware](#), [programming languages](#), and data constructs. In short, anything that renders data, information or perceived knowledge in any visual format whatsoever, via any multimedia distribution mechanism, is considered part of the domain space known as Information Technology (IT).” (wikipedia.org)

It is here where teachers can use these tools to help students in their development in the English writing acquisition; through using, reinforcing, revising, and asking for more and new forms, other expressions, slang and appropriate skills in relation to understand in more detail the learnt language, the student comes to maintain language in a better way.

Then, to increase an appreciation of the English writing possibilities and to focus positive perception of the English as a communicative tool, it is important to allow the students to know how to produce written language by asking for search and understanding the management aspects of the new communicational systems; and giving the students the opportunity to participate actively in the written production through these innovating tools.

CHAPTER II

2.BLOGS

2.1. Definition of blogs

Blogs are web pages oriented to improve the communicational conditions and the production processes of facilities to provide goods and services, taking into account the interest and needs of the people groups according to the, social, cultural and economic aspects.

“A blog (a [blend](#) of the term web log) is a type of [website](#) or part of a website.

Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. Blog can also be used as a verb, meaning to maintain or add content to a blog.

Most blogs are interactive, allowing visitors to leave comments and even message each other via widgets on the blogs and it is this interactivity that

11

distinguishes them from other static websites.” (en.wikipedia.org/wiki/Blog)

Blogs can have in their structure some aspects which are interesting to any kind of age. Of course, people are the ones who choose the appropriate group. Then,

10

Blogs are tools which focus in solving communicational, informational issues and they can be used as resources for the teaching-learning process under the supervision of the teacher. They can be practical and conceptual at the same time, so, they are always under reflective thinking.

2.2. **Types of blogs**

According to the communicational necessity the blogs can be classified in the following form.

- “Personal: This is the broadest category and includes blogs about personal topics like politics, music, family, travel, health, you name it.

- Business: Professionals ranging from realtors to lawyers and stock brokers are using WordPress to share their expertise, and companies have discovered the power of blogs to personally engage with their customers.
- Schools: WordPress is a great way for teachers and students to collaborate on classroom projects.
- Non-profits: Foundations, charities, and human rights groups find our blogs to be great tools to raise awareness and money for their causes.
- Politics: Members of parliament, political parties, government agencies,

12

and activists using our blogs to connect with their constituencies.

Military: Members of the military blog to report what they see happening in various parts of the world and to stay in touch with their families.

- Private: Some people make their blogs private to share photos and information within families, companies, or schools.
- Sports: We've got teams, athletes, and fans using blogs to express and share their passion for various sports.
- How-to, tips and reviews: There are lots of blogs that share tips and reviews about cooking, games, music, books, movies, and so on."

(<http://en.wordpress.com/types-of-blogs/>)

The communication blogs are not out of being risky for many kind of users; there are lots of blogs that are not used in a proper manner, there you can be injured

or abused in lots of ways; that is why, it is very important to select an appropriate blog to work with your students.

2.3. **Educational blogs**

They are the blogs applied to the field of educational purposes. They can function as collaborators in the teaching-learning process. It is important to consider the help which blogs can give to the facility of the development in and out of the classroom; having in mind the importance and the relation between education and communication tools in today's life. All this, related to the changes and the advancement of the society, and the new revolutionary educational ways.

According to the Australian scholars Williams & Jacobs, "Blogs are potential technological tools of teaching and learning transformations (Williams & Jacobs, 2004). One of the important aspects of blogs is that they are readily accessible and easy to use by teachers and students, only a computer and a link to the Internet are required. Blogs can play an essential role in both teaching and learning. Even though there is a shortage of published materials of blogs in education, it is considered as an interesting tool in which the students can document both the learning activities and results (Dempsey, et al., 2003). Blogs have unlimited advantages for helping the educational sector". (cambridge.org)

Any kind of blog could be an educational blog; it depends on the purpose and the correct use that a teacher or an educational institution can make with this generous tool. The production amount of blogs, have grown tremendously and have invaded all areas of our lives. They are becoming an increasingly communicative tool in our incoming information about all the aspects of the society and its constant development. People who do not have access to these

14

tools are in disadvantage.

Advantages of using blogs

According to Andrew Johnson some of the advantages on using blogs are:

Advantages of Blogs for teachers and students

- The improvement in the writing English skill, after a the students have finished the level.
- The accuracy in the writing production.
- The development in more detail the ability to analyze their own growth to write in the students.
- The reinforcement of the basic patterns through the writing process.
- Focus on a variety of topics and variety of purposes of students.
- The development in understanding the structures of English language.

- Introduce emphasis on understanding and discovery new forms of the language rather than memorizations.
- Provide stimuli, which encourage inquiry and curiosity, thus, encourage auto-education and self learning.
- Promote group and collaborative instruction
- Involve students interests and cooperativeness in the blog in an individual form or in groups

15

- Help students to develop a sense of self-confidence by:

Using the appropriate topics which obtain students dedication and enthusiasm to communicate in a manner that encourages the development of self-worth in relation to the level and the respect to the opinions they want to share.

- a) Help students to discover their own abilities to write.

(chompjp [at] mac.comRitsumeikan University Tokyo, Japan)

According to what has been exposed, encouraging students participation in the English writing blogs can establish a good relation into the community of the students within the blog to help people understanding about the function that they realize to communicate, obviously depending on their level of English. The structuring of the blog can promote student activities because of the facilities and opportunities for enrichment and self-realization through opinions and student publications about sports, arts, music, etc.

2.4. **Blogs in foreign language education**

Communication through blogs is the best form to establish contact with people

16

around the world. Then, this vast and powerful resource helps to explore the infinite possibilities available for teachers and learners using these resources that can improve the development of teaching and learning in the educational process.

“Using blogs helps students in navigating the English websites (Campell, 2004), which increases their English language knowledge by chatting and interacting with other bloggers, students or even teachers, and makes them be able to read more articles online which builds their language capabilities. WU (2005) highlighted the effectiveness of using blogs in English writing as EFL (English as a Foreign Language). In WU’s report, he stated that students are posting more than eight articles online during one semester.” (Campbell, A. P. 2004).

Blogs help to prepare students for today's communicative society. On the other hand; it is necessary to look for better strategies for, blogging integration, taking into account language learning characteristics and the type of blogs to convert them in very good tools in order to achieve the purposed goals.

2.5. **Blogs in the language classroom**

Blogs as it was said ,could be a powerful tool in any class and for any lesson, that is why the English class is not far of this updated reality, then it is necessary to implement what students and the community consider important to the normal development of their common ways of life; in the blogs they can be independent

to proceed as they want, the only thing is that the teacher has to be responsible for the proper use of the contents and the context to be used.

According to Oravec, In an article describing how blogs are integrated with educational activity as resources both for students and teachers claimed that blog development can “empower students to become more analytical and critical”. Although she didn’t present any statistical data to prove that students using blogs would become more analytical and critical, I believe that students who are aware that their postings and comments will be read by their classmates will be more careful before they post them.

It is important to keep in mind, that; blogs are very helpful in the process of language teaching. They permit the learner to be conscious about the real acquisition level in relation to others and in this way the blog content can help the student to improve his or her own understanding.

CHAPTER III

3.WRITING THROUGH BLOGS

3.1. Writing skill

Learning to write well, even, basic literature is difficult in a first language and even more in a second one. That is because of the lack of supporting details to be understood, in speaking practice the speaker is helped by lots of aids like non-verbal communication, eye contact, visual support, feedback from the interlocutor, etc; so, the writer has to be sure of giving the correct meaning and idea through the written piece.

According to Wilga Rivers “Before we consider what is the most reasonable role for writing in a foreign-language program, it is as well to recall two facts often ignored by teachers who, by tradition, tend to expect students to write something out as a demonstration of learning: first, that many highly articulate persons express themselves very inadequately in writing in their native language and, second, that only a minority of speakers of any language acquire the skill of writing it with any degree of finesse, and then only after years of training in school and practice out of school.

19

The vast majority of students will never be required to write the foreign language

18

for anything, but the most straightforward of purposes: in letters, memoranda, perhaps short reports.”... (Rivers. Wilga. 1971, P.241)

But when writing goals do not agree with students’ goals, both teacher and learner have problems reaching the objective. Even for motivated students, learning another language and learning to write in that language are difficult. When learners feel that the writing class is not serving their needs and

purposes, they avoid writing at any time and the difficulties inherent in developing writing skills are aggravated.

Some linguists say that, it will be necessary to negotiate the activity with students to avoid frustration. Despite the fact that most second language students postpone or avoid writing, they generally choose other kind of activities, but when these students are enrolled in writing classes, they want to get benefit from it.

There are some factors which facilitate the writing process in students. Some of these are learner's personal experiences, teacher's experiences and the materials used by the teachers to promote confidence in their students. Teachers can help with appropriate guidance and they can give students the purpose of the writing activity, all of this having in mind the students' interests.

3.2. Using blogs for English writing

English helps to have perspectives of themselves and the world. It aids in their personal growth and in their effective change on the environment and the community. Students are sometimes unaware of the actual power of the English word.

Based on the proposed possibilities for classroom application, one might expect blogs to offer many reading and writing incentives for English learning and

writing because blogging places emphasis on content, the possibility of speedy feedback, the option of working with both words and images, and the ability to link one post to another. Scholars who use blogs also say that because students know they are going to have an audience by publishing their writing on the Web, they often produce higher quality work than students who write only for the teacher or for others in the class. Several scholars have reported on how they use blogs to support their classroom instruction and have found that blogs offer many reading and writing incentives. (Godwin-Jones, B. 2003).

21

When English is applied through blogs, in the tasks and lessons as an instrument of communication, this alternative provides students with a way of gaining more options for developing in all of the aspects of writing skill development.

3.3. The effectiveness of blogs in an English writing class

English accuracy and fluency develops gradually with incremental and irregular progress according to the level of the students (beginner, intermediate or high level). In order to become empowered in English language writing skill, students need concentration, instruction, practice, time and patience.

“Frequent writing improves writing”, “Writing for an audience improves writing”, “Writing that matters improves writing”, and “Writing on a computer improves writing”. However, to EFL learners, frequent writing may not necessarily improve writing.

Nevertheless, it will definitely be helpful if students do not only write frequently but also look up English dictionaries or use Internet to help them express their

22

ideas clearly and correctly”.(Bemstein 2004)

The teacher’s role is to assist and guide students to gain control over their English writing skill. It is essential to have a clear idea of who your students are to provide them the appropriate topic content. Teachers should know what the students’ interests and needs are to promote a good opportunity for them to write opinions in the blog, and according to this they will get some positive results.

3.4. Reflections in blogs English writing

Nowadays, the use of blogs in every aspect of life is very common; so, there are lots of sites and links, which specialize the contents in creating opportunities to the users to give their opinions and in this way the teachers can ask the students to write their comments. It is at this stage when the English writing task must be introduced by asking the students permanent contributions to the site.

“Ultimately, the learner is responsible for his or her own writing and the teacher acts as a facilitator to guide the students writing. From a cognitive perspective, writing is made more meaningful when it is integrated—that is assimilated and accommodated—within the learner’s prior knowledge” (Galina Kavaliauskienė. 2006).

To accomplish this, the teachers have to be well prepared to help students in some questions about the use of blogs. On the other hand, the task will be in relation to the previous knowledge that students have; teachers in addition have to combine writing pieces with an educational purpose and they can help students in many topics.

All the writing comments could be about books, magazines news, movies, music, English culture, fashion, sports, studies, travelling, today life and many other topics; always having into account, the level of the students.

3.5. Influences of blogs English writing

These days blogging is one form to express ideas, opinions and feelings; due to this, many people feel themselves very influenced by the others' opinions. Taking advantage on this; the blogs act as a channel for complaints, problems, and suggestions and also the environment for students, the students can be supported by many of their classmates in relation to their opinions, when they consider proper to do it. Another alternative is that they can translate any kind of problem, suggestion or solution to be analyzed by the group including the teacher opinion when it is required.

According to a Cambridge Journal in the four numbers below are presented some points that show the influence of blogs related to writing:

1) Facilitating the Students' Critical Thinking Skills

The students engaged in collaborative learning through their interactions with others.... Writing blogs offers students a way to improve their writing skills and encounter new ideas through interaction with other students.

2) Providing Examples for Students to Model and to Learn

Publishing reflective commentaries on the Internet is an effective way for students to share each other's reviews. Not only will readership increase, when students see each other's works, they can learn from one another, thereby motivating them to produce better reviews.....

3) Affecting the Students' Quality of Writing

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

4) Facilitating Meaningful Learning for Students

Blogging facilitates meaningful learning for the students because they explore other blogs and links to learn more about other countries,,,,, students can gain the insider's perspective on various cultural topics, thus leading to better understanding of other cultures and what shapes them.

5) Giving Students a Purpose for Writing

Blogs increase students' interest and ownership in learning. Students direct their own learning about topics important to them, while receiving feedback from others... Students interact with an authentic audience.

All this according to the Zhang studies in the Journal of Cambridge

On the other hand, the teacher may be consulted by any student in any problems in the acquirement of the language and other problems in relation to the field of study and the purposes of the class or the lesson, also the blog is available for the counseling of individual students who are experiencing difficulties in the writing process through the respective personal correction.

3.6. Helpful aspects of blogs English writing

“The advancements related to the blog designing, stimuli the development in a wide variety of effective teaching aids. These have created the need for continuous changes and challenges to determine the correct direction of what can be taught in the English classroom and how it is being taught. Dedicated teachers should utilize their knowledge and experience in creating a good blogging atmosphere, through friendly, but, logical rules; in which students can improve their writing level of the English”.(Cambridge.org).

Again, taking into account some aspects of the Cambridge Journal there are some points to be considered.

1) Promoting Comfortable Interaction for Students

Most of the students prefer blogging interaction to face-to-face interaction because it is a more comfortable learning environment for them

2) Motivating the Students' Writing and Interaction

....Posting makes they feel emotionally connected, happy, and eager to get audience responses. For most students, publishing their work has been proved to be a motivational incentive to write using blogging. It especially empowers them because they felt in control of their writing, and as such they were "intellectual explorers."

3) Giving Students the Self-confidence

.....One aspect of trust and confidence pertains to how the students viewed their classmates' ability to critique their work. The acceptance or rejection of feedback is based on the students' trust in the reviewer and confidence in their advice, and they have the least amount of trust in their own classmates because they are nonnative speakers of English just as they are...(Cambridge.org)

The blog should be well presented to the students, that is to say, with a good explanation and introducing the function and the benefit that it could provide to the students. Another aspect to be considered is that the page should be easy to

manage and the presentation has to motivate students to participate; that means that even the page design should be done according to the students' interest and needs. It would be very useful to introduce in the blog pages some features of the English Language Culture.

CHAPTER IV

4.CREATING A BLOG

Now, the blog for writing practice is the alternative proposed. Then, according to what has been said, the possibility for creating and establishing this class tool is acceptable.

It is important to mention that the students like to spend too much time using their technological tools, so, this factor is favorable to ask them to participate in the creation of the class blog. It will be important to introduce in the students the awareness of the importance of their writing contributions.

4.1. Steps:

These are some aspects that students and teachers have to consider:

1. Introduced the term “blog”.
2. Explore ways to use blogs in your classroom.
3. Begin your own blog.
4. Plan a way for students to contribute to the blog.

29

4.2. Indications:

When people hear the term blog, their immediate opinion is something which could be kind of boring and that it has sometimes uncertain content. But they maybe don't know that ; for example facebook is a blog.

It is possible to say that, the control of the blogs is in the teacher's hands. When you set up the blog, you can control whether anyone can view and allow or not a comment or post to be published, only the members of the class can see or read the contributions but only members of the class can have a password to do modifications or comment, the teacher is the information filter to avoid bad use or abuse of terms on the side of the students. All this to protect the students privacy and rights.

4.3. Blogging

1. To begin, go to Bloggers web site.
2. Create your class blog.

30

3. Enter your username, password and email address then click 'Join'.
 4. Check your email and click on the link to confirm your account.
 5. Add your Blog's name.
- All the students have to enter the same information to become members of the blog by filling the same procedure and after that they have to click on the link "join" and the teacher accepts all the members of the class.

4.4. Ideas to use in the classroom

Once the blog is established, you have to set up the rules to contribute to the class through the comments.

Some topics to be commented could be:

- Fashion

- Culture

- Movies

- Actors or actresses

- Singers

- Groups

- Politics

- Jobs

- Education

31

- School

Friends

- Tendencies

- And others

The students have to write comments under the supervision of the teacher and following the rules which have been established.

If teachers and students can create a class blog to use it in writing, they will reinforce the mentioned skill and students will improve their English as a consequence of their regular practice. The aim of the activity is to provide

students with the highest level of English writing support during their studies in the semester.

Taking into account the students interests and needs, the class blog can impulse students to achieve goals enjoying, sharing and even indirectly improving the level of English that they have .

CONCLUSIONS AND RECOMENDATIONS

CONCLUSIONS

Every kind of educational institution, enterprises, governments, the public institutions and the society in general; are improving their processes with the help of the communicational programs that are available on the internet. Then it is necessary to take advantage of these possibilities to adapt this facilities into our classes and lessons, and in our specific point; the English Language Skills.

Blogs are the most up dated and user friendly resource that we can apply in our classes, teachers have to take advantage of the fact that students manage these tools every day and they are very familiarized to them. On the other hand, they enjoy using blogs like facebook, which is another alternative to be used in the class under the teachers' control; if the teacher takes over the blogs' content; by introducing the topics according to the students needs and interests and teacher aims; they could be the most helpful resource to motivate the students to contribute with writing comments and of course they will be more intelligible writers, to fulfill the teachers' expectations.

RECOMMENDATIONS

32

It is necessary to innovate writing alternatives by the use of blogs in our classes. This must be done as part of the normal evolution of our lesson plans. Teachers have to provide to the students a friendly atmosphere that encourages them to contribute with opinions; having in mind the students' level of English and focusing in their personal interests related to the topics to be discussed.

Teachers have to ask the students to have identical responsibility and respect the rules of the English class when they are giving opinions or are participating

in the blog tasks and activities; besides, it is important to encourage discussions about the costumes, beliefs and conflicts of the English culture; always respecting others' opinions.

Helping students become aware of the importance of the English language as help for solving communication problems through the writing would be another form to develop a sense of advantage for the satisfaction of writing their opinions increasing the level of English.

34

According to this, it is important to have in mind that, using blogs in our classrooms could be one of the most important tools for becoming competitive and cooperative in this blogging world. Blogs can be used by children, teenagers and adults because all are involved. Therefore, blogs used in the English classroom, can impulse teachers and students to achieve goals and improve the level of English that students have.

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