



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH MAJOR

RESEARCH PROJECT

**“ACADEMIC BLOG TO PROMOTE THE ENGLISH WRITING PRACTICE
WITH STUDENTS OF FIRST YEAR AT “VICENTE LEÓN” SECONDARY
SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2016.”**

Research Project presented previous to obtain the Science of Education Degree with major in English Language.

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Latacunga - Ecuador

February 2017

AUTHORSHIP

I, Herrera Calvopiña Shoanalevy Belen declare to be the author of the present research project **ACADEMIC BLOG TO PROMOTE THE ENGLISH WRITING PRACTICE WITH STUDENTS OF FIRST YEAR AT “VICENTE LEÓN” SECONDARY SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2016.**”, MSc Castro Bungacho Sonia Jimena is the tutor of this work; we expressly exempt to the Technical University of Cotopaxi and their legal representative of any claims or legal action.

Moreover, I certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

.....

Herrera Calvopiña Shoanalevy Belén
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TUTOR'S ENDORSEMENT

As the tutor of this research entitled: **ACADEMIC BLOG TO PROMOTE THE ENGLISH WRITING PRACTICE WITH STUDENTS OF FIRST YEAR AT "VICENTE LEÓN" SECONDARY SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2016.**", presented by Herrera Calvopiña Shoanalevy Belen, I certify that this research report has the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation Committee that the Worshipful Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assigned for its study and evaluation.

Latacunga, February 2017

Sincerely,

.....

MSc. Castro Bungacho Sonia Jimena

Research Project Tutor

COMMITTEE APPROVAL

As members of the Committee, we approve this research report in accordance with the regulations issued by the Cotopaxi Technical University, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Herrera Calvopiña Shoanalevy Belen with the research project entitled: **ACADEMIC BLOG TO PROMOTE THE ENGLISH WRITING PRACTICE WITH STUDENTS OF FIRST YEAR AT “VICENTE LEÓN” SECONDARY SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2016.**”, have considered the recommendations presented and the work has all the requirements to be deserted

Therefore, it is authorized to lath the project, according to the institutional regulations.

Latacunga, February 2017

Yours faithfully

.....

MSc. Patricia Mena

Reader 1

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MSc. Marcela Chacón

Reader 2

.....

MSc. Marco Beltrán

Reader 3

ACKNOWLEDGEMENT

First, I would like to express my thankfulness to God for all blessings that I have received. Thanks to my parents because they had supported me at every moment during my academic training.

In addition, I want to thank my project tutor, teacher Sonia Castro who has helped and advised me sharing her experiences in order to carry out this important project.

Finally, thanks to all the people who has helped me to accomplish this dream. Thank you so much.

Shoanalevy

DEDICATION

This project work about The English teaching learning process is devoted to all students and teachers who are learning or teaching into the English educational field. This Academic Blog is the most relevant tool for English teaching-learning process creating a better educative process in the development of the communicative writing skill.

For them, my sincere regards.

Shoanalevy

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

TITLE“ACADEMIC BLOG TO PROMOTE THE ENGLISH WRITING PRACTICE WITH STUDENTS OF FIRST YEAR AT “VICENTE LEÓN” SECONDARY SCHOOL DURING THE ACADEMIC CYCLE APRIL - AUGUST 2016.”

Author: Herrera Calvopiña Shoanalevy Belén

ABSTRACT

This research was developed due to the deficiency in teaching writing English with students of first secondary education at “Vicente León” in Latacunga city this research offers an academic blog as a tool for promoting the learning in an easy way and improve writing skills in the teaching learning process. At the same time, the participation of all students achieved so that they can socialize and meet new topics related to writing the teacher of English would publish. Therefore, the most important point of this work is to contribute with an academic blog based on writing strategies such as writing prewriting and revising in order to determine the importance of using blogs to promote the practice of academic writing in English. In this research was applied a survey of eight questions for students and teachers in order to know their opinions and knowledge of using a blog to improve writing skill. With the analysis of the surveys was possible to obtain general conclusions about the benefits of an academic blog that contribute to the development of writing skills. The method used was descriptive which helped to identify problems in the area English writing, this method was based on two stages that began with the development of the theoretical framework and culminated in the analysis and interpretation of data, concluding. That academic blog makes the student an active participant in the learning process while the teacher will exercise the role of facilitator of this process, the teacher will have the facility of sharing with student’s grammar rules and texts to improve writing skill and practice on the points guided and developed in the classroom.

KEY WORDS: Academic Blog, Writing skill, Writing skill process

UNIVERSIDAD TECNICA DE COTOPAXI

UNIDAD DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS

TITULO: “BLOG ACADÉMICO PARA PROMOVER LA PRÁCTICA DE LA ESCRITURA EN INGLÉS, CON ESTUDIANTES DE PRIMER AÑO EN EL COLEGIO "VICENTE LEÓN" DURANTE EL CICLO ACADÉMICO ABRIL-AGOSTO 2016”

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RESUMEN

Esta investigación se desarrolló debido a la deficiencia en la enseñanza de la escritura de Inglés con los estudiantes de primer ciclo de secundaria en "Vicente León" en la ciudad de Latacunga esta investigación ofrece un blog académico como una herramienta para promover el aprendizaje de una manera fácil y mejorar las habilidades de escritura en la enseñanza proceso de aprendizaje. Al mismo tiempo, la participación de todos los estudiantes logró que puedan socializar y conocer nuevos temas relacionados con la escritura que el profesor de inglés publicaría. Por lo tanto, el punto más importante de este trabajo es contribuir con un blog académico basado en estrategias de escritura como escribir pre-escritura y revisión para determinar la importancia de usar blogs para promover la práctica de la escritura académica en inglés. En esta investigación se aplicó una encuesta de ocho preguntas para estudiantes y profesores con el fin de conocer sus opiniones y conocimientos de usar un blog para mejorar la habilidad de escritura. Con el análisis de las encuestas fue posible obtener conclusiones generales sobre los beneficios de un blog académico que contribuyen al desarrollo de las habilidades de escritura. El método utilizado fue descriptivo que ayudó a identificar problemas en el área de escritura inglesa, este método se basó en dos etapas que comenzaron con el desarrollo del marco teórico y culminaron en el análisis e interpretación de los datos, concluyendo. Ese blog académico hace que el estudiante participe activamente en el proceso de aprendizaje, mientras que el profesor ejercerá el papel de facilitador de este proceso, el profesor tendrá la facilidad de compartir con las reglas gramaticales del estudiante y los textos para mejorar la habilidad de escritura y práctica sobre los puntos guiados Y desarrollado en el aula.

PALABRAS CLAVES: Blog Académico, habilidad de escritura, Escritura como proceso.

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1. GENERAL DATA

Research title: **ACADEMIC BLOG TO PROMOTE THE ENGLISH WRITING**

Starting date: 04th, November 2015.

Completion date: 15th, July 2016.

Site: “Vicente León” Educational Unit -Latacunga – Cotopaxi - Ecuador.

Academic unit sponsor: Administrative and Humanistic Academic Unit.

Major sponsor: English Career

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Knowledge area: Academic blog to promote the English writing skill.

Investigation line: Development of academic blog and writing skill.

Sub research career: General methodologies for teaching English language

2. PROJECT DESCRIPTION

This research project titled “Academic blog to promote the English writing practice with students of first year at “Vicente León” Secondary School during the academic cycle April-August 2016”

Because of students, do not receive an adequate training in order to promote; their writing needs during a class that is why it developed an academic blog. Many students cannot write and connect simple sentences into a paragraph and context. The survey was used as an instrument in this research with some questions, which was applied to students and teachers about the use an academic blog and the difficulties in class, which allow knowing the weaknesses from the students to write in a correct way.

This research was conducted through descriptive method, which was used to obtain important information to develop the proposal to create an academic blog in order to promote the English writing process. It consists of several steps: prewriting, drafting, revising, editing, they could improve with the use of the ITCs.

The first stage is based on theoretical framework that consists in the use the ITCs, The Blog, which contains the Academic Blog, Types of Blogs, Teacher and student’s blog, advantages - disadvantages of academic blogs and a Brief academic blog definition. Besides, it takes in account the Writing Skill with the importance of writing skill, development of writing skill and the purpose of writing .Also Aspect considered on writing where there are Grammatical Structure, Writing Process ,Steps of Writing Skills ,Writing Production ,Writing Interaction and Writing through Blogs. Which help to know the correct process to improve the practice of writing English on the students. These categories allow understanding all writing process.

The second part consists of the analysis and interpretation of the results, which obtained from the survey of teachers and students in the educational unit, in order to determine thoroughly the problems presented.

Finally, as researcher’s conclusions and recommendations, this project will greatly assist an appropriate solution to the problems presented at the high school.

3. RATIONAL PROJECT

Currently, the teaching and learning of foreign languages has become a global necessity as a means of communication, this requires that students emphasize learning to develop the skill of writing using educational technology, which allows students reinforce the knowledge acquired to generate interest and understanding of the English language.

The importance, of an academic blog to promote English writing practice. The research had a contribution for improving the conditions of inter-learning English as a foreign language using an academic blog.

In addition, the academic blog with the use of the ICTs has a major breakthrough in improving the English skills. It allows realizing the strengths and weaknesses that students present in the writing skill. This permits as students as teachers to improve their academic performance because this tool helps to interact gradually through using an academic blog is achieved with the students avoid mistakes in short sentences or writing texts thus benefiting students of first year at “Vicente León” Secondary School.

The Academic blog becomes a set of useful activities when students look at a video and share their views, how to write or when discussing a topic with other classmates through the Academic Blog, still useful for students and teachers.

Finally, this project is important because nowadays the English is considered as a second language and all people use it around the world, and students must have at least bit knowledge of English language and be able to use it in their lives.

4. BENEFICIARIES OF THE PROJECT

4.1. Direct

Thirty students of first year of basic education whose average age is between 14-15 years old. They were 15 women and 15 men. In addition, 5 English teachers of “Vicente León” Secondary School

4.2. Indirect

All students at “Vicente León” Secondary School and whose, age is among 12-18 years old and parents.

5. THE RESEARCH PROBLEM:

Students at “Vicente León” Secondary School in First course has a serious problem that, is the lack of using an academic blog to promote writing skills, because the teachers do not apply this material in the classroom and only based on traditional methods. In order to describe the teaching process of writing skills in English by using academic blogs in EFL context, there are researchers that have worked on this problem. As the references to solve the problem, it has taken these researchers’ work: The first one is:

(Muños, 2015) “The technological tool Edmodo and the development of the writing skill of the English language in students of the second year of Jean Piaget’s high school from the city of Latacunga”.

The purpose gets access to it and give students writing activities in order to help them in how to write in English language. They elaborate a piece of writing in its virtual class and Teachers will be able to interact with their students outside class in entertaining way. Thus, the problem of this research was about English writing skill, because students of first year at “Vicente León” Secondary School do not develop their writing correctly because students do not have good practices of study at school.

This research study will benefit English students and teachers at “Vicente León” Secondary School because through it, the investigator will awake Writing student’s interest in using blogs, to improve writing skills, having as a result more motivating and interesting classes as well as an improvement in the on-site system at “Vicente León” educational unit.

In addition, learning English as a foreign language and its little use in everyday life, it is notorious that students have several shortcomings, such as lack of understanding of grammatical structures, wrong use of punctuation and lack of fluency in vocabulary. This aspects influence students and make English to become an issue with the lack of interest by students, therefore, production is limited both in interactive classroom and in other spaces as well.

6. ACTIVITIES AND METHODOLOGICAL RESULTS

6.1. GENERAL:

To determine the importance of using academic blogs to promote the English writing practice.

6.2. SPECIFIC:

To describe the teaching-process of writing skills in English by using academic blogs in EFL context.

To identify the teachers' knowledge level about the use of academic blogs in writing process.

7. ACTIVITIES AND TASKS SYSTEM REGARDING THE OBJECTIVES RAISED

Table 1: ACTIVITIES AND TASKS SYSTEM REGARDING THE OBJECTIVES RAISED

Objectives	Activities	Result	Methodology
To describe the teaching-process of writing skills in English by using academic blogs in EFL context	Literature review about academic blog and writing skill.	Identification of the current condition of the use of blogs	Bibliographical Research
To identify the teachers' knowledge level about the use of academic blogs in writing process.	Information gathering applying surveys for students and analysis of the statistical results	Identification of blogs importance for writing skills	Data

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS.

8.1. ITC

The Information and Communications Technologies (ICTs) in foreign language teaching has been the researcher focus of attention. Education, especially foreign language teaching, has to adapt and renew itself to be compatible with the globalized world.

(UNESCO., 2002) states, "Information and Communications Technologies (ICTs) can be considered as the combination of" information technology "with other related technologies, specifically communication technology" (p.2).

The researcher agrees with the author's point. ICTs is an application or virtual classroom, which nowadays used to maintain a good communication between teachers and students. It facilitates speedy operations, services, and access to and delivery of information.

The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular support in difficult subject areas. Such as writing skills to achieve these objectives, teachers need to be involved in collaborative projects and development of intervention change strategies, as rules to improve the communicative skill in order that students can understand and assimilate how to write in correct way.

On the other hand, students, who are using ICTs as part of their learning process every day, they are in contact with ICTs constantly, even more often outside of school through social networks, through this tool they can access to information and exchange information an educational blog can help students to improve their English writing skills.

Nowadays educational systems around the world face the challenge of using Information and Communications Technologies (ICTs) to provide students with the tools and knowledge, the use of ICTs at different levels and systems of education have a significant impact on the development of students learning and strengthen their life skills and workplace to support their integration into the knowledge society.

8.2. Blog

People need some instruments to improve their skills that's why a blog is a frequently updated online personal journal or diary that serves as a publicly accessible personal journal for an individual where people express thoughts to the world

(Deal, 2010) states that: a blog (a blend of the term “web log”) is a type of 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. (p. 1)

The researcher totally agrees with the author, a blog is an online personal journal or diary. It is a place to express the ideas and opinion to other people. In addition, teachers and students can share their thoughts and doubts through the website because it contains information that is constantly being updated, promoting social interaction, offering students a personal environment in which they experience their own learning.

The use of blogs has changed the production, manner, content and flow of information, by maintaining easy access, it should be able to become a space of multimedia, and it offers an access for discovery and interaction with readers.

To summarize blogs have become an effective tool in the practice of teaching process to promote learning based on constructivism. It also provides simple and flexible tools developed to allow real development of communication projects, blogs also offer education services to create, view, update and share with colleagues of their own class projects and other activities.

8.2.1. Brief Academic Blog definition

This means that an academic blog may focus on the individual necessity .It containing topics and details as well as tips according to the subject that student need to improve in their educative field.

According to the author, (Bolaños, 2012) “Academic blogs keep individually and collectively researchers or specialists graduate students in some fields of study who try to do their work accessible to a wider audience and not just specialists, as usually happens with publications in scientific journals” (p.2).

Furthermore, the educational blog or blogs also called classroom aids are known as an Internet space used by teachers and students in order to improve learning processes related to issues of class entries. Educational blogs are used as means where students take notes about readings or some research projects, publish texts to courses, make personal reflections, and upload videos and course-related images or videos, among others, in which they exchange ideas.

8.2.2. Types of blogs

The blogs are created according the uses in the educative field the most important are: Students blog and teachers blogs.

Teachers' blog

A Teacher blog is an online site where teacher can, share information with instructional purpose to solve problems and download the best information. Creating assignments aimed at providing students with opportunities similar to fluency writing tasks, and then teachers share this material with students in order that they have lesson ideas, classroom management tactics and other helpful tips and tricks with each other.

According to (Fernández, 2002) mentions that “Teacher blogs are great way to share ideas, but the education blogosphere is huge; how new readers can find an essay that interests them”. (p2).

According this author, teacher blog is a tool that engaging students through activities that teacher posted on it, in the blog teacher can update information continuously according the subject to help them to integrate their knowledge and activities, this tool helps students inside and outside the classroom.

Students' blog:

In accordance with (Martínez, 2012) “Students blog is a tool where students can take notes, bring an academic calendar; write personal comments on news, etc. All can be seen and see the blogs of their peers, and through this have better.” (p.39)

This means that a Blog can motivate students to write and change class's environment, especially writing class and made it more interesting and provide more cooperation between teacher and learners.

According to (Downey, 2005):

These are the easier way to maintain, the contents that can be created both by the teacher and by the student. They provide support for curriculum, teacher uses the blog as a complementary resource collection, comment, answer class questions, and performs, self-evaluations; the blog is used in no school hours by students (p.2).

According these authors, students' blog offers publishing tasks from the teacher blog, where they have the availability of the essential tutorials for its accomplishment, students can

also perform exercises such as publishing an articles, data collection, summary activities, as well as teachers published specifications, guidelines and can choose design templates.

In addition, using this type of blog gives the teacher an opportunity to facilitate project based language learning. Students can create collaborative text through blogs and they can get correction and feedback from their friends and the teachers too.

In accordance with (Kiing, 2016)

Blogs help to gain free interaction so it is more non formal, and there are no language barriers while writing in their blog. However, it will not be appropriate to simply say some improper commands of language to lecturer but it can be used in blog anytime. Students can also use blogs for education not totally for socializing. Students can ask about assignments and talk about lesson and etcetera. (p.109)

These statements generally suggest that there are many benefits in using blogs such as in interaction and expressing themselves. This also supports that blogs provide a platform for individual expression and support reader commentary, critique and interlink age as subsequent steps. In other words, blogs foreground the individual.

8.2.3. Blog advantages:

- Versatility and easy to use
- Efficient content management system
- Interactivity
- Managing links
- Multimedia elements
- Allow interactive learning on distance education system.
- Distribute new knowledge for compatibility requiring many skills.

Blogs offer several possibilities, they help and stimulate students to write, exchange ideas, work in teams, to design and visualize some important activities. Blogging is a primary part for students that offers the possibility of requiring teachers to perform synthesis processes, because to write on the Internet should be timely and accurate, facilitates learning and

communication; communication channels are immediate and can develop new methodological technologies for teaching and learning among others.

8.2.4. Blog disadvantages:

(Chuang, 2008) "Underlines that blogs being open to everyone may have negative effects. Student blogs may receive unwelcome comments from outsiders". (p.25)

The researcher share the author's opinion that students need to be aware of the fact that other people to take more pride can read their posts and they pay attention how they write. As they know that their writing is open to other people, because of on the blog there is no privacy due to, it is an insulated learning environment.

8.3. Writing skills

Writing skills is an important part of communication .this ability allows to people to communicate their messages with clarity and facility. Writing involves ideas, feelings, opinions and points of view or though that people can print in text through writing skill the students can explore vocabulary, concepts, and writing styles that help improve day by day.

(Armana, 2011) describe that "Writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. (p.28)

Therefore, writing is an essential skill. This process involves conveying meaning through well-constructed text; this ability helps students put ideas into words where the learner gains independence, fluency and creativity in writing. In addition, writing is a series of activities in expressing ideas and thought that presented through written language able to understand the reader.

It can say that writing is an essential part of language. (Sáez Vacas, 2005) states:

Writing is also a powerful tool for reflection. In the act of writing, the editors learn about themselves and about their world and communicate their perceptions to others. What suggests, it is that the written production is essential to communicate written texts and above all is that it allows human beings to store knowledge and frees your mind from the obligation to

memorize. Because of this, you can focus on the analysis and reasoning. However, writing has considerable difficulty because it has evolved over time and today technology has facilitated its development too. (p. 320)

According to the author, writing skill is a form of language expression, which look to convey ideas through coherent words through texts and it is an essential part of language because which can be improved through the daily practice.

To sum up, this skill is very important not only to communicate but also it is essential part to acquire new knowledge as the case of acquisition of a second language. If students maintain a deficit of written production, they will lose international opportunities, which will involve professional failures.

8.3.1. Importance of writing Skills

Writing skill is so important because it improves communication among people. It is necessary for people at school and at work; Effective writing is a skill that is well founded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge.

(Robertson, 2009) states:

Writing is a tool to develop different thought processes it allows verbalize and visualize, learn, discover, communicate and understand. Learning to write is learning to use the language in context, involves the development of elementary operations such as organizing ideas, writing an outline, the association of ideas in a paragraph, the development of reasoning own and revision of written. Therefore, writing is a complex process requires planning, writing and rewriting well. (p.249)

This means, the writing must be of the appropriate level, and it should employ sufficiently sophisticated vocabulary correctly and with dexterity to communicate the ideas with clarity. Writing skill must be the highest quality and an essential component of literacy.

8.3.2. Development of written skills

Writing is a productive skill where people communicate through the writing in sentences, phrases, short paragraphs and essays; this means that people need to develop a use of the grammatical system with the objective of making the text as clear as possible or present the ideas clearly to avoid redundancy.

(Peterson, 2003) As it was mentioned previously, “Written skill comes into the background in language education, so teachers should increase useful strategies for writing production in students’ activities” (p.249).

In addition, development or production of writing not only requires the correct use of grammar and a good vocabulary if the trainee must acquire a cognitive thinking in order to produce coherent texts, which reflect their knowledge. Therefore, students must have certain communication skills, which enable written works, such as grammatical, sociolinguistic competences and finally strategic aspects. Considering that learners must base on the reader needs.

8.3.3. Writing Purpose

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and it may have symbols for such things as punctuation and pre writing.

According to (Chicaiza, 2009) “The development of a document always has a specific purpose to demonstrate knowledge or to publicize the results of a job also, keep in mind who or who are the recipients (the teacher's peers, an institution.). This determines the time of writing”. (p.3)

The researcher share the author's point the purpose of writing finds to do writing ideas describing it with adequate words to inform to an audience in order to have the approval of the reader where the writer want to convince the reader of a particular position or opinion.

8.4. ASPECTS CONSIDERED IN WRITING

8.4.1. Grammatical structures

Grammatical is the way in which a language manipulates and combines words or pieces of these to form units greater significance, or terms, is that the set of rules that form to give them meaning.

According to (Díaz-Rico, Gramatical structures, 2010): “The grammatical structure is designed to teach a foreign language or to develop awareness of the main rules governing the language maternal (p. 58)

The research is according to this author, the idea that a series of rules generate all the grammatical structure of a language, predicting the different forms and recognizing non-grammatical sentences like something out of the norm.

8.4.2. Writing process

Writing is a process that involves several steps that contribute to have an effective writing. Each step helps students to develop their ideas using different strategies and correcting their mistakes, having at the end a well-composed text or paragraph.

(Richard, 2010) claims “Writing process is an approach to producing a text writer follows in order to move from the initial ideas about a piece of writing to a finished product that has been revised and edited to the writer's satisfaction” (p.52)

The research agrees with the author, writing is a process because the writer begins with initial ideas about a piece of writing to a finished product that it revises and edit to the writer's satisfaction. The writer produces a logical and well-written document, which conveys an appropriate message for a specific audience in personal, academic, and professional contexts.

8.4.3. Elements of writing skill

Vocabulary: (Zimmerman, 2007) states that “Vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences”. (p. 6)

The researcher shares the author's opinion vocabulary comprises the meaning of words and expression's, without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus, growth of vocabulary knowledge is one of the essential requisites that learner need to know.

Grammar: (Chin, 2015) “Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar”. (p.85)

The research conclude that Grammar is the art of using words where learners have to understand grammatical which are important in written language because students connect sentences with clarity to form text.

Punctuation: (Education, 2007) claims, “Punctuation is used to create sense, clarity and stress in sentences. You use punctuation marks to structure and organize your writing”.(p.2)

So, correct punctuation help students to know where they to pause and to stop because each idea need to be written into meaningful chunks. The signs most commonly known are: full stops; commas; semicolon; colon; apostrophes; quotation marks; brackets; and question and exclamation marks.

Spelling: (Donovan, 2015) “Spelling is the correct sequence of letters of words in order to spelling is to learn to decode words so that each word will not be memorized”. (p.35)

This means, that academic writing requires a high degree of accuracy, and this is reflected in the quality of the writing. Sloppy spelling gives the impression that the students do not care about the assignment because poor spelling makes for poor communication.

To sum up, technically writing skill involves vocabulary, grammar, punctuation and spelling because these elements are only relevant which work together to produce a coherent piece of writing.

8.4.4. Steps of writing skills

These steps are prewriting, drafting, revising. Therefore, there are authors talking about these elements.

According to (Wiryck, 2016):

The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer's block is reduced. (p 65)

Therefore, Writing is a complex combination of skills, which teach by breaking down the process and these steps students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy it.

Writing skills as another important skill in English as a Second Language acquisition has learning steps to achieve an important writing process enlisted as the following:

Pre-Writing (Hogue, 2007)state that “pre-writing is the way to get ideas in this step, choose a topic and collect ideas to explain the topic”. (p.16)

Evidently, prewriting is the stage, where students take notes thinking quickly in order to collect, generate and organize ideas, in this process students develop a lot information focus on a specific topic using the most important details then the student prints in a paper with a logical organization and approach for others readers.

Drafting:

(Richards R. , 2010) states,

Once sufficient ideas are gathered at planning stage, the first attempt at writing that is drafting may proceed quickly. At drafting stage, the writer is focused on writing fluency and is not worried about grammatical accuracy or the neatness of the draft. (p.317)

According to the author, during the drafting stage the writer begins to put ideas down on paper without worrying about spelling and writing conventions. Students should have the chance to write as often as possible including illustrations and drawings if necessary

Revising: (Richards R. , 2010) “When the students revise, they review their texts on the basis of the text feedback given in the responding stage”. (p.317)

This means, the student needs to see text and it is not just changing a few words, adding a sentence, details, move paragraphs and sentences around, rewrite paragraphs, reword awkward areas, edit, and proofread also it eliminates unnecessary details or information.

Editing: (Renandya R. , Editing, 2010) state “Students in tidying up their text as they prepare the final draft for evaluation by the teacher. They edit their own peer’s work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotation”. (p.318)

The researcher is according to the author, Editing is the final stage before a text is published. Editing is different from revision. It involves scanning the surface features of a text, such as language usage, grammatical conventions, spelling and syntax, to check for clarity and correctness. Editing means noticing and correcting: words, spelling, punctuation, grammar, verb tense, visual presentation.

Publishing: (Renandya R. , Publishing, 2010) “Publication entails the final preparation of a piece of writing for the intended audience and may involve preparing a neatly handwritten or word processed copy of the final draft and the addition of illustrations or other graphic elements”. (p.320)

All students should have the opportunity to have some of their writing published for others to read and appreciate. Having an authentic audience beyond the teacher provides a real purpose for the writing.

8.4.5. Writing production

(Yeh, 2012) “The production is part of written communication skills, which expresses ideas, thoughts through symbols grammatically structured by symbols known as letters, so writing is part of applied linguistics” (p.106)

The researcher agrees with the author to get meaningful writing production the researcher agrees with the author to get, writing skill is so important that students can express their feelings and thoughts through it. Teachers must encourage them in order to be in contact with their family and friends by social networks using their writing skills.

8.5. Written interaction

Interactive resources help to guide the reader through the text; it is a way of framing the relationship between people and text because learner analyzes the contents, facilitating, supporting and encouraging individuals to assist each other’s efforts

According to (Lengalia, 2016) “Written interaction” a development which is also reflected by the current official language test. The existence of this written interaction is connected with the emergence of the “interaction” as fifth competence regarding a foreign language.”(p.1)

Therefore, writing interaction is a competence, which the student works to assimilate grammatical knowledge because the text has to be understandable and appropriate to the context of the communication. It has to be coherent regarding its structure and that can achieve by linking the ideas with so-called connectors in a way that makes sense.

8.5.1. Writing through blogs

According to (Godwin, 2003)

Easily linked and cross-linked to create larger on-line communities. Language learners can use a personal blog as an electronic portfolio that shows development over time. Blogs are by publishing the blog online, the student has the opportunity of writing for readers beyond their classmates. Readers in turn can comment on what they have read. (p. 67)

The researcher totally agrees with the author that blogs offer many writing incentives for English learning because blog 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. Learners who use blogs 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.

What is more through blogs Students engaged in learning to work harder than is expected by the teacher, and the development of quality relationships with peers and the teacher because when learners write on blogs feel motivated to participate and create their own text in order to improve this skill.

9. RESEARCH QUESTIONS

What is the process of teaching writing by using academic blogs in EFL context?

What is the teachers' level of knowledge about the use of academic blogs in writing process?

10. METHODOLOGIES AND EXPERIMENTAL DESIGN

The following research project was descriptive method because it allowed identifying the problems in the writing skill including, the first step began with the writing of the Literature Review. Moreover, the second one was a survey for teachers and students in order to know how they feel about the use of blogs to improve the writing skill.

Firstly, with the contents and analysis of the literature students could know rules about writing skill to improve it through rules to learn write in context. Secondly, through survey applied to students to know if an academic blog could influence in their writing skill and another survey was applied for teachers could be identified that there is not an interaction between teacher and students because the teaching is not interactive. Concluding that, as students as teachers feel motivated to use a blog to improve the writing skill.

The investigation was developed in "“Vicente León”" Educative Unit which is located in Cotopaxi – Latacunga. The participants were 30 students of first grade of Secondary School aged from 14 to 15 years old they were 15 girls and 15 men boys another survey was applied to 5 English teachers of this institution.

11. GRAPHS AND TABLES

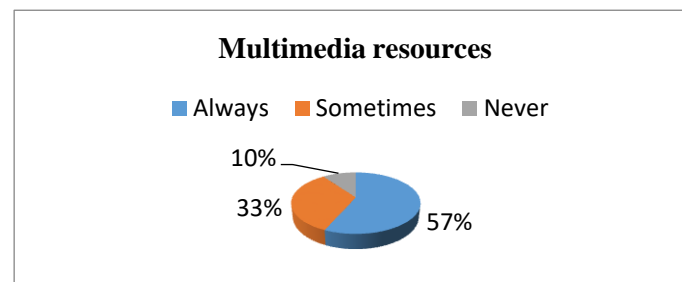
ANALYSIS AND INTERPRETATION OF RESULTS

1. Do you consider that the use of multimedia resources (academic blogs) is useful for both teacher and students?

Multimedia resources		
Variable	Frequency	Percentage
Always	17	57%
Sometimes	10	33%
Never	3	10%
Total	30	100%

Source: High School students from “Vicente León” Educational Unit

Elaborated by: Shoanalevy Herrera



Source: High School students from “Vicente León” Educational Unit

Elaborated by: Shoanalevy Herrera

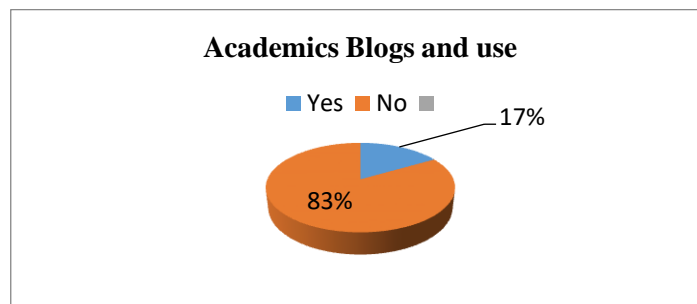
According to the data seventeen students representing a 57% express that an academic blog is always useful, while 10 students that is 33%, said that sometimes the use of a multimedia resource could help them and finally, 3 students or 10% said never.

The results of this question show that students consider that the academic blog is a useful tool for both teachers and students so it could be used for exchanging ideas in writing way for specific teaching practices. According to (Hanna Shekhter, 2015) “Teachers can use a blog to publish instructional materials that students can access to and where the students can make comments. Teachers can also let students set up their own blogs for a particular subject or for several subjects and then assign tasks to students” (p. 163). Undoubtedly, an academic blog is quite important because it allows students and teachers to improve class activities.

2. Do you know about academic blogs and their use in your English class?

Academic Blog and use		
Variable	Frequency	Percentage
Yes	5	17%
No	25	83%
Total	30	100%

Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

In accordance with the statistical data thirty surveyed students, 83% said they know about and academic blogs and, in contrast to five students that represent a 17% said, they ignore about this technological tool.

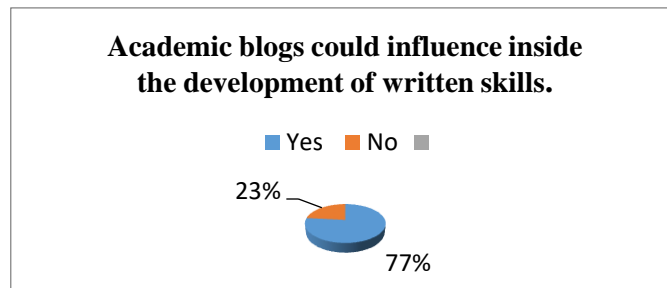
The information shows that students prefer blogs because they can create a great learning environment that extends beyond the school. According to (Stanley, 2005). “There are numerous reasons for using blogs in education, such as to provide a real audience for student writing, to provide extra reading practice for learners.” (P.87).

Academic blog is a support and pedagogical approach because the website offers free resources, tips, and ideas from teachers. To be educationally effective”

3. Do you think that the academic blogs could influence inside the development of written language skill on students?

Academic blogs could influence inside the development of written skills		
Variable	Frequency	Percentage
Yes	23	77%
No	7	23%
Total	30	100%

Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

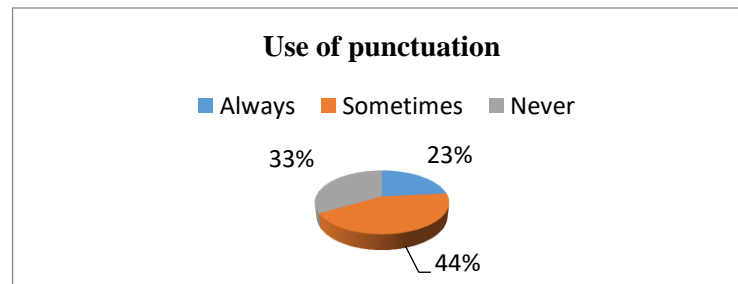
The majority of students (23) representing a 77 % express that the academic blogs improve writing skills and 7 students that is 23% said that this tool does not have any influence on this ability.

Consequently, working with academic blog permits students to develop their communication skills through meaningful writing experiences to interact and participate with others students. According to (Armstrong & Retterer, 2008)” Most blog writers use their own blogs as a platform for self-expression and empowerment, and they help them to become more thoughtful and critical in their writing” (P.76). It is clear that writing on a blog is such an excellent method of practice because students feel a positive attitude writing topics of their own interest.

4. Does the teacher promote the correct use of punctuation in writing text?

Use of punctuation		
Variable	Frequency	Percentage
Always	7	23%
Sometimes	13	44%
Never	10	33%
Total	30	100%

Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High School Students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

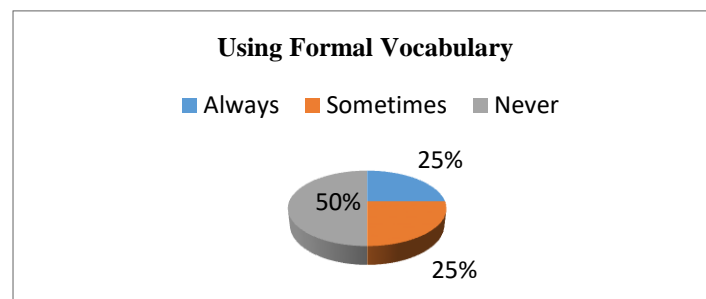
According to the picture, it shows that seven students representing a 23% said the teacher always promotes the use of punctuation; meanwhile thirteen students that is a 44 % said the teacher sometimes explains it and finally, ten students, which represent a 33 %, said the teacher never promotes the use of punctuation.

In relationship to this information, students consider that the teacher not always encouraged them in the correct use of punctuation. According to (Steve Gould 2011) "Lack of punctuation or incorrect use of it will result in the writing being difficult to follow, and readers having to do unnecessary work." (P.89). Correct punctuation is important it gives to the reader the key how a sentence is built up and how it should be read.

5. Does your teacher promote the use of formal vocabulary when you write small paragraphs in English?

Using formal vocabulary		
Variable	Frequency	Percentage
Always	5	25%
Sometimes	5	25%
Never	20	50%
Total	30	100%

Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

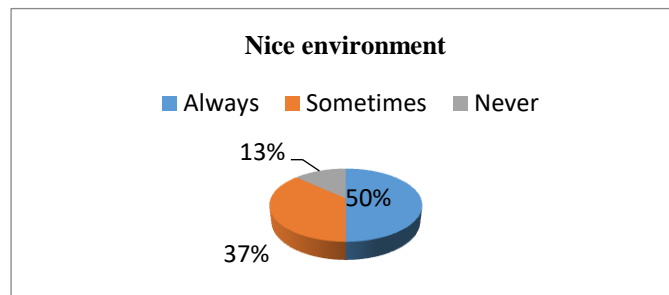
As the above picture shows, five students representing a 25 % consider that the teacher always encourages the use of formal vocabulary; five students that are 25 % consider that the teacher sometimes promotes the use of formal vocabulary, and twenty students being a 50 % consider that the teacher never promotes the use of an adequate vocabulary.

Most of students consider that they do not have appropriate vocabulary knowledge to write properly. According to (Corona, Spangenberg, & Venet, 1998) “Improvement in formal vocabulary will result in improved writing skills only if the teacher is able to create a classroom that takes writing seriously. In such a classroom, process and environment are closely intertwined and interdependent. The teacher must promote the process does not come alive unless the environment is conducive.” (p. 24) The ability to write effectively hinges upon having an adequate vocabulary and this vocabulary.

6. Do you consider that working in groups allows you a pleasant environment to exchange points of view to develop written interaction?

Nice environment		
Variable	Frequency	Percentage
Always	15	50%
Sometimes	11	37%
Never	4	13%
Total	30	100%

Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

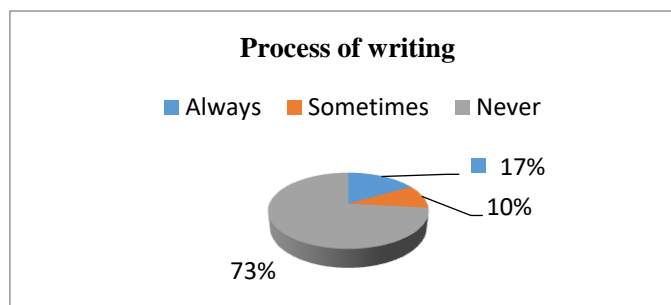
Fifteen students representing a 50% said that working in groups allows them to have a pleasant atmosphere to exchange points of view to develop written interaction. On the other hand, eleven students with the 37% said that working in groups sometimes help them to develop writing skill and four students with the 13% believe that this situation will never be a pleasant environment.

According to this reality, it is possible to analyze that students can assimilate working in groups as interaction because each student supports with rules to improve writing skill. In accordance with (Gabriel, 2004), students could have digital literacy and energy for online interactions and use them to enhance their literacy in general, and develop their writing skills in particular” (p.54) working in groups will help them to identify their strengths and weaknesses, enhanced self-awareness to learn from others to motivate and learn how to write in appropriate form.

7. - Does your English teacher applies and teaches a correct process of writing in the English language?

Process of writing		
Variable	Frequency	Percentage
Always	5	17%
Sometimes	3	10%
Never	22	73%
Total	30	100%

Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

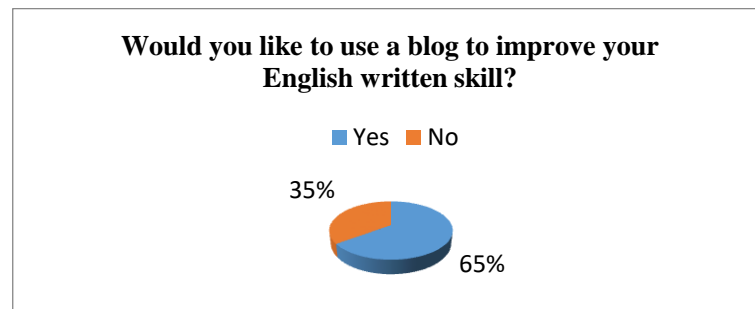
The picture shows that five surveyed that are a 17% said that the teacher always teaches and applies an appropriate writing process, while three students, 10% said sometimes and twenty-two students with a 73 % said never.

It can be determined that the teacher does not use a proper writing process in teaching which causes that the students have shortcomings and gaps when writing a text, According to Harmer. (2004). “The different steps to follow a correct writing process are essential to learn how to write properly. However for correct spelling, different writing activities, which can help students to develop productive skills (writing) in the English language” (P.11). Students need to have a chronological order to plan each stage and reorganize their writing in order to guarantee path to success in the written part.

8 .Would you like to use an academic blog to improve your English written skill?

Would you like to use a blog to improve your English written skill?		
Variable	Frequency	Percentage
Yes	24	65%
No	6	35%
Total	30	100%

Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High School students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

In accordance with the chart, there are twenty students representing a 65% express that they would like to practice writing by using an Academic Blog. Additionally, six students who represent a 35 % express that they do not like to use it.

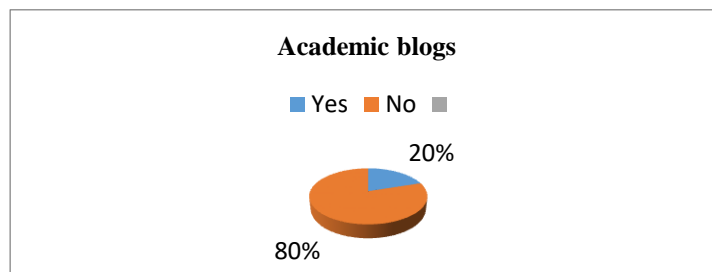
The majority of students mentioned that they would like to engage students’ reflective learning in English writing through the blog. According to (Campbell, 2003; Johnson, 2004); “Blog positively affects learners’ writing performance, their ability to monitor writing, their attitudes towards and perceptions of writing, and their interactions and participation in writing. More specifically, blogs develop rhetorical strategies, improving grammar skills, designing paragraphs and essays, revising written works, giving and receiving feedback” (P.132). The use of Blogs as part of the development of writing is something that can make students feel more attracted and motivated; it is a strategy that students could find practical and entertaining rather than using books all the time.

SURVEY FOR TEACHERS

1. Do you know about Blogs and their academic use within the educational field?

Academic Blogs		
Variable	Frequency	Percentage
Yes	1	20%
No	4	80%
Total	5	100%

Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

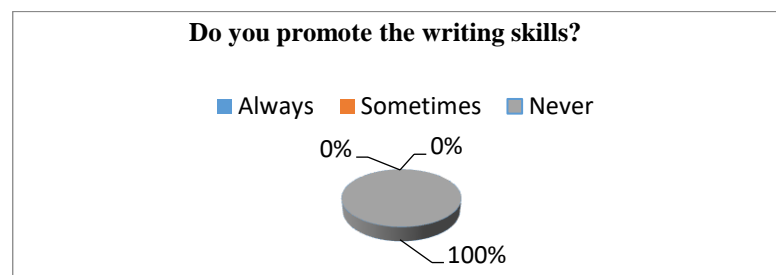
As the information shows, one teacher representing a 20 % said that he knows the use of academic Blogs, in contrast to four teachers being an 80% indicated that they do not know about this technological tool.

Consequently, teachers have occasionally used an academic blog in their area. It must be aware of the need to integrate Academic Blogs in the classroom; there are many limitations both technical and professional in handling them. According to (New Technologies of Information and Communication 2012) “With the data obtained can clearly deduce that there is no information of new technology trends.”(P.14) Undoubtedly, Teachers try to provide different significant tools for students but for different circumstances, blogs are not used in the classroom. It would be appropriate, update these technologies to some teachers, who ignore about innovative tools applicable in the educational field.

2. Do you use an educational platform for teaching English to the students?

Do you promote the writing skills?		
Variable	Frequency	Percentage
Always	0	0%
Sometimes	0	0%
Never	5	100%
Total	5	100%

Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

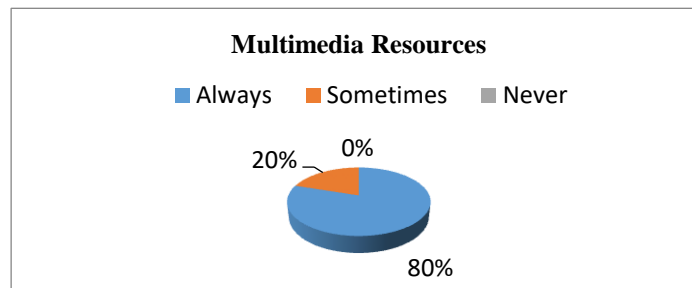
In the survey prepared for teachers, it observes that five teachers never used an academic blog for teaching English to students, which serve as a tool or method of teaching that reinforces self-employment to improve learning and development of productive skills in the foreign language, mainly in developing writing skills.

In this way, the aim of the data collection is to give basic and clear information about what the educational platforms are. According to Valparaiso University (2004) states that “Virtual platforms enable the creation and management of entire courses for the web without being required extensive knowledge of programming.” (P.1) The use of educational platforms, help students to interact with each other, creating an educational environment in which they can learn by their mistakes and respective corrections, through the guidance of teachers, students can improve their performance positively.

3. - Do you promote the use of formal vocabulary when writing essays in the English language?

Multimedia Resources		
Variable	Frequency	Percentage
Always	4	80%
Sometimes	1	20%
Never	0	0%
Total	5	100%

Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

As the data shows, four-surveyed teachers who represent 80% said yes. They encourage and provide a proper, formal vocabulary when writing essays in the English language lexicon. Unlike 20% that represents one teacher showed that he sometimes does it.

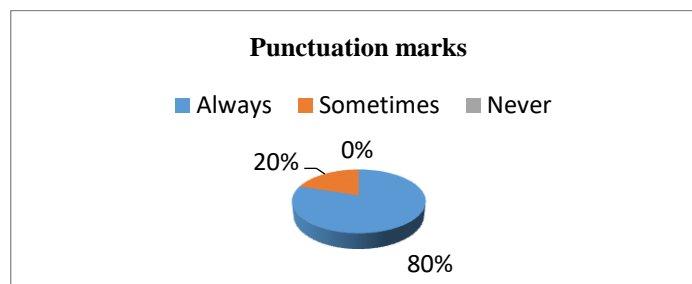
The findings show that the teachers use their English vocabulary consciously. According to Nyikos & Oxford (as cited in Oxford, 2003) “Nevertheless students are not always aware of the power of consciously using L2 learning strategies for making learning quicker and more effective” (p. 9). Clearly, the teachers need to focus their attention toward their students so that they can develop their process of learning to improve performance in the target language.

4. Do you promote the correct use of punctuation marks with your students when they write small paragraphs?

Punctuation marks		
Variable	Frequency	Percentage
Always	4	80%
Sometimes	1	20%
Never	0	0%
Total	5	100%

Source: High school students from “Vicente León” Educational Unit

Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit

Elaborated by: Shoanalevy Herrera

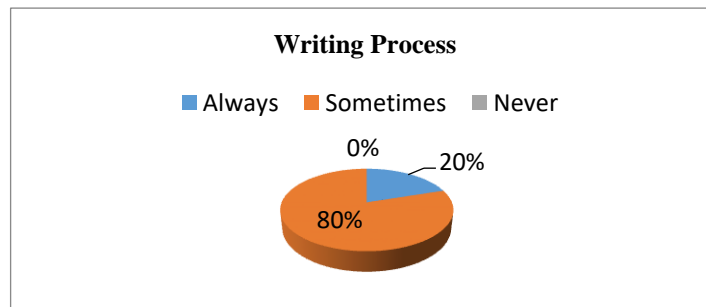
In relationship to the chart, there are four surveyed teachers, representing an 80% said that they always encourage students to use punctuation marks properly, while one teacher 20% said that he sometimes does.

According to the circumstances, punctuation marks are tools of Western writing that emerged in order to make more understandable text. “Consequently Stern, M. Score the Art of Writing Well, argues that punctuation marks are tools that graphically represent features that occur in speech by breaks, nuances of voice, gestures and tone changes that were created to help readers understand the meaning of texts” (P. 27-28). As with these data, which indicate that most teachers is that students know and correctly use punctuation, which will prevent the writings in the English language misinterpretations occur when reading.

5. Do you promote the writing process to students to develop it significantly?

Writing Process		
Variable	Frequency	Percentage
Always	1	20%
Sometimes	4	80%
Never	0	0%
Total	5	100%

Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

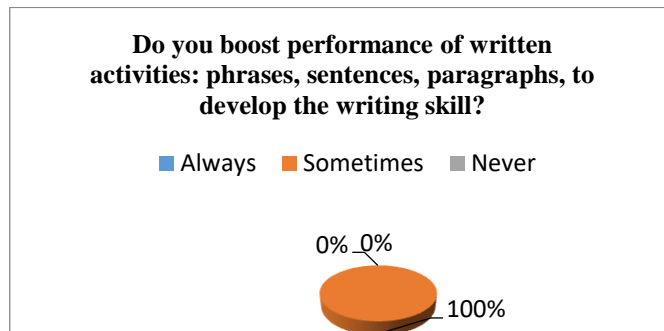
In accordance with the picture, there is only one surveyed teacher who represents, 20% said that he always promotes the correct information about the function of words in the English language, and four teachers, 80% indicate that teachers sometimes do it.

According to the information, it can deduce that the teachers often promote the process of writing in the English language. Murray and Smith (1980 - 1981) “Argues that writing is a recursive process of production of meaning, which the writer has no conscious control, but after the ideas are written”(P.2) The written skills are those ones that most people develop in the English language and even in the native language is difficult to achieve a high level or experimental. That is why; through the practice look for achieve an optimum level on the students.

6. Do you promote the process of written activities: phrases, sentences, paragraphs, to develop the writing skill?

Do you boost performance of written activities: phrases, sentences, paragraphs, to develop the writing skill?		
Variable	Frequency	Percentage
Always	0	0%
Sometimes	5	100%
Never	0	0%
Total	5	100%

Source High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

Along the teachers’ survey was evident that for foreign language teaching, five teachers sometimes encourages written skills by means of different activities such as phrases, sentences, paragraphs, to develop the writing skill; For example: written activities are limited due to carting shortcomings at the time of writing.

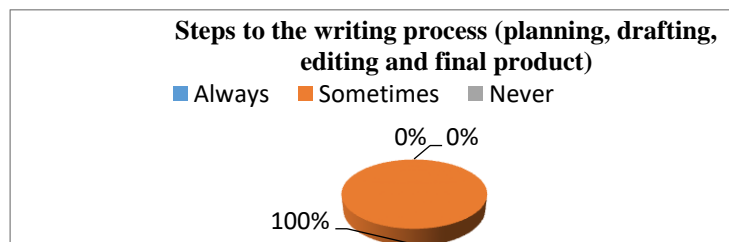
In Such case, the ability to write is strongly associated with reading, but it was not kept in mind. According to the Cazden (1982), said that there is a “First difficulty facing the growing need of writing, the student does not receive the same levels of help.” (P.1) The use of different writing activities, controlled, guided and free, strengthens the development of the writing productive skills of a foreign language.

7. Do you teach and explains your students the steps in the writing process (planning, drafting, editing and final product)?

Steps to the writing process (planning, drafting, editing and final product)		
Variable	Frequency	Percentage
Always	0	0%
Sometimes	5	100%
Never	0	0%
Total	5	100%

Source: High school students from “Vicente León” Educational Unit

Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit

Elaborated by: Shoanalevy Herrera

From the statistical data, it was determined that all the teachers representing 100% sometimes apply the steps to the writing process (planning, writing, editing and final product), but they do not follow the right standards, it causes failures when writing something. However, the process should be reorganized so the teacher would apply the teaching processes correctly.

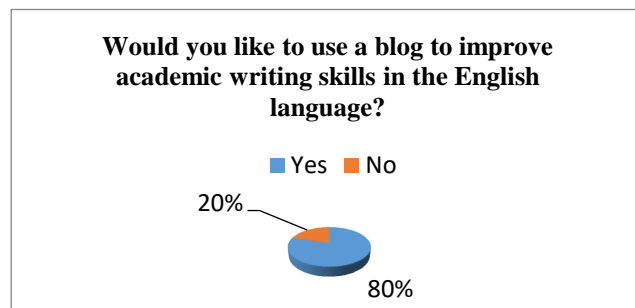
The steps in the writing process often are complicated because they have different formats and standards that must be followed to get a proper development. Several activities should be promoted in the classroom, providing the students examples previously prepared; in this way, the learners will have an outline to their learning and the teacher of English with the respective feedback to assess student performance in the development of writing should monitor it.

According to the author Graham & Perin (2007) “Writing have steps such as planning, evaluating, and revising text to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence.”(p.9). Many teachers agree in focusing to teaching steps when developing (planning, drafting, editing) the final product in the teaching- learning process of writing, which is fundamental to do different activities to enable a written text.

8. Would you like to use a blog to improve academic writing skills in English language?

Would you like to use a blog to improve academic writing skills in the English language?		
Variable	Frequency	Percentage
Yes	4	80%
No	1	20%
Total	5	100%

Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera



Source: High school students from “Vicente León” Educational Unit
Elaborated by: Shoanalevy Herrera

In relationship to the chart shown above, an 80% is five teachers who would like to practice writing by using an Academic Blog. Additionally, a 20% is marked on one teacher who replied saying: **No**.

It is important to mention that most of the teachers would like to use and help the students to promote writing by means of an academic blog. The reason for this suggestion is that using academic blogs as part of the development of writing skills is something that encourages students to feel more attracted and motivated and it basically is a useful strategy that is why students could find practical and entertaining rather than using books all the time.

According to the authors Web and Cox (2004), “They claim that the teacher’s role is to provide the potential in academic blogs and encourage professional development of teachers because the technologies are enabling the teacher’s role is increasingly complex.” (P.97) Teachers say they feel able, in a very high percentage, to use a word processor, storing and retrieving information in different media or using the Internet.

12. CONCLUSIONS AND RECOMMENDATIONS:

CONCLUSIONS

- a. Keeping in mind all the above, it is clear that the use of Academic Blogs can help students a lot in the improvement of the writing skill, because many of them know how different it would be a new way of practicing writing. Moreover, it is usually not enough by teaching students the basics of writing, there is always some reinforcement happening outside the classroom such as academic Blogs.
- b. Therefore, writing is a difficult skill that has main elements: grammar, punctuation and spelling. These elements are closed and they are quite useful at the moment of writing because its quality depends on them. The correct use of punctuation and grammar give the facility to understand much better what the writers want to transmit. Furthermore, using different grammar show the high level of culture and it is possible to express an idea by using distinct words. Overall, teachers must give emphasis in all aspect of writing not only in one.
- c. In brief, the overview of everything indicates that having blogs as part of a language classroom can promote the practice of new teaching and learning approaches to improve the way in which students express their ideas focusing on a new style of writing. Therefore, no one can deny the noticeable interest of many students towards this type of learning approach via internet and blogs.

RECOMMENDATIONS

- a. One suggestion that should be kept in mind is that, students should be trained a lot more on writing by choosing Academic Blogs as an alternative way of learning. In either case, academic blogs could help in supporting the way some students learn English, especially writing.
- b. Writing is a productive skill and a mean of communicating and it needs to be given more attention. More time and practice need to be dedicated to this skill in order to help students to be effective writers. It is recommended that all teachers take into account all stages of writing process in order to develop an effective writing process in students. It helps to improve their writing skill identifying their own mistakes in each stage and learning new strategies to develop each one.
- c. It would be advisable to encourage teachers to bear in mind to use technology in their classrooms to help students improve their writing skill. Therefore, it becomes imperative to use Academic Blogs to start a small community of language learners who will improve writing with a participative environment where everyone shares criteria and opinions.

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ANNEXES



UNIVERSIDAD TÉCNICA DE COTOPAXI

DATOS INFORMATIVOS PERSONAL DOCENTE

DATOS PERSONALES

APELLIDOS: Castro Bungacho

NOMBRES: Sonia Jimena

ESTADO CIVIL: Casada

CEDULA DE CIUDADANÍA: 0501974729

NÚMERO DE CARGAS FAMILIARES: 2

LUGAR Y FECHA DE NACIMIENTO: Latacunga, 10 enero 1977

DIRECCIÓN DOMICILIARIA: Parroquia Mulaló Barrio Quisínche Bajo

TELÉFONO CONVENCIONAL: 032-710-246 TELÉFONO CELULAR: 0999068062

EMAIL INSTITUCIONAL: sonia.castro@utc.edu.ec



ESTUDIOS REALIZADOS Y TÍTULOS OBTENIDOS

NIVEL	TITULO OBTENIDO
TERCER	Licenciada en Ciencias de la Educación Especialización de Idiomas: Inglés
CUARTO	Magister en Docencia Universitaria y Administración Educativa

HISTORIAL PROFESIONAL

UNIDAD ADMINISTRATIVA O ACADÉMICA EN LA QUE LABORA:

Unidad Académica de Ciencias Administrativas y Humanísticas

ÁREA DEL CONOCIMIENTO EN LA CUAL SE DESEMPEÑA:

Ciencias de la Educación

ANNEX 1

CURRICULUM VITAE

➤ DATOS PERSONALES

NOMBRE: SHOANALEVY BELEN
HERRERA CALVOPIÑA

CEDULA DE IDENTIDAD: 050239381-2

FECHA DE NACIMIENTO: 14-FEBRERO1993

LUGAR DE NACIMIENTO: QUITO

ESTADO CIVIL: SOLTERA

CIUDAD: LATACUNGA

DIRECCION: ANTONIA VELA PASAJE S/N

CELULAR: 0983507703

E-MAIL shoanalevy.herrera2@utc.edu.ec



➤ ESTUDIOS REALIZADOS

ESTUDIOS PRIMARIOS: ESCUELA FISCAL MIXTA BRASIL
(PUCAYACU -LA MANA – COTOPAXI)

ESTUDIOS SECUNDARIOS: COLEGIO TECNICO AGROPECUARIO
“PUCAYACU”

ESTUDIOS UNIVERSITARIOS: “UNIVERSIDAD TECNICA DE COTOPAXI”
(NOVENO SEMESTRE EN CIENCIAS DE LA
EDUCACIÓN MENCIÓN INGLÉS)

➤ CURSOS REALIZADOS

LICENCIA PROFESIONAL TIPO “B”
SUFICIENCIA EN ITALIANO

➤ EXPERIENCIA LABORAL

INSTITUCIÓN: COLEGIO PARTICULAR REPUBLICA DE ARGENTINA
TIEMPO: 1 AÑO

7 Do you teach and explains your students the steps in the writing process (planning, drafting, editing and final product)?

Always ()

Sometimes ()

Never ()

8 Would you like to use a blog to improve academic writing skills in English language?

Yes ()

No ()

THANKS FOR YOUR HONESTY AND COOPERATION

SURVEY

To analyze the application of use of an Academic Blog to promote the English writing practice allowing the improvement of performance.

SURVEY ADDRESSED TO STUDENTS OF THE “VICENTE LEÓN” EDUCATIONAL UNIT

Independent variable: Academic blogs

Dependent variable: English writing

Instructions:

- ✓ This questionnaire is part of a research project.
 - ✓ Mark with an (X) in the box according to your personal criteria.
 - ✓ Be as kind as to carefully read the questions and answer them in the order you like, and space dedicated to them.
 - ✓ All information will be considered strictly confidential.
 - ✓ From the veracity of information data, depends our research conducting.
-

Consider if the use of technology is necessary inside of the English teaching-learning process.

1 Do you consider that the use of multimedia resources (academic blogs) is useful for both teacher and students?

Always ()

Sometimes()

Never ()

2 Do you know about academic blogs and their use in your English class?

Yes ()

No ()

3 Do you think that the academic blogs could influence inside the development of written language skill on students?

Yes ()

No ()

4 Does the teacher promote the correct use of punctuation in writing text?

Always ()

Sometimes()

Never ()

5 Does your teacher promote the use of formal vocabulary when you write small paragraphs in English?

Always ()

Sometimes ()

Never ()

6 Do you consider that working in groups allows you a pleasant atmosphere to exchange points of view to develop written interaction?

Always ()

Sometimes ()

Never ()

7 Does your English teacher applies and teaches a correct process of writing in the English language?

Always ()

Sometimes ()

Never ()

8 Would you like to use an academic blog to improve your English written skill?

Yes ()

No ()

THANKS FOR YOUR HONESTY AND COOPERATION.