

RAE

1. TIPO DE DOCUMENTO: Trabajo de grado para optar por el título de Licenciado (a) en Lengua Inglesa.

2. TÍTULO: Development of the Linguistic Competence in a Group of Students of Level A1 through the Practice of Writing Ability in an LMS Platform and a Blog.

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7. DESCRIPCIÓN DEL TRABAJO: El objetivo principal de este proyecto es describir el desempeño de los estudiantes en las habilidades de escritura en inglés, usando el ambiente de aprendizaje virtual en el Instituto Heyes en Bucaramanga, Colombia, con el propósito de mejorar y motivar a los estudiantes en su proceso de aprendizaje.

8. LÍNEA DE INVESTIGACIÓN: Educación Virtual. Tendencias Actuales en Educación y Pedagogía-TAEPE.

9. METODOLOGÍA: Investigación descriptiva con enfoque cuantitativo.

10. CONCLUSIONES: Los entornos virtuales de aprendizaje desempeñan un papel importante en el aprendizaje de una segunda lengua fomentando una exposición frecuente a ella. El uso de esta herramienta como complemento de la clase, permite a los estudiantes fortalecer sus competencias lingüísticas del idioma objetivo, dándoles acceso instantáneo a la información que necesitan. El uso de diferentes recursos a través de entornos virtuales de aprendizaje mejora las habilidades de escritura fomentando una conexión dinámica entre profesores y alumnos.



UNIVERSIDAD DE
SAN BUENAVENTURA
BOGOTÁ, D.C.

DEVELOPMENT OF THE LINGUISTIC COMPETENCE IN A GROUP OF STUDENTS OF
LEVEL A1 THROUGH THE PRACTICE OF WRITING ABILITY IN AN LMS PLATFORM
AND A BLOG

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LICENCIATURA EN LENGUA INGLESA

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Abstract

Virtual Learning Environments play important roles in foreign language learning, because they allow the students to practice the target language linguistic competences to have instant access to the information they need to interconnect with other students in a collaborative work and take advantage of the use of technology in their learning process. This study was conducted at a private language institute to describe the performance of ten students in writing skill in English, it deals about the characteristics that describe the student's writing skills in terms of grammar, spelling and coherence through the use of virtual learning tools on English language learning in level A1 at Centro de Idiomas Heyes, Bucaramanga, Colombia. The paper describes several variables which the researchers considered to carry out in the research process. These variables deal with aspects such as how often the students do first language and foreign language writing, what technology resources they use more to write about and the students' affective and cognitive views of using new technologies for English language learning.

To describe the student's writing skills performance in terms of spelling, grammar and coherence by using Virtual Learning Environment, data was gathered through the research instruments such as questionnaires, blog, interviews and VLE web site. As well, VLE exercises are definitely a basic tool to support and reinforce the learning and communication in a foreign language; also, blog becomes helpful tool that complement and enhance the learning process of English, stimulating collaborative work and communication among peers. In addition, this paper describes the development of the writing skill by using new technologies and how these digital tools can help the students develop their linguistic and communicative competence through their daily practice. This study revealed that foreign language writing activities on the VLE, definitely

help to build up students speaking and vocabulary skills which will result in improving communicative competences by using the grammar structure and correct spelling. Into some limitations, researchers found along this investigation that it is significant to name the importance to define clear objectives and limit the process at the beginning of the research, but with longer data in order to be more assertive with the result of the research. Consequently, some recommendations for future better results are to take more advantage of all the resources offered by the platform available at the Centro de Idiomas Heyes.

Keywords: Virtual Learning Environment, writing skill, foreign language writing, new technologies, communicative competence.

Resumen

Los Ambientes Virtuales de Aprendizaje juegan un papel importante en el aprendizaje de una lengua extranjera, ya que permiten a los estudiantes poner en práctica las competencias lingüísticas del idioma que se está aprendiendo y también tener un acceso directo a la información que necesitan para interconectarse con otros estudiantes en un entorno de trabajo colaborativo y así tomar ventaja del uso de la tecnología en su proceso de aprendizaje. Este estudio se llevó a cabo en un instituto de idiomas privado, con el objetivo de describir el desempeño de diez estudiantes en la habilidad de escritura en inglés; para ello se trabajó sobre las características de las habilidades de escritura de los estudiantes relacionado con los términos de gramática, ortografía y coherencia, a través del uso de herramientas virtuales de aprendizaje del idioma inglés en el Nivel A1 en el Centro de Idiomas Heyes, en Bucaramanga, Colombia. Este trabajo describe diversas variables que los investigadores consideraron llevar a cabo en el

proceso de investigación. Estas variables manejan aspectos tales como qué tan a menudo los estudiantes escriben en su idioma materno y en el idioma extranjero, qué tipo de recursos tecnológicos utilizan más para escribir y los puntos de vista afectivo y cognitivo del uso de nuevas tecnologías en el aprendizaje del idioma inglés.

Para describir el desempeño de las habilidades de escritura de los estudiantes en términos de ortografía, gramática y coherencia, usando un Ambiente Virtual de Aprendizaje, los datos fueron recolectados a través de instrumentos de investigación tales como cuestionarios, blog, entrevistas y un sitio web de Ambiente Virtual de Aprendizaje. De igual forma, los ejercicios en el sitio web de Ambiente Virtual de Aprendizaje son definitivamente una herramienta básica de apoyo y refuerzo en el aprendizaje y comunicación en un idioma extranjero; además, el blog se convierte en herramienta útil que complementa y mejora el proceso de aprendizaje de Inglés, estimulando el trabajo colaborativo y la comunicación entre pares. Adicionalmente, este trabajo describe el desarrollo de la habilidad de escritura a través del uso de nuevas tecnologías y cómo esas herramientas digitales pueden ayudar a los estudiantes a desarrollar sus competencias lingüísticas y comunicativas mediante su uso diario. Este estudio revela que las actividades de escritura en un idioma extranjero realizadas en un Ambiente Virtual de Aprendizaje, ayudan de forma definitiva a los estudiantes a incrementar las habilidades de conversación y a construir vocabulario, con lo cual dará como resultado el mejoramiento de las competencias comunicativas con el uso de estructuras gramaticales y una correcta ortografía. Dentro de algunas limitaciones, los investigadores encontraron que es significativo señalar la importancia de definir objetivos claros y limitar el proceso al inicio de la investigación, pero con una recolección de datos más

extensa con el fin de ser más asertivos con los resultados de la investigación. En consecuencia, algunas recomendaciones para mejores resultados futuros, son tomar ventaja usando todos los recursos que ofrece la plataforma disponible en el Centro de Idiomas Heyes.

Keywords: Virtual Learning Environment, writing skill, foreign language writing, new technologies, communicative competence.

Chapter 1: Identification of the Project

1.1. Title of the Project

Development of the linguistic competence in a group of students of level A1 through the practice of writing ability in an LMS platform and a Blog.

1.2. Faculty and Academic Program

This research proposal belongs to the *Facultad de Ciencias Humanas y Sociales* and it is part of *Programa de Licenciatura en Lengua Inglesa*.

1.3. Group and Research Line:

Research Group: Tendencias Actuales en Educación y Pedagogía-TAEPE.

Research Line: Educación Virtual

1.4. Topic

Description of writing skills performance and collaborative work through activities and a blog in a Virtual Learning Environment (VLE) in Level A1 students at Centro de Idiomas Heyes, Bucaramanga.

1.5. Project Tutor

Jairo Enrique Castañeda Trujillo, holds a B.A. in Spanish and English from Universidad Pedagógica Nacional, and a M.Ed. with emphasis on English Didactics from Universidad Externado de Colombia. Currently, he is a PhD student at Universidad Distrital FJC. He works for Universidad de San Buenaventura since 2011 as Virtual Tutor in the Virtual B.A. Program in the linguistic area and tutoring final research projects.

1.6. Researchers

Marfa Machado López

Liliana Margarita Montealegre Quesada

Margarita María Reyes Torres

Diego Fernando Osorio González

Chapter 2: Introduction

This paper reports a quantitative research carried out in order to explore the writing skills performance and collaborative work practice of ten beginner English students Level A1 through the use of Virtual Learning Environment (VLE) at Centro de Idiomas Heyes, Bucaramanga. Students target group work for COMERTEX S.S.A, a textile factory located in Bucaramanga, Colombia. The factory granted the students the chance to take English class with no charge. Students' ages oscillate between 30 and 50 years old; they all work in the administrative area of COMERTEX.

After choosing the targeted group, the instruments were applied to the students. First, researchers tested English grammar previous knowledge in order to identify strengths and weaknesses. Based on the results, we were able to establish their initial writing level, as well, a survey was applied with the purpose of recognizing their writing habits and their understanding of Virtual Learning Environments.

The observation process was carried out for four weeks. During this time, students were asked to develop several assignments such as blog entries, unscramble sentences exercises, and fill in the gap exercises and free writing using the institute Virtual Learning Environment. Week after week careful notes were taken about the results obtained by the students in every exercise. At the end of the process, four randomly selected students were interviewed with the purpose of knowing their opinions and perspectives on the use of VLE during the class. From the instruments and after doing triangulation, four categories that helped researchers to describe writing skills and collaborative work through the use of Virtual Learning Environments were identified as findings.

The first category referred to the quality of the writing performance in VLE; about it, we found that the use of VLE for writing purposes played an important learning role because it allows the students target language practice and helps them to acquire linguistic competences in order to convey meaningful messages to the reader of their texts. Researchers found that doing continuous exercises in the VLE promoted the development of micro skills in the students during learning process, thus promoting the writing development. Second category dealt with the writing communicative purpose, VLE promoted the development of micro skills during their learning process, and students' affection towards writing subjects played a key role in the process of writing development. The fact that students had the opportunity to write about topics of their interests, was helpful to acquire skills in grammar, spelling and coherence.

The relationship between grammar, VLE and blog was considered into the third category. It was evident during the research that the grammatical structures used by the learners in the blog and the VLE exercises demonstrated the application of the syntactic models acquired in the classroom, demonstrated that VLE supported the process of foreign language acquisition by reinforcing grammar construction. The fourth category examined was collaborative work; through this research it could be establish that the use of VLE increased collaborative learning because of its social nature, but teachers need to give direction to this process and promote appropriate activities that enhance students' interaction.

Considering these findings, researchers were able to conclude that the use of VLE played an important role in foreign language learning by fostering a frequent exposition to English as a foreign language. After the four weeks of observation, students were able to communicate their thoughts and ideas in a better way by using the required structures and by sharing them with their

classmates. Students writing performance improved through the unit's development and it was gradually improving as the students got the new vocabulary. The use of VLE as a complement for the class allowed the students to practice the target language linguistic competence by giving them instant access to the information they needed.

Taking into account the needs of foreign language learners, the implementation of activities and the use of different resources played an important role in the students writing skill performance and collaborative work description through the use of a Virtual Learning Environment (VLE) fostering a dynamic connection not only between peers but also between teachers and learners.

This research paper consists of 9 chapters. The first chapter contains all the basic information for the identification of the project. The introduction, which forms the second chapter, offers a generalized summary of the investigative process. The third chapter contains the description of the project, raising the research problem, the research question, and the general and specific objectives established by the researchers for the development of this document. It also contains the rationale which provides valid arguments that explain the importance of this research work and the literature review. The fourth chapter shows the theoretical framework taken into account while conducting this research. This theory focuses on teaching language and its relationship ICT's, writing, writing skills and Virtual Learning Environments and collaborative work. The chapter number five describes the research design giving information about type of study, context, the participants or target group, the data collection instruments used by researchers and the instructional design. The sixth chapter provides a detailed data analysis obtained from interviews, surveys, blog and exercises through VLE. It also provides the findings

of this investigative process obtained from the triangulation of information. Chapter seven compiles the conclusions and implications by answering the research question established from the beginning of the process. Finally, the eighth chapter raises the limitations of the investigative process and suggestions for further investigation.

Chapter 3: Description of the Project

3.1. Statement of the Problem

In this globalization time, people live in a constantly changing world and must necessarily learn and develop skills that allow them to participate in that change. As international relationships based on communication are required even more, learning English as a foreign language has become an important competence that everyone must face; handle English as a foreign language, gives more opportunities and allows skills acquisition to let an easily access to the knowledge and be part of this English globalization. These are important reasons why the Ministerio de Educación Nacional de Colombia, becomes this as one of the main objectives: “To achieve the training of citizens as English speakers in such a way they can take the country into universal communication processes, into the global economy and open-mind culture with international standards” (MEN, 2006). About this, Graddol (2006) said that fields of knowledge such as technology, business, economy, health, science, tourism, and jobs take English language as their means of social communication to the people in this world.

In 2014, Centro de Idiomas Heyes began the implementation of its own policies, towards fostering English as a foreign language, by using the Basic Standards of Competence in a foreign language, based on the Common European Framework of Reference for Languages (CEFR cited in Lara 2014; p.12). After the implementation of the Centro de Idiomas Heyes’ teaching English as a foreign language program in 2014, questions and problems concerning the way students are learning the target language arose. About the four English skills, the Institute promotes in its curriculum reading, speaking, listening and writing; this last one has been found to be the most difficult for English language learners to master, especially in Centro de Idiomas Heyes, where

beginners do not have the necessary skills to develop their writing activities, and most of the time, they cannot convey their ideas in a foreign language, even though they can understand what they are telling or what they are reading.

According to Warschauer (2010) “writing is one of the most important language skills, it is also a critical skill for students in primary schools, colleges and life activities”, also, writing can be an effective tool for the development of academic language proficiency as “learners more readily explore advanced lexical or syntactic expression in their written work.”

Cimcoz (1999) and Silva (1993) stated that students have difficulty translating their thoughts into words as they do not know how to choose the correct words, additionally English language learners perceive it as the hardest skill to acquire. Norrish (1983) said, though the biggest problem is that writing is more complex because it tests a person’s ability to use a language and to express ideas, writing requires a person to write not only coherently, but effectively.

Since the importance of writing skill has been realized, some of the challenges that learners incorporate throughout their writing process are linked to skills that they have not reached yet. At the first semester of 2017, some teachers at Centro de Idiomas Heyes examined writing skills of students that are currently in their basic level A1 of English, according to the Common European Framework of Reference (CEFR), and were asked to fill out an English proficiency questionnaire (Annex 2). The questionnaire had a total of eleven combined questions related to function, that were within the realm of personal information, and the grammar questions were within realm of the present simple and the past simple tense. The completed tasks were analyzed to identify errors most frequently made by the students such as wrong choices of

vocabulary, articles, inappropriate structure, spelling mistakes, and accuracy. Based on the basic performance in writing results of students, a challenge for teachers to look for ways to teach and motivate students to write effectively arose.

Teachers are constantly looking for solutions to this issue and new techniques are starting to be used in the class; in this case, through the implementation of a Virtual Learning Environment (VLE), which is an electronic system that can provide online interaction between learners and tutors of various kinds and can lead online learning and assessment” (JISC, 2003 p.93). The use of “VLE will bring students many benefits, inside and outside the school such as: home school learning, course level monitoring and personal assessment” (Becta, 2007 p.94).

As researchers, we consider that writing can be improved through the use of VLE; we want to describe the students' writing skills performance and collaborative work dynamics by using this tool at Instituto Heyes Bucaramanga. For the need of this research, we established the following investigation question.

3.2. Research Question

What is the impact of the use of a Virtual Learning Environment on the writing micro skills related to grammar, spelling and coherence of a group of A1 students at Centro de Idiomas Heyes?

3.3. Objectives

3.3.1. General Objective

Measure the students' writing skill performance in terms of grammar, coherence and spelling when using a Virtual Learning Environment.

3.3.2. Specific Objectives

- Characterize the students' writing skill performance in terms of spelling, grammar and coherence when using a Virtual Learning Environment.
- Explain the students' collaborative language learning writing skill dynamics while using Virtual Learning Environment.

3.4. Rationale

The implementation of this project was based on the execution of activities through the use of a Virtual Learning Environment (VLE) in order to characterize the writing process by using criteria such as syntax, spelling and accuracy, so that the progress of this process could be observed and described to validate the initiative of using this technological resource, as a dynamic and effective tool in the management of a foreign language teaching. Through this quantitative research, we aimed to describe how it can help students to develop communicative competence when using it for expressing meaningful messages, even more, this research seeks for teachers to trigger their students' collaborative language learning performance.

This quantitative research describes the students writing skills competence attached to the importance of using a Virtual Learning Environment during the foreign language learning process, and seeks to invite foreign language teachers to increase the use of Virtual Learning Environments as a resourceful tool to promote foreign language learning acquisition, among their learners and help them to develop not only their foreign language writing skill, but also their reading, speaking and listening skills.

As future professionals in the area of education, this project gave a great contribution to our training and it will be reflected in the enriching of the curricula, thanks to the implementation

of a didactic alternative, which is in line with the new advances in Information and Communication Technologies (ICTs) during the process of teaching a foreign language. In addition, this project will allow students to express their ideas and feelings and interact actively with their classmates and teachers.

Giving the importance of effective connectivity with students, the use of ICT creates an enable environment for it; this project contributes to make that connection between students and teachers. The predominance of audiovisual language, contrasted with the decay of the traditional teaching model, leads the teachers to the use of a multimedia language as a motivating teaching tool, facilitating the development of teaching-learning process. In such circumstances, Barker and Grossman (2013) considered the use of a Virtual Learning Environment as a tool that allows constant communication, collaborative work, creativity, view and share projects and ideas, do follow-ups, facilitating a dialogue on specific topics proposed by the teachers or varied topics suggested by the students.

Furthermore, taking into account the teaching and learning process of English as a foreign language in Colombia, if we consider Virtual Learning Environment as a tool for improving writing skills, we can say that it is precisely this tool which develop great skills of expression, not only writing, but reading comprehension, critical thinking and social interaction, making the student seeing the need to enhance the information research for furthering writing, synthesize and clarify the information and enrich it with other resources such as videos, images, animations, shortening the time and increasing motivation and interest in learning.

3.5. Literature Review

RAE No. 1: Doing Research in English Language Learning a guide for practitioners.

Year	2005
Reference	<p>Cohen, Louis; Manion Lawrence and Morrison Keith. (2005). Research Methods in Education. 5th Edition. London and New York. Taylor and Francis Group. 438 pages.</p> <p>ISBN 0-203-22446-9 (Adobe eReader Format)</p> <p>ISBN 0-415-19541-1</p>
Type of document	Book in pdf, Research Methods In Education.
Description	<p>Describing research method involves data collection analysis over a given topic by the construction of the own meaning of a situation.</p> <p>Characteristics of Naturalistic Research (p. 137-140)</p> <p>Procedure of Naturalistic research (p.140)</p> <p>Data Collection (145-146)</p>
Conclusions	<p>This book describes in a very clear way and step by step the quantitative Research Process, its main characteristics, and give examples of this kind of process.</p> <p>Useful to do our research design chapter, this book gave us the supportive theory and showed us how to write our research of its type.</p>

RAE No. 2:

Year	2005
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Reference	Bell, Judith (2005) Doing your research project. A guide for first time researchers in education, health and social sciences. 4th edition. Open University Press. McGraw Hill Education. 261 pages.
Type of document	PDF book
Description	A complete guide that helped us to get into the research requirements. Helpful for data analysis to make questionnaires and interviews (122-153). Observation studies (184- 197). Very useful to report and interpret findings (200- 228)
Conclusions	<ul style="list-style-type: none"> - Observations are unique in each case, are unique for our research, due they involve people perceptions, thoughts and believes. - We must be careful with the ambiguity in questions and answers.

RAE No. 3:

Year	2009
Reference	Damayanti, Duanita .Individual Factors in The Learner´s Development: Chapter 2: Affective Influences On Language Learning Page 29. MICRO AND MACRO SKILLS OF WRITING FOUND IN THE WRITING EXERCISES OF THE BRIDGE ENGLISH COMPETENCE FOR SMP GRADE VIII. 1st ed. Indonesia: N.p., 2009. Web.1 May 2017
Type of document	Magazine article

Description	Full description about Macro and micro skills in writing and how they can be related with different exercises to develop such abilities.
Conclusions	-In order to achieve writing competence, students should be given adequate writing exercises to practice a lot. - Writing is a process of producing language that comes from our thought in a written form.

RAE No. 4:

Year	2010
Reference	Warschauer, M. (2010). Invited Commentary: New Tools For Teaching Writing. Language Learning & Technology, February, Volume 14, Number 1. Retrieved from http://lt.msu.edu/vol14num1/commentary.pdf
Type of document	PDF academic paper
Description	This pdf academic paper describes the usage of blog, wiki notebooks in the digital age, as a new way to do foreign language writing. Also, the paper describes how important is writing for a foreign language learning and the role this language skill plays for both social and academic success.
Conclusions	As a way of conclusion, it can be said that new technologies play an important role in the process of language teaching and learning. As far as writing the new digital media have also played an important role in the

	teaching of writing through the cognitive era.
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RAE No. 5:

Year	2011
Reference	Ahluwalia, G, Gupta, D, Deepak Aggarwal (2011). The Use of Blogs in English Language Learning: A Study of Student Perceptions. PROFILE, Volume 13, Issue 2, p. 29-41, 2011. eISSN 2256-5760. Print ISSN 1657-0790. Retrieved from http://revistas.unal.edu.co/index.php/profile/article/view/25629
Type of document	Magazine article digital
Description	<p>This article presents an investigation about the use of blog as teaching resource.</p> <ul style="list-style-type: none"> - Innovations in teaching have been supported by the use of technologies, one of them is blog. (p.30) - Blog offers diverse ideas, links, questions and possibilities. (p.30) - Writing in blog helps people to sharpen their writing skills. (p.31) - Blog are easy to create and maintain. (p.32).

Conclusions	<p>This article is useful to take out general information about blog and their use.</p> <p>In general, this research serves as model for the main purpose and objective of our own research. (Instruments and procedure).</p> <p>“Writing comprehension skills, business correspondence, self-presentation, grammar, vocabulary”. (P34)</p>
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RAE No. 6:

Year	2000
Reference	<p>Dillenbourg, P. (2000). Virtual learning environments.</p> <p>In Proc. of EUN Conference 2000 - Workshop on Virtual Learning Environments.</p>
Type of document	PDF academic Workshop on Virtual Learning Environments
Description	<p>This workshop presented during EUN conference in 2000 describes the main characteristics of VLE. It gives a detailed definition of VLE, and predicts how VLE may improve future education.</p>
Conclusions	<p>VLEs can be defined as designed information spaces. Their main characteristics are:</p> <ul style="list-style-type: none"> - They're explicitly represented - Students are active actors - They are not restricted to distance education. - They integrate multiple tools - The virtual environment overlaps with the physical environment. <p>To the question “Will virtual learning environments improve education?” the</p>

	<p>author concludes:</p> <ul style="list-style-type: none"> - Media have no intrinsic effectiveness, only affordances. - “Potentially yes, but probably not. It would not be honest to claim that virtual learning environments will improve the quality of education or reduce the costs of educational systems. These environments have some potential effects”
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RAE No. 7:

Year	2009
Reference	Area Moreira, M., & Adell Segura, J. (2009). eLearning: Enseñar y aprender en espacios virtuales. Retrieved from http://tecedu.webs.ull.es/textos/eLearning.pdf
Type of document	PDF academic paper
Description	This paper contains characteristics and pedagogical dimensions of Virtual Learning Environments. Also explains how VLE improves teaching by its innovative nature. It describes the differences between using VLE as a complementary activity to presencial classes, blended learning and distance E-learning.
	Defines Virtual Learning Environment as a space created with the intention of a student, obtaining learning experiences through resources / training materials under supervision and interaction with a teacher. Through this environment, the student can access and develop a series of actions similar to those that occur in a process of face-to-face teaching such as talking, reading

Conclusions

documents, doing exercises, asking questions to the teacher and teamwork.

There are four pedagogical dimensions of a VLE: Informative dimension, praxis dimension, communicative dimension and tutorial dimension. The informative dimension includes resources and study material. Praxis dimension deals with activities and experiences. Communicative dimension means social interaction between students and teachers. Tutorial dimension includes teacher assessment.

Chapter 4: Theoretical Framework

Through this section we aim to present some relevant information about English as foreign language, learning and teaching writing processes, mainly focused on Virtual Learning Environments (VLE) writing macro and micro-skills as well as writing activities and collaborative dynamics.

The current world has substantially changed the way we communicate. Due to new information technologies, we all have the facility to communicate from anywhere in the world without distance being an impediment; learning foreign languages has become a necessity for everyone and if you want to scale in an increasingly competitive world, knowing a second language it is essential.

This is why teaching a foreign language has taken a very important role in education today; most curriculum in any career include learning a foreign language; because of this, the Ministerio de Educación Nacional published Estándares Básicos de Competencias en Lenguas Extranjeras: Guía No.22, where the basic standards of competency in a foreign language are described. These standards are helpful for English teachers in the educational institutions in Colombia. "Clear and public criteria that establish what are the basic levels of quality to which children are entitled from all regions of Colombia" are given (MEN 2006, p.11).

4.1 About Teaching Foreign Language

Through the years various methods of teaching foreign languages have been developed. Richards, J. and Rodgers, T. (1986) described in his book *Approaches and Methods in Language Teaching* more than ten methods for teaching English such as the direct method, grammar-translation, Audio-Lingual and Suggestopedia among others. After years of research and

according to linguists, there is not a universal method for everyone, and there is not a teaching method more important than another, but all of them aim to promote the four basic language skills: Writing, Listening, Reading and Speaking in the own language or in the target one.

After years, institutions have established writing as one of the most challenging and critical abilities for students at basic levels. In this respect, Kemper, Sebranek and Meyer, V. (1998) in their book “All about Writing Process” expressed that writing is one of the most important skills to develop, its exercise helps to make active learners, clear thinkers and good communicators. Even though the importance of writing as a skill, many institutions and teachers do not consider the importance and difficulties of the writing process, in fact, compared to other language skills, writing requires more basic skills than perhaps any others.

According to the Guide of Institute of Education Sciences IES (2012), “the primary students learning goals in schools during the primary grades are focused to master basic writing skills such as handwriting, spelling, grammar, and sentence construction”, the guide also established that students at basic levels must develop the strategic processes needed to write effectively, acquire fundamental knowledge about writing, learn to use electronic tools for composing, start to develop a lifelong love for writing, and use writing for various purposes.

Taking this into account, these first steps in the development of writing skills are fundamental for the student’s learning process and for the implementation of this research project due to student’s need to establish solid writing structures from the beginning of their learning process in order to master grammar structures which will be underlying for learning other skills.

The available empirical evidence indicated that “directly and systematically teaching sentence construction skills and strategies for planning, revising, and editing as well as

summarizing information can have a positive impact on improving the students' quality of writing” (Graham & Perin, 2007, p. 49). To confirm this statement, this project proposed the description of student’s writing activities through the VLE as a learning strategy.

Writing skills help students to acquire linguistic competence knowledge, to convey meaningful messages to the reader of their texts. Allwright’s (1979) and Chomsky’s (1965) view of linguistic competence is as follow: Allwright (1979) stated “the two competences as overlapping thus, in general linguistic competence is a part of communicative one, although there are some areas of linguistics that are irrelevant to communicative competence”. Noam Chomsky (1965), another influential linguist, referred to the term linguistic competence as “knowledge and mastery of the underlying system rules” which makes up language.

4.2 About Writing

When learning a foreign language, writing becomes a hard task to develop because it requires a high level of thinking, “select, organize and develop expressions from a low level (words and morphemes) to a complex level (sentences and clauses)” (Jayaraman S. 2015. p 274). This writer also stated that an apprentice needs to learn how to use the grammar rules adequately in a given context; for Silva Tony (1990) “learning to write in a foreign language is formed by the habit of making exercises where the writer learns the way to make English structures with the acquired knowledge”. About this idea, Cooper, D. & Kiger (2003) said that learning to write becomes a complex process of making meaning or ideas by using graphic symbols. He expressed that this process grows from oral language and is built on listening and speaking, but writing is the main form this process is represented.

With the previous ideas in mind and according to Ramelan (1992) writing becomes a very

important task as part of a man's culture, also because it can be used to preserve thoughts, ideas and also speech sounds. In addition, Hyland (2004) stated, "writing is a way of getting things done". In other words, we can say that writing conveys our ideas or our experiences into a composition that readers are able to understand what we want to say or deliver in a written form. "Writing is a process of producing language that comes from our thoughts in a written form. It can be a book, a story, a letter, a novel and so on" concluded Yuanita Damayanti in her project about Micro and Macro skills in writing exercises. As well, this researcher concluded that "writing not only expresses and explains ideas with symbols and signs but it also has an intention and the purpose to record what people say in a written form" (Damayanti 2009).

Based on the all previous ideas, we chose the writing skills, grammar, spelling and accuracy in our project because it is important for students to use grammar properly in order to be able to communicate with each other. Also, because the writing activity involves all thinking processes on it and requires various senses to operate and strong writing skills. Finally, because by practicing it, English could become handy for students to learn and use in their daily lives. Writing requires some responsibility; well sometimes it needs to be effective and efficient not only as a student, but also as a professional or as a part of a group or a community.

4.3 About Writing Skills

Teachers are concerned about how to improve writing in the classrooms since writing is the tangible way of all skills (listening, speaking and reading). "From the traditional rhetorical point of view, writing is a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns. Learning to write, then involves becoming skilled in identifying, internalizing, and executing these patterns" (Silva Tony 1990. p.14).

The previous statement shows how important writing is because this ability collects and produces ideas in a written form to communicate a language and this type of communication is essential for different purposes as educative, business, scientific or social (Jayaraman, S. 2015. p 274). Practice specific writing skills also helps students to become better thinkers, to use vocabulary in a better way and to become more conversational.

To become an effective writer, Brown (2007, p.399 cited by Nguyen, T. 2016. p.4), established the following micro skills:

- Students can make orthographic patterns.
- Students can write to accomplish a purpose.
- Students can use words with the appropriate patterns.
- Students can use grammatical structures (tense, agreement, plural,) and rules.

To our purpose, and following Brown's statements, we are going to enhance the following writing micro-skill in students AL:

- Make adequate orthographic patterns (spelling);
- Write efficiently to accomplish a purpose (coherence) and,
- Use correct grammatical structures according to the model (syntax).

About the importance of learning spelling when writing, Jayaraman (2015) expressed that “a lack of writing that must be fulfilled, precisely because vocabulary includes the basic units of language”, are the main parts of a sentence; and it must have the correct meaning for the reader; this expression explains the other two microskills we enhanced in this research: syntax and coherence. The following step after learning the main words, is “to connect them in a sentence, correctly done with a clear communicative purpose and meaning. To do this, a learner must use

the known grammar rules in an acutely way” (Jayaraman, 2015. p 277).

4.4 About Virtual Learning Environment (VLE) and collaborative work

According to Dillenbourg (2000), a Virtual Learning Environment is defined as a web-based platform that supports navigation to encourage educational activities. Many pieces of research have been carried out in order to understand how VLE’s may improve students’ communicative skills. Researchers such as Hackbarth (1996), Kiser (1999) and Massy and Zemsky (1995) stated that VLE’s have the power to get rid of geographical issues and also provide students with powerful features such as flexibility, convenience and collaborative learning.

Dillenbourg (2000) said that “a Virtual Learning Environment (VLE) is a designed information space”. Also, Horton (2000) defines it as a “space in which students and teachers can meet to carry out learning activities”, that, substantially transformed the traditional way of teaching by “allowing teachers and students to be actors and builders of their own learning process and also by letting them develop their language communicative skills” (Modelo Pedagógico, 2010. p.51). In VLE students can make writing exercises guided by a tutor or teacher to develop learning experiences by using different resources (Moreira, A. & Segura, A. 2009, p. 8). It can be said that “VLE has become part of the formative teaching models (presence, semipresencial, virtual)” (Area, M. y Adell, J 2009 p. 391 -494). According to them, VLE lets the students learn through the use of formative materials and resources; the Modelo Pedagógico (2010) presents VLE as a learning environment that helps to develop learning activities.

VLE also enriches teacher’s learning environments across the curriculum (case of Heyes Institute), and according to UNESCO (2014), “when teachers use ICTs to enhance their practice,

students improve test scores”. This is a great advantage offered by VLE is the ease of interaction between students and teachers. Traditional teaching methods are limited to classroom exposure time, thanks to the VLE; students can have permanent contact with their teachers to solve doubts, concerns or even to make suggestions about the class. (Moreira, A. & Segura, A. 2009. p.2). VLE also allows students to work at their own pace, setting their own study times and access to the material. This advantage encourages the sense of discipline and responsibility in the students. Teachers, also have high degree of responsibility for the success of a VLE based program.

The teacher is responsible for monitoring the progress of students by establishing deadlines that students must meet. Clark (1994) stated that if learning occurs is not precisely due to VLE but to the material contained in there; something similar to what Collins (1995) stated “success is due to design and structural implementation and not to technology itself. Teachers should be able to create attractive, creative and easy-to-understand material which they must organize clearly and accurately throughout the VLE”.

Instituto Heyes implemented the use of the Cambridge Learning Management System VLE on November 2016. Cambridge itself defines it as follows:

“The Cambridge Learning Management System (CLMS) is a robust platform that holds course content, materials and administration in one user-friendly online system. It allows teachers to easily manage classes and track their students' progress, highlighting areas of strength and weakness for ongoing performance improvement” Cambridge LMS (CLMS). Also Cambridge claims that this VLE “creates an environment where students can interact with content, collaborate with other learners and communicate with their teacher outside the classroom”.

In general terms, collaborative work refers to the act in which students work as a group to

accomplish a common objective. “VLE has been used even more for the last two decades to promote student’s interaction in the education area, work with them as tool, and help pupils to know more about technologies and about real life situations”. (McDonnell, F. & Hayden, R. 2013 p.1, 6, 8). Collaborative works, as a way to develop knowledge, and according to Vygotsky (1987), requires social sense to take into account other thoughts, share resources, take decisions as a group, commitment and learn from others, students and teachers. It has been observed that students have positive comments related to the use of VLE, including positive feedback between students, and an increase of writing and computing skills.

Among this system main features about VLE use there are: the encouragement of collaborative learning and the facilitation of class management. “The CLMS makes it easy for teachers and students to connect, and encourages interaction with tools such as forums and blogs” Cambridge LMS. This platform has tools that encourage writing such as blog, forums, instant messaging and grammar exercises. Blog, as part from the collaborative learning, brings an innovative approach to task based learning, where students can go at their own rhythm, being exposed to the target language for reading (Dooly, M. 2008, p. 88); and “writing comprehension skills, business correspondence, self-presentation, grammar, vocabulary” (Ahluwalia, Gupta & Aggarwal, 2011. p.34). For the purpose of this research we will consider VLE blog and grammar exercises as tools to describe writing skills performance in students.

Chapter 5. Research Design

This section presents information related to the type of study, context, participants, data collection instruments and instructional design. This project was carried out under a quantitative descriptive method and fulfilled the research requirements stated by Hernández et al. (2014). We collected data by the exercises students did in the LMS; the variables chosen to be measured were grammar, coherence and spelling. Also, we collected data about students' perceptions of their learning of English as a foreign Language through writing by using Virtual Learning Environments.

5.1. Type of Study

5.1.1 Quantitative research.

Quantitative research according to Hernández et al. (2014, p. 36) is used to present the findings in terms of sequential and numerical data of a determined process, it helps to measure and control a defined phenomenon, it is used to analyze the reality with an objective point of view, it becomes a great tool that helps us as researchers to take general results with precision and use them to explain processes or make predictions. Some characteristics of this type of research according to Hernández et al. (2014, p.38- 39) which were taken into account in this research are:

- We did a description and an interpretation of the writing process in a defined short period of time.

- We took into account the errors made by students in the VLE exercises and in the written blog. We took numerical data in order to describe the Student's process of writing when using a Virtual Environment to practice writing skills.

- Writing process, and collaborative work were activities socially situated, context related and context content, also they both were a controlled defined phenomenon which we could study by collecting data in a determined period of time.

- This research traits a realistic phenomenon, where the writing process is examined since the results obtained by the collected questionnaires and surveys made to the participants.

- Our project aimed to describe the collected data in terms of grammar, spelling and coherence mistakes the students made while using a Virtual Learning Environments (VLE), a great technological resource, useful to improve the writing activities in a collaborative context in English learning as a foreign language.

- The facility to measure, characterize, describe and understand the acquisition of writing skills and abilities through the use of VLE, as a strategy in students Level A1 at Centro de Idiomas Heyes, Bucaramanga, gave us the elements to achieve the goals outlined in this pre-experimental research, through the implementation of a Quantitative Research Methodology.

We decided to use this methodology due to its suitability to the definition given by Aliaga and Gunderson (2000 cited in Muijs, 2012), when they expressed that a quantitative research is “explaining a phenomenon by collecting numerical data that are analyzed to express how the world works”. This means that “an event must be studied as it is with an objective point of view, trying to understand it from the realistic results it gives to the researchers.”

Thus in mind, and in order to give an effective answer to our research question, we must be able to describe the results obtained from the interviews to a group of students of level A1, over their writing process through the use of VLE in a collaborative way; also, how this process could help them to generate skills and abilities of writing; this is why we considered to carry out

on a quantitative pre- experimental research.

As well, we considered this project as a quantitative pre-experimental study because and according to Mack, N., et al, (2005), this research gave us an answer to an issue about education processes in terms of writing we had; it involved the participants' experiences and the results of their performance in writing during a determined period of time. The collected data helped us to build the knowledge about the writing skills processes that took part into the studied phenomenon; thus, it was pre- experimental because we used a one student's group that were pre-tested (Placement Exam), then they went under the experiment, finally they were post-tested (evaluation, and performance results). Furthermore, this research fits the pre-experimental design requirements because the control of the experiment was minimum (Hernández, 2014. p. 141)

5.2 Context

This research was carried out at Instituto Heyes in Bucaramanga, Colombia, an Institute of English teaching. In general, the institute allows small groups up to six students per class. They have three sessions per week and each session lasts for two hours. During each session, student's work with the tutor for one hour, and then they work on video lab, which is based on the topic, previously studied. (Lara. 2014; 20).

Centro de Idiomas Heyes is guided based on a communicative approach for teaching English as a foreign language, it means, teaching tries to be meaningful by using similar or real life situations in which students can be involved. "The teaching process tents to promote the collaborative learning by using different teaching activities emphasizing in both grammatical structures and meaning". (Lara, J. 2014; 12).

The communicative approach used at Instituto Heyes, helps to get fluency in English as a

foreign language, the topics studied in class were related to national and international reality like give and receive personal information; talk about people characteristics, feelings (Annex 4 Blog) and accomplished the institute curriculum. (Lara, J. 2014; 12).

The institute Heyes is strongly committed to the development of the four language skills, listening, writing, speaking and reading. Thus, different types of activities that enhance the creative and collaborative abilities of students are made in the classroom and through the Cambridge Learning Environment System. Unfortunately, as the problem statement of this project express, and as a result of an interview made to students (Annex 1), difficulties in writing skills in English have been seeing.

5.3. Participant

This project was carried out with the participation of 10 students who work for COMERTEX S.S.A, a textile factory located in Bucaramanga, Colombia. The factory granted the students the chance to take English class with no charge. Students' ages oscillate between 30 and 50 years old; they all work in the administrative area of COMERTEX; socially speaking, they belong to medium social class.

As regards, to their foreign language learning academic background, it can be said that they took English classes many years ago at school, and now they show interest in learning how to speak the target language due the opportunity given by COMERTEX. These students followed the syllabus of Centro de Idiomas Heyes under schedule of two days a week and total number of hours of 120 for one month (Lara, J. 2014).

The students are currently in the basic level A1 of English according to the Common European Framework of Reference (CEFR); their level is based on the placement exam (Annex

2) they presented when they enrolled in the course. It means by the end of the first level (A1) program, student should write a short, simple text and fill in forms with personal details; student should express concrete situations, required by the Education Ministry of Colombia “The Student can show understanding of the basic grammar structures of the sentences in English”. (Ministerio de Educación Nacional, 2006, Page. 15).

5.4. Data Collection Instruments

During the implementation of this project, according to the Quantitative Research requirements stated by Cohen, Manion and Morrison (2005) and Hernández, S. (2014), for our research project we used the following instruments:

5.4.1. Surveys

We used surveys to collect information because a Quantitative Research like this one, required a deep understanding of the VLE as a writing learning tool, they were fine material to accomplish this purpose (Annex 4).

Diagnostic surveys were applied to students according Instituto Heyes curriculum in order to know their correspondent level of knowledge (Annex 2).

Two more surveys (Annex 3) were applied to the students, during the process of writing activities and blog through the Cambridge VLE and after they had been using the writing activities for four weeks in a row. The students used the Cambridge Learning Environment System as a learning and practice tool under the Cambridge Interchange methodology by Richards (2013). The surveys done, according to Bell (2005) in order to achieve the main objectives of our research, gave us insights about the students’ view and perception of the VLE and about their writing process through the blog as an English learning tool (Annex 3).

Questions offered, in some cases, a list of items trying to use precision in wording to find the response we needed to analyze (Bell, J. 2005, 139). At the end of the procedure, a survey was used to measure students' perception about their VLE and blog usage as a practice tool to improve their writing in English. Surveys used the Likert scale that measures perceptions, opinions or attitudes of the interviewees, related in this case to the process of writing in blog and making the exercises in the VLE (Likert 1932 in Forsys', I & Gaca, R. 2016). Most of the time the scale has five degrees corresponding to a list of five items.

Data analysis was done with Likert scale as well, in order to evaluate the quantitative variables in terms of spelling, syntax and coherence we collected through surveys and observations of the students when they posted comments through the blog and when they did the exercises into the VLE.

5.4.2. Interviews

Interviews to four students were applied after they had worked on the VLE for four weeks. The interview's results helped us as researchers to gain conceptual and theoretical support about student's data, perceptions and views about the program. The students refer to their opinion in terms of the benefits, constraints, and things to highlight and things to strengthen, into their learning process program through the use of the VLE, as tool to enrich their foreign language learning. The questions made in the interviews are in Annex 4.

5.4.3. Blog and VLE exercises

According to the instructional design, the VLE procedure was carrying out for four weeks, the duration of the course Level A1, for one month. Blog and exercises (Annex 5) were made according to the established program by the Cambridge Interchange methodology by

Richards (2013) and work aligned to Instituto Heyes curriculum (Lara, J., 2014). Exercises in the VLE were based upon the content of the units seen in class for their English level A1, according to the Cambridge program of Richards (2013) (Annex 4), they were related to grammar, spelling and coherence.

Instituto Heyes provided the students with two easy access learning tools through their Virtual Learning Environment that helped the students to practice their understanding of the units studied in class by making exercises and letting them write freely about the topics proposed through the blog.

Blog and exercises played key roles at the VLE in the research design, as they functioned as an active part of students' language learning process. To analyze them both, we focused on formal aspects of the written language such as grammar usage, spelling and sentence coherence expressed by students in a blog and exercises. The findings in the VLE could be described by using the student's records provided by the language institute website. We followed closely the students writing exercises and blog entrances, observing their writing development and performance through the time, as well as the collaborative dynamics between students.

Every learnt unit was evaluated taking into account the achievement of the following skills:

- Grammar structure: Related to the arrangement or combination of words to form meaningful sentences. This refers to the student ability to use correct grammatical rules according to their level of understanding. (Lock, G.1996 p.4)
- Spelling: Related to the correct use of writing words, including punctuation.
- Participation in comments: How many times people connect to participate, the

Application of the placement exam.												
Observation of the Blog and VLE.												
Application of individual Interview.												
Coding and transcription of results.												
Application of the survey.												
Data Analysis.												
Conclusions of Data.												

5.5. Instructional Design

In order to carry out the research process, we collected, categorized, coded, evaluated and analyzed collected data about the VLE exercises made by the students and what they post on the Blog. For the data analysis, we performed a univariate analysis, given that all of the instruments applied involved a single variable. The reason of carrying out this analysis method was to be able

to describe the phenomenon from the results. By using univariate analysis, we were able to study separately the data obtained and consolidate it into pie charts and bar charts.

Once the information was compiled and represented graphically we could establish a series of values as the maximums and the minimums as well as the averages obtained by the students in the different exercises proposed by the virtual platform. These values gave us a clearer idea of the group's overall performance in writing, syntax, grammar and coherence.

For having the analysis done based on Grounded theory, some categories were identified by following steps suggested by Corbin and Strauss (2008) as:

- It is theoretical sampling, it means that data analysis and data collection proceed together, also involves comparison of students writing performance in terms of grammar, spelling and coherence when use a VLE to freely writing or to make exercises related to the class learned subject.
- It is coding, because it allows us to know about the field we studied through an analytic process, started with fractured data until get conceptualized and integrate all the information to form a theory or in this case the characterization of the writing process.
- It includes a constant comparison, which is the central feature, of (GT) procedures, it is a way of maintaining connection between the ideas we have and the data.
- It is saturated, Corbin and Strauss (2008) argued that the point at which no new insights are obtained, no new themes are identified, and no issues arise regarding a category of data. Based on the results obtained with all the process of collecting and based on the different steps suggested by Corbin and Strauss (2008) the coded was:

Male (1), Female (2)

Strong 1 2 3 4 5 Weak

$(A/N) \times 100$

A= number of students answered yes or not

N= number of the students

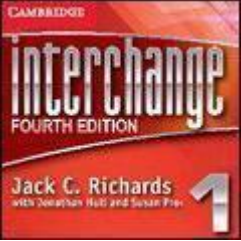
In order to give answer to the question of this research we established the following procedure:

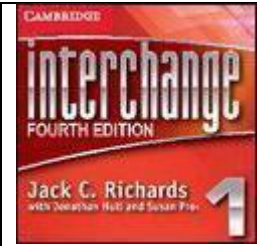
1. Conducted surveys and interviews to know student's perception about writing exercises and their writing in blog while using the VLE.
2. Placement exam to determine common writing mistakes, to set the student in the correspondent level.
3. Collected data of Blog and VLE writing exercises performed by students according the following syllabuses.

Table No. 2

Lesson Plan

Lesson	Objectives	Methodology
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<p>Lesson 1- 2:</p> <p>Call Me Beth- How do You do</p> <p>Simple Present / Verb To be</p> <p>Time allotted: 2 hours.</p> <p>Resources: exercises and blog in the VLE based on</p>  <p>Cambridge learning management system.</p>	<p>Main Objective:</p> <ul style="list-style-type: none"> • Ss write a biography using the simple present <p>Specific Objectives:</p> <ul style="list-style-type: none"> • Ss write discuss personal information • Ss introduce themselves and others using be and possessive adjectives • Ss write about work, school and family • Ss ask and answer questions using the simple present. <p>Ss understand grammar use in context.</p>	<p>In class: Tell Ss to read the model biography silently (page 10). Explain any new vocabulary.</p> <p>Point out that</p> <p>The biography does not have the person’s name.</p> <ul style="list-style-type: none"> - Ss write their biographies. Go around the class and give help as needed. <p>Blog: Ss write the biographies for homework as a blog entry.</p> <p>Ss must check their classmate’s blog and write comments and questions.</p> <p>VLE exercises Unit 1. Virtual writing activities 1-12</p> <ul style="list-style-type: none"> - Assessment - Assessment CD Units 1-2 Written Quiz
<p>Lesson 3:</p> <p>How much is it? / Comparatives</p> <p>Time allotted: 1 week</p> <p>Resources: Blog in</p>	<p>Main Objective:</p> <ul style="list-style-type: none"> • To write a paragraph comparing prices <p>Specific Objectives:</p> <ul style="list-style-type: none"> • To talk about prices using demonstratives and the 	<p>In class: Have Ss read the directions, chart, and sample paragraph. Allow three minutes. (Page 20)</p> <p>T asks Ss: “What does the chart show? What are you going to add to the chart?”</p> <p>Ss work individually. First, they complete the</p>



Cambridge learning management system.

pronouns one/ones

- To discuss about preferences using comparisons with adjectives

chart. Then They write a paragraph comparing prices.

Blog: Ss post their paragraph as a blog entry for homework.

- Ss must read each other entries and make questions and suggestions.

VLE exercises

- Assessment
- Cambridge platform writing exercises

Unit 3

Lesson 4: I really like Hip hop

Would / Object Pronouns

Time allotted: 1 week

Resources: Blog in Cambridge Learning Management System

Main Objective:

- To write and respond to invitation

Specific Objectives: • To make invitation using would and Verb + to + verb

- To make excuses

In Class: Point out that Ss practice oral invitation. Now they will make written invitation.

Focus Ss’ attention on the message (page 26). T asks the class: “Do you ever write text messages? Who do you write to? What do you write About?”

Individually write a message making and invitation to other two Ss’ of the class.

Blog: Post your invitation as a blog entry

In Ss’ responses, they must write questions asking for more information. They continue to

		<p>exchange</p> <p>And return responses, answering questions and asking for more information until they accept or</p> <p>VLE exercises</p> <ul style="list-style-type: none"> - Cambridge platform writing exercises Unit 4 - Assessment CD Unit 4 Written Quiz
<p>Lesson 5:</p> <p>I come from a big family</p> <p>Present Continuous/ Family Vocabulary</p> <p>Time allotted: 1 week</p>	<p>Main Objective:</p> <ul style="list-style-type: none"> • To write a post describing one's family. <p>Specific Objectives: • To discuss families, typical families, and family life</p> <ul style="list-style-type: none"> • To discuss about own family using the present continuous. 	<p>In Class:</p> <p>Ss describe their family to a partner. They read the example email silently. (p 34)</p> <p>T elicits information Ss can include in a description of their family. (e.g, names, ages, jobs, where they live). T writes all ideas on the board.</p> <p>In Blog: Ss write a post about their family. Encourage them to use the present continuous. Ss must review and comment on classmate's posts.</p> <p>In VLE</p> <ul style="list-style-type: none"> - Assessment - Assessment CD Unit 5 Exercises and Written Quiz.

Chapter 6: Data Analysis

This chapter is aimed at describing the information collected in the instruments designed to collect the research data. Once the analysis process has been carried out, the chapter will continue to describe the most remarkable information found about the students in terms of their writing skill quality, performance and frequency. This information will be useful to set a describing category.

For each instrument, we made quantification of data. This numerical representation of the observations had the purpose to describe the phenomena that our observations reflected (Babbie, 2010). After coding and data entry we proceeded to analyze single variables. Univariate analysis is usually intended to generate descriptive observations of the phenomenon (Gusukuma, 2012). The frequency distribution obtained from the different instruments gave us a general overview of the dispersion, for our case an average in the performance and writing skill quality.

6.1. Data Analysis VLE Exercises

For this research, we used the results of the exercises made by the students from the first four units through the Virtual Learning Environment (VLE), established by the Cambridge program of Richard's (2013). Each unit had twelve exercises that could be divided into three different groups according to the grammar skills practiced (spelling, syntax, coherence).

- Exercises from 1 to 4 in every unit were about spelling and coherence (See annex 6)
- Exercises from 5 to 7 were about spelling, syntax and coherence (See annex 7)
- Exercises from 8 to 12 were about syntax and coherence. (See Annex 8)

Table No. 3 and graphic No 1 show students score through each unit per exercise; it is based on

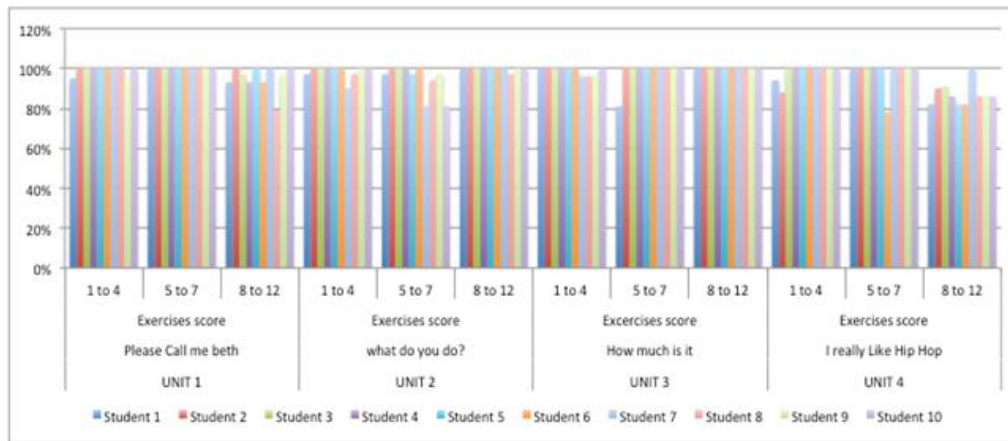
the results given by the VLE program according to the Cambridge program of Richards (2013) followed by the students at Instituto Heyes. It is important to say that the students did all the units exercises in one attempt (Annex 9) to obtain the scores seen in the following tables and bar-graph. The scores represent the results obtained by the students after the classes.

Table No. 3 Students exercises score per Unit

Student	Unit 1			Unit 2			Unit 3			Unit 4		
	Please Call me Beth			What do you do?			How much is it			I really Like Hip Hop		
	Exercises score			Exercises score			Exercises score			Exercises score		
	1 to 4	5 to 7	8 to 12	1 to 4	5 to 7	8 to 12	1 to 4	5 to 7	8 to 12	1 to 4	5 to 7	8 to 12
Student 1	95%	100%	93%	97%	97%	100%	100%	81%	100%	94%	100%	82%
Student 2	100%	100%	100%	100%	100%	100%	100%	100%	100%	88%	100%	90%
Student 3	100%	100%	97%	100%	100%	100%	100%	100%	100%	100%	100%	91%
Student 4	100%	100%	93%	100%	100%	100%	100%	100%	100%	100%	100%	86%
Student 5	100%	100%	100%	100%	97%	100%	100%	100%	100%	100%	100%	82%
Student 6	100%	100%	93%	100%	100%	100%	100%	100%	100%	100%	78%	82%
Student 7	100%	100%	100%	90%	81%	100%	96%	100%	100%	100%	100%	100%
Student 8	100%	100%	79%	97%	94%	97%	96%	100%	100%	100%	100%	86%

Student 9	95%	100%	97%	100%	97%	100%	96%	100%	100%	100%	100%	86%
Student 10	100%	100%	100%	100%	81%	100%	100%	100%	100%	100%	100%	86%

Graphic No. 1 Score per unit per student.



Examining the bar Graph No. 2 we can observe that in general, students had a high performance through the exercises in the VLE. The average score was higher than 73%, it means in general terms, and there were few mistakes. Based on this information we can establish that students understand what they are learning in class, and they are practicing this learning through the exercises. The most complicated exercises for students were 8 to 12 activities in unit 4 “I really like Hip Hop”, that was about the use of would, object and pronouns; in this unit, the exercises were related to syntax and coherence. Students had to drag and drop words to complete the correct sentence and complete a conversation by typing the correspondent word.

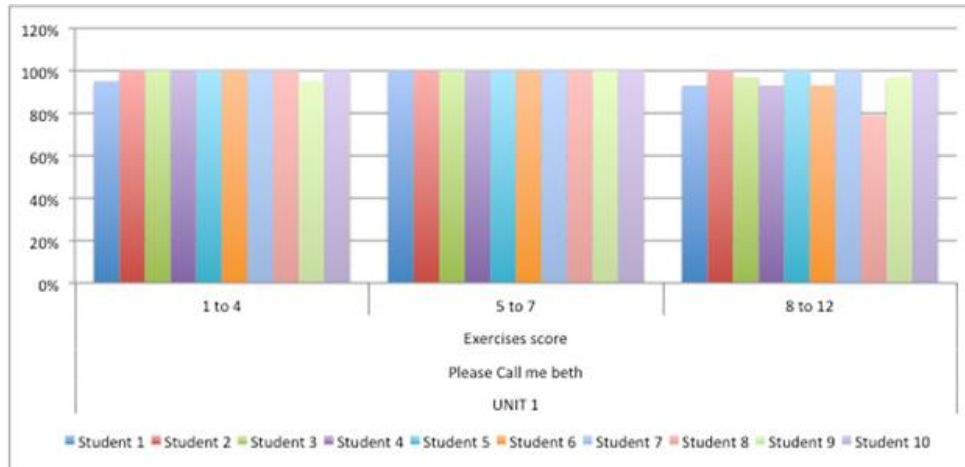
About general students’ performance, it was similar all through the exercises in the VLE during the four seen units. We observed that the easiest exercises for students were the exercises related to spelling, syntax and coherence. (5 to 7) where they had to drag and drop the

information, highlight the correct word and complete conversations by typing short answers. The results show their learning and understanding. Table No. 4 and graphic No.3 shows student's performance through Unit 1

Table No. 4 Student score per unit. UNIT 1

Students	Unit 1		
	Please Call me Beth		
	Exercises score		
	1 to 4	5 to 7	8 to 12
Student 1	95%	100%	93%
Student 2	100%	100%	100%
Student 3	100%	100%	97%
Student 4	100%	100%	93%
Student 5	100%	100%	100%
Student 6	100%	100%	93%
Student 7	100%	100%	100%
Student 8	100%	100%	79%
Student 9	95%	100%	97%
Student 10	100%	100%	100%

Graphic No. 3 Score per unit per student. UNIT 1



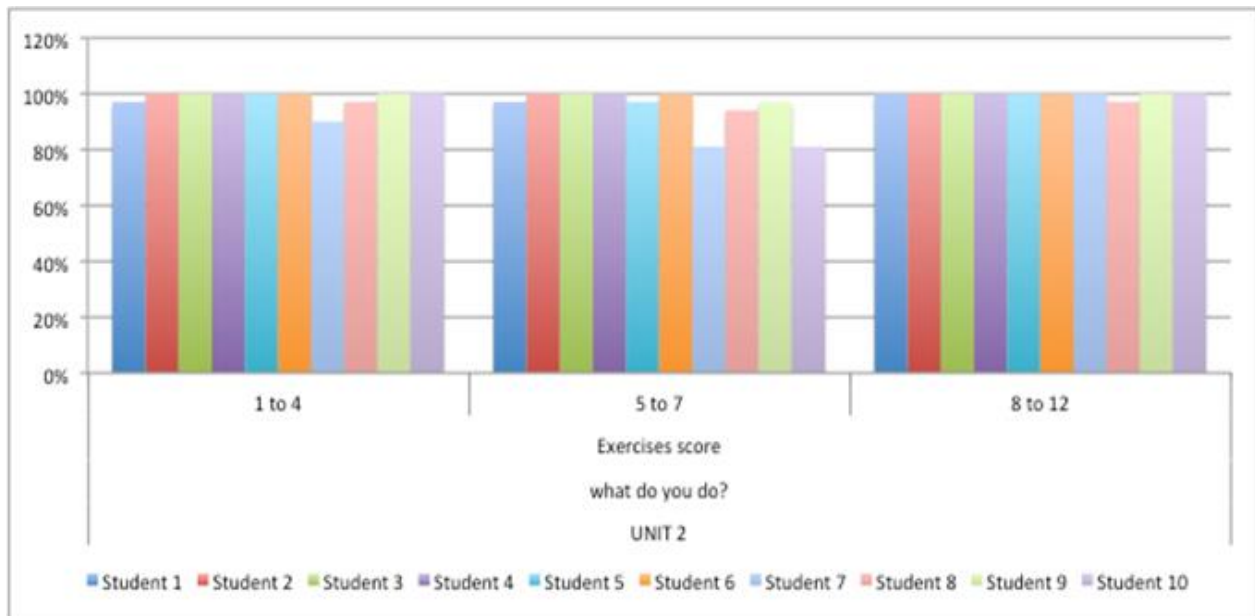
According to the graphic it can be said that all students' scores show that most of the times they chose the correct answer just in one attempt. In exercises 1 to 4 of unit 1 related to spelling and coherence, 80% of students had the highest score, 20% of students got a score of 95%. In exercises 5 to 7 of unit 1 related to spelling and syntax, 100% of students got a perfect score, the results demonstrated their learning and understanding. They had to highlight the correct words, complete the conversations by typing the correct verb, and drag and drop the correct sentences to complete the conversation. These exercises were related to spelling and syntax. In the exercises 8 to 12, 10% of students got a score of 79%; 50% of students got a score between 93% or 97%, it means they had one or two mistakes; 40% of students got 100% of the exercises correct these exercises were related to syntax and coherence. They had to complete the conversations by typing the correct word; choose the correct expression and typing the answers to the questions. The table No. 5 and graphic No. 4 refer to how students went through the second Unit.

Table No. 5 Student score per unit. UNIT 2

Student 1	97%	97%	100%
Student 2	100%	100%	100%
Student 3	100%	100%	100%
Student 4	100%	100%	100%
Student 5	100%	97%	100%
Student 6	100%	100%	100%
Student 7	90%	81%	100%
Student 8	97%	94%	97%
Student 9	100%	97%	100%
Student 10	100%	81%	100%

About the exercises done by the students through this second unit, we observed that 70% percent of students scored 100% for the exercises 1 to 4, 30% of students scored between 90% and 97%, it means them, in general they had few spelling and/ or coherence flows. 40% percent of students score 100% for the exercises 5 to 7 and the rest of them scored between 80% and 97%, they had some mistakes about syntax and coherence.

Graphic No. 4 Student score par UNIT 2



Most of students 90%, scored 100% in the exercises 8 to 12, and just one student scored 97%, it means she made just one mistake, these scores demonstrate that even though students are understanding. It seems exercises 5 to 7 were the most difficult in this unit for students to make, even though the scored high results. Table No. 6 and graphic No. 5 show students' performance through the third Unit.

Table No. 6 Student score per unit. UNIT 3

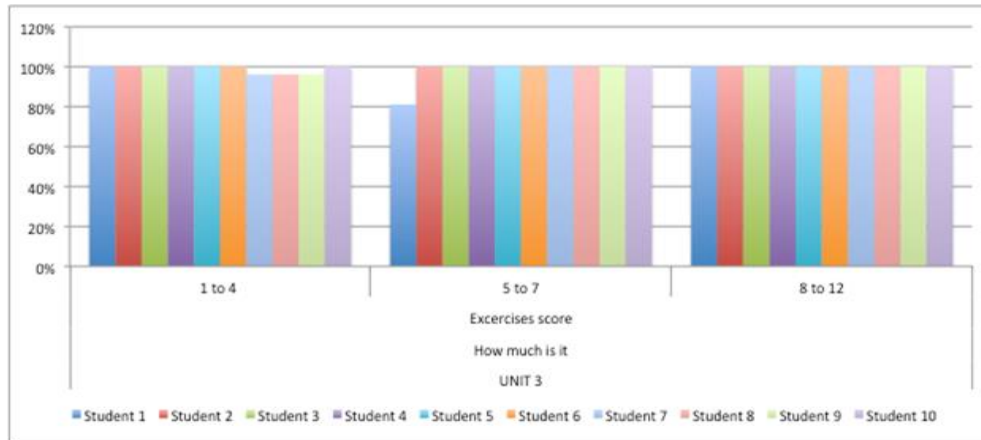
Student	Unit 3		
	How much is it		
	Exercises score		
	1 to 4	5 to 7	8 to 12
Student 1	100%	81%	100%

Student 2	100%	100%	100%
Student 3	100%	100%	100%
Student 4	100%	100%	100%
Student 5	100%	100%	100%
Student 6	100%	100%	100%
Student 7	96%	100%	100%
Student 8	96%	100%	100%
Student 9	96%	100%	100%
Student 10	100%	100%	100%

Taking into account the progress results of the Unit 3 (How much is it?) given by the Virtual Learning Environment (VLE), established by the Cambridge program of Richards (2013), it can be said that: Almost all students scored 100% percent in the exercises 1 to 4; just two students scored 96%, so they made few mistakes. Almost all students scored 100% in exercises between 5 to 7, which ones were related to how much is/are, use of this, these, those; drag the complete word to complete the sentences.

Graphic No. 5

Student score par UNIT 3



All students got perfect scores in exercises 8 to 12 related to how much is/are, use of this, these, those; drag the complete word to complete the conversation, choose the correct words, type the correct words, match related items, highlight the correct words. So they got a full understanding about the learnt subject.

Table No. 7

Refers how students went through the fourth Unit.

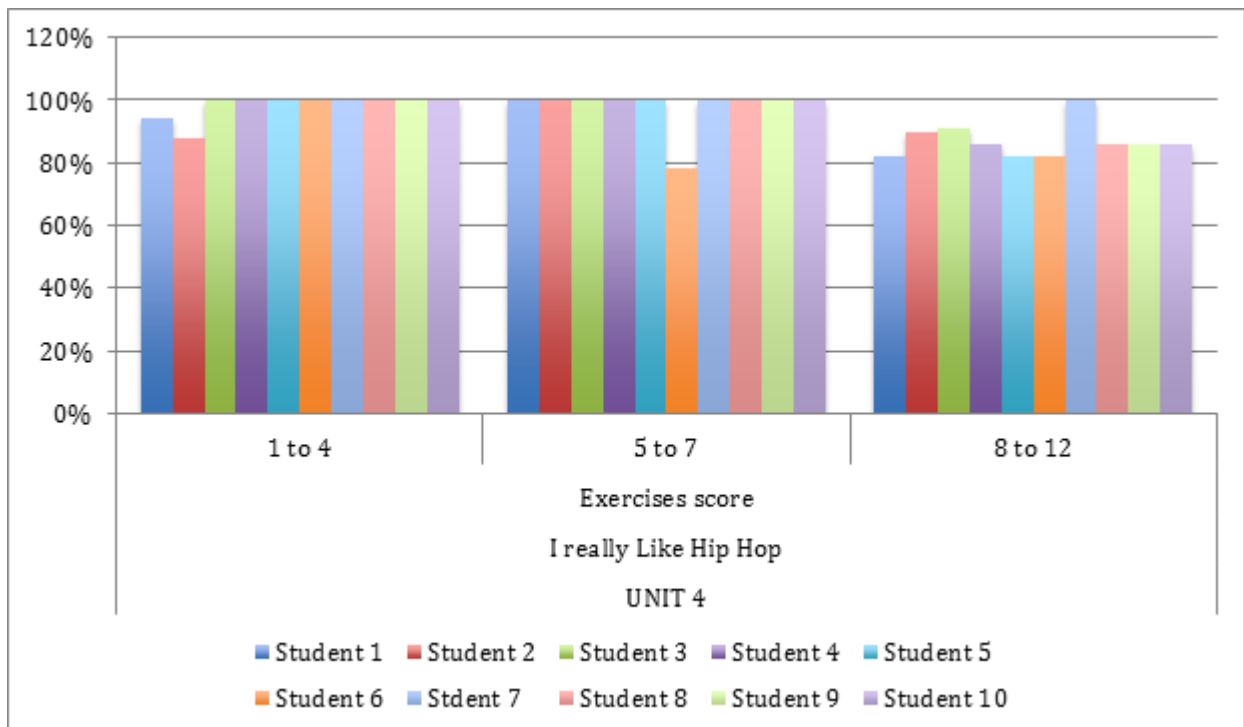
Student	Unit 4		
	I really Like Hip Hop		
	Exercises score		
	1 to 4	5 to 7	8 to 12
Student 1	94%	100%	82%
Student 2	88%	100%	90%
Student 3	100%	100%	91%
Student 4	100%	100%	86%
Student 5	100%	100%	82%
Student 6	100%	78%	82%
Student 7	100%	100%	100%

Student 8	100%	100%	86%
Student 9	100%	100%	86%
Student 10	100%	100%	86%

About this unit performed by students, it can be said that students made just one attempt to get these scores (annex 9). For exercises 1 to 4, 80% of students made all exercises right. One student of ten, made few mistakes, they got 84% in her exercises. 90% of students performed 100% in exercises from 5 to 7 related to spelling and syntax. Also, we can said that exercises from 8 to 12 were more difficult than the others in this unit. 70% of the students scored between 80% and 89%. Just one student performed 100% and two performed 90% and 91%.

Graphic No. 6

Student score par UNIT 4



6.2. Data Analysis of the Questionnaires

6.2.1. First Questionnaire

Carrying out a research project takes a research methodology construction, and surveys are part of that construction. The survey (see annex 1) had a total of nine questions. These questions were of qualitative type and students were asked about their point of view about writing in the target language.

The first questionnaire had a total of eleven combined questions between functional and grammar questions. The functional questions had the purpose of gathering personal information and the grammar questions were within the realm of the simple past tense; as follows, you will find the results obtained for the survey and the questionnaires:

First survey was dealing with how important the students consider the activity of writing in English. About we found two different branches, the first one, deals with cognitive considerations on foreign language writing and the second branch deals with the social nature of written language communication.

The first branch showed that the students considered important to write in the target language because on doing so, they learn the language and vocabulary spelling; also they learn to express concepts related to daily life issues. The second question in the survey was dealing with the frequency the students' do foreign and first language writing at the educational setting. About it has to be said that students do first language writing quite often. The pie shows a percentage up to 60% and this means that they like writing, which is a good thing for the purpose of this research. Another important figure in this question deals with frequency they do first language writing it can be said that students are prone to first language writing. The third question deal

with the need of foreign language writing. The survey showed that the students do quite often first language writing and little foreign language writing. As regards to the need of doing target language writing, the survey showed that the students feel they do not accomplish or pursue any communicative purpose while using VLE because, most of the time, they do it to fill out exercises, do school tasks and answer exams.

About the fourth question in the survey: How important is second language writing for the students? The answers showed that writing is important for them as long as it is accurate because of its socially global usage. In this respect, the students said that “Second language writing can open job doors for them and this job opportunity is primal for both life and personal growth”. Furthermore, the students agreed on the fact that second language writing, builds up their speaking and their vocabulary and finally, it results in having an accurate communication with others.

The fifth question was dealing with the role of smart devices for a foreign language writing. In this respect, it can be said that students saw as a good thing the usage of smart devices for foreign language writing, because they allow people to practice the language by goggling exercises. About the sixth question, the students said that smart devices allowed them to have instant access to the information and by being contact with this information they can also develop other language skills. The seventh and eighth questions were dealing with the students’ knowledge about blog and their usage. In this case, students stated, “they had no idea what a blog was or what its purpose was”. Finally, the ninth question dealt with the students’ foreign language writing favorite topics. Answers to this question showed that the students wanted to use the language for communicative purposes and they want to write about travels, work, music,

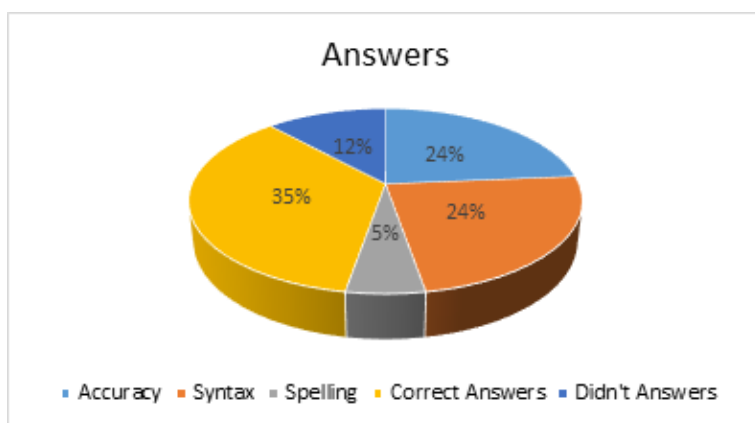
family, children, finances, sports, friendships, love and new technology.

6.2.2. Second Questionnaire

The following graphic (Graphic No. 7) showed students score through the English grammar questionnaire, according to the level of knowledge of English based on the Common European Framework (CEFR) and to refer flows in writing.

Graphic No. 7

Students' results on the grammar questionnaire test using personal information.



We diagnosed our students' communicative competence by conducting a questionnaire which consisted of eleven questions. The first six questions of the questionnaire were of functional type and the next five questions were of grammar type. The first questions were related to the functional approach of language teaching and learning. The other questions were approached from the structural approach to language teaching and learning. According to the level of English knowledge, the grammar questionnaire (see Annex 2) showed results for the students' linguistic competence as follows:

- 24% showed that some students do not use the language accurately yet.

- 24% showed that some students do not know the structural order of the words in the sentence yet.
- Few of them made spelling mistakes.
- As regards to the student's functional language knowledge, the questionnaire showed that the 35% answered the questions correctly and the 12% of the students did not answer the questions.

According to this questionnaire results the students by this time were not still able to convey meaningful messages, accurately to the listener or reader because the results showed that their grammar skills are really poor.

6.2.3. Third Questionnaire

In this questionnaire, the role of new technologies in foreign language writing, plays an important role in the student's performance. The 100% of the asked population said yes to the question and added, "That the new technologies introduce new ways for foreign language learning by bringing these digital tools which serve to the purpose of language learning".

About to learning, the findings in relation to the written exercises on VLE said that, for the half of students, learning increased, 30% of students' learning increased a lot and 20% students' learning increased a little. 10% of the population improved their grammar, 20% made a better improvement but the 70% has made little progress.

As regards to how accurate the students write their messages in VLE, the findings said that 50% of the population has made great progress, the 40% has made some progress and just the 10% has made little progress. Within this progress the finding turns their sight to writing compositions in VLE. In this respect, the findings said that for the 60% of the population it was

easy to write about the proposed topic when using the new technologies; but for the remaining 40%, it was kind of difficult to do so. These numbers are in line with the students' preferences when writing. The 80% of the population likes writing by using new technologies and the 20% does not find it interesting to do it. Furthermore, the new technologies help the students to find new words and build their vocabulary to practice their English with other people.

6.2.4 Fourth Questionnaire

The fourth questionnaire deals with the students' point of view of blog as a learning tool. This questionnaire consisted of ten questions; the questions were grouped in three different categories.

The first category in the questionnaire, asked questions about blog usage affection (Questions 1, 2, 3 and 4). About, even though the students seldom use blog for foreign language writing, they regarded this tool as motivating and learning enhancing because they felt good by using blog and they felt they were making foreign language learning progress.

The second category in the questionnaire asked questions about formal aspects of the language such as grammar usage, spelling improvement, accuracy written communication and the incidence of blog in the writing skill development (questions 5, 6, 7 and 8). This category showed that the use of blog helps students to build their linguistic competence because they had to use grammar rules, this aspect improved through the research process as well as spelling and coherence. At last, their written communication was more comprehensible for teacher and peers.

The third category in the questionnaire asked about the social nature of foreign language learning (Questions 9 and 10), and they deal with collaborative learning and peer correction. As regards to collaborative learning, this category pointed that blog usage for foreign language

required peer's collaboration to make corrections when they write their entries.

6.3. Data analysis Use of Blog in the VLE

In order to know the development of the writing skills of the students, we analyzed the way they worked on the VLE. It is observed that student at Instituto Heyes responded positively to the use of blog as a tool in the implemented VLE. For ethical reasons, the names of the students have been changed.

Female students #1

Good night

my name is Juana Perez , I have 40 years old, I live in Giron , I am married to Juan Rodriguez and i have three beautiful daughters, they name is. Stepahy, Sofia, Salome.I have breoltfat Early, and

I am from is Valle de San Jose, My family live there, is on place beautiful.

My father and mother is Joselin and Marina.

I have two sisters, they are Jazmin and Mery

My birthday is Twenty in July

I am study Busines management And english.

I am work in Comertex , in purchasing department.

My holidays are in October.

I Get home late.

I study on weekends in UIS.

I like my classmates in English

Regards.

Female student #1

sestevez7 19 Mar, 2017 at 10:22:36 PM

100% of the students were motivated about writing their ideas and feelings, sharing with the rest of the students. Jack C. Richards registered at the Cambridge Learning Management System (CLMS) based the topics on this blog on the lesson of the book Interchange, Fourth

Edition, and the teacher follows the structure state on it. On the other hand, taking in account the Rubric Table below, students' posts evaluated Grammar, Spelling and Coherence to analyze the progress of the writing skill with the use of blog in the VLE.

6.3.1. Blog 1- Lesson 1-2

Simple present/verb To Be - to write a Biography using the Simple Present.

The Lesson 1 and 2 is about Simple Present/Verb To Be and the objective of this unit was that students were able to write their biography using the simple present tense, writing about work, school and family. In the first blog entry, it is posted by the teacher a model of the topic about how can people introduce themselves and students had to write their biography.

In this activity, it is observed that some students were extensive in their writing, making few errors on spelling, writing complete but short sentences, they showed coherence with clear ideas and enough explanation of them. Other students wrote only the minimum required, with sentences fragments, more than 4 errors in spelling and not clear or complete ideas.

This activity showed that students learned how to write about their personal information using a basic vocabulary at a self-presentation such as name, age, birthday, likes and dislikes, job or family members, answering those questions when they are asked for it.

Also, it is showed that they could write comments on peers' posts, evidencing an interactive communication that reinforces what has been learned. As Cassell (2002) said, the connection with other bloggers lets the students establish the same peer-group relationship as in the real world.

Table No. 8

	VERY GOOD 4	GOOD 3	NEEDS IMPROVEMENT 2	UNSATISFACTORY 1
SYNTAX	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed. Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences. Paragraphing needs lots of work.
SPELLING	Writer makes no errors in spelling.	Writer makes 1-2 errors in spelling.	Writer makes 3-4 errors in spelling.	Writer makes more than 4 errors in spelling.
COHERENCE	Writer makes a balanced, in-depth explanation, makes connections and shares insights.	Writer makes a balanced explanation, show ideas about the topic.	Writer show short ideas about the topic.	The ideas shown by the writer are neither clear nor complete.

This rubric has been adapted from http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1035435

According to the data analysis of the use of blog in the Cambridge VLE, and taking into account the Rubric established for this activity, we can say that in the first topic of the blog, students have a median of two (2) for the Grammar and Spelling skills, that means students needed to improve these aspects on their writing performance; and a median of three (3) for the Coherence skill, which showed that it was necessary the development of this aspect to complete a Very Good writing skill performance.

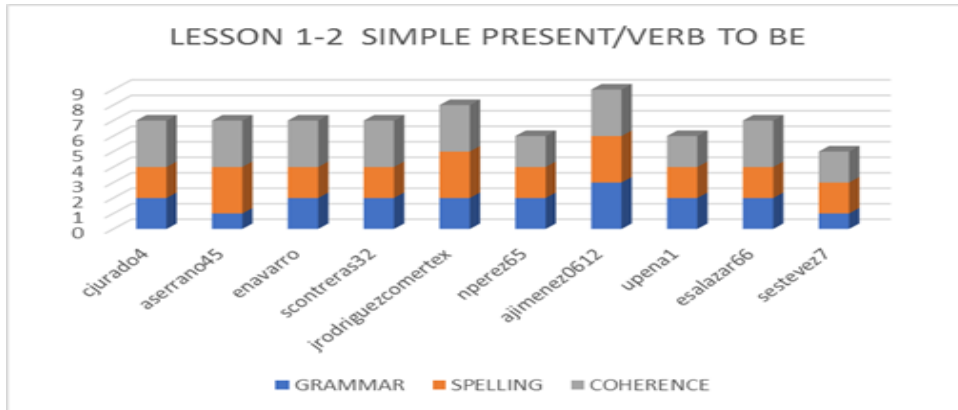
Table No. 9

Blog 1 - Biography

Students	Grammar	Spelling	Coherence
Student 1	2	2	3
Student 2	1	3	3
Student 3	2	2	3
Student 4	2	2	3
Student 5	2	3	3
Student 6	2	2	2
Student 7	3	3	3
Student 8	2	2	2
Student 9	2	2	3
Student 10	1	2	2
MEDIAN	2	2	3
AVERAGE	1,9	2,3	2,7

The graph shows an evidence that students need to improve grammar and spelling in the writing performance.

Graphic No.8



6.3.2. Blog 2 - Lesson 3.

Comparatives - To write a paragraph comparing prices.

The second topic of the blog was based on Lesson 3 of the Interchange book at the Cambridge LMS VLE. It was about to Comparatives and in this case students had to write a paragraph comparing prices using demonstrative and the pronouns one/ones.

Taking in account the Rubric for this activity, we can say that the students showed a progress with an average of three (3) in the three aspects evaluated on their writing: grammar, spelling and coherence. In this activity, three of the students did not write any post. The result of the median is showed in the following table.

Table No. 10

Blog 2 - Comparing prices

Students	Grammar	Spelling	Coherence
Student 1	3	3	3
Student 2	3	3	3
Student 3	3	3	3

Student 4	2	3	2
Student 5	-	-	-
Student 6	-	-	-
Student 7	-	-	-
Student 8	3	3	3
Student 9	3	3	3
Student 10	3	3	3
MEDIAN	3	3	3
AVERAGE	2,85	3	2,85

This table shows a progress in the average of the students, compared with the previous activity.

Grammar and Spelling had a median of two (2) and an average of 1, 9 and 2, 3 respectively in the first activity of the blog; Coherence had a median of three (3) and an average of 2, 7. With the second activity, the median had a progress to a three (3) in Grammar and Spelling and the average had a progress to 2, 85 and 3; Coherence had a progress to 2, 85.

Graphic No. 9

6.3.3. Blog 3 - Lesson 4

Would/Object pronouns - to make invitation using WOULD and Verb + To + Verb.

The third topic of the blog is connected to Lesson 4, Would and Object Pronouns. The main objective of this lesson was to write and respond to an invitation using Would and the construction Verb + to + verb. In this opportunity, students wrote an invitation to other two students of the class. They also responded the invitation accepting or refusing it, and wrote questions asking for more information.

The Table 11 shows that there is not a significant progress on the writing performance of the students. In this activity, one of the students did not write this post. The average stays the same.

Table No. 11

Blog 3 - Would/Object Pronouns

STUDENTS	GRAMMAR	SPELLING	COHERENCE
Student 1	3	3	3
Student 2	3	3	3
Student 3	3	3	3
Student 4	2	2	2
Student 5	3	3	3
Student 6	3	3	3
Student 7	-	-	-
Student 8	2	3	3
Student 9	3	3	3

Student 10	2	3	3
MEDIAN	3	3	3
AVERAGE	2,66	2,88	2,88

Graphic No. 10



In this graph, it is shown that the average does not have a significant progress, but comparing with the first activity on the blog, it is said that there is a clear difference on the writing performance of the students regarding the development and progress of the grammar, spelling and coherence skills.

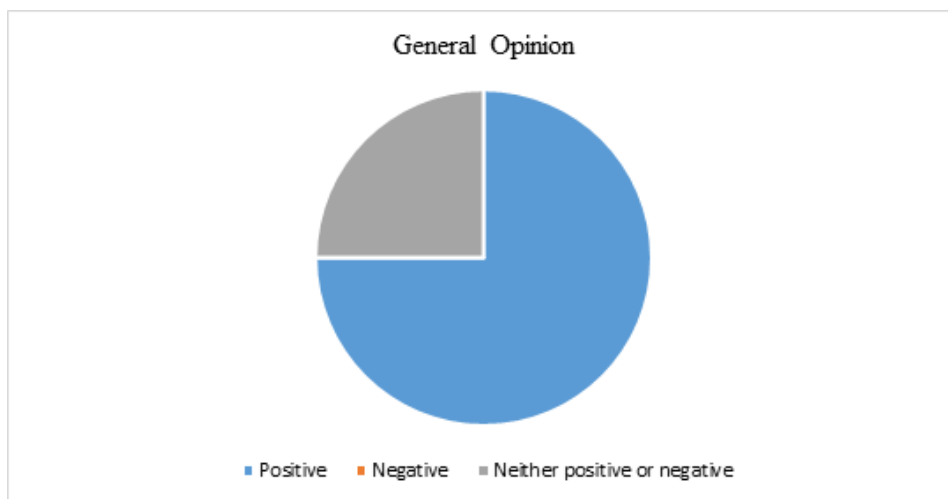
6.4. Data analysis of the Interview

In order to know the impressions that the students had towards the process that was carried out through the VLE, we interviewed four students of the group.

Overall, 75% of students showed a positive attitude towards the implementation of VLE

in the learning process. One student said: "I felt great, it's a good tool to review topics studied in class." (Student 1, Interview). Another student said: "It was the first time I used VLE and the experience was very positive." (Student 3, Interview). Student 4 said that "she didn't have positive or negative feedback about VLE". This table shows the general opinion of the interviewees toward the use of VLE during the program.

Graphic No. 11

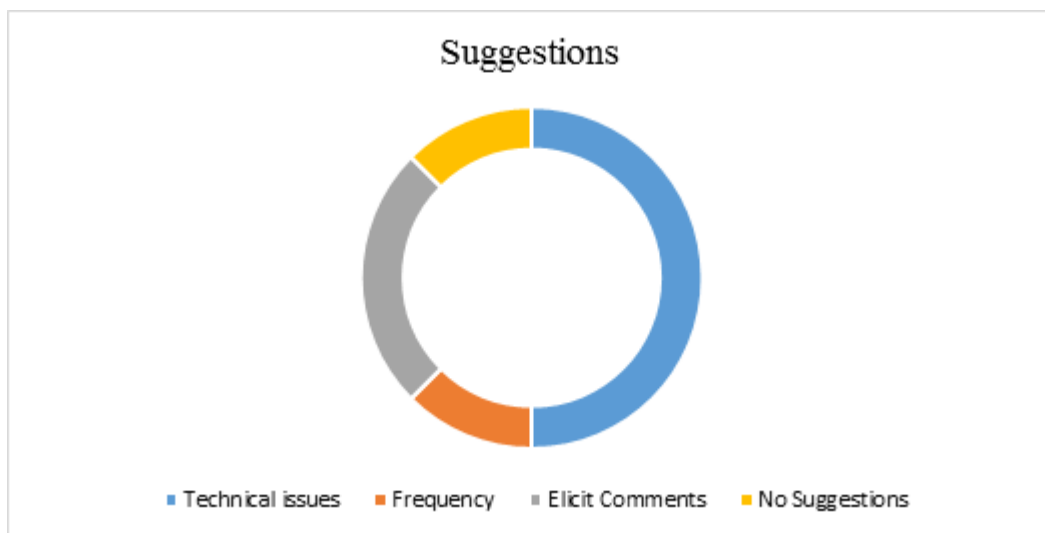


We asked what things students could highlight about the use of VLE in class. Three of the interviewees agreed that this tool allowed them to work as a team. Student 2 said: "It is easier to interact with other people and get their opinions." (Student 2, Interview). Student 3 also stated that one of the most important features of VLE is that students are able to check the work of others so they can learn and correct mistakes. Faced to this question, student 1 affirmed: "It is good to be able to exchange ideas with other classmates" (Student 1, Interview). Student 4 didn't have an opinion for this question.

During the interview, the students expressed the importance of implementing more such

tools in the future. We wanted to know their suggestions regarding the use of VLE in learning a second language; some responded that they had no comments or suggestions. Student 1 said: "It should be used more frequently so we can improve on grammatical structures" (Student 1, Interview). Three of the students expressed their concerns about some bugs on the platform that made blogging a bit difficult. Graphic No. 12 shows the different kinds of suggestions grouped into four different categories that we could establish after their answers. Also, some of the students mentioned the importance of giving a higher percentage to VLE for the final score. Student 3 thinks that "Giving a higher percent value to the VLE will motivate better the students to comment on blog and forums" (Student 3, Interview)

Graphic No. 12

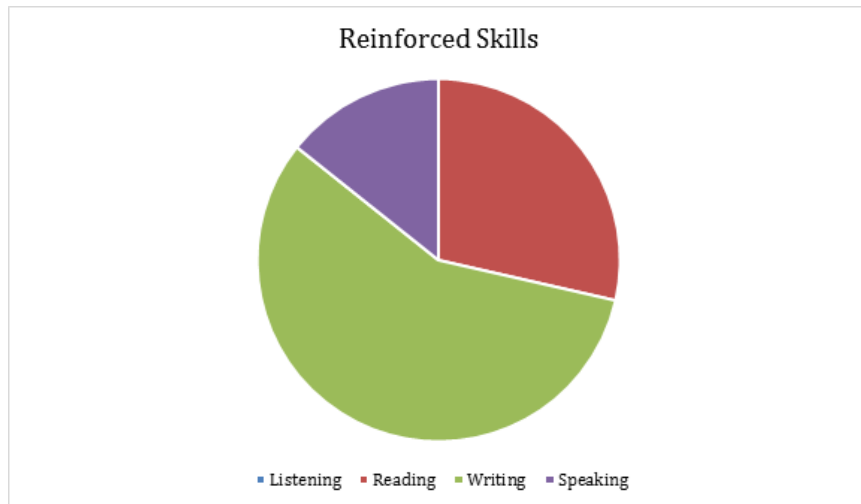


We explained the students the basic concept of collaborative learning as the process where "knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles" (Mitnik, R., Recabarren, M., Nussbaum, M.,

& Soto, A. 2009). We questioned the students if the VLE had promoted collaborative learning. 100% of respondents said yes. Student 1 said, "Yes, because it is a tool in which I can find many feedbacks." Student 4 stated: "Yes because I saw that the other students made contributions or questions and that forced me to respond". (Student 4, Interview)

We also asked students which of the skills (Writing, listening, reading, speaking) they considered reinforced more by using VLE. Graphic No. 13 shows their answer

Graphic No. 13



6.5 Findings

From the data obtained by the use of the different instruments collected, we described the students' writing process performance and the collaborative dynamics they held during the time this research was carried out.

6.5.1 The Quality Performance of Writing in VLE

According to Annexes 1, 2, 3 and 4, the writing performance in Virtual Learning Environment is important for students in order to develop communicative purposes and for expressing their ideas about family, love, jobs and friendship among other topics. As well, students showed their affection towards the exercises and blog not only by participating, but actually by expressing those affections in the interviews and surveys. When they wrote in blog about their personal experiences, we could see they followed up the main structure model of the sentences given by the teacher. However, they are just acquiring the main concepts and they still make mistakes related to grammar, spelling and coherence.

In the writing category of the cognitive aspect, the student's score was 24% for accuracy and syntax, 5% for misspelling and 35% for correct answers (See Annex 2). As regards to the heading, "What do you use target language for?" (Annex 1) pointed that students use it for academic purpose and writing mostly for homework (36%) followed by English language tasks (27%) and quizzes in a minor amount (18%).

Within the academic performance found in the annexes, comprehensible language learning and production could be seen as a start of a foreign language acquisition. Krashen (1985), stated that for language learning, the students needed to receive comprehensible input referring to "the language that the student is able to understand" and comprehensible output "the language that the student is able to produce" (Swain 1985 p. 249). This can be seen through the VLE Cambridge exercises and blog of this research. In general, we could establish that students understood what they learnt in class and then they practiced that learning by making exercises and writing in blog.

According to the obtained results, academic and cognitive aspects helped them to acquire their linguistic competence in order to convey meaningful messages by writing appealing grammar structures with the correct words, so the reader of their texts could understand. As well, we could establish that the continuous realization of exercises in the VLE promotes the development of micro skills in the students during learning process, thus promoting the writing development. This process helps EFL learners to develop their vocabulary and grammatical skills. In general, we found that the quality of performance in writing, improves through the different learning units. This can be seen in the results obtained for the blog exercises done by the students for this research, in general terms, the performance improved notably as shown in graphs 8, 9 and 10.

6.5.2. Writing communicative purpose

The writing skill helps students to acquire linguistic competence knowledge to convey meaningful messages to the reader of a text. Student's affection towards writing subjects of their interest such as trips, families, love, friendship, work, music, children and finances played a key role in their learning process. It was evident because of their participation by writing in blog (80%) and because what they expressed in the interviews and surveys, which can be seen in the next comment, "they feel they are making second language learning progress" (Student # 1 Survey).

Writing in English is important for students because it has helped them to learn the language, the spelling and the concepts of speech acts. In this important implication (Annex 2), the student's score of writing was 24% for writing, accuracy and syntax, 35% for correct answers and 5% for misspelling. Writing for students had a social and communicative characteristic

because they used the language to convey messages that are meaningful for them and the readers as well, thus units were related to daily life experiences.

Allwright (1979) point his view of linguistic competence as follows: “sees the two competences as overlapping, thus, in general, linguistic competence is a part of communicative one”. Noam Chomsky (1965) referred to language competence as “mastery of the underlying system rules” and he also said that language is basically rule-based creativity: “Ordinary linguistic behavior characteristically involves formation of new sentences and new patterns and accordance of rules of great abstractness and intricacy”. So, in this case, the exercises done by the students through the VLE and writing in blog, support the idea of acquiring writing skills by using this device as learning tool.

6.5.3. Grammar- VLE - Blog relationship

Taking into account the observations about the written blog, we can say that in general the grammatical structures used by the learners demonstrated the application of a pattern or syntactic model acquired in the classroom, during the class and according to the unit objectives, when they wrote in blog they just followed the given sentence structure; “... at lower levels, for example, learners tend to apply their L1 grammatical structures in the foreign language; that is why learners need time and practice” (Craven 2012 cited in Nguyen 2016. p22). It is important to say what language acquisition theory hypothesized about language learners learning “Students experience an initial silent period, which is time spent receiving the language as input prior to developing language-production skills (Krashen & Terrell, 1983). This can explain the little basic content in blog we had and how students are just developing.

Students felt in general that collaborative learning was promoted, especially through blog

activities; they found feedbacks from others and also made contributions to their peer's posts:

“It is a tool in which I can find many feedbacks” (Student #1, Interview).

“I saw that the other students made contributions or questions and that forced me to respond”.
(Student #2, Interview).

One student referred during the interview that:

"It should be used more frequently so we can improve on grammatical structures"
(Student 1, Interview).

This indicated the support that using VLE gives to English as foreign language acquisition, especially in this first levels of knowledge, where they need to learn and reinforce the foreign language grammar construction. “Grammar structures are shown to become more complex” (Robinson and Mervis, 1998, cited in Nguyen, 2016. p.23). It is seen as an exercise in habit formation, and the written manipulates their previous knowledge about English structures (Silva, T. 2014. p.13).

6.5.4. About collaborative work

In terms of collaborative writing, Virtual Learning Environments and smart devices increased collaborative learning because of the social nature of these tools. The dynamics of collaboration took the students to check and make corrections to each other's writing. This type of dynamics was good for the learning process because the more they interact with others, the better they learnt to write; they improved their spelling, accuracy, grammar and built vocabulary for writing and speaking.

In this sense, the students expressed during the interview the importance of the use of VLE as a collaborative learning tool. For example, one of the students stated that “It is good to be able to exchange ideas with other classmates” (Student 1, Interview). From the answers obtained during the interview, we were able to infer that the social character of the VLE generated in the students more commitment towards the participation in the activities as indicated by another student who stated, “I felt committed to respond in the blog due to the participation of his other peers”. (Student 4, Interview).

Related to the collaborative work established by the teacher in blog as a foreign language learning instrument, we observed that, in general, it has a good acceptance between learners. In blog, there were poor productions due to language limitations of students. However, there are dynamic interactive relationships in which learners could expressed real life situations using the suggested vocabulary for the development of each unit. It was observed that students worked more individually than collaboratively. It could be because of the student’s limitations of vocabulary, as well as it is easier for some people to write in a social environment than others. Castañeda and Cruz (2012) expressed the idea that this type of work must be fostered by the teacher, inviting students to participate more in diverse activities. We could notice that there was familiarization between learners and the use of the VLE platform. It means that it was easy for the teacher to take advantage of technologies as a teaching tool, thus they do not need to spend lessons learning time on the use of this, even though teachers must be trained in the use of digital resources to take maximum advantage of technological tools. (Castañeda, J. & Cruz, F., 2012, p.87).

Chapter 7: Conclusions and Implications

After analyzing the data obtained through the research instruments applied and through the triangulation of information, some general conclusions will be introduced taking into account the aim of the study which was to characterize the students' writing skill performance when using the Virtual Learning Environment at Instituto Heyes, Bucaramanga.

The use of VLE, doing exercises and writing in a Blog, impacted positively on the group of A1 student's writing in English as a foreign language acquisition process, helping to build up students' vocabulary and this will finally result in improving communication by using the grammar structures and correct spelling. The students' writing performance improves through the unit's progress and it gradually improves as the students are getting the vocabulary and are acquiring the grammar of the language. The students' writing skill performance in terms of spelling, grammar and coherence, when using a Virtual Learning Environment, confirm an average score higher than 73% and based on these results, it is clear that the students understood what they were learning in class and that they were practicing those learnings through the exercises, showing that their performances were similar through all units.

Regarding the progress of students writing skills, in terms of grammar, spelling and coherency while using blogs, we can see that the students had an average of 2.5 for grammar, 2.7 for spelling and 2.9 for coherency. These scores indicate that the students could write comments on peer's post, which confirmed that interactive communication reinforces what has been learned. Related to the use of a blog as a learning tool, we can say that 100% of the students were motivated about writing their ideas and feelings and sharing them with the rest of the students.

When writing, the students are producing the language and, in the process, they learn spelling, coherence and grammar; as long as they practice, they will develop their writing skills. After doing this research, and with the obtained results, it is evident that Virtual Learning Environments play important roles in foreign language learning because they allow the students to practice the target language linguistic competence and have instant access to the information they need. For a comprehensible learning process, it is important that learners do foreign language writing activities quite often in order to improve this skill. It is essential to understand that grammar is a basic part of the communicative competence when learning a foreign language as it overlaps with the functional competence in favor of communication. Given this, it is advisable that teachers work on the linguistic competence first and then work on the functional competence. Both competences required language learning and practice to communicate accurately in a written form.

VLE exercises are basic to support and reinforce English learning as a foreign language and communication; also, blog and VLE become helpful tools that complement and enhance the foreign language learning process, stimulating the communication among peers. Blog and VLE exercises foster a frequent exposition to English as a foreign language, stimulating the acquisition of other abilities and skills such as reading and comprehension. On the other hand, setting clear objectives become a basic exercise the teacher must do, thus respective assessment can be done.

By writing in blog, the students do a careful task, looking forward to communicating their thoughts and ideas in the better way they can, and according to the required structure by the unit's objectives. Besides, they are in a collaborative environment and everyone else can see other post. There was less collaborative process than individual process due to the type of

proposal that was done, it is necessary to come up with enriched activities that encourage greater interaction among students. A plus for teachers about the use of Blog and VLE is that they can track the use and progress of students all the time, since all the activities done by learners are recorded, so the teacher can review previous activities and see each student's progress. However, for an appropriate use of these technological tools and to do the best use, in this case, in terms of teaching and learning a foreign language, teachers must have at least a basic training in the use of VLEs and this way to obtain a positive result (Castañeda, J. and Cruz, F 2012).

Chapter 8: Limitations and Further Research

Taking into account this was a pre-experimental research design type which one is considered an exploratory process, longer studies must be done in order to validate the results obtained. We also suggest comparing the use of Virtual Learning Environments by users of different ages and interests. Additionally, we will suggest comparing writing process in class and process through Virtual Learning Environments, using just one environment as well. Into the limitations our project had, we can say that research data collection should be longer, thus, writing characterization could be more assertive and clear, also it is important to define clear objectives at the beginning of the research, and to limit the process. Second, it could be very interesting to do the research by taking more advantage and use all the resources given by the platform used by Institute Heyes.

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Annexes

Annex 1. Questionnaire 1

This questionnaire is aimed at finding the students target language learning needs and how they can use this learning to develop social writing communication.

Nombre

Fecha

1 ¿Por qué cree usted que es importante escribir?

2. ¿Con qué frecuencia escribe en Español en un día?

- a. Muy Frecuentemente
- b. Frecuentemente
- c. Pocas veces
- d. Muy pocas veces
- e. Rara vez

3. ¿Con qué frecuencia escribe en Inglés en un día?

- a. Muy Frecuentemente
- b. Frecuentemente
- c. Pocas veces
- d. Muy pocas veces
- e. Rara vez

4. Su necesidad de escribir en Inglés es para: (si tiene más de una respuesta positiva enumérelas en orden de importancia para usted)

- a. ____ Tareas escolares
- b. ____ Llenar formularios
- c. ____ Hacer ejercicios de Inglés
- d. ____ Escribir historias
- e. ____ Presentar exámenes
- f. ____ Presentar entrevistas

Otro ____

Especifique:

5. Considera importante escribir en Inglés

SI ____

No ____

¿Por qué? _____

6. Cree usted que utilizando las nuevas tecnologías (celular, iPad, iPod,...) puede practicar el Inglés?

SI ____

NO ____

Explique su respuesta _____

7. Sabe usted qué es un Virtual Learning Environment y un BLOG?

SI ____

NO ____

8. Sabe usted cómo se hace un BLOG en el Virtual learning Environment?

SI ____

NO ____

9. Piense en posibles temas sobre los cuales le gustaría escribir. (Mínimo 3).

a. _____

b. _____

c. _____

Answers Questionnaire 1.

Cuestionario No 1.

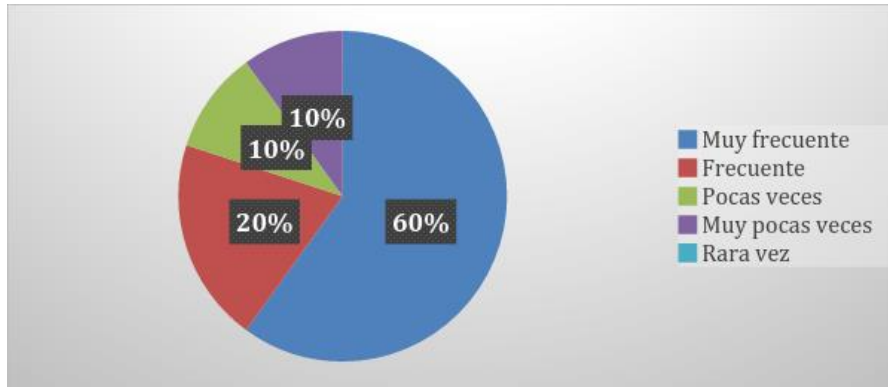
1 ¿Por qué cree usted que es importante escribir?

- Porque escribiendo se aprende diferentes conceptos, ortografía y vocabulario
- Porque escribir es una forma de comunicarse, expresar y dar a conocer puntos de vistas e interactuar con el lector.

- Porque escribir es importante ya que permite determinar si estoy comprendiendo especialmente como escribir en Ingles, también me permite identificar fortalezas y falencias.
- Porque nos permite tener buena ortografía, también para des estresarnos, desahogarse y expresar lo que sentimos.
- Porque nos permite expresarnos y comunicarnos con otras personas.
- Porque es una forma de expresarse y comunicarse
- Porque es una forma de comunicarnos.
- Porque es una forma de comunicarnos, adicionalmente nos recuerda o retroalimenta la forma correcta de usar el vocabulario.
- Porque nos sirve para pensar y desarrollar aptitudes, como la atención, memoria, concentración y organización.
- Porque nos permite comunicarnos con todas las personas que se encuentran en nuestro alrededor.

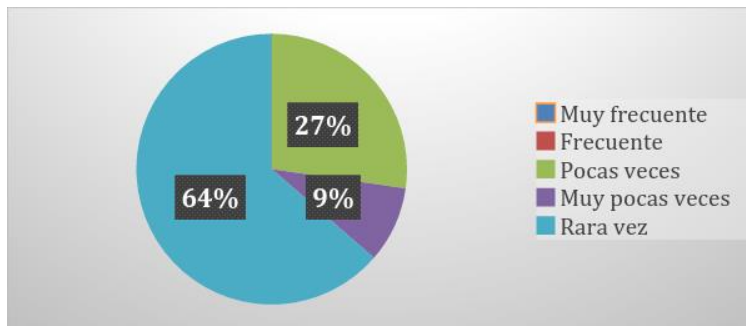
2. ¿Con qué frecuencia escribe en Español en un día?

- a. Muy Frecuentemente
- b. Frecuentemente
- c. Pocas veces
- d. Muy pocas veces
- e. Rara vez



3. ¿Con qué frecuencia escribe en Inglés en un día?

- Muy Frecuentemente
- Frecuentemente
- Pocas veces
- Muy pocas veces
- Rara vez



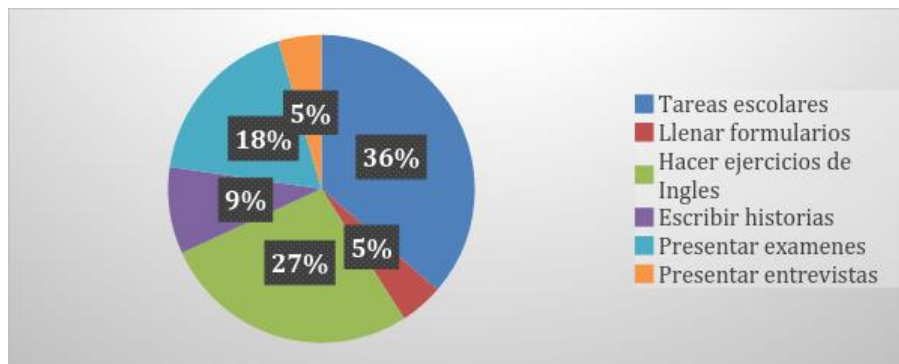
4. Su necesidad de escribir en Inglés es para: (si tiene más de una respuesta positiva enumérelas en orden de importancia para usted)

- _____ Tareas escolares

- b. ____ Llenar formularios
- c. ____ Hacer ejercicios de Inglés
- d. ____ Escribir historias
- e. ____ Presentar exámenes
- f. ____ Presentar entrevistas

Otro ____

Especifique:

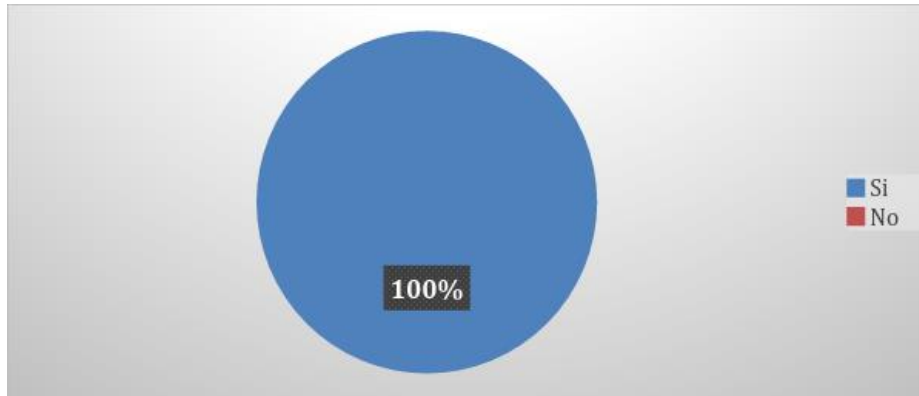


5. Considera importante escribir en Inglés

SI ____

No ____

¿Por qué?



¿Por qué?

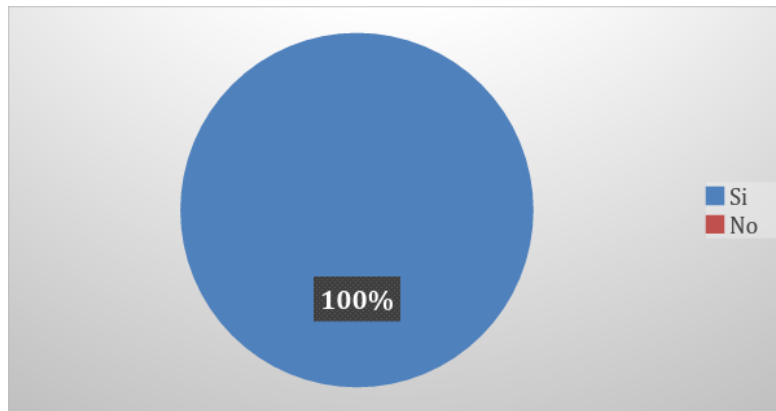
- Porque es complemento del trabajo, crecimiento personal y cuando se viaja.
- Porque es fundamental para la vida.
- Porque es parte fundamental de transmitir ideas, también se debe saber para entender a otras personas de otros países y además es el idioma Universal.
- Porque es un complemento del trabajo e importante para la vida personal.
- Para el desarrollo personal y porque la globalización nos exige cada vez más escribir Inglés.
- Porque nos permite conocer y comunicarnos con otro personal de otros países.
- Porque puedo transmitir mis ideas.
- Porque nos sirve para comunicarnos y transmitir mis ideas de forma clara y concisa.
- Porque es el complemento del habla.

6. ¿Cree usted que utilizando las nuevas tecnologías (celular, iPad, iPod,...) puede practicar el Inglés?

SI _____

NO ____

Explique su respuesta

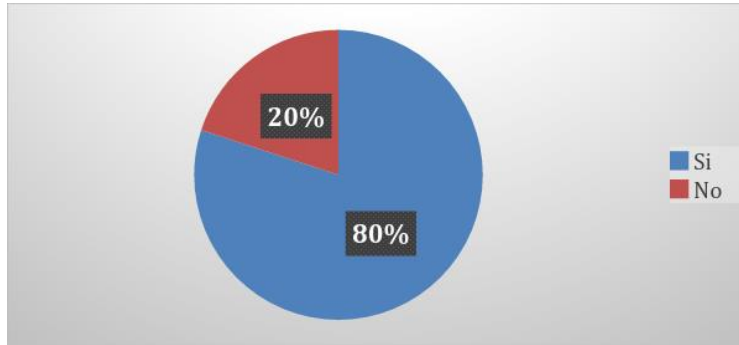


- La tecnología ha avanzado y hay nuevas alternativas para aprender el idioma Ingles.
- Ayuda a mejorar nuestro aprendizaje.
- Son herramientas indispensables para el desarrollo de nuevas técnicas al momento de aprender este idioma.
- Porque podemos practicar y reforzar nuestro nivel del idioma Ingles.
- Porque podemos buscar información, descargar películas en inglés y trabajar en cursos virtuales.
- Porque se encuentran ejercicios para practicar el idioma inglés.
- Puedo usarlo como un medio de comunicarnos con otras personas en inglés y también de práctica del idioma.
- Existen muchas fuentes para practicar el idioma.
- Porque nos da la oportunidad escuchar, observar información en el idioma Ingles.

7. Sabe usted qué es un BLOG?

SI ____

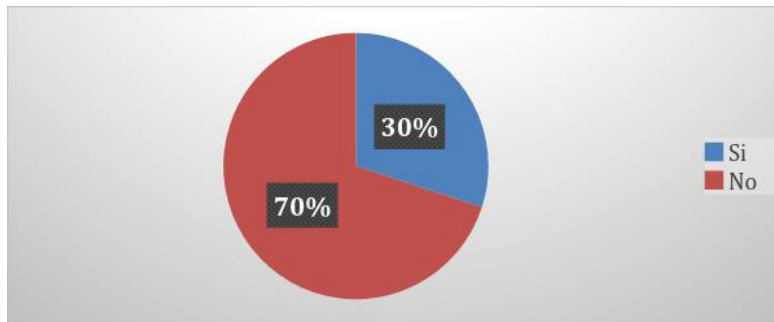
NO ____



8. Sabe usted cómo se hace un BLOG?

SI ____

NO ____



9. Piense en posibles temas sobre los cuales le gustaría escribir. (Mínimo 3).

- Viajes, Experiencias personal, Trabajo, Finanzas, Salud, Familia, Deportes, Amor, Amistad, Superación, Cultura, Política, Hijos, Educación, Música, Nuevas tecnologías.

Annex 2.

This questionnaire pursues to diagnose the student's proficiency level according to the (CEFR) and use this scale to diagnose the students writing weaknesses.

Questionnaire 2 - Grammar Questionnaire

1. What is your name?

2. Where are you from?

3. How old are you?

4. What is your address?

5. What is your telephone number?

6. Are you married or single?

7. How many brothers or sisters do you have?

8. What did you do last night?

9. Where did you spend your last vacation?

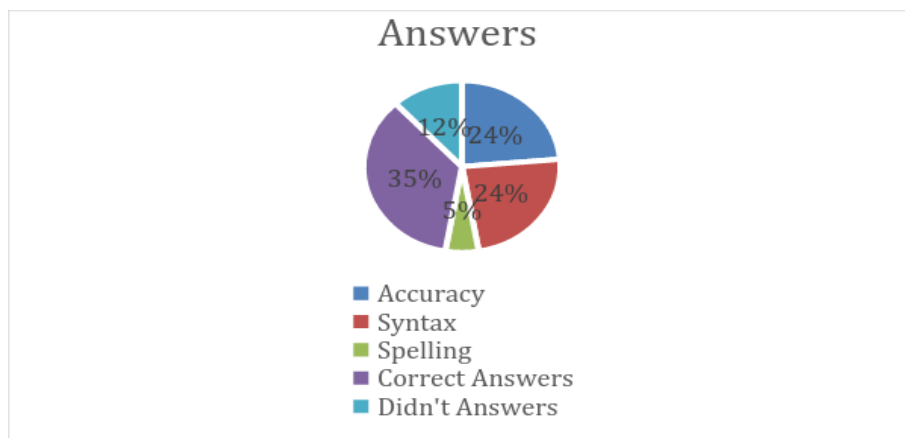
10. What kind of music do you like?

11. What kind of movies do you like?

Answers Questionnaire 2.

Grammar Questionnaire

Students' results on the grammar questionnaire test using personal information.



- 35% were answered correctly,
- 24% had problems with accuracy,
- 24% involved Syntax,
- 5% were misspelled,
- 12% Didn't answer

Annex 3.

Questionnaire 3.

This questionnaire seeks to know the student's view about Virtual Learning Environment (VLE) as a learning tool and its usage when doing the Unit three blogs.

Nombre:

Fecha:

Por favor califique de 1 a 5 siendo 1 la menor calificación y 5 la mayor.

1.) ¿Con qué frecuencia escribe en el VLE?

1. Rara vez.
2. Muy pocas veces
3. Pocas veces
4. Frecuentemente
5. Muy frecuentemente

2) Por favor califique de 1 a 4 siendo 1 la menor calificación y 4 la mayor.

Considera usted que por medio de los ejercicios que está llevando a cabo en la VLE, su proceso de aprendizaje del nuevo idioma:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado bastante
4. Ha mejorado notablemente

3) ¿El Virtual Learning Environment (VLE) proporciona un ambiente de aprendizaje emocionante y motivador?

1. Rara vez.
2. Muy pocas veces
3. pocas veces
4. Frecuentemente
5. Muy frecuentemente

4) Referente a la gramática (Syntax) en su proceso de escritura a través del uso del VLE siente que:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente

5). Referente a la ortografía (Spelling) de las palabras en su proceso de escritura a través del VLE siente que:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente

6) Referente al sentido y estructura de las oraciones (Accuracy) en su proceso de escritura a través del Virtual Learning Environment (VLE) siente que:

1. No ha mejorado nada
2. Ha mejorado un poco
3. Ha mejorado
4. Ha mejorado notablemente.

7) Cómo se ha sentido usando el Virtual Learning Environment (VLE)?

1. No le gusta?
2. Le gusta un poco?
3. Le gusta mucho?

8) Con respecto al proceso de escritura en el Virtual Learning Environment (VLE):

1. Es muy complicado escribir acerca de los temas propuestos?
2. Es complicado escribir sobre los temas propuestos?
3. Es sencillo escribir sobre los temas propuestos?
4. Es muy sencillo escribir sobre los temas propuestos?

Con respecto al trabajo colaborativo

9) ¿Qué tanto participa comentando los posts de sus compañeros en el blog?

1. Muy pocas veces
2. A veces
3. Frecuentemente
4. Muy frecuentemente

10) ¿Qué le ha parecido corregir/comentar a sus compañeros?

1. Muy difícil
2. Difícil
3. Sencillo
4. Muy sencillo

5. No lo ha hecho

11) ¿Cree usted que el Virtual Learning Environment (VLE) proporciona un ambiente de aprendizaje emocionante y motivador?

1. Rara vez.

2. Muy pocas veces

3. pocas veces

4. Frecuentemente

5. Muy frecuentemente

12) ¿De las actividades en el Virtual Learning Environment (VLE) cuál prefiere?

1. Blogs

2. Ejercicios

Answers Questionnaire 3.

This questionnaire seeks to know the student's view about Virtual Learning Environment (VLE) as a learning tool and its usage when doing the Unit three blogs.

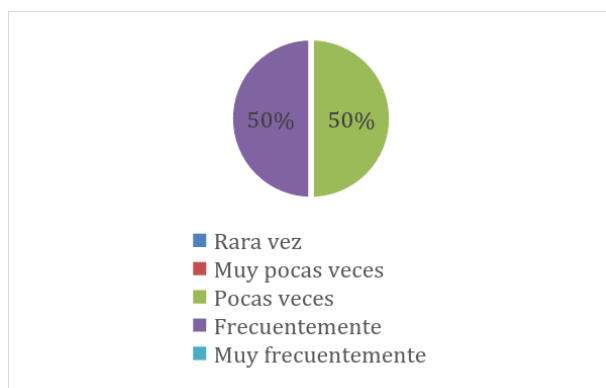
Nombre:

Fecha:

Por favor califique de 1 a 5 siendo 1 la menor calificación y 5 la mayor.

1. ¿Con qué frecuencia escribe en el VLE.

1. Rara vez.
2. Muy pocas veces
3. Pocas veces
4. Frecuentemente
5. Muy frecuentemente



2) Por favor califique de 1 a 4 siendo 1 la menor calificación y 4 la mayor.

Considera usted que por medio de los ejercicios que está llevando a cabo en la VLE, su proceso de aprendizaje del nuevo idioma:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado bastante
4. Ha mejorado notablemente



3) ¿El Virtual Learning Environment (VLE) proporciona un ambiente de aprendizaje emocionante y motivador?

1. Rara vez.
2. Muy pocas veces
3. pocas veces
4. Frecuentemente
5. Muy frecuentemente



4) Referente a la gramática (Syntax) en su proceso de escritura a través del uso del VLE siente que:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente



5). Referente a la ortografía (Spelling) de las palabras en su proceso de escritura a través del VLE siente que:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente



6) Referente al sentido y estructura de las oraciones (Accuracy) en su proceso de escritura a través del Virtual Learning Environment (VLE) siente que:

1. No ha mejorado nada
2. Ha mejorado un poco
3. Ha mejorado
4. Ha mejorado notablemente.

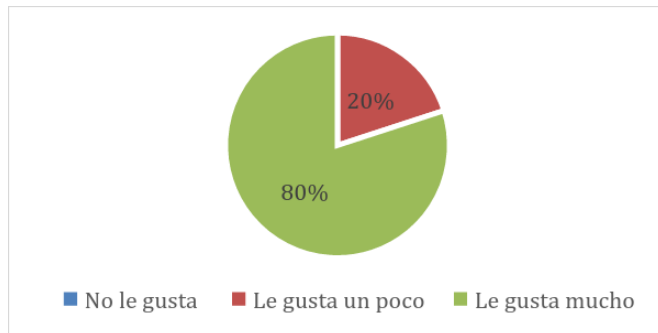


7) Cómo se ha sentido usando el Virtual Learning Environment (VLE)?

1. No le gusta?

2. Le gusta un poco?

3. Le gusta mucho?



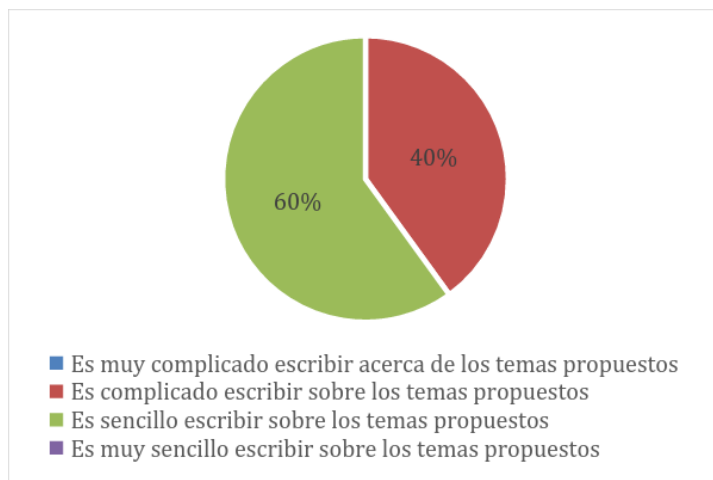
8) Con respecto al proceso de escritura en el Virtual Learning Environment (VLE):

1. Es muy complicado escribir acerca de los temas propuestos?

2. Es complicado escribir sobre los temas propuestos?

3. Es sencillo escribir sobre los temas propuestos?

4. Es muy sencillo escribir sobre los temas propuestos?



Con respecto al trabajo colaborativo

9) ¿Qué tanto participa comentando los posts de sus compañeros en el blog?

1. Muy pocas veces
2. A veces
3. Frecuentemente
4. Muy frecuentemente



10) ¿Qué le ha parecido corregir/comentar a sus compañeros?

1. Muy difícil
2. Difícil
3. Sencillo
4. Muy sencillo
5. No lo ha hecho



11) ¿Cree usted que el Virtual Learning Environment (VLE) proporciona un ambiente de aprendizaje emocionante y motivador?

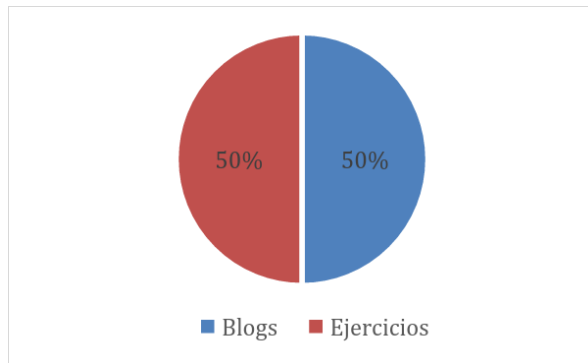
1. Rara vez.
2. Muy pocas veces
3. pocas veces
4. Frecuentemente
5. Muy frecuentemente



12) ¿De las actividades en el Virtual Learning Environment (VLE) cuál prefiere?

1. Blogs

2. Ejercicios



Annex 4.

This questionnaire aimed to know student's perception about the use of Blogs as learning tool.

Se aplica durante el proceso de realización de blogs, en Unidad 3

Cuestionario No 4.

Name:

Date:

Este cuestionario pretende conocer la percepción de usted como estudiante acerca del uso de blog como herramienta de aprendizaje hasta el momento. Gracias por contestar lo más sinceramente posible.

Por favor califique de 1 a 5 siendo 1 la menor calificación y 5 la mayor.

1. Con qué frecuencia escribe en el blog.
1. Rara vez.
2. Muy pocas veces

3. Pocas veces
4. Frecuentemente
5. Muy frecuentemente

2) Considera usted que por medio de los blogs que estamos llevando a cabo, su proceso de aprendizaje del nuevo idioma

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente

3) Blog proporciona un ambiente de aprendizaje emocionante y motivador

1. Rara vez.
2. Muy pocas veces
3. pocas veces
4. Frecuentemente
5. Muy frecuentemente

4) Referente a la gramática (syntax) en su proceso de escritura a través del uso de los blogs siente que,

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado

4. Ha mejorado notablemente

5). Referente a la ortografía (Spelling) de las palabras en su proceso de escritura a través de los blogs siente que,

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente

6) Referente al sentido de las oraciones (Accuracy) en su proceso de escritura a través de los blogs siente que,

1. No ha mejorado nada
2. Ha mejorado un poco
3. Ha mejorado
4. Ha mejorado notablemente.

7) Cómo se ha sentido usando blogs?

1. No le gusta?
2. Le gusta un poco?
3. Le gusta mucho?

8) Con respecto al proceso de escritura;

1. Es muy complicado escribir acerca de los temas propuestos?

2. Es complicado escribir sobre los temas propuestos?
3. Es sencillo escribir sobre los temas propuestos?
4. Es muy sencillo escribir sobre los temas propuestos?

Con respecto al trabajo colaborativo

9) Qué tanto participa comentando los posts de sus compañeros?

1. Muy pocas veces
2. A veces
3. Frecuentemente
4. Muy frecuentemente

10) Cómo le ha parecido corregir a sus compañeros?

1. Muy difícil
2. Difícil
3. Sencillo
4. Muy sencillo

11) Blog proporciona un ambiente de aprendizaje emocionante y motivador

1. Rara vez.
2. Muy pocas veces
3. pocas veces
4. Frecuentemente
5. Muy frecuentemente

Answers questionnaire 4

This questionnaire aimed to know student's perception about the use of Blogs as learning tool. Se aplica durante el proceso de realización de blogs, en Unidad 3

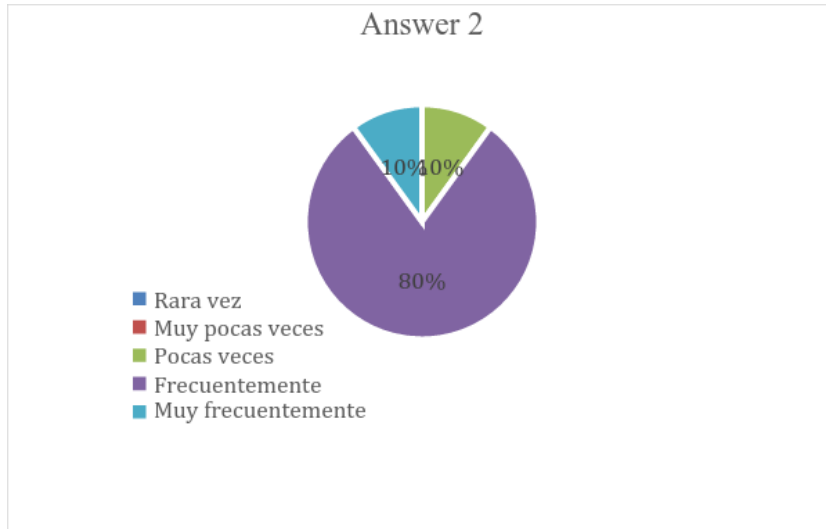
1) Cómo se ha sentido usando blogs?

1. No le gusta?
2. Le gusta un poco?
3. Le gusta mucho?



2. Blog proporciona un ambiente de aprendizaje emocionante y motivador

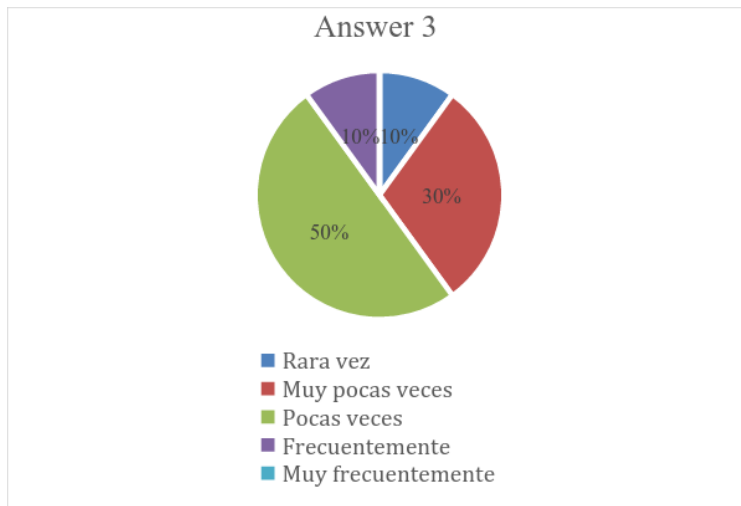
1. Rara vez.
2. Muy pocas veces
3. Pocas veces
4. Frecuentemente
5. Muy frecuentemente



Por favor califique de 1 a 5 siendo 1 la menor calificación y 5 la mayor.

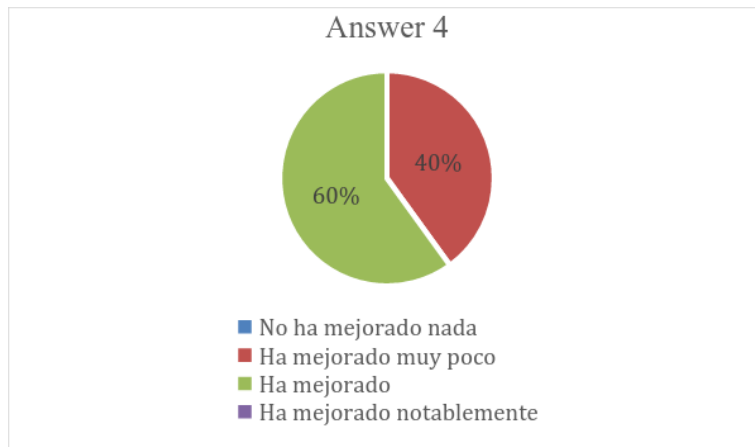
3. Con qué frecuencia escribe en el blog.

1. Rara vez.
2. Muy pocas veces
3. Pocas veces
4. Frecuentemente
5. Muy frecuentemente



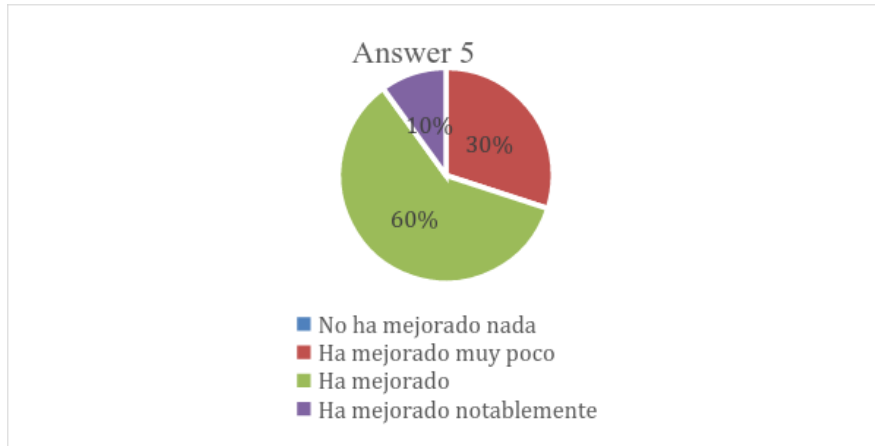
4. Considera usted que por medio de los blogs que estamos llevando a cabo, su proceso de aprendizaje del nuevo idioma

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente



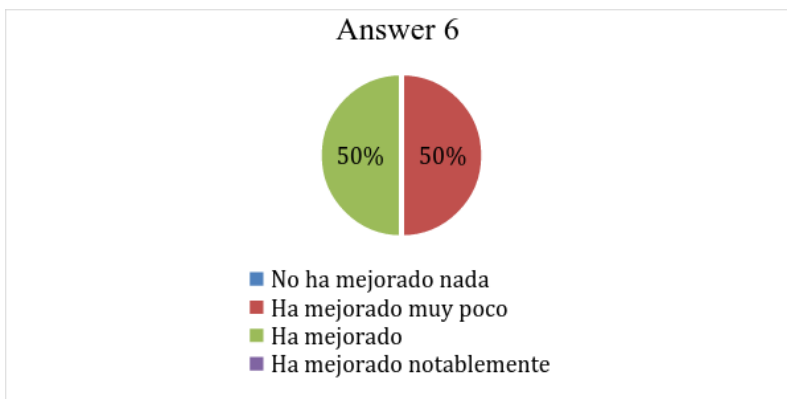
5. Referente a la gramática (Syntax) en su proceso de escritura a través del uso de los blogs siente que,

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente



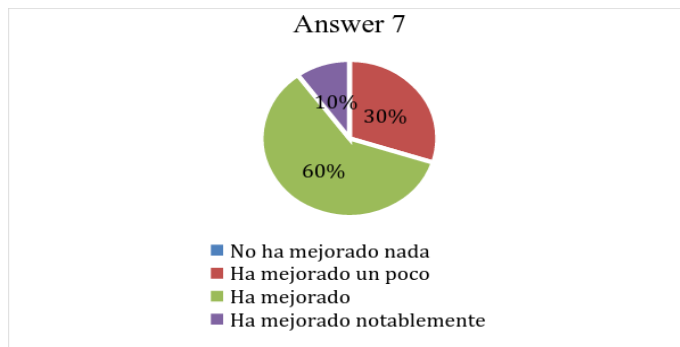
6. Referente a la ortografía (Spelling) de las palabras en su proceso de escritura a través de los blogs siente que,

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente



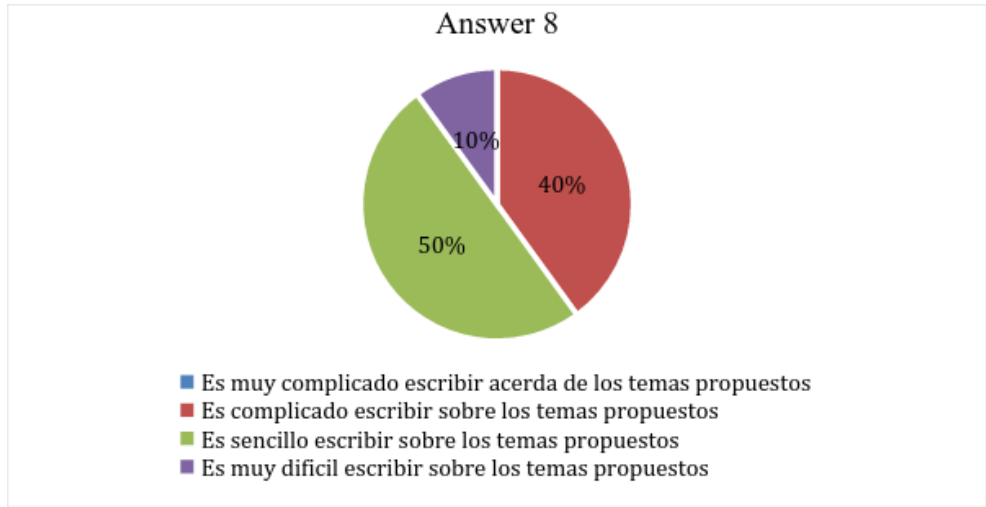
7. Referente al sentido de las oraciones (Accuracy) en su proceso de escritura a través de los blogs siente que,

1. No ha mejorado nada
2. Ha mejorado un poco
3. Ha mejorado
4. Ha mejorado notablemente.



8) Con respecto al proceso de escritura;

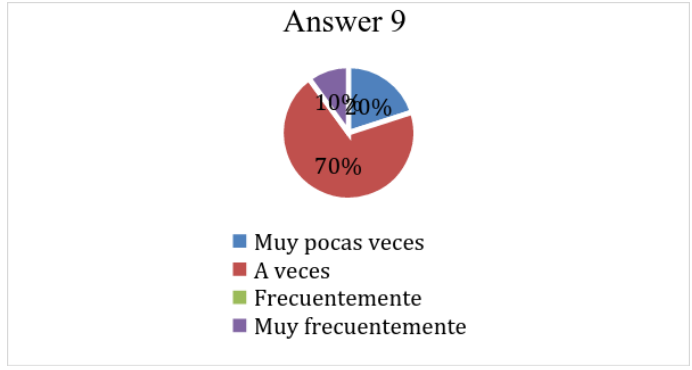
1. Es muy complicado escribir acerca de los temas propuestos?
2. Es complicado escribir sobre los temas propuestos?
3. Es sencillo escribir sobre los temas propuestos?
4. Es muy sencillo escribir sobre los temas propuestos?



Con respecto al trabajo colaborativo

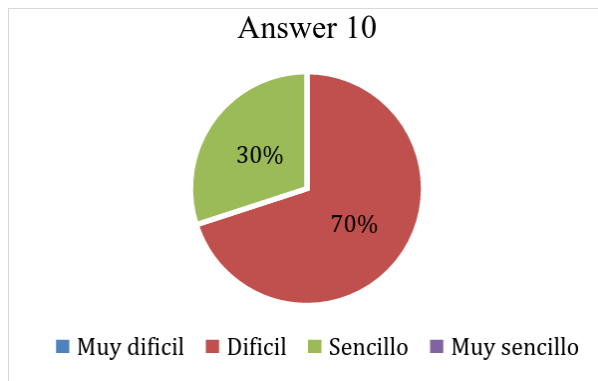
9) ¿Qué tanto participa comentando los posts de sus compañeros?

1. Muy pocas veces
2. A veces
3. Frecuentemente
4. Muy frecuentemente



10) Cómo le ha parecido corregir a sus compañeros?

1. Muy difícil
2. Difícil
3. Sencillo
4. Muy sencillo



Annex 5

Interview

Fecha: _____ Hora: _____

Lugar (ciudad y sitio específico): _____

Entrevistador: _____

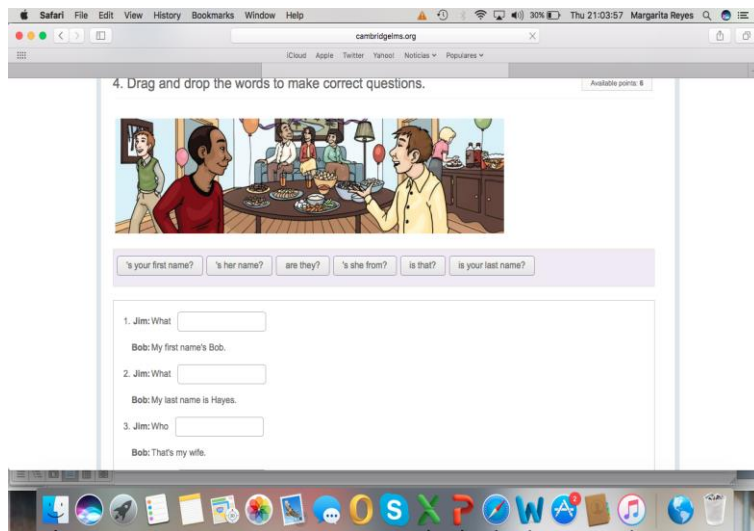
Entrevistado(a) (nombre, edad, género):

Preguntas para la entrevista a los estudiantes. Se realiza al finalizar el proceso de escritura en blogs y las actividades propuestas en el Virtual Learning Environment (VLE). (Estas entrevistas son grabadas).

1. ¿Cómo se sintió durante este nivel usando el Virtual Learning Environment (VLE)?
2. ¿Cómo se siente trabajando con el Virtual Learning Environment (VLE)?
3. ¿Qué percepción tiene acerca del uso del VLE en su proceso de aprendizaje?
4. ¿Que resalta del VLE como herramienta en su proceso de aprendizaje de una segunda lengua?
5. ¿Qué recomendación haría acerca del uso del VLE como herramienta en su proceso de aprendizaje de Inglés?
6. ¿Qué cree que se puede mejorar al VLE como herramienta de su proceso de aprendizaje de Inglés?
7. ¿Considera usted que hubo trabajo colaborativo en su proceso de aprendizaje?
8. ¿EL VLE incentiva la interacción escrita con sus compañeros?
9. ¿De qué manera cree usted que el VLE afecta los procesos colaborativos en su aprendizaje?
10. ¿Durante este nivel de aprendizaje, en general, que practicó más?
 1. Writing
 2. Listening
 3. Reading
 4. Speaking
10. ¿El Virtual Learning Environment (VLE) le ha parecido una herramienta útil en su proceso de aprendizaje de Inglés? ¿Por qué?

Annex 6.

VLE print screen exercise sample about spelling and coherence. Exercises 1 to 4 of Unit 1 call me Beth.



Annex 7.

VLE print screen exercise sample about spelling, syntax and coherence. Exercises 5 to 7 of Unit 1 call me Beth.

Activities 5-7

5. Highlight the correct words.



1. They're my classmates. (Their / They're) names are Noriko and Kate.
2. We're students. (Our / We) classroom number is 108-C.
3. Excuse me. What's (you / your) last name again?

Annex 8

VLE print screen exercise sample about syntax and coherence. Exercises 8 to 12 Unit 1. Call Me Beth.

Activities 8-12

8. Drag and drop the correct sentences to complete the conversation.

Available points: 5

- Oh, really? Is Susan Miller in your class? What are your classmates like? No, I'm not. I'm on vacation. Are you a student?
No, she's not. She's my sister! Hi, Sarah, I'm Rich. How are you?

Sarah: Hello, I'm Sarah.

Rich:

Sarah: Pretty good, thanks. Are you a student here?

Rich:

Sarah: Yes, I am.

Rich:

Annex 9.

Student progress report example by activities. One attempt to make exercises.

Title	Status	Score	Progress
Online Workbook Weight:20%			
Unit 1 Please call me Beth.	Completed	97 %	100 %
Activities 1-4	Completed	95 %	100 %
Activities 5-7	Completed	100 %	100 %
Activities 8-12	Completed	93 %	100 %
Listening	Completed	100 %	100 %
Unit 2 What do you do?	Completed	100 %	100 %
Unit 3 How much is it?	Completed	100 %	100 %
Unit 4 I really like hip-hop.	In progress	90 %	69 %
Unit 5 I come from a big family.	Completed	100 %	100 %
Unit 6 How often do you exercise?	Completed	91 %	100 %

Annex 10

Blogs samples that show writing process expressing ideas, feelings and the interaction between peers.

My biography

Nelly Perez

goodnight companions, my name is patricia perez, i'm from florida, i'm thirty five years old , work in comertex, i'm assistant, a live in giron, i'm single, i have a boysfriend, he is andres caballero.

i study english on tuesdays and thursdays.

my mother is a dressmaker, my father is a merchant, i have two sisters and one brother.

my older sister is in spain, my younger sister is in bogota and my brother is in bucamanga.

nperez65 21 Mar, 2017 at 4:41:55 PM

MY BIOGRAPHY

Jose Rodriguez

My name is Jose Luis Rodriguez Mendez, I was born in Bucaramanga city, 12 May of 1984. My parents are: Paulina Mendez and Alberto Rodriguez. I have two brothers and four nephews.

I am working in Comertex S.A company. I have my own company.

My favorite sport is soccer, and dancing; In the actuality I am studying English.

I'm getting ready to get married this year with my girlfriend, Paola Suarez.

My best work friend is John Romero, and my best friend of all my life is my mother.

jrodriguezcomertex 21 Mar, 2017 at 4:35:01 PM

The biography of Uriel

Uriel Pena

Hi everyone, my name is Uriel Peña, I'm 41 years old, I'm from Bogotá, I was born on October 10 in 1975, I live in Floridablanca with my family, I am financial engineer, I work in Comertex.

My parents are Maria Elena and Jose Leopoldo, my mother is housewife and my father passed away. I have two siblings, my brother's name Marbel Peña, he works in a construction company, he builds buildings, my sister is Deisy Peña, she is architect. I'm beautiful wife her name is Diana Bonilla, she is from Bogotá she is professional in international business, she works with friends. I'm two daughters, the oldest is 11 years old, she likes gymnastics, eats pasta and likes mathematics, the child is 6 years old, she likes to play with her friends and to sleep later.

I have two good friends, their names are, Henry Arguello and Pedro Rincon, My friend Henry Arguello is teacher and researcher in the UIS, My friend Pedro Rincon works in his own company, he has 40 years old.

I like to ride bicycle on Sunday in the morning. I read police history books, I like to watch TV in the evening and see films in the Cinemark, I fly remote control airplanes on weekends.

MY BIOGRAPHY

Sandra Roció Contreras

Hello

My names is Sandra Rocio

I am from Bucaramanga, My birthday is 20 april,

My parents are Victoria and Humberto, I have two sister and a brother.

I love my nephews Sebastians, princess Nayely and Santiago.

I studied at the Pilar College, My favorite food is the beet roasted and salad.

I like walking and playing soccer

I enjoy going to the movies and eat crispeta,

I work in comertex,

I like to travel with my friends and mom.

I catholic and like the pray,

[scontreras32](#) 19 Mar, 2017 at 10:01:54 PM

hello

thank yuo, miss Sandra, you are also great person.

· [Delete](#)

Commented by: [cjurado4](#) On: 21 Mar, 2017 at 1:49:47 PM

Hi,

Hello Sandra, I love the movies too

· [Delete](#)

Commented by: [upenal](#) On: 21 Mar, 2017 at 3:07:15 PM

My Biographyay

Adrian Jimenez

hello, good afternoon.

My name is Adrian, I am from Bucaramanga. I am 43 years old. I work in Comertex. I am a textile seller. I am married, my wife is very beautiful. We have a son, his name is Mateo. He is very intelligent.....

something very important, my birthday is the 10 of april....

[ajimenez0612](#) 21 Mar, 2017 at 1:31:20 PM

Hello

do you have a pet?

Commented by: [esalazar66](#) On: 21 Mar, 2017 at 2:00:47 PM

Importand

I wait the invitation for the party. I imagine there will be beer and total madness, from today i'm on the list

Commented by: [cjurado4](#) On: 21 Mar, 2017 at 2:03:38 PM

HELLO CLASSMATES

Erica Navarro

My biography.....

My name is Erika Patricia Navarro Blanco, I am from Barrancabermeja in Santander.

I am forty two years old and my birthday is in August three.

I have four brothers, their names are Stella, Jairo, Samuel and Jose Luis

I am married and I have four children, two girls and two children their names are Paula, Camila, Camilo and Alejandro.

I work in Comertex 18 years ago in the commercial area, I am studying English
My mothers name was ema and my father isaias
My favorite music is pop, my favorite food is sancocho and I like going out with my family.

My family is the center of my life I love them.
Bye

[enavarro23](#) 21 Mar, 2017 at 1:25:01 PM

Comments **the family**

you are family very beatifull, eachone is a smile. congratulations

Commented by: [cjurado4](#) On: 21 Mar, 2017 at 2:10:04 PM

Hi,

Hi, Erika, I also like pop music, what is your favorite artist?.

Commented by: [upena1](#) On: 21 Mar, 2

Biography

Sandra Liliana Estevez

Good nighth

my name is Sandra Liliana Estevez , I have 40 years old, I live in Giron , I am married to Henry Rodriguez and i have three beautiful daughters, they name is. Stephay, Sofia, Salome.I have breoltfat Early, and

I am from is Valle de San Jose, My family live there, is on place beautiful.

My father and mother is Joselin and Marina.

I have two sisters, they are Jazmin and Mery

My birthday is Twenty in July

I am study Business management And english.

I am work in Comertex , in purchasing department.

My holidays are in October.
I Get home late.
I study on weekends in UIS.
I like my classmates in English

Regards.
Sandra E.
[sestevez7](#) 19 Mar, 2017 at 10:22:36 PM

Comments

a question

what do your sisters do?

Commented by: [nperez65](#) On: 20 Mar, 2017 at 7:41:56 PM
your live

Your life is very hectic, what time do you rest?

Commented by: [cjurado4](#) On: 21 Mar, 2017 at 2:34:50 PM

BIOGRAPHY

Carlos Giovanni Jurado Sarmiento

My name is Carlos Giovanni Jurado

I was born in february thirteen of one thausan nine hundred sixty five (1965). in Chima (Santander)

I studied in Bucaramanga, i finished the high school in one thausan nine hundred eigty two (1982).

I have worked in big companies, like Coca Cola, Postobon, Bavaria, Yupi, Freskaleche and currently in Comertex.

But, the most important for me is my Family,
My family is formed by me Wife, three daughters and one son.
My older daughter is thirty one years old, she is international business manager, she lives in Canada. My second daughter is lawyer, she works in the human rights of Tolima – Colombia. She is twenty eight years old. And lives in Ibaguè. and my younger daughter is environmental engineer and she works in Bogotà . She is twenty seven years old. My son has twenty years old, he is student, he lives in Medellin and study bioengineer in the university of Antioquia .

[cjurado4](#) 17 Mar, 2017 at 3:46:18 PM

Comments

HELLO

Hello Carlos you are a very kind person and you have a great family.

Commented by: [scontreras32](#) On: 21 Mar, 2017 at 1:27:56 PM

Hello

Do You have grandchildren?

Commented by: [esalazar66](#) On: 21 Mar, 2017 at 2:20:23 PM

biography

Adriana Serrano

My biography

My name is Adriana Serrano

I am from Bucaramanga

I am thirty one years old

I am happy single

My birthday is nineteen in September

I have one son, his name is Sergio

I live with my mother, her name is Rosa

I have two brothers, their are Rey and Sergio.

I am an assistant in comertex

I am tolerant in my work

My boss is Edgar Peña, his is commercial Manager

My favorite music is romantic

I study English institute Heyes

[aserrano45](#) 17 Mar, 2017 at 2:02:24 PM

Comments

i have a question.....?

in wich part of Bucaramanga do you live?

· [Delete](#)

Commented by: [cjurado4](#) On: 17 Mar, 2017 at 3:56:48 PM

a question

what does your mother work?

· [Delete](#)

Commented by: [nperez65](#) On: 20 Mar, 2017 at 7:36:10 PM

HELLO

not I not in Bucaramanga I live in Piedecuesta

my mother is Housewife

· [Delete](#)

Commented by: [aserrano45](#) On: 21 Mar, 2017 at 2:06:44 PM

My Biography

Eddy Amparo Salazar.

My Biograpy

I am Eddy Amparo Salazar

I am thirty six years old

My birthday is 25 July.

I am from Capitanejo

I am single
My father is Pedro Jesus Salazar.
My mother is Maria Mojica, she died nine years ago.
I have two brother their names are Hector, Pedro and
One sister her name is Nancy.
I have two nephews their names are Felipe, Alejandro and
One niece her name is Maria Lucia.
I have one son, his name is Fernando and he has 12 years old.
He is love of my live.
I studied admistrative assisten
I work in Comertex
I work the weekends in a supermarket.
My favorite food is salad.
I am friendly and I have one live happy and fun.
[esalazar66](#) 20 Mar, 2017 at 6:07:17 PM

Comments

your son

What is the future that you want for your child?

Commented by: [cjurado4](#) On: 21 Mar, 2017 at 2:21:23 PM

Appendices

Appendix 1. Questionnaire 1

This questionnaire is aimed at finding the students target language learning needs and how they can use this learning to develop social writing communication.



FECHA: March 15 - 2017
NOMBRE: Sandra Liliana Estévez

Cuestionario No 1

1. ¿Por qué cree usted que es importante escribir?

Por que aprendiendo se aprende, diferentes conceptos, ortografía, escribir genera recordación.

2. ¿Con qué frecuencia escribe en Español en un día?

- a. Muy Frecuentemente
- b. Frecuentemente
- c. Pocas veces
- d. Muy pocas veces
- e. Rara vez

3. Con qué frecuencia escribe en Inglés en un día?

- a. Muy Frecuentemente
- b. Frecuentemente
- c. Pocas veces
- d. Muy pocas veces
- e. Rara vez

4. Su necesidad de escribir en Inglés es para: (si tiene más de una respuesta positiva enumérelas en orden de importancia para usted)

- a. Tareas escolares
- b. Llenar formularios
- c. 2 Hacer ejercicios de Inglés
- d. 1 Escribir historias correos electrónicos

e. Presentar exámenes

f. Presentar entrevistas

Otro _____

Especifique: _____

5. Considera importante escribir en inglés

Si No

Por qué? *La gramática es parte fundamental, se debe saber para entender y además porque es un idioma universal.*

6. Cree usted que utilizando las nuevas tecnologías (celular, ipad, ipod, ...) puede practicar el inglés?

Si No

Explique su respuesta: *La tecnología o avanzado, hay nuevas alternativas para aprender*

7. ¿Sabe usted qué es un BLOG?

Si No

8. ¿Sabe usted cómo se hace un BLOG?

Si No

9. Piense en posibles temas sobre los cuales le gustaría escribir. (Mínimo 3).

a. _____

b. _____

c. _____

Appendix 2. Questionnaire 2

This questionnaire pursues to diagnose the student's proficiency level according to the (CEFR) and use this scale to diagnose the students writing weaknesses.

Questionnaire 2 - Grammar Questionnaire

Erica Patricia Nal



Questionario No. 2

GRAMMAR QUESTIONNAIRE:

1. What is your name? My name is Erica
2. Where are you from? I am from Barranco
3. How old are you? I am forty two
4. What is your address? My address is calle 24 N-25-79
5. What is your telephone number? My telephone number is 3102
6. Are you married or single? Yes, I am married.
7. How many brothers or sisters do you have? I have two brothers and one sister.
8. What did you do last night? _____
9. Where did you spend your last vacation? _____
10. What kind of music do you like? I like the music classic
11. What kind of movies do you like? I like the animation

Appendix 3. Questionnaire 3

This questionnaire seeks to know the student's view about Virtual Learning Environment (VLE) as a learning tool and its usage when doing the Unit three blogs.



NOMBRE: EDDY AMPARO SALAZAR MOJICA

Anexo 3.

Este cuestionario pretende conocer la percepción de usted como estudiante acerca del uso del Virtual Learning Environment (VLE) como herramienta de aprendizaje hasta el momento. Se aplica durante el proceso de realización de ejercicios y blogs en el VLE, en Unidad 3

Cuestionario No 3.

Por favor califique de 1 a 5 siendo 1 la menor calificación y 5 la mayor.

1. ¿Con qué frecuencia escribe en el VLE?

1. Rara vez.
2. Muy pocas veces
3. Pocas veces
4. Frecuentemente
5. Muy frecuentemente

2) Por favor califique de 1 a 4 siendo 1 la menor calificación y 4 la mayor.

Considera usted que por medio de los ejercicios que está llevando a cabo en la VLE, su proceso de aprendizaje del nuevo idioma:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado bastante
4. Ha mejorado notablemente

3) ¿El Virtual Learning Environment (VLE) proporciona un ambiente de aprendizaje emocionante y motivador?

1. Rara vez.
2. Muy pocas veces
3. pocas veces
4. Frecuentemente
5. Muy frecuentemente

9) ¿Qué tanto participa comentando los posts de sus compañeros en el blog?

1. Muy pocas veces
2. A veces
3. Frecuentemente
4. Muy frecuentemente

10) ¿Qué le ha parecido corregir/comentar a sus compañeros?

1. Muy difícil
2. Difícil
3. Sencillo
4. Muy sencillo
5. No lo ha hecho

11) ¿Cree usted que el Virtual Learning Environment (VLE) proporciona un ambiente de aprendizaje emocionante y motivador?

1. Rara vez.
2. Muy pocas veces
3. pocas veces
4. Frecuentemente
5. Muy frecuentemente

12) ¿De las actividades en el Virtual Learning Environment (VLE) cuál prefiere?

1. Blogs

2. Ejercicio

4) Referente a la gramática (syntax) en su proceso de escritura a través del uso del VLE siente que:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente

5) Referente a la ortografía (spelling) de las palabras en su proceso de escritura a través del VLE siente que:

1. No ha mejorado nada
2. Ha mejorado muy poco
3. Ha mejorado
4. Ha mejorado notablemente

6) Referente al sentido y estructura de las oraciones (accuracy) en su proceso de escritura a través del Virtual Learning Environment (VLE) siente que:

1. No ha mejorado nada
2. Ha mejorado un poco
3. Ha mejorado
4. Ha mejorado notablemente.

7) Cómo se ha sentido usando el Virtual Learning Environment (VLE)?

1. No le gusta?
2. Le gusta un poco?
3. Le gusta mucho?

8) Con respecto al proceso de escritura en el Virtual Learning Environment (VLE):

1. Es muy complicado escribir acerca de los temas propuestos?
2. Es complicado escribir sobre los temas propuestos?
3. Es sencillo escribir sobre los temas propuestos?
4. Es muy sencillo escribir sobre los temas propuestos?

Con respecto al trabajo colaborativo