IMPROVING LITERAL READING COMPREHENSION PROCESSES THROUGH AN ENGLISH BLOG.

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DEDICATION

For all my students
who find reading interesting
no matter the format they find it,
but the importance of what is written
and what their criteria stands for.

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I would like to express my most sincere gratitude to all those who made my thesis possible. Thank you to my Mother, my beloved Wife, my teachers at Universidad Central del Valle, Martha Giraldo, Heberth Caicedo, Germán Pérez, Jaime Pardo, Marco Fidel Suarez, and Yuly Viviana Robles who really taught me and helped me along the different semesters during my career and finally but not the least to my big desire to become a better teacher in what I love…English.

ABSTRACT

Within the last few decades, many of the efforts aimed at improving reading comprehension at school involved books of history, novels and tales which were not only not updated but also old fashioned for the students who are not willing to deal with paper and cover but with the screen and buttons of the hand held devices and laptops that why this research focuses on the use of a blog specially created for the students at Escuela Mercantil in the seventh grade.

The intent of this thesis is to explore the incidence of the level of reading comprehension in the sample group taken at school and the use and proficiency when students present the scholar test called prueba saber interna in the subject of English as a foreign language learning.

This thesis aims to contribute not only to the proficiency in reading comprehension but also in the grades obtained when presenting the prueba saber interna and the subject of English as a foreign language through the use of a blog with activities and lesson improving the reading comprehension processes in reading English.

KEY WORDS

Blog: of the term web log Many blogs provide commentary on a particular subject; others function as more personal online diaries; others function more as online brand advertising of a particular individual or company.

ICTs: Information and communications technology or information and communication technology (ICT), is often used as an extended synonym for information technology (IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information.

Reading comprehension: is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

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1. INTRODUCTION

This study focuses on the area of English and the problems facing the Escuela Mercantil in the city of Tuluá, Valle in the process of understanding text commands and sentences, especially the English literal comprehension, in order to optimize these processes through the use of a blog that contains activities related to literal reading achievement, taking into account the characteristics of the group.

This project focuses on seventh graders at Escuela Mercantil in the city of Tuluá, Valle, where students present low performance of English reading skills, as demonstrated in the results of internal tests, namely ICFES type exams, performed in the institution due to the need to establish a plan that includes classroom tools to improve literal reading comprehension processes. (attached at the end of this text).

Commonly students consistently expressed doubts about the specific ideas of the questions on the readings of exercises done in class or on assignments and tests, mostly due to the students' misinterpretation of orders or commands in reading comprehension exercises.

This project aimed to test the effect and some advantages which can be brought into the classroom with the implementation of a blog designed along activities as a tool for teaching foreign languages in performing literal reading proficiency of English, by the seventh graders at Escuela Mercantil in Tuluá city, Valle, Colombia.

It is also of great importance seeking to address a problem to be solved related to reading comprehension given the characteristics of the area of English as a foreign language, since the habit of reading with good criterion sharpens the process to analyze, interpret, infer and construct meaning through what is read, allowing students to achieve skills and techniques that will help them cope independently

and efficiently in handling symbolic materials, as is the case, the proper use of literal reading comprehension for the internal test examination among other texts.

This research aimed to improve the quality of reading in English as a foreign language enhancing literal comprehension, also known as text-centered understanding, to bring the students to the realities of the text and understanding of the activities to be performed in the same reading; according to the National Ministry of Education in reading comprehension guide and the General Law of Education of Colombia 115 of 1994, importance is given to the social and cultural values inviting students to use the reading comprehension to participate in the educational process, handled from a socio-cultural context in which the duties and rights of the person are basic. Besides Law 115 of 1994 in terms of the overall objectives of basic education invites us to "develop communication skills to read, understand, write, listen, speak and express ourselves correctly" (Art. 20 num. B).

The texts allowed students to make comparisons between contexts and situations described in the text with their immediate reality, analyze the actions of the characters and discuss about the importance of the values and teachings of the texts. Given this criterion were considered short, simple texts whose narrative structure was clear and easy to follow. The texts that were chosen for the workshops are mainly blog authentic texts, however, in several cases were adapted, because they were too long for the workshop sessions, or in some cases had vocabulary and complex structures.

2. JUSTIFICATION

Gloria Cardona defines authentic texts and writings that have been made in order to communicate something; they include journal articles, stories, reference books, letters, instructions, advertisements, forms, brochures, among others. The authentic texts provide students with direct contact with the target language and the texts have been written for native speakers. However, many times this type of authentic texts does not fit the students' language level and needs simplification, avoiding "alter the basic qualities of the text as discourse[1]" (Gloria Cardona, Pedagogía de la lectura en una lengua).

The priority in teaching literary reading comprehension strategies to use in the project are ensuring the reading comprehension of the English language with activities involving reading, speaking, listening, and also writing as expressed in the book Teaching by principles. *An interactive approach to language pedagogy[2].* Plus teaching English reading through the application of tools such as a blog is a good alternative to develop some other personal competences in technologies and types of texts.

According to Alejandro Piscitelli: “A weblog is basically a personal website with nonprofit other than sharing news and ideas, formatted for easy updates. Each new piece of information used by the students or posted by the teacher creates a constant flow of news. The information is provided by the creator of the site and content can be done and discussed in class or at home. Usually the blogs include personal comments and links to websites that discuss topics of interest in the web-

1 Cardona Tobón, Gloria. Pedagogía de la lectura en una lengua extranjera Manizales, Universidad de Caldas.

2 Douglas Brown. Teaching by principles. An interactive approach to language pedagogy. Longman, pearson education. N.Y. 2001

blog in question”[3]. Thus the teaching of Reading in English by means of applied tools in the blog made for those specific purposes in literary comprehension can be seen as a way to motivate, and promote reading habits.

It should be noted that the project is feasible, given the amount of hours for group teaching, time which helped students take steps to manage the respective reading activities in order to develop reading strategies to improve their learning of the English language. As the article in school Media says: Transformers and communicative teaching practices aim in this project is to "link the students to ICT, (internet and communication technologies) to vary and modify the way knowledge is transmitted for the student to participate of it in an active form”[4] thus, emphasizing the aspect of reading comprehension, allowing students for a creative and recreational state of mind, in such a way that the students take seriously this challenges to improve reading comprehension processes.

Therefore it must be assumed that this is a work on improving reading skills including technologies such as blogs and audiovisual aids, encouraging students to find the value of the literal understanding in the internal knowledge tests, to interpret what they read accurately and effectively. As it has been told, Blogs can be a great mean of transmission for ideas, where in addition to updates, innovations, many themes and genres can be treated, besides being a communicative skill enhancer since it can be classified as a support tool for education and its processes. Reading processes seem to be improved by using the links that appear on blogs and their connectivity with many different sources of interest to students. At the moment the ICTS at school are only applied in the computer science room, even though there is a WIFI connection most of the use of the times it is used for the students to access social networks and do some researches on different topics at the school.

3 PISCITELLI Alejandro . Ciberculturas 2. 0. Editorial Paidos, 2002

4 Bickley,. Verner.'The work of Charles Fries within the changing contexts of language teacher education'. 1986.

3. SPECIFIC ASPECTS OF THE PERFORMANCE IN LITERAL READING

The blog site is considered as strategic mean to access reading activities, you must be aware that blogs may cover a wide range of topics, but the specific interest of this blog is to be used to support teaching and learning strategies in reading comprehension to sharpen the criteria process, analysis, interpretation, inference and construction in meaning through what is read.

That is why these activities and curriculum are designed to improve the quality of work, not only for present but also future students regarding the need to use literal reading comprehension situations in English presented to them in real life, promoting the added value of using a foreign language in the students of seventh grade of the Escuela Mercantil. In this way and in accordance with the Guide for Reading the Ministry of Education in high school; to achieve a good understanding is very important to acquire literal comprehension abilities, such as quickly locate the information requested, knowing where to look using the index, anticipating if information is at the beginning, middle or end of the reading, and so on. When it comes to very long informational texts, it often requires students to learn to read "combing" the text, that is, they need to conduct a speed reading, almost paragraph by paragraph, since the interest is in locating the information required in the questions. The global understanding will result from the answers to specific questions.

Credit must be given to strategies that included the re-conceptualization of State Exams given that they are the basis for the creation of internal knowledge test, which evaluates the categories of interpretation, argument and proposition as fundamental expressions closely related to the act of communicating, as they were established by five different sets of questions on the inner test known as Prueba SABER Interna.

These sets of questions are determined as follows: identification questions or repetition questions of what is said in the text, questions on prior information or encyclopedia, questions on grammar and pragmatics. In relation to the competences to be evaluated, the proficiency levels established by the guidelines set in ICFES[5] MEN[6] in curricular language are used for this purpose.

In this process the use of contextualized texts is very important because it gives emphasis to the elements of communication in a foreign language through interaction, the introduction of real situations, giving importance to students' personal experiences in addition to using activities that allow students to develop reading comprehension strategies to complete literal text with blanks by listening to the words that are missing, adding new vocabulary and structural patterns are presented to the student through dialogues and short texts, specially for intermediate level of repetition and imitation activities. In this process, listening, speaking and reading the language and cultural information is contextualized within the activities, which the teacher expects the students relate, like the fact that culture cannot be away from the language you want to learn.

Based on the above idea, this paper attempted to look into deeper issues of basic secondary students in seventh grade at “Escuela Mercantil” in Tuluá city, taking into consideration the concept of reading in English as a foreign language and the students interaction with ICT, more precisely a blog on the Internet, in addition to contributing to motivate reading and addressing methodological issues and approaches named in this investigation.

5 Serie, Lineamientos Curriculares MEN –ICFES, Lenguaje de 1999

6 MINEDU Guía Comprensión Lectora Estrategias meta cognitivas para la Comprensión Lectora.2006.

4. BACKGROUND CORRELATED WITH THIS PROJECT

The following is a brief explanation of other projects that correlate with this research because of its purpose, practice, teaching of educational processes and affinity of institutional and pedagogical needs at a high school. They are also ordered from the global to the local context.

Weblogs have existed globally in the internet for two decades, but it was not until the end of the 1990´s that blogs started to grow in popularity and ever since similar projects have been carried out in different parts of the world with success, not only in implementing new technologies in learning English but also in motivating students to have a close encounter with the reading habit. Here are some examples from around the world:

Some teachers in Spain with the aid of an editorial house made possible the educational project "The Book of our school" which has become the largest program for promoting literacy in that country. Each school publishes its book, with all the material and aid of publishing house Planet.

According to the information above this research is correlated to the one described in this text in the following aspects: This project was rooted in the use of a blog created with the profile of a school in which students are encouraged in the habit of reading, allowing for free access to different types of texts and activities.

In United States the teacher; Squires, D. and McDougall, implemented a program called "Application of CAI (comprehension at internet) in the education program." Thesis: To qualify for the degree of Master of Education, Location: USA College: Stanford University. 2004.
These are some Correlations to the project in this text: The project proposes to present designs and applications to support the teaching of reading and writing, and

stimulation oriented development of the following skills: identifying letters, visual vocabulary, pattern recognition, spelling, vocabulary learning, and understanding phrases through blogs.

Also around Latin America in Peru, teacher Mondragon Iris Gonzales started a project called "Implementation of a program to develop teaching strategies and metacognitive critical level in reading comprehension of students in the fourth grade of secondary education in the institución educativa at Inmaculada Concepcion in 2006 as her Thesis for the degree of Master of Education, Location: Tumbes, Peru. College: University Pedro Ruiz Gallo. In Correlation with this research: This project involves reading comprehension at a critical and metacognitive level, revealing clear teaching strategies for using the activities in this text blog.

Colombia is a country that aims to develop technology due to the great possibilities that this offers in education and other equally important aspects, the Ministry of Education has been making investments in technology infrastructure in public institutions to be at the vanguard of the current needs of a world in constant motion, but much remains to be defined, as usually, there are large institutions that receive aid while small institutions or rural institutions tend to lag and be the last to receive the state contribution. For this reason, private level institutions are far ahead in the use and access of Communications Technology in learning and teaching processes because of their ability to invest.

In our nation there are already some projects focused on the same purpose. For instance; the teacher Nidia Ruth Bobadilla Vaca at Alberto Lleras Camargo School, located in the city of Villavicencio; proposed a project on the socialization of school work using the Blog[7] in English class in collaboration with the computer science subject. The idea was given at the end of the school year; there is a fair sample of commercial businesses that are projected onto the transversal Nidia Ruth Bobadilla

7 http://integracionticollleras.blogspot.com/

Vaca English technique in the area of basic technology. She thought about using half digital outreach to show the results of the same blog beyond the school setting and have a digital backup of experiences for collaborative work to be done in the English subject or with other subjects at the same time. The positive results were immediate, creating an atmosphere of motivation among students and appropriate use of the media, especially the Internet and more specifically the blog[8]. The uses of these tools have allowed digital broadcast channels and agile tools for gathering inputs comfortably and dynamic, allowing observing the great impact of these technologies on students and the community at large.

Similarly, Teachers Nestor Cabarcas and Gilma Hernandez Angulo of School "Rancho Grande"[9] in Monteria, Cordoba, created a project called "Internet use for teaching and learning of the English language" whose objectives were coming to present free educational resources provided in the network, with a variety of tools and content that enable the English teacher to make dynamic and interactive classes; attracting the interest of the students, facilitating the learning of English as a Foreing language and offering teachers and students with limited language skills, especially preschool and elementary school.

Teachers in the mentioned projects above consistently managed to attach the different competencies to be developed, as they obtained the expected results, making this an ongoing project in its application during the academic years following the institution and serving as an example for other institutions in the region.

As for the location of the intervention, the teacher researcher conducted this project in order to test the effect of applying a blog designed with activities as a tool for teaching foreign languages in acquiring literal reading competition in English, in the group of seventh graders at Escuela Mercantil in the City of Tulua, Valle, Colombia,

8 http://www.mayjas.blogspot.com/

9 http://ranchograndeenred.grou.ps/videos/page/1

which has 28 students aged 12 to 14 years, specifically in the classroom 7-2. The stratum within the student population of the school consist mainly of medium-high socioeconomic level and the school accomplishes for the necessary facilities that provide comfort and facilitate pedagogic processes in the area of teaching English as a laboratory, WiFi internet connection throughout the school. The school also has a large playground and green area, computer room, video room, folk dances room and office techniques room. The school is located near one of the main streets of the city ensuring easy access.

Considering the specific objectives have the goal to identify the level of competition through literal reading comprehension in test prueba saber interna for Grade 7th. This project also pretends to describe the results obtained by the application of the instrument before and after implementation of the designed blog with activities based on the literacy comprehension, and finally analyzing the results of the instrument and the implementation of the blog to validate teaching strategies developing effective literal reading comprehension in the English language.

In simpler terms, the reading comprehension occurs within processes that can be learned effectively in many different formats and sources of work, written, oral, multiple-choice auditory activities and recognition -among others- that we find on the Internet, all of the things mentioned above should develop, according to Baker, "The ability to decode symbols from one page to sounds following the respective significance of those sounds, all in order to generate a better understanding of what is read"[10] ,so in this regard, reading is seen as a set of skills or information transference which is in itself a useful tool for developing knowledge of words.

Understanding is considered to be composed of several sub-levels: understanding or ability to comprehend explicit information stated in the text, the inference or

10 Colin Baker.Effective practices in bilingual schools and classrooms. Baker, Colin; and Foundations of Bilingual Education and Bilingualism. 2006

ability to understand what is implied, and critical reading or ability to assess the quality of text, ideas and the author's purpose. According to this view, the reader understands a text when he/she is capable of extracting meaning precisely what the same text offers. This involves recognizing the meaning of the text is in the words and sentences that comprise it and the reader's role is to find out. Research conducted by Rockwell Collins[11] and Smith and Solé, reveal that both the concepts of teachers about what the student is learning to read and the activities carried out in classrooms do not include aspects related to reading comprehension.

This shows that the reading approach mostly corresponds to the ascending processing models in associating and understanding correctly the text intentions. If the student reads, if he/she can decode the text, and it is meaningful, because they can speak and understand written expressions and spoken language, which in this case will help the students improve their oral skills in the foreign language.
Taking into account the contributions made by teachers and researchers (Tiscar Lara, Orihuela, Richardsson, and De la Torre)[12] among many other mentioned, the advantages of using blogs in the classroom can be summarized as follows:

1. Develop a critical attitude to what is read. Getting students involved into readings which open their point of view and give place for analysis and debates.
2. The blog ends the passive use of the Internet and provides interactivity, normally by establishing a relationship with the student giving them the opportunity to work in a more comfortable and confident place.
3. The blog gives students a real audience. Normally the students write and do the exercises for the class and the teacher, who becomes the only person who reads the writings. However, in blogs, readers are peers who may get interested in communicating something.

11 Rockwell Conceptos clave en didáctica de la lengua y la literatura -(1982).

12 http://tiscar.com/blogs-para-educar/

4. Blogs act as social tools, and students can easily find people interested in similar topics.
5. The blog can help shy students or those who need more time to respond and have more difficulty when participating in class.
6. Provides material to the student of Spanish, related and complementary with working within the class.
7. Internet becomes a cooperative workplace in which students and Teachers use the blog as a tool to discuss, review and enter news of general interest.
8. Promoting debate.
9. Give students their own voice and visibility to their work.
10. Support for e-learning.
11. Support for long-life learning.

As a final argument for the implementation of this project in terms of reading comprehension is that we can rely on the guide of the Ministry of Education in Reading comprehension, text where you can find asserts on the needs of reading and provides the difference in the appropriation of literal reading and comprehension skills necessary to optimize processes the students have to face in everyday life in the classroom, on the state tests and in academic tests.

Besides taking into account the above, it is necessary to note that the present investigation may also be affected by the following potential limitations:

- A first limitation is related to the absence of more research in our countries related specifically to this independent variable, which allows us to expand our frame of reference regarding its application and its respective validation as active methodology in the English area and the Literal Reading Comprehension for the secondary level (high school).
- Another limitation is the lack of a computer room other than the established by the institution for the area of computer science and since the English lab area

has one computer and two large screens only, it is difficult for the students to individually access the blog from the school facilities. Although the whole group can access from the laboratory to the contents of the blog, it would be ideal to have individual access from separate servers at school.

5. PROBLEM IDENTIFICATION

The present study focuses on the area of English and the problems facing the population of seventh grade at Escuela Mercantil Institution in the city of Tuluá Valley in the process of understanding written texts, commands and prayers, especially literal, and optimization of reading comprehension, through the use of a blog that contains activities related to reading achievement, taking into account the characteristics of the group.

6. PROBLEM DESCRIPTION

This project focuses on the seventh graders from Escuela Mercantil in Tuluá city, Valle, Colombia, who have low performance in English reading skills, demonstrated in the results of internal testing initially thought to test the performance of literal comprehension in the institution and the needing of plan that includes classroom tools to improve literal reading comprehension processes.

The teacher faces a group with difficulties at reading and understanding texts because the students consistently expressed doubts about the specific ideas of questions in readings of exercises done in class or at work and exams, mostly because they misinterpret the orders of use and / or commands from a reading comprehension exercise.

Consequently all these shortcomings are reflected in the low reading comprehension, this is supported by results that show internal knowledge tests at school, as shown by the graph on the amount of students and the level or range of scores.

Therefore it is necessary to apply a precise methodology in order to provide good quality in English instructional practices and help the students in the process of developing reading skills.

7. PROBLEM FORMULATION

What are the effects on implementing a blog designed with activities as a tool for teaching foreign languages in the performance of the literal reading comprehension of English, by the seventh graders of Escuela Mercantil in Tulua city, Valle del Cauca, Colombia.

Specific questions about the problem:

- How to overcome the poor performance on the institutional test results?
- Are the Spanish reading processes identical to those of a foreign language?
- What benefit exists in the method implementation and use of the Blog to optimize processes on literal reading comprehension?

From research done on the basis of these questions the following objectives come out:

8. OBJECTIVES

8.1 MAIN OBJECTIVE

This is a work with the seventh graders at Escuela Mercantil in the city of Tuluá-Valle, Colombia on improving reading skills including technologies such as blogs and audiovisual aids, encouraging students to find the value of the literal understanding in the internal knowledge tests, to interpret what they read accurately and effectively in English.

8.2 SPECIFIC OBJECTIVES

- Identify the level of competence in reading comprehension through applying the internal test in 7th grade.
- Describe the results obtained by applying the instrument before and after implementation of the blog and activities designed for improving literal reading comprehension.
- Analyze the results of the instrument and the implementation of strategies using a blog as teaching tool for improving literal reading comprehension in a foreign language.

9. THEORETICAL FRAMEWORK

This research focuses on the improvement of literal reading comprehension processes with the implementation of an English blog and strategic activities on the study conducted with seventh grade students in Escuela Mercantil, private school in Tuluá city. The group of students that participated in the study had serious weaknesses concerning the lack strategic learning processes and literal reading comprehension to perform written tasks and evaluations. The theory supporting this research project dealt with Alejandro piscitelli's[13] point of view on the matters of applying the technologies in the classroom along a very well guided curriculum.

Regarding the management and use of ICT the project focuses on implementing a blog for which are taken, as a starting point, the contributions made by Alejandro Piscitelli: Master of Science in Systems at the University of Louisville (USA) and his book: Ciberculturas 2. 0.[14] In his book he explains the profits of using different well guided technologies in the context of class with different educational purposes. Besides, this important contribution, the concepts explained in terms of the benefits of technology and their efficient use in the classroom, in the book The Role of Technology in the Classroom Guided Reading, Apprenticeships in Reading and Writing by David Rose were taken as a base to start up.

On the above David H. ROSE provides in his text, that traditional books can not have the same effect with so-called e-books, blogs and formats for writing today, thanks to technology the benefits can outstand for both teachers and students as well.

13 Ciberculturas 2. 0. Editorial Paidos, 2002.

14 Alejandro Piscitelli. Ciberculturas 2. 0. Editorial Paidos, 2002.

In this respect, Well-designed technology can play a critical role, by Providing individualized support and guidance for students, new reading technologies can extend the reach of the teacher, every student ensuring that is engaged, highly engaged, independent practice in meaningful optimizes that their development as confident, skillful, and motivated readers.

Regarding the use of technology as a meaningful tool in the teaching and learning has been demonstrated in countries like Spain, where the "Read and write in school at the point of click"[15] was created applying technology that helps the creations and literary contexts the students access to make a real projection that can even be seen by many people over the network this project has had positive results in schools where it has been applied and even has its own website; Therefore, considering that the results can be satisfactory if there is a well-designed plan, ie; a plan containing specific activities that help strengthen the skills necessary to ensure a good learning process in any language, and reading-writing literal competition, strengthening a viable application of these processes in the seventh grade classroom at Escuela Mercantil, hoping to get good results in reading literal comprehension and the development of useful tools that are used in the project.

Particularly the project aims to describe the usefulness of a blog and the pro-efficiency level of reading comprehension of seventh graders commercial school from the theoretical model in the PEI (proyecto educativo institucional). This framework addresses the fundamentals of the use of technologies that facilitate the work of teaching and learning of English, in order to optimize the processes of reading comprehension using a blog created by teachers and with the use of audio-visual aids.

Regarding the use of ICTS, taking into account the possibilities offered by the Internet access to different cultural and social scenes that speak English, is to

15 www.librodenuestraescuela.com.

develop a classroom plan that optimizes the processes of reading, especially the process literal reading comprehension, reading comprehension by doing exercises, activities to complete according to the context of certain situations in a video with English audio and linguistic expressions of a culture that is not the same mother and the possibility of creating empathy for the area, as well as spark creativity with the need to write.

For this purpose, plan activities aimed at motivating reading and writing processes stimulating creativity through the use of TIC by the present existence of sources and providing immediate response to current technologies which are connected students on a personal and cultural respect Freire argues that "Reading is an active phenomenon, deeply connected to the personal and cultural identity"[16] ie at present the existing technological development should be taken into account to enhance competition reading comprehension with the help of images, audio, audio, blogs and other media that have created a cultural and social impact and are commonly used in the student community.

It is important to remember that the forms of writing are changing due to new formats offered by TIC, considering all possible options out there to handle not only texts written form, but also with audio and images must also think that thanks to sources of audio and video interaction and student participation in class will also allow the student to improve their communication skills, as these technologies to identify different, social, cultural, phonetic and grammatical characteristics so that differences between distinctive phonetic use in North America and Britain and their inflections in English pronunciation along with some common formal and informal expressions are more easily recognized by the student. Much of this information is to be found in the article: "The effect of computers on student writing: a meta-analysis of studies conducted between 1992 and 2002"[17]. According to this project

16 Paulo Freire, Educación popular, cultura e identidad desde la perspectiva de paulo freire.2006. Río de Janeiro: Paz e Ter.

17 http://ejournals.bc.edu/ojs/index.php/jtla/article/view/1661/

the use of ICTS in order to improve reading and writing in the classroom can be also useful to:

Work on literary creation and the different types of text, learning to communicate an idea and a message based on the targets meanings, and target audiences ,creating a virtual community for reading / writing literary texts where individual works can be shared, discussed and completed by different participants, starting a process of creative writing as a fun exercise and collective participation.

Gloria Cardona defines authentic texts and writings that have been made in order to communicate something; these include journal articles, stories, reference books, letters, instructions, advertisements, forms, brochures, among others. The authentic texts provide students with direct contact with the target language and the texts have been written for native speakers. However, many times this type of authentic texts does not fit the students' language level and needs simplification, avoiding "alter the basic qualities of the text as discourse"

In simpler terms, the reading comprehension occurs within processes that can be learned effectively in many different formats and sources of work, written, oral, multiple-choice auditory recognition-among others-that we find on the Internet, all of the things mentioned above should develop according to Baker "The ability to decode symbols from one page to sounds, is followed by the respective significance of those sounds, all in order to generate a better understanding of what is read" , reading as a set of skills or information transfer is in itself a useful tool for developing knowledge of words.

However understanding is considered composed of several sub-levels: understanding or ability to comprehend explicitly stated in the text, the inference or ability to understand what is implied, and critical reading or ability to assess the quality of text, ideas and author's purpose. According to this view, the reader

understands a text when it is capable of extracting meaning precisely from what the same text offers. This involves recognizing that the meaning of the text is in the words and sentences that comprise it and the reader's role is to find out. Research conducted by Rockwell Collins and Smith and Solé, reveal that both the concepts of teachers about what is learning to read, as the activities carried out in classrooms do not include aspects related to reading comprehension.

This shows that teachers share, reading approach mostly which corresponds to the ascending processing models in associating and understanding correctly the text intentions. If the student reads, if he/she can decode the text, it is meaningful, because they can speak and understand spoken language, which in this case will help the students improve their oral English in the foreign language.

Taking into account the contributions made by teachers and researchers (Tiscar Lara,; Orihuela, Richardsson, and De la Torre among many other mentioned, the advantages of using blogs in the classroom can be summarized as follows:

As a final supporting idea for the implementation of this project in terms of reading comprehension the information herein can rely on the guide of the Ministry of Education in Reading comprehension, text where asserts can be found on the needs of reading and provides the difference in the appropriation of literal reading comprehension skills necessary to optimize processes students have to face in everyday life in the classroom, on the state tests and in academic evaluations.

Regarding the correlation between the project and some of the most important theoreticians:

First, it is necessary to refer to the Common European Framework project, specifically the document of general scales and concise ways to qualify C2 in 2001 under the Council of Europe for publications in English and French for the purpose

of establishing fundamentals and guidelines at handling evaluative needs regarding reading comprehension in English. Over the same process in the national context, the official text exists in the National Ministry of Education inside the reading comprehension guide and the General Law of Education of Colombia art. 20 letter b. Both; the book and the guide were key references for the project.

Moreover, the institutional internal test is used in the project rationale and references regarding the use, style and need for the types of questions found on the test in accordance with the requirements of the guide: Series, MEN-ICFES Curriculum Guidelines in Foreign Language of Colombia 1999 are directly linked to the goal of the project. In this way the research project resembles the needs of literal reading comprehension which is necessary to achieve by the implementation of the blog and the activities.

Within the graduation project mentioned in the title, the base document used for background collection was Reading Guide MINEDU 2006; book intended to improve metacognitive strategies for reading comprehension. In this text are the parameters to work metacognitive elements needed within educational processes in literal reading comprehension. Many of these parameters were implemented looking in the present project during actual classes and virtual homework loaded in the blog, all these along the contributions made by the article on teaching of reading comprehension, page: EspacioLogopédico.com/articulo. In this article the contributions are; different methodologies used in the teaching of reading comprehension.

Moreover, one of the objectives of the project was to recognize the need for change in cultural trends in reading and the use and importance of technology education in this sense, finding foundations in the text: According to Popular Education, Culture and Identity from the Paulo Freire. They are key elements, influencing students' motivation found in the use of new technologies among others.

Some of the work done by the organization Eduteka[18], was a model to integrate ICT into the school curriculum. This project founded the guidelines for integrating communication technologies and the Internet in the classroom. This aspect is found in the use of strategies in media and technologies that are useful in the implementation of the blog in the project.

It is also important to highlight the contributions found in the Educational Project “el libro de nuestra escuela”[19], project which expected to improve the role of ICT in the process of reading and writing in school. These contributions gave light on how to build the blog and the type of texts used with students learning through technology as well as suggesting contributions made by the subjects cross working subjects even if this project did not use this approach the goal reading comprehension was achieved.

As for the effective use of teaching practices and classroom didactics there is reference from a college program implemented in the United States called Effective practices in bilingual schools and classrooms by Baker, Colin, based in their book Foundations of Bilingual Education and Bilingualism 2006. Also adding some pedagogical concepts found in the text Key concepts in language teaching and literature written by Rockwell.

When applying Strategies useful for establishing links between the curricula at school, some material needs and learning strategies for English was necessary to consult as theoreticians; Wenden, A., & Rubin, J. In their book, Learner Strategies in Language Learning since there are evidence of certain useful tools at teaching the students some main characteristics of foreign language learning, such as the case of reading with the skimming and scanning techniques, strategies which can facilitate the internalization, storage, retrieval, or use of the new language, plus these tools are intended for the self-directed involvement necessary for developing communicative ability. Also some of the most important things to be aware of are

18 http://www.eduteka.org/tema_mes.php3?TemaID=0018.

19 Editorial Planeta in September 2006

the materials to work with, the interests of the students, their motivations, learning styles and even their individual desires.

Furthermore, this project proposes the definition of reading as a pedagogical element belonging to the four skills in which the process of learning English has been fragmented, for which the input from Nuttall is a good source of information when he defines reading as decoding and extracting meaning from written messages. The author also points out that reading is an active process of constructing meaning in which the reader incorporates textual information to the existing knowledge establishing that without understanding there is no reading. **When teaching reading, students are taught to develop a solid foundation of phonics called, phonological awareness, integrating this with the structure for understanding and reading is one of the goals of the project**; that is why this project is important for the application at school and the recognition of the school directives was one of the imperative reasons to have this research done. Now the next ones are some of the projects where many ideas colored some of the expectation in this document.

- The educational project "The Book of our school" has become the program of promoting literacy larger in Spain. Each school publishes their book, with all the enthusiasm of publishing house planet.
- Author: Iris Gonzalez Mondragon Title: "Implementation of a program to develop teaching strategies and metacognitive critical level in reading comprehension of students in the fourth grade of secondary education in the IE "Immaculate Conception".. Thesis for the degree of Master of Education, Location: Tumbes, Peru. College: University Pedro Ruiz Gallo.
- Author: Squires, D. and McDougall, C.Título: "Application of CAI in the education program." Thesis: To qualify for the degree of Master of Education, Location: USA College: Stanford University. 2004.

- Author: LOLA RIOS TORRES. The use of blogs in teaching and learning of E / LE. Teacher of Spanish as a foreign language. loliua@telefonica.net.

10. METHODOLOGY

This research considers the simple descriptive approach, which aims to match Deobold B. Van Dalen and William J. Meyer aims to get to know the situations, habits and attitudes prevailing in a context through the exact description of the activities, objects, processes and people [20] . The previously mentioned characteristics allowed this project to test, verify and respond to questions set in the formulation of the hypothesis of the problem and the problem established as literal reading comprehension, the methodology also describes the usefulness of a blog and the level of pro-efficiency at reading comprehension of seventh graders of Escuela Mercantil in the teaching of English. Moreover, the methodological research design was implemented on a quantitative description of the results obtained through internal scholar testing in reading comprehension and English proficiency taken by students at the time of starting the project, a qualitative analysis of classroom experiences is also described from the diary kept by the teacher throughout the implementation process of the same project[21].

In order to ensure the use of a tool that precisely yields results within the project objectives regarding pedagogical development and cognitive performance throughout the implementation process, the internal scholar test was created in English with 13 questions found on the section number: 10.10.1DIAGNOSIS DESCRIPTION OF THE INTERNAL SCHOLAR TEST, applied to the seventh graders of Escuela Mercantil to determine weaknesses, skills, competencies and management processes in literal reading comprehension. The methodology concludes with the results observed in the implementation of the blog and the

20 Deobold B. Van Dalen y William J. Meyer.:"Estrategia de la investigación descriptiva" en Manual de técnica de la investigación educacional. Buenos Aires: Paidos. 1974.

21 Sampieri, H.R, Ferenandez- collado, Baptista, METODOLOGIA DELA INVESTIGACIÓN. P. 2008

strategies and activities contained therein, also describing some peculiarities to implement communication technologies in the blog and the Internet to achieve the desired pedagogical purpose.

This gave way to the first diagnosis concerning the group's position in terms of literal reading comprehension processes. Due to the time set for this study (6 months) the methods to follow are micro-ethnographic. The micro-ethnography broadly explores ways to describe and interpret what is happening in formal and informal educational settings.

10.1 POPULATION AND SAMPLE

In this case the grade 7-1 Tuluá Escuela Mercantil which has a population of 28 students aged 12 to 14 years and has an upper middle socioeconomic stratum, is the sample for the research, the institute has the necessary facilities to provide comfort and facilitate pedagogical processes not only in the area of English, but also in other areas. The institute has: a science lab, English lab, WiFi internet connection throughout the school, a playground and green area, computer science room, video room, folk dances room and room for office techniques, the school is located in the urban area near one of the main northeast roads out of the city ensuring easy access to the address on street 38D # 107.

10.2 TECHNIQUES AND TOOLS FOR DATA COLLECTION

Activities will be implemented literal reading comprehension in the internal test in the first instance, at the beginning of the project, then implemented various activities found in the blog post created specifically for this kind of task, the students had access to the blog and follow raised the guidelines for carrying out the various

assignments that culminated when the students will be sent by email to a previously established for this purpose, where the teacher asses and analyze the results.

10.3 SOURCES FOR DATA COLLECTION.

In this study the use of relevant primary sources have been considered; such as direct information from the institution acquired through internal the scholar test and the analysis of results of activities related to literal reading comprehension in English language. Likewise, the use of secondary sources such as books, copies, reading exercises and other activities that were uploaded in the blog, were averaged for the class and evaluated.

The right combination of teaching strategies, described below, were based in the necessary construction of knowledge for the acquisition of the English language, meeting the minimum standards required by the national government, relating the literal reading comprehension competences and ICTs.

Class time established for each activity depended largely on oral and written practices that were being targeted according to the objectives of the project and the area plan. Other factors to consider are the size, maturity and motivation of the class or school emphasis not forgetting, the course or grade, having in mind the implementation of some technological and audio-visual tools and human performance in the cognitive, social and personal aspects.

10.3.1 ORAL READING METHOD

Takes the subject or content with the new vocabulary and structure, and is presented in a question and answer dialogue with person to person, and readings of interest, making the student to obtain consistency texts made in English language.

10.3.2 PRONUNCIATION

Within this point of practice, emphasis has, is and will be stressed and reuse expressions and vocabulary related to reading and understanding of it, with which it was hoped students to achieve greater ownership and recognition in the English language and vice versa. However, it will be necessary to encourage repetition exercises (Drill exercises) supplemented with imitation and mimicry, allowing students contextual recognition and self recognition of their skills by putting their ears to the test with the different sounds that exist in the English language.

10.3.3 GRAMMATICAL STRUCTURES

Starting from the point that grammatical structures are rigid, they can demonstrate to students the how and why to use the correct grammar, and that in itself is important since it represents the root of grammatical structures, whose understanding, use and learning is imperative for the future domain of a new language.

10.3.4 DICTATION

Dictation and enforcement are effective learning tools, but in this case the emphasis of dictation was not only the relevance to recognize the importance of the English, but also to present new ways for obtaining knowledge through ICTs.

It was necessary to give at least thirty-five (35 min.) minutes per reading, including thorough conversation and dictation, applying rules of correct pronunciation and inflection in English to complement other methodologies that encourage the use of reading and understanding of grammatical rules and phonetic, as in the case of scheduled readings, repetition exercises, practice language patterns, substitution of words or phrases and the direct teaching of English language. Teachers must take into account the availability and encouragement of students not to set a too short or too long time.

The reading passages were based on a variety of topics, the level of English in the texts referred to in the blog is naturally higher than in fiscal structure, since in many cases these activities required the students to understand what they read in the first instance and not to produce texts. Each activity included elements of choice between false and true to provide tasks to students. That is the basis for discrimination, which helps the students distinguish between what is important in reading and what is less important. Even though these exercises involved some level of inference in reading which is like "read between the lines" in most readings the emphasize was on the literal understanding of the statements, commands and questions faced by students regarding the readings, cohesion activities were also contemplated and the use of vocabulary by giving students a solid foundation to start reading in English. And what is most important is that those activities provided students the opportunity to practice making debates and group discussion. These

strategies included foundations and bases in the series of texts called "Reading Structure and Strategy".

In conclusion, this brief methodological mention attempts to fully meet the terms of teaching English functions through texts, themes and material directly related to language comprehension and use. This were the first steps to improve within the level of reading, followed by a second level or step, which was the total or partial understanding of a text and a third level which was the assessment of students.

10.4 VARIABLES TO CONSIDER IN THIS RESEARCH ANALYSIS.

The test aims to find out how the variables on context, educative processes and cognitive products from the students in seventh grade in relation to literal reading comprehension skills, as evidenced in the text "Introduction to Research in the Foreign Language Classroom" by Daniel Madrid university of Granada[22].

10.5 CONTEXT VARIABLES

Since the purpose of the project is to study what happens in the classroom in the literal reading comprehension processes, variables that yielded outcomes from the input and the output produced by the students should be taken into account according to the results of the internal scholar test, also including:

22 INTRODUCCIÓN A LA INVESTIGACIÓN EN EL AULA DE LENGUA EXTRANJERA

(Procedente de: Madrid, D. (2001): "Introducción a la investigación en el aula de lengua extranjera". En GARCIA SANCHEZ,M. E. y SALABERRI, M. S. (eds.) : Metodología de investigación en el área de filología inglesa. Universidad de Almería: Secretariado de Publicaciones, pp. 11-45.(2001)

10.6 INDEPENDENT EDUCATIVE PROCESS VARIABLE:

Trends in teaching English and activities to promote reading comprehension implemented by means of a Blog tool.

10.7 DEPENDENT COGNITIVE PRODUCT VARIABLE:

Literal reading comprehension skills and competences produced during the implementation.

10.8 INDICATORS

Level of cohesion and coherence on the scholar evaluative scale from 1.0 to 2.9 minimum level of proficiency, from 3.0 to 3.9 basic level of proficiency, from 4.0 to 4.5 high level of proficiency and 4.6 to 5.0 maximum level of proficiency.

10.9 PROCESSING AND PRESENTATION OF RESULTS

To process the information obtained each of the answers was analyzed given the questions stated in the internal test, to determine reliable conclusions, which are being supported by present statistical tables and charts, as well as in written composition. For that reason the next part of the methodology is divided into 3 different cycles.

10.10 Cycle 1:

10.10.1 DIAGNOSIS DESCRIPTION OF THE INTERNAL SCHOLAR TEST:

The present diagnosis on the internal test held at Escuela Mercantil is established question by question yielding the results of the students per each section of the test.

Internal scholar test.

Section number 1: Matching and Fitting exercise estimates question 1.

Instruction: Chose the correct word that logically fits and completes the text.

(1) _____ many students in class, they are very busy. (2) _____ one table for the teacher and (3) _____ many chairs for the students. The students are very interested in the class.

1.	2.	3.
A. the.	A. There is.	A. These.
B. there are.	B. Those.	B. There is.
C. that.	C. There are.	C. That is.
D. there is.	D. There isn't.	D. There are.

In this section the students were supposed to match and fit the correct vocabulary in each of the gaps in the short text for what they were also expected to read and logically answer with no dictionary aids, the question was correctly answered by only 5 out of 28 students. The rest had at least one or none good answers between the options in the whole question, thus showing the deficiency at understanding a short text and matching the expression correctly, Also, According to the experiences found in the journal this also implies the needing for most of the students to improve vocabulary, syntax and semantic skills at reading in English.

Section number 2: Translation exercise estimates questions 2 and 3.

Instruction: Choose the correct translation for the next sentences.

2. Hay dos libros sobre la mesa.

1. There are one book in the desk.
2. There is two books on the chair.

3. There are two books on the table.
4. There is a car in the garage.

3. Hay un perro en el colegio.

1. There is one dog in the classroom.
2. There is a dog in the school.
3. There are two friends here.
4. There is a cat in the room.

In this section the students had to correctly translate the sentence from their mother tongue to the foreign language equivalent in English by choosing from the options in questions number 2 and 3; In this case the number of students with a correct answer increased to 11 out 28. Again, according to experiences found in the teacher´s journal, it is a bigger figure due to the fact that mother tongue seems to be easier to be translated for students when there are already established possibilities for an answer, but for most of the students context seems to be an issue when it comes to relate compound words as complex as there exist in the English language.

Section Number 3: Grammar exercise quantity expression and structure estimates questions 4 and 5.

Instruction: Complete the sentence choosing the correct expression.

4. Would you like ____ coffee?

1. Some.
2. Any.
3. One.
4. Two.

5. There isn’t _____ money here

1. Some.
2. Unos.
3. Una.
4. Any.

6. _____ is your name?

1. Where.
2. Why.
3. When.
4. What.

This section required students to know grammar aspects on quantity expressions and question words and the number of students who correctly answered this part were of 6 students, 8 with 2 good answers and 13 students with only one good answer of the three questions. Some of the students expressed in the journal records that they failed to accomplish the task correctly because they simply did not understand the structures for making questions, but it was a topic seen in class and they exercised about it so there is the need for the students to review and study for the exams. It may also be a good reason to implement the homework via blog to assure practice of the topics.

Section number 4: semantic interpretation of situations choosing the correct description for the picture, estimates questions 7 and 8.

Instruction: Choose the correct description according to the picture.

7:

1. The boy is cleaning the house.
2. The boy is running.
3. The boy is eating.
4. The class is bored.

8.

A. The students are playing.
B. The students is speaking.
C. The girl is reading.
D. The teacher is explaining.

For this section the students were supposed to interpret the pictures and the situations to choose a correct description and for the record this was the only question in which 12 students answered correctly, this proofs the utility of the images at interpreting the context given in the questions a possible encouraging factor for learning to be counted in the implementation of the blog and the activities in it.

Some of the students expressed they did not pay attention to the verbs in the descriptions, a fact which shows the lack of learning techniques for foreign language usage and the needing review teaching of verbs in class and through the blog.

Section number 5: Reading comprehension activity and questions estimates questions 9 to 13.

Instructions: Read the text and check the information with the one given in it, then answer the questions number 9 to 13 accordingly.

Robots:

The word “robot” comes from Czechoslovakia. In the Czech language, “robot” means “hard work” or “slave”. In first appeared in the novel “Rossum’s Universal Robots” written by Karel Capek in which androids are created to liberate humanity from work.

Robots are machines with computer “brains” which can be programmed to do useful work. They can substitute man in situations which are difficult or dangerous for human beings like defusing bombs, controlling flying weapons, working under sea and under the ground and putting satellites in orbit. They can even work in places where a person cannot, like radioactive chambers, high temperature ovens, extremely cold places and even in outer space where there is no oxygen for man to survive.

Some robots sent to outer space have taken photos and collected rocks from Planets like Mars, without risking human lives.

Robots can be programmed in various ways. One is called “lead-through” which physically moves the robot step by step through a task. Each step is recorded and stores in its computer memory. After that, when the program is plays back, the robot knows what to do. Another way is by using an electronic control box, which moves the robot from a distance and then store each movement. A third way to program a robot is by simply writing a computer program for a particular task. This is then put into the robot, telling it everything it needs to know.

Answer the multiple choice questions.

9: Where is the word ROBOT from?

A: India.
B: Germany.
C: Czechoslovakia.
D: Colombia.

10: What is the name of the novel where first appeared the word ROBOT?

A: Rissum´s worldwide robots.
B: Russom´s universal robots.
C: Rossum´s universal robots.
D: Rossum´s universality robots.

11: Who was the writer of the book?

A: Rissum.
B: Karel Capek.
C: Rossum Karel Capek.
D: Asimo.

12: In what situation can robots substitute humans, according to the reading?

A: difficult and dangerous situations.
B: party time situations.
C: entertainment situations.
D: risky and problematic situations.

13: According to the reading, what are the two ways robots can be programmed?

A: Box controlling and Leading through.
B: Lead- through and Electronic control box.
C: Controlling the robot from a box and using a program.
D: Using the controls and Programming the operative system.

In this last section, the answers yielded bad results for most of the students since reading skills on skimming and scanning and vocabulary were key factors for the 24 students who answer incorrectly, as for those 4 students who got to answer correctly they expressed in the journal that they were in private classes of English, they have had parents who encourage them to use and learn English and last and more important they like English on their own and because of the music and hobbies they are in contact with English in a daily basis via internet and social networks.

The next is a conclusion on the basis diagnosis from the internal scholar test presented along with the diary journal and the experiences recorded in it by the teacher presented above; the test proved most of the students lack of enough vocabulary, do not understand simple command or instructions and need improvement in literal reading comprehension exercises as well as in scanning, skimming skills and semantic interpretation. According to ICFES and MINEDU the type of questions managed in this scholar test are some of the most common sorts of questions with interest in improving such pedagogical processes as to read and interpret, but students seem to be out of reach for achieving the best results when their reading skills are deficient even in the students' mother tongue, that is why the project will provide a blog with different activities to teach and acquire reading skill so that students not only improve some basic techniques for reading and learning English but also may increase their interest in reading as a side effect of the project.

Accordingly is presented the next table with the figures of students who passed the test;

rango	cantidad estudiantes
BAJO (0 a 2.9)	11
BASICO (3 a 3.7)	3
ALTO (3.8 a 4.5)	7
SUPERIOR (4.6 a 5.0)	7
	28

Consequently all these shortcomings are reflected in the low literal reading comprehension proficiency, this is supported by the results that yielded in internal tests at school, as shown by the graph on the amount of students and the level or range of scores establishing 11 students as the ones who failed the exam with an score of 2.9 or less, 3 who passed it with an acceptable low grade of 3.7, other 7 students with an average of 4.5 and other 7 students with an average score of 4.6 at least.

Therefore, due to the great number of students failing the test (11students) compared to the numbers of participants in the research (28 students); It is necessary to apply a precise methodology to generate a good quality in educational English practice and correct processes for the appropriation of reading skills and literal comprehension.

10.11 Cycle 2

10.11.1 IMPLEMENTATION AND EVALUATION OF THE BLOG AS A RESOURCE TOOL FOR READING COMPREHENSION ACTIVITIES AND READING HABITS IN THE CLASSROOM

The purpose of this section is to describe the process of implementation of activities, followed by a brief explanation of the classroom environment during the implementation.

The blog contains access to videos, texts, audio and interactive knowledge activities, different question types with images, and specific cultural content, along with the diversity of types and styles of texts, which have proven to be of great help in reading comprehension processes such is the case of similar projects undertaken in other contexts other than teaching English but with the same need in reading comprehension[23].

Along the use of the blog there are different multimedia and reader environments that offer a variety of activities that support the literal reading comprehension processes, such as audio, texts, voice and speech recognition software, animation, music and sound effects, dictionaries, videos related to promoting background knowledge and vocabulary, study tools such as bookmarks and annotation capabilities, and animated tutors from different sources.

At the beginning of the implementation of the exercises, the students showed a clear rejection of certain reading practices. The students generally expressed themselves in Spanish, and a majority expressed the inability to read or write in English talking about how difficult the process of learning the English language is.

[23] LOLA TORRES RÍOS. **El uso de los blogs en la enseñanza-aprendizaje de E/LE.**Profesora de español como lengua extranjera. loliua@telefonica.net.2006

In most cases it was necessary to translate into Spanish for a better understanding of the instructions. However, some students tried to understand isolated words in English related to the activities and even tried to get ahead of the part where general instructions were being given, how little they knew they expressed with their limited vocabulary and questions were constantly discussed on how things work in English language compared to their mother tongue.

When writing the situation their ideas it was even more complicated. Students were able to create texts or respond to problems inefficiently due to lack of visible vocabulary appropriation and their failing to implement necessary grammar rules. However, Right after the implementation of the activities of the blog, it was clear students had a change of attitude, and showed greater interest because of the new initiative, and the type of tools that were introduced in the processes of reading and writing, some even expressed the teacher should continue asking for tasks, homework and other activities from now on the blog, making way for modernism and "stop writing so much" and "using so much paper."

Regarding the process of implementation of tasks, the Blog is uploaded with 5 printable assignments and if necessary over photocopies of reading that students could solve using not only the Internet, but also other tools they may need or have available at school or at home, and once developed the tasks or homework, they should either present it in paper to the teacher or email it for further evaluation and analysis.

Also, it was observed that the participants took more seriously their task and worked with commitment during the implementation of the proposal. Since the notes of these exercises were taken into account when calculating the final grade for the course, and these were not only graded as extra activities.

These circumstances were identified in the journal by behavior, comments and attitudes denoting motivation and attention of most students. It is noteworthy that the groups with students who implemented activities are used to a system and method of teaching in which the traditional tools for developing their ability to literal reading comprehension processes and writing is done usually with guidebooks and notebooks and basically using their own notes in the area and the dictionary, and where the application of the Internet as a tool for academic use is conquered by only some students, while others see it more as a source of entertainment only.

They were then faced with the exclusive use of the Internet as a tool implemented in constant learning process and the Blog's relevance and application to their benefit in improving the ability to reading comprehension processes and writing when answering in English as a foreign language was almost completely assimilated by each of students, causing great interest and attention to the use of a tool they relied on for fun merely.

The tasks are based on techniques of group work, individual work, critical and creative thinking, and the ability to read and write in a foreign language. Once the theoretical references regarding the implementation of activities of literal reading comprehension and writing in English language were structured, the activities in the plan period classroom were uploaded in the blog and the students worked accordingly.

Internet technology transformed the notion of reading and writing, making browsing and researching online two critical skills at learning English. Also it is necessary to have in mind that these new technology literacy skills require of students to:

- Efficiently locate information.
- Accuracy and speed to evaluate the source, the credibility, and timelines of the information located, and

- The agility to navigate and take decisions about whether what the student reads or writes from current page information, links and more is appropriate, concise and important to be mentioned or taken into account.

In light of these ideas, activities were designed for improving literal reading comprehension classes in a foreign language whose primary objective was to inquire about the use that students would give to virtual tools which they have access and their impact on the development and / or improving the skills of literal reading comprehension, writing and communicating in a foreign language.

To prepare the participants for this study the students had to read the loaded activities in the blog; these activities were structured in lesson plan formats annexed at the end of the text. The first is called “Robots” , the second is “Universe- The solar system” the third is “The First Americans” and the fourth and last lesson is “Double Identity” all these lessons and activities on literal reading comprehension pretended to call students attention upon reading interesting technology facts of science which are actually being used in real life encouraging communicative situations of the interpretations and the contexts students find in the texts, after working on the whole lesson the students had to present their writings, debates and activities for a final evaluation.

In the next class they discussed the meanings for them to find the meanings set forth, with the result that the vast majority only use the Google search engine (www.google.com) and its tools of language, in a minority attended websites like urban dictionaries (www.urbandictionary.com) or dictionaries with large databases as Word reference (www.wordreference.com). They found strong similarities between the abbreviations used in English and those used by themselves in Spanish in chat or text messages, and it appeared on the big changes that are suffering worldwide language because of the advancements in technology, especially that related to the Internet and communications.

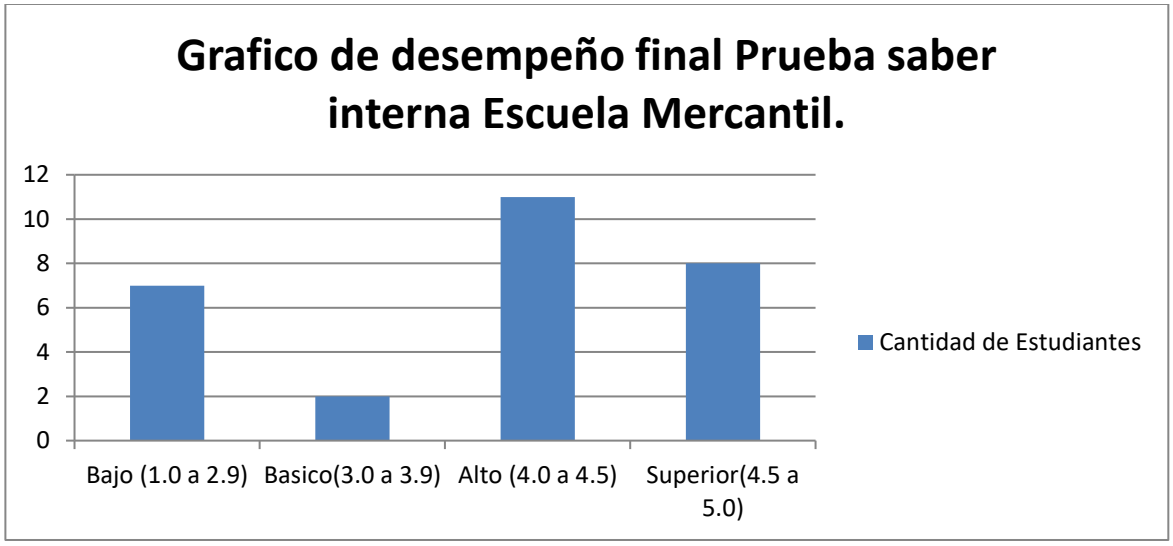
The following proposals consisted of reading comprehension exercises; filling in the blanks, making summaries of videos uploaded on YouTube (www.youtube.com), download audio files to prepare a reading, recording readings by themselves and others. The students had to enter the blog (http://www.camiloco66.blogspot.com) and there they found the uploaded work previously explained in class. Some students with different levels of proficiency were asked to express thought of their realization and the means for them to complete at the end of each task, and these were recorded in written form in the journal. All these works were sent by students to the teacher´s email, who evaluated and analyzed their work.

The lessons were well received by the vast majority of students who claimed that it was much better to do this kind of academic task because of the versatility, saving time and paper, and with being therefore highly motivated. Proof of this was the rapid response of the students in sending their homework and activities to be checked, plus they were given the necessary and prudent time to perform it, many were sent as soon as they could, and in one day, according to their available time. Many students expressed surprise at the ease found when performing the duties, due to the large amount of information available and the network facilities offered at the time of accessing information. Some students admitted they had never thought of the possibility that a teacher will create a blog that will provide access to themes designed specifically to improve their literal reading comprehension and writing and communicative processes, much less that a teacher endorsed the use of the internet; students argued there was a broad refusal by some teachers and parents toward incorporating this technology in school, for, according to them, some people believe that the Internet is just "Facebook" games and "chatting".

10.12 Cycle 3

10.12.1 EVALUATION OF THE SCHOLAR TEST AFTER THE BLOG IMPLEMENTATION

As for the end of this project; the students were tested again with the same kind of internal scholar exam after the implementation of the blog and the literal reading comprehension activities and homework and at that point the final examination evaluation yielded the expected results at increasing the quantity of students who satisfactorily passed the final test in comparison with the first presented at the beginning of the project for the results were given as follows:



As it can be seen the performance of students who failed to accomplished a basic or higher level of accuracy regarding literal reading comprehension changed from a number of 11 students to a total of 7 decreasing average of failing exams and encouraging students to work for a better result, students themselves expressed they had made use of the strategies they learned from the teacher's explanations,

the blog and the instructions given in their test since students were more used to this kind of commands after all work and the activities done in class and at home.

11. COMMENTS AND SAMPLES OF THE JOURNAL AND E- MAIL

The following are comments and emails relevant to the use and application of blog expressed by students and teacher

COMMENTS:

TEACHER: “Students were happy for taking the work home since they would be able to be helped by the translator and parents or relatives”.

STUDENT: “¿qué significa SCRAMBLE” y que es, IN ORDER TO?”

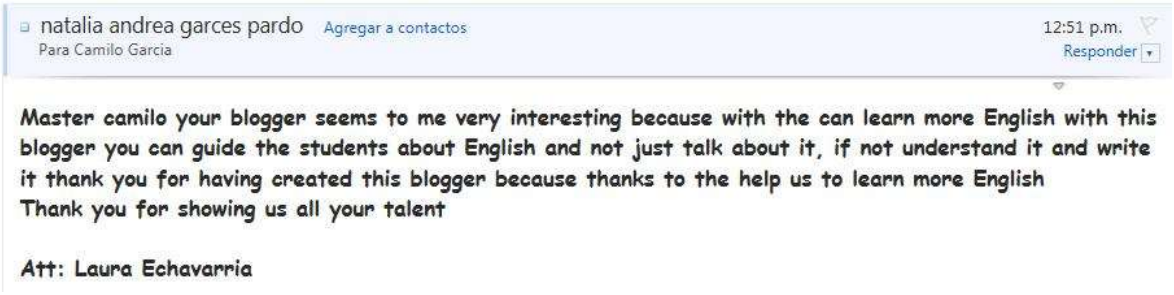
TEACHER: “For some students the work of taking notes on a text was tedious at the beginning but later they seemed to understand the text and got interested in finishing the whole activity by the end of the second hour”.

STUDENT: “yo estoy comenzando a entender teacher”

TEACHER: “Wifi is still a double sided implementation in class since if not controlled; students get in to their social network accounts’ rather than paying attention to what the teacher says”.

STUDENT: “No profe yo estoy perdida, ¿me ayuda?”

EMAILS SENT BY STUDENTS.


natalia andrea garces pardo Agregar a contactos 12:51 p.m.
Para Camilo Garcia Responder

Master camilo your blogger seems to me very interesting because with the can learn more English with this blogger you can guide the students about English and not just talk about it, if not understand it and write it thank you for having created this blogger because thanks to the help us to learn more English
Thank you for showing us all your talent

Att: Laura Echavarria

maria camila fernandez te ha enviado un enlace a un blog:

profesor camilo felicitaciones por su blog.Tengo muchas cosas por revisar y palabras que no entiendo ya que todo se encuentra en ingles,la lectura esta muy buena y el vocabulario es muy rico en palabras. gracias por el excelente aporte a nuestra educacion y formacion en una segunda lengua.

De: **sophia vargas duarte** (sophiavargasd@hotmail.com)
Enviado: miércoles, 21 de noviembre de 2012 06:23:13 p.m.
Para: camiloco66@hotmail.com

teacher I think your blog is a blog is very well organized and intellectual has many interesting things like text THE FIRST AMERICANS since that text does not say everything was as before and shows the evolution we've all done since the first people came to america and now hast improved today. is a very educational blog and makes it easier for students to inform them more about all things, and besides that they can practice English every day if you want and free

I also think the blog is very well done, as it is very well organized and everything is very well written and also very interesting topics, there are many tasks to be done, for example, people who want to perform these activities and thus can improve their English.

teacher I really liked your blog

12. GENERAL CONCLUSION

The performance of seven grade students at Escuela Mercantil was evaluated through analysis of the tasks that the students were sent via email, and homework they did after the first internal scholar, which served to identify weaknesses and strengths literal reading comprehension processes mentioned above, and correspond to the practices of teaching and learning a foreign language. The influence of the internet and technological sources have on the practices of reading and writing in a foreign language was determined by analysis of jobs submitted and the application of the uploaded activities in the blog and the use of the internet, and management of these tools by the students participating in this study.

Regarding the effectiveness of the process used in this study is to highlight the positive side, that after performing the activities supported in the use of the English Blog and Internet as a teaching tool that most of students in the sample enjoyed for conducting such activities and on average, all students in class argued that the Internet brings aids to develop their creativity, improve their literal comprehension skills and helps them improve their reading and writing, making the Internet a useful tool that contributes to the dynamics of the classroom, students' motivation, and innovation. Furthermore, there is ample scope of material available with which teachers can contribute to the teaching and learning of other subjects and related topics; likewise exploiting the interest and the time students spend surfing the internet, social networks, chat , and web pages of their own interest, may be much more striking than conventional exercises with textbooks and notebooks filled with boards and nonsense words or sentences out of context for the same students, and this also helps to make evaluation less monotone for some teachers. The blog and internet have also advantages for the acquisition processes of reading and writing skills, new vocabulary, to cite just one example, and in turn to contribute to the development of other communication skills such as speech (Speaking) and listening education (Listening).

It was found from the students' experience, according to their expressions in the journal, that the use of the Internet and Blog English generated a high level of motivation for the presentation of the tasks, and thus generated a perceptible improvement in the acquisition of new vocabulary and better pronunciation. However, it also denotes the simplistic aspect to perform activities less than half of the total students who prefer to use online translators to perform most tasks when reading and writing, having this in mind is important since it is a point of reflection on the methodology to be followed by the teacher to avoid such simplistic factors and practices, and create a collective consciousness in students so that they see the Internet as a great tool with a world of possibilities that offers a more dynamic learning only if used properly and with adequate epistemological approaches.

Particularly, in this study showed the importance of the correct choice of material, bearing in mind that for the 28 students, where they found cases of performance improvement in the skills of reading and writing, the proposed activities were appropriate for content and ease of understanding according to the topics under study and vocabulary that they manage on average; views expressed by the same students in some of the attachments with their tasks.

The importance and use of computers and their applications (particularly the Internet) is no longer the sole task of highly specialized professionals. It is part of everyday life. Computers and information networks are present in the area of production, culture, social relations, entertainment, education, politics, etc. A moderately literate person for the digital world, you can check the balance of your checking account from a computer located anywhere in the world, transfer money to or from your credit line, pay for certain services, buy a book or an appliance, etc.

There has been in Colombia, for several years, Internet portals that allow citizens to perform procedures related to public services, payments, transfers, etc. Through

these portals are possible (among others) forms of contributions, online job search, as the employment service SENA, and many banking services without having to physically attend the various establishments, these facts are sufficient to show that the new media have not only changed the way of being and acting as scientific or professional person, but are also changing the ways of being and acting as a citizen. Fact is, the digital age is here and it is up to everyone directly or indirectly.

The technology of information and communication, especially the Internet offers great benefits in all aspects of life and especially the academic, but also has its disadvantages in education; it can be a major source of distraction between students, given the vast amount of information is easy for students to lose time browsing the pages that do not provide benefit, the interest in the study is replaced by curiosity and exploration of web activities, such as video games, music, videos, etc., maybe also in some cases, because of the variety and immediacy of information overwhelming students and in many cases, as was shown in this study, refer only to "copy and paste" information without even reading and analyzing. So it is also important to keep control on when and how to use and allow the use of these technologies in any of its possible formats to access it like laptops, handheld devices, mobile phones and computers in general.

13. SCHEDULE

13.1 SCHEDULE: (IMPLEMENTATION)

FECHA	HORA	TIEMPO (Horas)	LUGAR	ACTIVIDADES	RECURSOS
Aug/13/12	6:35am	2	7 1	Prueba saber interna (herramienta)	Explicación e implementación
Aug/16/12	8:50am	2	7 1	Prueba saber interna (herramienta)	Breve Explicación, Actividad en clase
Aug/20/12	6:35am	2	7 1	Recolección de Datos; población	Preguntas y discusión
Aug/27/12	8:50am	1	7 1	Recolección de Datos herramienta	Calificación de pruebas
Sep/3/12	6:35am	48	7 1	Recolección de material y fuentes.	Diálogos hallados en blog, archivos de video y audio
Sep/10/12	8:50am	2	7 1	Detalles y observaciones	Respuesta de las estudiantes. etc.

13.2 ACTIVITIES SCHEDULE TO DO: (INTERVENTION)

FECHA	HORA	GRADO	TIEMPO (horas)	ACTIVIDADES	RECURSOS & OBSERVACIONES
Aug/13/12	6:35am	7 1	2	Repaso de vocabulario e (introducción/estructuras)	Breve Explicación, Actividad en clase
Aug /16/12	8:50am	7 1	2	Practica escrita y oral de (introducción/estructura	Breve Explicación, Actividad en clase
Aug/20/12	6:35am	7 1	2	Compresión de Textos (Traducción)	Blog, Diccionarios e Internet
Aug/27/12	8:50am	7 1	2	Compresión de Textos (Traducción)	Blog, Diccionarios e Internet
Sep/3/12	6:35am	7 1	2	Expresión Oral y Escrita (Diálogos y lecturas)	Diálogos hallados En el blog & Archivos de Audio
Sep/10/12	8:50am	7 1	2	Expresión Oral y Escrita (Diálogos y Lecturas)	Diálogos hallados En la Internet & Archivos de Audio
Sep/17/12	6:35am	7 1	2	Desarrollo Audio-oral (Laboratorio de Listening)	Laboratorio, Software & MP3
Sep/24/12	8:50am	7 1	2	Desarrollo Audio-oral (Laboratorio de Listening)	Laboratorio, Software & MP3, Blog.
Oct/8/12	6:35am	7 1	2	Presente Perfecto (Ensayo sobre Noticias)	Páginas Web de Gramática Inglesa Contextual. Blog

Oct/15/12	8:50am	7 1	2	Presente Perfecto (Ensayo sobre Noticias)	Páginas Web de Gramática Inglesa Contextual. Blog
Oct/22/12	6:35am	7 1	2	Oraciones (+ / - / ?) Expresión Oral Composición Escrita	Breve Explicación Diálogos & Textos Diccionarios e Internet
Oct/29/12	8:50am	7 1	2	Oraciones (+ / - / ?) Expresión Oral Composición Escrita	Breve Explicación Diálogos & Textos Diccionarios e Internet

14. RECOMMENDATIONS

- Reading Application Strategies.
  Before beginning any passage can be useful to draw attention to the issue to see discussion accompanying illustration reading or doing a brief comment on anything related to it.

- Comprehension Strategy.
  Asking students to conduct a thorough reading of the passage and deliver pre-type some sentences true or false questions about reading and indicate what to do with them when you finish reading.
  It is important that students know specifically what you need to do before you start reading.

- If the reading is given in another language, remember to take into account that it is not always necessary to stick to the arbitrariness of language in terms of grammatical structure and vocabulary level as well as on the contrary they can take into account the vocabulary knows the student and their grade or age.

- For all the blog reading is necessary to stipulate a right time to discuss student responses and / or comments and reflections regarding either reading or questions always seeking participation, socialization and communication between students and students and teachers.

15. EVIDENCES

The study group, on the first day of the blog implementation. There were about 8 absent students out of 28 on this day, since they were on a cultural activity with the folklor teacher representing the school.

This photo was taken while the students were answering some questions they were listening from the blog about a reading they had already read on the first activity established in the lesson plans (Robots).

In this class the students were singing a song they had to complete with specific vocabulary after that they had the opportunity to play a game the teacher calls “catch the tune on time” where students are singing the song they already learn in its entirety and the teacher turns the volume down in some parts so the students keep singing not to lose timing with rhythm and rhyming of the song.

This is a sample of the journal describing a common day as seen by the teacher and the students.

These pictures show the girls working with the activities from the blog and the computers at the computer science classroom.

16. JOURNAL

This is the journal where descriptions of common day seen by the teacher and students were collected.

Teacher comments are marked in red, while comments from students are green for data collection.

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
August 13th- 2012 The first class starting the practice, I had them present a diagnosis in their notebooks. Written and oral skills were involved and also the process of reading comprehension. For the activity: Robots (technology), I delivered the photocopied workshop to the students and began with the first part of it. The second activity is to be held the next class since time was just enough to finish the first part, reading comprehension, just by the ring of the bell.	Most of the students were aware of their knowledge and the starting point for the rest of the class, students understood some of the main topics to talk about in the future and they said to have realized of the importance and need to learn some basic topics and review others during the first two classes maximum. When they were asked about that, they indicated that they liked the procedure. Even there were some of the students who came to my desk and asked specific questions on how to do the procedures correctly.	Arrival on time of students is still an issue. Despite of having told to the principals of the two schools, they still get some minutes late to class. Thanks to the use of the laboratory different communicative and active learning activities can be held. **The students were very curious about working with the blog.**

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
September 3rd - 2012 In this day we had the opportunity to continue with the normal school activities and we are to evaluate their proficiency in the present and future grammar structures of WILL and GOING TO; some of the students were exonerated from the presentation since they had a good score. All of the other students had to present the written test, the oral practice drill and the listening and completing parts of the test. Average Time used: Written test: 50 min. Oral practice: 30 min. Listening: 20 min.	At the beginning the girls were very noisy and messy, so I had to raise my voice over the crowd to have them be quiet and listen to the list naming and the rest of directions to continue with the work not finished the last class. I collected the cell phones and made sure I had their notebooks on my bookshelves, and I had them remove their backpacks form their tables and seats so they could not cheat. It was also necessary to take a walkabout in the classroom and check what the students are up to.	Today I had the assessor for my teaching practice attending my classes. Adela Macias Molina my assessor checked on my job with the students and told me to go deeper in the journal analysis; we were both ashamed she did not get to attend a common class but an examination day, due to the need for the scores at the present end of the term.
September 7th – 2012 Today there were no classes again because the whole group had a big meeting at Comfandi pools for sharing different things with the teacher of ethic subject.		

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
September 10th- 2012 The topic for these sessions was the communicative skills and listening. In the English lab, I had them watch the video about robots "ASIMO". After watching and listen the video 2 times in a row I gave them the copy to fill out the blank spaces by listening and watching the video 3 times again, it was necessary to stop the video and replay parts of it for a better understanding. Main Focus on: Writing, speaking and listening for specific information on technology. Describing technological devices and their uses. Using critical thinking and self-expression.	I found out that students were attentive during the explanation and I inferred that they were getting along with the exercise, since every single time I stopped the video they answered the missing words for the blank spaces. But at the moment of checking the spelling many of the words were wrongly written. So we ended up the class reviewing the alphabet and practicing with different word the spelling in the group and individually.	**I think I should make the students to work on their concentration, since the mistakes in applying the right spelling in different words.** For this class I assigned the students with homework of taking out the vocabulary they don´t know from the video and prepare a spelling activity on those words to present it next class. **Students were happy for taking the work home since they would be able to be helped by the translator and parents or relatives.**

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
September 17th- 2012 For today's class students will be presenting their hypotheses of possible future technology, they should create a model in order to express their ideas about future inventions or technology. Copy supported. For this reason students had already been explained on the use and structures for the modal auxiliaries.	Most of the students were happy to express their creativity and create their own model on their ideas about the future and the technology. The Students were having a great time and were really glad to be using their creativity; they also made a simple research on some technologies that may come to be truth not far in the future.	It was necessary to clarify the students these were the last two hours we could use for this kind of activity and make clear that any delays on their part would mean they'd had to take the work home and finish it for the next class over a lower grade, since it is impossible to assess they do their own work.
September 21st- 2012 Today I started the class telling the students what they are to do during the next three classes regarding the use of the blog and some of the activities in it. First: reading comprehension on the first Americans Text. Vocabulary search out and	The students used most of the first hour for skimming and scanning information on vocabulary and common English expression usually confused in the Spanish translations. After that we had a discussion on the meanings and the pronunciation of the vocabulary and expressions. Many students found difficulties in giving contest to the different meanings they understood in	**For some students the work of taking notes on a text was tedious at the beginning but later they seemed to understand the text and got interested in finishing the whole activity by the end of the second hour.**

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
expression definition.	Spanish but had also a lack of knowledge of synonyms for words in English and Spanish as well.	About 4 students asked permission to finish at home.
September 24th- 2012 Today's class is intended for the students to re-take the reading The first Americans and make question list out to answer according to the text. The exercise will consist of making information questions on the most important topics of the reading using; who, what, when and others.	The main goal of the activity is to have the students review and use the structures for the simple present and past simple tenses with the question words and the grammar aspects required for making and answering questions according to context and tenses. Students used their notebooks to review the tenses and structures needed in this exercise.	There were many questions at the beginning of the exercise since the students had been noisy at the moment of explanation, questions like: **"¿que significa SCRAMBLE" y que es, IN ORDER TO?** After further instruction many of them understood what they had to do and how, but more than half of the students in the classroom presented deficiency in the procedures.

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
September 28th- 2012 For today's class I programmed some oral exercises and verbal practice, the students are supposed to come out in front of the room and read paragraphs of the text: The first Americans. After doing so, the students had to make groups and explain their point of view as a team over the topics, giving place for idea exchanges and individual participation.	Some of the most prodigious students in the groups acted as monitors in order to give a correct syntaxes and semantics as well as grammar in their exposing ideas. For many students in the group their work was reduced to looking for words in the dictionary and writing notes, while other took active place in participating in their explanations to the group. In the end the importance was given to group work and logical exposure of ideas.	**I think it is necessary to repeat the activity changing the participants In some problematic and talkative groups.** **Some girls asked for silence themselves when they found that some groups were very noisy.**
October 1st- 2012 Today I didn't go to school since I was a jury for the national political committees' inquiry vocation process on Sunday 30th of September 2012. According to law there's a right to lay off work under public and citizen duties, right which I claimed for this date.		Activities and class work actions will take place next class.

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
October 5th- 2012 Today I had the opportunity to discuss with the students about the reading in a more comfortable way after having done the last class work and having appointed them with translation homework on the whole text. The general idea is to have students express what they know in their own language individually and recognize the cultural and social aspects within the reading.	My expectations were not accomplished in terms of efficiency and responsibility due to the lack of interest of many of the students regarding the homework translation, Also not coming on Monday 1st of September gave some students the idea they had more time to do the homework they did not do at all. Even though there were some students who participated and used the tools as they were told, and expressed themselves and translated correctly, most of them were irresponsible on the due homework and their participation was poor.	It was necessary for me as a **teacher to call the students out respecting their responsibilities and their duties inside and out the classroom, there was time to hear them say;** it was also due to the cheering presentation day, held in this same date **"las otras estan en la presentacion de porras." I also scolded some of them with low grades on some of the required homework.** Today we also had the pleasant arrival of my practice assessor, Adela Macias, who came to do her job and took reference on what I did while being observant and quiet.

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
October 8th and 12- 2012 There were no classes, During this week the teachers are summoned to work on the school evaluation processes and the students are off for a short "Brake week" created and called and as tourism encouraging week by the government of Colombia.		
October 15th- 2012 12 of October is a day off in Colombia. National celebration for the encounter of the new world by Columbus.		
October 19th- 2012 Plans are to continue having the students read the text given in previous classes, encouraging vocabulary addition, oral practice and semantic and syntaxes learning of the text in the Blog, The first Americans.	The students were very eager to finish because they have to do other things, like presentations and other activities for the next week will be held the interclass's tournament in different sports, so due to that it was necessary to repeat many of the commands for the correct use of logical connectors, vocabulary and even copyright topics since there is a big tendency to literally copy what the students read in the	It may be necessary to ask directives on how important it is for the students to spend so much time in other activities than studying and learning for the students own good since there seems to be a great deal of a problem to study straight

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
	internet through their handheld devices.	in some weeks of the since there seems to be a great deal of a problem to study straight in some weeks of the year.
October 22nd- 2012 This Class was last class's continuations since there were many students actually absent and absent minded in class. Syntax, semantic and connectors were checked with students, interpretation and general understanding of the reading and writing were the goals.	Some students expressed lots of difficulties trying to correctly translate most of the text on the first Americans and their own writings had many faults, even though about 5 to 6 students ranged their texts among the best grades and writings in class. It may be necessary to review vocabulary and dictionary habits in order to get a good view on how students use these tools.	**Here is the key factor of command s using and literal comprehension, many of the best writings were done -according to the students- following my instructions and the text´s instructions accordingly as they were told, example; "yo estoy comenzando a entender teacher"** while on the contrary students who failed to accomplish a logical writing said they did not even know what they had to do; **"No profe yo estoy perdida, ¿me ayuda?"** but they did something at least.

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
October 26th- 2012 On this day my classes were fully affected by the progress of the sport class project, the interclass´ tournament and the students had to participate in different sport, being away from the classroom and their daily scholar routine.		
October 29th- 2012 Today students had to attend mass given in the audiovisual classroom before the well known priest who visits school for such religious reasons.		I had to be present as always held against my will.

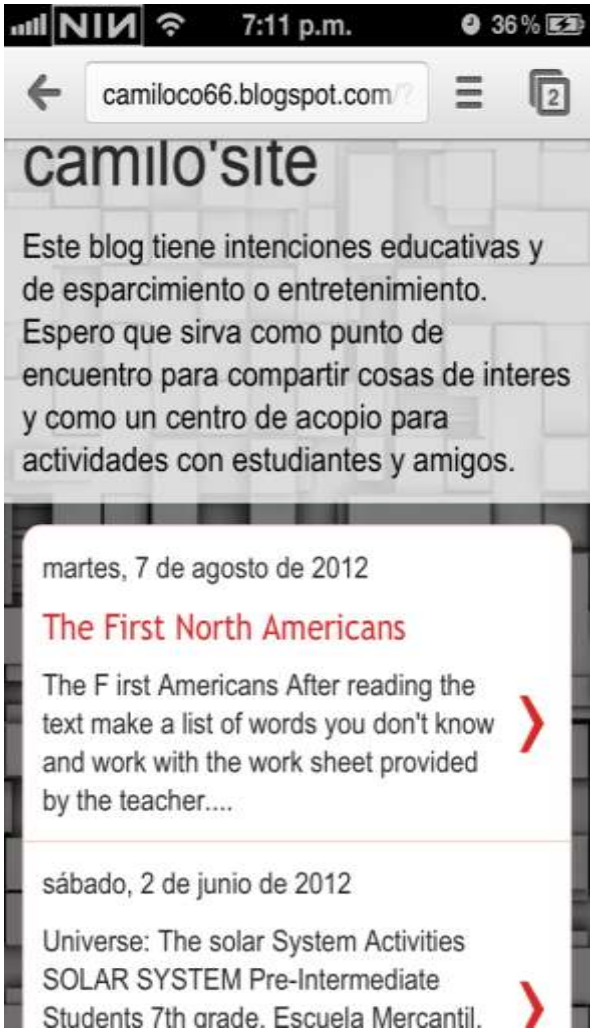
DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
November 2nd- 2012 Today´s class started with an on board lesson on the Modal auxiliaries explanation and the needing or contexts were these can be used. May, might, could, would, will, must, should and ought to. It also has the purpose to encourage students on the reading of the book Dr. Jekyll and Mr. Hyde with a short introductory text on the matters of double identity in the book.	Grammar was taught as a base ground for setting the meaning of the modal auxiliaries stressing English and Spanish common usage and intentions in language pragmatic situations. Most of the students were attending the classes with no problems but it was necessary to ask for their handheld devices in order to get full attention of the personal	**Wifi is still a double sided implementation in class since if not controlled; students get in to their social network accounts' rather than paying attention to what the teacher says.** The students even expressed things like: **"teacher es que es mas facil usando google pero dandole sentido a lo que uno va escribiendo"** while other even asked for permissions like: **"teacher me puedo meter a messanger un momentico, es que es algo importante, ¿sí?"**

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
November 5th- 2012 National Holiday		
November 9th- 2012 Today the activity was very much guided by the teacher since the lack of technique vocabulary was a common delaying factor. The students were told to pay attention follow instructions and ask the necessary questions in time to advance properly.	The students were receptive to the activity since they were allowed to use their laptops, handheld devices and they were grouped in terms of 3 students per cluster. Again there were some students who managed to pass over other students doing nothing, but these were called upon received bad notifications to sum up for the final term records. The class finished with a feeling that students were still doubtful on some of meaning they found in the text since many of them did not understand some sentences, even though they had understood the instruction.	**There were time to clarify some terms, idioms and English expressions the students were not able to figure out even with the help of computers or handheld devices.** Some students said things like: **"Hay teacher ya estoy entendiendo las instrucciones"** plus some of them briefly expressed thing like: **"…si pero mire el texto"** in reference to the length and the difficulty.
November 12th- 2012 National Holiday		

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
October 16th- 2012 The class for today is a continuation of the last given class on the double identity class work. Interpretation and understanding of the reading through reading, scanning and skimming proof reading and teacher following of the activity is a must in this moment.	Students have had lots of troubles with vocabulary and they haven't been able to find the correct meanings for some words because they are not using the context. Word by word translation is a common way for students to get to the meanings of the text, but as a teacher I encourage them to use their logic, the context and the complete sentences in order to get better results. Only half of the reading was completely understood by the students, so the class will continue on the next meeting.	Some commentaries from the students were: **" Es muy dificil, teacher ayudenos" or "teacher no lo encuentro ni en Google ni en el diccionario"** when referring to some of the words used in the text. **This is proof that the level of vocabulary used is a bit higher than expected by the teacher and the strategies used by students are not quite right**.

Images taken from the blog created by the teacher for the project:

http://www.camiloco66.blogspot.com/



Some Lesson Plans and Activities uploaded in the Blog:

Will robots be useful or problematic?

7th grade- From Escuela Mercantil.

Teacher: Camilo Alberto Garcia Lopez.

Student`s name: _____ Technology.

SYSTEMATIC TASK DESCRIPTION

DESCRIPTORS	Topic: technology now a day.
1. LEVEL	Pre-intermediate
2. AGE	12-14
3. AIM	• Writing, speaking and listening for specific information on technology. • Describing technological devices and their uses. • Using critical thinking and self expession.
4. LANGUAGE	• Simple present: grammar review; questons, affirmative and negative sentences.

	• Future tense; auxiliary will. And modal auxiliaries; would, may, might, could. • Adjectives, nouns, and vocabulary about technology.
5. GROUPING	INDIVIDUAL AND PAIR WORK.
6. RESOURCES	VIDEO, PICTURES, PHOTOGRAPHS, READINGS, LABORATORY, THE INTERNET.
7. PROCEDURE CONTEXTUALIZATION	**HAVING STUDENTS READ ABOUT TECHNOLOGY.** **Answering guided questions:** 1. What is a robot? 2. What are robots being used for nowadays? 3. What other jobs will robots be able to do in the future? **COPY 1 Annexed.** **Reading Comprehension exercise.** Students read the text and check their information with the one given in the text, then write eight sentences about what they think with their partner. They should be ready to tell them to the class. **Answering multiple choice questions.** **COPY 2 Annexed**
8. EXPOSURE	Watching a video about ASIMO the robot created by Honda. Video cd. Cd Annexed. Listening and speaking Activity. Students should complete the sentences according to what they listen. After that they should give their own opinion on the matter seen in the video.

	Copy 3 Annexed.
9. COMMUNICATION	Writing short descriptions of the THINGS the students think future would bring. Using the students' imagination to speak about future inventions. Copy 4 Annexed. Presenting hypotheses of possible future technology, STUDENTS Create a model in order to express their ideas about future inventions or technology. Copy supported. Students will have to show and explain their creations in a future class or according to time. Copy 5 Annexed.
10. ASSESSMENT	Speaking, Reading, Listening and Writing activities will be graded. The presentations will be evaluated according to: 1. Creativity. 2. Target Language Pronunciation and intonation. 3. Convey the message. 4. Behavior when working. 5. Homework delivery punctuality.
9. REMARKS AND VARIATIONS	Students can prepare representations on different aspects of what they think and how they think the future will affect their context and the topic can easily be changed. This lesson could be viewed as a class project. It is a useful lesson on integrated skill learning.

COPY 1

Activity 1: ROBOTS

TASK 1: ANTICIPATION

With a partner discuss the answers to the following questions:

1. What is a robot?
2. What are robots being used for nowadays?
3. What other jobs will robots be able to do in the future?

Now read the text and check your information with the one given in the text, then write eight sentences about what you think with your partner. Be ready to tell them to the class.

The word “robot” comes from Czechoslovakia. In the Czech language, “robot” means “hard work” or “slave”. In first appeared in the novel “Rossum’s Universal Robots” written by Karel Capek in 1920, in which androids are created to liberate humanity from work.

Robots are machines with computer “brains” which can be programmed to do useful work. They can substitute man in situations which are difficult or dangerous for human beings like defusing bombs, controlling flying weapons, working under sea and under the ground and putting satellites in orbit. They can even work in places where a person cannot, like radioactive chambers, high temperature ovens, extremely cold places and even in outer space where there is no oxygen for man to survive.

Some robots sent to outer space have taken photos and collected rocks from Planets like Mars, without risking human lives.

Robots can be programmed in various ways. One is called “lead-through” which physically moves the robot step by step through a task. Each step is recorded and stores in its computer memory. After that, when the programme is plays back, the robot knows what to do. Another way is by using an electronic control box, which moves the robot from a distance and then store each movement. A third way to programme a robot is by simply writing a computer programme for a particular task. This is then put into the robot, telling it everything it needs to know.

COPY 2

Activity 2: Answer the multiple choice questions.

1: Where is the word ROBOT from?

A: India.

C: Czechoslovakia.

B: Germany.

D: Colombia.

2: What is the name of the novel where first appeared the word ROBOT?

A: Rissum´s worldwide robots.

C: Rossum´s universal robots.

B: Russom´s universal robots.

D: Rossum´s universality robots

3: Who was the writer of the book?

A: Rissum.

C: Rossum Karel Capek.

B: Karel Capek.

D: Asimo.

4: In what situation can robots substitute humans, according to the reading?

A: difficult and dangerous situations.

C: entertainment situations.

B: party time situations.

D: risky and problematic situations.

5: According to the reading, what are the two ways robots can be programmed?

A: Box controlling and Leading through.

B: Lead- through and Electronic control box.

C: Controlling the robot from a box and Using a program.

D: Using the controls and Programming the operative system.

COPY 3

Robot video, Activity 3: Complete the next sentences by carefully listening to the video.

1. I thought it was _____, I´d never _____ anything like that.
2. Going _____and _____the steps, it was pretty_____.
3. I felt almost an _____ connection with it, almost _____.
4. I thought it was a _____ piece of _____.
5. you just like_____ if there's _____actually inside of that thing.
6. I think everybody _____ have one!

KEY WORDS: *immediately, wonderful, seen, amazing, up, should, technology, wonder, thing, down, emotional, cool, someone.*

COPY 4

Activity 4: IMAGINE THE FUTURE.

Write sentences. Give your opinion.

Use will, won't, may, might, or could.

Example:

MEAT AND VEGETABLE PILLS:

In twenty years, people might eat meat and vegetable pills.

In twenty years, people won't eat meat and vegetable pills.

1. Take trips to outer space

_____

2. Plastic cars

_____

3. Computer designs on clothes

_____

4. Two hundred floor buildings

_____

5. Glasses that let you see trough walls

_____

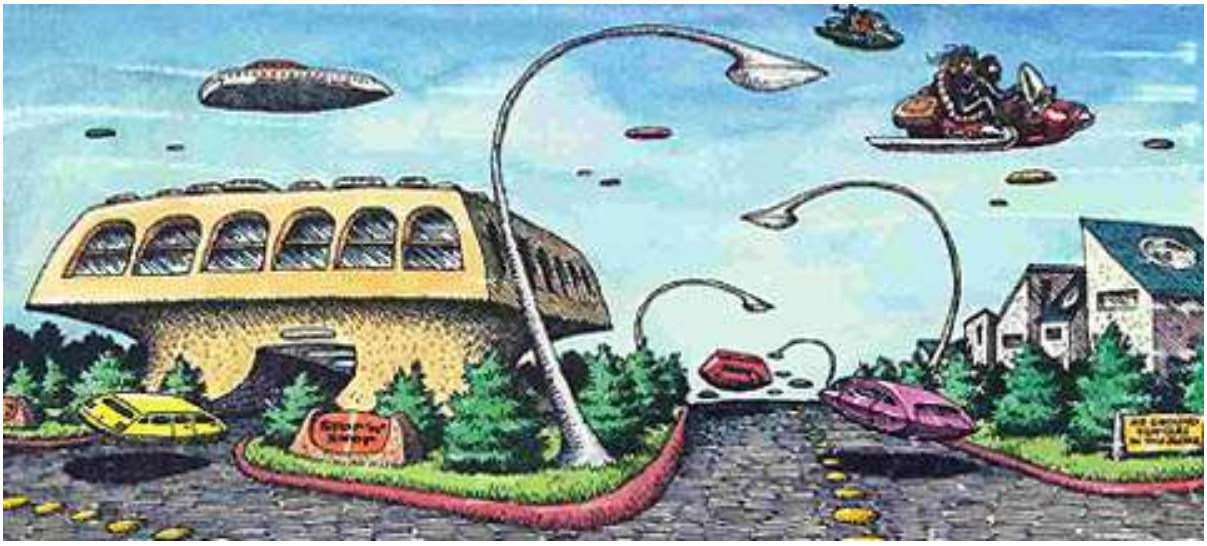
6. Flying vehicles

_____

COPY 5

Activity 5: MAKE A MODEL.

You are going to think about the possible inventions in the year 2050 and create



your own invention.

1. Make groups of 3 or 4.
2. Think about the cars, house, schools, TVs, discos, etc., of the future.
3. Bring cartons, construction paper, old magazines.
4. Make a model of it.
5. Write short sentences about them describing what it is about and what it will be used for.
6. Write about the advantages and disadvantages. Also write about the possible price.
7. don't forget to bring: scissors, glue, old magazines and all the necessary things to do your project

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