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THE WORDPRESS PROJECT: A PRACTICAL ACTION RESEARCH EXPERIENCE

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Our story

(Inspired by Aesop's Fable the Hare and the Tortoise)

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Moral: never underestimate the weakest opponent, because he learnt how to be resilient, and he knows how to keep going.

We were like turtles, going at our own rhythm, but finally we are concluding the process that took us so long.

We didn´t imagine that we were going to pass through so many different situations, but we learnt from them. We learnt that nothing comes alone, that

everything is because of something, and there is always something better waiting for us in the future.

Love,

The WordPress Project group

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Abstract

The aim of this study is to promote and implement the use of social media resources in English-as-foreign-language (EFL) classrooms. In addition, the investigation intends to advance our understanding of this issue through examining the perspectives and a digital-immigrant teacher experiences. According to identity and the socio-cultural theory literature, we realized that there are teachers who are seeking to be innovative in their practices by using social media tools. This study pretends to portray that Internet and different social media tools, especially WordPress, are becoming essential for teaching purposes. The results reflect that social media tools were helpful for this teacher and what were her perceptions about the process and the implementation of Social media tools (SMT), in her EFL classroom.

Key words: Social media, identity, Chilean context, WordPress, digital immigrants, sociocultural theory.

Resumen

El objetivo de este estudio es promover e implementar el uso de los medios de comunicación social en las clases de inglés como lengua extranjera. Además, esta investigación pretende avanzar en nuestra comprensión de este tema a través del examen de las perspectivas de una maestra considerada como inmigrante digital, y sus experiencias. De acuerdo con la literatura sobre identidad y la teoría sociocultural, nos dimos cuenta de que hay maestros que buscan ser innovadores en sus prácticas mediante el uso de herramientas en línea. Este estudio pretende retratar que Internet y sus diferentes herramientas, especialmente WordPress, se están volviendo imprescindibles para propósitos docentes. Los resultados reflejan que las herramientas de los medios de comunicación social fueron útiles para esta profesora y cuáles son sus percepciones sobre el proceso y la implementación del proyecto en su clase.

Palabras claves: redes sociales, identidad, contexto chileno, WordPress, inmigrante digital, teoría socio-cultural.

CHAPTER 1: INTRODUCTION

1.1   Presentation

This study aims to incorporate social media in the EFL classrooms in Chile and also aims to analyze the importance of having SMT in EFL classrooms. This study will take place in a Chilean school; therefore a teacher and a school are going to be part of this study. According to Dabbagh and Reo, "Social media is a 21st century term used to define a variety of networked tools or technologies that emphasize the social aspects of the internet as a channel for communication, collaboration and creative expression" (Dabbagh and Reo, 2011, p.02). Therefore, Social Media play an important role in our everyday life. The uses we give to "Facebook", "YouTube", "WhatsApp" and many other applications are time consuming activities. One of the most important aspects of living in the XXI century is the need of increasing our critical thinking, and social media is the indicated tool that can help us to communicate and to express ourselves.

Communication is one of the most important skills that students are developing through social media because of the need of being in touch with their friends and others community members. However, some teachers do not allow students to use social media in their classes and many teachers are not using social media in their classes at all. Nevertheless, it is important for teachers to take advantage of social media in order to motivate students and to feel more connected with them. The actual problem is that the majority of EFL teachers are not using social media inside the classroom. This study aims to demonstrate the importance of using social media in the EFL classroom by incorporating social media in the EFL classrooms.

1.2   Reasons underpinning the study

There are many factors that can limit the use of different tools inside classrooms, especially in Chile. During our practicum in schools with different-backgrounds, we assumed different ideas about the reasons for not using Information Communication Technologies (ICT) in the EFL Chilean classrooms. To probe the different theories or ideas we observed in the previously mentioned practicum experiences, we decided to study the reasons why teachers are not using different ICT tools, such as Internet. According to the researchers' perception, Internet is a complete new world for many teachers. Some teachers have been doing classes the same manner for so many years that they are used to their methods that they do not try to incorporate new strategies in their classes. The X generation is composed by people that were born between 1961-1981 (Chronicles, 2008) and coincidently, all our ex- mentor teachers were born around those years, so at first, we considered the X generation as a determinant factor in the lack of use of Social Media Tools (SMTs) and ICTs in the EFL Chilean classrooms. Then, we discovered that many of these teachers had the opportunity to take advantage of SMTs and ICTs because of different ministerial programs that tried to bring "a new air" to the old teaching practices and the teachers that were using them. All those new programs were taken into consideration by different universities that implemented them to show their students that there are resources to encourage the students to think by themselves and to work cooperatively. These characteristics are part of the XXI century skills, which are considered as the new basis to succeed in this new century; students should be prepared to work in groups, to be partners more than leaders, to think critically, and to solve problems (Rich, 2013). There are many things that we expect from our students, and teachers need to capture students´ attention to help them develop their skills.

We researched about different tools to implement the use of internet and computers in the classroom, and based on our own experience as students, we

realized that WordPress is a great tool to encourage students´ independent work.

1.3   Problem

According to our experiences with the different mentor teachers that we have had, we evidenced that there are teachers who are conservative regarding the use of social media tools in the EFL classrooms. At the beginning we thought that it was a generational problem. Yet, by sharing our experiences in the classrooms, we noticed that the problem is all throughout different generations, including ours, that is the digital-immigrant generation. Prensky (2001) coined the terms digital natives and digital immigrants. He calls digital natives the ones that are born in this digital era and immigrants the ones that were not born in the digital world. "Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language" (Prensky, 2001, p.2). The research group considerer that this is a related to SMTs since teachers does not speak the technological language that students have.

Lack of knowledge about the use of SMTs is the main problem that we want to address in this investigation. Even though some teachers have all the resources, their lack of skills and experience using SMT are preventing them from what we consider it is a good tool for teaching. In essence, we consider that it is important to highlight that to our view, it is not a generational problem. After researching and analyzing the data gathered, the results showed that it is not a generational problem.

1.4   Purpose

The aim of this study is to assist and support an EFL teacher in both the process and the results of using Social Media Tools in her secondary education classroom in Chile.

1.5   Objectives

General Objective

- To promote and support the implementation of Social Media Tools and their application with EFL teachers in secondary education classrooms.

Specific objectives:

- To analyze the use of social media in an EFL secondary education classroom.
- To evaluate the possible courses of action to implement SMT in an EFL classroom.
- To examine teachers´ identity, capabilities, disposition, and willingness to develop new strategies in relation to SMT use in his/her classrooms.

Why do we choose the specific objectives?

1. The first objective aims to portray the current conditions, if at all, about the use of SMT in the EFL classroom that will be analyzed.
2. The second objective is the second step in our investigation, once we have the first data and after analyzing it, we are going to create and evaluate the courses of action for the third objective.
3. The third objective is the last part of our investigation. It is composed of four main criteria that are:

    i.   Teachers´ identity: The research group wanted to explore the changes in the teacher´s identity before and after the implementation of our project.
    ii.   Teacher´ capabilities: we want to explore the different capabilities that we can reinforce or train in the selected participant.
    iii. Teachers´ disposition: as our project stated, the participants were chosen on purposefully, because of this we already know that they

are disposed to learn and introduce changes in their teaching practices. The next step is to assess their actual disposition in the process itself.

iv.   Teachers´ willingness: we want to measure through observation if the participants are willing to participate and are working to improve their SM skills.

1.6   Research Questions

- How are SMT currently, if at all, implemented in an EFL secondary education classroom?
- What are some possible courses of action to increase and implement the use of SMT in this particular EFL classroom?
- What are the main factors that we should address to implement the use of SMT as a new teaching strategy in EFL classrooms' how?

1.7   Definition of useful terms used throughout the study

In order to better understand the study, the research group created a list of the main concepts which play an important role in our investigation.

- *Social media tools in educational settings*: A channel of communication and networked tools used with technologies to enhance communicative and social aspects for educational purposes.
- *Personal identity:* How we shape our own personality, individuality, and uniqueness in different contexts, especially in the area of socializing and giving personal responses and opinions.
- *Chilean context:* Chilean teacher's identity regarding the use of social media tools in the English language learning classes as well as the different resources that can be encountered in different social contexts.

- *WordPress:* It is a social media tool that has a blog format that provides the necessary means to work together the four essential skills in English language learning.

- *Digital immigrants:* People born before the existence of current technology that had made efforts to join in the use of computers and tools.

- *Socio cultural theory:* How people communicate and construct language as a cultural tool in different contexts and societies.

1.8   Chapter summary

In this chapter the research group presented the research problem which is the lack of use of SMT in the EFL classrooms, the research group detected this problem based on their own practicum experiences and later confirmed in the literature. According to Prensky "Digital Immigrant instructors, who speak an outdated language [that of the pre-digital age], are struggling to teach a population that speaks an entirely new language" (Prensky, 2001, p.2). Therefore, the purpose of this research is to assist and support an EFL teacher in the process and results of using SMT in their secondary education classrooms in Chile. Throughout the investigation process the research group proposed specific objectives to accomplish the research purpose, for that we decided to have three specific objectives which helped us to achieved the general objective of our investigation. In this chapter the research group also proposed three research questions to accomplish the general objective. The research group expects to respond these three questions by the end of the research work.

CHAPTER 2: LITERATURE REVIEW

"What is interesting is the power and the impact of social media... So we must try to use social media in a good way."   (Yousafzai, (2015)

Throughout this chapter the research group will select a definition of social media that is accurate for our study. Then, we will introduce the sociocultural theory and its importance for the field of education. Next, we will explain different constructs that support our study and the teacher's Chilean identity. Furthermore, the research group will explain the Chilean context and the mainstay that underpinned the use of social media tools in the EFL classrooms in Chile.

2.1   Sociocultural theory

The research group will focus on the importance of sociocultural theory when implementing new technologies inside the EFL classrooms. It is important to understand that "socio cultural theory argues that human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities and concepts" (Ratner, 2002 quoted in James P. Lantolf and Steven L. Thorne, 2007, p. 197). According to James P. Lantolf and Steven L. Thorne this means that "…within this framework, humans are understood to utilize existing cultural artifacts and to create new ones that allow them to regulate their biological and behavioral activity. Language use, organization, and structure are the primary means of mediation" (p.197).

The importance of sociocultural theory and second or foreign language learning study is to know that sociocultural theory is related to communication, and communication is the most important aspect of our study. Sociocultural theory has many important definitions, but we will put emphasis in L2 learning. In relation to social media, and the use of "YouTube" videos with native speakers at the time of teaching songs to our students, it is possible to say that children after watching these videos they will develop a process of "imitation".

"Deferred imitation permits children to analyze language off-line" (Meltzoff, 2002, p.21 in James P. Lantolf and Steven L. Thorne, 2007, p.203), every time that we sing a song in EFL classrooms, children imitate our tone and pronunciation, therefore at the time that children listen to a song from a "YouTube" video from a native speaker, they will imitate the sounds of the native speaker "Imitation serving as essential building blocks for spontaneous speech" (Meltzoff 2002, p.21 in James P. Lantolf and Steven L. Thorne). Lantolf and Genung (2002) in James P. Lantolf and Steven L. Thorne said that "some adults report practicing L2 patterns that they heard in their classes when outside of the classroom and engaged in everyday activities such as walking a dog, jogging, or walking across campus" (p. 24)

The concept of "zone of proximal development" proposed by Vygotsky is also very important in educational areas this means that "…the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p.86 quoted in James P. Lantolf and Steven L. Thorne), relating this quote with our study, it is possible to say that working with our students with social media inside and outside the classrooms, is possible since they can work by themselves as it is in our case by writing in a blog but with teachers' collaboration. Therefore, when using social media tools in an EFL classroom and working together with our students, as English language teachers we can improve our students' capabilities.

According to James P. Lantolf and Steven L. Thorne, 2007 "SCT construes language as a cultural tool used to carry out concrete goal directed activities, tasks such as traditional language tests designed to elicit displays of a learner's linguistic knowledge are insufficient evidence of development" (p. 208). Such evidence must be sought in tasks in which language is a means to meet some concrete end. These can be tasks that parallel activities in the everyday world, or they may be tasks that are typical of instructional programs in the

classroom setting, such as in the case of project-based learning. As a conclusion, the teacher will have evidence of development in a new language.

It is necessary to create changes over the new language as a means of regulating the behavior of the self and of others in carrying out goal-directed activities. According to our study it means that we need to support our EFL teacher and train him/her in the use of social media and develop his/her communicative skills using non-traditional methods for then she/he can teach his/her students with this new teaching method.

2.2   Identity

The socio cultural theory is an important aspect to consider when talking about English learning. Hence, the research group would like to focus on how identity is constructed towards the language, especially the identity teachers have when teaching the language.

The research group is interested in how Social Media Tools might be used as a resource to teach a foreign language to students despite the teacher's experience with technology. In order to understand this first issue, the research group has taken into consideration aspects of the socio cultural theory developed by Vygotsky to understand teachers´ notions and more importantly teachers' identity when performing their lessons.

The issue of identity is an important factor to consider when exploring teachers attitudes towards the implementation of new techniques and resources inside their classrooms. It is important to understand why teachers select some resources over others and how they have to deal with the design of these new techniques in regards to their actual implementation. Since the modern world is connected to the use of social media, the teachers' attitudes and performances have varied over the last decade in order to use social media tools as a resource when teaching a lesson in order to obtain a product which nowadays seems more suitable for younger generations. The research group will try to identify how teachers' identity varies depending on their context in order to

understand their answers to questions that might imply their work with Social Media Tools.

According to Norton (1997) different authors (Morgan, Duff and Uchida, Schecter and Bayley quoted in Norton 1997, p.420) said that language identity is an important aspect to take into consideration when teaching language in a classroom. The research group has read several articles that explain how identity is formed when approaching new techniques in different aspects of technology, culture and methodologies to do their lessons. First, it is said that people construct their own identity in order to cover future situations and to show an image that goes with the language in which they want to express themselves and how they want to be seen. Teachers are part of this issue and they are the ones who need to have a clear idea when teaching a language, because if they do not have it, they will not be part of it. Speakers construct their identity while they speak. The context in which the speaker is immersed will provide an identity the speaker will take. Norton says that the term identity refers to how people understand their relationship is constructed across time and space, and how people understand their possibilities to the future (Norton, 1997, p. 410).

Moreover, to understand how teachers construct their identity towards language, the research group needs to understand that it is the context and the relations teachers have with the rest of the world that allows them to take decisions when implementing new techniques. For instance, teachers' relations with their local authorities, students and parents might have an important role in the current study. Teachers might have access to implement social media tools as teaching resources even if they already have the access to the resources and if they know how to use it. The power relations that teachers have to face every day might be an obstacle to their decisions and intentions to do new things. According to Bourdieu, "Identity that we construct as human beings is related to symbolic power and how we develop it under different context" (Bordieu quoted in Norton, 1997, p. 411). The importance of symbolic power is that it helps us to understand that a speaker takes an identity, and it can be understood by other

speakers in similar conditions (brother to brother or teacher to student), but it also can be understood by other speakers in different conditions because the communicative intention is larger than the context. This might help the research group to understand the limitations, in terms of context, that teachers might have when they try to implement new strategies in their classrooms, and possible results obtained after the data analysis. At the end, the identity issue is linked to the socio cultural theory because it is the peer interaction that allows people to develop in their own contexts.

As the sociocultural approach is essential in the process of identity that has implications for how we understand the process of learning and identity formation in education, it is important to know that by focusing on the socially constructed and interactions in learning contexts, this approach sheds light on how people navigate through and develop an understanding of themselves as individuals in different circumstances but especially in educational contexts.

According to social cultural theory to many, language identity is an important aspect to take into consideration when teaching language in a classroom it is the basis of who we are and what role in society we are taking as individuals. In addition, according to the context in which the speaker is immersed, it will provide an identity. (Duff and Uchida in Norton, 1997, p421) Therefore, the context in which the speaker is immersed will provide an identity the speaker will take. For instance, the relationship between identity, investment (Norton, 1997) and language learning is crucial when attempting to have a better understanding of how we construct and shape ourselves in the context of technological bias specifically social media resources.

Taking this into account, it is important to know that people construct their identity in order to cover future situations and to show an image that goes with the language they want to show and how they want to be seen. This is why teachers are part of this issue; they need to be clear how to use it when teaching

a language and when interacting in educational contexts, because if they do not have it, they will not be part of it.

2.3   Identity and relations.

In relation to identity and how people socialize and interact with others, we consider social media as a channel for communication that addresses the needs of learners who navigate their way through online and offline contexts and the way they perform identities have become more fluid and complex. In addition, it portrays how language acquisition and socialization take place due to the fact that these have been deterritorialized and unbounded. (Morgan quoted in Norton, 1997, p420)

As identity is fluid, multiple, and a site of struggle, how learners are able to invest in a target language is contingent on the dynamic negotiation of power in different fields, and thus investment is complex, contradictory, and in a state of flux (Norton, 2013; Norton Pierce, 1995). Taking this into account, the relationship between language learner and the social world comes from the basis of the material conditions that allow learning to take place. Therefore, if learners invest in a language, they do so with the understanding that they will acquire a range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power (Norton inspired by the work of Bordieu 1977, 1984, 1991).

As abovementioned, the way people invest in their own resources start from their own capital and background. By knowing this, there is a question that comes to our mind: Are students and teachers investing in the language and in different resources of a given classroom and community? As learners are able to participate in a greater variety of spaces, either face-to-face or virtual worlds, they position themselves to varying degrees as legitimate speakers. However, technology has not only reshaped the way people communicate but has also enabled new forms of social interaction and modes of productivity. Finally, people recognize that the capital they possess can serve as affordances to their

learning, and this is how they can have access to different tools, otherwise they could not have approach to learn a language.

Cultural capital: Investment is best understood with reference to the economic metaphors that Bourdieu (1997, 1991) uses in his work, in particular the notion of cultural capital.

2.4   Issues of identity in different context

In this section, we will analyze the relation between the case studies and the conclusions the authors define on Identity theory, (Norton, 1997) and the similarities it has including the different points of view and the opinions of these authors on the subject.

Norton (1997) showed that she is "… intrigued by the similarities and differences among the cases presented in the article. The juxtaposition of the articles provides a unique opportunity for intertextual analysis. With respect to the similarities, the authors appear to have a very consistent conception of identity. First, they all see it as complex, contradictory, and multifaceted and reject any simplistic notions of identity" (Norton, 1997, p. 419). This is important to consider, because as mentioned before, there are different theories of identity and every author seems to find one more suitable than others. It is important because it will help the research group to have a clear notion to which of these theories' certain behaviors, opinions and perceptions may belong, especially when working with the participants of this study.

There are different theories of identity that can be concluded from the articles. The Social Identity (Pierce, 1995) that refers to the relationship between the individual and the larger social world, as mediated through institutions such as families, schools, workplaces, social services and law courts. On the other hand, Norton (1997) refers to Cultural Identity as to what extents this relationship must be understood with reference to a person's race gender, class or ethnicity.

For the research group as for Norton (1997) it is clear that the differences between the theoretical orientations that the case studies may take depend on the intentions of those research and the how they conducted them depending on the results they wanted to find.

This last part will help the research group and the current study to diagnose the participant´s identity towards the use of SMTs inside her classroom. In addition, the research group now will be able to understand notions, perceptions and even behaviors of the participant at the moment of conducting the study. The research group will be able to categorize the participants at the moment of understand their context and how they face challenges.

2.5   Chilean teacher´s identity

Regarding to the Chilean context it is important to understand Chilean teachers' identity since the study is conducted in Chile.

Firstly, the research group needs to take into consideration the Chilean teachers' identity inside the school and how this topic develops to be part of their professional life. It is important because the research group needs to have a clear idea of the Chilean teachers' identity, when asking them about their intentions and motivations at the moment of deciding to learn about new techniques they can use as teaching resource and its implementation. In addition, the importance of the Chilean context regarding teachers' identity is to know how they feel at the moment of designing and then asking for permission to implement these new resources. Since, many of them might find obstacles when deciding the implementation of these resources. This obstacle can be part of the school policies, changes in the curriculum and external situations, for instance, personal problems and conflictive relations with their peers and local authorities at the school. This last is connected to the power relations described in Bourdieu (1997). Since teachers need to ask for permission when trying to

implement new technologies, power relations are part of it, because someone needs to control teachers' ideas and implementations inside the classrooms.

Finally, Chilean teachers' identity is constantly changing because of external and internal factors and emotions the teachers have. According to Sotomayor and Avalos (2011) "La identidad docente surge de una construcción y reconstrucción permanente, social e históricamente anclada de las significaciones que le dan sentido al trabajo docente: el porqué de su elección profesional, lo que se valora y se siente como importante en las acciones de enseñanza y educación" (p. 05). During this process of implementing WordPress in the EFL classrooms, we have noticed that the teacher changed her identity and she realized that she was capable of learning and teaching her students how to use WordPress and working with them.

2.6   Chilean Context

The educational context in Chile is constituted by two categories of institutions based on the form of financing: municipal and private, schools. According to MINEDUC, 2010 "Public education in Chile is composed of a mixed system in which municipalities and private actors may become the sustainers of a school that receives a government subsidy for each student" (p.03). Since 1980, the system is fundamentally private; municipal schools receive a subsidy from the state as the only source of income and they offer tuition fee free education. There are also other private schools that receive subsidy from the state and they are also tuition fee free schools. There are also other private schools that receive subsidy from the state and they also have free tuition. And there are other private schools that receive a lower subsidy from the state and they charge a low tuition fee to students and there are also privately paid schools that receive no subsidy from the state and are fully paid by students 'families through a tuition fee charge, these are private-private schools". Also, MINEDUC, 2010 stated "In the case of the former (municipal and some subsidized private schools), this is the only resource available [state subsidy].

However, private entities (specifically, partly subsidized and full private schools) may charge families additional fees according to what the market allows in their specific contexts" (p.03). Yet, there is still an inequality between these schools' categories.

It has been said that after 1990, a new implementation of networked tools were incorporated in the Chilean educational system. According to Ernesto Laval and J. Enrique Hinostroza (2002), "An important component of Chilean Educational Reform [started in 1994-1998] was the incorporation of information and communication technologies (ICT) into primary and secondary schools" (Laval & Hinostroza, 2002, p.3). Since Chile was passing through the modernization era, schools from the private and public sectors were part of it. These two authors also put emphasis in the stages that a researcher should take into consideration when implementing a new technological tool in a Chilean educational context. Laval & Hinostroza (2002) stated "An appropriate relation with the school principal, a respectful approach to teachers, an appropriate professional development process, a good understanding of the power relation between schools and local authorities" (p.2). We as the research group, we had to follow a protocol that included permissions regulated by the head of the school, its members and the participant, for then developing the training process and then implementing the project.

Therefore, it is important for our study to understand the stages that we should take when implementing a new technology in the Chilean educational context. In the actual Chilean curriculum it is possible to notice that the implementation of new technologies and innovation to some extend should be part of schools. According to bases curriculares (MINEDUC, 2013) "The use of ICTs and multimodal texts in the development of communication and information technologies with the countless existing resources on the web are a great support for learning and teaching a foreign language" (p.10) (translated from bases curriculares, 2013 p.10). Therefore, the implementation of social media in the EFL classrooms in Chile would be a great support for the teacher while

teaching a second or foreign language. The Framework for Good Teaching meaning a teaching and learning model provided by MINEDUC as a guideline to shift educational practices from teacher centered to student centered approach, towards with its four domains gave us a broad understanding on how teachers should guide their teaching practices. In reference to the use of technologies the domain A and D are the most suitable for our study. Domain A supports the innovation inside classrooms, Marco para la buena enseñanza (MINEDUC, 2008) "Los profesores se enfrentan al desafío de que el conocimiento no está detenido, sino evoluciona con el tiempo, se actualiza, dada la permanente y rápida evolución de las disciplinas. Por esta razón deben mantenerse informados de los nuevos desarrollos de su campo" (p.16). Therefore, teachers should know the changes in teaching and the evolution of it. According to *Marco para la buena enseñanza* (2008) in the descriptor A.12 "conoce nuevas perspectivas y nuevos desarrollos en su disciplina" "Conoce e integra los nuevos descubrimientos, redefiniciones o actualizaciones de las disciplinas que enseña" (p.17). Therefore, all teachers should be aware of all the new technologies, and schools should provide teachers with training process and teach them how to implement new technologies inside their classrooms. Teachers should known the new developments of their disciplines.

According to *Marco para la Buena Enseñanza* (MINEDUC, 2008) in the professional responsibilities Domain D "el profesor reflexiona sistemáticamente sobre su práctica" "El profesor está comprometido con los resultados de aprendizaje de sus alumnos y está consciente de la significativa incidencia que ejercen sus propias prácticas o estrategias de enseñanza en dichos resultados" (p.32). When implementing a new technological tool in EFL Chilean classrooms, results are of the most importance. It is important for our work to understand the Chilean context, especially when implementing new tools inside the EFL classrooms. This part of our study gave us a broad knowledge on how innovation and technology are connected. The Framework for Good Teaching and the Chilean curriculum in the educational context support our study in terms

of innovation and evolution in the EFL classrooms. Teachers should be aware of the constant changes in the XXI century in the educational area. It is also relevant for our study to be conscious of the stages that we need to follow when implementing new technologies in Chilean schools and also to understand the power relations of it.

2.7   Definition of social media

Taking into consideration that the use of social media tools for teaching purposes has increased; technology has become a key focus for most educators at all levels (Buabeng-Andoh, 2012, p.136). Administrators of educational programs have also benefited from the growths of technology, allowing students' progress to be successfully tracked down and analyzed in detail (Buabeng-Andoh, 2012, p.136). The definition of social media has been a dilemma, so for our purposes, the definition that suits best is the one written by Dabbagh and Kilsantas (2012) "Social media is a 21st century term used to broadly define a variety of networked tools or technologies that emphasize the social aspects of the Internet as a channel for communication, collaboration, and creative expression" (p.02). Examples of social media include, for our purposes, experience and resource-sharing tools such as Blogging, Facebook, and YouTube. Since these are the ones we think over as the ones that best enable the online and social creation of collaborative workspaces (Hainla, 2016).

Social media tools have become essential for teaching purposes. You can see that students are using them on a daily basis. Among them, the most popular tools we can identify are Facebook, Wiki, and YouTube. (Liu 2010, p.101). Our students have been labeled as "digital natives" by Marc Prensky (2001). Prensky defined today's students as "they spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other gadgets and tools of the digital age" (Prensky, quoted in Liu, 2010). People use social media tools for various reasons, but for our purposes, we are going to focus in the pedagogical

approach that we can give to them. It is important to mention that every social media tools can be used for teaching purposes as for Liu (2010), "Facebook could be a wonderful tool for building a sustainable and life-long learning social network and building an extended community learning environment" (See, p. 110).

There are other tools for our purpose apart from Facebook, one of these is Wiki. Wiki is "A type of collaboration website that allows users to upload, edit, and remove content present on their webpage. The goal of these sites is to form a comprehensive meaning, definition, or answer on a specific subject matter" (WebFinance Inc., 2016). In Wiki, students can work together in teams on projects. There are a lot of useful features with wiki applications, and students can develop projects in stages and peer review their products. YouTube has dedicated a special channel for education called Teacher Tube for teachers to upload instructional materials and share with other educators.

2.8   Digital Immigrant

Digital immigrants are people that were born in the pre-digital era or generation. They are characterized by an old-fashioned digital language and lack of skills in social media and different soft-wares. According to Prensky "Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language" (Prensky, 2001, p.2). The group of digital immigrants that we are taking into consideration is the teachers´ digital immigrants' generation, the problem this generation has is that they assume that the new generation, identified by Prensky as digital natives, shares the same knowledge and the same digital skills teachers have. To support the previous idea, Prensky wrote: "Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid" (Prensky, 2001, p.3).

One of the ideas that Prensky stated is "Should the Digital Native students learn the old ways, or should their Digital Immigrant educators learn the new" (Prensky, 2001, p.3) and for us, the answer to the first statement is no. One of the reasons that support our answer is that knowledge can´t be deprived or stopped, knowledge is always changing and evolving. Another reason is that teachers have to adapt their methodologies in order to address the changes in the curriculum. Chilean educational policies have changed through the last 26 years. The adaptations had led to new programs and trainings for teachers as well as students to be aligned with the new technological era. As Kuehn wrote, "we assume that the new people coming into the teaching profession will be into the technology because they have grown up in the age of the personal computer and now the smartphone" (Kuehn, 2012, p.1).

2.9   WordPress

Among the different social media tools that are available for using in the EFL classroom, we selected WordPress since we regard it as an appropriate tool for the school that we are going to intervene. Also, it allows collaborative learning spaces not only for teachers but also for students. Different sources indicate that WordPress is a very engaging and learning-promoting platform, among others. Techopedia (2016) states "WordPress is an open-source and free Web publishing application, content management system (CMS) and blogging tool built by a community of developers and contributors" (p.01). Including WordPress for us means that we are giving not only our teachers, but also students, the opportunity to communicate and integrate English in a new way. In another literature review, we uncover that "WordPress allows users to build dynamic websites and blogs that may be updated, customized and managed from its back-end CMS and integrated application and components" (Techopedia, 2016). Hence, WordPress is a multi-based platform that is going to allow teachers and students to have a full understanding of the different applications that are nowadays available for online based learning in a second or foreign language context.

WordPress allows novice and experience participants to be able to manage all the contents that a blog can provide. According to our objectives, the training for the participants in the new technological requirements and the XXI century skills, the connection between people and these tools should not be hurried on and it should be connected to previous knowledge to scaffold the new learning. In the next quote, it is explained "Educational blogging is not a new phenomenon. Over the past decades several free blogging tools have been created for educators to use it in their classes" (Beaven, A., Comas-Quinn, A., & Sawhill, B, 2013, p. 12).

Chilean reality shows us that it is difficult to implement the use of technology in the classrooms since some schools do not have the necessary equipment or teacher´s willingness to use other methods (Educarchile, 2007). According to the experiences of the researchers, teachers are not always connected to the benefits of social media or technology at all. "Teachers are not always technologists, nor do teachers always work in schools that have a staff that are willing to customize a blog…" (Beaven, A., Comas-Quinn, A., & Sawhill, B, 2013, p.12). Some teachers are not interested in learning how to use technology in the classroom since they have had bad previous experiences and they considered that it is a waste of time. "Many teachers can become frustrated and disenchanted with the generic blogging tools, and choose not to use them at all" (Beaven, A., Comas-Quinn, A., & Sawhill, B, 2013, p.12). This is why the research group decided to use a SMT to show teachers that it is not difficult to use technology in their classrooms.

Some of the benefits that WordPress presents for teachers are being able to engage students and giving them the opportunity to create a group project. Also, they can share documents and post with other teachers or administrators from the school.

Being able to socialize it is also an important benefit that teachers thank since they can use different teaching tools. In order to have or create a more

dynamic class, videos are a good source for learning and change the dynamic of our classes for our students, for example: "WordPress.com makes it easy to embed video and audio from external sites: YouTube, Vimeo, and more. The VideoPress and Space upgrades let you upload HD video and audio directly to your site, respectively." (Classrooms Websites, 2013) Furthermore, to make the blog more attractive you can add images, colors, and different styles to your blog, so apart from creating a good blog page, your students will have fun while creating it.

A high school teacher in Australia shared her experience using blogs through a blog that contains all the details of why she decided to use a blog. Anne said "it is wonderful when students think they are having so much fun, they forget that they are actually learning" (Murcha, 2008). Changing the methodology that teachers are using to teach a second language is important since students need to be motivated to learn. Anne also added that "All students are happy to write and complete aspects of the post topic. Many will add to it in their own time" (Murcha, 2008). Through the use of SMT, the teacher will be connected to the students and to the new digital word. "Tech savvy students have no problems operating WordPress so there is a fast learning curve for inexperienced users" (Murcha, 2008). WordPress is suitable for the level of the teachers and also for students since we do not want to give extra work to the teachers. "The beauty of WordPress is its simplicity while giving the staff the ability to diversify its website" (Murcha, 2008).

Sarah MacDonald wrote a paper about the use of WordPress when she was a novice teacher. She mentioned the importance of incorporating the use of blogs in her classroom. "I believe incorporating blogs into the English classroom allows the teacher to explore the appropriate use of the Internet" (Macdonald, 2010). When Sarah finished her experience with the use of WordPress, she realized that she had made a good choice. "I have come to appreciate how important it is to remain open-minded and unafraid to try new things". (Macdonald, 2010) She realized that WordPress is a tool that can help her with

her students´ interaction in her classes. The tool represented a challenge at first, but then, as well as the participant of this project; she managed to use it properly.

2.9.1 Resources

Since technology has been changing education, educators can now leverage new educational tools to encourage a new way of learning, at the same time they can shape their teaching practices and prepare students for the future. Therefore, technology integration has been increasing among different schools for educational purposes.

Seymor Papert, a professor at the Massachusetts Institute of Technology, states that "With computers, there is a substantially bigger chance that you can lead the child with less effort into something he really likes doing" (Papert, 2010). What the author explains is that by using technology with the new tools available for learning you can encourage children to learn. Therefore, the barriers that people had in the past have diminished because now children are more motivated with their studies and all this by using a new entertaining and didactic way of learning.

Technology and their different tools have an enormous impact on student's engagement, group participation, and frequent interaction; personalized feedback, and connections to the real-world contexts.

According to John D. Bransford, Ann L. Brown, and Rodney R. Cocking (1999) they explain that technology can be used to advance learning by:

- Bringing exciting curricula based on real-world problems into the classroom
- Providing scaffolds and tools to enhance learning, such as modeling programs and visualization tools
- Giving students and teachers more opportunities for feedback, reflection, and revision

- Building local and global communities that include teachers, administrators, students, parents, practicing scientists, and other interested people

- Expanding opportunities for teacher learning

According to San Marino (CA) High School social studies, Laura Bradley (2016) "If your students are writing" she said, "I challenge you to move that writing to blogs. And if your students aren't writing, blogging is one way to change that."

What the author's points out is that by using blogs in the classroom, the students can publish their writings to a more significant audience, as well as, getting engaged in online conversations with their peers, with the aim to promote group work.

Willmot et al (2012) has shown that "there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities" all these through:

- Increased student motivation.

- Enhanced learning experience.

- Higher marks.

- Development potential for deeper learning of the subject.

- Development of learner autonomy.

- Enhanced team working and communication skills.

- A source of evidence relating to skills for interviews.

- Learning resources for future cohorts to use

- Opportunities for staff development. (p.3)

The research group considers that these aspects are crucial when implementing social networking in EFL classrooms since most of the platforms include videos to enhance their motivation, interest among others, and it is the utilitarian use that the teacher provides to this tool in a didactic manner, the one

that helps students to accomplish the different tasks and learnings required in that particular lesson.

2.9.2 Videos

One of the many benefits that digital platforms offer nowadays is the advantage of working at different levels using different types of resources in order to promote learning and co-learning in EFL classrooms. Nowadays, it is more usual to see platforms in which someone in charge posts a variety of content using texts, comments, images and videos to enhance the development of the four skills of language.

The use of video platforms has become a useful tool to teachers who want to vary or to innovate their lessons since they can have access to authentic material which approach students to reality, additionally to the amount of content it can be found in the internet.

YouTube is a social media device in which people can upload their videos and share them with the rest of the world.. Linguistically speaking, a child learns a new language through different ways. Listening, reading, writing and speaking are the four ways that children learn and there is the notion that teaching the language through the practice of those four skills they will acquire a certain level of proficiency. Although that notion is correct, times have changed and the way we communicate also has changed and especially how new generations communicate has changed. Even though it is true that the practices of the four skills of language are important, in the XXI century children are surrounded by the English language and new forms of communicating.

YouTube platform can be a great educational tool and also motivational. It is usually suggested because it is free and an easy-access tool but teachers should know how to use it. "YouTube is increasingly being used by educators as pedagogic resource for everything from newsworthy events from around the world to slice-of-life videos used to teach students within a ESL course" (Duffy, 2008 p.124). Peter Duffy in his "Electronic journal e-learning" describes a series

of recommendations on how to use and why to use YouTube as a resource in the classroom. Those recommendations are based on the easiness of access and the friendly interface that YouTube provides that makes it accessible for students. If a teacher knows how to properly use and select the proper video with a proper target and purpose it should not be an inconvenient tool to use since students are used to use YouTube.

The last point the research group would like to mention is that teachers should know that at the moment of selecting YouTube as a teaching resource and especially when using it in a different platform is that they may find some aspects that will restrict their access. The first and most common one is the restrictions the website might have in the school they want to use it. They should know that there are channels to come with a solution with the proper authorities of the school. The second aspect is that everyday people upload material to YouTube, but few people are concerned about its content and it is here when teachers must check the video in order to avoid problems. Finally, teachers should read YouTube policies about copyright and fair use to not violate anyone´s material. According to YouTube´s fair use policy it is a legal doctrine that says you can reuse copyright-protected material under certain circumstances without getting permission from the copyright owner (YouTube, 2016). In addition teachers should keep in mind the countries' rules about different videos and that if they are using a video for entertainment or non-profit use, its use is automatically fair use.

With proper knowledge on how to use YouTube, besides the technical aspects a well-informed teacher should not have complications using this worldwide famous platform.

2.9.3 Images

It is important for our investigation to understand the different learning styles that our students may have. In this part of our study, we are going to focus on the importance of images when having visual students. According to

Terry Farwell in his article Visual, Auditory, and Kinesthetic Learners says "visual learners benefit from diagrams, charts, pictures, films, and written directions". Therefore, it is important for us to use social media tools that support the use of images with our students. BBC active which is a website that was created to "Produce simple teachers' notes to support the use of radio programs in the classroom" (BBC Active, 2016) and that throughout the years has published different interactive resources for helping teachers in primary and secondary schools stated that using Pinterest for education "the visual nature of Pinterest makes it particularly suited to engaging learners" and it also says that you can "connect and comment on student's work". The use of Instagram is also beneficial in an educational context. According to Jason Phillips, February 13, 2013, says that Instagram can be defined as "An online photo sharing and social networking service. It enables users to take pictures and apply digital filters to them and then share them on social networking sites" and later adds "…allowing students to work independently and reflect on some of the pictures they capture and create" (Phillips, 2013). Therefore, we believe that using images with our students is beneficial because images increase their critical thinking when interpreting what students see and it also makes them feel more connected with the XXI century.

2.10   Chapter summary

Everything that has been written here has helped us to understand that teaching and learning is a social process hence, the use of SMTs is an important aspect to considerer when teaching a second or foreign language. In this chapter, the research group tackled important aspects and realized that the lack of use of SMTs in the EFL classrooms needs to be improved.

The changes that involve using SMTs helped us to reflect on the adjustment that we need to do in our own practices to contribute to develop our students' 21st skills.

CHAPTER 3: METHODOLOGICAL FRAMEWORK

The following table will provide a summary of the methodological framework that it was used in this investigation.

Summary: Methodological Framework	
Method	Mixed method (Creswell, 2012)
Design	Practical action research (Creswell, 2012)
Site selection	By convenience
Participant selection	Purposeful: within a subject profile
Problem	Lack of use of SMTs in an EFL classroom.

In the following chapter, the research group will provide a short introduction to the research and its importance when teaching a foreign or second language. We will also explain the decision of conducting a Qualitative study through Action research. A detail description of the context and participant will be done in this chapter to fully explain the setting. Then, the research group explains the methodological steps taken in the action research design in order to understand how data was collected and analyzed. The research group concluded the chapter with a description of the techniques used.

3.1   Research method and design selected

The lack of uptake to incorporate SMT in teaching practices is the main problem that we want to approach in this investigation. Therefore, we identified different aspects that gave us the features that the research group needed to decide for the research approach and design.

We have identified one school and one teacher willing to improve her teaching practices in secondary education, and she is also willing to learn how to use SMTs, and to develop materials and activities involving the active use of SMTs with their students in her classes. On the other hand, we are also offering support and counselling to the teacher regarding the use of SMTs. The research approach and design that we consider appropriated to this problem is a Practical Action Research (AR). Within the mixed method, we decided to do an Action

research because it fits the applied nature of our research proposal as our objective was to assist and support improving teaching practices and we considered that this was the design that suited our research purpose.

According to Creswell (2012) "Action research addresses a specific, practical issue and seeks to obtain solutions to a problem" (p. 577) through action research we will try to help the teacher to reflect on the issues that she faces regarding teaching a foreign language. In the research purpose, the group stated that we were going to support and assist the teacher to introduce changes in her teaching practices incorporating SMTs in her classes. Therefore, with action research we expect to achieve our purpose. Creswell (2012) stated that "Educators reflect about these problems, collect and analyze data, and implement changes based on their findings" (p. 577). When we started thinking about action research, we stated our purpose steps, and we found that Creswell organized them in the manner we were looking for. According to Creswell (2012), action research seeks to obtain a result, and as we stated before, the purpose of this study is very specific. We are addressing to a change for the participant of this research.

The literature distinguished basically two kinds of action research. They are practical and participatory (Creswell, 2012). For our research purposes, we believe that practical action research is the type of specific design that is best suitable since it is about the study of a local practice and it is focused on the teacher development. The purpose of practical action research "Is to research a specific school situation with a view toward improving practice" (p.580).   In chapter 17 *Action Research Design,* Creswell provides a list with the characteristics that a practical design has:

- A practical focus
- The educator-researcher's own practices
- Collaboration
- A dynamic process

- A plan of action
- Sharing research" (Creswell, 2012, p.586)

These characteristics include: Implementing a plan of action, focusing on teacher development, students learning, and leading to the teacher-as-researchers among others. (Creswell, 2012) As future English language teachers we have realized that there are aspects that need to be improved in order to have a better education.

We consider that it is important to change the methodologies of our participant and bring this participant to join the interconnected world and its benefits. Even though we know this was hard work, we worked to achieve our objectives. According to Burns (2005), "the driving purpose of action research (AR) process is to bridge the gap between the ideal and the real in the social situation" (p.290). The gap between our objectives and the results that we are going to get from this AR can differ.

3.2   Research site

The study was conducted, with one teacher that is actually working in a secondary EFL classroom. The teacher is working in a subsidized school in Las Condes with a ninth grade that was composed by thirty six students, twenty girls and sixteen boys.

To conduct the study, the research group selected a school that was coherent with AR design. The design is practical action research that is a type of design in which a participant is taken into a pedagogical practices improvement process. Under this definition, the research group could find different elements that allowed them to conduct the study, among the elements, we can state the following:

- Teacher´s interest to learn about this new strategy that was presented.
- School´s interest to promote and adopt a new teaching strategy to apply in the lessons in the future.

Some other characteristics coherent to the action plan were also considered during the selection process, some of them are:

- The facilities were adequate to conduct the study; we mean there is access to a computer laboratory with internet connection available and the necessary number of computers for each student and the participant.

- The possibility to perform each one of the lessons that were planned in the implementation process contemplated in the action plan using the facilities and devices previously mentioned. Furthermore, the students of the school can implement English considering the four skills (speaking, writing, reading, and listening) at a B2 or upper levels.

Hence, it is important to consider that the research group was seeking for a school with a good learning environment. Among the characteristics that were contemplated for the selection of the school, indicators such as social and personal development were important when the research group selected the school. These indicators were taken from the Simce official webpage. The results shown in the Simce webpage are the following:

Indicators	2015	Variation according to the previous measurement	Variation according to other schools with the same characteristics
Academic self-esteem and school motivation	67	-6	-6
School life environment	69	-9	-7
Participation and civic education	75	-5	-4
Healthy life habits	64	-2	-5

Table 1 Simce results (Mineduc, 2016)

Note: The scale ranges from 0 to 100 points. On this scale closer to 0 value indicates a lower level of achievement and a value closer to 100 indicates a major achievement in the display. (Mineduc, 2016)

This information is important since it helps us to describe the context, because with it we can:

- Know where answers are concentrated to know how students perceive this area of student development.
- Compare the distribution of its indicators with the previous evaluation to determine progress of work done in relation to personal and social development of students.
- Link this perception with other academic and non-academic aspects of the establishment.

The following graphics were taken from the official Simce webpage. The information collected corresponds only to Ninth grade, because this is the class in which the project has been implemented.
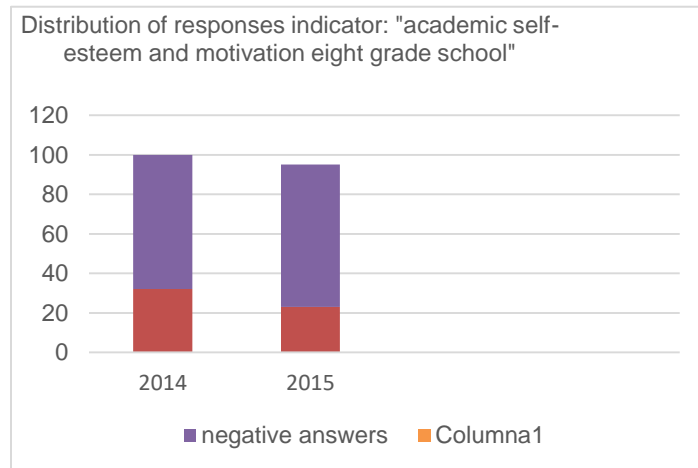
Figure 1 Distribution of academic self-esteem and motivation. (Simce, 2016)
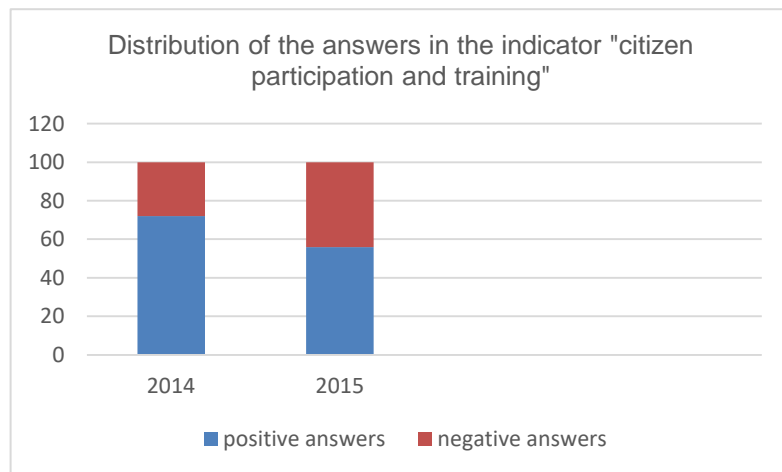
Figure 2 Citizen Participation and training (Simce, 2015)

Distribution of the answers in the indicator "healthy life habits"
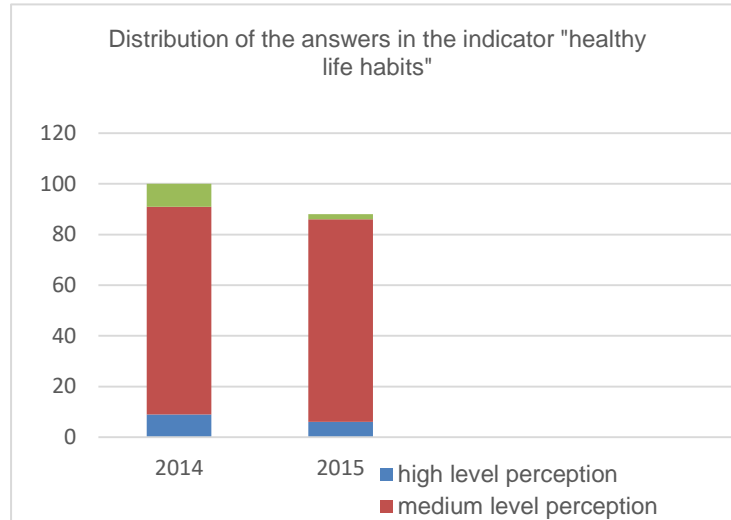
Figure 3 Health life habits of the school community (Simce, 2015)

Other important facts about the school suggest that school socioeconomic group (ESG) is medium high.

In 2015, schools with similar socioeconomic characteristics are those in which: Most of the parents of these schools have declared between 14 and 15 years of schooling and household income ranges from $ 700,001 to $ 1,350,000 Chilean pesos and approximately between the 8.01 and 31% of students are in condition of social vulnerability. (Simce, 2016)

Finally, the school was selected since one of research group members was conducting her final intensive teaching practicum there, facilitating the access to the site and participant. Due to these properties mentioned before, the school was purposefully selected by convenience. Informed Consent Protocols from the University and Faculty were applied (see Appendix A, B and C). Those instruments meant access to research site and permission to enter the school. The teacher signed the papers on behalf of the school and the school principal.

3.2.1 Teaching context

The students at school have English classes since Pre-Elementary, in which they have two hours of English per week divided into two classes of 45 minutes each. Elementary students until fourth grade have two hours of English peer week. From fifth grade to eight grades they have four hours of English per week; therefore they have classes twice a week. The students in secondary education have six hours of English a week in which they practice the four skills. The school did not use the book given by the state therefore students have to buy the book "American English in Mind" (Cambridge, 2016). The classes are book oriented since the book contains different exercises to practice the four skills and if students do not have the book, the teachers have the program in the school´s notebooks to project them on the board in order to have all students working on the tasks.

3.3   Research participant

To select the participant, the research group took into consideration different requirements that the teacher must accomplish. Furthermore, the research group elaborated several criteria that were purposefully created to achieve the goal of the study. The requirements were named under teacher's profile that is going to be explained in the following chart.

Characteristics
1. **Working Experience in schools: Minimum 5 years in schools, especially at secondary level.**
2. **High motivation and willingness to invest time and effort to learn about SMT.**
3. **Teacher's personal equipment and services needed; He/she must have a personal computer and a cell phone with internet access.**
4. **Teacher's´ internet user level: lower to intermediate.**

Table 2 Participant characteristics (Own)

Description of the characteristics and justification:

1. The minimum experience is essential to make sure that the participant has developed and applied different methodologies to motivate and encourage students´ participation.

2. Time and effort are important factors for this project, because the participant needs to learn about SMT and its use, specially about WordPress

3. Internet access is the base to work online, without internet access, especially personal connection, the project is hard to implement

4. The participant needs to have a basic level of internet use. For example, the teacher needs to know how to access a webpage, join a webpage, web browsing, etc.

5. The participant has 20 years of teaching experience at secondary level. The participant has high motivation and is willing to learn. She has internet access and personal devices to use for the project. And she has knowledge about internet use and webpages access, because of her own background. The English department is composed by four teachers in which our participant besides being the head of the Unidad Técnico Pedagogica (UTP) at the school, she is also head of the English department.

3.4   Action research stages

Creswell (2012) identifies a set of eight stages to conduct AR. Their use is flexible and despite the fact that the author underlines that there are no single blueprints to proceed, these stages would provide insights on how to proceed and capture also the essence of type of action research process.

3.4.1   Stage 1: Determine if action research is the best design to use

"Action research is an applied form of inquiry and it is useful in many situations." (Creswell, 2012, p.589) It is basically the practical and applied nature

of this research approach and design that allowed us to focus our attention on it to guide us through the research process at the early stages. Our research problem statement and research questions posed were not strictly indicative of a theoretical or experimental research, therefore Action Research was the best option available to our research purposes and problem as we will present next.

3.4.2   Stage 2: Identifying a research problem

"The problem may be the one that you face in your own practice or in your community" (Kemmis & Wikinson, 1998 quoted in Creswell, 2012, p. 589). In action research, it is important to choose a practical problem in this case, the research group decided along with the teacher participant to tackle the lack of use of SMTs in an EFL classroom. We noticed that it is important to train teachers in the use of new technologies to engage their students during the teaching process in their English language classrooms. A good manner to engage students' is to find out what calls their attention. Another way to engage students is to give them meaningful lessons or activities highlighting the content in relevant aspects. Establishing a positive relation between teacher-students is also a good manner to engage them during class time.

3.4.3   Stage 3: Locate resources to help address the problem

"Explore several resources to help study the problem" (Creswell, 2012, p.589). In this step, Creswell suggests to look for "literature ad existing data" (Creswell, 2012, p.589) in order to learn about what other people have done with the problem that you selected.

The research group identified different literature resources that were analyzed in chapter 2, that helped us to elaborate a proposal would help the teacher to engage student in class activities. The research group reviewed literature found and examined the experience of other researchers related to our problem and analyzed their proposal and results.

3.4.4 Stage 4: Identifying the information

"To decide who can provide data, how many people you will study, what individuals to access and the rapport and support that you can expect to obtain from them" (Creswell, 2012, p.589) In this stage, the research group decided what data and in which way data was going to be collected, and the participant that was going to be part of the study.

The participant was a teacher that accomplished all the points from the checklist (see table 2) which were basically to make sure that the participant was able to implement the project in the school with a certain class. The first data that the research group decided to collect was the teacher´s knowledge about SMTs. Therefore, we developed an initial semi-structure interview (see Appendix D) that was conducted by one member of the group. After doing the interview, the research group transcribed it (see Appendix E) in order to analyze the initial interview. Some of the data that we obtained was to confirm the use of AR, the subject´s interest disposition and motivation towards our topic and the knowledge that she has regarding SMTs.

3.4.5 Stage 5: Implement data collection

"Implementing data collection takes time" (Creswell, 2012, p.590) Creswell expresses that having multiples sources of information needs time and that it is also important to give to the participants a limited time to complete the tasks that were given by the research group.

After having done the initial interview, the research group developed a training process (see Appendix F) in which the teacher had to learn how to use WordPress in her classroom. We created a WordPress´ blog (see Appendix G) in which we included the contents and material (see Appendix H) that the teacher was teaching to 9th graders. The research group also developed material and resources for units 7 and 8 (see Appendix I) that was given to the teacher in a flash drive since she was going to use that material in the blog.

Furthermore, the teacher received a WordPress´ manual (see Appendix J) in case she needed to review or in case she forgot something when developing the blog page.

Once the training process finished, the research group did a post-training interview (see Appendix K) that the teacher needed to answer (see Appendix L) in order to assess the training process.

3.4.6   Stage 6: Analyze data

"The major idea is to keep the data analysis manageable so that you can identify useful information in formulating a plan of action" (Creswell, 2012, p.591). The research group decided to collect manageable data and after each data collection we proceeded to analyze it immediately.

The research group came up with pre codes and emerging codes to be classified into themes in order to summarize and analyze the data properly. Different methods were used to identify and to group these codes. We analyzed both interviews in order to be able to identify useful information to build an action plan. The group developed an action plan (see Appendix M) according to the contents that the teacher needed to teach the students and that later was presented for her approval and to make the necessary changes.

3.4.7   Stage 7: Develop an action plan

"You might formally write out this plan or present it as an outline" (Creswell, 2012, p.591) As Creswell stated, it is important to develop a strategy in order to try to solve the problem. In this case, the research group developed a plan (see Appendix M) that was presented to the teacher and modified the aspects that she believed were necessary.

The research group identified the problems of the teacher and the school to design the action plan that was described in the previous step. Thanks to the

information given by the teacher in the interviews, we considered the participant needed to implement the project and to know how to use SMT in the classroom.

3.4.8 Stage 8: Implement the plan and reflect

"This involves trying out a potential solution to your problem and monitoring whether it has impact" (Creswell, 2012, p.591). After the creating of the plan, the teacher implemented the plan. The action plan consisted in teaching 9th graders the contents of the unit by using WordPress. The teacher did for lessons in which the students actively participated in the blog. Each of those lessons was observed with an observation rubric (see Appendix N) by a group member that was always taking field notes (see Appendix O). The research group decided to do a process interview (see Appendix P) that was transcribed (see Appendix Q) and analyzed in order to collected data from the mid-study. After collecting all the data, the teacher continues with the other two lessons that were also observed with the same observation rubric. Afterwards, the research group did a final interview (see Appendix R) that was also transcribed (see Appendix S) and analyzed. The research group went back to the objectives and research questions to see if they were answered in this process. The research group also reflected about what we have learned from the implementation of our plan and do further recommendations to other people that might be interested in SMTs.

The following table shows the relation between activities and products.

Activity	Product
First Interview	• Purpose AR • Subject's Interest, disposition and motivation • Diagnostic knowkledge of SMTs
Training process	• Teacher-participant training actions in

	WordPress
	• Developing Blog page
	• Teacher´s Manual
	• Collecting course Materials and resources
Training session interview.	• Materials for teacher
	• Blog page
Observed classes	• Observation rubric (see Appendix N)
	• Field notes
Progress interview	• Perceptions
Observed classes	• Observation rubric
	• Field notes
Final interview	• Analysis

Table 3 Stages and products. (Own)

3.5   Data methods & techniques used

The data was collected by the research group on a timeframe of 3 weeks. During this period of time, the methods used were consistently with the data collection tools presented in an action research design. These tools were observations, interviews, and field notes. The three tools used gave the research group enough data to validate the results obtained in this research project.

The next paragraphs will explain in depth how the tools were used to implement the use of WordPress in an EFL classroom.

3.5.1 Observations

The research group chooses observations as one of the data collection instruments and it was fundamental at the moment of getting information from the site.

At first, the research group decided to apply observations in the site due to their objective character and that the group would be able to rely on their own perceptions and experiences. As it is described by Denscombe (2007) "Observations offers the social researcher a distinct way of collecting data. It does not rely on what people say they do, or what they say the think. It is more direct that that" (p. 192). Once the group decided to apply the observations, the next step was to develop a plan to put them into practice.

The first step was to select a type of observation and as it is described in Denscombe (2007) the participant observation was the most suitable to the project. Denscombe defines participant observations as the ones that are used by researchers to infiltrate situations, sometimes as an undercover operation, to understand the culture or process of the group being investigated (pag.192). The selection of participant observation allowed the groups to perform a direct observation, this was crucial due to the reliability of direct observations in which the data is based on what informants tell the researcher and what he or she sees. Furthermore, the participant observation allowed the group to deal with the issue of perception described by Denscombe (2007) which is the possibility that researchers 'perceptions of situations might be influenced by personal factors and the data collected could thus, be unreliable (page. 193).

The group planned a series of sessions in which the observations would be conducted. The group planned 4 sessions in which one of the members conducted the participant observations and collected the data needed in order to have an objective and reliable information of the process. Finally, the observations were supported by the use of video cameras in order to have a record of each session and to allow the group to discuss them later.

3.5.2 Interviews

To analyze the collected data, the research group selected interviews, particularly semi-structured interviews in order to collect personal information from the teacher and the school context, and also because it is the method that

best suits our research purpose. Added to that, interviews will provide our study with the precise information in order to make the teacher feel more comfortable while speaking. According to Denscombe (2007, p.167), "The interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher".

The interviews were divided in three: Initial, process and final. In addition, the topics proposed were four general areas: (Initial, feedback, post-training , and final)

Initial: The initial interview was made in order to get to know the teacher, her environment, and to see how much knowledge she had about the subject. The first interview was held in English, and lasted fifteen minutes, that was useful to have an overview of teacher's opinions, perceptions about using social media tools in her English classrooms as well as her self-perceived capacities to handle technology and applications for SMTs. In addition, it was also the information for building up an action plan.

Process: In the second interview, that was carried out during the implementation stage we received important information and feedback from the teacher, the interview lasted thirty minutes and it was held in Spanish. We selected Spanish for the second interview because we noticed that the teacher feels more secure when explaining and giving details of her actions and feelings in her native language rather than in English.

Final: The last interview was made to see how the entire experience was, which were the strengths and weaknesses found in the process and what the teacher would do next time to improve her own self reflections about the whole process.

Recorded interviews as the names suggests are the recordings of interviews in video. Video recorded interviews have many benefits, among them:

- Ability to produce a large amount of data on a topic in a short time: it is easier to record a video than taking notes immediately.
- Access to topics that might be otherwise unobservable: in a video, you can have access to different aspects of the behavior, such as hesitations, nervousness, etc.

Recorder interviews can insure that data directly targets researcher's topic: it is easier to detect what you need in a video than in an audio-recorded interview. As we know, images recreate the moment in your mind and it is completed when you are reading the field notes.

Provide access to comparisons and comments that participants (interviewer and interviewee) make between their experiences. This can be very valuable and provide access to consensus/diversity of experiences on a topic.

3.5.3 Field notes

Since the research group applied participatory observations, field notes played an important role. It was useful to for the research group to have these field notes in order to have evidence on what we observed. In the process of observations, the researchers took field notes by hand at the same time that the observation was happening. According to ANON (2016) "researchers make careful, objective notes about what they see, recording all accounts and observations as field notes in a field notebook. Informal conversation and interaction with members of the study population are also important components of the method and should be recorded in the field notes, in as much detail as possible". Therefore, what the research group wanted was to have objective evidence about the participatory observation. When the observations finished, the research group analyzed the field notes in order to have new codes and themes as well as noticing the main aspects of the class under observation. It was important for the research group to not forget what was under observation, for that taking field notes were indispensable.

3.6   Chapter summary

In this chapter, the research group discussed the importance of the problem and why action research was the design that best suited our purpose. Then, we provided the context, the participant´s description in order to have a clear picture of the setting in which the study was carried out. The research group also presented the steps, the material given to the participant and techniques that were used to collect the data.

CHAPTER 4: DATA COLLECTION ANALYSIS AND RESULTS

In this chapter, we will provide the analysis and findings of the data we gathered throughout these weeks of implementation of the action plan with our teacher in the school.

4.1   Coding process

The coding process was done by three members of the research group in order to have three different perspectives about the responses obtained from the participant in the different interviews. Once this process was completed the three members of the research group stored and classified the responses which were later discussed by the three coders.

In order to conduct the coding process, the coders took into consideration "The basic Interviewing Skills" (Gorden, Raymond, 1992) which helped them to complete it.

According to (Gorden, Raymond, 1992, p1) regardless of the type of interview being coded or how the information is to be used certain basics steps are essential in any reliable coding process. In the article six steps are suggested:

1. Define the coding categories
2. Assign code labels to the categories
3. Classify relevant information into the categories
4. Test the reliability of the coding
5. Measure the reliability of the coding
6. Locate the sources of unreliability in the coding

After analyzing and coding the interviews, the group found forty three codes and ten themes which were classified into five main themes. In order to prove our data the research group found several quotes that support the findings. The following point shows in detail the evidence that describes how

each of the codes is related to the themes found and how the five main themes were elaborated.

From the forty three codes, the group was able to elaborate ten initial themes. This part presents how the themes were created by using the codes obtained in the interviews as a result of classifying them into categories.

4.2   Codes

At the beginning, there were forty three codes that were primarily grouped in ten categories that were:

Technological devices:

 a) Devices
 b) General knowledge about devices
 c) Computer

Software:

 a) Microsoft Office

Social networks:

 a) Social networks
 b) Facebook
 c) WhatsApp
 d) Uses of WhatsApp
 e) WordPress: upload material, organization of classes, the innovation of working with WordPress, alternative methodology.
 f) The new methodology presented using WordPress in the classroom

External factors:

 a) Internet connection problem
 b) Connectivity
 c) Students
 d) Not prepared to use SMT
 e) Students miss classes
 f) The UTP position difficult the work with WordPress
 g) Lack of time
 h) Lack of long-term motivation

Behavior:

a) Fast learners
b) Disposition to participate
c) Ethic and values
d) Use internet respectfully
e) Willingness to learn
f) Responsibilities
g) Easy to learn
h) Underestimate her students and their capabilities
i) The Fly analogy

Skills:

I.   Language skills:
a) Listening
b) Writing
c) Reading
d) Speaking

II.   21st century skills:
a) Fast learners
b) Internet use
c) Lack of skills

Social media tools:

a) Specific knowledge about social media tools
b) Internet helps students with their work

Training process:

a) Useful tool
b) New questions and requirements
c) Upload material

Lessons:

a) Organization of lessons
b) Links to work online

Generational issues:

a) The X generation
b) The Z generation.

Later, we grouped those eleven pre-themes into six main themes that comprised the codes and the information collected in the data collection process from the interviews and the field notes (see Appendix D, K, O, P & R). We organized the information we collected in six main themes that group the different codes that were found in the analysis. The field notes and the observations were coherent to what was said in the interviews, showing evidence about the process and its work. It means that what the participant did in the four lessons was what we planned during the action plan description.

4.3   Analyzing themes.

4.3.1   People´s Identity

Behavior: Taken from the second interview, in which she was asked about how the experience has been using WordPress so far. The teacher said "Well, well I love everything related to technology, but you know what? I think I need more time to do it, since I need lots of time to, for instance, creating and preparing worksheets among others". The teacher referred to her relation and attitude she has using the platform and that she felt comfortable with it.

Generational Issues: Taken from the first interview, in which she was asked about how difficult it was for her to use a computer, the teacher said "No, it is easy for me. I dominate every tool of Word, Excel, and PPT or, is the main, the main uses for the computer". She referred to the age issues that some teachers have using computers and she told us that she has no problems with it.

Skills: Taken from the first interview, in which she was asked about how she thinks lessons should be taught if she would include social media tools in the EFL classrooms. She said "that is right, probably is a (…) with the listening class or written production, written production, yes". She referred to the fact that teachers should focus on the development of the four skills of language.

4.3.2 Computers as tools.

Technological Devices: Taken from the first interview, in which she was asked about the type of technological devices she uses in her lessons. She said that she dominates the use of computers. We quote "I use frequently is a PPT or Word, common use about". She referred to the utility computers provide to the development of a lesson, especially the use she gives to the different tools a computer has, for instance Microsoft Office.

Software: Taken from the first interview, in which she was asked about the type of software she uses, she said "I use frequently a PPT, Word, most commonly". She said that she manages to use software that is mainly included in the computers.

4.3.3 Social Networking

Social Networks: Taken from the first interview, in which she was asked about what social networks she has used, she said "only Facebook and WhatsApp". She referred to the two social networks she knew at the moment.

Social Media Tools: Taken from the first interview, in which she was asked about what type of social media tools she knows. She said "The social media is related with the WhatsApp, is a Blog, is a Facebook (…)". She referred to the fact that she has limited knowledge about social media.

WordPress: Taken from the second interview, in which she was asked about the benefits of implementing WordPress in the classes. She said that every technological innovation that is implemented in the classroom should be in direct benefit of the students and that WordPress is a tool that is very complete". She referred to the aspects that she can integrate by using WordPress and the complete tool WordPress is.

4.3.4 Training process and its impact in lessons

During the training process, the teacher learnt how to use WordPress. A printed version of the manual and a blog with different suggestions were given to her. Also, we adequate and create materials for the units that she must teach to use the blog as a tool for her lessons. Furthermore, the researchers gave her different worksheets for each skill to complement the use of the blog with regular lessons. In a flash drive the worksheets and all the other materials were given to provide her with all the necessary tools to make it easier for her to develop the project. The training process was a simple and useful process in which the teacher developed strategies and the proper knowledge to teach using this new (for her) methodology.

4.3.5 Problematic issues preventing uptake

Concerning external factors, there are many agents that conditioned the process itself. Many of these agents affected the process in a negative manner, for example, when students do not attend lessons, and they ask about the previous contents, or when there is no internet connection or the computers have drifts. In the first interview the teacher said "the problem is the internet, the internet connection at this school is bad, is bad", so she meant that one of these negative factors is the internet connection. It is impossible for the participant to work online if she does not have internet connection available.

4.3.6 Training process

Lessons: Taken from the second interview, in which she was asked about how successful the incorporation of WordPress in her lessons had been, she said that it had been good. She stated that the innovative aspect her lessons had a good impact now after implementing the project and that the result had been positive.

4.4   Discussion

As Norton suggests, we can recognize that there are issues of power relations existing in the Chilean context and they are evident. During the thesis project, we realized that bureaucracy is a problem here. It is even preventing new teaching strategies from being implemented at schools. For example, one of the schools we had pre-selected during the selection period rejected the opportunity of implementing the project in their classrooms due to school´ internal regulations.

During our practicum, we realized that many of our mentor teachers are reluctant to use social media in classes. Maybe, one of the reasons is that they are part of what we know as digital immigrants, also, we discovered that it is difficult for them to implement SMT, because they do not have the materials they need. Another reason is because they do not have monetary resources, or they do not invest their money in the implementation of different strategies in their classrooms.

Another reason teachers are reluctant to use social media in classes is that many teachers feel so comfortable with their grammar and task-based lessons that they do not want to abandon their comfort zone.

Internet connection in the schools is a problem too, because in many schools, bureaucracy does not allow teachers to utilize the media laboratories or do not buy or invest in the proper devices to make technology accessible for the teachers and students.

At the beginning, we underestimated the digital immigrant teachers, because we had the preconception that they were not able to learn about SMT. When me met the teachers, we realized that this was not true in all cases. One of these teachers was willing to participate in the study and had high motivation and willingness to learn about that project that was presented to her, although it

was only a sketch. The participant could understand after many training classes how to use WordPress in her teaching context.

4.4.1 The students

As the research group members are students too, we decided to create a project to involve students as we wanted to be involved in classes. We like to work with different devices, because they are part of our daily life, so we consider that younger students will like it too. So, we had this idea to engage students through what they like. When we were in our fourth year at the university, a teacher taught us using WordPress, and we were so amazed by this new methodology that we decided to implement it from zero in schools, as classes were more interactive and different from what we were used to. Thus, we decided to create and implement a plan in which we stated all the necessary information for the teacher to motivate and interact with her students as this teacher interacted with us.

As the class methodology was obviously new for the students, they were excited about using computers and expressing themselves publicly. Students showed interest in the lessons, maybe because they felt connected to their preferences.

Students' were not used to going outside their classroom and work in the English laboratory. Their enthusiasm spread to the teacher. Students changed their behavior in classes; they wanted to be active learners in the process. Students are, most of the time, willing to work and learn new things. Students were fed-up with the grammar-based and the task-based style. This project was a didactic escape from their routines.

4.4.2 The teacher

The teacher showed a positive attitude towards the implementation of the project and the tools. She mentioned the students´ maturity process, she also mentioned that this tool enabled them to be more motivated, because the tool

presented was dynamic and interesting. Anyway, not everything worked as we would have liked. The internet connection problems, for instance, started demotivating the students.

Even though the teacher thought that it was going to be difficult for her during the training process, she realized that it was not impossible to do it if there was a person, a group, standing by her, supporting and helping her to develop her abilities and technological capacities while using SMT.

Once the teacher implemented the project, she showed most of what she learnt during the training process. She was able to show the abilities they developed during the training process, we helped her to encourage herself to work with other tools, to implement new methodologies.

CHAPTER 5: CONCLUSIONS AND FURTHER RECOMMENDATIONS.

5.1   Conclusions

During the training stage and the implementation of the project, the participant realized that SMTs are a valid teaching resource to implement in her EFL classrooms. She learnt that even though she had to do plenty of efforts to make the project work for her classes, she was able to do it. It means that she realized that the implementation of SMT in the EFL classrooms is possible, and WordPress is a good tool to promote students´ self-confidence and motivation.

Teachers might be able to develop new strategies in relation to SMT use in their classrooms. Due to the teacher´s profile, the subject is able to spread the project to other teachers in the school. The project changed the teacher´s identity.

According to the results of the study, we concluded that the project is sustainable, extendable, and it encourages the motivation of the teachers involved in the process as well as the students (according to the teacher perceptions). Regarding the previous point, the project itself can be implemented in schools with a similar context. With all the recommendations and suggestions, apart from the manual and the blog, the teacher could train her students in the use of WordPress, by herself. She implemented the project in her classes as well as the old methodologies she used to teach with. In addition, the teacher could execute the project at a 100% on her own.

In general terms, the results reflected on the third interview showed a high level of satisfaction since the teacher expressed relevant aspects such as the friendly use of this type of technology and how easy it is to learn from it.

The teacher realized how useful this tool is at the time of teaching the contents in a different manner, didactic and even more important, the utilities that provided at the moment of achieving different exercises, such as, guidelines, worksheets, the five skills involved. In addition, the accessibility the

students have at the moment of looking for worksheets, reviewing content, updates of the class, and even tests dates. Without presenting any type of confusion among the students as it used to happen before the implementation of the project.

The teacher realized as well that this new technological implementation can be used by other teachers in different subject since it is very easy to learn and it will not have any type of difficulties.

The interview showed a high level of satisfaction in terms of the student's participation in the English lessons due to the innovative classes that they attended. Supported by our observations and field notes, the research group realized that there was an increment in the task delivery by the students to the teacher. Regarding the participation of the students before the implementation of the project when using traditional methodologies six out of thirty-six students completed the task given by the teacher, after the implementation of the project twenty six out of thirty-six students delivered the task given by the teacher and were well achieved.
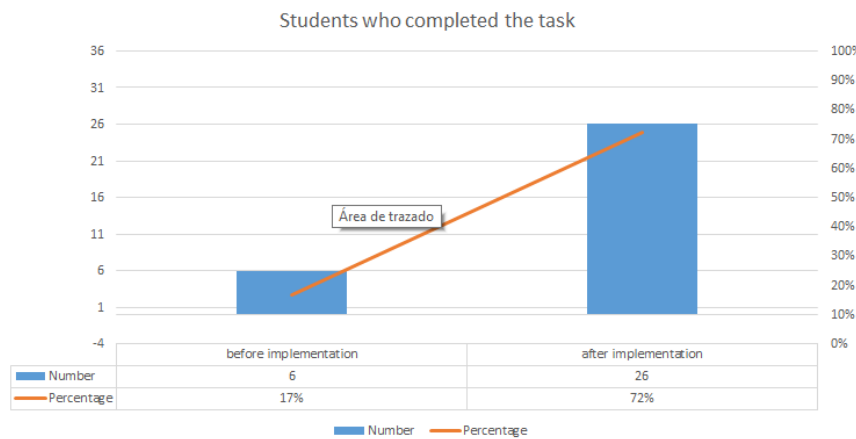
Figure 4 Tasks development

Despite of the fact that the school has a poor internet connection, the participant showed that it was not an impediment to implement WordPress. The research group realized that the teacher was committed with the project in every aspect all the time.

During the implementation process, and because of the results of it, the study can be replicable.

The teacher encountered her motivation to teach differently. She started to do her classes in English again since she was teaching in Spanish, she showed herself more comfortable while doing her classes, and she started to trust herself again. She changed her personality, her anxiety levels decreased. As participants of this project, we are very proud of being part of the re-born process of the teacher.

This study has possible future applications in different schools that share similar characteristics with our research site. By the end of the study, there was not only implementation of the project with a single teacher. Because of all the characteristics we named in previous chapters about the profile of the participant, the project was allowed to be spread to students and other teachers. In addition, the school is trying to implement the project in other subjects such as Spanish classes.

The use of WordPress is sustainable in time, because of the characteristics that the online platform offers, these are: games, books, papers, and many other ideas that you can find in the description of the page. By all the previous characteristics mentioned, the project helps to encourage changes in teaching practices. In our research, for example, the teacher decided to abandon her old teaching practices and she is changing her teaching practices inside the classroom. She decided to change because of the students' engagement in classes and contents with this new methodology. She recognized that if students can study using internet, they were going to prepare their lessons or study them wherever they are. The focus on the task is another

important variable, because the teacher noticed that students tried to work harder looking for images, texts, etc. to accomplish the tasks.

Before the implementation of the WordPress Project, the students' did not show interest during English lessons, but after the implementation, the teacher, as we said before, realized that students wanted to accomplish the tasks and their duties on time, it was probed by the teacher, because of the number of tasks she received.

An important fact is that apart from the back up, the materials we proposed to the teacher, and the presentations we made for her, the teacher internalized the project and she made her own version of it.

While relating our research questions and our objectives, the answers to our research questions, are the following.

5.2   RQ1. - How are SMTs currently, if at all, implemented in an EFL secondary education classroom?

Our first objective was to analyze the actual use of SMT in EFL secondary education classrooms.

According to the first RQ and the first objective, we can conclude, based on the data we gathered during the process, that SMT are not used in the classrooms, due to different factors, such as internet connection problems or lack of computers, etc. also an important fact for not using SMT in classes is the lack of experience that, at least our teacher had for using them. The actual use of SMT is restricted by external factors, which include, as we mentioned before, technical problems, behavior of the students, etc.

Internet factors were addressed many times by the participant during the interviews and the observations, for her, this was the biggest problem she had to face while implementing the project. From one of her interviews, we quoted the following "the internet connection is bad, is bad". The teacher referred that the use of technology is limited because of the school's poor internet connection

service. Taken from the first interview, in which she was asked about how often she uses technology in her lessons.

5.3   RQ2. - What are some possible courses of action to promote and implement the use of SMT in this particular EFL classroom?

Our second objective was to evaluate the possible courses of action to implement SMT in the EFL classrooms.

According to the data we gathered from the school and the teacher, we can conclude that the training process and its stages were appropriate to encourage and back up the teacher in the implementation of this new teaching strategy or methodology that includes a major independent work from the students. It is important to mention that the school must have the characteristics we described in the research site requirements.

According to what the teacher said, and we quote, "I will evaluate the process with a 6,5 because the students were able to understand the contents of the unit, and I managed to organize the classes in an organized way, therefore I received much more participation from the students. I did not put a 7 on this, because I think there are always aspects that we need to improve, for example the esthetic of the blog, materials, student's disposition to learn and the computer's room availability."

Asking her about the implementation of the project, we quote "Yes, it is possible. But you have to take into consideration the availability of the teachers or the motivation that they have. It was very easy for me to learn how to use it but I don't know if would be the same for the other English teachers. I think it could also be used for other subjects too; students have to write much more as in language classes." (see Appendix S). Both quotes were taken from the final interview.

5.4   RQ3. - What are the main factors that we should address to implement
        the use of SMT as a new teaching strategy in the EFL classrooms' how?

Our third objective is to evaluate the possible benefits of the use of SMT
in the EFL classrooms

One of the factors, according to the data we gathered, is that the school
must have the requirements that you can review in the research site
characteristics, such as internet connection and computers. Another factor is the
capability of the teachers and their willingness to innovate in their teaching
strategies. In addition, the students should want to participate, because if they
disagree or they do not behave properly in the classroom (and we mean to
behave properly and respectfully while using internet, focusing in the task) the
project will not be applicable; the teacher will feel that the project will let him
down, and the anxiety level will increase.

Based in our objectives and our RQs, we can finally conclude that even
though there were problems during the implementation of the project, the
teacher was so excited with the model we presented, that she always had the
interest and the motivation to keep going on with the project, for example, giving
homework when internet failed. Her compromise with the project helped us to
find out different things, one of them is how her identity as a teacher changed,
from being an old-fashioned teacher to a happier teacher that encourages her
students to work independently, to research, and to delegate different tasks.

The participant said: "That is a very good tool to use in classes. I can
achieve many things not only for me but for my students. As mentioned earlier is
something very complete that can incorporate more things. I am very happy to
have joined this project and have known the blog and how wonderful it can be to
use 21st century things" taken from the final interview.

We are amazingly surprised by all what we found during the process of
this thesis project. We used to think that old teachers were rigid and strict with

their methods and they did not want to get out from their comfort zone, but now we can confirm that if you are compromised and interested in the learning processes of your students, you are going to change even your identity as a teacher to achieve a better understanding of the contents.

We discovered that one of our statements was correct. We confirm that when you enter your students' life, you are going to obtain better results, they are going to work better and they are going to work properly if you give them the instance to do it.

We understand that anxiety is an important factor that appears while training an old-fashioned teacher a new methodology for her classes. Fortunately, the process, in the way we presented it, did not represent a big deal for the teacher, and the reception of her students was very good since they were always willing to participate and exited to go and work on the computer lab, hence her anxiety levels were decreasing as well as the project advanced.

If you can teach and train a teacher that was reluctant to new strategies at first because of her age and her obligations, you can teach anyone if you have the conditions to implement this project.

We find out that if the school realizes that you are using the computers´ laboratory and the other technological devices, etc. the school will plan different strategies to upgrade these facilities. Fortunately for the teacher and the students, due to this project, the school re-considered modernizing the computers´ laboratory and to buy, for the next scholar year, new devices and programs.

The benefits of this study are highly noticeable, the students want to go to English classes they did not complained when the teacher arrived to the classroom as they were used to do it, they were willing to participate, and they were expectant to see what´s next. The teacher feels renewed from the point of view of her vocation, and she is happy and compromised with her profession again.

The school wants one of our group members to work there because of all the skills she showed while teaching.

5.5   Further recommendations

There are different fears that prevent some teachers from using new pedagogical tools, the major problem Is that these teachers tend not to confess their fears about the use of technology.

Once these teachers overcome the incorporation trauma, they feel better about themselves.

One of the fears about technology use is YouTube, most of the time, the teacher´s answer is "No", because the contents of YouTube can go from pornography to pedagogical videos. Even their work can be compromised, as seen on the news, and they can be fired because of showing inappropriate videos in classes. When you are teaching at a university level, you can deal with a different situation, because your students have a different maturity. When you bring applications to a secure environment, you can easily work with them. Anyway, when you give your students the opportunity to work by themselves without restrictions, with their cellphones or with computers, you cannot control every single moment they are working with the device. In the laboratories that schools have, you can restrict the access to certain webpages, some schools prohibit the use of Facebook, Messenger, YouTube, and etc. for them students should not to be distracted from their work. The contents of these pages can be disruptive, to have these contents in the middle of a class, because you can lose your students attention. Using WordPress, we find an online platform without so many distractions that allows you to use it for classes.

This fear of some teachers has to do with their identity and their secureness. In a secure environment, teachers get comfortable and trustful enough to develop their abilities and to learn about the different things they lack of.

It is important to create a safe environment for these teachers to teach them what you want. You have to show them that nothing is impossible if they are interested in learning.

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APPENDIX A   Informative document for participant

Documento Informativo para Participante

Santiago, 28 de agosto de 2016

TÍTULO DEL PROYECTO DE INVESTIGACIÓN: El uso de las redes sociales como herramienta pedagógica en la enseñanza del inglés como idioma extranjero

Estimada profesora,

Usted ha sido invitada a participar del estudio de investigación conducente al grado de Licenciado en Educación, de la carrera de Pedagogía en Inglés de la Facultad de Educación de la Universidad Andrés Bello. La investigación es dirigida por el profesor Leonardo Ormeño Ortiz, de la mencionada Facultad, y realizada por los estudiantes Paulina De Vicente Pizarro, Sussy Farias López, Cesar Ferrada Ubilla, Fernanda Morales Merino, Constanza Muse Prando

Tema del estudio:

El estudio propuesto se centra en asistir y apoyar a dos profesores de inglés, en el proceso y resultados del uso de una herramienta de redes sociales (WordPress) en clases de Inglés en educación secundaria en Santiago de Chile. Posee los siguientes objetivos:

Objetivo General

1 Promover el desarrollo e implementación de una aplicación de WordPress por parte de profesores de enseñanza secundaria como recurso en contextos reales de enseñanza media en colegios privados en Santiago de Chile.

Objetivos específicos

1. Analizar el uso y potencial de herramientas como WordPress en la enseñanza del inglés.

2. Evaluar posibles cursos de acción en la implementación de WordPress como aplicación para la enseñanza de inglés en contextos reales.

3. Evaluar los posibles beneficios que puede acarrear el uso de WordPress en la enseñanza y aprendizaje del inglés.

Se espera que el estudio propuesto contribuya al conocimiento en el área de la enseñanza del inglés de la siguiente manera:

- Determinar el potencial de herramientas de redes sociales en la enseñanza del inglés.

- Asistir a profesores en el proceso de implementación de aplicación de herramienta de redes sociales en las clases de inglés en curso de educación secundaria.

- Evaluar el proceso y la experiencia de implementación y desarrollo de estas aplicaciones.

Su participación es voluntaria: Formar parte del estudio es completamente voluntario. Si Usted decide no formar parte, omitir alguna de las preguntas, o retirar cualquier tipo de información que haya suministrado, es libre de hacerlo sin ningún perjuicio. Usted también es libre de retirarse del estudio en cualquier momento.

Lo que le pediremos hacer: La investigación requerirá participar en entrevistas (inicial, proceso y final) durante el desarrollo del estudio. Estas entrevistas de 20 a 25 minutos aproximadamente, que podrán ser grabadas con el propósito de transcribirlas y posibilitar un análisis posterior. Calendarizar y participar en 3 reuniones de trabajo con equipo de investigación, para recibir apoyo relacionado con la preparación y desarrollo de actividades en que se utilizan Herramientas de Redes Sociales para la enseñanza del inglés. Posibilitar la observación de clases de miembros del equipo de investigación.

Riesgos y beneficios: La recolección de datos se realizará en un ambiente seguro, por lo que Usted no estará expuesto a ningún riesgo predecible. Los resultados del estudio, sin embargo, proveerán información que puede ser usada para planificar y desarrollar estrategias que contribuyan a mejorar la enseñanza del inglés y del eventual uso de herramientas de redes sociales en su práctica.

Sus respuestas serán confidenciales: La información recolectada mediante entrevistas, observaciones, notas de campo serán mantenidas en estricto secreto. En cualquier documento a publicar *no incluiremos* ningún tipo de información que haga posible su identificación como participante o la de la institución donde trabaja o estudia, por lo que durante todo el estudio se recurrirá al uso de seudónimos. Los registros de la investigación serán archivados bajo llave y solo los investigadores tendrán acceso al material. Si desea destruir los registros de la entrevista, lo haremos una vez transcritos. Si usted así lo desea, luego de concluida la investigación, le enviaremos una copia de los resultados y conclusiones. También es posible que los resultados sean publicados con fines académicos.

Para más información. Si tiene cualquier preocupación o duda sobre el estudio, puede comunicarse con el profesor Leonardo Ormeño Ortiz, profesor guía de esta investigación, al teléfono +56976996969, por correo electrónico a leonardo.ormeno@gmail.com o en la Facultad de Educación, Fernández Concha 700, Edificio C-2 Piso 3, Las Condes, Santiago. Asimismo, puede comunicarse directamente con la Presidenta del Comité de Ética de Facultad de Educación, Dra. Carmen Gloria Zúñiga G., al teléfono (2) 2661-3943, o por correo electrónico a carmen.zuniga@unab.cl

A todos los participantes se les hará entrega de una copia del documento informativo para participantes y del formulario de consentimiento o asentimiento informado para su registro personal.

Saludos cordiales,

Prof. Leonardo Ormeño Ortiz
Profesor Guía
Pedagogía en Inglés
Facultad de Educación

APPENDIX B   Letter of consent

Santiago, 28 de agosto de 2016

TÍTULO DEL PROYECTO DE INVESTIGACIÓN: El uso de las redes sociales como herramienta pedagógica en la enseñanza del inglés como idioma extranjero

Consentimiento Informado

Yo, _____ he leído la información provista y cualquier pregunta que he realizado ha sido respondida satisfactoriamente. Acepto participar en esta actividad, siendo consciente de mi derecho a retirarme en cualquier momento y por cualquier motivo, sin ningún tipo de perjuicio. También acepto que las entrevistas/observaciones en las que participe sean registradas con una grabadora de audio/video.

Comprendo que toda la información provista será tratada en estricta confidencialidad y no será difundida por el/la investigador/a. La única excepción del principio de confidencialidad se presentará en caso de que una Corte solicite los documentos. Me ha sido señalado el tipo de material que será recolectado, el propósito de la investigación, y el uso que se hará del material recolectado una vez finalizada la investigación.

Autorizo que el material de investigación recolectado para este estudio sea publicado, siempre y cuando mi nombre y/o cualquier otro tipo de información que pueda identificarme no sea utilizado.

Firma _____   Fecha _____

APPENDIX C   Protocol

PROTOCOLO DE MANEJO DE DATOS PARA PROYECTOS DE INVESTIGACIÓN SEMINARIO DE GRADO

I.-   ANTECEDENTES ADMINISTRATIVOS

1.- Integrantes:

Paulina De Vicente Pizarro, Sussy Farias López, Cesar Ferrada Ubilla, Fernanda Morales Merino, Constanza Muse Prando

2-. Profesor guía: Leonardo Ormeño Ortiz

3.- Carrera y sede: Pedagogía en inglés, Casona Las Condes, Región Metropolitana de Santiago, Chile.

4.- Título del proyecto: El uso de las redes sociales como herramienta pedagógica en la enseñanza del inglés como idioma extranjero

II.-   ANTECEDENTES DE LUGAR DE OBTENCIÓN DE DATOS

1.- Institución o entidad donde se realizará la obtención de datos de las personas que serán sujetos de estudio:

1.   Colegio _____, Las Condes, Santiago, Chile.

2.- Antecedentes de la selección de los sujetos de investigación que participarán en el estudio (número, edad, profesión u oficio):

a)   _____   profesora de inglés, directora de departamento. Jefa de UTP. 20 años de experiencia profesional.

III.-   PROPÓSITOS DEL PROYECTO DE INVESTIGACIÓN

El propósito de esta investigación es asistir y apoyar a dos profesores de inglés, en el proceso y resultados del uso de una herramienta de redes sociales (WordPress) en clases de Inglés en educación secundaria en Santiago de Chile.

El objetivo principal del estudio consiste mediante el uso del enfoque investigación-acción, el promover el desarrollo e implementación de una aplicación de WordPress por parte de profesores de enseñanza secundaria como recurso en contextos reales de enseñanza media en colegios privados en Santiago de Chile.

En el curso de este trabajo se busca analizar el uso y potencial de herramientas como WordPress en la enseñanza del inglés.

Evaluar posibles cursos de acción en la implementación de WordPress como aplicación para la enseñanza de inglés en contextos reales.

Evaluar los posibles beneficios que puede acarrear el uso de WordPress en la enseñanza y aprendizaje del inglés.

2.- Justifique el uso de entrevistas, grupos focales, observaciones u otros medios de recolección de información desde personas.

El perfil de la participante cumple con los requisitos básicos establecidos los cuales son:

- Experiencia profesional de mínimo 5 años en establecimientos escolares, principalmente enseñanza secundaria.
- Alta motivación y deseo de invertir tiempo y esfuerzo en la implementación de herramientas de redes sociales aplicables a la enseñanza del inglés.
- Los profesores deben contar con el equipamiento y servicios necesarios para el desarrollo de esta actividad: computador personal, teléfono móvil con acceso a internet.
- Nivel de usuario de internet, básico a intermedio (Se aplicará instrumento diagnóstico para evaluar nivel de usuario internet utilizado por el Ministerio de Educación)

Perfil del establecimiento en donde se investigará:

- Servicio de internet.
- Laboratorio y/o computadores disponibles para trabajo en grupos con estudiantes.

Los datos se recolectan sobre la base de entrevistas:

- Semiestructurada inicial con el fin de recoger del docente un potencial de la aplicación y desarrollo de herramientas de redes sociales a sus clases de inglés en enseñanza media y factibilidad y apoyo que requiera para su realización.
- Semiestructurada de proceso en caso de ser necesario y que se pueda ocupar si se necesita modificar el plan de acción.
- Semiestructurada final para análisis y conclusiones de la experiencia.

Observación de clases, tipo anotación de campo, que están relacionadas con lo investigado. La última observación será grabada, a modo de obtener un registro fehaciente del desarrollo de las técnicas en las que se capacitó al profesor en cuestión.

Se ofrecerá al docente instrumentos tipo cuestionario para que estudiantes puedan evaluar la experiencia realizada al profesor.

IV.-   DESCRIPCIÓN GENERAL DEL PROYECTO DE INVESTIGACIÓN

1.-   Describa:
   a) ¿Cómo se asegurará la confidencialidad de la información?:

Todos los datos recolectados serán almacenados en computadores protegidos con clave y al cual tienen acceso solamente los investigadores. Una vez concluida la investigación, los datos se eliminarán de los computadores que los almacenaron.
   Los establecimientos tanto como los participantes recibirán nombres ficticios con el fin de asegurar anonimato y reconocimiento de los establecimientos de donde proceden o de los mismos participantes.

   b) ¿Deja explícita la posibilidad de revocar en cualquier momento el consentimiento sin consecuencias ni perjuicio para el sujeto?
   Si

c) ¿Involucra su investigación a sujetos de poblaciones vulnerables? (niños, personas con trastornos mentales, población cautiva, por ejemplo)

No

d) Si respondió sí a la pregunta anterior, debe adjuntar una justificación especial detallando la manera en que los derechos de los sujetos de poblaciones vulnerables serán resguardados. Si el sujeto es incapaz de dar su consentimiento, este debe ser obtenido de un representante legalmente calificado, de acuerdo a las disposiciones vigentes.

V.- INFORMATIVO DE PARTICIPANTES

1.- Adjunte los documentos informativos para participantes, consentimiento y/o asentimiento informado según corresponda.

- Carta de presentación.
- Consentimiento informado de los participantes.

VI.- CERTIFICACIONES DE LOS INTEGRANTES DEL SEMINARIO DE GRADO

1. **Certificamos** que, a nuestro juicio, el proyecto de investigación propuesto no constituye una duplicación innecesaria de investigaciones previas.

2. **Certificamos** que los antecedentes presentados en este Protocolo **incluyen la totalidad** de los procedimientos con personas propuestos en el proyecto de investigación.

3. **Nos comprometemos** a solicitar y obtener la aprobación del Comité de Bioética de la Universidad Andrés Bello, antes de iniciar **CUALQUIER** cambio al Protocolo aprobado**.** Además, comunicaré al Comité cualquier evento adverso que se presente durante la ejecución de la investigación propuesta.

4. **Nos comprometemos** a garantizar que los datos entregados sean íntegros y confiables, cumpliendo con el protocolo autorizado.

_____

Paulina De Vicente Pizarro

16.942.192-7

_____

Fernanda Morales Merino

18.284.932-4

_____

Constanza Muse Prando

17.477.016-6

_____

Sussy Farias López

16.944185-5

_____

Cesar Ferrada Ubilla

17.441.973-6

Santiago, 29 de agosto de 2016

APPENDIX D   Initial interview

<u>INTERVIEW</u>

<u>Date:</u>

<u>Time:</u>

<u>Place:</u>

<u>Interviewer´s name:</u>

<u>Interviewee´s name:</u>

<u>Interviewee´s age:</u>

Instructions:

- To begin, greet the interviewee.
- Start the voice recorder, before, check if it has battery and space enough. In case you use your cell phone, record 20 minutes and test it sounds clear.(2 recorders per interview)
- Once you start the recording, don´t stop it unless it´s necessary.
- Ask him/her how was his/her day or how is she/he.
- Fill up the information in the upper part of this paper.
- Explain what the interview is about. Be precise.
- Ask your interviewee to sign the authorization.

Questions:

1. Good morning, how are you?
2. How were your classes? Fine? Any problem?
3. How easy or difficult is for you to use a computer? Why?
4. Do you use any kind of technological tool, device, or program for your classes? If the answer is yes, how often? Provide examples.
5. What do you understand by social media? What types of social media networks have you met?
6. What purpose do you give to social media in your daily life? Provide examples.
7. Do you use social media in EFL classes? Why or why not? If so, how often? How was the experience of using them in class?
8. What uses do you think you can give to social media in the EFL classroom? Give examples.
9. Do you think it is important to have social media tools in your EFL classroom?
10. How do you think classes should be taught if you included social media in the EFL classroom? How do you imagine them?
11. Do you feel prepared to implement social media tools in your EFL classes? How? Why?
    Thank you for your time and answers. Good bye

APPENDIX E   Initial interview transcription

<u>Interview</u>

I1: Good morning Miss how are you today?

R1: Fine, fine, tired but fine

I2: How were your classes? Fine? Any problems?

R2: No, no that's correct… for them today, the students worked, worked and enthusiastic, and that is fine.

I3: So, how easy or difficult is for you to use a computer, and why?

R3: No, is easy for me, I dominate every using Word, Excel , PPT, or , it is the main , the main uses for the computer.

I4: Ok and do you use any kind of technological tool, device or program for your classes?

R4: I use frequently is a PPT, Power point or Word, common use about it.

I5: And how often do you use them?

R5: Not frequently because the problem is the internet, the internet connection in this school is bad, is bad.

I6: So what do you understand by social media?

R6: The social media is….. Related to…with the WhatsApp, is a blog, is a Facebook and is a resources about the social connection, yes.

I7: So what type of social network have you met? You've mentioned Facebook.

R7: Only Facebook and WhatsApp

I7: And WhatsApp okay

I-9: What purpose do you give to social media in your daily life?

R-9: Frequently in my colleges they use WhatsApp, WhatsApp for absent, for my colleges, for the task, for the plan.

I-10: And do you use social media apart from the school or just..

R-10: No, just a little bit

I-10: A little bit

R-10: A little bit

I-11: Do you use social media in your EFL classes?

R1-11: No

I-11: Why not?

R-11: It is difficult to me in the class, we use a, for the problems is internet . I use internet in my phone but the internet in this here is very complicated in certainly moments of from the day, for example the midday, the problem you use internet here, is very slow.

I-11: Yes, I've realized

I-12: So, what uses do you think you can give to social media in the EFL classroom?

R-12: No, it is no problem, you use, the problem is internet, but the internet is well you use about this one.

I-12: But what type of uses, meaning that for example you can teach something to social media or you can give them tasks by using social media.

R-12: I use a task, the task, or a exercise for the student.

I-13: Do you think it is important to have social media tools in your EFL classrooms?

R-13: Yes but the problem it is here is ethic, is a ethic or for values the students, My use about this one, the students is not

I-13: They are not capable?

R-13: Yes, that's right

I-13: They are not capable to use it like respectfully

R-13: That's right

I-14: How do you think classes should be taught if you include social media tools in the EFL classrooms?

I-14: Picture a class in which you use social media tools and you have a student that respects the use of social media.

R-14: Si, that's right, probably is a, with the listening class or written production, written production, yes.

I-15: Do you feel prepared to implement social media tools in your EFL classrooms?

R-15: No, not all, not at all

I-16: Why not?

R-16: Not at all because I don't use a blog or twitter or hashtag, is a not use for me but I learned, and I learned easy.

I-16: And you are willing to learn.

R-16: Yes, that's right.

I-17: Ok, thank you Miss, thanks for your time

APPENDIX F   Training process

First lesson scheduled for Thursday, September the 29th. The lesson lasted 30 to 40 minutes. The objective of the lesson was to introduce and teach how to use WordPress to the participant teacher. In addition, the participant received different tools in order to create her own website. Finally, the teacher received suggestions on how to assess the activities that can be done by using WordPress as a resource in their lessons.

The first lesson will be divided into 3 stages.

- The first one will be referred as the beginning of the lesson and it consisted in the presentation of WordPress to the teacher and the explanation of how WordPress integrates different platforms that they use every day due to its multiplatform character, for instance YouTube. It lasted 10 minutes.
- The second part is referred as the developing of the lesson. In this part of the lesson, the trainer presented how to create an account on WordPress, how to create a layout and how to add different content and sections to the website. In addition, the teacher was taught how to deal with account problems.
- The third stage is about to teach the participant to post content in the different sections of the website and how to do it correctly. In addition, it was taught how the students can post and how the participant can reply and how to follow it constantly. Finally, ideas of assessing will be suggested.

Second lesson scheduled for Monday, October the 3rd. The second lesson took place when the teacher requires it. It lasted 20 to 30 minutes and was for clarifying doubts and providing technical support on the creation of the site, elaborations of the layout and possible problems with the account. For both lessons, the materials required will be computers, internet access, a flash drive and printed information on the use of WordPress.

Once the training process is over, the participant implemented it in his or her lessons. To do it, the research group has suggested 4 lessons in which the participant can do it. The 4 lessons correspond to the program that the teacher already has planned in order to not change the content of the curriculum. It will be four lessons based on unit 7 of their textbook. The students will be divided in groups of 3 and the lessons will take place in the language laboratory.

APPENDIX G   Blog pictures

VOCABULARY

British and American people speak the same language, but we can find many differences between them. When travelling, it is important to understand and to identify the variety of different vocabulary, words that are spoken and written differently, yet with the same meaning. In these two activities you will find different vocabulary words that are part of these two countries.

APPENDIX H   Materials Unit 6

Present perfect

How to use just, already and yet?

Let´s find out!!

❖ Present perfect:

The Present Perfect Tense is formed using the following structure:

Affirmative: Subject + Have / Has + Past Participle

Negative: Subject + Haven't / Hasn't + Past Participle

Question: Have / Has + Subject + Past Participle

❖ When do we use the present perfect tense?

1) Unspecified point in the past

E.g.: I have been to Spain three times.

(At some unspecified time in the past, I went to Spain).

2) An action that occurred in the past, but has a result in the present (now)

E.g.: We can't find our luggage. Have you seen it?

(The luggage was lost in the past, do you know where it is now)

❖ Yet, already and just

Just:
Means a short time before now and it goes before the main verb in positive sentences.
E.g.: I´ve just passed my driving test
      The match has just started

Already:

Means some time before now, the action is now complete.

It goes before the main verb in positive sentences

E.g: I´ve already driven five hundred kilometers. I don´t want to drive anymore

Yet:

Means up to know, often emphasizes that we expected something to happen before now or around now.

It goes at the end of a negative sentence

E.g: I haven´t finished my sandwich yet (I´m eating it now, I need more time.)

Let´s work together:

Practice:

- Choose the correct words
    1. That´s amazing! I´ve **just /yet** seen our street on television.
    2. I´ve worked at the café for the last two weekends but I haven´t paid **already/yet.**
    3. We´ve **just /yet** heard our exams results.
    4. Oh no! I´ve **already/just** dropped a liter of olive oil.
    5. Have you had an invitation to Janie´s party **just/ yet**?

- Put the words in brackets in the correct position in each sentence
    1. The lesson has begun. (already)
    2. This parcel has arrived for you. (just)
    3. I haven´t saved much money for my holiday. (yet)
    4. It´s only eleven o´clock buy everyone´s gone home. (already)
    5. My parents have bought a new car.(just)
    6. Have you done this exercise? (yet)
    7. We´ve finished the last sentence. (just)

- Nick has an exam tomorrow. He´s made a list of things to do. Write sentences about what he´s already done and what he hasn´t done yet.

- Read through my revision notes.

- Buy some new pens.

- Decide what to wear.

-Text my mates about meeting after the exam

-Ask mum to give me a lift to school.

Vocabulary activities

VOCABULARY WORDS

1.- PANTS - TROUSERS
2.- LIFT-ELEVATOR
3.-FLAT - APARTMENT
4.- COOKIES - BISCUITS
5.- CANDY - SWEETS
6.- FOOTBALL - SOCCER
7.- SUBWAY - UNDERGROUND
8.- LORRY - TRUCK
9.- GARBAGE - RUBBISH
10.- SIDEWALK - PAVEMENT

Vocabulary

Match the vocabulary words with the pictures

British and American English

Fill in the gaps with the correct vocabulary

Mail-Post
Candy – sweet
Sneakers – trainers
Cookie – biscuit
Garbage – rubbish
Fries – chips
Zipper – zip
Cab – taxi
Eraser – rubber
Movie – film
Soccer – football
Corn – maize
Cab – taxi

Shenker

APPENDIX I   Material Units7 & 8

Listening Unit 7

"Top 10 Must-Visit Cities around the World"

Top 10 Must-Visit Cities Around the World

https://www.youtube.com/watch?v=IQVdvGRkfKs

You will watch a video about the most visited cities in the world. You will how beautiful this cities are and how fun and interesting they are. Take notes of the cities presented.

Task 1:In groups of 3. You were the winner of a prize. The prize consisted in a travel to a one of the cities presented in the video. You will write an email to a friend telling the experience. You will have to use passive voice and 3 paragraphs and a maximum of 150 words.

You have to take into consideration that people take you there and they take you to do all the things do did in the city. "I was taken by airplane to the city. There I was cooked the best food I have eaten(…)

Tips: You can use the following questions to write your email.

Where did you go?

Where did you stay?

What did you eat?

What places did you visit?

What fun activities did you do?

How beautiful was the city?

Unit 7: Grammar

Present passive

  ➢ We form the present passive with the verb to be + the past participle of the main verb.

E.g.: The boys are taken to a hut.

- The students are taught by the teacher.

- The dishes are washed by John.

Exercises:

1. How many emails_____ (write) every day?
2. Chocolate_____ (sale) in almost every country in the world.
3. Rice_____ (not grow) in Canada, but it_____ (grow) in Mexico.
4. _____Most emails _____ (send) from home computers?
5. Ferrari cars_____. (make) in Italy.

• Rewrite the sentences. Use the present passive.

1. Someone picks up the litter every morning.

   The litter _____

2. People cut down a lot of trees every year.

   A lot_____

3. Do they grow coffee in Kenya?

   Is_____

4. Postal workers deliver thousands of letters.

   Thousands _____

5. Do they make successful movies in Hollywood?

   Are_____

• Write a story using present passive (50 words max) after you finish post it in the blog.
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> **Let / be allowed to**

Both let and allow can be used to talk about giving and refusing permission.
   ✓ Use **allowed** to say you do or don't have permission to do something.
   ✓ Use **let**, to say that someone gives or doesn't give you permission to do something.

- Both let and be allowed to are followed by the infinitive: I'm not allowed to go. My mom didn't let me go.
- -With let, use let + person +infinitive without to: does she let you stay up late?

- Complete the sentences with the correct form of be allowed to.
1. You can take pictures in the museum, but you _____use a flash.
2. It's OK to take our bikes into the park, Steve. We_____ ride our bikes there.
3. There's a river in our town, but we _____Swim in it.
4. My dad likes candy but he_____ eat it on his diet.
5. _____you _____use your cell phone at school?

- Write sentences using let (someone) do.
   1. I watch the late-night movie on Fridays. My parents say I can _____
   2. My brother doesn't use my computer. I say he can't_____
   3. We never run in the hallway at my school. The principal says we can't _____
   4. We don't wear sneakers to school. The principal says we can't _____
   5. I drive our car sometimes. My dad says it's Ok!

- What are you (not) allowed to do at your school? At home? Make a list. Then talk to other classmates in your class and compare using the blog.

………………………………………………………………………………….…………………
…………………………………………….………………………………………………………
………………………

Reading activity unit 7

1. Complete the texts with a passive or active form of the verb in brackets in an appropriate tense.
a) The Secretary for the Environment, Edward Yau, says the government will come up with a basket of proposals on ways to put together a new air pollution index later this year. Mr Yau said a public consultation _____(begin) later

this year. He said the exercise _____ (decide) when a new index _____ (put) place; and what measures _____(need) to acheive that. Mr Yau (admit) that the current index, which _____ (measure) using standards _____(establish) 21 years ago, is obsolete.

b) Somali pirates _____(release) a Hong-Kong registered cargo ship, _____ (charter) by Iran, which _____ (hijack) in the Gulf of Aden in November. Iran's state broadcaster _____ (report) that the vessel, _____ (name) Delight, (release) on Friday evening and was sailing towards the Iranian coast. It said that all 25 members of the crew were safe, but did not say whether any ransom _____ (pay). Pirates _____ (seize) the Delight as it headed for the Iranian port of Bandar Abbas, carrying 36,000 tonnes of wheat.

c) Hong Kong Airlines, a local airline _____(serve) mainly Asian cities, _____(lay off) about 50 staff. The Confederation of Trade Unions said the workers _____ (receive) their severance notice by post, but _____ (not / tell) of the reason.

Speaking activity unit 7

Choose one of the following activities:

a) The robbery:

Last night some people robbed the school. They took some supplies. They broke a window. They stole a television and two computers. Finally, they photocopied all the final exam papers.

Now, in your group you are going to retell the story to each other, but this time using the passive. The first sentence of the story is: **Last night the school was robbed**. After finishing the story, you can create another one, here you have some sample titles: the kidnapping, the murder, the corruption scandal.

After you finish comment the page created by the teacher and posts the story, then read the story to the rest of the class.

b) Dialogue:

In your groups you are going to create a dialogue using the present passive. You can use of you the samples titles from activity a). Your dialogue must include all the people in your group and at least 3 interactions each.

Vocabulary Unit 7: Describing a person´s age

I. Here's some useful vocabulary for describing people and talking about their age.
   * A **senior citizen** is a very old person. A large number of them have retired from active employment and get a pension. So they can also be called **pensioners.**

- People aged between 40 and 60 are usually called **middle-aged**. People aged between 20 and 40 are called **young adults.**
- Teens or **teenagers** are those aged between 13 and 19. Children who are only a few months old are called **babies**. Those who have just started walking are often called **toddlers.**

Answer the following questions and write the answers on the blog!

1. My grandfather is quite _____
   a) Old
   b) Ancient
2. My mother is 54 years old, so I'd call her __ - aged.
   a) Middle
   b) Old
3. Her youngest child is still a __. He can walk, but he isn't old enough for school yet.
   a) Baby
   b) Toddler

II. The following words are words that talk about age. Read the definition and the examples carefully and with your group, write a paragraph where you included at least 4 words.

1. Adulthood: The time of life when you are an adult.
   - Adulthood brings responsibilities.
2. Childhood: The time of life when you are a child.
   - She didn´t have a very happy childhood.
3. Adolescence: The time of life when you are a teenager.
   - Some people think adolescence is the best time of their lives!
4. Youth: The time of life when you are young.
   - My grandmother says the world was very different in her youth.
5. To be getting on: To grow old.
   - He was a good athlete when he was 25. But he´s getting on in yeas now.
6. Underage: Too young to do something because of the law.
   - You have to be 16 to watch that movie. I´m only 15, so I´m underage.
7. To come on age: To reach the age when you are legally an adult.
   - In our country, you come to an age when you are 18.
8. To act your age: Not to behave as if you were a child.
   - You are not six years old anymore! You are 15! Act your age.

Writing activity unit 7

In the following task, you will have to create a statement and a question based on the words given using passive.

1. Ocean Park / open /1977.

   Statement:
   Question: When was……

2. Halloween/ celebrate7 31 October

Statement:
Question: Which Christian festival…….

3. The next Olympic Games/ hold / Tokyo in 2020.

   Statement:
   Question: When and were……

4. Hong Kong Hilton Hotel / pull down / 1995

   Statement:
   Question: Which famous Hong Kong Hotel….

5. Mercury, Mars, Venus, Jupiter and Saturn / can / see / without / telescope

   Statement:
   Question: Which five planets….

6. Chow Yun Fat / bring up / Lamma island

   Statement:
   Question: Which famous Hong Kong actor...

Material unit 8

Present perfect tense – For and Since

We use Present Perfect tense to talk about action which started in the past and continues up to the present.

> ➤ We use for with a period of time, for example: a few days, half an hour, two years.
> ➤ We use since with the time when the action started, for example: last year, June 8, I met you.

Examples

   I have had this computer for about a year.

   How long have you been at this school?

   I haven't seen Julia since September.

http://www.eclecticenglish.com/grammar/PresentPerfect1D.html (exercises)

Make as many correct sentences as you can with the words in the table

I've studied English		I was 11 years old
They've been married		20 years

John has had his bicycle	For	Last December
I haven't seen Mark	Since	Two weeks
We've lived here		2001
Maria hasn't spoken to John		Ages
		Yesterday

Rewrite these sentences. Use for or since and the correct form of the verb

1. You …………….. (Have) a cold………………two weeks. Go to the doctor!
2. My sister is really good at French. She …………. (Study) it ……………….. years.
3. I don't know where Peter is. I ……………. (not see) him …………. this morning.
4. We……………. (not be) to the movies…………….. a long time. Why don't we go this weekend?

Listening Activity unit 8

"Top Ten Sports That Should Be In The Olympics"

Top 10 Sports That Should Be In The Olympics
WatchMojo.com

https://www.youtube.com/watch?v=zyxm5Fv1tfc

You will watch a ten minutes video about 10 Sports that people and experts think they should be included in the Olympics. You will hear a brief description about each sport and a reason of why it should be included. Take notes of the sports presented.

Task 1: In groups of three you will have to write about the sport you like the most. Imagine you are a committee of one of the sports presented and you want to provide an argument to included in the Olympics based on your experience. **You will be an old former athlete of the sport, a coach of the sport and a current athlete.** You will have to write a 3 paragraph text of 150 words maximum and post it.

Tips: To write the text each of the characters will participate in a paragraph.

You will have to include your experience. "I have practiced the sport my whole life and I think it should be included (…)"

Use your imagination.

Reading activity unit 8

The Old Colonel life.

I am the Old Colonel and I think I have had a very interesting life. I'm 73 now and I don't work anymore. I have been in the army for 46 years. I have worked there since 1970. I have been to so many countries that I can't remember all of them. I've been to Australia for six or seven years and South Africa from 1980 to 1986. I have also been once to Russia but I didn't like it at all: much too cold for me!

They say that love is the greatest thing and I agree. I've been married four times since 1975, but never for more than five years. I don't think women really understand me!

I've never been on television, but I've been on the radio, from 1987 to 1990. It was a program about life in the military about twenty years ago. I met the Prime Minister during that time. Actually, I've met a lot of famous people, from members of the royal family, famous politicians and also famous cinema and television personalities. I've never met the American President though which is a pity.

Because I've travelled a lot, I've seen a lot of wonderful things and have also eaten and drunk some strange foods and drinks. I ate cat and rat in India and drank something called Mirto on a little island in Italy many years ago.

1. Activity 1 After reading you will discuss among the class the following questions:

    What do you think of the reading?

    What was the story about?

    Do you like the military force?

2. Activity 2) Mini Project: In pairs you will have to elaborate 3 simple tasks and post your answers.

    a)   Task 1: The historical context: What wars do you think the Old Colonel fought during his 51 years in the army? You will have to look in the internet for

wars and conflicts that really happened. Your answer must be in present perfect and you have to provide at least 3 sentences.

b)   Task 2: Pop culture: Relate the story of the Old Colonel with a movie or a song you have seen or listened. You will have to explain in 45 words your choice using the present perfect structure.

c)   Task 3: Choose one of the countries the Old Colonel had visited and imagine you traveling to that place. Tell the reason why you have travelled to that country and what places you would like to visit.

Speaking activity unit 8

Choose one of the following activities:

1. Present perfect for and since

    Since and for are often used with the present perfect to express a length of time a person has done a particular activity.
    Use 'since' when offering a specific time and 'for' for an amount of time. In your   groups you are going to talk about your experience with the use of social media.   Create questions that you will like to ask to your classmates and after   everybody finished speaking you will have to write a conclusion about the topic that you will have to post on the blog.

2. You are going to create an interview between a TV host and a famous person. You will ask him or her questions related to his/her life experiences, movies that they have done, etc. You will also have to create a name and a logo for your TV show. You have to post in the blog the name and logo.

Vocabulary unit 8: Verbs and noun pairs.

I.   Vocabulary bank
   1. Have:
      *   An accident: He had an accident in his car.
      *   A problem: I have a problem, I don´t have money to buy that bag.
      *   An idea: We didn´t know what to do but Alice had an idea.
   2. Make:
      *   A suggestion: To suggest. Can I make a suggestion?
      *   An offer: To offer. Somebody made me an offer for my house.
      *   A decision: To decide. I need to make a decision quickly.
      *   Progress: To get better. I´m making a lot of progress with my homework.
   3. Take:
      *   A test: To take a test. My mother took her driving test.
      *   Your time: Not to do something quickly. We aren´t late so we can take some time.
      *   A break: To stop work for a short time. We took a break and had some coffee.

II.   After you read the definition and the examples carefully and with your group, write a story in which you included at least 4 verbs and noun pairs. After finishing the story post it in the blog.

APPENDIX J   Manual WordPress

Universidad Andrés Bello

Facultad de Educación
Pedagogía en Inglés

How to Create a Website with WordPress

The WordPress Project 2016

Author: Sussy Farias based on WordPress support page.

OUTLINE

Get Started

The entire process of getting your blog setup and ready **should only take you about 20 minutes**. After that your blog will be online and ready for you to start blogging!

Get started: register, fill in your profile, and name your new creation.

1 Register: Head to WordPress.com and set up a username and password for yourself.

2 Pick a web address: Choose your free YourAddress.wordpress.com web address.

If you type that domain name into an internet browser anywhere in the world you will be sent to this site.

Good blog names are <u>unique and descriptive</u>, so your audience will immediately know what your blog is about.

Another option is to simply use your own name. You can also add your middle name or middle initial if you find your name is already taken.

Many of the top bloggers use their own name as their domain name. This has the added benefit of preventing someone else from registering your name, allowing you to secure your "virtual real estate".

You may find that the domain name you want is already taken. This happens to all of us. If you find that your desired name is already taken you can try adding simple words like "the", "a", or "my" to the beginning of the name, or you can try adding dashes between words.

3 Choose a plan: Choose between basic, premium, and business, ranging from $0 to $299.00 — Premium and Business include a custom address. You can always upgrade to a paid plan later, once you're hooked on blogging.

General Settings

The General Settings let you control how your site is displayed, such as the title, tagline, language, and visibility.

To change your site's general settings:

1. Go to the <u>General Settings</u> page.

2. Select your site to open that site's **General** settings tab.

Changing your Site Title and Tagline

Watch the video below for a quick overview of how it works, and read below for more examples and settings.

The first setting you will see is **Site Title**. The Site Title is displayed in the title bar of a web browser and is displayed in the header for most themes. Your Site Title will also appear in the following locations:

- Admin Bar — blog menu (top left) when viewing your blog

- Admin Bar — main menu (top right) when viewing the blogs linked to your account

- My Sites on the WordPress.com home page

- The sender's name when your followers receive notifications

Your site title can be anything you'd like; it doesn't have to be the same as your blog's URL or your username. You can use a cleaned-up version of your URL (e.g., *myawesomeblog07*can become *My Awesome Blog*), or change it to whatever best reflects your site's personality and topic. Note: No matter what you change your site's title to, your address remains the same.

Site Title

WordPress.com Example Blog

In a few words, explain what this site is about.

Tagline is next and is a short description or catchy phrase to describe what your blog is about. Some themes will display the tagline in the header or in the sidebar.

Site Tagline

Just another WordPress.com weblog

Language

The **Language** option lets you select the language to use for some of the theme text shown to your blog visitors. If you select an RTL language (for example, Hebrew), then the theme's layout will mirror itself so that the text can be read properly from right to left.

Language

en – English

Language this blog is primarily written in. You can also modify the interface language in your profile.

Privacy

SOCIAL MEDIA AS A TOOL IN THE EFL CLASSROOMS   99

The **Privacy** settings control who can and cannot view your site.
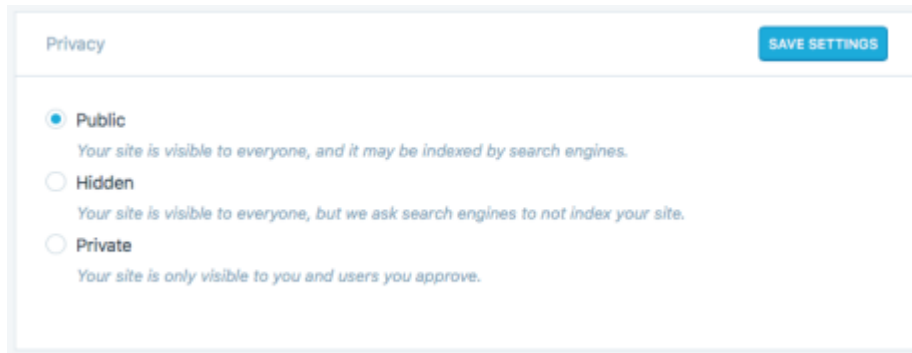
Related Posts

The **Related Posts** feature pulls relevant content from your blog to display at the bottom of your posts.

General Settings in the WP Admin Dashboard

The General Settings let you control how your site is displayed, such as the title, tagline, language, and visibility. You can access the General Settings under **Settings** in the WP Admin dashboard. To get to WP Admin, open your site, then add wp-admin after the URL in your browser's address bar.
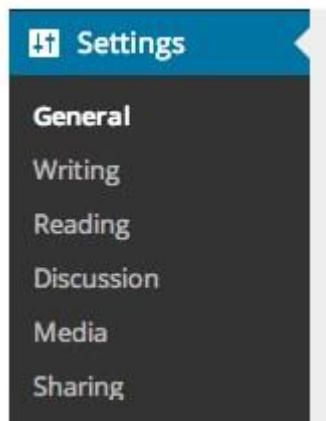
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Your site title can be anything you'd like; it doesn't have to be the same as your blog's URL or your username. You can use a cleaned-up version of your URL (e.g., *myawesomeblog07*can become *My Awesome Blog*), or change it to whatever best reflects your site's personality and topic. Note: No matter what you change your site's title to, your address remains the same.

Site Title	Test Blog

Tagline is next and is a short description or catchy phrase to describe what your blog is about. Some themes will display the tagline in the header or in the sidebar.

Tagline	Just another WordPress.com site	In a few words, explain what this site is about.

Language

The **Language** option lets you select the language to use for some of the theme text shown to your blog visitors. If you select an RTL language (for example, Hebrew), then the theme's layout will mirror itself so that the text can be read properly from right to left.

Language	en - English ⬍
	Language this blog is primarily written in.
	You can also modify the interface language in your profile.

Blog Picture

The **Blog Picture** allows you to upload a picture to be used as your blog image across WordPress.com. This image will be used as the favicon you see to the left of the URL in the address bar and for any pingbacks or trackbacks sent out from your blog.
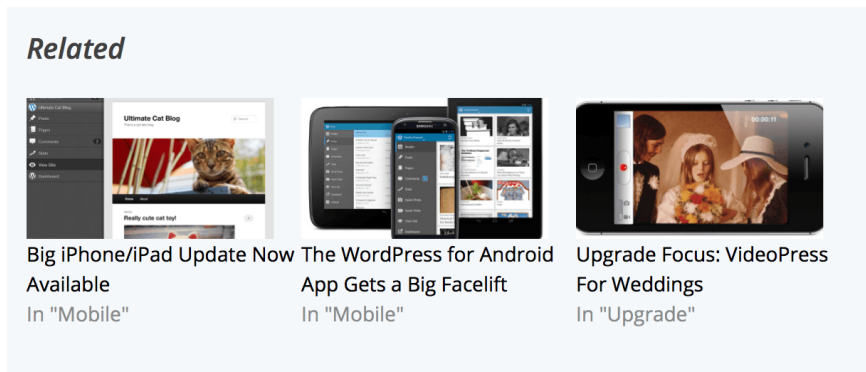
Learn How to Create New WordPress Post

In this tutorial we will teach you the very basic thing you need to do with WordPress - creating posts. To begin, login to your site admin panel and go to **Posts -> Add New**.
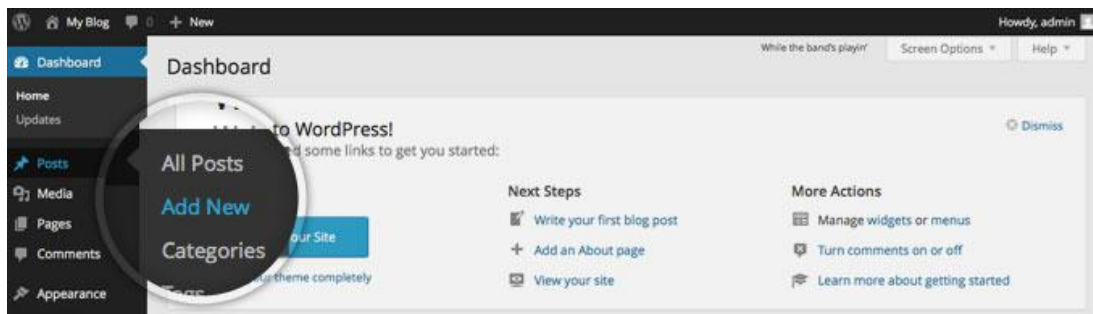
On this page you will see the WordPress posts editor. The most important parts of this page are:

- **Post Title** - enter the title of your post in this field. On your theme it will be shown above your content.

- **Post Content** - you can use the WordPress WYSIWYG editor to add the actual content of your post. Note that it has two tabs - **Visual** (use the editor to format your text) and **Text** (add your HTML code directly).
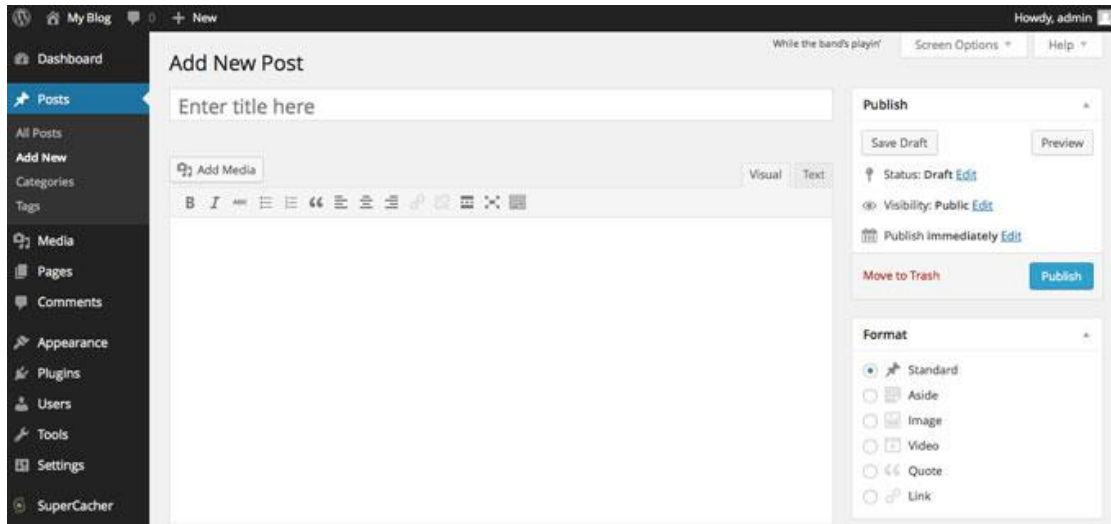
Once you enter the content of your first WordPress post, you need to **Publish** it. Publishing brings your post to your actual website.
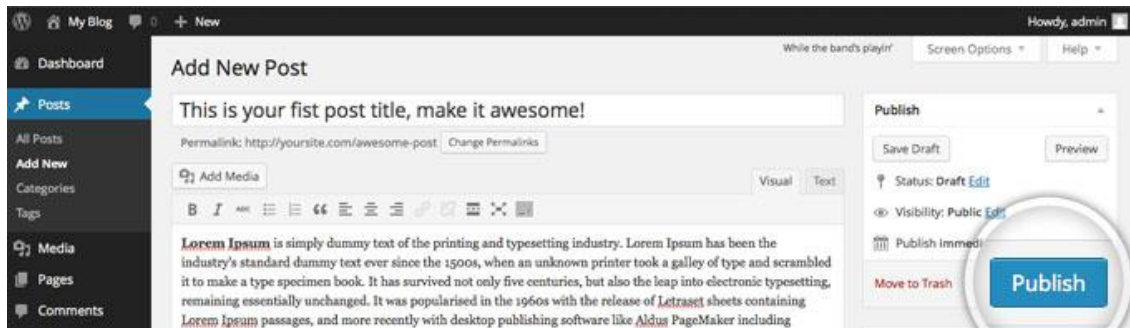
That's it! You can now go to the front page of your site to check out the newly created blog post.
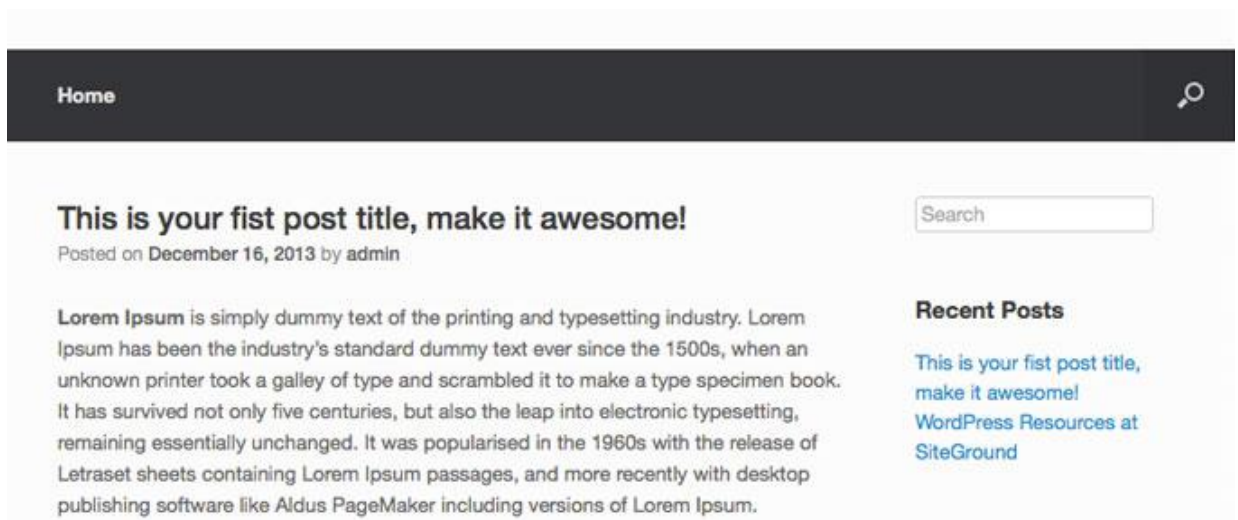
Add Multimedia to WordPress Posts

Adding photos, videos and music to your posts is an easy task with WordPress. Let's open the post you've created in our tutorial on how to create a WordPress post. Click on the text where you want to add the content and click on the **Add Media** button in the top left part of the editor.
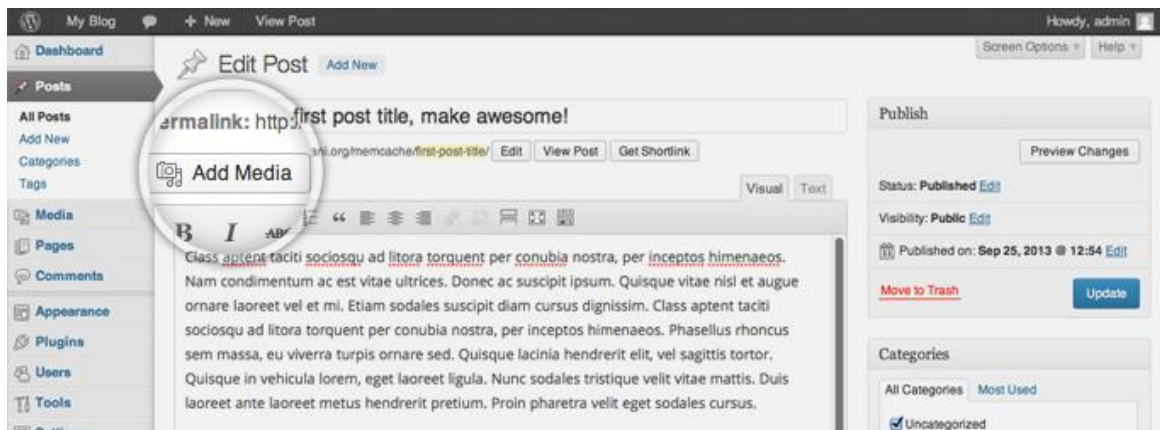
The WordPress Insert Media pop-up will appear. Click on the **Select files** button in the middle of the screen.
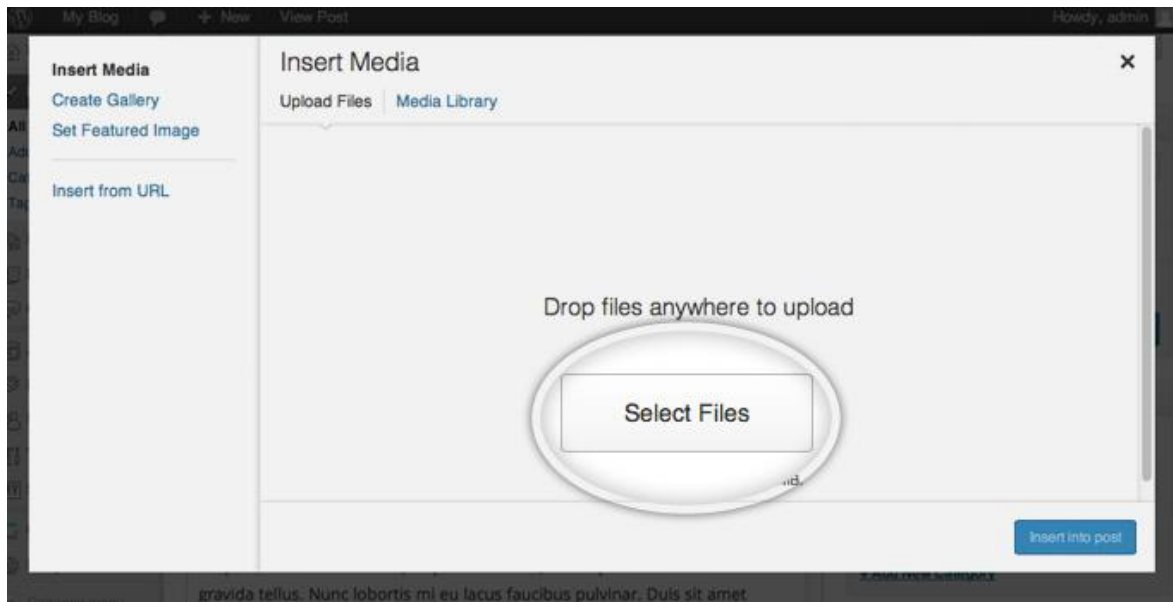
Once pick the local file, WordPress will upload it and refresh the page depending on the file format. For the purpose of this tutorial we will add an image to the post. For images there are two things you should take care of. First, describe the image itself - enter its Alt tag, title for the link and optionally a caption. The caption will appear under the actual image on your front end.
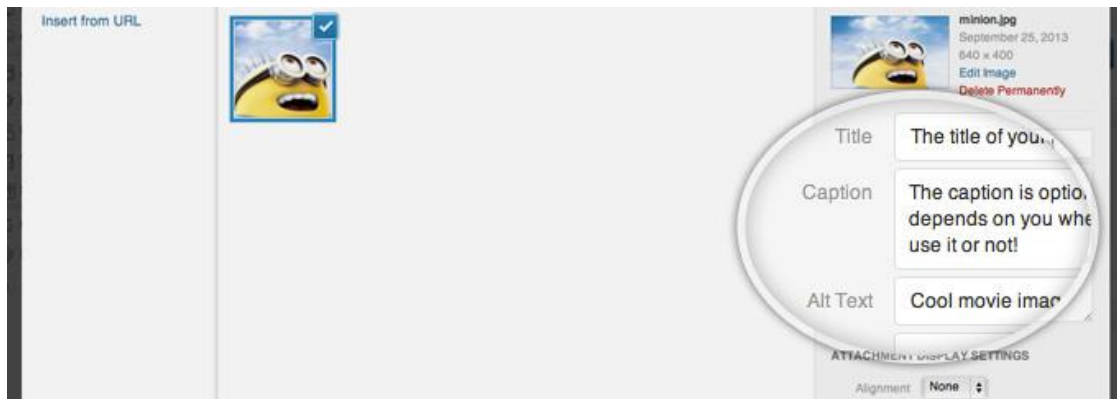
Once you do that, you need to specify the attachment settings of the image:

- **Alignment** - How to align the image in your content. It depends on your actual theme how alignments will work on your site.

- **Link To** - Select where to link the image to - the full size image file, the media page automatically created for each new attachment, custom URL or simply not to link it.

- **Size** - When you upload an image, WordPress creates multiple copies of it in different sizes. Choose whether you want a thumbnail, medium sized image or the entire image added to your post.
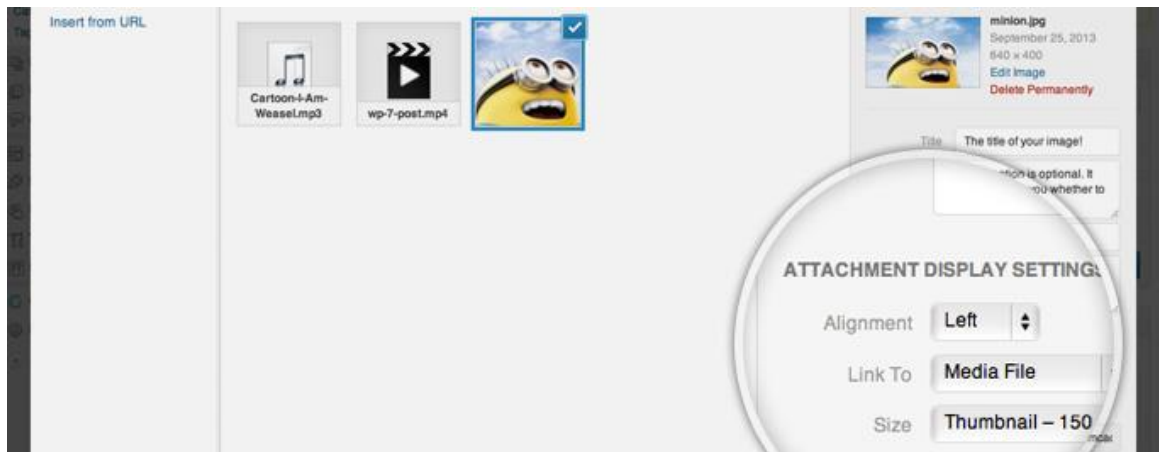
After you enter the information for you photo and choose how to visualize it in your post, click the**Insert into post** button. You will see the image added to your editor window.
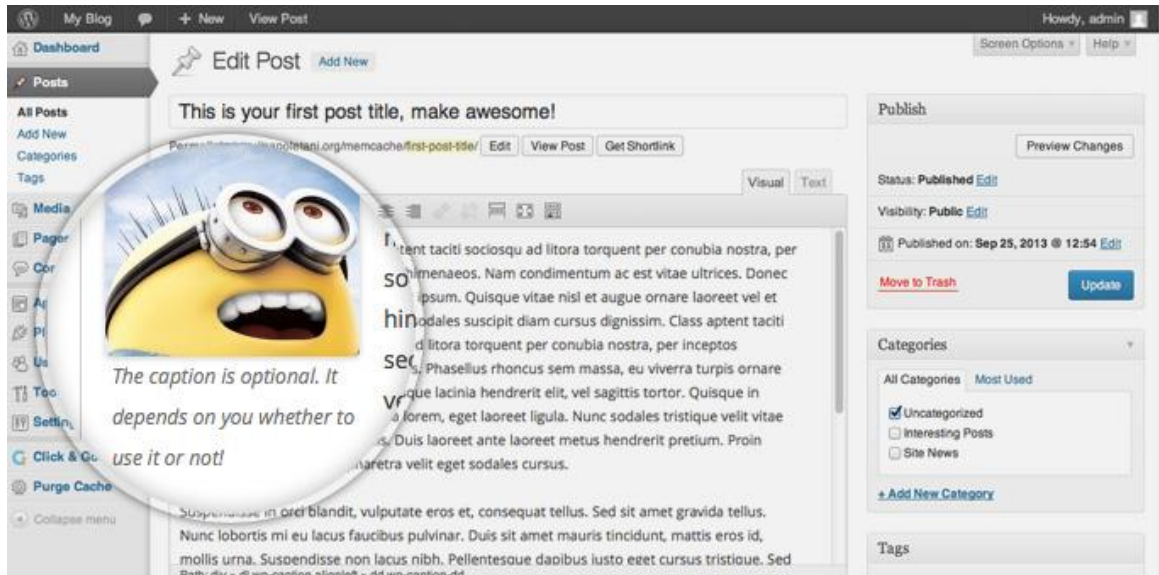
You can now update your post and go to the front end of your site. You will see the newly added image added to your post.
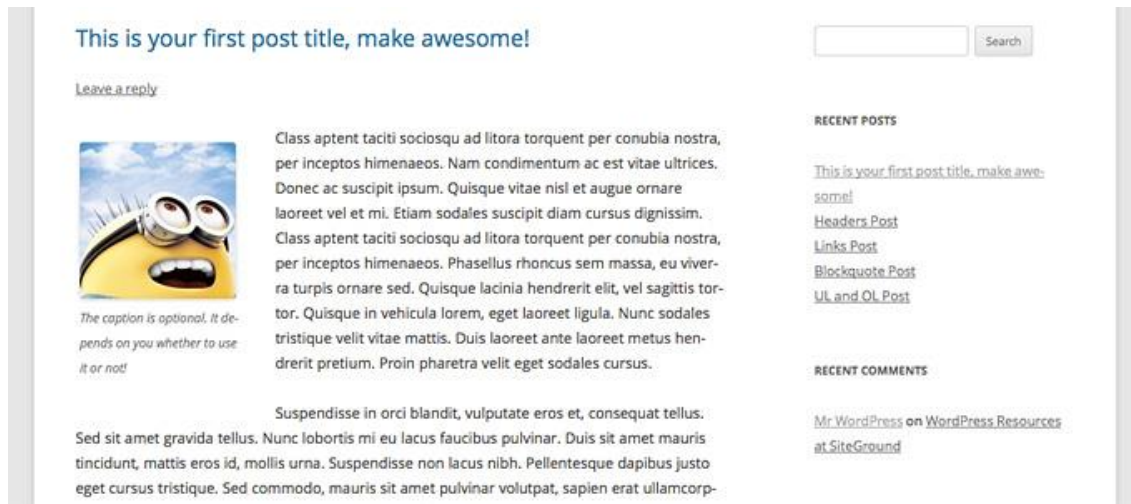
Following the same instructions, you can add music and video to your posts.

How to Use WordPress Categories

WordPress categories are a very convenient way to organize your posts. You can have parent and child categories making hierarchical arrangement of your posts possible. In addition to that, one post can be into more than one category. This gives you a lot of flexibility to show exactly the posts you want, exactly the way you want them in widgets, menus or directly in your WordPress theme.

How to create WordPress categories

To creat new categories in WordPress, you need to access the **Posts -> Catgories** page first.
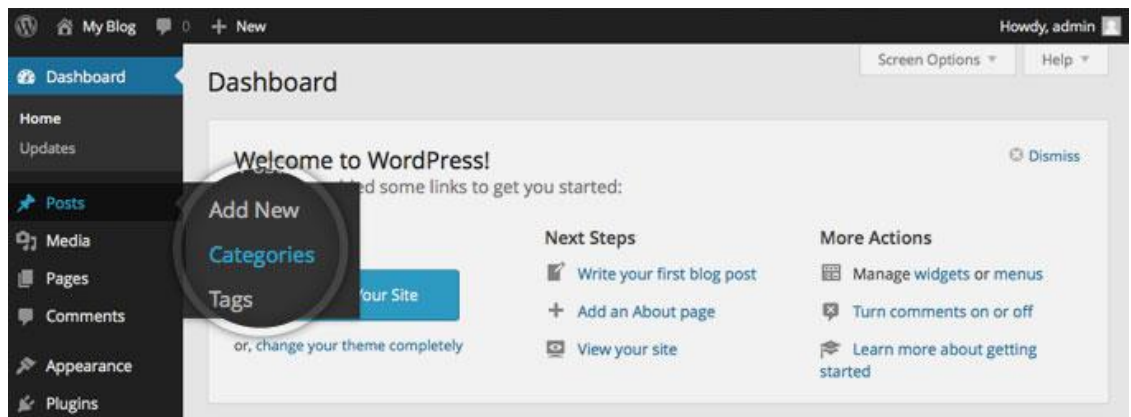
On the left side of the page you will see a tab that allows you to create categories. Fill in the category name, its slug (will be used in the category URLs) and the **Add New Category** button. For the purpose of this tutorial we will make a new category named **Family posts**.
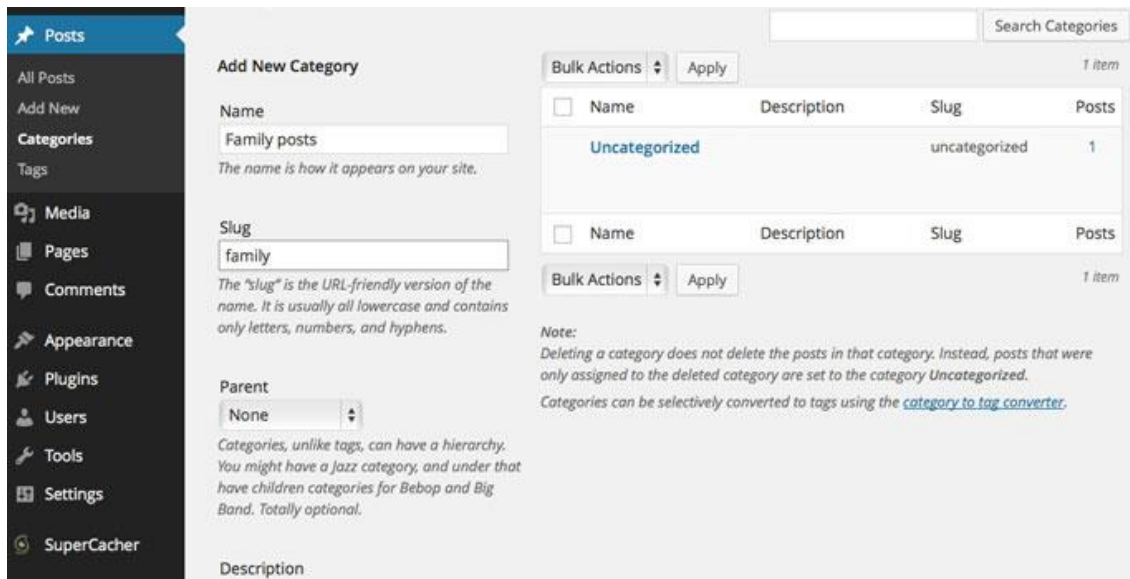
That's it, your first category is ready. Now, let's make a sub-category of the **Family posts** one named Nephews. Fill in a name and slug the way you did with the first category but this time select**Family posts** as parent for the new category. Then, press **Add New Category** once more to save thew new sub-category.
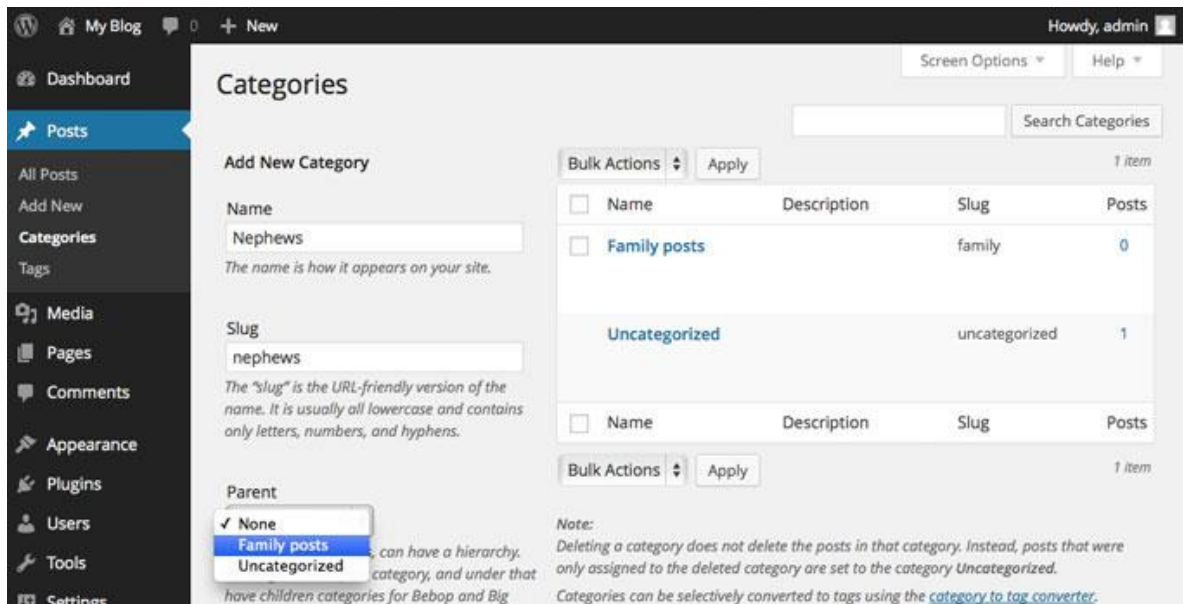

How to assign posts to categories

Once you have the category structure created, you can add posts to categories. There are two ways you can do this. The first one is to open a particular post (or write a new one) and place a checkbox in the category you want to assign it to.
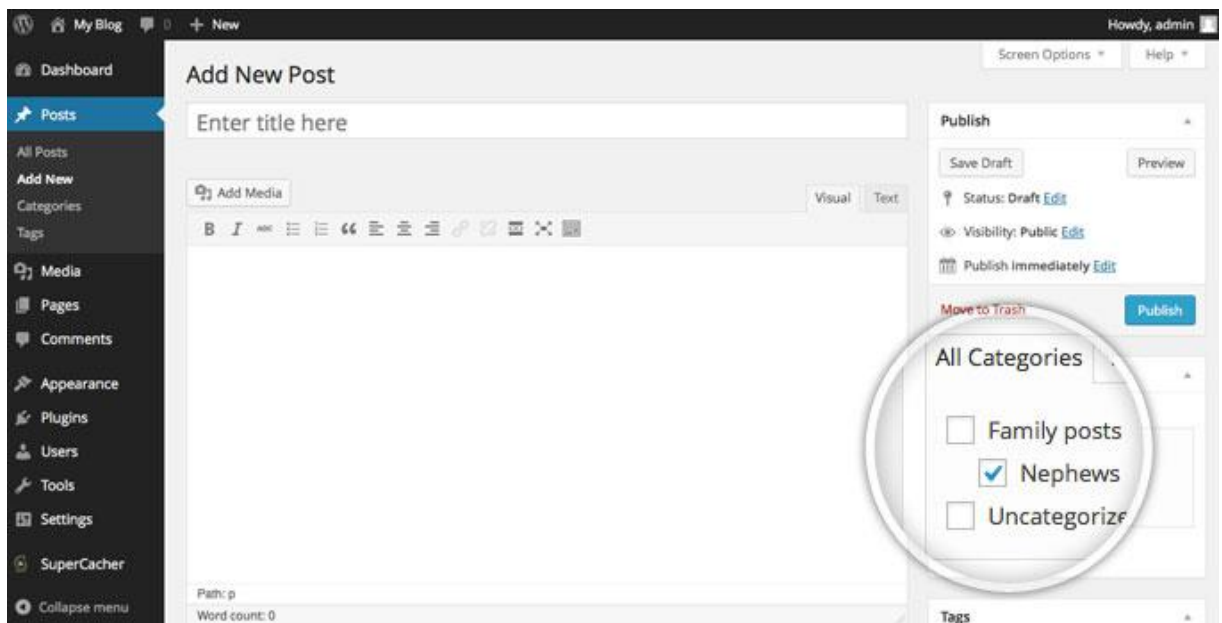
The second way is to bulk add posts to a category. To do this go to **Posts -> All Posts**. Next, select the posts you want to add to a category, click on the **Bulk Actions** tab, select **Edit** and finally press the **Apply** button.
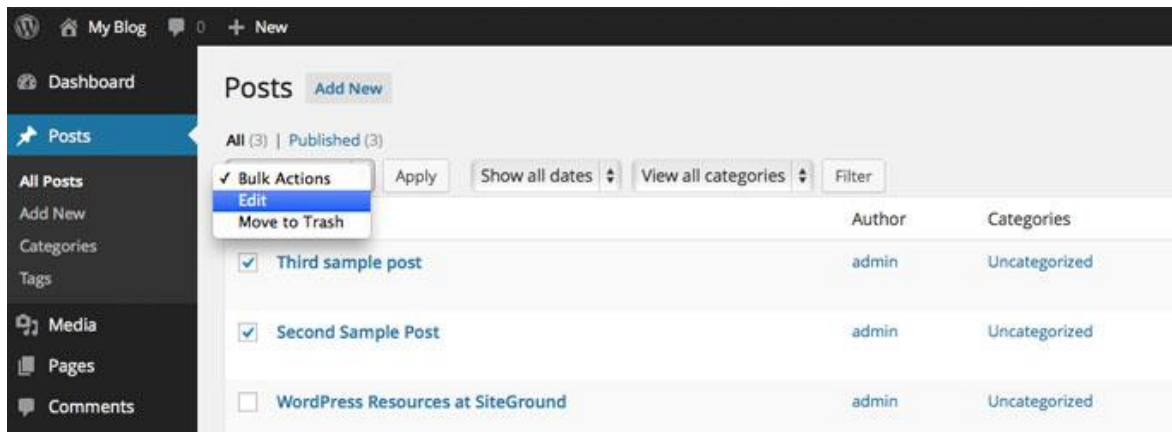
Once you do that, you will few options you can adjust for those posts. One of them is the**Categories** section. Select the category you want to add those posts to and click on the **Update**button.
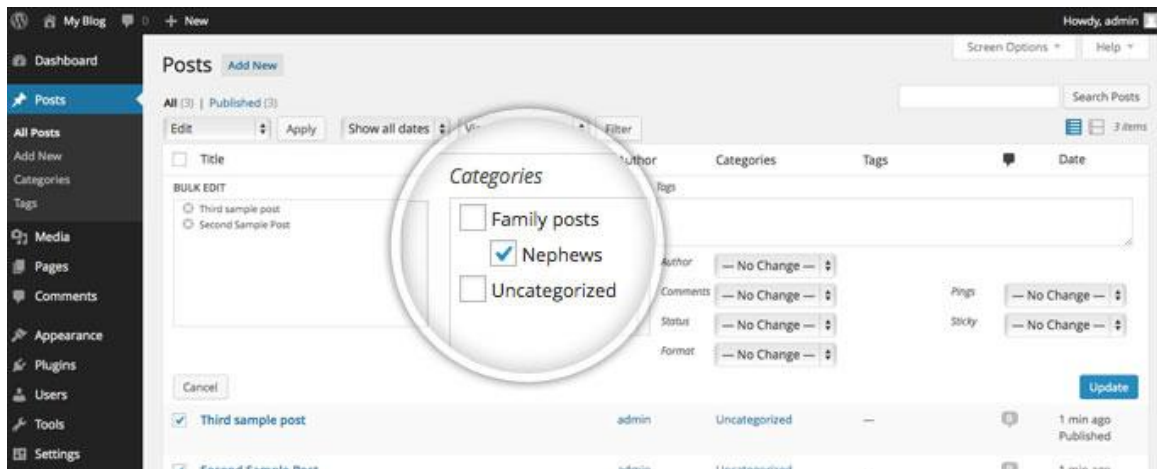
Now, the posts you've marked previously belong to the category you've chosen.
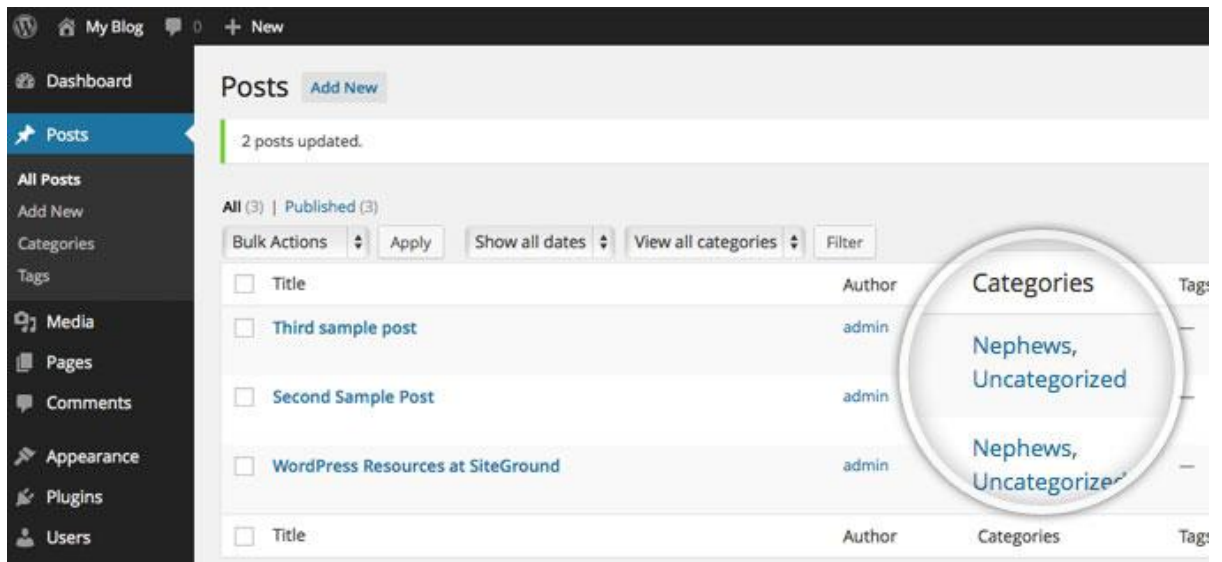
WordPress Comments Tutorial

Comments are essential part of almost every WordPress website. It is important to have your comments free of spam and allowed under the pages or posts you want them to appear. In this tutorial we will provide you with detailed information on how to moderate and secure your comments, how to manage them per post or page, how to use external comment service and more.

What are Comments and Pingbacks

If comments are enabled (which they are by default) your visitors can share their thoughts on your content under your post. These are called comments. Comments are great for your website because they show you which of your content is becoming popular and what is your visitors opinion on what you write.

3 thoughts on "WordPress Resources at SiteGround"

The way your comments are shown on your site depend on your WordPress comments settings and on the theme you're currently using.

What are Pingbacks

When people cite or use your entire blog post linking to you, WordPress automatically sends a pingback to the content author. This way you can keep track on who is linking to you. In addition that's a way of acknowledging someone's authorship on certain content. You will see your pingbacks in the **Comments** section of your WordPress admin area. They will be listed amongst the regular comments. You can distinguish pingbacks from regular comments because the anchor text of the link to your site is automatically placed in square brackets by WordPress.

Configure Comments

The available settings for your comments are listed under **Settings -> Discussion** tab in your WordPress admin panel.
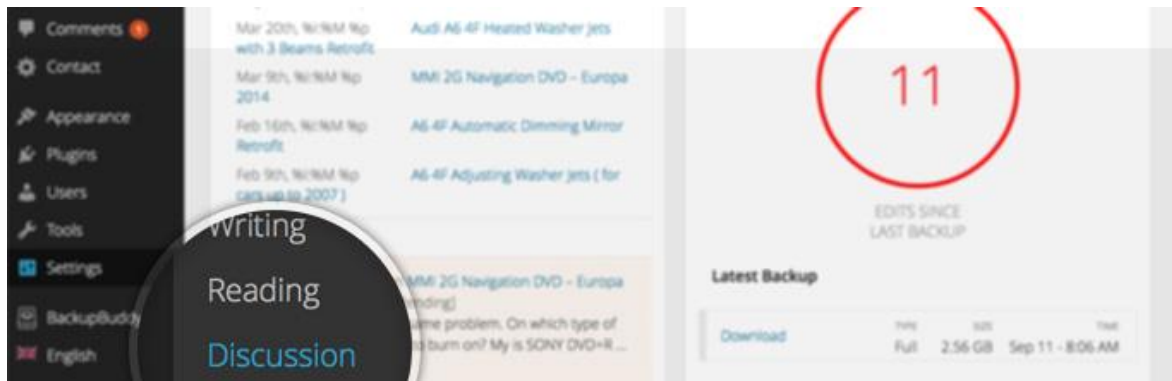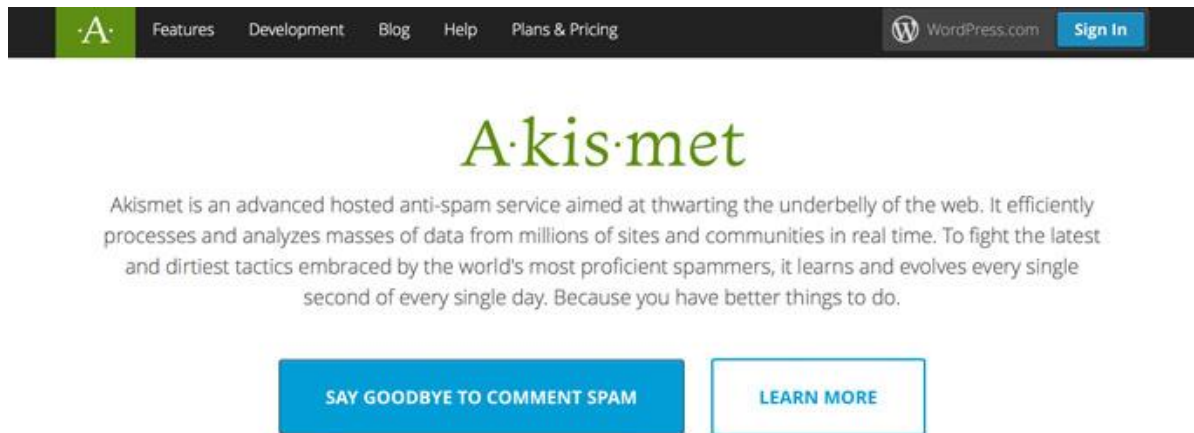
On this page, there are several important settings that you should change depending on your needs:

- **Allow people to post comments on new articles** - this setting handles whether the comments under your new posts are enabled or disabled by default. Note that enabling or disabling comments under a particular post or page will overwrite this setting.

- **An administrator must always approve the comment** - if you want to moderate each comment that enters your site before it goes live, enable this option. If you do so, you'll have to activate new comments from the **Comments** page.

- **Show Avatars** - by default, WordPress will link the commenter's email address to his/hers avatar in Gravatar if such is present. With this option, you can either hide or show avatars next to your comments.
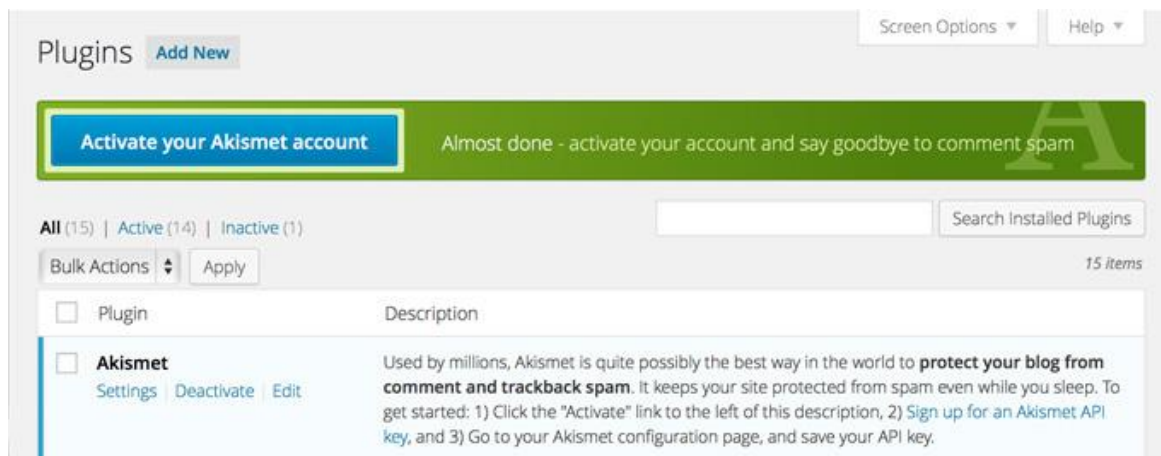
Protect Comments from Spam with Akismet

Setting up Akismet for your WordPress site is one of the first things you should do. Spam is a global problem and often WordPress comments are the place when bots try to enter bogus content full of links to their sites. Akismet is an external service for battling spam. It has a database of known emails, IP addresses and username used for sending spam. When a visitor of your website submits a comment, it's being checked by Akismet and put in a special **Spam** folder if it matches any criteria. The first thing you should do is to go to the Akismet website and hit the **Say Goodbye to Comments Spam** button.
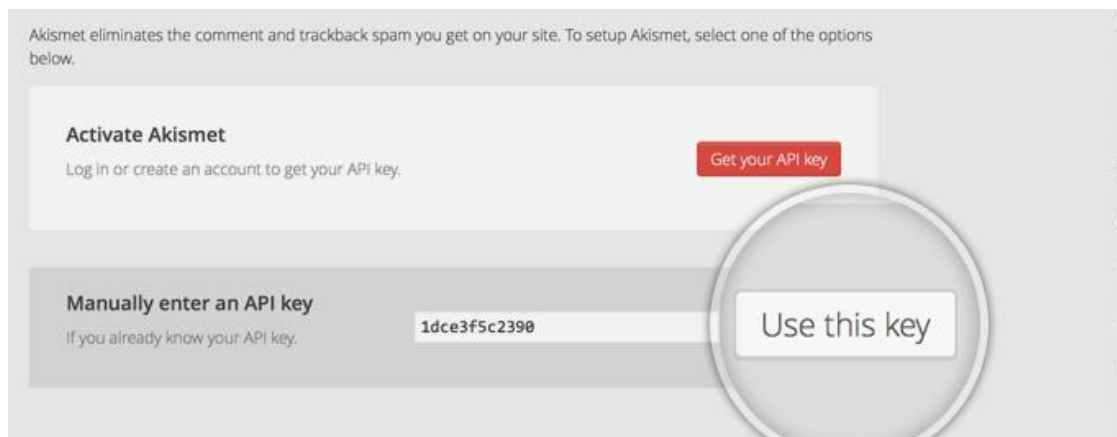
Once you have your key, go back to the admin panel of your WordPress site and install the**Akismet plugin**. If you need assistance in the plugin installation, check out the instructions in our tutorial on how to install WordPress plugins. Once activated the Akismet plugin will require from you to activate your Akismet account. To do this, press the blue button that will appear above the table of installed plugins.

On the next page, simply enter your Akismet key and press the **Use this Key** button.

That's it, your Akismet plugin is set and working on your WordPress site. You will see a confirmation of this and the information about the current status of the Akismet servers.

Next, follow the instructions on the Akismet site to create an account. Once ready, you will be provide with your **Akismet Key**.

Disable Comments on Specific Pages or Posts

Sometimes, you may wish to disable the comments for certain page or post. For example, your **Contact Us** page with a simple mail form on it shouldn't have comments under it. In such cases, you can disable the comments for a particular post or page. To do this, open the post/page itself and scroll down until you reach the **Discussion** tab. In it, uncheck the **Allow comments** and **Allow trackbacks and pingbacks** to display them from showing on this particular post or page.

How to Install WordPress Themes

In this tutorial we will provide you with detailed instructions on how to install and activate themes in your WordPress site. Check out our [WordPress themes](#) gallery for many free designs that you can choose from!

Access install theme functionality in your WP admin

The first thing you need to do when you want to install a new WordPress theme is to login to your site admin page. Once there, go to **Appearance -> Themes**.
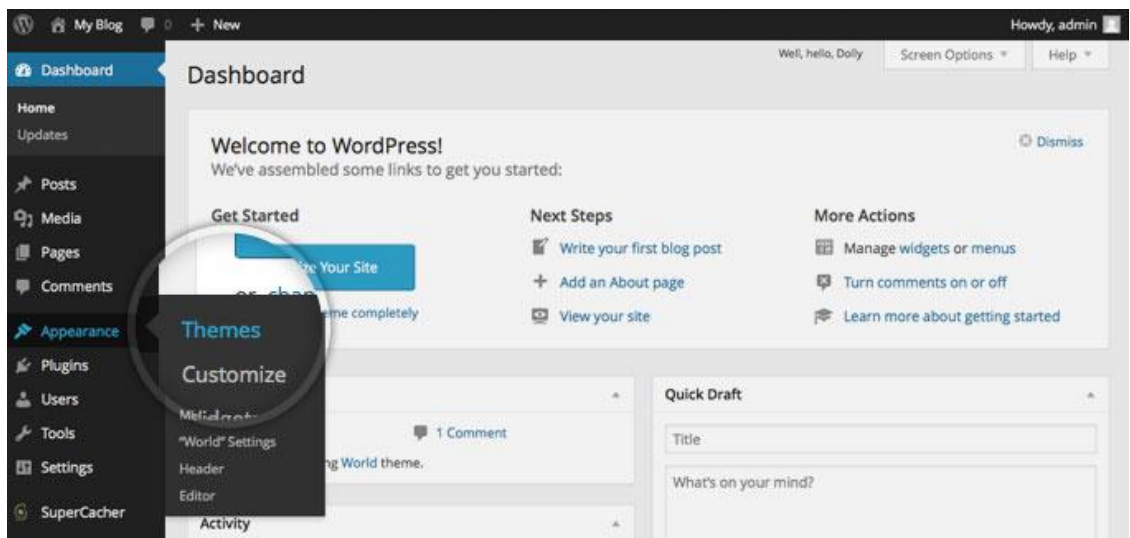
Here, you will see all the themes you have currently installed in your application. To add another one, simply click on the **Install Themes** tab.
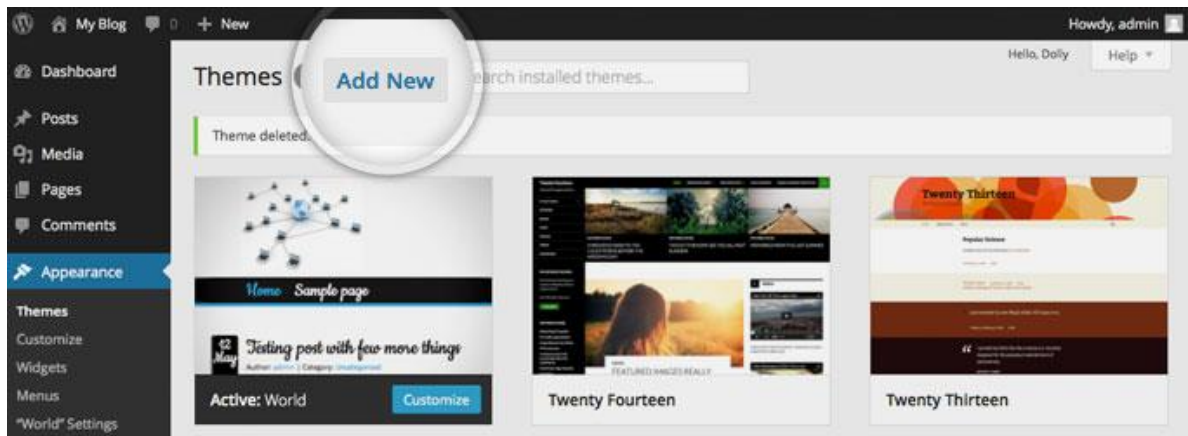
On this page there are two ways to add a new theme. You can either use the search field which will return results from the WordPress.org theme directory or you can upload a theme from your local hard drive. In this tutorial we will show you how to add themes in both ways.

Choose and Install a theme from the official WordPress theme directory

The easiest way to install themes to your WordPress site is if they are listed in the official themes directory. This allows you to search for the theme you need directly from your site admin page. Each theme in the official directory has to have Tags that describe its functionality allowing you to easily search for the right theme.

If you know the theme's name, you can simply search for it.
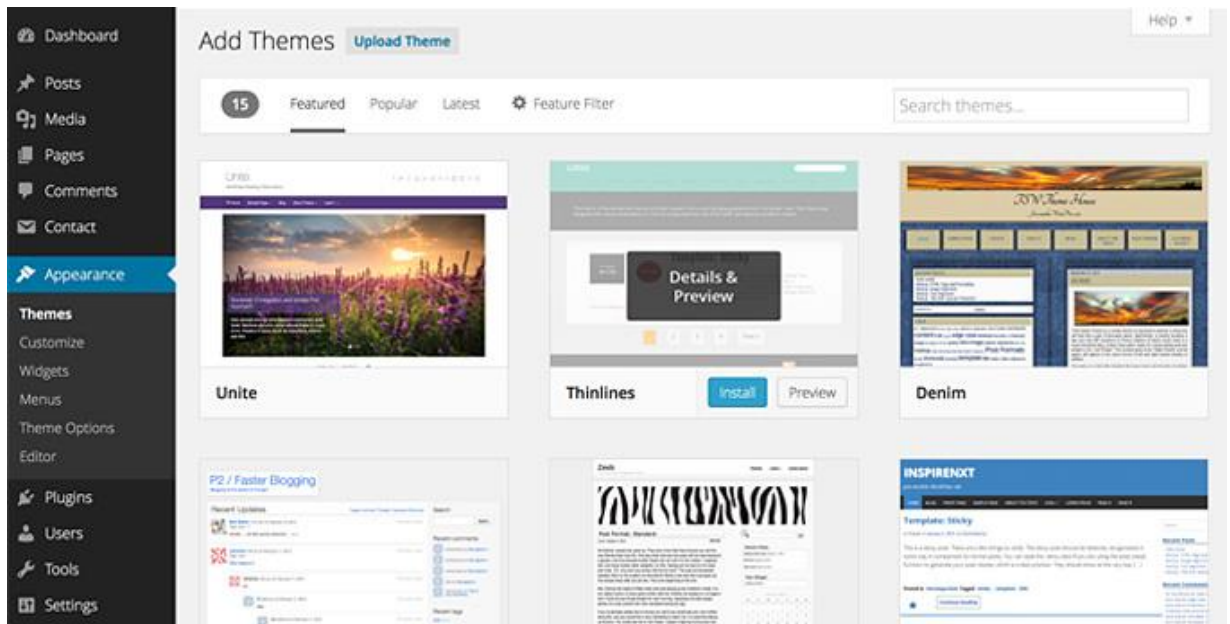
However, usually that's not the case. This is why, you can use the **Feature Filter**. For example, you can search for a **Black** and **White**, **Two columns** theme that has **Flexible Width**. Simply check those tags and press the **Apply Filters** button.
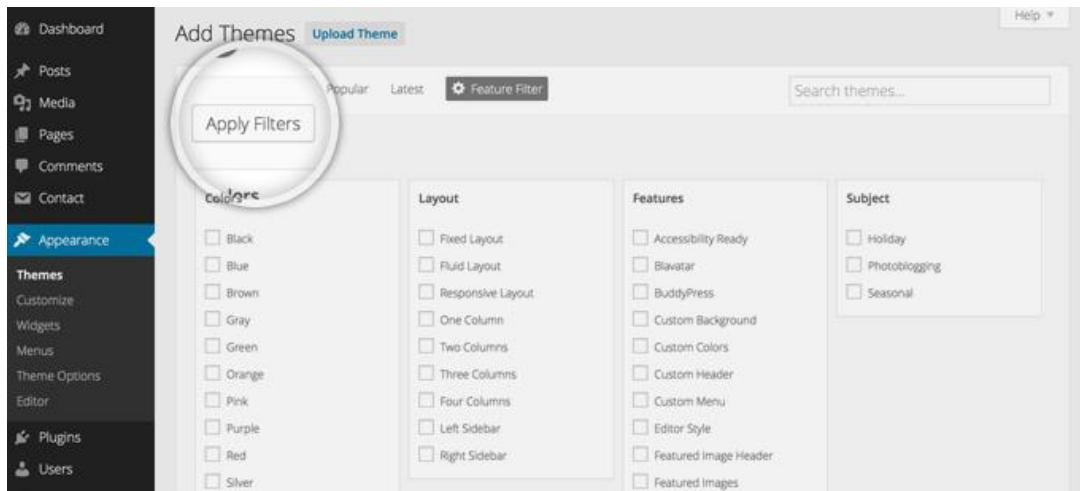
You will now see all themes that meet your search. Hover over any of them and you will see two options - to see a demo of the theme or to install it. Once you choose which theme you want to use for your site, press the blue **Install** button.
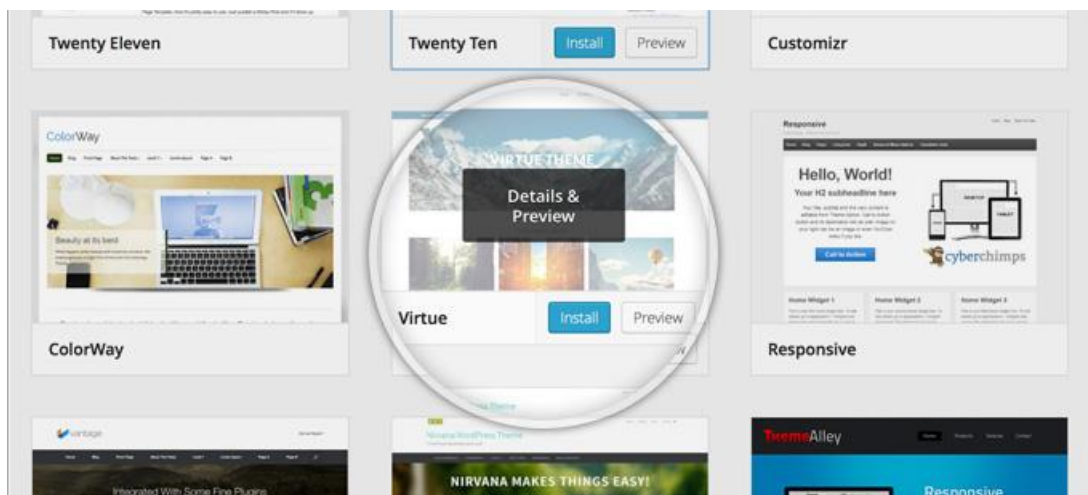
Your WordPress application will download and install the theme for you. Simply click the **Acticate**link on the next page you will be redirected to.

That's all - you can go to the front page of your site to see its new looks.
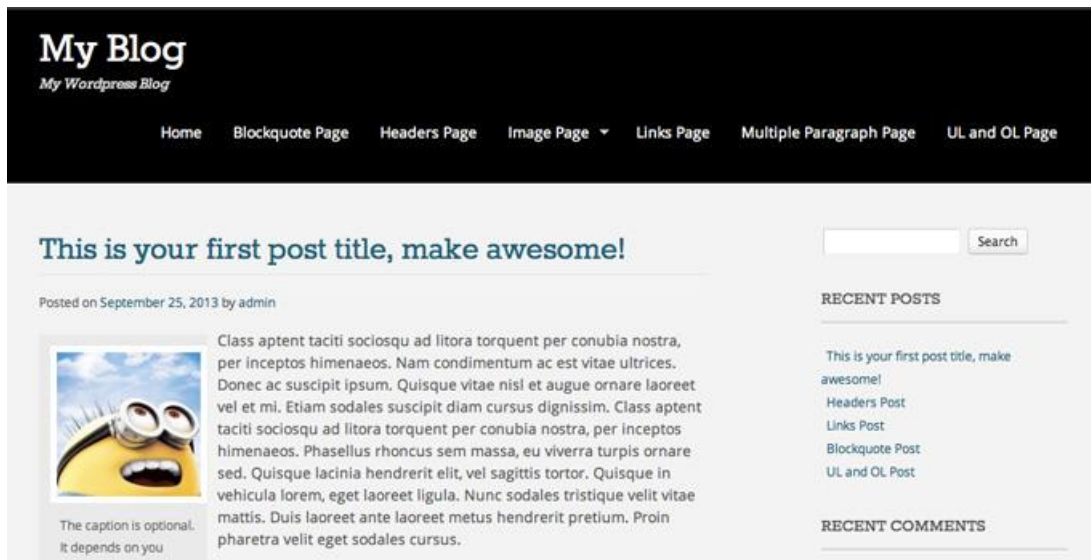
Upload a theme you have already downloaded

If you have a theme that's not listed in the WordPress.org directory, you can simply upload it from the **Themes -> Install Themes** section in WordPress. To do this click on the **Upload** link at the top of the page.
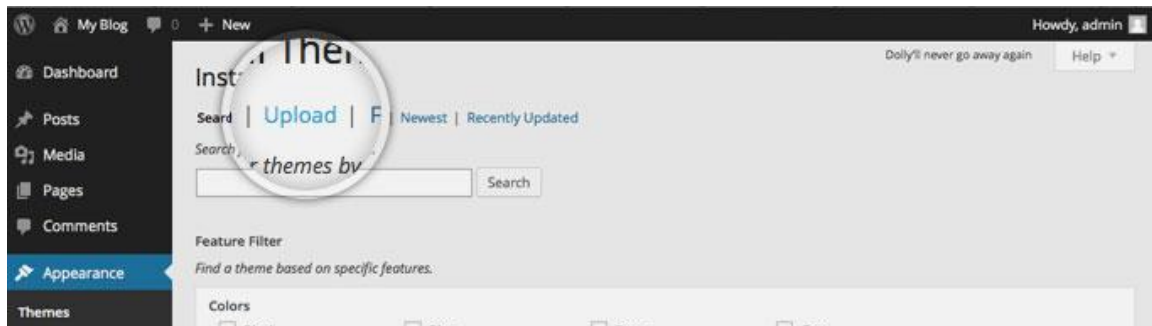
Now, click the **Choose File** button, select the archive of your theme from your local computer and press the **Install Now** button.

In few seconds, WordPress will upload and extract the theme archive for you. All you need to do next is to press the **Activate** link under the message for successful theme installation.
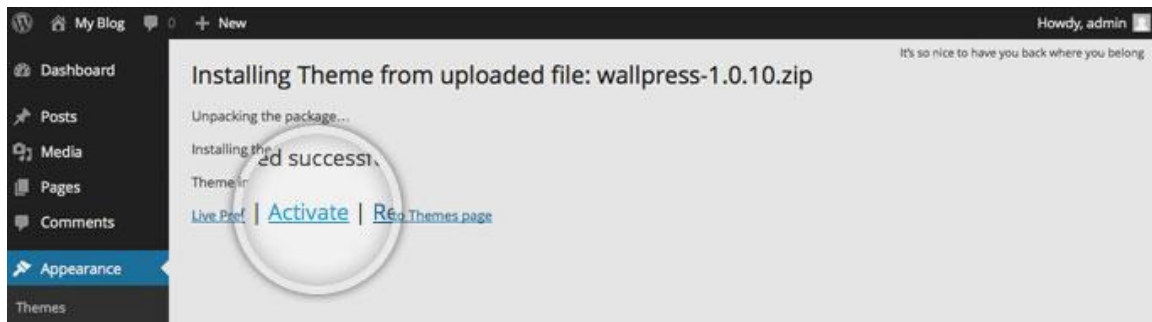
That's it! You can now go to the front end of your site and see the newly activated theme.

WordPress administration

How to Reset your WordPress Password

Learn how to change the password for your WordPress username

The easiest way to reset your WordPress password is via the phpMyAdmin tool in your hosting command panel.

First, open the **wp-config.php** file in your WordPress root directory and locate the following line:

define('DB_NAME', 'user_wrdp1');

This line specifies the database that your WordPress site is using (in our example **wrdp1**). Once you have your database name, open the phpMyAdmin tool and click on the same database from the list on the left.
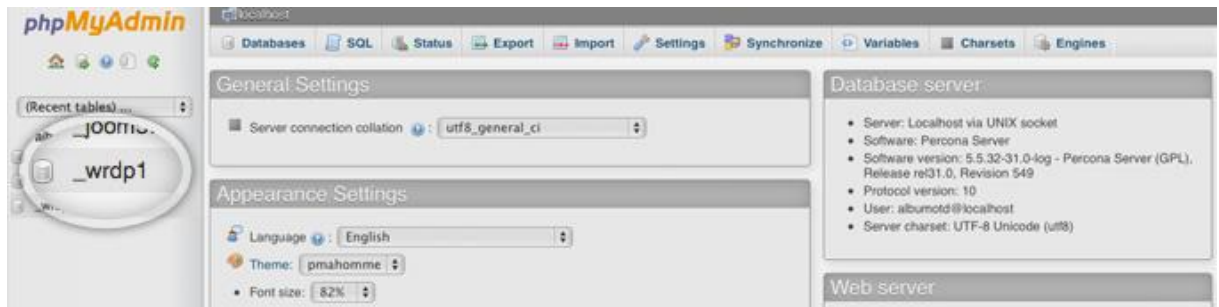
Next, click on the **SQL** link in the top menu.
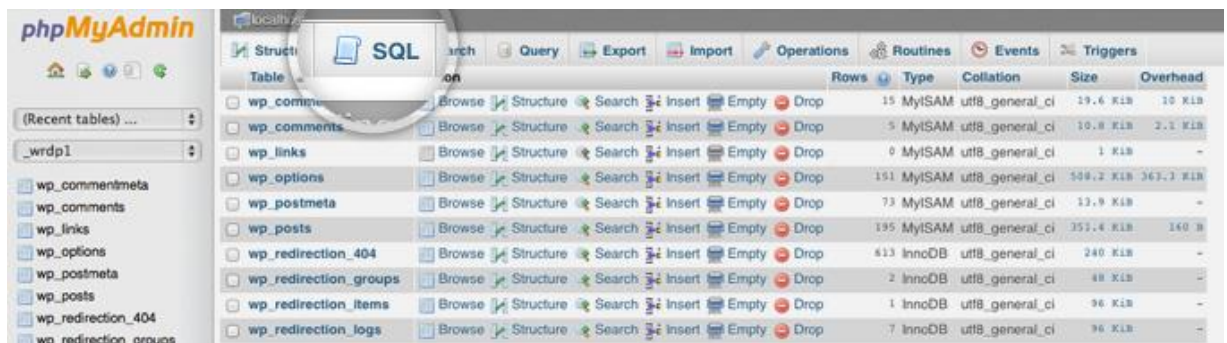
Here, you need to enter the password reset query replacing **NEWPASSWORD** with the actual new password you want to use:

UPDATE `wp_users` SET `user_pass` = MD5('NEWPASSWORD') WHERE `wp_users`.`user_login` = "admin_username";

Once you do that click on the **Go** button in the bottom right part of the screen to execute the query.

APPENDIX K   Post-training interview

1. **1.** Durante todo el proceso de la capacitación, de enseñarle cómo usar WordPress. ¿Usted cree que ha sido útil para usted?
2. ¿Cree que con las dos sesiones que tuvimos de capacitación fue suficiente para aprender?
3. ¿Puede describir en unas pocas palabras como ha sido el proceso de la capacitación? Lo que le gusto? Lo que no le gusto? Los puntos fuertes?
4. ¿Cree que el proceso de la capacitación es necesaria? ¿O podría haber aprendido sola?
5. ¿Considera que el material que le dimos la ayudo de alguna manera? Lo del pendrive?
6. ¿Alguna recomendación que nos pueda hacer?
7. **7.** ¿Ahora considera que es más fácil usar WordPress?

APPENDIX L   Post-training interview transcription

I1: Durante todo el proceso de la capacitación, de enseñarle cómo usar WordPress. ¿Usted cree que ha sido útil para usted?

R1: Si, porque yo no sabía usar esto, y la verdad es que se aprende fácil y como te digo muchas veces pasa eso que uno quiere… Los alumnos te empiezan a decir: profe sabe que no vine a la clase, ¿Me podrá pasar material o que hizo o que hay? O no te dicen nada, entonces con esto ya saben dónde ubicarlo ya saben mirar que clase es, y ahí uno puede subir lo que hizo tal día.

¿A todo esto se puede poner la fecha?

Si, si se puede poner la fecha, usted a donde mismo lo hicimos aquí, usted por ejemplo pone octubre tanto, entonces pone la fecha y después pone actualizar, y esto queda actualizado entonces ahí nosotros sabemos cuándo hicimos esto y los chiquillos saben "aaah, esto lo hicimos tal día" eso voy a hacer, ponerle la fecha….

I2: ¿Cree que con las dos sesiones que tuvimos de capacitación fue suficiente para aprender?

R2: Si…Yo aprendo rápido

I3: ¿Puede describir en unas pocas palabras como ha sido el proceso de la capacitación? Lo que le gusto? Lo que no le gusto? Los puntos fuertes?

R3: Si, porque es algo muy sencillo y si para uno es sencillo que es más adulto para los jóvenes todavía es más sencillo, entonces tiene que ser algo que los chicos lo puedan trabajar de manera fácil y que sea algo como te digo que sea útil para ellos y todo lo que es tecnología para ellos es útil.

I4: ¿Cree que el proceso de la capacitación es necesaria? ¿O podría haber aprendido sola?

R4: No, si igual es importante porque así todos estos comentarios que han salido, aparte de lo que estábamos hablando recién.. es que son importantes porque son cosas que uno de repente, claro entre error y metiendo la pata uno sabe, pero para evitar ese tipo de errores, ¿Cómo se dice? Aaah…ensayo error.

I5: ¿Considera que el material que le dimos la ayudo de alguna manera? Lo del pendrive?

R5: Sipo, no demás, si súper bien, buena idea. Siempre es importante usar pendrive.

I6: ¿Alguna recomendación que nos pueda hacer?

R6: quizás el diseño de la página, los dibujos lo atractivo eso habría que irlo cambiando yo creo igual para que sea la página más atractiva todavía para los chiquillos, que haya más dibujos, link de libros, de cosas para leer

I7: ¿Ahora considera que es más fácil usar WordPress?

R7: Si, noo fácil, súper fácil, me gusto

I8: Miss muchas gracias.

APPENDIX M   Action plan

The first step of the process was to develop an interview to measure the teacher´s knowledge about the use of Social Media Tools.

> ➢ The first interview was conducted on September 26, 2016. This interview was created in order to know teacher´s knowledge about the potential uses of Social Media Tools.

After have done the interview and after having acquired and assembled key concepts and tools, the research group developed the training process.

> ➢ The first training session was schedule for September 29, 2016 at 10:00 AM at the teacher´s office. This training session was made to train the teacher in the use of WordPress and to show that the four skills can be developed by using WordPress. The teacher received a flash drive with different materials for unit 7 and 8 of the book American English in Mind.
> ➢ The second training session was schedule for October the 3rd at 10:30 AM at the teacher´s office. This second training session was to teach the teacher how to upload the material given by the research group to WordPress, such as, photos, videos, handouts.

After the two training sessions, the teacher had to answer some questions regarding the use of WordPress, the questions where in terms of how the training process was and what kind of recommendations would she give to the group.

It is of great importance to mention that in each class worked on grammar. The grammar of this unit is present perfect and the use of for and since. In addition, the four classes were recorded and supervised by one of the group members. That person took field notes in every class for more information.

After finishing the two training sessions, the teacher agrees with the dates for the four classes that the research group will observe.

> ➢ The first class was schedule for October 5th, 2016. In this class the teacher explained the students how to use WordPress and how to post the different activities. The activity for that day was a reading activity from unit 8. The students had to read a text, discuss in their groups and work in three different tasks. At the end of the class, they had to post their answers on the blog.
> ➢ The second class was schedule for October 12th, 2016. The teacher explained to the students that they had to finish the reading task from unit 8, by then students finished the activity and post their answers on the blog. If they have time after having done the reading activity, students will start working on the listening activity and post their answers on the blog.
> ➢ The third class was schedule for October 17th, 2016. The teacher introduced the class by explaining the students the use of for and since, after that students had to finish the listening activity. By then, students will have to finish the listening activity; students will have to work on the speaking task in which they will have to choose one of the two activities presented on the blog. Finally, the teacher did a summative assessment of the speaking activity.

➤ The fourth class was schedule for October 19th, 2016. The teacher explained to the students that they will have to work on the vocabulary activities from the blog, and after doing so, the students had to post their stories on the blog.

APPENDIX N   Observation rubric

Observation period Date : October 5th   From: 12:00 to 13:00

Event	Starts	Ends
Teacher explained students what to do	12:00	12:04
Students ran to the lab	12:05	12:08
Teacher opened the blog page	12:09	12:13
Teacher explained students the first activity	12:14	12:16
I explained some students the activity	12:16	12:18
Students started reading and working	12:19	
Teacher mentioned some recommendations	12:40	
Teacher asked the students to start posting the comments on the blog.	12:55	12:59
Teacher asked students to leave the computer lab.	13:00	

Observation period Date : October 12th   From: 12:35 to 13:15

Event	Starts	Ends
I sent students to the computer lab	12:35	12:38
I explained students what to do	12:39	12:41
Students started finishing the reading activity	12:42	
Teacher arrived to the class to talk about a specific situation	12:45	12:50
I monitored students work	12:45	
I told students to post the comment on the blog	13:05	13:15

and to leave the computer lab		

Observation period Date : October 17th   From: 12:00 to 13:15

Event	Starts	Ends
Teacher explained students the use of for and since	12:00	12:04
Students ran to the lab	12:05	12:08
Teacher asked students the difference between for and since	12:09	12:13
Teacher and I clarified some doubts	12:14	12:16
Teacher congratulated students	12:16	12:18
Teacher explained the listening activity	12:19	12: 24
Students started working on the activity	12:25	
Teacher explained the next activity	12:55	
Teacher asked the students to start posting the comments on the blog.	13:10	13:14
Teacher asked students to leave the computer lab.	13: 14	13:15

Observation period Date : October 19th   From: 12:00 to 13:15

Event	Starts	Ends
Teacher sent students to the computer lab	12:00	
Students ran to the lab	12:02	12:05
Teacher gave the instruction for the reading activity	12:06	12:08
Teacher started calling students	12: 30	

I explained some students the vocabulary activity	12:40	12:42
Teacher asked the students to start posting the comments on the blog.	13:04	
Teacher asked students to leave the computer lab.	13:15	

APPENDIX O   Field notes

Field notes September 29th

The first training session was schedule for September 29, 2016 at 10:00 AM. at the teacher´s office. That day there was an electric problem and the school did not have electricity until 10:15 AM. When the electricity returns, the school did not have internet connection. All problems were solved by 11.10 AM. At that time the first session of the training process started.

During the training process the teacher mentioned several things that were written as field notes. The teacher asked to use the same blog instead of creating a new one.

The teacher mentioned that students will have problems understanding the passive voice. The teacher started talking about the brain maturity that students at 9th grade should have. She also mentioned that students are lazy and that they are used to have everything for free and they want the same at school "Todo es muy fácil para estos chiquillos, entonces son flojos y se acostumbran a que todo se les debe regalar hasta las notas" The teacher also mentioned that it is difficult for students to understand the verb tenses in English since they are not fully capable to understand it in Spanish. "No son capaces de entender la diferencia entre los tiempos verbales. Yo lo veo desde el punto en que nuestros cerebros son diferentes a los norteamericanos" She also mentioned that students at 11th grade are able to understand completely how to use the verb tenses. "En tercero medio a los chicos como se les abre la mollera, ahí entienden y son muy rápidos para pensar". Also, she made a comparison with 5th graders, because she believes that they are more capable to understand than 9th graders. "Yo siento que los niños de 5to están más preparados para aprender cómo usar el inglés, ellos vienen con otra mentalidad, unos les explica y captan altiro"

Another important point made by the teacher is that students are not able to understand that the words are pronounce in a different way and they should not read it as it is written. "Ellos no saben la diferencia entre sheep y ship, para ellos eso es lo mismo y no se dan cuenta de que están cometiendo un error" "Tener 12 vocales en inglés es algo que ellos nos pueden comprender". The teacher said that the speaking activity will help them to understand the difference and to practice. "La actividad de speaking de la unidad 8 es muy atractiva para ellos, va más allá de hacer algo del libro, es ponerlos en otra situación que creo que los ayudará bastante"

The teacher mentioned that the blog will help her to control students 'work since they will not be able to say miss I didn´t know about that task. "Ellos sabrán que tareas tienen y no podrán decir ay profe es que yo no vine, yo no sabía, nadie me contó"

During the training session, I gave the teacher a flash drive that had all the material necessary for unit 7 and 8 from the book American English in Mind.

At the end of the session, we decided that the next session was going to be about uploading material together and define dates.

Field notes October 3rd

The second training session was schedule for October the 3rd at 10:30 AM at the teacher´s office. I arrived to the office and the computer was disconnected, she said "Pero si lo prendí en la mañana, debe haber sido la señora del aseo que mueve todo para limpiar y desordena mi desorden" While I was training to turn on the computer, the teacher receive a call from SIMCE´s coordinator. [Teacher went to the reception to answer the phone call]

The second training process started [Teacher asked: Puedo comer?] I asked the teacher if she presented the new unit to the students [I was sent to do the class in 12th grade] and she said no because we had a religious celebration and then she reorganized the students in the classroom to see if their behavior could change. As in the first session, the teacher talked about the brain maturity that students should have.

I teach the teacher how to uploaded things and to create what we need for the blog. The teacher does it by herself and as we are reviewing the material, she mentioned that the reading activity from unit 8 does not have included for and since and it is just about present perfect. [El reading debe estar conectado con la materia para así introducirla y no hacer la clase tan gramtatical] I apologize for the inconvenient and I told her that we would fix it as soon as possible. She also asked to change the group work to pair work since she believes students will not work properly.

After finishing uploading the material she said that she was really happy with the blog, and then I did some questions to evaluate the training process.

Field notes October 5th

The first class with the use of WordPress was schedule for October 5th, 2016. The teacher arrived to the class and the students prayed the angelus. After finishing, the teacher tried to explain students [Well today, work at the lab computer using blog] the activity that they were going to do in the lab. The students ran to the computer lab and with the teacher we started opening the blog page in every student computer. After that, the teacher explains that they were going to do the Reading activity and that they have to post the answers [Ok, today reading activity and post answer in post comment]. Some of the students' didn´t understand and in that minute I explained students what do to.

Students started working on the activity and after doing the reading one student call me to mention that the years didn´t match and they were wondering about the right dates. I answered the students that it didn´t matter and I apologize for the inconvenient. No more than 5 minutes later another student called me to tell me the same thing. This issue causes students to lose the focus that they had in doing the task. The teacher also mentioned some problems with the reading activity in terms of organizing well the handout for the next time.

That day, students were supposed to leave at 1 due to "Día de los abuelitos". The teacher asked the students at 12:55 to post the information on the blog and to prepare their things to leave the school.

Besides the issue of the dates and the format, students work but they didn´t finish the activity and they post what they had.

Field notes October 12th

The first second with the use of WordPress was schedule for October 12th, 2016. During my permanency hours, the teacher arrived to ask me to do the lesson by myself since she needed to finish a report and to solve some serious issues. That that it was impossible to recorded the lesson due to SIMCE.

The students started the class at 11:50 but first they pray the angelus for about 10 minutes. After that, students had a verb quiz that took 30 minutes. After finishing the quiz, we went to the lab to work on the blog. The activity schedule by the teacher was to finish the reading activity. While students were working I realized that a lot of students are used to use the translator. There was a change in some groups since some students were involved in a fight.

The teacher arrived in two opportunities to talk with some students about the fight and to talk about "Cena de pan y vino de los apoderados".

I monitored students work, and answer their questions throughout the 45 minutes that they worked in the blog. The class was very noisy that day due to the fight but students were able to post the tasks. 26 students out of 36 posted the comments on the blog.

The teacher is really happy about it since in unit 6 only 6 students delivered the task that she gave them.

Field notes October 17th

The third class with the use of WordPress was schedule for October 17th, 2016. The students started praying the angelus. After that, the teacher introduced the use of for and since to the students using different examples from the book that they use. Afterwards, she told the students that they were going to go to the computer lab to continue working on the blog. When they students were all settled down in their computers, the teacher asked the students the different between for and since. Students answered and together with the teacher we clarify some doubts.

The teacher congratulated the students since most of the students did the previous task. The teacher explained the students the listening activity and students started working on that. Some of the students had to change to other computers because they had some issues with them. Students started working with the listening

activity. There was a productive noise while students were discussing the listening. The teacher moved around the classroom to monitor students work.

Students asked some question to the teachers (including me). 26 students sent and post their comments on the blog.

The teacher explained the students that have finished the task, the speaking activity. Few students were able to start working on the speaking activity.

The teacher asked the students to post their comments on the blog since it was time to leave the computer lab.

Field notes October 19th

The fourth class with the use of WordPress was schedule for October 19th, 2016. As usual the students prayed the angelus and after that the teacher sent them to the computer lab.

The teacher gave the instruction for the speaking activity again and she gave them 20 minutes to work on that and after that she started calling students to give the speaking part. Students opened the blog and download the activity; they started working on the activity that they have chosen. The teacher monitored students work, and helps them when needed it.

The teacher started calling the groups to do the speaking activity while the other students were working on the vocabulary activities from the blog. I started explaining the vocabulary part to the students that have finished the speaking task while the teacher was evaluating the other students.

The students were really happy with the speaking activity since they created an interview with their favorite actors.

The teacher continues evaluating students and giving feedback to them, while I was helping students with pronunciation or with the vocabulary activities.

The teacher mentioned that they had only five more minutes to work so they needed to post the story of the vocabulary part on the blog. Students posted their answer and they teacher continued evaluating after the class finished.

APPENDIX P   Process interview

INTERVIEW

Date:

Time:

Place:

Interviewer´s name:

Interviewee´s name:

Interviewee´s age:

Instructions:

- To begin, greet the interviewee.
- Start the voice recorder, before, check if it has battery and space enough. In case you use your cell phone, record 20 minutes and test it sounds clear.(2 recorders per interview)
- Once you start the recording, don´t stop it unless it´s necessary.
- Ask him/her how was his/her day or how is she/he.
- Fill up the information in the upper part of this paper.
- Explain what the interview is about. Be precise.

Questions:

1. Hola, buenos días Miss, ¿Cómo está?
2. Hasta ahora, ¿Cree usted que ha sido un beneficio implementar WordPress en sus clases? ¿Por qué? ¿Por qué no?
3. ¿Ha habido algún tipo de complicaciones al momento de desarrollar o elaborar sus clases mediante WordPress?
4. ¿Cómo ha sido la experiencia usando WordPress en sus clases hasta ahora?
5. Ha sido satisfactorio para usted incorporar WordPress en el proceso de enseñanza?
6. ¿Qué es lo que más le ha gustado de esta experiencia hasta ahora? Nombre algunos puntos que pueda destacar.
7. ¿Cree que es posible implementar el uso de WordPress en sus clases en el futuro?
8. Desde su perspectiva y basada en el conocimiento de sus estudiantes, ¿Cómo estima usted sus estudiantes han recibido este cambio en sus clases?
9. Tiene alguna recomendación que nos pudiese dar para las próximas dos sesiones.

APPENDIX Q   Process interview transcription

I1: Hola miss cómo está?

R1: Muy bien, muchas gracias y tú?

R2: How are you, fine and you? Está grabando, va a salir todo esto.

I2: Ya, hasta esta hora cree usted que ha sido beneficioso implementar WordPress en las clases?

R2: Si por un lado pienso que siempre la tecnología debería ser en pro ayuda de los chicos, lo que si nosotros tenemos problemas acá es con la internet, es muy lenta, los computadores lentos y a los chiquillos eso les desespera, se desesperan demasiado pero salvo eso inconveniente yo creo que sí, que han avanzado, por lo menos han trabajado algunos que no han trabajado algunas veces y que no nos han entregado trabajos así que por ese lado bien.

I3: Bueno usted ahora mencionó el problema de internet, la siguiente pregunta es ha habido algún tipo de complicaciones en el momento de desarrollar sus clases?

R3: Ese, ese principalmente porque eso a los chiquillos les aburre, y se latean y empiezan hacer cualquier otra cosa en vez de dedicarse y enfocarse en el, en el trabajo.

I3: Empiezan a trabajar y el problema y de ahí ya se fue todo.

R3.1: Ahí ya se distrajeron ya, pasó la mosca ya como se dice y ahí ya se distrajeron así que ese si es un inconveniente importante en todo caso

I4: Si, cómo ha sido la experiencia usando WordPress hasta ahora?

R4: Bien, bien, yo creo que igual a mí me encanta todo esto de la tecnología pero sabes qué, siento que falta tiempo para dedicarse porque igual para poder hacer las guías, para poder subir todo este material hay que tener tiempo y mi cargo en este momento me, me dificulta un poco eso, pobre Fernanda que tiene que hacerme casi toda la pega.

I5: Ha sido satisfactorio para usted incorporar WordPress a las clases?

R5: Sí, yo creo que sí, si yo creo que los chiquillos han indagar en otras metodologías para no estar siempre en la sala haciendo lo mismo y dedicarle un poco a lo alternativo, si yo creo que sí, ha sido bueno.

I6: Que es lo que más le ha gustado hasta ahora? Lo que pasa es que algunos alumnos trabajaron

R6: Si es que no yo creo que los chicos igual se han entusiasmado en tener escrito en un blog sus palabras y en inglés, yo creo que a muchos les ha gustado eso

I7: Cree usted que es posible implementar el uso de WordPress en el futuro?

R7: Sí, me gustaría tener más tiempo para poder hacerlo, para poder ponerle fotos, para poder ponerle muchas cosas que quizás a uno les gustaría hacer pero por falta de tiempo en realidad.

I7: Es imposible.

R7.1: Sí, me es complicado, por eso te digo, a mí me encantaría dedicarle pero tengo otro función y esa función me quita más del tiempo que yo tengo.

I7: Si, efectivamente

I8: Desde su punto de vista como cree usted que sus estudiantes han recibido el cambio en sus clases?

R8: Yo creo que se han complicado igual, como que los pilló de sorpresa así como vamos a trabajar en esto bakan pero hasta ahí llegó no más o sea como que bien, entusiasmados, escriben en el blog pero siempre que, como que, porque a estos chiquillos cuesta tanto encantarlos

I8: Si

R8.1: Cuesta encantarlos entonces

I8: Yo misma hoy me di cuenta, refiriéndose a lo de la película, les costó tanto tomar atención, tan fácil.

R8.2: Efectivamente, si algo muy sencillo que uno puede hacer, por ejemplo esto es un programa súper sencillo, tú puedes subir la información, todo eso, pero los chiquillos se complican un montón porque no piensan lo práctico, piensan de lo más difícil a lo más fácil no sé por qué , quizás el desarrollo mental de ellos está como enredado, está como confuso entonces no van a la practicidad de la del trabajo si no que van a lo complicado, se complican , en vez de ir a lo fácil , partir por lo fácil se van complicando , parten por lo más difícil y en las pruebas pasa igual , parten por lo más difícil y después parten por lo fácil , por qué?, no sé , todavía estoy logrando entender.

I8: Vamos hacerles un estudio

R8.3: Sí, yo creo que sí

I9: Alguna recomendación que nos quiera dar para las próximas dos sesiones que nos quedan?

R9: Yo creo que, no se, falta como más fotos, más dibujos en las páginas, para que sean como más atrayentes.

I9: Más llamativo

R9.1: Porque con que le hayan puesto las fotos a ellos ahí altiro, ah ahí estoy yo ahí está no sé qué, eso, es eso, es la pertenencia para los chiquillos es súper importante y uno como que tiene que trabajar desde ese lado, igual que de la emocionalidad es como lo que les, es como lo que a ellos les nace, lo que les gusta a ellos, eso, eso hacen, por eso tiene que ser más atrayente por ese lado.

I10: Ya miss, muchas gracias.

APPENDIX R   Final interview

INTERVIEW

Date:

Time:

Place:

Interviewer´s name:

Interviewee´s name:

Interviewee´s age:

Instructions:

- To begin, greet the interviewee.
- Start the voice recorder, before, check if it has battery and space enough. In case you use your cell phone, record 20 minutes and test it sounds clear.(2 recorders per interview)
- Once you start the recording, don´t stop it unless it´s necessary.
- Ask him/her how was his/her day or how is she/he.
- Fill up the information in the upper part of this paper.
- Explain what the interview is about. Be precise.

Questions:

1. Sin incluir los inconvenientes externos ¿cómo evaluaría el proceso del proyecto de 1 a 7? ¿Por qué?
2. Si dependiera de usted y solo de usted (no del internet o de planes y programas). Implementaría esta metodología en su sala de clases? ¿Con que frecuencia?
3. Al finalizar esta etapa del proyecto blog, ¿Cree Ud. ¿Que sería posible replicarlo con otros profesores?
4. ¿Qué cambios experimentaron sus clases al utilizar WordPress?
5. ¿No algún cambio en sus alumnos durante esta etapa de implementación? ¿Cuáles?
6. ¿Cree Ud. que su forma de trabajo podría sufrir cambios luego de conocer esta herramienta? Por favor explique.
7. Además de la mala conexión a internet y su cargo como jefa de UTP ¿Existe aún alguna otra barrera que le impida utilizar WordPress?
8. ¿Cuáles han sido los beneficios de utilizar WordPress en su sala de clases?
9. ¿Le gustaría probar con otros tipos de redes sociales en sus clases de inglés?
10. ¿Cuál es la percepción que usted tiene de WordPress ahora?

APPENDIX S   Final interview transcription

1. Al finalizar esta etapa del proyecto Sin incluir los inconvenientes externos ¿cómo evaluaría el proceso del proyecto de 1 a 7? ¿Por qué?
6,5 Porque los estudiantes lograron entender la materia de la unidad que les tocaba y logré realizar las clases de manera organizada donde obtuve mucha más participación de parte de los alumnos. No le puse el 7 porque creo que siempre hay aspectos que mejorar de manera estética del blog o materiales o disposición de parte de los alumnos o la disponibilidad de la sala

2. Si dependiera de usted y solo de usted (no del internet o de planes y programas). ¿Implementaría esta metodología en su sala de clases? ¿Con que frecuencia? Por supuesto, pero no con frecuencia. Quizás una vez por semana, o cada una semana y media como lo he discutido con Fernanda. Tenemos que tener en cuenta que para los estudiantes estar tanto tiempo en la sala de computación, es mucho y se distraen con mucha facilidad cuando los computadores o el internet no funciona de manera correcta.

3. ¿Cree Ud. ¿Que sería posible replicarlo con otros profesores? Sí, es posible obvio. Pero hay que tomar en cuenta la disponibilidad de los profesores o la motivación que tengan ellos que usar el blog. Para mí fue muy fácil aprender a usarlo pero no se para las otras profesoras de inglés. Creo que también se podría utilizar para otras asignaturas donde los alumnos tengan que escribir mucho más como lenguaje.

4. ¿Qué cambios experimentaron sus clases al utilizar WordPress?
Actualizamos los contenidos y los acercamos a una plataforma virtual más amigable. Los alumnos participaron de manera más activa y yo como profesora también aprende otra manera de enseñarles.

5. ¿Nota algún cambio en sus alumnos durante esta etapa de implementación? ¿Cuáles? Más acercamiento a los contenidos de las unidades y ejercitación. A los estudiantes no les costó entender la materia nueva y el uso de for and since. El hecho de presentarles la actividad de speaking a través del blog y que fueran actividades diferentes a las que ellos están acostumbrados mejoro la manera en que entendieron la materia en general, cosa que se vio reflejada en la prueba.

6. ¿Cree Ud. que su forma de trabajo podría sufrir cambios luego de conocer esta herramienta? Por favor explique. Sí, ya que los contenidos son más cercanos, poder subir a la plataforma los temas, pruebas y que ellos puedan acceder, eso es muy bueno. Con el blog ya no tendría más alumnos diciendo profe no sé qué hacer, o cuando dijo esto o de donde saco material para estudiar.

7. Además de la mala conexión a internet y su cargo como jefa de UTP ¿Existe aún alguna otra barrera que le impida utilizar WordPress? No, no creo dado que aprendí muy rápido como usappar el blog y presentarles el contenido a los alumnos. Mi mayor barrera es el tiempo nada más que no tengo por mi cargo.

8. ¿Cuáles han sido los beneficios de utilizar WordPress en su sala de clases? es una plataforma fácil de usar y amigable para subir contenidos y temas a tratar que pueden revisar incluso si no vienen a clase para ponerse al día. Pueden ver otros tipos de contenidos como tener links de libros, juegos, películas que van de acuerdo a la materia vista en clases. Eso es lo que me gustaría hacer mas adelante.

9. ¿Le gustaría probar con otros tipos de redes sociales en sus clases de inglés?
    Sí, siempre es bueno buscar alternativas pero habiendo conocido el blog lo encuentro una herramienta muy completa donde se pueden integrar diversos tipos de actividades para los alumnos. Si pienso en este minuto no se me ocurre ningún otro tipo de red social que podría.
10. ¿Cuál es la percepción que usted tiene de WordPress ahora?
    Que es una muy buena herramienta para utilizar en clases con la cual puedo lograr muchas cosas no solo para mí sino que para mis alumnos. Como mencione anteriormente es algo muy completo que puede tener muchas cosas más. Me alegra mucho haberme unido a este proyecto y haber conocido el blog y lo maravilloso que puede ser utilizar cosas del siglo 21.