

INGLÉS/INGLESA

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**CREANDO UN BLOG
MULTILINGÜE EN EDUCACIÓN
PRIMARIA**

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Giza eta Gizarte Zientzien Fakultatea

**Grado en Maestro de Educación Primaria
/ Lehen Hezkuntzako Irakasleen Gradua**

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Grado en Maestro en Educación Primaria

Gradu Bukaerako Lana
Trabajo Fin de Grado

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EDUCACION PRIMARIA**

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FACULTAD DE CIENCIAS HUMANAS Y SOCIALES

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2007ko urriaren 29ko 1393/2007 Errege Dekretua, 2010eko 861/2010 Errege Dekretuak aldatuak, Gradu ikasketa ofizialei buruzko bere III. kapitulu hau ezartzen du: “ikasketa horien bukaeran, ikasleek Gradu Amaierako Lan bat egin eta defendatu behar dute [...] Gradu Amaierako Lanak 6 eta 30 kreditu artean edukiko ditu, ikasketa planaren amaieran egin behar da, eta tituluarekin lotutako gaitasunak eskuratu eta ebaluatu behar ditu”.

Nafarroako Unibertsitate Publikoaren Lehen Hezkuntzako Irakaslearen Graduak, ANECAk egiaztatutako tituluaren txostenaren arabera, 12 ECTSko edukia dauka. Abenduaren 27ko ECI/3857/2007 Aginduak, Lehen Hezkuntzako irakasle lanetan aritzeko gaitzen duten unibertsitateko titulu ofizialak egiaztatzeko baldintzak ezartzen dituenak arautzen du titulu hau; era subsidiarioan, Unibertsitatearen Gobernu Kontseiluak, 2013ko martxoaren 12ko bileran onetsitako Gradu Amaierako Lanen arautegia aplikatzen da.

ECI/3857/2007 Aginduaren arabera, Lehen Hezkuntzako Irakaslearen ikasketa-plan guztiak hiru modulutan egituratzen dira: lehena, oinarrizko prestakuntzaz arduratzen da, eduki sozio-psiko-pedagogikoak garatzeko; bigarrena, didaktikoa eta diziplinakoa da, eta diziplinen didaktika biltzen du; azkenik, Practicum daukagu, zeinean graduko ikasleek eskola praktikan lortu behar dituzten gaitasunak deskribatzen baitira. Azken modulu honetan dago Gradu Amaierako Lana, irakaskuntza guztien bidez lortutako gaitasun guztiak islatu behar dituen. Azkenik, ECI/3857/2007 Aginduak ez duenez zehazten gradua lortzeko beharrezkoak diren 240 ECTSak nola banatu behar diren, unibertsitateek ahalmena daukate kreditu kopuru bat zehazteko, aukerako irakasgaiak ezarriz, gehienetan.

Beraz, ECI/3857/2007 Agindua betez, beharrezkoa da ikasleak, Gradu Amaierako Lanean, erakutsi dezan gaitasunak dituela hiru moduluetan, hots, oinarrizko prestakuntzan, didaktikan eta diziplinan, eta Practicumean, horiek eskatzen baitira Lehen Hezkuntzako Irakasle aritzeko gaitzen duten unibertsitateko titulu ofizial guztietan.

Lan honetan, oinarrizko prestakuntzako modulua bereziki aurrekariak, helburuak eta gaiak, edo gazteleraz *“Antecedentes, objetivos y cuestiones”* atalean garatzen da, bertan urte hauetan Lehen Hezkuntzako Irakaskuntza Graduari dagozkion gaitasun desberdin guztiak nola garatzen ditugun azaltzen baitugu. Bestalde, gure gizartearengan eta hezkuntza sistemarengan Informazio eta Komunikazio Teknologiek egindako eragina aztertzen dugu, maila psikologikoan zein soziologikoan.

Halaber, didaktika eta diziplinako modulua, lanaren marko teorikoaren atalean (*Theoretical framework*) azaleratzen da, bertan blogei buruzko azkeneko ikerketetatik abiatuta ikasleen garapenerako zein irakaskuntzaren berrikuntza psikopedagogiakoari nola mesede egiten dion arrazoitzen dugulako, hots ANEKAK proposatzen duen legez: *Ikasgelako praktikaren inguruan hausnartu, eta irakasle bezala aritzeko berrikuntzak eta hobekuntzak kontuan hartzea (KE10)*.

Modu berean, practicum modulua Iruñerriako eskola batean egindako blog-bitarteko proposamen didaktikoan zehazten da, *“Educational experience with a blog”* atalean. Unitate didaktiko osoa izan ez arren, ikasleari lagungarriak zaizkion jarduera gehigarriak aurkezten dira, bakoitza bere helburu, gaitasun eta edukiak lantzen dituelarik. Bestalde, ariketa hauek aurrera eraman eta geroko analisia eta hausnarketa egiten dugu,

Hizkuntzei dagokienez, Ingeleseko aipamenak bidea eman digu lan hau atzerriko hizkuntza batean egiteko. *Europako hizkuntza esparruan B1 mailako ingelesaren gaitasun maila egiaztatzeko modua da (KT1)*. Lan honen ardatza ingelesez idatzita dago, hots, marko teorikoa, blogaren praktika esperientzia eta jarduera proposamen gehigarriak.

Beste alde batetik, ECI/3857/2007 Aginduak ezartzen du, Gradua amaitzerako, ikasleek gaztelaniazko C1 maila eskuratuta behar dutela. Horregatik, hizkuntza gaitasun hau erakusteko, hizkuntza honetan idatziko dira *“Introducción”* eta *“Antecedentes, objetivos y cuestiones”* atalak, baita hurrengo atalean aipatzen den laburpen derrigorrezkoa ere.

ECI/3857/2007 Aginduak ezartzen duen arabera, Graduaren bukaeran hizkuntza koofizial bat ezagutzen duten ikasle elebidunek C1 maila ere izan behar dute erkidegoaren beste hizkuntzan, alegia, gure kasuan, euskaran. Hori dela eta, euskaraz hizkuntza gaitasuna erakusteko, hitzaurrea eta lanaren azken ondorioak gure hizkuntzan idatziko dira.

Laburpena

Informazio eta Komunikazioen Teknlogiek (IKT) geroz eta eragin nabarmenagoa dute gure gizartean bai eta, bere isla denez gero, eskola sisteman ere. Lan honetan blogen gaiari ekingo diogu, hezkuntza arloan gero eta erabiltzaile gehiago dituen arren oso gutxi ikertua izan den tresna baita. Lehenik eta behin, gai honen aukeratzea justifikatuko dugu, Irakasletza Graduaren gaitasunekin eta Lehen Hezkuntzako curriculumarekin erlazionatuz. Gero marko teorikoa ezarriko dugu, adituen arabera blogek dauzkaten onurak eta ahalmenak azalduz eta baita Lehen Hezkuntzako klase batean guk tresna honekin izandako esperientzia. Blogaren bidez egindako jardueraren mota desberdinak deskribatuko ditugu eta hauek sortutako emaitzak, ikasleei egindako inkesta bat bitartean azalduko dugularik. Azkenik, tresna honek dauzkan dohainak berretsiz amaituko dugu. Lan hau blogak irakaskuntzan erabiltzeko asmoa duten hezitzaile guztientzako erreferentzia gisa suertatzea espero dugu.

Hitz gakoak: Blog, IKT, inplementazioa, eleaniztasuna, lehen hezkuntza.

Resumen

Las Tecnologías de la Información y de la Comunicación (TIC) están teniendo una creciente repercusión en nuestra sociedad y también en la escuela, al ser reflejo de esta. En el presente trabajo abordaremos el tema de los blogs, una herramienta cada vez más utilizada en la enseñanza y que, sin embargo, ha sido muy poco estudiada. Primero justifiaremos el tema elegido relacionándolo con las competencias del Grado de Magisterio y el currículum de primaria. A continuación, estableceremos el marco teórico, exponiendo los beneficios y posibilidades que tienen los blogs según los expertos y analizaremos nuestra experiencia de implementación de un blog en una clase de primaria, describiendo diferentes tipos de actividades llevadas a cabo y sus resultados, incluyendo una encuesta a los propios estudiantes. Finalmente concluiremos reafirmando las cualidades de esta herramienta. Este trabajo quiere servir de referencia para todo profesor que esté considerando usar los blogs en la docencia.

Palabras clave: Blog, TIC, implementación, multilingüismo, educación primaria.

Abstract

Information and Communication Technologies are having an increasing influence in our society and, accordingly, in schools. In the present work we will deal with the topic of blogs, a tool that, despite the fact that it is used by more and more teachers, it has not been studied in depth. First, we will justify the chosen topic relating it to the skills developed in our Teaching Training Degree and the Primary Education curriculum. After that, we will establish a theoretical background, explaining the benefits and possibilities that blogs bring to education according to the experts. We will also analyse our implementation of a blog in a primary school class, and describe different kinds of activities carried out in it, and the results of this experience, which include a survey to the students. Finally, we will conclude reasserting the virtues of blogs. This work aims to serve as reference for teachers who are considering using blogs in education.

Keywords: Blog, ICT, implementation, multilingualism, primary education.

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INTRODUCCIÓN

Este trabajo trata de dar a conocer las luces y sombras de una herramienta que cada vez tiene más adeptos entre los docentes y que, sin embargo, sigue estando en un segundo plano del ámbito de las Tecnologías de la Información y Comunicación (TIC) y de la educación: Los blogs.

Se comenzará el apartado de antecedentes, objetivos y cuestiones, el cual permite reflejar en qué medida la realización de este trabajo conlleva la adquisición de las competencias del Grado de Enseñanza de Educación Primaria, y la relación de nuestra propuesta con el currículo de primaria.

La segunda parte contribuye a conocer más los blogs, aunando tanto experiencias prácticas como conocimientos teóricos e investigaciones relevantes en torno a esta herramienta. Se empezará describiendo los blogs, descubriendo sus características y recabando opiniones y experiencias de investigadores nacionales e internacionales. Después, se mostrará la experiencia llevada a cabo en el transcurso de las prácticas de la universidad, dando a conocer actividades hechas mediante esta herramienta y sus resultados, entre los que se incluye una encuesta en la que los alumnos valoran su experiencia con el blog. Terminando esta sección, se encuentra una sección en la que se proponen dos actividades adicionales que pretenden integrar de una manera más completa el proyecto del blog con la enseñanza de los tres idiomas.

Por último, se encuentran las conclusiones (ondorioak), que van seguidas de las referencias bibliográficas y anexos.

1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

En esta primera sección argumentaremos, en primer lugar, en qué medida se vinculan las competencias del Grado de en Educación Primaria a nuestro trabajo. Acto seguido, justificaremos la idoneidad de nuestra propuesta para Educación Primaria observando el curriculum. Para finalizar esta sección, conoceremos los objetivos generales de este trabajo.

1.1. Sentido y vinculación con los contenidos del Grado de Maestro.

Competencias transversales	CT1 y CT2.
Competencias básicas	CB2, CB3 y CB4.
Competencias generales	CG1, CG2, CG3, CG4, CG10 y CG11.
Competencias específicas	CE2, CE3, CE7, CE9, CE11 y CE12.

En el transcurso del Grado en Educación Primaria, el alumnado adquiere una serie de competencias diversas que lo preparan tanto para la función docente como para la labor investigadora. Dichas competencias se van integrando en diferentes asignaturas del plan de estudios, siendo en este caso, el Trabajo de Fin de Grado, una asignatura enmarcada dentro del módulo denominado prácticum.

Esta sección pretende analizar en qué medida el Trabajo de Fin de Grado contribuye a la adquisición de competencias de nuestro grado.

Este trabajo aúna muchas competencias, algunas de las cuales han estado presentes en otras asignaturas. Las más destacables, dado el carácter interdisciplinar de nuestro trabajo, son las siguientes:

Competencias transversales	CT1 y CT2.
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Las competencias transversales CT1 y CT2 han sido necesarias para la propia elaboración del trabajo. Tanto en la parte de recopilación de fuentes bibliográficas, como en la redacción, se puede comprobar que se ha alcanzado un nivel C1 en euskera y castellano, y un nivel B2 en inglés. Por lo tanto en este trabajo se observa que se han adquirido las competencias transversales CT1, “Demostrar una competencia lingüística en inglés, francés, alemán o italiano equivalente a un nivel B1

del Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación del Consejo de Europa” y CT2, “Demostrar una competencia lingüística en castellano y, en su caso, en euskera equivalentes a un nivel C1 del Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, valuación del Consejo de Europa”.

Competencias básicas	CB2, CB3 y CB4.
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Siguiendo con las competencias básicas, son especialmente significativas la CB2, CB3, y CB4.

Todo el Trabajo de Fin de Grado implica poner en marcha una serie de estrategias de recopilación de literatura especializada, de la cual hemos tenido que seleccionar aquella que aporta información relevante en torno al uso de las TIC en la educación y, en especial, el uso de los blogs. Después de tener en cuenta lo investigado hasta el momento, hemos elaborado conclusiones, describiendo las luces y las sombras del uso de los blogs en el ámbito educativo, con un discurso argumentativo y lógico, que aporte vías de solución a los problemas y dudas que plantea el tema. Por ello se entiende que hemos desarrollado tanto la competencia CB2 “Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.”, como la CB3 “Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.”

Además, este trabajo está elaborado en un lenguaje lo suficientemente especializado para que el docente o investigador reconozca términos y conceptos concretos que le permitan tener un conocimiento profundo del tema, sin que ello impida al público general conocer algunas de las claves de la implementación de los blogs en la escuela. Así demostramos la adquisición de la competencia básica CB4: “Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.”

Si cambiamos a las competencias generales, las más desarrolladas son la CG1, CG2, CG3, CG4, CG10 y, por último, la CG11.

Mediante los blogs, el proceso de enseñanza-aprendizaje se descentraliza, y es el propio alumno el que pasa a ser el actor de su propio desarrollo. Tanto es así que los recursos que ofrece internet son casi infinitos, como lo son las opciones e ideas que se pueden adoptar en el ámbito educativo. Esto, sin embargo, no quiere decir que el currículo se deje a un lado.

El docente tiene el papel de ser orientador y facilitador para que las situaciones de aprendizaje se den en el contexto natural del día a día. Los blogs constituyen un elemento real en la vida de los alumnos y esto propicia una actitud más positiva, pero, pese a que pueda tener un aspecto lúdico, se trabajan diferentes aspectos del currículum, y frecuentemente, varias áreas a la vez. Por lo tanto, se considera que mediante este trabajo se demuestran las competencias CG1 “Conocer los objetivos, los contenidos curriculares, el significado de las áreas y la organización, la metodología y los criterios de evaluación de la Educación Primaria” y CG2 “Diseñar, planificar y evaluar los procesos de enseñanza y de aprendizaje atendiendo a criterios interdisciplinares y disciplinares con otros profesionales”, ya que en la propuesta didáctica presentada se promueve la inclusión de varios contenidos curriculares, con objetivos didácticos específicos atendiendo a un criterio educativo.

Por otro lado, vemos acreditadas las competencias CB3 y CB4: “Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales. Expresarse oralmente y por escrito con corrección, y dominar situaciones de aprendizaje de lenguas en contextos de diversidad” y “Diseñar y regular espacios de aprendizaje en contextos de diversidad, multiculturales y plurilingües. Atender las necesidades singulares del alumnado, la igualdad de género, la equidad, el respeto y los derechos humanos”, respectivamente. Y es que los blogs educativos son, y han de ser, un contexto de aceptación de la diversidad individual y colectiva, en la que toda persona pueda expresarse libremente siempre y cuando sea respetuoso con sus compañeros. La diversidad con la que nos vamos a encontrar en el blog que proponemos no es solo temática, sino lingüística, ya que abordaremos dichos temas en

euskera, inglés y castellano, con la consecuente variedad de perspectivas. Mediante esta plataforma se publicarán textos (escritos, orales, visuales..) variados para enriquecer las perspectivas de los alumnos pero, ante todo, el blog será un espacio abierto en el que los alumnos se comuniquen, tanto produciendo sus propias entradas como comentando las creaciones de sus compañeros.

Para terminar la sección de las competencias generales encontramos las que tienen una relación más directa con nuestro trabajo, la CG10 y la CG11, ya que la creación de un blog escolar implica una actitud abierta hacia la innovación por parte del docente y de la escuela. No se trata sólo de usar y poner a disposición del alumnado una serie de recursos informáticos, sino de aprender a reflexionar, argumentar y experimentar para hallar los procedimientos idóneos para el beneficio de los alumnos. Además, una de las ventajas de los blogs es que son accesibles en todo momento, y por el tiempo que el alumno necesite. Esto responde a la cada vez más importante atención individualizada, ya que todo alumno que necesite más tiempo para realizar una actividad podrá tenerlo.

Por ejemplo, en un ejercicio de *listening*, aquel que lo necesite podrá escuchar el extracto 3, 4 o cuantas veces lo necesite, mientras que, en una actividad en clase, varios alumnos quedarán rezagados sin llegar a comprender la totalidad del texto. Los blogs son un buen elemento para propiciar la atención a la diversidad del alumnado potenciando su autonomía, a la vez que aumentan la capacidad de relacionarse y compartir experiencias del alumnado. Por ello el uso de este recurso nos ha permitido desarrollar la competencia CG10: “Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes.”

Pero, ante todo, demostramos haber contribuido enormemente a la adquisición de la CG11: “Conocer y aplicar en las aulas las tecnologías de la información y la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural.” El trabajo que hemos realizado no es tan simple como saber qué es un blog y cómo utilizarlo, sino explorar y valorar la infinita dimensión de las TIC para el proceso de enseñanza-aprendizaje. Esto implica reflexionar en torno a los cambios que se están dando en el modo de

comunicarse, qué aplicaciones y software son susceptibles de usarse en el contexto de un blog y, sobre todo, saber qué recursos informáticos, de los muchísimos que existen, son los apropiados para atender a las necesidades educativas de nuestros alumnos. Mientras que en las prácticas docentes tradicionales encontramos el libro como único material fuente de aprendizaje, mediante blogs lo complementamos con recursos para los diferentes estilos de aprendizaje, incluyendo materiales visuales, auditivos y kinestésicos.

Competencias específicas

CE2, CE3, CE4, CE7, CE9, CE 10, CE11.

Las competencias específicas son el último bloque de competencias que tenemos que demostrar, y las que seguramente sean las más importantes a efectos prácticos para nuestro futuro como docentes.

Brevemente comentaremos la adquisición de las competencias CE2, CE3 y CE4, ya que anteriormente ya hemos hablado sobre algunas de ellas. Vemos justificado que mediante el uso del blog se desarrolla la CE2, “Diseñar, planificar y evaluar los procesos de enseñanza y de aprendizaje atendiendo a criterios interdisciplinares y disciplinares con otros profesionales”, teniendo en cuenta que su implementación supone un ejercicio de reflexión sobre qué objetivos concretos se busca con cada entrada de blog, y cómo contenidos de varias áreas pueden aglutinarse en una misma actividad. Asimismo, se han de abordar y coordinar dichos contenidos con otros docentes de otras áreas, ya que un blog no solo atañe a una materia y esto promoverá el carácter interdisciplinar de nuestra propuesta.

Como también decíamos antes, en el blog se dispone de una gran variedad de textos en tres idiomas, buscando el interés y la reflexión del alumnado, comentando tanto los textos publicados como haciendo el esfuerzo de comentar las aportaciones de otros alumnos. Por tanto, la adquisición de las competencias CE3 “Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales. Expresarse oralmente y por escrito con corrección, y dominar situaciones de aprendizaje de lenguas en contextos de diversidad”, así como la CE4 “Diseñar y regular espacios de aprendizaje en contextos de diversidad, multiculturales y plurilingües.

Atender las necesidades singulares del alumnado, la igualdad de género, la equidad, el respeto y los derechos humanos” está justificada.

El desarrollo de las competencias CE7 y CE9 es también una parte importante de nuestro trabajo. El blog es, al fin y al cabo, una herramienta con un gran potencial motivador y que permite a los alumnos interrelacionarse en un contexto nuevo. Es una forma de acercarse a los alumnos en una plataforma que, a priori, tiene un aspecto lúdico, y ayuda a atraer la atención de aquellos que pierden el interés fácilmente. Además, los blogs tienen la cualidad de que los alumnos adquieren un sentimiento de pertenencia, les representa, y se sienten dispuestos a contribuir en el blog. Esto fomenta enormemente el trabajo colaborativo y que busquen soluciones a los problemas conjuntamente y colaboren para llevar a cabo diferentes tareas. Esto está estrechamente relacionado con la competencia CE7 “Fomentar la cooperación, la motivación y el deseo de aprender, y participar activamente en los proyectos de centro.”

La CE9, por el contrario, enfatiza el desarrollo autónomo: “Adquirir hábitos y destrezas de aprendizaje autónomo y cooperativo para favorecer la implicación activa del alumnado en su desarrollo social y personal.” Este desarrollo, como hemos dicho con anterioridad, es una de las ventajas del blog, porque todo alumno se implica como lector del blog, y puede administrar sus habilidades para aprender por sí solo en casa. El blog es una plataforma que hace accesibles conocimientos que de otra forma estarían solo disponibles durante el horario escolar. Además los alumnos aventajados pueden implicarse hasta el punto de contribuir a crear material para el blog, aprovechando así todo su potencial. En definitiva, los blogs son un espacio para que los alumnos adquieran autonomía y la capacidad de aprender a aprender, así como un espacio nuevo en el que poder trabajar cooperativamente.

También demostramos el desarrollo de la capacidad específica CE10 “Reflexionar en relación a las prácticas de aula para innovar y mejorar la labor docente, y referirlas al funcionamiento de los procesos psicológicos básicos, a los modelos pedagógicos y a los criterios disciplinares de la etapa” ya que el trabajo llevado a cabo supone una gran labor de reflexión en torno a las prácticas docentes actuales, y supone un ejercicio de actitud innovadora. No sólo por el hecho de integrar las TIC, sino porque nuestra

propuesta de edublogs incorpora una perspectiva de aprendizaje mediante tareas (task-based learning approach). Esto supone utilizar la lengua objetivo como vehículo para realizar toda la tarea, desde entender qué es lo que hay que hacer, navegar por las diferentes secciones de un blog, y producir un texto escrito u oral.

Finalmente, observamos la competencia CE11: “Conocer las implicaciones educativas de las Tecnologías de la Información y la Comunicación”. Como es lógico partiendo de nuestro tema, el uso educativo de los blogs, esta competencia adquiere una gran relevancia. Tanto por buscar y seleccionar estudios de entre la literatura especializada, como por la puesta en práctica del edublog, nuestros conocimientos y habilidades en torno a las TIC han aumentado enormemente. Se podría decir que es una forma de vivir la enseñanza, siempre pensando de qué manera se pueden utilizar los diferentes recursos tecnológicos para incentivar y mejorar la experiencia educativa de los alumnos. Hay una enorme cantidad de recursos accesibles en internet, y el blog, además de ser un recurso como tal, es la herramienta que facilita al alumno poder acceder a muchos de ellos. Sin embargo, los blogs son sólo una pequeña parte de lo mucho que se puede avanzar en este sentido. Es, por lo tanto, nuestro deber como profesores seguir de cerca la trayectoria de las TIC y su aplicación en la enseñanza, y tratar de conocer los mejores procedimientos y metodología para hacer un buen uso de ellas, ya que, tan importante es poder acceder a ellas como saber sacarles provecho.

1.2. Vinculación con el currículum de Primaria.

En esta sección nos centraremos en la relación que nuestra propuesta del blog educativo tiene con el currículum de Primaria.

Si analizamos el Decreto Foral 24/2007 nos percatamos de que tanto de forma directa como indirecta se constatan relaciones entre nuestro planteamiento del edublog y varios de los objetivos, contenidos y competencias del currículum de Educación Primaria en la Comunidad Foral de Navarra.

A diferencia de otros blogs y herramientas TIC concebidos para el uso en una determinada área de conocimiento, nuestra propuesta de blog tiene un carácter

transversal. Por lo tanto, el blog irá sumando contenidos según las unidades didácticas que se trabajen en diferentes áreas, según las necesidades comunicativas en los 3 idiomas (Euskera, inglés y castellano), y también según iniciativas y curiosidades que nos trasmitan los alumnos.

Empezando por los objetivos generales de Primaria hay uno que está estrechamente ligado a nuestro objeto de estudio:

k) Iniciarse en la utilización, para el aprendizaje, de las Tecnologías de la Información y la Comunicación desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.

Esto constata que la legislación vigente es consciente de la importancia de las TIC en nuestra sociedad, y que es necesario que los alumnos experimenten con ellas desde temprana edad.

Pero, también podemos vincular implícitamente otros objetivos generales, como por ejemplo:

b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje.

e) Conocer y utilizar de manera apropiada la lengua castellana y, en su caso, la lengua vasca y desarrollar hábitos de lectura.

f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

Al fin y al cabo, los diferentes contenidos, ejercicios y juegos incluidos en el blog y a los que estarán expuestos reforzaran su competencia comunicativa en los 3 idiomas y también contribuirán a su desarrollo individual y colectivo. No podemos olvidar que el blog, ya sea en trabajos individuales o grupales, supone una vinculación común para todos los alumnos de una clase, y por lo tanto, ayuda a formar una identidad de grupo. También crea un ambiente de fraternidad que sirve para motivar a los alumnos, y para hacer ver la escuela como algo más conectado con la realidad de la sociedad.

Hoy más que nunca se ha establecido el paradigma de las competencias básicas en el ámbito de la educación europea. Esto conlleva que entendamos a los alumnos como sujetos en vías de integrarse en la sociedad y que consideramos que, para que se adapten con éxito a ella es necesario que desarrollen una serie de habilidades.

Observando las competencias básicas del currículum, queda patente la importancia del desarrollo de capacidades en torno a las TIC, ya que una de las ocho hace clara referencia a ello:

4. Tratamiento de la información y competencia digital

Esta competencia consiste en disponer de habilidades para buscar, obtener, procesar y comunicar información, y para transformarla en conocimiento. Incorpora diferentes habilidades, que van desde el acceso a la información hasta su transmisión en distintos soportes una vez tratada, incluyendo la utilización de las tecnologías de la información y la comunicación como elemento esencial para informarse, aprender y comunicarse.

Leer y frecuentar un blog por sí solo ayuda en cierta medida a mejorar esta capacidad, pero sobre todo hay que añadirle los recursos y los ejercicios que permitan a los niños desarrollar sus habilidades tecnológicas, como por ejemplo, saber cómo ver vídeos en YouTube, como pasar páginas en un libro digital, navegar en una aplicación flash, cómo buscar eficazmente cosas en Google, usar diferentes estilos, colores y fuentes para escribir un texto, etc.

Y aunque haya una competencia que haga especial hincapié en la competencia digital, no podemos dejar de lado la “Competencia para aprender a aprender”. Ya que, como venimos repitiendo, nuestro blog es un recurso accesible las 24 horas del día y es especialmente útil en el sentido de que, como se muestra en el propio currículum, en esta propuesta se fomenta el interés por recursos educativos para que cada uno sea actor de su propio aprendizaje. De esta forma, el alumno que tenga un interés incipiente por un tema en particular tendrá la suficiente autonomía para desenvolverse con el ordenador y saber dónde buscar.

Por otra parte, el currículum distingue diferentes áreas de conocimiento, pero en todas se establece un objetivo común que habla explícitamente del uso de las TIC: “Utilizar la

biblioteca escolar, las tecnologías de la información y la comunicación para obtener información y como instrumento para aprender y compartir conocimientos.”

Como podemos comprobar, el uso de las TIC está completamente integrado en el conjunto del currículum, desde los objetivos generales a los de las distintas áreas de conocimiento, pasando por las competencias. Nuestro blog contribuye a la interdisciplinaridad del aprendizaje al relacionar diversas áreas de conocimiento (inglés, euskera, conocimiento del medio, castellano...) integrando conocimientos de diferentes áreas y creando relaciones entre ellas, pero al mismo tiempo, dificulta especificar contenidos específicos de cada área del currículum en este Trabajo de Fin de Grado.

En el segundo volumen del currículo, el llamado “Tratamiento integral de idiomas”, existen los siguientes 5 bloques que se aplican idénticamente a las 3 lenguas (euskera, castellano e inglés). Al fin y al cabo, los idiomas son el medio por el que se obtiene todo el resto de conocimientos.

En nuestra propuesta didáctica trabajamos, en mayor o menor medida, todos los bloques:

Bloque 1. Escuchar y comprender, hablar y conversar

Bloque 2. Leer y escribir

Bloque 3. Educación Literaria

Bloque 4. Conocimiento de la lengua

Bloque 5. Reflexión sobre el aprendizaje de la lengua

Comenzando por el primer bloque “Escuchar y comprender, hablar y conversar”, el blog será el portal mediante el cual los alumnos podrán acceder a textos orales. Algunas de las propuestas serán por mero interés, y disfrute como cuentos o poemas para escuchar, con el objetivo de disfrutarlos y comentar qué les ha parecido en clase, al mismo tiempo que desarrollan la competencia comunicativa receptiva. Además habrá vídeos de divulgación científica que servirán para que los alumnos se acerquen a un tipo de lengua más específico, adquieran vocabulario nuevo y se relacionen con

estructuras gramaticales más complejas, ya que los textos orales a los que están más acostumbrados en las clases de idiomas son las canciones y conversaciones cotidianas. Otras actividades fomentan la producción oral en un sentido más formal, como por ejemplo una grabación con formato de radio o reportaje audiovisual. La ventaja de la plataforma blog es que los alumnos podrán acceder cuantas veces lo necesiten y quieran a los extractos

Respecto al bloque 2, “Leer y escribir”, se podría decir lo mismo que del anterior apartado. La mayoría de textos escritos serán literarios: cuentos y poemas. Dichos textos podrán tener actividades relacionadas o no.

El bloque 3, “Conocimiento de la lengua”, está relacionado con el aprendizaje de gramática y vocabulario. En el blog, estarán presentes actividades en los 3 idiomas que faciliten la adquisición de nuevo vocabulario y estructuras específicas y que permitan comparar las 3 lenguas. Una de las ventajas es que, mediante ejercicios creados con el software Hotpotatoes, los alumnos reciben feedback inmediato, y pueden repetir dichos ejercicios hasta completarlos satisfactoriamente. Es especialmente interesante para atender a la diversidad y facilitar una educación personalizada, puesto que, a pesar de poder utilizarse en clase, el alumno también puede hacerlo en casa sin límite de tiempo y supone una ventaja para los que necesitan más tiempo.

Observando el bloque 4, “Aspectos socioculturales y conciencia intercultural”, podemos afirmar que una lengua es inconcebible sin acercarse a la cultura de sus hablantes. En este sentido, en nuestro blog podemos encontrar tanto canciones, como literatura, y todo tipo de contenidos que nos hacen acercarnos a las diferentes culturas. Siempre desde la igualdad y el respeto, intentaremos conocer las costumbres y particularidades de cada cultura.

Por último, destacar del bloque número 5 “Reflexión sobre el aprendizaje de la lengua” que la propia estructura de los blogs facilita esta reflexión al permitir una mirada retrospectiva, ya que todo lo que se hace queda registrado en internet (salvo que se quiera eliminar). En cualquier momento el alumno se da cuenta de lo aprendido,

pudiendo observar y reflexionar sobre el nivel del idioma que tenía hace un tiempo y el actual. Además la inclusión de distintos recursos (diccionarios online, páginas útiles) proporciona herramientas a los niños para que aprendan por sí mismos y tengan conciencia de sus capacidades para mejorar.

Como ya adelantábamos hace unas líneas, podemos concluir que las TIC están más que presentes en el currículo de primaria, ya que se integran no solo como contenidos, sino como capacidades básicas y objetivos. Entendemos que está suficientemente justificada la vinculación de nuestro trabajo al currículum de primaria, y que además, responde a la necesidad de trabajar con la tecnología de manera integral.

1.3. Objetivos concretos de este trabajo

Pocas investigaciones han tratado el tema de los blogs en Educación Primaria, sobre todo a escala nacional. Pese a todo, muchos docentes y escuelas están lanzándose al mundo virtual mediante los blogs, ya que son una herramienta relativamente fácil de administrar. Esta enorme diferencia entre la popularidad de los blogs y la escasez de resultados concluyentes que demuestren su utilidad es lo que ha incentivado la realización de este trabajo.

Mediante él se quiere dar a conocer cuáles son los beneficios de la implementación de un blog de clase para el proceso de enseñanza-aprendizaje de alumnos de primaria, así como reflexionar sobre los inconvenientes y problemas que pueden surgir debido a su implementación, para lo que es fundamental estar preparado.

El segundo objetivo de este trabajo es explorar los distintos tipos de actividades que se pueden realizar mediante un blog, y gracias a nuestra primera experiencia docente con esta herramienta y las opiniones de los alumnos, establecer un marco que sirva de referencia para otros docentes que estén considerando implementar un blog de clase.

2. THEORETICAL BACKGROUND

2.1. What is a blog?

In the last few decades, the presence of technology has increased far beyond expectations in post-modern societies. Such blossoming, especially after the birth of the Web 2.0, has provided individuals with new tools which can enhance communication, and offer limitless amounts of information. Blogs, which take their name from “weblogs”, are one of such tools, and can be defined as highly-customizable and user-friendly websites that contain entries in the form of a journal, usually in reverse chronological order. They are primarily textual, although they frequently contain images, links to other websites and other blogs, videos and other kinds of content. Entries are written by one or more authors, even though any person can comment and participate.

Despite having attracted the attention of educators, blogs were not initially conceived for instructional purposes. Blogs arose in the early 90s, along with other software tools that enabled non-expert users to manage websites without having specific expertise in programming languages. This relative easiness to participate and create a webpage without expert knowledge yielded an increasing number of blogs, as many individuals and collectives (politicians, journalists, scientists, writers etc.) took advantage of the communicative affordances of this tool, especially of the fact that they can be accessed worldwide, and thus, their audiences could increase considerably.

Blogs gained widespread popularity in the early 2000s and, nowadays, it can be said that they coexist along with more traditional means of communication. For example, most journalists maintain personal blogs, which are usually linked to the newspaper they work for. In fact, not only do means of communication retrieve relevant news from blog entries, but they are also crucial for newspapers and TVs when looking for public opinion. After all, blogs and microblogging websites such as *Twitter* are spaces where people can voice their thoughts and opinion on daily affairs and take part in lively debates, so it is no surprise that the media use them to probe into public opinion. For example, to find out what people think about a government’s last increase of taxes.

Due to the fact that blogs are free, easy to use and customizable, some educators have recently begun to explore their educational potential. Blogs conceived with educational purposes are also called *edublogs*.

2.2. Blogs' features

Although blogs vary enormously in terms of appearance, themes, sections, participants and other features, Angelaina & Jimoyiannis (2011, p. 170) pointed out some common characteristics that all blogs share:

- Blogs incorporate content posts (often involving text, pictures, graphics, and hyperlinks) with commentaries to these posts, usually presented in reverse chronological order; thus, a blog can work both as a personal and a group publishing area, in which every participant can exchange and share ideas, insights, comments, and recommendations with fellows.
- Blogs provide organized links to recommendations of favourite or suggested websites, blogs, content resources, and events. In other words, a blog can act as a powerful personal learning portal.
- Blogs have strong archival features; posts are automatically archived and the content is easily searchable and retrievable. Moreover, posts are syndicated using a variety of XML based standards (RSS or Atom feeds). Readers interested can subscribe and be alerted to new content or discussions that have been added to the blog.

2.3. Types of blogs

Many authors (Almeida, 2008; Angelaina & Jimoyiannis, 2011; Campbell, 2003) have studied some of the characteristics of blogs. There are primarily three types of blogs from the point of view of ownership: the tutor blog, the learner blog and the class blog.

Tutor blogs are managed by the instructor, so that both students and parents can check information about the syllabus, homework and due dates. Additionally, it is the medium for students to explore the web safely and a tool for encouraging self-learning, since the content that appears has been selected cautiously by the tutor. Blog entries are, after all, multimodal texts, which may either be regularly written by the instructor or retrieved from the Internet so it is an easy-going environment for the learners to acquire reading habits. Tutor blogs may also contain games, quizzes and homework related to the topic(s) being taught. Students may also use the comment tool, so they can interact directly with the teacher, whilst others can see the comments. For example, the teacher can ask the children to write about their weekend, and they can answer by commenting. Tutor blogs seem to be especially suitable for early primary students, because young children will find it easier reading a blog than managing or producing one.

On the other hand, *learner blogs* are run by individuals or small collaborative groups. Unlike in a tutor blog, students are more encouraged to write about their topics of interests, daily life, school affairs and personal thoughts in their own words. Campbell (2003, *The Learner Blog* section, para. 1) says that “(learner) blogs can be used as journals for writing practice or as free-form templates for personal expression”. Additionally, blogs can be used as E-portfolios (Angelaina & Jimoyiannis, 2011), where students can collect and show assignments previously assigned by the teacher, and reflect on the educational contribution of these assignments to their learning. In addition, the teacher can monitor students’ progress and help pupils to overcome individualised difficulties, whereas other students can comment on their classmates’ productions to get peer-to-peer (P2P) feedback.

Finally, a *class blog*, according to Almeida (2008, p. 520) “is a joint effort between students and teacher” and therefore it is halfway between tutor blogs and learner blogs because both ownership and content are shared. Students’ degree of participation will depend on their computing skills, their motivation, the nature of the activities thought for the blog etc. There will be cases in which tutors will have the predominant role, whereas in others the blog will be primarily run by pupils. Despite the fact that students may have more or less freedom to participate in the blog, it will

always be supervised by the tutor. In this kind of blogs students gain a sense of community, and contribute actively by creating posts, taking part in discussions and commenting on their classmates' productions. It can be especially interesting if we consider learning from a collaborative constructivist approach, in which knowledge is acquired through the interaction among individuals.

2.4. Background to the use of blogs in education

It could be said without hesitation that Information and Communication Technologies (ICT) have been one of the major agents responsible for the social changes having taken place in the last decades. In the same way as Johannes Gutenberg contributed with the invention of the printing press to the possibility of people spreading their ideas in print, ICTs have allowed for the democratization of information. People are now able to retrieve unprecedented amounts of data from the web, as well as to create it, either alone or collaboratively to be shared worldwide immediately, e.g. *Wikipedia*.

It is not only the fact that there are more chances to collect and create information, but there are also new ways of communicating, since we are no longer subject to time or space restrictions. Communication occurs in the blink of an eye regardless of how far participants are and, on the other hand, people do not have to gather together physically to discuss since everyone can contribute to the discussion in the place and moment that suit them best.

This new way of communicating has already showed its potential. For instance, ICTs have had a direct impact on the social protests arising in different countries such as Spain or Tunisia. Demonstrations of public discontent would have certainly had less media coverage but for the help of ICTs. Such is the power of these tools that some countries have prohibited or censored their usage to prevent massive outrage e.g. China or Egypt.

Such changes in the way of communicating should be an issue of concern for education systems around the world, thus reforms should be carried out to better address the

needs of future students. So far, knowledge has been primarily held in books and teachers' role was to transmit that knowledge, whilst students had to learn by heart and repeat that information. Such traditional understanding of education has no validity in this new scenario. Students must not be considered as information receivers from a mentor, but as producers, as leading actors of their own education, by developing lifelong skills that will enable them to keep learning from a wide array of sources, including the Internet. Therefore, it would be very convenient to implement ICTs in the different stages of education not only because they can enhance the students' learning experience and communication skills, but also because the new social, work and leisure environments demand good computing skills.

Governments have stepped forward by investing considerable sums of money on ICT devices, yet the fact remains that evidence of result improvements are far from being conclusive (Area, 2005). In addition, experts claim that the introduction of ICTs in education has relied on political and economic interests, rather than on scientific evidence of effectiveness (Hammond, 2014).

Just like having a kid with special needs in class does not make a class inclusive, having ICT devices in class does not make that class more innovative. Research (Domingo & Marqués, 2011) has shown that ICTs are almost solely used by teachers for lectures in class, and that the potential of collaborative technologies such as blogs should be further explored in educational contexts.

All in all, experts (Area, 2005; Hammond, 2014) foresee a promising future regarding the integration of ICTs in schools, but they agree on the need to address this issue in a more holistic way. Technology is multidimensional, thus we have to thoroughly revise not only devices, but also teacher practices, academic training, uses and, of course, take into account what the latest research has shown.

2.5. Benefits of using blogs in education

Research and projects on blogs have explored possible applications of blogs, from which we consider the following to be especially interesting:

- *Scaffolding and blogging writing approach* described in Wong & Hew (2010, p. 1-17), which takes advantage of the drafting tool in blogger. This allows students to write as many drafts as needed to produce the final text, and their classmates are able to comment and give feedback to improve it.
- *Community of Inquiry (COI)* through blogs, as described in Angelaina & Jimoyiannis (2011), is a collaborative learning approach in online environments in the form of scientific inquiry. The basis is that blogs are the medium for students to conduct research in groups, thanks to a triggering question the tutor provides. Then, learners share their findings, exchange and discuss ideas, thus acquiring knowledge through collective interaction. But, as important as finding an answer to the question proposed is to collaborate, and blogs make it possible, since students comment on each other's entries, they express emotions and they take part in a cognitive-driven discourse. In the end, Communities of Inquiry are an authentic learning approach, where students build knowledge through their participation.

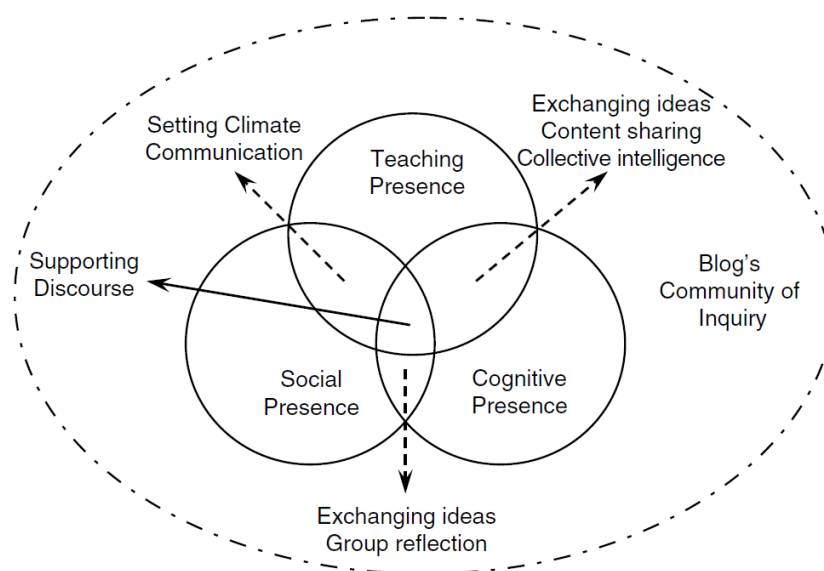


Figure 1: Communities of Inquiry (CoE) schema

Blogs have also been used for other things and, overall, teachers and researchers agree on the fact that blogs provide the following three main benefits for students:

- The improvement of literacy because they:
 - offer daily reading practice to students (Cambell, 2003);

- make students produce authentic written texts (Angelaina & Jimoyannis, 2011; Campbell, 2003) and facilitate feedback on the writing process (Dippold, 2009);
 - and force pupils to read their classmates' texts, thus offer them opportunities to acquire the vocabulary, the grammar structures etc. used by peers (Jones, 2006) and, consequently, students might improve their language skills.
- The growth of self-esteem, autonomy and motivation as blogs:
- Foster a sense of ownership and allow for the development of personal voice and identity (Bloch, 2007; Ducate & Lomica, 2008; Sun, 2009).
 - Provide a real audience for students' productions by making them accessible worldwide (Leverett, 2006; Ward, 2004).
 - Support blended learning activities, thus bringing closer formal and informal learning (Angelaina & Jimoyannis, 2011)
 - Promote a friendly, comfortable environment for introverted students (Jones, 2006).
 - Raise motivation by working on genuine, real tasks which are published on the web, and receive fellow students' comments later on (Jones, 2006).
 - Facilitate personalised education and a proper environment for inclusive education (Azorín & Arnaiz, 2013)
- And the implementation of a collaborative approach as blogs can:
- Support enhanced student-teacher communication and peer interaction, thus promoting reflection on learning experiences, and incrementing opportunities for collaborative knowledge construction (Angelaina & Jimoyannis, 2011; Campbell, 2003; Dippold, 2009; Sun, 2009).
 - Facilitate the exchange of resources between teachers, teachers-students or students-students (Dippold, 2009).
 - Contribute to the idea of writing as a process by enabling peer feedback in drafts before the entries are published (Angelaina & Jimoyannis, 2011).

2.6.

2.7. Status of the issue

In spite of the fact that blogs have gained the approval of thousands of teachers, there are some reasons why it is difficult to tell how integrated blogs are in primary education.

To begin with, the presence of blogs is hardly quantifiable. Unlike research conducted in the field of Interactive Whiteboards (IWBs), for example, it is virtually impossible to quantify the degree of implementation of blogs in schools and their development. That is to say governments have carried out funding policies in almost all developed countries to introduce IWBs in classrooms, thus the number of IWBs granted has been registered and it is easily retrievable, whereas blogs, as they are free software tools used by individuals, are almost impossible to track. In addition, despite the fact that there are webpages only devoted to the creation of edublogs (e.g. <https://edublogs.org/>), most of them are found together with those which are not solely educational in webpages like *Blogger* or *WordPress*.

On the other hand, there is lack of consistent research on blogs to confirm their educational affordances. Although they have considerable high popularity among teachers, there are few objective data, or at least conclusive arguments supporting blogs as an educational tool. Jones (2006, p. 8) says that “there has been very limited research, positive or negative, in the use of Weblogs as an emerging technology tool for teaching. However, blogs might be a useful tool in teaching based on the experiences and perceptions of educators”. Therefore, teachers’ experiences with blogs are the main source of information to trust blogs as educational tools until date. Consequently, additional research should be carried out to know the positive and negative aspects of using blogs. It also should be pointed out that most of the research conducted about blogs has not been based on Primary Education experiences, but in high school or university settings.

This lack of research on Primary Education about blogs is why we considered important to try and experience their possible educational affordances, so that we could analyse whether they contribute to enhancing learning.

3. EDUCATIONAL EXPERIENCE WITH A BLOG

3.1. Context

In this section, I will explain how my experience with blogging has started during the last internship period of this final year of the Primary Education Teaching Degree. The school where I did my internship is called Erreniega, and it is located in Zizur Mayor/Zizur Nagustia, a 15.000-inhabitants town in the outskirts of Pamplona. It is a D model (Basque) state school with pupils from the preschool stage (2-3 years old) to primary school (6th grade).

The mother tongue of most of the students is Spanish, while Basque is their second language at school. However, there is a minority of pupils who are completely bilingual. Basque is taught as a subject, and it is also the content language from the very beginning, so students follow a Basque immersion program. English (EFL) learning starts at the second stage of nursery school (age 4) and it is taught as a separate language subject. Spanish is also taught like this, from the 3rd grade of primary (8 years old), although students' are able to speak it by this time since, it is most of the students' first language, and the majority language in their social context.

There was a class blog in the class I was assigned to which was created prior to this project, 1 month before my arrival to the school. The tutor's intention when creating the original blog was to have a webpage for uploading photographs of school trips and activities so that students and parents could access them easily and be up-to-date with school matters. Since the tutor did not know how to create and manage a blog, it was created by the responsible of ICTs at the school and ran by him with the tutor's guidance. However, in this time few of the students had actually visited the blog and only 2 photo entries had been posted.

3.1.1. Participants

The project was implemented in a class of nineteen 10-11 years old students (5th grade), with the help and approval of their tutor. It is a very rich and varied group, with different styles of learning and degrees of achievement, including a student with recognised Attention Deficit Disorder (ADD) and a repeating student who also has low

self-esteem. However, it should be pointed out that it is, overall, a rather united and motivated group, and they have a positive attitude towards learning, especially when working through projects or activities different from text books, such as videos.

3.1.2. Objectives of the implemented blog-based tasks

- To improve students' computing skills by using blogging tools and a variety of resources usually found in them (videos, games etc.)
- To raise students' awareness of blogging as a learning tool, making our blog a place for students to learn and revise across subjects.
- To motivate pupils, to draw apathetic students' attention towards learning and also to enhance opportunities for all different kinds of learners (visual, auditory and kinaesthetic).
- To set up a virtual environment in which 3 languages are integrated, taking into account each language's peculiarities and students' needs.

3.1.3. Creating the class blog

Before starting to create entries in a blog, we had to make sure our blog fit in the school/class context and could address our goals. No child had had any previous experience with blogging and most had hardly ever done anything else related to using computers apart from watching videos on *YouTube* or using *Microsoft Word*. Students' limited computing skills and age made us decide to use a *tutor blog* (Almeida, 2008; Campbell, 2003) as the best option for our participants, who were beginners.

After having decided the type of blog, we checked several webpages in order to find out what other teachers had done with blogs, and what kind of resources are used in them. There are some webpages such as <http://espiraledublogs.org/comunidad/Edublogs/edublogs>, in which all kinds of weblogs are stored in the form of an archive, and they can be easily browsed and filtered by language, theme, type of blog etc. More edublog archives can be found in Lara (2005). Not only is it advised to visit several blogs prior to creating a blog, but also while running it, so that it is possible to pick up resources and ideas from them.

Our intention with this blog was to provide enhanced opportunities for different kind of learners, adding videos, games and other activities that would both engage students and facilitate their learning. Students would not be able to create content for the blog because of their lack of computer skills, thus the tutor would need to take the leading role. Nevertheless, we would be open to our children's ideas, and would teach them how to make comments for some specific tasks.

In March 2014, when we had made all the discussions regarding what we wanted to achieve we started to create the blog. Children themselves chose the blog template and colours, an Asian theme, since they had been previously working on a project about Japan. We did not add too many Gadgets or sections to it.

Keeping it simple was vital for us, especially at this age, because otherwise we might lead students to confusion and puzzlement. We only added *Tags* (to retrieve entries easily and organise activities in topics) so that information was kept clear and simple. Later on, as children's autonomy grew, we also added a *viewer counter* and a *useful links* section. The former was for children to realise about the big audience they had, and the later to make encyclopaedias and dictionaries more accessible for them.

The blog can be accessed here: <http://geurebloga.blogspot.com.es/>

3.2. Tasks

Unlike those of previously-scheduled didactic units, the tasks presented here have been designed based on perceived needs as the curriculum was being taught. In other words, entries appearing on the blog have been set up on demand, taking into account several factors: the topic being taught at every moment, students' interests, children's adaptability to surf the blog, our blog-designing abilities, etc. They appear in chronological order one per week, although some of them have been done more than once. There is more or less one activity per week, because we thought that more than one activity per week might be perceived as too demanding by the children.

❖ *Slideshows*

The first activity we carried out was a photograph slideshow. It was done in the first week of March, although we repeated it several times afterwards, especially at the beginning of the project.

The objective of slideshows was to motivate students, to make them familiar with the blog, and to keep a record of things done at school. More than actual tasks, slideshows showed the projects and happenings that were taking place at school in our blog. These activities find in blogs an enhanced opportunity to be shared and remembered. Children instinctively want to show what they have made to their fellows and parents, so blogs are the perfect tool to do so. Unlike school picture boards, they are accessible forever and at any location, enabling students to reflect on all the work done throughout the year(s) at any moment. Even if the slideshow mainly consists of photographs, it also contains small texts (usually in Basque and English) describing certain activities, so developing children's receptive linguistic skills.

First of all, we had to teach students how to access this webpage. Since our blog was not easy to find through *Google*, we taught the children to go to the school webpage and look for it in the *Blogs* section. Secondly, we asked children to access the slideshows at home and to show the pictures to their parents, telling them what they had done in class (either in Basque or Spanish). Finally, using the interactive whiteboard (IWB), we saw the slideshow once and talked about it for a while.

❖ *Games*

Games have also been used several times, starting from the second week of March. The objective of the games proposed was to revise the content being taught at the moment in a funny way and to make students become more autonomous when surfing the internet and the blog.

First, we told the children there was a new game in the blog. We explained what the relationship with the topic(s) being taught was, and how to play it. Then, we played in class all together or in groups. Finally, students were able to access the game in the blog individually at home.

There is an enormous variety of games available on the internet, so once again, the blog becomes the perfect platform to know and play them, with the added safety of

having been cautiously selected by the tutor. Kids are kids, so they are meant to play and have fun, then why not use didactic games? When we use the appropriate dose of games, especially if we play them all together in class, we create a friendly competition environment where everybody wants to do it properly, and thus students are encouraged to play and they learn and review content at the same time.

One example of this was a game to practice symmetry, a concept that was hard to understand for some students. Approaching this mathematical concept through games made it less boring. We played all together, so students had to stand up one by one and draw 3 pieces of the mosaic until it was completely symmetrical.

2014(e)ko apirilak 30, asteazkena

Simetria jolasa

Ea gustokoa duzuen hurrengo simetria jolasa.

Kontuz, irudiaren kolorea ere kontuan hartu behar da. Eskuineko aldean behin klikatuz gorria aterako da, beste behin klikatuta urdina, eta abar.

Klikatu irudian -->

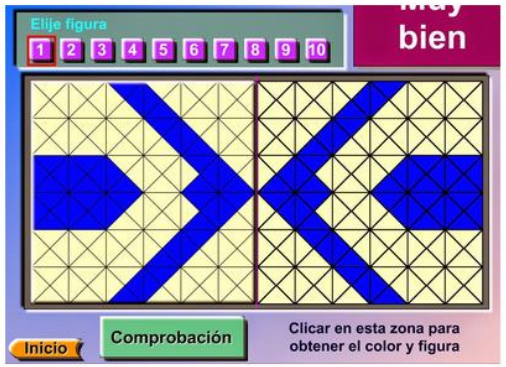


Figure 2: Game in a blog entry. Retrieved from http://geurebloga.blogspot.com.es/2014/04/simetria-jolasa_3010.html

❖ *Authentic text reading*

This activity was done only once and is displayed in the entry called “Irteera! / School trip!”, which was carried out in the 2nd week of April. Our objective was to improve students’ translating and speaking skills, as well as to have them practicing how to surf the internet with several items and tabs.

By uploading a text in our blog, especially if we write it ourselves, we instantly turn it into something genuine, unlike many appearing in text books. So, when it was time to

inform children and parents that we were going on a school trip soon, instead of an ordinary hand-out we created the following entry in our blog: <http://geurebloga.blogspot.com.es/2014/04/irteera-school-trip.html>

We told the students that we had a surprise for them in the blog, and that they had to check what it was about and report to us the following day. The entry was separated in three, so that each language had its place. The part in Basque was more detailed and complex, while the text in English was simpler and had a dictionary box, and finally the text in Spanish was short but contained some technical terms. The entry mostly consisted of text and some images, but there were also some external hyperlinks to webpages such as Wikipedia, Google Maps etc. for the most curious, and scaffolding help such as a Basque-English translation word box.

The content was aimed for children but also to parents extensively, since we asked students to tell them about this, so that parents would get informed and students would have to understand the

The screenshot shows a blog post with three columns of text in Basque, English, and Spanish. The Basque text is the most detailed, followed by the English text which includes a dictionary box, and the Spanish text is the shortest. There are several images: a dam, a canal, and a landscape. The right sidebar contains navigation links and a search bar.

2014(e)ko apirilak 8, asteartea
Irteera - School trip
Kaixo lagunak!
 Ostegun honetan Ebroko "El Bocal"-era abiatuko gara. Fontellas herriaren pare-parean dago. Bertatik abiatzen da Aragoiko Kanal Inperiala, Europa mailan dagoen ubide artifizial handienetakoa.
 Ingenieritza herri lan erraldoia da, egia bihurtu zen ametsa. 1528an eraikitzen hasi ziren, Karlos V.a erregeak aginduta, Nafarroako eta Aragoiko Ebro ibarreko lur lehorrak ureztatzeko. Baina asmo hori ez zuten betetzen izan, bakarrik inguruko herriak ureztatzea lortu baitzuten hasiera batean. Ordea, pixkanaka ubidea luzatzen joan ziren, 1790. urtean bukatu arte. Egun, 107 kilometro luze da, ene!
 Ubideaz gain, paisaia eta toki interesgarri batzuk ikusiko ditugu. Begiratu argazkiak:
 - Yugo mendizerraren ikustokia
 - 32 metroko haritz erraldoia
 - Labirintoa
 - Karlos V.-aren jauregia
Hello friends!
 Next Thursday we will on a school trip to "El Bocal", located near Fontellas (Navarre). This is the place where the famous "Imperial Channel of Aragon" starts.
 The king Charles V ordered its construction because he wanted to irrigate dry lands near Navarre and Aragon.
 Around here we will see different landscapes, these are some of them:
Blog-artsiboa
 ▼ 2014 (21)
 ► May (4)
 ▼ April (8)
 Simetria jolasa
 DIGESTIO APARATUAREN BIDEA
 OPORRAK AZKENAAAAAN!
 Homework: A present for mummy
 Irteera - School trip
 Blok elkarr kontu kontari: Haur eskola
 Erreportaia: Liburu azoka
 Erreportaia: liburuen eguna
 ► March (7)
 ► February (2)
Orri-ikustaldiak
 1,810
Esteka
 • Wikipedia euskaraz
 • Wordreference Ing. hiztegia
 • Eusk-Gazt Hiztegia
 • Hiztegi entziklopedikoa
 • Erreniega IP Webgunea

Figure 3: Multilingual text entry

text well enough to explain the situation to them. We thought it would be a good idea since they would receive the input in 3 languages and also produce output in one of the languages to explain the school trip to their parents. Since it was thought that the majority of the students would speak to their parents in Spanish, content in this language was deliberately limited so that they would have to read information in

another language, and then translate it to Spanish to give their parents the explanation.

The following day, children were asked to explain in Basque the place we were going to, some historical facts, et.. From their explanations we could infer that they had understood most of the information. After that, we read the whole text to make sure everything had been understood and that everyone had participated, since a couple of students had been unable to access the blog the previous day.

❖ *Science videos & animations*

Starting from the 4th week of March, we began to add videos and flash animations about the topic being taught in Nature science. Our main goal was to offer students visual support for learning this subject and to motivate them. There is no doubt that Nature science is one of the toughest subjects for children to master. For instance, understanding complex processes such as digestion demands not only naming the organs that participate on the process, but also understanding the chain of processes and effects that take place.

As we were teaching human nutrition (breathing, circulation, digestion...), we supposed that audio-visual input would be necessary to improve children's understanding of such complex topic.

<http://geurebloga.blogspot.com.es/2014/04/digestio-aparatuaren-bideoa.html>

Video tapes and DVDs have often been used in classrooms to engage and enhance understanding, but blogs improve this input because they enable students to



Figure 4: Flash application about parts of a river

access this content as many times as needed and in any location.

We followed the same procedure in all sessions dealing with nutrition. Firstly, prior to the class, we would find a suitable video or application (Agrega, YouTube, Txanela...) that somehow summarised and explained the content that was going to be taught in

that session. Secondly, we began the class by explaining the topic with more traditional methodologies, reading the book and providing an oral exposition. To finish the session, we watched a video related to the topic, stopping it several times and making sure everything was understood. The children were asked to access the blog in their homes and, the following day, they had to explain the lesson in pairs as accurately as possible, thus doing some memory training, as well as some peer-based learning. Finally, we watched the video a last time to confirm they had told the content to each other correctly and also to make sure everybody had seen the video.

All in all, this additional audio-visual resource ended up becoming an interesting activity that involved computing skills to access the content, provided better understanding, trained memory, and involved reproduction skills by making students tell the content to a classmate, thus making both members of the pair learn.

❖ *TV report & book reviewing*

The following task was done in the 1st week of April. Our intention was to get students to notice a TV-report format and the reviews, and to improve their presentation skills.

When we were celebrating Children's literature day, we organised a book trade and, as we wanted to work on Basque oral skills and to create something authentic and meaningful, we thought about doing some news reports. Our idea was to put the first group of students reporting about this celebration and doing



Figure 5: Blog entry of the report/reviews

a brief review of a book they had been told to bring to this class. After reviewing the

book, students had to state who they would recommend the book to. The other half of the students had to do their report after the market was held, to explain their choice and to explain whether they had liked this celebration. This way, we would both have children doing something real and challenging and also inform the parents/school community.

The procedure we followed was the following. First, we divided the group in two, so while half of the students were in English class, the others were doing this activity. To prepare for this activity, we first showed 1 minute of a BBC programme (<http://www.youtube.com/watch?v=IEEIKYy0f4o>) in which students made a school report, without paying any attention to the content, focusing only in the format and body language of reports, in order to make students familiar with the format of this kind of text.

Then, we put the students in pairs so that they would tell each other about the book they had brought for the book market. Since we did not have enough time to record everyone, once they had gathered enough information we tossed to choose who would be recorded from each couple. After some rehearsing, we recorded them. The following class we showed them how to make videos using *MovieMaker*, and they were allowed to make some choices, such as the background music.

Finally, we uploaded the videos to YouTube and we created the blog entry so that students could see them with their parents at home. The entry was written both in Basque and in English, because students were expected to explain the video to their parents in Spanish. We also chose two students to be our representatives, they went to another class and invited other students in the 3rd stage (5-6th of primary) to watch our report.

This was the result:

- Students recommending their books to others:

<http://geurebloga.blogspot.com.es/2014/04/erreportaia-liburuaren-eguna.html>

- Students talking about their chosen book:

<http://geurebloga.blogspot.com.es/2014/04/liburu-azoka.html>

❖ Listening test

Another activity we carried out in the blog was a listening test, which we did in the second week of April. Our main objectives were to practice listening skills, to train students to complete a multiple choice type of test and to develop computing skills in general (access the blog, open the listening, play/stop the extract, send the answers etc.).

For this activity, first of all, we picked a listening activity from the samples used for the Navarre government external tests. We uploaded a video to *YouTube* with the listening

(although *Podcast* or a similar webpage could have been used), and we linked a *Google drive form* to the blog. This appears to be an incredible tool for bloggers, since it enables users to create fancy and easy-to-make questionnaires, useful for surveys, exams, activities etc. In addition, result/answers are automatically saved in convenient tables and it is also possible to make graphs out of them.

After uploading the listening extract, creating the entry and linking the

Figure 6: Listening test in *Google Form*. Retrieved from <http://geurebloga.blogspot.com.es/2014/04/homework-present-for-mummy.html>

Marca temporal	1. Eneko is a ...	2. Today is...	3. Ane is Eneko's...	4. When is their mummy's birthday?	5. The children want to buy their mum...	6. While they are walking down the street they find...	7. Eneko wants to buy his mum some flowers...	8. Finally the three of them decide to buy a tree, but... What kind?	9. Eneko says: "Three presents in one". Why?	Write here your name:
10/04/2014 19:55:45	ten-year-old boy	Friday	Twin sister	the day after tomorrow	a present for her fourteenth birthday	a flower shop	but Daddy and Ane think that flowers are not special enough	A cherry tree	Because Mum will enjoy the tree, the flowers and the fruits.	
14/04/2014 17:31:59	ten-year-old boy	Friday	Twin sister	the day after tomorrow	a very special dress	a flower shop	and Daddy and Ane think it is the best idea in the world and Daddy and Ane think it is the best idea in the world.	A cherry tree	Because there are three of them: Ane, Daddy and herself.	
15/04/2014 17:28:55	ten-year-old boy	Friday	Twin sister	the day after tomorrow	a present for her fourteenth birthday	a flower shop	but Daddy and Ane think that flowers are not special enough and Daddy and Ane think it is the best idea in the world.	A cherry tree	Because they buy three different trees. Because Mum will enjoy the tree, the flowers and the fruits.	
15/04/2014 19:54:08	ten-year-old boy	Friday	Twin sister	the day after tomorrow	a present for her fourteenth birthday	a flower shop	but Daddy and Ane think that flowers are not special enough and Daddy and Ane think it is the best idea in the world.	A cherry tree	Because they buy three different trees. Because Mum will enjoy the tree, the flowers and the fruits.	
15/04/2014 20:16:05	ten-year-old boy	Friday	Little sister	the day after tomorrow	a very special dress	a pet shop	but Mum is allergic to them.	An apple tree	Because Mum will enjoy the tree, the flowers and the fruits.	
15/04/2014 20:20:06	ten-year-old boy	Friday	Twin sister	next week	a very special dress	a flower shop	but Daddy and Ane think that flowers are not special enough	A cherry tree	Because Mum will enjoy the tree, the flowers and the fruits.	
15/04/2014 20:27:24	ten-year-old boy	Friday	Twin sister	the day after tomorrow	a present for her fourteenth birthday	a flower shop	and Daddy agrees but Ane doesn't like flowers	A cherry tree	Because Mum will enjoy the tree, the flowers and the fruits.	
15/04/2014 20:37:24	ten-year-old boy	Friday	Big sister	the day after tomorrow	a very special dress	a flower shop	but Daddy and Ane think that flowers are not special enough	A cherry tree	Because Mum will enjoy the tree, the flowers and the fruits.	
15/04/2014 20:41:00	ten-year-old boy	Friday	Twin sister	the day after tomorrow	a present for her fourteenth birthday	a flower shop	but Daddy and Ane think that flowers are not special enough	A palm tree	Because Mum will enjoy the tree, the flowers and the fruits.	
15/04/2014 20:43:14	ten-year-old boy	Friday	Twin sister	the day after tomorrow	a bunch of flowers	a flower shop	but Daddy and Ane think that flowers are not special enough	A cherry tree.	Because Mum will enjoy the tree, the flowers and the fruits.	

Figure 7: Results of the test

Google drive form, we explained to the students how the form worked and they were told to do the activity throughout the week. To prevent any possible confusion, we made the blog entry self-explanatory. Finally, we collected the answers and analysed them to evaluate students' performance. Actually, receiving students' responses with Google form (see Figure 7) is a very convenient and organised way to collect and study their results.

❖ *Blog as a chat tool for keeping in touch during vacation*

The next activity included in the blog was called *Oporrak Azkenean!* (Holidays, at last!), and was held in the 3rd week of April. The objective was to practice Basque spelling, interjections and to learn how to make comments.

As Easter was coming, we decided to do a blog activity for the students so that they could keep in touch. Since we had recently learnt some interjections in Basque, a feature of the language which is natural for children in Spanish but not in Basque, we wanted an informal kind of activity to allow them to talk about their daily lives. Children enjoy talking to their fellows through platforms such as chats, so we wrote an entry for them to tell anecdotes or things that happened to them during the holidays. To carry out the activity, first we had to teach students how to make comments and also set up the blog so that students would be able to comment in case they could not gain access to their e-mail account. This was possible by enabling anonymous comments (although we asked them to sign their comments).

After the holidays, we made the children read aloud their comments and asked them if they noticed any mistake, especially spelling errors. Finally, when they were happy with it, we asked the whole group to find more mistakes.

<http://geurebloga.blogspot.com.es/2014/04/oporrak-azkeneaaan.html>

❖ *Collaborative story writing*

The following task was done in the first week of May. Our objective was to set up a friendly environment to produce a story all together, to stress the idea of writing as an ongoing process, to make students reflect on the importance of coherence and to ensure they knew stories are structured in 3 parts.

Inspired by work in the field of Wikis as a tool for collaborative narrative writing (Désilets & Paquet, 2005), and by participation on similar activities in the subject of new technologies applied to English teaching at university, we came up with the idea of using our blog to create a story together. Obviously, doing it through Wikispaces could have been much more appropriate, but since *Blogger* seemed to be enough for this activity, we did not want to complicate it too much.

To carry out the activity, first of all, we selected a suitable [story](#) from the web, which specifically suggests its moral from the very beginning. Then, an entry was written in the blog with a two-sentence extract from this story, along with the guidelines to write a story. The idea was simple:

taking into account what is written, write one or two sentences that make sense and fit in the story, until it is finished.

We used a blended approach, so although children wrote their sentences from home, we commented the story every day, correcting the mistakes and hypothesizing what the protagonist's next step

would be. This understanding of both reading and writing as a process is rather similar to what Isabel Solé (1992) claimed about the importance of working on a text before, during and after reading it.

After all students had participated and the story was finished, we spent 20 minutes placing all the sentences in a blank *Microsoft Word* document, correcting the words the



The screenshot shows a blog post titled "Ipuin kolektiboa" with the subtitle "Egunon lagunak!". The main text of the post is in Basque and discusses a political proposal. Below the text, there are two comments from users "Anonimoa" and "Naia Garate". The "Anonimoa" comment is dated 2014(e)ko maiatzak 6 17:41 and discusses the story's moral. The "Naia Garate" comment is dated 2014(e)ko maiatzak 6 18:00 and asks for clarification. The blog post also includes a small image of an open book and a metadata section with social media icons and a "Gomendatu Google-n" button.

Figure 8: Comments contributing to the collaborative story. Retrieved from

<http://geurebloga.blogspot.com.es/2014/05/ipuin-kolektiboa.html>

program suggested, writing the title and making some final improvements. In the end, we read the original text and compared it to the one the students had created collaboratively.

Despite the simplicity of the guidelines, it was a considerably cognitive-demanding activity since, within a sentence, each contributor denotes his/her view of the path the story is going to take. Thus, students have to interpret what their classmates' intentions are in order to do their part and continue with the "expected script" correctly.

Obviously students' ability to write vary enormously, but this activity enables good and creative writers to lead their fellows and to show their knowledge, while lower-achieving students can learn from them and also contribute. Their contribution is very often made in the form of adding details or continuing with the action expected so for them, writing in a pre-anticipated story path is less overwhelming, and they will probably feel relieved for not having to do the creative part.

3.3. Results

In this section, our aim is to provide an analysis of our experience with blogs in primary education, and also share our thoughts and reflections on this issue.

3.3.1. Teachers' analysis of the experience

The implementation of the blog has not been easy, but we felt we succeeded in all the four goals we had set: to raise students' motivation with different supportive activities in a blog, to make students aware of blogs as a learning tool, to improve pupils' computing skills and to integrate the three languages in one space.

First, running a blog has resulted in a significant change in students' motivation. Their tutor stated that they had only been so engaged when they had carried out a project about Japan some months before. The tutor and I both agree that, despite the fact that the implementation was stressful, it started to show positive results from the very beginning. The students instantly showed their excitement towards the blog, especially towards audio-visual resources like YouTube videos, Flash applications or games to reinforce the contents of natural science classes.

Not only did students enjoy blogs, but they also considered them as learning tools, to such an extent that students would often ask us to place those resources used in class in the blog (if they were not already there), especially before exams. In addition, we noticed that some students were intrinsically motivated to keep on searching similar resources for their own learning at home. These videos and other content the students had found at home were, in fact, used in class for everyone because we considered they could help other students to learn and also to reward those students who had had the curiosity to keep searching things from home.

Also, students acquired more autonomy when working with computers. No student had experimented with blogging before this project, and almost in a two-week time students were already able to access the blog, interact with all the materials uploaded there and even make comments.

With regard to the use of languages, it can be said that we succeeded to set up a multilingual environment. Although not all the three languages have been every activity, at least two languages were used in most of them, and we tried to make connections between them. This, in addition to the added input and involvement in real tasks that aimed at the school audience may have contributed to the improvement of communication skills in the three languages.

But there were also some drawbacks, just like in any other project. Running a blog requires a lot of effort and time, and there is every likelihood that teachers will feel disoriented at the beginning. Creating textual entries is easy, but it starts getting complicated when you want to add photographs, videos etc. and to place all the elements where you want. This is why I would strongly recommend every teacher interested in using blogs in education to create a personal blog first, in order to test blogs in form of drafts. I had one myself and I used to create the entries on it, to see how content behaved and after having finished the entry there, I copied the HTML code to the class blog, so by the time it was uploaded I knew it had the desired design.

Time is one of the most obvious drawbacks but there are many more, which are not often mentioned in research. During our experience with blogs we had to overcome several inconveniences, some of them were technological and other pedagogical. In

the paragraphs we will describe some of the troubles we faced when running our class blog.

Technological issues primarily involved *knowledge gaps* and *technical issues*. Due to the fact that I am not an expert on ICTs or blogging, my tutor at the school and I had to overcome several obstacles to run the blog successfully. Most of the problems were not due to the blog itself, but to the resources put in it. Depending on the instructor's aims, the blog should contain documents, videos, photo albums, podcasts, digital stories, games, and so on. As a result, working with all these materials demands both blogging skills and computing skills in general. After all, teachers should be able not only to post the materials created by others, but also to create resources for his/her own classes on demand. This way we ensure that materials are completely suitable for the children and, in addition, students will be more engaged with the activities because they are relevant to them. An example of a technical problem we had was the time when we worked on Basque grammar. We wanted to place an activity done through HotPotatoes because we had identified that students were struggling with one particular case of verbs. The first obstacle was that we had to translate the interface of HotPotatoes activities to Basque language, and improve its design to make

it attractive enough. We wrote every sentence so that they would be meaningful, not just random,

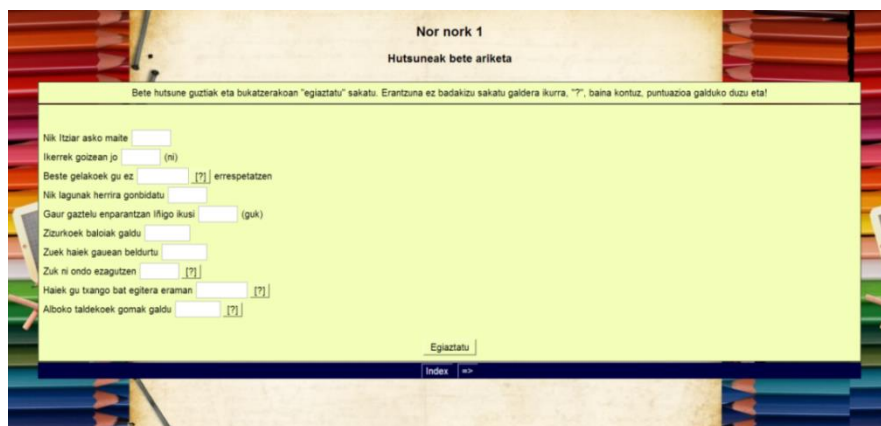


Figure 9: Grammar activity done with *HotPotatoes*

meaningless sentences. Our last problem was that *blogger* does not have a tool for uploading documents, so we had to link the activity to *Dropbox*. However, the Html document could not be opened directly, but had to be downloaded. We knew the downloading would lead children to confusion so we had to work out a solution by

publishing the Html as a webpage through *Google Docs/sites*. This way by clicking on the URL already posted in the blog, the document is not downloaded but shown in the browser directly. Children enjoyed the activity, especially the fact that the program gives them hints when needed, and they also found receiving scored feedback engaging.

On the other hand, the second category of problems we faced was pedagogical problems. To begin with, it was *impossible to fit an integral blog-based project* because of the tightness of the syllabus. As mentioned before, my educational experience on blogs was developed during the school internship in Erreniega I.P., in a year 5 (age 10-11) class. The idea was presented to the school tutor in March, and she accepted delightedly. However, we were dependent on the course syllabus and we had to stay coordinated with the other 2 classes. Therefore, the blog carried out mostly consisted on additional activities across subjects for supporting traditional learning, primarily to be done at home. Nevertheless, it was useful to gain experience on how blogs work and to confirm several affordances and uses blogs have for teaching, for the tutor and for me.

Besides, we were aware of the fact that some students and/or parents could be *reluctant to take part in the project*. Fortunately, despite a few parents being a little bit sceptical about the project, they all agreed to join. Some of the major cause of concern was due to the fact that the majority of students had not had previous experience with neither blogs nor the Internet. They argued that using technology may lead students to spend more time than normal, and that this could make students feel frustrated. Other issue of concern for parents was the lack security in the internet, but we reassured them by making clear that we would monitor every child's participation to ensure they didn't make an inappropriate use of the blog or reveal personal data.

But there are more problems educators might encounter when running a blog. In the following list we have briefly summarised those problems we faced and others which could happen:

- Children without computer/internet at home may be put at a disadvantage, so it is recommended to do as little as possible outside school.

- Despite having large amounts of resources in the internet, most of them may not be suitable in terms of quality and difficulty.
- When using resources created by other people, there is a chance of items being taken down or removed.
- There is a strict legislation about revealing information (photos, texts, etc.) of children through the web, and parents could reject the idea.
- Inappropriate, slop work could be published, and this may lead schools, teachers, children and parents to public embarrassment.
- There could be risks of plagiarism and of having problems with copyright.
- It is hard receiving support, since teachers in general do not have training on blogging.

3.3.2. Thoughts and considerations

Overall, the blog created a heart-warming feeling of mild enthusiasm. In spite of the fact that some of the activities varied little from the ordinary ones, students were quite excited about doing them. On the contrary, when it came to changing to common practice you would hear grumblings. The children enjoyed it and so did we. But education is not only a question of enjoyment.

Although students benefited from the blog, we were unable to run an integral didactic unit using blogs, as explained before. This was mostly due to the fact that our class had to follow the syllabus and work together with the other 2 groups in 5th of primary. Instead, the class blog was designed to provide students with additional activities to support them to learn the content. Since we knew little about how to manage a blog and kids had never used one, this turned out to be a satisfactory formula, and we were all satisfied with it. In the future, however, I will try to take full advantage of blogs in blog-based didactic units or projects.

In addition to the impossibility of conducting a comprehensive project, I consider that we did not manage to integrate the three languages in our blog-based tasks properly, thus the blog was not equally multilingual but only partly. This was due to many reasons, primarily due to curriculum restrictions (we were on a Basque immersion

language model), timetable problems and lack of communication with the English teacher. Although we have worked on the three languages, Basque has had more prominence.

Also, I believe that it is important for every teacher experimenting with ICTs in class to deeply reflect on the purpose of using blogs or any other technology, something which some take for granted. When designing activities, I usually asked myself the following questions:

- Is this activity going to contribute to learning?
- Is it necessary to use ICTs for this activity?
- How would using ICTs improve this activity?

I suggest every teacher does the same. Many times I realised that some of the activities I was thinking of had little educational value and decided not to do them or to adapt them.

Anyway, creating and running a blog has produced many enriching experiences from which I have learnt enormously. I consider this to be an introductory experimentation and we will definitely continue exploring blogs and other ICTs in the coming years, with longer and more in-depth projects

3.3.3. Students' perceptions: survey

Although we knew that most students had enjoyed creating and doing activities through the blog, we wanted to gather more specific information. This is why we conducted an anonymous survey through *Google form*, which was uploaded to the blog: <http://geurebloga.blogspot.com.es/2014/05/sakatu-hemen-inkesta-egiteko.html>, and enquired about students' perceptions of the experience.

The survey consisted of 22 questions: 14 Likert-scale questions (1 to 4), 5 multiple-choice questions and 3 open-ended questions. The first type of questions enquired, for example, the students' general attitude towards using the blog and their degree of

enjoyment in every kind of activity (9 questions). In the multiple-choice questions, students are asked whether they could write faster by hand or on the computer, where they would prefer to work on the blog in the future (home/class/both) etc. Finally, in the open-ended questions, students were free to express themselves about problems they had had, or to give suggestions of other activities which could be done with blogs.

Students were given a week to complete the survey, and we explained to them how to do it. Besides, they already knew how to deal with *Google forms*, since we had done a listening through it. We emphasised the importance of the survey being personal and sincere, and we made it clear that the answers were anonymous, so we could not tell whose answers were the ones which rated the blog negatively.

The results (see Annex 1) definitely confirmed students' satisfaction with the blog. Although 1 pupil did not do the survey, 16 out of the 18 participants stated having liked the blog enormously in a 1 to 4 scale (being 1 "not at all" and 4 "enormously").

Table 1: Survey results regarding activity types

	1 (not at all)	2 (No)	3 (Yes)	4 (Enormousl y)
Did you like photos of things we do at school being uploaded to the blog?	0	0	2	16
Did you like playing different games in the blog?	0	1	3	14
Did you like watching videos?	0	0	2	16
Did you like recording ourselves reporting about the "Children literature day" and reviewing books?	0	5	4	9
Did you like reading about "El Bocal" (the school trip)?	2	1	5	10
Did you like reading poems?	2	2	5	9
Did you like doing the listening test through our blog?	3	0	6	9
Did you like telling your classmates anecdotes during Easter?	2	0	5	11
Did you like writing a story all together?	0	0	4	14

When asked about the helpfulness of the blog to learn school subjects, only 1 student stated not having benefited from the blog to study, whereas her/his fellows agreed (3) or agreed enormously (14) on the fact that the blog had been useful for studying.

If we analyse the activities the children liked the most, (see Table 1) those involving audio-visuals (videos, photographs and games) far exceeded the others, with 14/16/16 ratings of “like enormously” out of 18. These are, in some degree, the activities that required less work, and it is difficult to tell whether they had done the activities or not. Other activities that students stated to have notoriously enjoyed doing were the ones involving the commenting tool: the collaborative story and the catch up during holidays, and so it is reflected in the survey, with 14 and 11 ratings of “like enormously”, respectively.

Although most of the students considered they had enjoyed doing the rest of activities (such as poetry reading, the listening test, the text about the trip etc.), their rates were lower for those tasks. For example, the news report had 5 negative ratings. The reason could be the feeling of embarrassment some students experience when speaking in public or in the videos.

Other issue of concern in this work was exploring children’s development of autonomy and computing skills. Although students were puzzled at the beginning, it could be seen that most of them improved slightly, and this is also shown in the survey. According to it, there was a slight majority of students who confessed feeling more comfortable with computers (12) whereas eight students said they had not improved, which does not mean they had worsened.

When students were asked about how it was best to work on a blog, almost everybody (16) agreed that a blended approach was the best, working both at home and in class, whilst 2 people confessed that they would have preferred using the blog only at school.

Students’ opinions vary regarding the proposal of having a personal blog and publishing texts to be commented by others, with a positive tendency in the former and a negative tendency in the latter.

In the open questions, students expressed that they had had problems such as internet working slowly, but the majority of the students confessed not having had problems with the blog. Many of the pupils asked for some sort of chatting tool to talk about daily matters. They also added suggestions, for example the idea of a section in the blog to check what the homework is, or more resources for reviewing before exams.

All in all, both from the day-to-day response of the students and their answers to the survey we can say that there was a clear positive attitude towards the blog. But what summarises the students' degree of satisfaction and supports our intention to rely on blogs as educative tools in the future is that every student, 100% of the 18 participants, said that he/she would rather continue working with the blog. It is a surprising and stunning result, especially if we bear in mind that most of the activities were done as homework, since we could not devote many hours to doing the blog activities in school time.

4. Proposal: further tasks through blogging

4.1. Rationale

As mentioned before, it was not possible to develop the blog as extensively as I would have like because we were constrained by the curriculum and the particular context. This is why I will propose some additional tasks in this section that could be used in schools. I considered important to add some other hypothetical activities which are not dependent on such requirements, thus trying to full take advantage of what blogs offer. Although they have been designed as a natural extension of the activities previously done for this particular class, they could be suitable for students in a similar context.

4.2. Added tasks

❖ *Jigsaw research group activity*

The objective of this activity is to acquire the transversal skills of researching and group collaboration, while improving proficiency in the three languages at the same time.

It is inspired by the Communities of Inquiry (Angelaina & Jimoyiannis, 2011) described in section 2.5 of this work. This kind of activity is especially recommended to be carried out in the subject of Nature Science, but it is applicable to any field.

The idea is that when some interesting questions regarding one topic arises and students' attention is drawn to it, for example "What is the acid rain?" or "Why do we sneeze?", we will provide the students with resources to fulfil their intrinsic curiosity. It is much more enriching than giving them an immediate answer, and it will foster students' autonomy and capacity to work collaboratively. They will work in groups with the tutor's guidance, and each group will have to look for the answer within the resources placed in the blog in the language allocated for them. The final product will be a blog entry in the form of an article answering the proposed question, which It will have three paragraphs, one for each of the languages.

The pre-requisite for this activity is that it is necessary for students to be invited to the blog as co-writers, so this way they will be able to make drafts easily. Alternatively, it can be written in word pages and the tutor can paste it to the blog in the end. The tutor will have to make a deep search for quality resources (Wikipedia, YouTube,

Agrega, Txanela... etc.) in the 3 languages, making sure they are suitable for the age and language skill of the students.

The procedure will be the following. First, all students will be divided in 5 groups of 3 people, and 1 group of 4 students (since there were 19 in class). There will be 2 groups for each language, for example 2 groups of 3 for Basque, 2 groups of 3 for Spanish and 7 people for English (4 in one group and 3 in the other). Each group will then work out the answer to the question thanks to the resources given and write a first draft in the corresponding

language.

In the second stage, both groups working in the same language (6-7

students) will gather together and they will check what the other group has written. Working

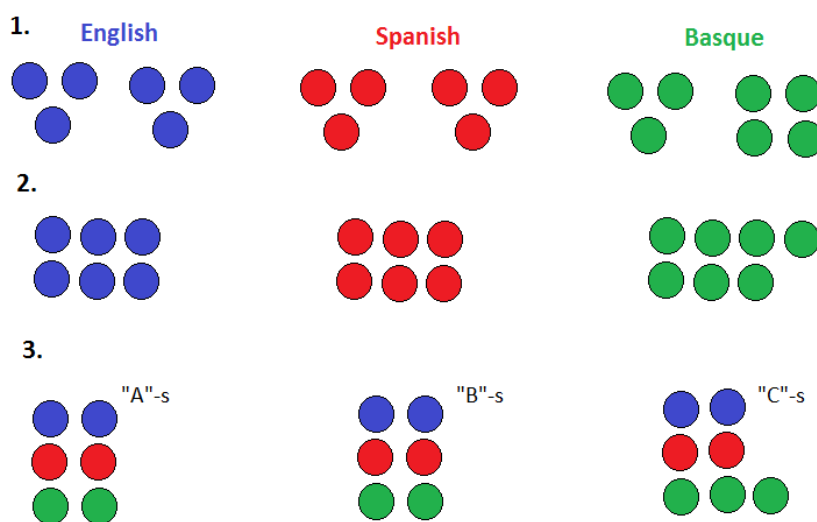


Figure 10: Illustration of grouping stages

collaboratively, they will adapt their first drafts and write a common draft for all members working in that language, picking the best parts of each text.

In the third step, we would have 3 texts answering the question proposed, one in English, one in Spanish and one in Basque. After they have reached a consensus, they will go back to their original group of three. Each member of the groups will be given a letter A, B or C. Then all "A"-s from the 3 languages, "B"-s from the 3 languages and "C"-s from the 3 languages will gather together and read their versions trying to correct any language or content errors they notice. Finally, after they have taken good notice their classmates' suggestions, students will return to stage 2, gathering according to their language and they will agree in the final version. The three final texts will be uploaded to a blog entry.

❖ *Extension of the book reviewing report*

This one is an extension of the activity described before, “*TV report & book reviewing*”. Since they already know what a review is, the main objective would be to practice presenting in English. Our belief is that in our blog some people rated this activity negatively because they had felt embarrassed when speaking in public.

That is why we will change slightly the procedure so as to make children more comfortable. As the previous task was done in Basque, this time the presentations will be carried out in English, whilst the books reviewed will be either in Spanish or Basque.

First of all, we will watch the videos we did in order to remember what reviews are and to catch the format of the presentations. Also, we will watch this one, which is quite engaging and has a similar format: <https://www.youtube.com/watch?v=WhedoN6kHfc>

After that, we will translate some of the useful expressions we have heard in the videos and write them in the blackboard, such as “This is (title) by (author)”, “I would recommend this book to (person) because...”, “I like this book very much because...”, “This book is about...”, “I hope you enjoy the book!” ...etc.

Then, we will gather pupils in pairs and toss to choose who will make the presentation reviewing a book (written in Spanish or Basque) they like. The presentation will be prepared by both students (in English), and while the partner doing the presentation rehearses the speech, the other will try to make suggestions and corrections.

The recording will take place the following day, so that students will have more time to prepare the discourse at home. Also, instead of the teacher recording children in front of everyone, students will go in the arranged pairs to another class. The chosen student will perform the speech, while the helper records the video with the camera. This way, students will feel less stressed and will have the opportunity to repeat the recording 2 or 3 times until they are happy with it.

Finally, the tutor will collect the videos and put them together, while students will be able to decide the song and some other features, just like the previous time. Instead of the tutor writing the three-language blog entry, it will be discussed and written by all

students while the tutor guides the discussion and types the entry. Also, Students will be expected to tell their parents about it, most likely in Spanish, or in Basque.

5. ONDORIOAK

Lan honetan aurkeztu diren atal desberdinen bidez jakitera eman izan da hezkuntza testuinguruetan berria den elementu interesgarria: bloga. Maila teorikotik hasi izan gara, ikerlariak blogen inguruan egindako proiektuak eta ahalbideak azalaraziz. Baina blogak hezkuntza baliabide gisa onesteko ondorio sendoak ez daudela sumatu genuenez, maila praktikora eraman izan dugu, Iruñerriko eskola batean gelako blog bat sortuz eta ariketa desberdinak aurrera eramanez.

Proiektu hau edublogen abantailak eta desabantailak ezagutzeko xedearekin hasi ginen, bai eta tresna honen bitartez egin daitezkeen ariketa desberdinen ikerketa burutzeko. Proposaturiko helburuok bete ditugula esan dezakegu.

Izan ere, azkeneko urteetan egindako ikerketetatik abiatuz, ezagutzera eman ditugu adituek antzeman izan dituzten onurak eta atzerabideak, bai eta eskolan gure esperientzia praktikoan sumatu ditugunak. Ikasleei dagokienez, ondoriozta dezakegu motibazioa piztu, gaitasun digital eta sozio-pertsonalak garatu eta ikasten laguntzen ahal dietela blogak. Oso nabarmena izan da gure ikasleengan sortu duen interesa, eta horrela adierazi dute egindako inkestan, %100ak blogarekin ikasten jarraitzea nahiago luke eta. Haien gogokoa izan da eta lagunartekotasun giroa hobetu du, baina ez soilik hori. Ikasleen gehiengo batek onartzen du ikasteko lagungarri zaiola, eta erosotasun handiagoarekin dabilzala ordenagailuekin. Gaitasunak, edukiak eta ezagupenak berenganatzeko modu berritzailea suposatzen du, ikaslearengan zentratua dagoena, bai eta sormena eta ekimena garatzen laguntzen duena. Gaitasun digitalean aldaketa nabarmena sumatu dugu ikasleengan: sarean nabigatzeko autonomiaren garapena, idaztearen bizkortzea, informazioa bilatu eta tratatzeko estrategien eskurapena, iruzkinak egiteko gaitasuna eta abar. Gainera, bloga balio komunikatibo intrintsekoa duen tresna da, benetakoa, ikasleentzat esanguratsuak diren gaiak jorratzen dituen, euren mundua hobeto ulertu eta erakusteko balio duena eta gurasoak eskola komunitatearekin lotzen dituen. Irakasle bezala, ordea, blogen erabilerak ahalmen sortzailea sustatzen du, testu liburuekiko gehiegizko mendekotasunari aurre egiten baitzaio. Tresna honek ahalbidetzen du, ikasleen beharrak kontuan hartuz, norberak sortutako edota mailegaturiko edukiak ikasleentzako erosotasunez helaraztea. Era

berean, irakasle zein eskolen arteko komunikazioa eta kooperazioa sustatzen du, egiten denaren berri emanez eta ariketak elkarbanatzea errazten delarik.

Hala eta guztiz ere, arazoak eta desabantailak ere bitartean sumatu izan ditugu. Bereziki hasieran, blog baten sortzeak denbora eta dedikazio handia eskatzen du, eta arazo teknikoak ere maiz gertatzen dira. Gainera, gaur egungo irakasleriaren prestakuntza IKT-etan oso murrizta da, eta horrelako proiektuak elkarlanean aurrera eramatea ez da erraza, gehienetan norbanakoen ekimenak dira. Bestalde, ezin izan diogu gure proiektuari nahi genuen dimentsio integral eta eleanitza eman, arrazoi desberdinengatik aurrera eramandako ariketak irakas-jarduera ohikoaren osagarri gisa planteatu behar izan baititugu.

Bestalde, blogen bitartez egin daitezkeen jarduera desberdin ugari deskribatu ditugu, bai adituek aurrera eramandakoak bai eta eskolan gure esperientzian egindakoak, beraz, gure bigarren xedea bete dugu. Helburu, eduki eta gaitasun desberdinak jorratu ditugu ariketa hauetan, ikus-entzunezkoak zein testuak euskarritzat izan ditugularik. Batzuk norberaren gaitasunen garapenari bideratuta zeuden, *listening* froga bezala, beste batzuk gelako elkarlana eta kooperazioa sustatu dute, istorio kolektiboan ikusi dugun legez. Bitartean ere, gurasoen inplikazioa bilatzen zituzten jarduerak egin ditugu, Irteerari buruzko testu eleanitzarekin batik-bat, jolasen bidez ongi pasatzeko eta aldi berean ikasteko aukera izan dugu, eta azkenik, haurrek eskolan egiten dutena komunitate guztiari helarazten dioten ariketak, telebista erreportaia bezala. Egin daitezken ariketen zerrenda amaigabea da, irakaslearen imajinazioaren arabera, eta betirako zintzilik eta eskuragai izatearen abantaila dute.

Oro har, ondoriozta dezakegu bloga hezkuntza tresna aproposa dela, mota askotariko baliabide informatikoak eskuragarri egiten baititu proiektu eta jarduera desberdinak burutzeko. Ordea, blogak beste edozein tresna bezala, zuhurtasunez eta bere neurrian erabili behar dira. Blogen erabiltze hutsak ez baitu ikaskuntza hobetzen, baina lagungarri ederra izan daiteke planteamendu didaktiko egokia egiten bada.

Lehen Hezkuntzaren irakaskuntzan blogak erabiltzeko egitasmoa izan lukeen edozein irakasleri lagungarri izan dakion espero dugu. Halaber, gure esperientzia partekatu dugun modu berean, gonbidapena egiten diegu blogak darabiltzaten hezitzaile guztiei

euren saiakuntzak azaltzera. Lan honen mugak izan direla eta, etorkizuneko ikerketetan blogen bitarteko ekimen eleanitza modu zehatzago batean ikasteko deia ere luzatzen da.

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ANNEXES

Annex I: Survey's answers

	1 (not at all)	2 (No)	3pt (Yes)	4pt (Enormously)
In general, did you like doing activities through the blog?	1	0	1	16
Do you feel more confident with computers now?	2	4	8	4
Do you think working with the blog helped you studying school subjects?	0	1	3	14
Did you like photos of things we do at school being uploaded to the blog?	0	0	2	16
Did you like playing different games in the blog?	0	1	3	14
Did you like watching videos?	0	0	2	16
Did you like recording ourselves reporting about the "Children literature day" and reviewing books?	0	5	4	9
Did you like reading about "El Bocal" (the school trip)?	2	1	5	10
Did you like reading poems?	2	2	5	9
Did you like doing the listening test through our blog?	3	0	6	9
Did you like telling your classmates anecdotes during Easter?	2	0	5	11
Did you like writing a story all together?	0	0	4	14
Would you like to post your writings in our blog and ask your classmates to review it?	5	3	3	7
Would you like to have a blog for yourself and put your work there?	2	2	5	9
	With the blog		Without the blog	
From now on, how would you like to work at school?	18		0	
	Everyday	2 or 3 times a week	Once per week	1 to 3 times in total
How often do you visit our blog?	6	10	1	1
	By hand		Typing	
How do you write faster?	9		9	
	Both at school and home		Only at school	At home
Where would you like to work with the blog?	16		2	0

Zer gustatuko litzazuke egitea blogen bitartez hemendik aurrera?

Hitz egiteko gauza bat bezala. Iruzkina gehiago egotea. Denetarik. Blogaren bitartean klaseko ikasle bakoitzak zerbait jartzea astero. Azterketarako zer ikasi behar dugun jartzea eta baita noiz diren etxeko-lanak egiteko. Chat bat jarri klasekoek egitea blogean watshappa bezala. Ikasteko bideoak jarri eta ikusi, lanak egin etab. DENA. Gure artean hitz egitea. Horrela egotea asko gustatu zait. Azterketak erreparatzeko gauzak. Guk gauzak igotzea. Bakoitzak argazkiak, bideoak.... blogean igo hori bai, gauza bat oso polita denean, ala bideo bat oso ona ikusi duela eta lagundu diodala ikasten. Joku gehiago izatea. Joku gehiago jartzea. Osasunako bideoak ikustea. Idazlanak denon artean.

Zer arazo izan duzu edo zer ez zaizu gustatu blogeri buruz?

Dena gustatu zait eta ez dut arazorik izan. Batzuetan bloga ez dela joaten eta ezin dituzu lanak egin. Ez dakit. Ez dut izan arazorik. Ez ditut arazorik izan. Batzuetan ez zait sartzen. Ez dut arazorik izan. Batzuetan nire wifia ez da joaten eta ezin naiz sartu. Ez dut izan inolako arazorik. Ezta bat. Gustatu zait dena. Ezer. Jartzen baldin baduzu googlen GEURE BLOGa ez zaidala agertzen eta gero sartzen naiz erreniegan eta sartzen naiz bestela ezin naiz sartu. Ezer ez. Erreniegako web-tik geure bloga desagertu zitzaidan, eta mobilarekin deskargatu behar nuen, baina ez zuen uzten. Batzuetan pixka bat poliki doala, baino oso gutxitan. Batzuetan bloga ez zela joaten. Ezer asko gustatu zait

Azkenik, zeozer gehiago komentatu nahi duzu?

blogerak onenak! Nire ustez asko gustatu zait asko ikasi dudalako eta azterketak ikasteko asko balio duela. Ez. Ezer. Ez. Oso ongi dagoela bloga. Askok gustatu zait blogean ibiltzea. Ez, ez dut ezerrez komentatu nahi. Niri bloga asko gustatzen zaidala. Askok gustatu zait blogaren ideia, horrela baita ere gurasoak dakite zer ari garen egiten eta gauzak jokuekin hobeto ulertzen ditut. Ezzzzz. Bai, lñigo oso ongi pasatu dut zurekin eta eskerrik asko blogak egiteagatik. Askok gustatuko litzaidake etxekolanak hemen apuntatzea, edo galdetegiak hemen egotea. baita ongi egongo zen etxekolana ordez, bloga erabiltzea. Oso irakasle ona zara ;) Ez horrela nahiko da.

Annex II: Design of our blog

Geure Bloga: 5.C maila

Zizur Nagusiko Erreniega ikastetxea

animazioa (1) argazkiak (7) Bideoa (5) english (3) etxekolanak (1) euskera (6) gaztelera (3) ingurune (6)

irakurgaiak (1) jolasa (3) matematika (1)

2014(e)ko apirilak 7, astelehena

Biok elkarri kontu kontari: Haur eskola

Iepa! Zer berri?
Gaur goizean Zizurko Haur Eskolan egon gara, eta haurrei ipuinak kontatu dizkiegu. Oso gustura ibili gara, eta lagunak egin ditugu bitartean. Ikusi:

Hey! What's up?
Today we visited Zizur's Nursery School, and we told the infants stories. We had a wonderful time, and we've made some friends.

Blog-artxiboa

- ▼ 2014 (21)
- ▶ May (4)
- ▶ April (8)
- ▶ March (7)
- ▶ February (2)

Orri-ikustaldiak

1,803

Esteka

- [Wikipedia euskaraz](#)
- [Wordreference Ing. hiztegia](#)
- [Eusk-Gazt Hiztegia](#)
- [Hiztegi entziklopedikoa](#)
- [Erreniega IP Webgunea](#)

