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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Theme:

DAILY JOURNALS AND THE WRITING SKILL

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I, Lcda. Mg. Ana Jazmina Vera de la Torre, holder of the I.D No. 1801249341, in my capacity as supervisor of the Research dissertation on the topic: **“DAILY JOURNALS AND THE WRITING SKILL”** investigated by Miss Sara Elizabeth Monar Palma with I.D No. 1803784477, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "**DAILY JOURNALS AND THE WRITING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

God for giving me the wisdom, strength, courage, and capability to keep going day by day and not give up - Joshua 1:9

To my parents as they are my fundamental pillars and for giving me support, because without them I could never have achieved what I have achieved so far in my life.

Sara.

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First of all, I thank God for giving me life and helping me to reach my goals. For not giving up and for always providing at home. For not leaving me alone and always holding my hand. For making me feel in peace when times of trouble. For giving me valuable friends and family. For keeping me safe so far in my life and letting me fulfill my dreams.

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TITLE: “Daily journals and the writing skill”

AUTHOR: Sara Elizabeth Monar Palma

TUTOR: Lcda. Mg. Ana Jazmina Vera de la Torre

RESUMEN

La habilidad de la escritura se la considera difícil ya que requiere mucha preparación. Consecuentemente, los estudiantes suelen presentar problemas y debilidades. Por ese motivo, una de las muchas técnicas de escritura es el uso de daily journals (diarios). El objetivo principal de esta investigación fue analizar el impacto de los Daily journals y la habilidad de escribir en 33 estudiantes del tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato. Además, esta investigación condujo un enfoque mixto para recopilar datos cualitativos y cuantitativos. Para ello, los instrumentos aplicados fueron un pre-test y post-test, y también una encuesta. Adicionalmente, se sostuvo un diseño cuasi experimental, por lo que los participantes estuvieron expuestos a un tratamiento que consistió en seis sesiones realizadas en un plazo de tres semanas y ayudó a obtener los resultados utilizando una rúbrica adaptada de Cambridge Assessment Criteria. Posteriormente, el método estadístico a analizar fue T-student para muestras pareadas utilizando el programa SPSS. Así mismo, los resultados revelaron que el uso de los diarios tiene un impacto positivo en la habilidad de escritura de los estudiantes, lo cual confirmó la hipótesis establecida para esta investigación. Finalmente, se concluyó que el uso de Daily journals surgió algunos beneficios y efectividad para el proceso de enseñanza y aprendizaje, debido a que mostró mejoras en la habilidad de la escritura para comunicarse significativamente.

Palabras clave: Daily journals, habilidad de la escritura, estrategias de la escritura.

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ABSTRACT:

Writing skill is considered as a difficult ability since it requires a lot of preparation. Consequently, students usually present problems and weaknesses. For that reason, one of many writing techniques is the use of daily journals. The main purpose of this research was to analyze the impact of daily journals and the writing skill in 33 students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. In addition, this research conducted a mixed approach to collect qualitative and quantitative data. To this end, the instruments applied were a pre-test and post-test as well as a survey. Also, it held a quasi-experimental design, so the participants were exposed to a treatment that consisted of six sessions carried out within three weeks and it helped to obtain the results using an adapted rubric from Cambridge Assessment Criteria. Subsequently, the statistical method to analyze was T-student for paired samples using SPSS program. Moreover, the results revealed that the use of daily journals have a positive impact on the students' writing skill, which confirmed the established hypothesis for this investigation. Finally, it was concluded that daily journals emerged some benefits and effectiveness for the teaching and learning process since it showed improvements in students' writing skill to communicate meaningfully.

Keywords: Daily journals, writing skill, writing strategies.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative Background

Rezzig (2018) led a case study of which the purpose was to investigate the challenges in the writing skill and the benefits of daily journals. Also, this study held qualitative research to obtain understanding about the problems of writing and benefits of daily journals. To do that, it was necessary to apply a questionnaire to the participants which revealed that they present problems in aspects such as grammar, vocabulary, structure, and speed. Moreover, they found daily journals beneficial in aspects such as fluency, gaining enough vocabulary, building rapport, quality, motivation, engagement, and confidence. Subsequently, the investigator read 12 essays that were written by the participants along with the daily journals that were helpful to find 12 themes for its analysis. In that manner, this investigation was helpful to the researcher and participants since they used a minimal part for giving grammar lessons to answer the students' needs, as well as they will continue to use daily journals as part of English classes, hence this study was useful for future investigations. Finally, this would contribute to the current research since it provides valuable information about fluency, engagement and gain confidence when writing.

Tahseldar (2018) conducted a study in Beirut Lebanon. It investigated if the students could improve the writing skill by applying daily journals and it was conducted to 62 students from a specific school in Beirut. In addition, they were engaged to write journals for 12 weeks. Furthermore, the research directed a mixed method followed by a thematic coding analysis of the observation and discussion, and used a pre-test and post-test plus a Likert scale analysis of an additional questionnaire. Afterwards, the results showed that there were improvements in terms of organization and content although with some slips regarding their spelling. Moreover, having a continuous practice on journaling, students could become better writers. Therefore, this study was suitable since the verdicts revealed that there were improvements of the writing skill and a positive attitude towards daily journals. Additionally, it revealed that this could

be a great technique for teaching writing to the students and promote the student's motivation.

In a study by Sholah (2019), the main goal was to explore if the students' writing skill improves by implementing daily journals activities. In this mixed research participated 60 students from second-year of two writing courses at Al-Munawwariyyah Senior High School, of which one group was the experimental group and the other was the control group of this experiment. Furthermore, this investigation carried out a pre-test and post-test to consider the students' writing skill. Moreover, it held observations and an interview in order to obtain results from the impact of daily journals, in the same token these results were encoded. Subsequently, it was concluded that daily journals encouraged the students and improved the writing skills as well as the interaction between teacher and student. Hence, this investigation is essential to support the current research now that it is evidenced that students face problems but still overcome those problems. Also, it can contribute by having a basis on building rapport and engagement for writing journals since it is evidenced that there was progress on their writing skill.

Siregar (2021) directed an action research study which the purpose was to implement daily journals to obtain a progress of the students' writing skills. The participants were 22 eight grade students from MTs Pondok Pesantren Ulumul Qur'an Medan. For the analysis, qualitative and quantitative data were used through the application of an interview and observations, and further ahead the results could be shown in a t-test calculation of the scores. For the procedure, the writings of students were applied as a pre-test and post-test so that they can be analyzed quantitatively. Therefore, this investigation determined that the students improved their writing skills. For that reason, this could contribute the current research topic since it was helpful for students to be aware of the fluency and mistakes to get the meaning behind the writings.

Wahyuni (2019) led a qualitative case with the objective to enhance the students' reflection in writing by using daily journals. Moreover, there were 30 participants of the fourth semester at STKIP Muhammadiyah Bogor. As for the procedure, the investigator used observations, interviews, materials, documents, and reports, of which

the daily journals as form of documents were deeply analyzed by applying a triangulation technique. Further, the findings confirm that daily journals are useful for teaching and learning in order to implement it as a technique for writing skill along with instructions and practice, thus the students improved their skills. Hence, this investigation would contribute to the topic research since the conclusions confirmed that by writing journals the students developed their writing skill and reflection, which was one of the benefits.

1.2. Theoretical Framework

Independent Variable:

1.2.1. English language teaching

As English is viewed as an international language, a necessity to teach and learn arose. Therefore, in many hispanic cultures English is taught as a second language, following guidelines, methods, and techniques. According to Patel (2008) language is used for communicating and transmitting thoughts, ideas, and opinions to others. Also, it involves having a different culture and different language systems as it is for example with sounds or phonetics. Thus, English language is difficult for some people because the sounds are particularly hard to pronounce for foreigners and that is one of the many reasons why students avoid learning it, as well as the grammatical structure which is new and different to learners.

In fact, English should be taught as a language and not as a structure to achieve goals in teaching that should reach the students' knowledge and development of this language within context. One of the most common problems present in teaching English is the excessive use of books. Consequently, this avoids the opportunity for learners to communicate effectively, in other words, to be able to transmit a message across one another (Nunan, 2012). The methods of teaching a foreign language have evolved as problems keep appearing in the teaching process. That being said, it is the teacher's role to adapt methods and techniques for a good instruction.

Hall (2017) mentions that English language teaching develops in every classroom, and it should be used according to the learners' needs. In addition, it aims to affect the students' mind for good, that means changing mistakes when it comes for writing. In reality, along with the methods and techniques that teachers need to adopt, the teaching process also needs to be taught in context. Therefore, professors need to also evolve their teaching ability and assume different roles from being a speaker to being a facilitator. It is important to maintain an English-speaking environment to foster its skills and become familiar with its use (Hall, 2017).

1.2.2. Pedagogy and Education

Pedagogy refers to the methods, approaches, and the way teachers transmit knowledge in theory and in practice. According to Sáenz, Del Pozo et Viñao (2015), they understand pedagogy as a discipline that applies and experiments over the relative knowledge of instruction and professional training. That means that pedagogy involves not only the theoretical part or knowledge but also the practice of that knowledge, which tend to take part of the aspects about learning in education, morals, disciplines and learning outcomes to form a future professional. This englobes all the development behind the human being psychologically and sociologically, to be able to use the human mind throughout the evolution of education.

Böhm (2010) mentions that pedagogy stands out both traditional approaches and for modern approaches and present even a broad range of new methodologies. Being said this, it leads to the study of educational theories throughout life and by having new methods or approaches and seeking for new techniques or strategies in order to impart new knowledge to the students and put into practice for further evidence of learning outcomes. Therefore, education facilitates the learning process while pedagogy nourish itself with the overall understanding of this science.

As English language is currently a high demand for many countries in aspects such as work-field, education, socially and interculturally fields. The global level this language has reached makes it to be necessary to learn since it allows to communicate with other countries around the world. Thus, there should be enough preparation in the educational field to teach. According to Touriñán (2019), to have a good quality of education is important to rely on excellent educators that are competent to adapt new techniques and strategies for the teaching process so that in the future there can be excellent professionals as well.

1.2.3. Strategies in English writing

According to Bai (2016) strategies are defined as an employment of actions to overcome failures in language. Hence, the strategies are a procedure that focus on achieving a goal. These should be applied to the learners and managed by the teacher considering what the problems are in the language learning. Oxford (1999) mentions that techniques facilitate the use of language. Therefore, without a strategy it is not possible to impart knowledge and it is more difficult for the students to learn and for the educators to give an appropriate teaching process.

In a study by Cole (2015), some strategies can be scaffolding which implies following steps, journal writing which encourages the students to write more, and the use of technology. They are evidence that writing could be developed by different ways depending on the context of the classroom. There are also more strategies such as repeated writing, story circle, journal writing, peer-editing, etc. which help the students to succeed and improve their writing skill compared to those who stay firm in traditionalisms. Also, by implementing them the teaching process can progress academically (Khidhir, 2020). It is essential to apply them because knowing how to write appropriately is helpful to understand in a better way the language and use it. That way the students can not only learn about how to write but also, they can be influenced by the way the teaching process is carried out.

Moreover, one of the objectives for teaching English language is to be able to write in a coherent and cohesive way for different purposes (House, 2013). Therefore, there is a necessity to be capable to communicate in an appropriate way. This involves having to be aware of the different linguistic aspects like grammar that has different tenses, auxiliaries which are necessary when writing, articles, idiomatic usages, vocabulary (Soler Lorente, 2015). Thus, writing is a difficult skill since it implies producing it in a more correct or formal manner with good spelling, wide range of vocabulary but more importantly to be able to transmit a message.

1.2.4. Daily Journals

The use of daily journals was first designed as a literary work. Later in time, the journals became an important tool in education since it has helped to evolve the nature of journaling. In English, daily journals is a technique to engage students in their writing skills so that they become better at it as they are practicing every day. It's important to mention that they begin to write daily or at least once or twice a week (Tuan, 2010). Daily journals provide opportunities for the learners to write and express themselves on a paper or a computer without having to worry a lot on not making grammatical mistakes. Although, the fact of not making mistakes is still considered in any type of writing task including journaling, the journal entries are mainly focused on fluency and how the students write according to certain topics, or they also had the choice to write freely. At the end, the daily journals are used for engaging students, enhancing motivation and improve their confidence in writing.

Benefits of daily journals

The fact that students have to write down or type thoughts, ideas, opinions and feelings is a bonus point for them because every time that they need to re-read, they will have a sense of reflection. Moreover, it is evident that they become greater at writing since they have the practice provided by the journals. Therefore, the following are some of the most common benefits:

It stimulates critical self-reflection. In relation to the topic that the students have to write this promotes an active learning since they are writing and concentrating on what to write and that way reading is involved since they begin to reflect on their diaries and clarify and organize their ideas as well as reflect on errors.

Students can develop fluency. The fact that they are thinking develops a habit and thus keeps them engaged in communicating ideas. As most people know, it is important to catch the reader's attention on writings.

Moreover, students between students or students between teachers can build a good rapport through responding to each dialogue journals since it provides a space of interaction and an opportunity to know each other better.

Not less important, another benefit is that students have the opportunity to write freely and to record their productions and that way this can motivate them to keep writing for future purposes.

Types of journals

Hiemstra (2001) mentions some journal types that have been discovered through years, these are learning or reflective journals, dialogue journals, electronic journals, and personal diaries. This could be helpful for the development of writing skill day by day:

Learning or Reflective journals

According to Balenghizadeh (2014) the use of reflective journals in general stimulates the students' self-efficacy. A learning journal, also known as a reflective journal, is typically used for writing reflections, thoughts, feeling and opinions about a specific topic. Moreover, the goal is to get the students reflect about anything they have read and have learned so that way their understanding of a particular subject can be apprehended. This can include writing experiences and observations of outcomes of external fields.

Furthermore, writing a reflective journal enables the writer to learn some aspects about themselves such as what they want to know, what they are feeling, what they are doing, and how they are doing it (Yinger, 1981). This means that implicitly they are constructing meaning by connecting or relating to the knowledge they are acquiring. Having this appropriate practice of writing down anything can be mastered by them since they are learning by doing.

In addition, Rolfe (2001) designed a model that states three steps on how to write a reflective journal. These steps are the following:

- **What?** – Meaning that they are going to write the issue or the background of the situation that would be told.
- **So What?** – The evidence that it is needed to provide or the important examples.
- **Now What?** – What it is learnt or the relationship between the issue and the evidence.

Dialogue journals

A dialogue journal is a written interaction between the teacher and students, or it can also be between students. The main point is to exchange thoughts, ideas, and opinions on something to the other person. The students will have to read and answer so that the dialogue can continue (Gonzales, 2016).

Staton (1980) mentions that by using dialogue journals it can solve some teachers doubts about their teaching. For example, with this type of journal, the students can have a direct and personal attention that each one of them need, also they can feel motivated since they are writing meaningful and useful experiences, and it provides an opportunity for teacher to help by noticing the students' mistakes and give feedback, plus they become aware of their errors and start to develop an improvement on their writing skill.

Electronic journals (e-journaling)

Because the current education implies using technology and computer system, the electronic journals is a type of journaling which offers the opportunity to record their writings in any resources such as google docs, blogs, or social media. With this type of journal, students can review other's journals and start a virtual communication when commenting on the journals entries.

According to Phipps (2005) an e-journal is an opportunity that can be easily found nowadays since technology is a great tool. It goes along with critical thinking and its development because students have the possibility to find information in the internet and to reflect on anything they want to write. Additionally, they become more independent in learning they feel more engaged when writing daily. Also, this is the chance for them to raise a voice and write whatever they desire since e-journaling is in a public space and it is easy to reply to other journals while receiving feedback or even learning about one another and developing interaction.

Personal diaries

A personal diary usually involves having a structured entry with chronological order from the days a student have written ideas, thoughts, memories, and experiences. An important factor here is the teacher's instruction and guideline to correct and give commentaries. This type of journaling can develop a sense of confidence and desire to write freely. Usually, the topics for personal diaries are free because it is supposed to be secret but with the intervention of the teacher, this could be helpful and useful for both, the teacher and students (Hiemstra, 2001).

Definitely, it is a space for students and for people to start expressing themselves and that lead to a personal growth in terms of psychology, writing skills and professions. Most great writers are already in huge publicists, or they have become greater book story tellers. Without a doubt, there are many benefits about writing journals.

Dependent Variable:

1.2.5. English language

Soler (2015) states that English is a rich full language and with great influence in the world since it is taught under many circumstances. Among other languages, English has a special usage for being the most taught and practiced around the world and for its official use required in many countries (Crystal, 2012). Being said this, many look for the necessity to learn it in an efficient and comfortable way, which is why there is a necessity to improve teaching strategies to achieve a goal. According to the Ministry of Education (2016) the level of English that must be reached is up to B1 as it is established in the Common European Framework of Reference (CEFR). There has been proposed new approaches for the students so that they can learn a foreign language in an interesting way which exploits the students' abilities.

Language is part of people's everyday communication at work, schools, home so that there is a possible interaction to transmit messages with meaning to one another. According to Sharpe (2009), language is the system of words and the product of it. In other words, it refers to the grammatical structure or set of rules and the production of oral and written messages. To acquire a new language, the person must be in complete exposure of that language. Therefore, that is one way that students can learn a new language because they are exposed, and for that reason they are able to learn and acquire new knowledge as well as to develop their cognition. This means that by writing the students could learn implicitly about grammar, vocabulary, structure, and other aspects, not necessarily about linguistic aspects but also about other things of proper interest that the learners reflect and learn by doing since everybody has this innate capacity.

English is a needed language since it has been alive since decades. In fact, it is one of the official languages recognized by the United Nations (Baugh, 1993). This is the main reason why it should be taught in schools and universities. In fact, it is taught as a subject to fulfill academic purposes in the current context since it is required in schools and universities. Harmer (2007) mentions there are different reasons to learn English, whether for communication purposes, for business, for work, or for education

itself, or even for inner motivation that some students present, meaning that it is their wish to learn a new language.

1.2.6. English language skills

Keeping in mind that English is the language most used for education, work field and other purposes, it is extremely essential to learn it in order to develop a good communication. To acquire this language, it is important to note that it has four skills: reading, writing, listening, and speaking. All of them goes along with one another, the receptive skills which are reading and listening, and the productive skills which are writing and speaking. As reading is important for writing to acquire new vocabulary or analyze the grammatical structures, listening skill is also important keeping in mind that by listening the students can imitate sounds that are useful for an oral production.

Listening is a receptive skill that means the action to hear sounds and pay attention to something (Downs, 2008). In other words, it is more than only hearing sounds, it is listening with understanding, interpretation, and memory. Commonly, it is one of the most difficult skills in English since foreign students need to comprehend since level zero because they are not exposed to that new language. Therefore, they will listen to new sounds and pronunciation, as well as open their hearing sense to understand new dialects and accents.

According to Spratt, Pulverness and Williams (2012), reading is another receptive skill that involves understanding a written text. It is a useful skill because it is essential for life since people educate themselves by reading. Reading implies some subskills such as skimming which means reading fast for getting a general meaning or understanding and scanning that means reading for specific information. Additionally, there are other skills like inferring and predicting.

Speaking skill is a productive skill and it the most used throughout life. When people hear words and sounds, all that needs to be expressed is speaking (Sadiku, 2015). It implies using intonation, stress, register, and functions. This is the main purpose for

speaking, when there is an audience, people expect the speaker to communicate meaning by producing clear sounds and pronunciation.

Writing is a productive skill and probably one of the most difficult skills. Sadiku (2015) states that a person with good writing skills is a victorious person. By writing the students should spend much time and effort in terms of organizing ideas. It is essential for the teacher to not correct the same mistakes repeatedly but to motivate the learners to correct them by themselves.

1.2.7. Productive skills

Unlike receptive skills or input skills, productive skills are also known as the output skills. As listening goes along with speaking, reading goes along with writing skills. It is impossible for learners to acquire these skills separately because they wouldn't be able to receive knowledge before product (Golkova, 2014). In other words, this means having prior knowledge as grammatical structures, vocabulary, accuracy, etc. Therefore, according to Teacher (2014), speaking and writing skills are the most required to evidence a communicative competence. They are challenging because of the effort requirement. On the one hand, speaking entails aspects like having pauses, adding fillers, and knowing how to use the language itself. On the other hand, writing entails aspects like writing with coherence, fluency, cohesion. In addition, it requires organization of ideas.

Harmer (2007) states that the productive skills which are speaking and writing mainly entails the students to present a product. Therefore, this provides them the opportunity to explore and practice the new language. Moreover, speaking is the product or the evidence of a whole understanding of knowledge of a language and one of the principal cognitive functions of the human being. Also, Harmer mentions that writing is the only productive skill which enables the readers to have a visible product. Additionally, this allows anyone to express and communicate through writings.

1.2.8. Writing skill

Writing skill is a productive skill of English language skills. According to Spratt et al. (2012) writing requires using some subskills related to accuracy and to communicating ideas. In other words, this involves using the appropriate form of language use and functions, which means the purpose or the reasons for communicating. In addition, it is one of the most difficult skills because of its complex use. However, writing is a mean for communicating our ideas, opinions, and thoughts, thus it implies using good writing skills such as grammar, lexis, and vocabulary (Orozco Gutiérrez, 2021). Learning to write involves keeping in mind the most important aspects such as fluency, coherence, cohesion, punctuation, and spelling (Rojas Lema, 2021).

Writing skill could be a difficult task since it usually requires making an individual effort rather than those skills who mostly receive feedback in a simultaneous way. It is said that it implies having a good management of mechanics, grammar, and syntax. Also, writing down ideas could be an intimidating and non-motivating task for students because they need to reflect on them in a fluent way without making many mistakes or errors (Teacher, 2014). That is why nowadays it is mostly evidenced in schools that the students do not enjoy writing as much because of the fear of making mistakes.

According to Sharma (2015), writing skill requires extensive preparation and carefulness. Since English is a different language compared to Spanish, it is necessary to pay attention to the little details when writing such as using appropriate styles, an appropriate use of words and structure. Furthermore, students may learn from the written texts as it requires much time for the production, and they are more aware of the way that the written texts are composed. Therefore, English language can be learnt in a more efficient way by writing rather than by speaking because students usually pay more attention to their mistakes that are already reflected in their texts. Moreover, the students can edit their writings and check for any errors.

1.3. Objectives

1.3.1. General Objective

To analyze the impact of daily journals in the development of writing skill.

1.3.2. Specific Objectives

- To apply the use of daily journals to improve the students' writing skill.
- To identify the level of the students' writing skill before and after the treatment.
- To determine the effectiveness of daily journals for the development of writing skill.

CHAPTER II

METHODOLOGY

2.1. Resources

For this research it was necessary to include three types of resources: human, technological, and technical resources. The human resources counted with 33 participants of which 24 were female and 9 were male students from Universidad Técnica de Ambato, so that the present study could be developed. Moreover, the technological resources, which were the use of internet and smart devices such as laptops and cellphones, helped to carry out the research. Last but not least, the technical resources such as computer and materials, were necessary to collect data for this investigation.

2.2. Methods

2.2.1. Mixed approach

Del Castillo and Orozco (2014) state that a quantitative approach is the one that collects quantitative data and the analysis of the variables. Through this research the data collection was gathered by applying a pre-test and post-test. Sampieri, Collado and Lucio (2010) estimate that qualitative research gathers non-numeric information to discover and analyze situations collected by obtaining opinions, points of view and experiences. In this sense, a survey was applied to collect information about daily journals and the writing skill.

2.2.2. Quasi-Experimental design

According to Best (2006) a quasi-experimental research allows the researcher to proceed a classroom experiment with an intact group. In this study the group that was working along was the third semester of Pedagogía de Idiomas Nacionales y Extranjeros major of which there were 33 students. Also, this research design deals with the manipulation of one of the variables. Thus, the dependent variable which is writing skill was manipulated.

Moreover, a pre-test and post-test was applied in this research to achieve and fulfill the objective which was to analyze the impact of daily journals in the development of writing skill. The standardized test was taken from Preliminary English Test (PET) designed by Cambridge. It is addressed to people who want to achieve a B1 level of English according to the Common European Framework of Reference (CEFR), providing its respective certificate. Thus, the students who participated took the same test but different questions for the pre-test and post-test, and they were assessed and evaluated using the respective rubric that Cambridge provides which is the Cambridge Assessment Criteria rubric for writing since it provides four criteria to be tested in their written productions.

In addition, it was necessary to design lesson plans for the 6 sessions to apply the treatment of this research. The use of daily journals was applied throughout the meetings in which the students were able to capture and express their opinions, ideas, thoughts, and feelings. Thanks to this, they had the opportunity to practice and develop their writing skill. Consequently, the results of the post-test helped to measure the impact of daily journals in the learners' writing skill development. Also, it helped to establish a comparison between the pre-test and post-test and to establish final conclusions and recommendations.

2.2.3. Bibliographic or documentary research

In order to carry out this investigation it was necessary to extract information from digital books, journals, papers, websites, thesis, etc. so that there can be principles and basis related to the topic to support it. Therefore, the present research used the Bibliography Method to help broaden and deepen the distinct concepts Sampieri, Fenández-Collado and Baptista-Lucio (2006). Hence, this study had the necessary information for distinct concepts to sustain and understand what daily journals are about.

2.2.4. Field modality research

On the other hand, the fieldwork modality was applied. Even though the global pandemic has provoked some inconvenient, the environment of the classes was through a virtual modality. However, it was possible to have a direct participation from both parts, teacher, and students. Moreover, this investigation was developed within context of a real English class which was the 3rd semester class from Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) so that the essential information and data could be obtained for its further analysis.

2.3. Type of research

2.3.1. Exploratory research

This research was based on exploratory research. According to Sampieri et al. (2006), an exploratory research investigates the problems of a specific topic from an innovative perspective. Thus, the topic daily journals and the writing skill is a groundbreaking investigation that could be useful for further investigations. Additionally, it is essential to explore about the topic so that there can be a foundation to support the two variables which are daily journals and the writing skill.

2.4. Population and sample

The present research about daily journals and the writing skill was addressed to the third semester students of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. There were a total number of 33 students, among them 24 were women and 9 were men. The following table 1 provides a clear visualization of the total number of students and a representation of them as percentages for further analysis about this investigation research. Finally, the study was carried out within three weeks, thus 6 sessions were developed.

Table 1.
Population

<i>Population</i>	<i>Experimental Group</i>	<i>Percentage</i>
<i>Male</i>	9	27,27%
<i>Female</i>	24	72,72%
<i>Total</i>	33	100%

Source: Students' list
Author: Monar, S. (2022)

2.5. Instruments and techniques

The techniques used for this research were a standardized test to gather quantitative data and a survey to gather qualitative data. Additionally, the instruments used were the question for the test and questionnaire for the survey.

A pre-test and post-test as form of a story writing was conducted which were evaluated by an adapted rubric following the guidelines of the Cambridge Assessment Criteria. The rubric to check the students' test results was adapted to be scored over 10 points for a better understanding of the students and the researcher. On the other hand, this test was retrieved from Preliminary English Test (PET) exam designed by Cambridge. Also, it was taken with the objective to investigate the students' level of writing skill

using Google forms. The pre-test consisted of writing a story in part 2 of the writing section of the exam, meanwhile the post-test consisted of writing another story in part 3 of the writing section. Overall, each test lasted about 20 minutes to be completed.

Moreover, a survey was applied so that the effectiveness of daily journals and the writing skill could be recorded. It was taken using Google forms. Also, it was validated by respective authorities and professors so that it could be employed at the end of the treatment. This survey contained 6 questions of which the students had to respond following a Likert scale of agreement within 20 minutes.

Furthermore, it was necessary to develop 6 lesson plans so that there could be an organization to deliver the treatment as a class about daily journals and the writing skill. For this, it was essential to the methodology of teaching and to adapt the topics, the time, and activities according to the learners' needs. The lesson plans were about introducing the use of daily journal, to practice and to write down ideas about what the students wanted to write, and to produce their respective journal according to the type of journal. To store each class as an evidence, Google classroom was created for the students to find all the material such as videos, folders, google docs, and google slides so that it could be easier for them to work. In addition, the lesson plans were developed following three stages which was presentation, practice, production (PPP), and each one lasted 1 hour for 3 weeks, so it means that each class was applied twice a week. Then, the classes were delivered using Zoom platform to give instructions and apply the treatment. Since the students from Universidad Técnica de Ambato are still in a virtual modality, the current thesis was carried out in an online environment.

2.6. Procedure

Due to the pandemic the present thesis was applied in a virtual modality since students from Universidad Técnica de Ambato have not come back yet to face-to-face modality.

In the first session, the researcher gave a brief introduction of herself and explained the procedure of the application for this present investigation and how it was going to be carried out throughout the three weeks. After that, the students were asked to take the pre-test in form of a story writing that lasted 20 minutes by providing a link in Google forms. After that, the participants had to join Google classroom. Finally, the researcher had to check the results of the pre-test using the writing rubric.

Next sessions, the students had to follow the same steps. They were provided videos to introduce each type of journal and they had to give a comment about them. Later, the researcher explained the tasks and the students had to write an entry for each type of journal about a free topic that they wanted. They had to write the number of words at the end and upload them in Google classroom assignments. If anticipating problems, they uploaded their journals to another folder in Google classroom. The point here was to encourage them and engage them into the journal writings.

In the last session, the researcher applied the post-test in form of a story writing that lasted 20 minutes by using Google forms. After that, the researcher applied a survey to the students to collect information about daily journals and the writing skill.

2.7. Hypothesis

The quantitative data of the pre-test and post-test were obtained and analyzed using SPSS program along with the statistical of T-student for paired sample so that the hypothesis can be validated or rejected.

Alternative hypothesis

Daily journals have an impact on writing skill development of students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

Null hypothesis

Daily journals do not have an impact on writing skill development of students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

2.8. Variable Identification

Daily journals (Independent Variable)

Writing skill (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This chapter shows the analysis of results and findings that were gathered using the appropriate instruments developed by the researcher. The collection of the data was gathered throughout three weeks in which it was possible to apply the pre-test, the treatment, and the post-test, moreover an additional survey addressed to the 33 participants.

First, since the tests were taken from the PET exam, the results of the pre-test and post-test were carefully analyzed using a rubric from the Cambridge Assessment Criteria. The original score of the Cambridge assessment criteria were over 5 bands with four criteria which means there is a total of 20 marks. The four criteria include: content, communicative achievement, organisation, language. Also, for a better understanding, the adapted rubric was graded over 10 points with the corresponding four criteria. Moreover, the results are presented in tables and graphs to make it more clear for the readers.

In addition, to collect information about daily journals and the writing skill, the results of the survey applied for this research was evaluated and validated by respective authorities and experts. The results were provided by Google forms in terms of percentages and numbers so that the analysis and interpretation could be described.

Finally, the quantitative results were analyzed using SPSS program along with the statistical of T-student for paired sample to validate the established hypothesis.

3.1.1. Pre-test and Post-test Results

The following tables and graphs represent the results of both the pre-test and post-test. They include the scores over 10 but also the scores over 20 according to the Cambridge Assessment Criteria writing rubric.

Table 2.
Pre-test results

<i>Participants</i>	<i>Scores over 10</i>	<i>Scores over 20</i>
<i>1</i>	6,5	13
<i>2</i>	9	18
<i>3</i>	7,5	15
<i>4</i>	6,5	13
<i>5</i>	9	18
<i>6</i>	6,5	13
<i>7</i>	4,5	9
<i>8</i>	5	10
<i>9</i>	6	12
<i>10</i>	6	12
<i>11</i>	8,5	17
<i>12</i>	8	16
<i>13</i>	8	16
<i>14</i>	8	16
<i>15</i>	8	16
<i>16</i>	8	16
<i>17</i>	7,5	15

18	6,5	13
19	6,5	13
20	8	16
21	6,5	13
22	8	16
23	6,5	13
24	8,5	17
25	6,5	13
26	8	16
27	4,5	9
28	7	14
29	6,5	13
30	4,5	9
31	7,5	15
32	8	16
33	7,5	15
Average:	7,0	14,1

Source: PET Writing Assessment Criteria
Author: Monar, S. (2022)

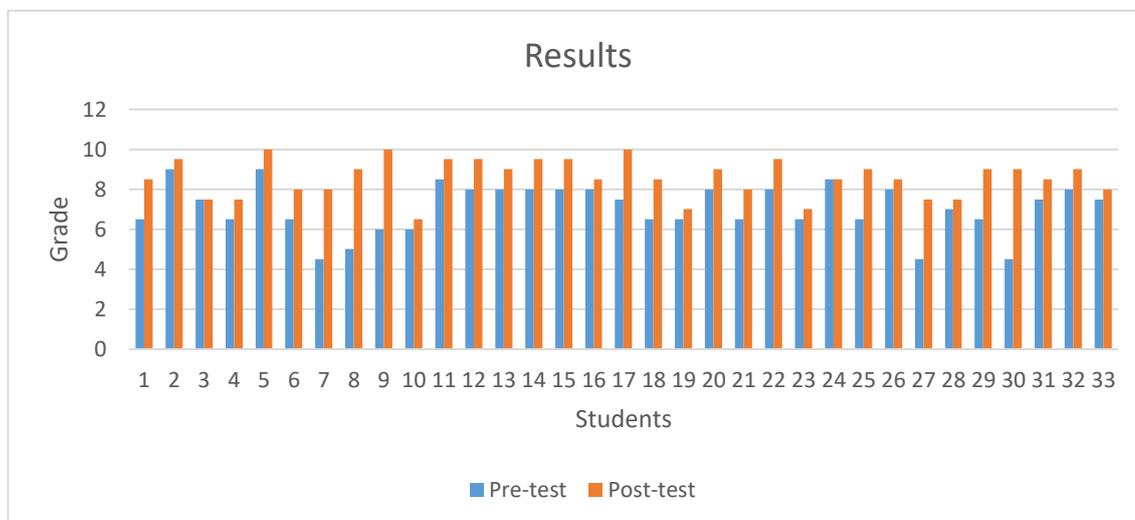
Table 3.
Post-test results

<i>Participants</i>	<i>Scores over 10</i>	<i>Scores over 20</i>
1	8,5	17
2	9,5	19
3	7,5	15
4	7,5	15
5	10	20
6	8	16
7	8	16
8	9	18
9	10	20
10	6,5	13
11	9,5	19
12	9,5	19
13	9	18
14	9,5	19
15	9,5	19
16	8,5	17
17	10	20
18	8,5	17
19	7	14
20	9	18
21	8	16
22	9,5	19

23	7	14
24	8,5	17
25	9	18
26	8,5	17
27	7,5	15
28	7,5	15
29	9	18
30	9	18
31	8,5	17
32	9	18
33	8	16
Average:	8,5	17,1

Source: PET Writing Assessment Criteria
Author: Monar, S. (2022)

Figure 1. Pre-test and Post-test results



Source: PET Writing Assessment Criteria
Author: Monar, S. (2022)

Analysis and interpretation

In the first graph, represented as figure 1, shows the number of the students who participated which were 33 students in total and the grades over 10 for a better understanding. Within the results of the pre-test the lower score was 4,5 and the highest score was 9. This means that the lower score was 9 over 20 and the highest score was 18 over 20.

Therefore, the results of the pre-test in comparison to the post-test were lower since they did not have a clear idea on how to respond the test which was developing a story or narrative. On the other hand, after the treatment of daily journals and the writing skill, the students' grades increased due to the practice they received on every session. Thus, it can be said that after the treatment the students developed better stories to tell in their journals and consequently improved their writing skill.

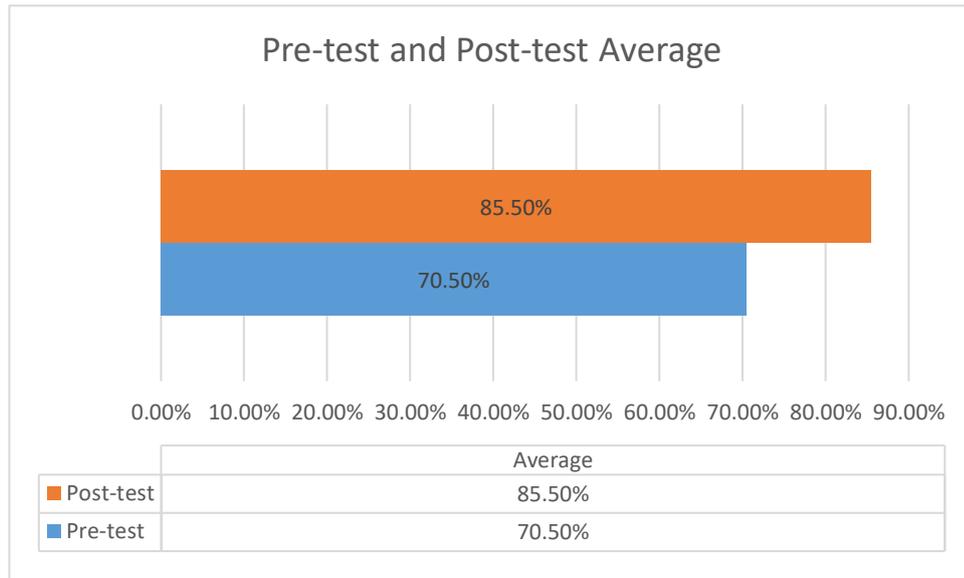
3.1.2. Pre-test and Post-test Average and Difference

Table 4.
Pre-test and Post-test Average and Difference

<i>Results</i>	<i>Average</i>	<i>Percentage</i>
<i>Pre-test</i>	14,1	70.5%
<i>Post-test</i>	17,1	85.5%
<i>Difference</i>	3	15%

Source: PET Writing Assessment Criteria
Author: Monar, S. (2022)

Figure 2. Pre-test and Post-test Average



Source: PET Writing Assessment Criteria
Author: Monar, S. (2022)

Analysis and interpretation

Table 3 and figure 2 show the average score of the pre-test and post-test results and the difference between them. It can be observed that the average score of the pre-test was 14,1 over 20 points. Meanwhile, the average score of the post-test was 17,1. This means that the students increased their writing skill with a difference of 3 points. In terms of percentages, 70.50% represents the average of the pre-test, and 85.5% represents the average of the post-test, which means that there is a difference of 15%. To sum up, this shows the results before and after the treatment of daily journals and the writing skill. Therefore, it is an effective technique for the students' development since there is an evident improvement of their writing skill.

3.1.3. Survey results

The following table shows the results and analysis of a survey that was applied after the interventions to collect information about the effectiveness of daily journals and the writing skill. There are 6 statements in total and 32 responses in total since one student did not answer. In addition, this survey was validated by the respective authorities and experts. Finally, the results were created and applied using Google forms of which already provided the results in percentages.

Table 5. *Survey results*

Statements	Totally Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
1. Daily Journals are an effective writing technique.	21 (65,6%)	10 (31,3%)	1 (3,1%)	0 (0%)	0 (0%)	32 responses 100%
2. Daily journals provide opportunities to express thoughts, ideas, and feelings.	30 (93,8%)	2 (6,3%)	0 (0%)	0 (0%)	0 (0%)	
3. Writing daily journals offer an opportunity to develop critical thinking.	22 (68,8%)	9 (28,1%)	1 (3,1%)	0 (0%)	0 (0%)	
4. Writing daily journals develops accuracy (grammar and vocabulary) in writing skill.	20 (62,5%)	9 (28,1%)	3 (9,4%)	0 (0%)	0 (0%)	
5. Writing daily journals develops fluency when communicating meaningful ideas.	20 (62,5%)	11 (34,4%)	1 (3,1%)	0 (0%)	0 (0%)	
6. Writing skill generates pressure for not making mistakes.	9 (28,1%)	10 (31,3%)	6 (18,8%)	5 (15,6%)	2 (6,3%)	

Source: Students' survey
Author: Monar, S. (2022)

Analysis and interpretation

According to the results in table 4, it can be observed that there are 6 statements that are about both variables, daily journals and the writing skill. It includes Likert scale options of agreement such as: totally agree, agree, undecided, disagree, and strongly disagree. Moreover, there were 32 responses in total that represent 100%.

Therefore, in the first statement 21 students, which represent 65,6% totally agreed that daily journals are an effective writing technique, while 10 that represent 31,3% agreed. This means that most of them were in favor of this statement since they had the opportunity to practice journal writing in their classes. Thus, the results that they experienced had an increment day by day as they kept working.

Then, statements 2 and 3 talk about the opportunities that daily journals provide as for example, to express opinions, thoughts, and feelings, as well as development of critical thinking. It can be evidenced that most of the learners totally agreed, 30 in statement 2 and 22 in statement 3, which represent 93,8% and 68,8% respectively. Hence, it is believed that using daily journals the students could express themselves freely and to develop their reflection skill because it provides a space for them to write down what is in their minds without being judged.

Next, statements 4 and 5 talk about linguistic aspects that daily journals develop such as, accuracy (grammar and vocabulary) and fluency. It is shown that the majority of the class totally agreed with 20 students that represent 62,5%, and only few students were undecided. This means that they could still have some problems when it comes to writing perhaps because of the lack of practice, yet most of them do not present major problems when expressing in journals.

Finally, in the last statement, 9 students who represent 28,1% totally agreed that writing skill provokes pressure for not making mistakes and 10 agreed that represent 31,3%. Meanwhile, the rest of the students were undecided or disagreed to this statement. It is clear that writing skill is a difficult skill since it requires a lot of effort to express and capture ideas on a paper or document.

It can be concluded that, the use of daily journals is an effective technique to keep practicing writing since it does not require to have more people to read unless it is their decision to publish or share what they wrote in their journals. Also, this can avoid any barrier that do not allow students to write and express freely.

3.2. Verification of hypothesis

To fulfill the objective of this research, it is necessary to verify if the hypothesis is accepted or rejected. Thus, the statistical T-student with paired samples was used through the SPSS program that helped to compare the means of the same group at different periods. It revealed the mean, the deviation, the significance, and the p-value of the data. The following tables show the results of the statistics of the t-test.

Table 6. Paired Samples Statistics results

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	14,1212	33	2,48442	,43248
posttest	17,1818	33	1,86170	,32408

Source: SPSS program
 Author: Monar, S. (2022)

Table 7. Paired Samples Correlation

	N	Correlation	Sig.
Pair 1 pretest & posttest	33	,427	,013

Source: SPSS program
 Author: Monar, S. (2022)

Table 8. Paired Samples T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-3,06061	2,38405	,41501	-3,90595	-2,21526	-7,375	32	,000

Source: SPSS program
 Author: Monar, S. (2022)

In tables 5, 6 and 7 can be observed all the information that the statistical program provided which include the mean score of the group from the results of the pre-test and post-test. Hence, the mean score of the pre-test is 14,12 meanwhile the mean score of the post-test is 17,18. Therefore, it means that the results increased with a difference of 3,06. Moreover, the p-value that was obtained is 0,000 which is below the reference number of the p-value that is 0,05. Consequently, as this number is lower, the null hypothesis is rejected and the alternative hypothesis is accepted. To conclude, the use of daily journals have an impact on writing skill development of students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

3.3. Discussion

The present research revealed results that demonstrated improvements on the students' writing skill from third semester of PINE after the application of the treatment of daily journals. The main objective was to analyze the impact of daily journals in the development of the writing skill. In addition, the total number of students were 33 who took the pre-test and post-test with no missing answers in both, so the numbers stayed the same.

Furthermore, the findings of this research revealed that the use of daily journals impacted in a positive way to the students' writing skill development which confirms the comparison of results from previous investigations. Regarding to a study by Tahseldar (2018), both results indicated that there were an increasement of scores before and after the treatment within several weeks. In fact, the average score of the pre-test of this study was 14,1 meanwhile the average score of the post-test was 17,1. Then, the fact that both studies implemented the use of journals as a writing technique, made it easy for students to have some improvements and benefits such as the feeling of engagement, meaningful communication of ideas, interaction with the teacher and students, and development of reflection about things of interest, plus the learning from mistakes, improvement of language aspects. Similarly, both researches found the use of journals to be helpful for students since they could express themselves using English language in context. Also, both presented difficulties at the beginning of the treatment but with the pass of time, both obtained better journal products demonstrating more fluency and accuracy which involve grammar structures and vocabulary, the use of good conventions, and fluency. Moreover, both investigations carried out surveys with questionnaires that showed positive perceptions about daily journals and the writing skill and determined that it is an effective technique that little by little it can become a habit and without noticing people become better writers in terms of expressing their feelings, ideas, and thoughts in an organized manner, as well as improving linguistic aspects for a better communication.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

After finishing the treatment of the research about daily journals and the writing skill in which it was possible to obtain results and analysis, the following conclusions were established.

- The use of daily journals impacted positively on the students' writing skill. Hence, thanks to all the achieved results, it was possible to conclude that the students of third semester at PINE developed their writing skill in a better way through the use of daily journals. In fact, it was proved that the stated hypothesis could be accepted due to the statistics of the T-student method using SPSS program provided. That way, the students had the opportunity to be engaged in writing and improve their skills since daily journals are an open door to express freely.
- It can be concluded that the use of daily journals as a writing technique is accurate for both teachers and students since it is a safe space to express themselves freely. Also, the treatment could be applied with success throughout the whole process along with the different type of journals. Hence, the personal journals were of benefit to the learners since they wrote their feelings without any inconvenient; the dialogue journals benefited by developing a tight relationship with the teacher or students since they exchanged ideas; and the reflective journal benefited by offering an opportunity to reflect and develop critical thinking. Therefore, it is a strategy that can be adapted in the teaching and learning process for a better communicative performance as there were some improvements.

- On the other hand, the pre-test and post-test were conducted before and after the treatment to identify the level of students' writing skill. The initial average of the pre-test was 7,0 over 10 or 14,1 over 20 according to the Cambridge assessment criteria, that means that the students did not know how to develop a written text appropriately in terms of fluency and accuracy which includes grammar structure and vocabulary. Therefore, they did not have a really good writing level. Meanwhile, the final average of the post-test was 8,5 over 10 or 17,1 over 20, which means the learners developed better written texts to tell experiences and to express their feelings and thoughts in a more appropriate manner. Although there was not much time for the treatment, it can be concluded that the learners improved their writing skill in English language.
- To sum up, the effectiveness of daily journals and the writing skill was determined based on the results, the treatment and the survey applied at the end of the whole process. Hence, it helped to complete this investigation in a successful way. In addition, it was possible to design lesson plans to conduct the investigation and to gather data as well as results using the PET rubric. Therefore, most of the students agreed that this research involve positive aspects of daily journals as a writing technique since it showed benefits when writing journals.

4.2. Recommendations

Finally, the following are some recommendations to take into consideration that were established according to the previous conclusions.

- For a better development of the students' writing skill, it is recommended to use daily journals in classrooms. This will contribute to have a better learning outcome related to English. Also, it will help students to keep them engaged in writing by expressing their thoughts and feelings, as well as it will benefit them to become better writers in the future.
- It is recommended for teachers and students to be aware of the time for writing journals and look for the best option to develop an appropriate type of journal in class in order to achieve a goal, whether it is for exchanging ideas, developing a good relationship or developing critical thinking, and improve their communicative competence. Also, teachers should implement more journal writings in their lesson plans and teaching process in classrooms.
- It is suggested to search different questions of a standardized test to evaluate students' improvements in writing skill. Consequently, it is advisable to maintain perseverance on using daily journals to produce writings and have the freedom to express oneself and at the same time have an opportunity to develop fluency as well as accuracy. In addition, the use of daily journals should be applied daily or almost daily throughout the weeks for a better performance in writing skill.
- Last but not least, daily journals should be a technique used in classrooms as a space to express what is in the students' minds and build a better rapport as well as bring benefits out of it. Additionally, teachers need to keep in mind to have different topics for writing journals in case students do not know what to write about and need to be facilitators in this process.

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ANNEXES

Annex 1. Approval

CARTA DE COMPROMISO

Ambato, 18/10/2021

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " DAILY JOURNALS AND THE WRITING SKILL" propuesto por la estudiante Sara Elizabeth Monar Palma, portadora de la Cédula de Ciudadanía 1803784477, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Formado digitalmente por:
SARAH
JACQUELINE
IZA PAZMINO

.....
Lic. Mg. Sarah Iza Pazmiño, Mg.
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2. Pre-test and Post-test

Pre-test:

PRE-TEST

Theme: DAILY JOURNALS AND THE WRITING SKILL

Objective: To identify the students' level of writing skill before and after the treatment

This test was taken from the Writing Section part 2 (question 3) which is writing a story, from First Preliminary English Test (PET). |

Link: <https://forms.gle/vWhveHMMTPnxGHpo8>

Instructions:

- Write your first and last name
- Write you e-mail account
- Answer the question
- You will have 20 minutes
- PART 2: Write your answer in about 100 words on the answer sheet.

Question 3

Your English teacher has asked you to write a story.
Your story must begin with this sentence.

As the plane flew lower, Lou saw the golden beaches of the island below.

Write your **story**.

Source: PET exam

Author: Monar, S. (2022)

Link: <https://forms.gle/TaL1FXQ839vPCsQr5>

Daily journals and the writing skill: Pre-test

To investigate the students' level of writing skill in English

 monarsara@gmail.com (no compartidos) [Cambiar de cuenta](#)



*Obligatorio

First and Last Name: *

Tu respuesta

E-mail account *

Tu respuesta

Writing section part 2 (story) from Preliminary English Test (PET)

- Write your first and last name
- Write you e-mail account
- Answer the question
- You will have 20 minutes
- PART 2: Write your answer in about 100 words on the answer sheet.

Question 3: *

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

As the plane flew lower, Lou saw the golden beaches of the island below.

Write your **story**.

Tu respuesta

Enviar

Borrar formulario

Source: PET exam
Author: Monar, S. (2022)

Post-test:

POST-TEST

Theme: DAILY JOURNALS AND THE WRITING SKILL

Objective: To identify the level of the students' writing skill before and after the treatment

This test was taken from the Writing Section part 3 (question 8) which is writing a story, from First Preliminary English Test (PET).

Link: <https://forms.gle/veX3a1y9VmAcPTKx9>

Instructions:

- Write your first and last name
- Write you e-mail account
- Answer the question
- You will have 20 minutes
- PART 3: Write your answer in about 100 words on the answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

Tim felt angry as he got off the train.

- Write your story in about 100 words on your answer sheet.

Source: PET exam

Author: Monar, S. (2022)

Link: <https://forms.gle/tnyAyRCsZHjC2YMg9>

Daily journals and the writing skill: Post-test

To investigate the students' level of writing

 monarsara@gmail.com (no compartidos) [Cambiar de cuenta](#)



*Obligatorio

First and Last Name: *

Tu respuesta

E-mail account *

Tu respuesta

Writing section part 3 (story) from Preliminary English Test (PET)

- Write your first and last name
- Write your e-mail account
- Read the questions carefully
- Answer the question
- You will have 20 minutes
- PART 3: Write your answer in about 100 words on the answer sheet.

Question 8: *

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

Tim felt angry as he got off the train.

- Write your **story** in about 100 words on your answer sheet.

Tu respuesta

Enviar

Borrar formulario

Source: PET exam

Author: Monar, S. (2022)

Annex 3. Survey Validation

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**



TITULO DEL PROYECTO: DAILY JOURNALS AND THE WRITING SKILL

Instrumento de Validez de Contenido

Autor:
Sara Elizabeth Monar Palma
C.I: 1803784477

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Estimada Mg. Mayorie Chimbo

Me dirigo a Ud (s) con la finalidad de solicitar su valiosa colaboración para la revisión del instrumento de recolección de datos de información que se anexa, con el fin de determinar su validez, para ser aplicado en la investigación especial de grado titulada **“Daily Journals and the writing skill”**; requisito fundamental para optar al título de Licenciada en Pedagogía del Idioma Inglés.

Su participación es fundamental, ya que consistirá en analizar y evaluar la pertinencia de cada ítem del instrumento, esto se realizará con el fin de juzgar los aspectos y su concordancia con los objetivos, las variables, las dimensiones y los indicadores de la investigación, así como la recolección de la misma. Cualquier sugerencia o modificación que usted considere necesaria, será de gran utilidad en la validez del mismo.

Agradeciendo de antemano su ayuda anticipo mi agradecimiento.



Sara Elizabeth Monar Palma
C.I. 1803784477

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

INSTRUCCIONES GENERALES PARA EL EXPERTO.

- ✓ Determinar si cada uno de los ítems del instrumento establece relación con la variable de investigación.

- ✓ Se presenta una tabla de evaluación, en la cual podrá emitir su opinión acerca de cada uno de los ítems que conforman el instrumento.

- ✓ Existe una evaluación general del instrumento, donde podrá señalar todos aquellos aspectos que a su juicio considere importante para mejorar el contenido.

- ✓ Realizar todas las observaciones pertinentes en función de los objetivos que se pretende lograr.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EXPERT'S GENERAL INFORMATION:

Full Name: Elsa Mayorie Chimbo Cáceres
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: Licenciada en Ciencias de la Educación, en la especialidad de inglés
Institution: Universidad Técnica de Ambato
Year: 1998
Postgraduate: Máster Universitario en Educación Bilingüe
Institution: Universidad Internacional de la Rioja
Year: 2018 _____

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Full Name: Dorys Maribel Cumbe Coraizaca
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: Licenciada en Ciencias de la Educación Mención Inglés
Institution: UNIVERSIDAD TECNICA DE AMBATO
Year: 2005
Postgraduate: Magister en Ciencias de la Educación
Institution: PONTIFICA UNIVERSIDAD CATOLICA DEL ECUADOR
Year: 2015

GENERAL INFORMATION OF THE RESEARCH WORK

THEME: DAILY JOURNALS AND THE WRITING SKILL

THE PROBLEM: No use of daily journals for the development of writing skill

GENERAL OBJECTIVE

To analyze the impact of daily journals in the development of the writing skill.

SPECIFIC OBJECTIVES

- To investigate the students' level of writing skill in English by applying a pre-test and post-test.
- To identify the improvements of the students' writing skill in English before and after the application.
- To determine the students' opinions about daily journals and the writing skill.

VARIABLES

Independent : Daily Journals

Dependent: Writing skill

POPULATION AND SAMPLE: Students from the third semester of Carrera de los Idiomas Nacionales y Extranjeros. There are 34 students as a sample.

TECHNIQUES TO COLLECT DATA: survey

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Questionnaire
VALIDATION CHART

Topic: DAILY JOURNALS AND THE WRITING SKILL

Instructions: Please put a tick (✓) in the appropriate column for each item.

TA: Totally Agree

A: Agree

D: Disagree

SD: Strongly Disagree

ITEM	TA	A	D	SD
1. Daily journals are an effective writing technique.				
2. Daily journals provide opportunities to express thoughts, ideas, and feelings.				
3. Writing daily journals offer an opportunity to develop critical thinking.				
4. Writing daily journals develops accuracy (grammar and vocabulary) in writing skill.				
5. Writing daily journals develops fluency when communicating meaningful ideas.				
6. Writing daily journals generates pressure for not making mistakes.				

Source: Piedra (2019).

THANK YOU FOR YOUR VALUABLE COLLABORATION

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

INSTRUMENT VALIDATION

Topic: DAILY JOURNALS AND THE WRITING SKILL

Objective: To determine the students' opinions about daily journals and the writing skill

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Dra. Mayorie Chimbo Cáceres, Mg.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1											
2											
3											
4											
5											
6											
7											
8											

Source: Piedra (2019). **Final Resolution:**

Approved	✓	Disapproved	
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Source: Piedra (2019).

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS**

INSTRUMENT VALIDATION

Topic: DAILY JOURNALS AND THE WRITING SKILL

Objective: To determine the students' opinions about daily journals and the writing skill

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Lcda. Dorys Cumbe, Mg.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		

Source: Piedra (2019).

Final Resolution:

Approved	✓	Disapproved	
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Source: Piedra (2019).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EXPERT JUDGMENT EVIDENCE

I, Dra. Elsa Mayorie Chimbo, Mg., with I.D. No 1802696458, certify that I conducted the expert judgment on this instrument designed by Sara Elizabeth Monar Palma, with I.D. No. 1803784477 for the Final Degree Project entitled “DAILY JOURNALS AND THE WRITING SKILL” since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, December 8th, 2021.

Sincerely,



Firmado electrónicamente por:
ELSA MAYORIE
CHIMBO CACERES

Dra. Elsa Mayorie Chimbo, Mg

I.D. 1802696458

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Lcda. Dorys Cumbe, Mg. with I.D. No 1803694569, certify that I conducted the expert judgment on this instrument designed by Sara Elizabeth Monar Palma, with I.D. No. 1803784477 for the Final Degree Project entitled “DAILY JOURNALS AND THE WRITING SKILL” since it is a fundamental requirement to continue with the research process at Universidad Técnica de Ambato.

Ecuador, December 3rd, 2021.

Sincerely,

DORYS MARIBEL
CUMBE
CORAZACA



Firmado digitalmente por
DORYS MARIBEL CUMBE
CORAZACA
Fecha: 2021.12.16 22:20:15
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Lcda. Dorys Cumbe Mg.
I.D. 1803694569

Annex 4. Google Classroom

The screenshot shows the Google Classroom dashboard for the class 'ENGLISH JOURNAL WRITINGS'. The top navigation bar includes 'Tablón', 'Trabajo de clase', 'Personas', and 'Calificaciones'. The main header features a banner image of a pen on a notebook with the text 'ENGLISH JOURNAL WRITINGS' and a 'Personalizar' button. Below the banner, there are several widgets: a 'Código de clase' widget showing '6nsz4yk', a 'Próximas entregas' widget stating 'No tienes ninguna tarea para esta semana', and a 'Trabajo de clase' widget showing two recent announcements by Sara Monar: 'Survey about Daily Journals and the writing skill' and 'Post-test', both dated 22 dic 2021.

The screenshot shows the 'Trabajo de clase' page for the class 'ENGLISH JOURNAL WRITINGS'. The page title is 'JOURNAL ENTRIES'. On the left, there is a sidebar with a list of topics: 'Todos los temas', 'JOURNAL ENTRIES', 'Reflective Journal p...', 'Reflective Journal G...', 'Dialogue journal pra...', 'Dialogue Journal Go...', 'Personal Journal pr...', 'Survey', 'Test December 22nd', and 'Test December 1st'. The main content area displays a list of journal entries:

Entry Title	Details	Last Modified / Published
#1 Journal entry Dec. 6th (personal)	1	Última modificación: 6 dic 20...
#1 Folder for personal journal_Dec. 6th, 2021		Última modificación: 7 dic 20...
#2 Journal entry Dec. 13th (dialogue)	1	Última modificación: 12 dic 2...
#2 Folder for dialogue journal_Dec. 13th, 2021		Última modificación: 13 dic 2...
#3 Journal entry Dec. 15th (reflective)	1	Última modificación: 12 dic 2...
#3 Folder for reflective journal_Dec. 15th, 2...		Publicado: 15 dic 2021
#4 Journal entry Dec. 20th (personal)	1	Publicado: 20 dic 2021

Source: Google Classroom

Author: Monar, S. (2022)

Link: <https://classroom.google.com/w/MzA0ODAyODY1OTM0/t/all>

Annex 5. Rubric

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Source: Cambridge Assessment Criteria

Author: Monar, S. (2022)

Adapted rubric:

	Content	Communicative achievement	Organization	Language
2,5	Content is relevant and outstanding. Reader is fully informed.	Uses conventions and communicate ideas. Draws the reader's attention.	Good organization and coherent. Variety of linking words and cohesive devices.	Wide range of vocabulary. Good control of simple and complex grammatical forms. Errors do not impede meaning.
2	Present minor irrelevances. Reader is informed.	Uses conventions in an appropriate way to communicate ideas.	Written text is coherent. Basic linking words. Little use of cohesive devices.	Everyday vocabulary with few overuses of lexis. Good control of simple grammatical forms. Errors do not impede meaning.
1,5	Presents texts that can be misinterpreted. Reader is not fully informed.	Written text is simple and presented in simple ideas.	Uses basic linking words.	Errors interfere meaning. Basic vocabulary. No complex structures.
1	Content is not significant. Difficult for reader to understand.	Written text is barely understandable.	Written text uses few almost little connectors.	Presents errors and lack of vocabulary.
				Total: /10

Source: Cambridge Assessment Criteria

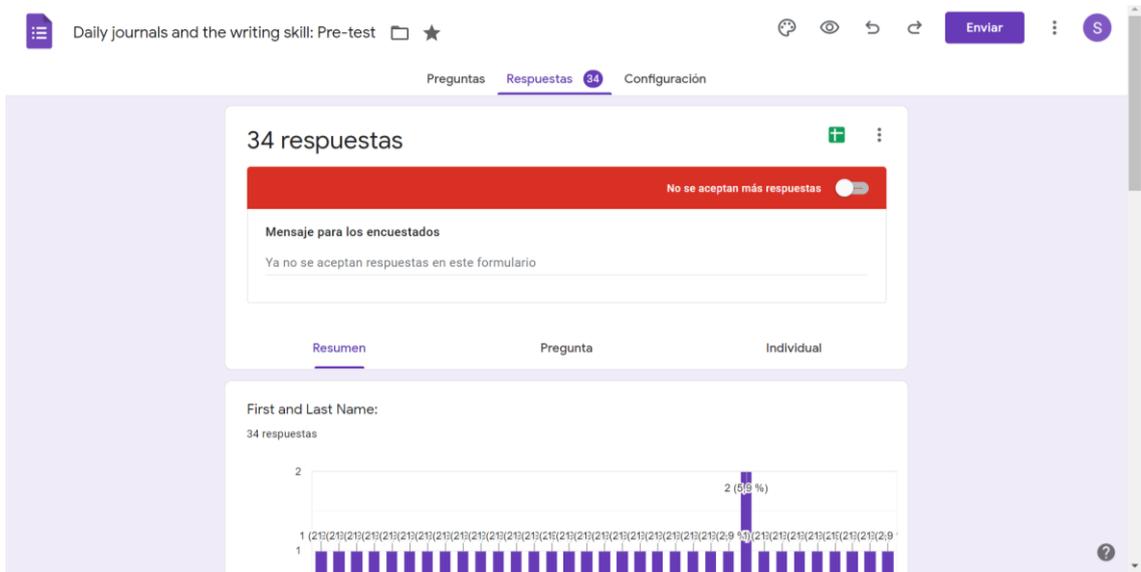
Author: Monar, S. (2022)

Annex 6. Lesson Plans

LESSON PLAN 1	
Date: December 1 st , 2021	Skill: Writing
Topic: Introduction	Level: third semester
Duration: 60 min	
General objective: <ul style="list-style-type: none"> • To investigate the students' level of writing skill in English by applying a pre-test 	Specific Objectives: <ul style="list-style-type: none"> • To present an introduction of the teacher and the class development throughout the whole treatment • To apply a pre-test by sharing a google forms link which is about writing a story
Materials: Google forms, Zoom, Google classroom	
Procedure <ul style="list-style-type: none"> - Teacher gives a short introduction about herself - The teacher gives a brief explanation of the whole procedure of the treatment - The teacher gives instructions about the pre-test - Students complete the pre-test in 20 minutes - The teacher explains how to join the class in google classroom - Students join the class through a code - Teacher farewells the class 	TIME: <ul style="list-style-type: none"> 10 minutes 25 minutes 15 minutes
Links: Google forms: https://forms.gle/iwHC5HxHTuCQhLcJ7	

Source: UTA university
Author: Monar, S. (2022)

Capture:



Source: Google forms
Author: Monar, S. (2022)

LESSON PLAN 2		
Date: December 6 th , 2021		Skill: Writing
Topic: Free topic for writing journal (personal journal)		Level: third semester
Duration: 60 min		
General objective:	Specific Objectives:	
<ul style="list-style-type: none"> To identify students' writing skill by writing a personal journal 	<ul style="list-style-type: none"> To engage students in a practice task about writing To produce a personal journal according to a free topic 	
Materials: Google doc, Zoom, Google classroom		
TEACHER'S ACTIVITIES:	STUDENT'S ACTIVITIES	TIME:
Warm up:	Warm up:	
- Teacher shows a video about Daily Journals	- Students comment opinions using Zoom chat	7 minutes
Presentation	Presentation	
- Teacher explains the task:	- Ss listen to the teacher and ask questions if needed.	
<ul style="list-style-type: none"> Teacher explains how to write a personal journal (date at the top, content & #words at the bottom) Provides an example Teacher explains how to write a journal (each paragraph contains an idea) (can be about a story or experience or dreams, anything) 	<ul style="list-style-type: none"> Ss read the example 	30 minutes
Practice	Practice	
- Teacher reads the example	Students must provide ideas about their first journal entry in google docs	
- Share the link of google docs with Ss so that they can work there	Production	
Production	- In google classroom, start writing the personal journal according to the topic they chose.	25 minutes
- Teacher explains how to use Google classroom to write their journals		
Links:		
YouTube: https://www.youtube.com/watch?v=n6_Gg_lriow&t=1s		
Google docs: https://docs.google.com/document/d/1br0rBTYDhv4qDa1eRznRAXA0jdueyVN3GsEbsaBMNFE/edit?usp=sharing		

Source: UTA university
Author: Monar, S. (2022)

Warm up:



Source: Youtube
Author: Monar, S. (2022)

Link: https://www.youtube.com/watch?v=n6_Gg_1riow&t=1s

Presentation:

Date: June 14th, 2021

	<h2>Diary Sample A</h2>	
○	June 14th	
	Yes! We are out of school for the year! I am so excited about the summer. I really can't wait to ride my bike with friends, eat ice cream, and play games. Also, Mom and Dad said we might go on a vacation!	
	Last year, we went camping at the lake for a week. I loved the smell of the campfire and the taste of roasted (well, actually burnt) marshmallows. I can still smell the pine trees. I wonder if I should ask if we can go to the lake again. Maybe I should just let them surprise me. We've always had great vacations, and they've always planned them.	

Retrieved from: <https://www.twinkl.com/teaching-wiki/diary>

words: 115

VACATION

- I feel excited about the summer.
- We went camping at the lake for a week.

Source: Google docs
Author: Monar, S. (2022)

How to write a personal journal:

- Date at the top
 - Think of main ideas so that it can help you write your paragraphs
 - Use punctuation when you finish an idea (s + v + c)
 - Use conventions whenever you need to (spelling, punctuation, accurate grammar, question marks, exclamation marks, quotation)
 - Try to use new vocabulary
 - Number of words at the bottom
 - Enjoy and embrace your writings :)
-

Source: Google docs

Author: Monar, S. (2022)

Practice:

words: 300

Now is your turn!

Think of a topic of your choice or pick one from the ones provided below. Start writing your 3 or 2 main ideas so that you can start writing your first journal entry.

Look for your name in the following chart and write the main ideas for your paragraphs.

Optional topics:

- *Something that I'm most proud of*
- *Things I'm grateful for*
- *The best experience of my life*

Student's list:

1. Allqui Evelyn	-My last vacation. -My favorite movies. -My best <u>experince</u> with my friends.
2. Asanza Anaela	- My best experience in Baños - The most important things I've had - Bad moments I had on my trip.
3. Ayala Dayana	- My last vacation - My best experience with my family. - My favorite music.
4. Bravo Carlos	-My best experience in Cuenca -My trip to Frailes Beach -My last athletics competition
5. Stefanny Cajamarca	- My feelings
6. Chasi Odalis	- My best vacations - My experience in a new city. - My favorite activities.

Source: Google docs

Author: Monar, S. (2022)

Link:

<https://docs.google.com/document/d/1br0rBTYDhv4qDa1eRznRAXA0jdueyVN3GsEbsaBMNFE/edit>

Production:

The screenshot shows a Google Classroom assignment page titled "ENGLISH JOURNAL WRITINGS". The assignment is "Trabajo de los alumnos" with a due date of "10 puntos". The page displays a list of students and their submission status. The main content area shows a grid of student submissions for the assignment "#1 Journal entry Dec. 6th (personal)".

Student	Score	Status
Todos los alumnos		
Abi Anaela Asanza Bravo	10	Borrador
Angie Lescano	10	Borrador
Anibal Colcha	10	Borrador
Carlos Bravo	10	Borrador
Carlos Naranjo	10	Borrador

The screenshot shows a student's journal entry submission for the assignment "#1 Journal entry Dec. 6th (personal)". The student is Angie Lescano, who has received a score of 10/10. The entry is titled "December 06th, 2021" and describes a bungee jumping experience. The text includes several highlighted phrases and a word count of 104. The submission is marked as "No devuelta" (Not returned) and has a "Devolver" (Return) button.

December 06th, 2021
One of the best experiences I had was the time I bungee jumping in Baños with my sister. It was the second time that my sister did this extreme sport and I didn't want to be left behind so I decided to jump with her.
This was a very exciting and at the same time terrifying experience. I remember that I was shaking before jumping off the bridge, but once you jump you feel the adrenaline in your body and you feel the emotion of feeling the wind on your face.
I think it was the scariest time in my life.
Words: 104

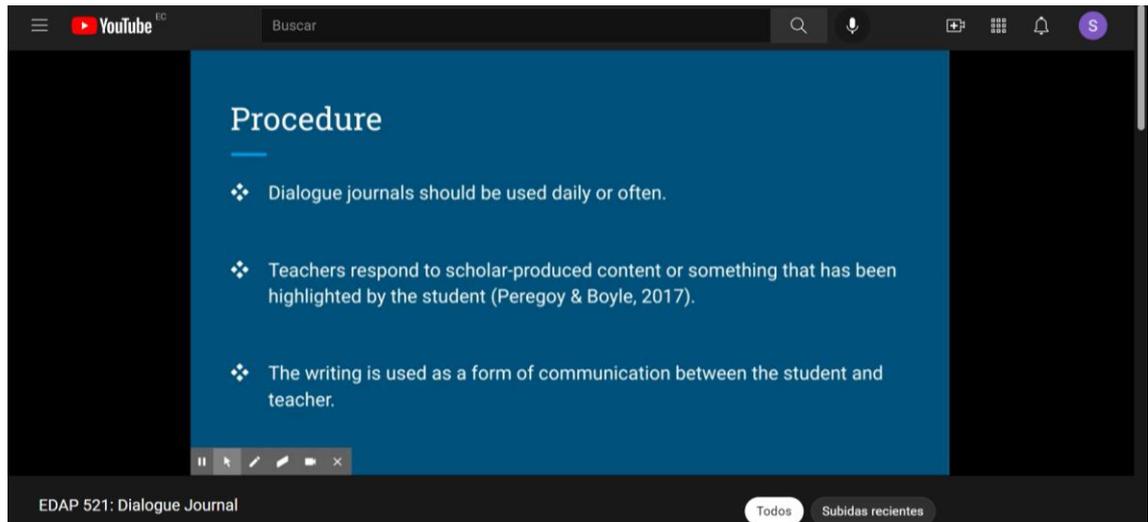
Source: Google Classroom

Author: Monar, S. (2022)

LESSON PLAN 3		
Date: December 8 th , 2021		Skill: Writing
Topic: Dialogue journal		Level: third semester
Duration: 60 min		
General objective: <ul style="list-style-type: none"> To identify students' writing skill by writing a dialogue journal 		Specific Objectives: <ul style="list-style-type: none"> To engage students by writing down ideas about the topic To produce a dialogue journal
Materials: Google doc, Zoom, Google classroom, Youtube		
TEACHER'S ACTIVITIES:	STUDENT'S ACTIVITIES	TIME:
<p>Warm up:</p> <ul style="list-style-type: none"> Teacher presents a video about Dialogue journals <p>Presentation</p> <ul style="list-style-type: none"> Teacher: <ul style="list-style-type: none"> Using Google presentation, the teacher presents an example of dialogue journal Explain how to use (either by responding paragraph by paragraph) Teacher provides ideas for topics. <p>Practice</p> <ul style="list-style-type: none"> Teacher reads the example Share the link of google docs with Ss so that they can work there <p>Production</p> <ul style="list-style-type: none"> Teacher gives instructions to write their journals 	<p>Warm up:</p> <ul style="list-style-type: none"> Students to write what they understood <p>Presentation</p> <ul style="list-style-type: none"> Ss listen to the teacher and ask questions if needed. <ul style="list-style-type: none"> Ss read the example Collaborate with ideas <p>Practice</p> <ul style="list-style-type: none"> Ss do the task: <ul style="list-style-type: none"> Ss answer the questions that the teacher provides using Jamboard in order to prepare Ss to write a dialogue journal. Meanwhile, the teacher asks them questions <p>Production</p> <ul style="list-style-type: none"> Ss write a dialogue journal (date at top, content, #words) (writing the name of the student "From, Sara") 	<p>7 minutes</p> <p>30 minutes</p> <p>25 minutes</p>
Links:		
<p>YouTube: https://www.youtube.com/watch?v=Fa9CSI3j4_w&t=103s</p> <p>Google slides: https://docs.google.com/presentation/d/1hYnutbkgwnCEaPgZTF72gaf0iMezZyz0qNrUOIFKaOQ/edit?usp=sharing</p> <p>Jamboard: https://jamboard.google.com/d/1UzpbqHkLdhnRAYGesMksUPdN2rLKfyf_gZL9g9Y7xc/edit?usp=sharing</p>		

Source: UTA university
Author: Monar, S. (2022)

Warm up:



Source: Youtube
Author: Monar, S. (2022)

Link: https://www.youtube.com/watch?v=Fa9CSI3j4_w&t=103s

Presentation:

Dialogue Journal

Sara Monar

Example:

1 paragraph:
- Someone tell something

2 paragraph:
- Other person responds and/or tell something as well (related to the topic)

Dear Miss G,
I had a soccer game this weekend. My team is called the Sharks. We play at Oak Park. The final score was 3-2. I played goalie the second half of the game. Then we went to ice cream. Do you like soccer?
From, Student

Dear Student,
It sounds like you had a great game this weekend. My brother played soccer when he was little until he went away to college. I only played one season. I watched and traveled to many of his games. I do like ice cream! What kind of ice cream did you get?
From, Miss G

Source: Google slides
Author: Monar, S. (2022)

Link:

<https://docs.google.com/presentation/d/1hYnutbkgwnCEaPgZTF72gaf0iMezZyz0qNrUOIFKaOQ/edit?usp=sharing>

Practice:

The screenshot shows a Jamboard interface with the title "Practice dialogue journal". The main content is a Jamboard titled "Why do you think people like to watch scary movies?". The board contains numerous sticky notes with the following text:

- Because people like to feel emotions of fear. - Kevin Cuyo
- Because they are one of the movies more excited to watch. Dany Oña
- Because people like to see supernatural things (Isis Lopez)
- Because people search something new to watch. Yoapanta Alison
- Because people like to feel emotions like panic or drama.
- Maybe because they want to experience the adrenaline rush (Sofia T)
- Because people like to feel afraid even if they are comfortable at home.
- Because people like to experience tense and scary moments. Carlos Bravo
- Because people like to feel extreme emotions to left for daily thing. Katherine Paucar
- Because people like to know something out of the ordinary. Mayra Piro
- Because people like to feel suspense. Stefanny Cajamarca
- Because people like to feel the adrenaline rush to the limit. Chisag Diana
- Because people like to feel the tension. Dayana Ayala
- Because people are strong. Johanna Lopez
- Because they like to feel dramatic situations for left to daily routine. For example, and supernatural things can think in other situations. Katherine Paucar
- Because they like to feel an adrenaline rush when showing a scary movie, but in reality, they are not in any danger when they watch it. Cristian Torres
- Because people like to feel fear and some adrenaline. -Elisa Garcia
- Because people like to see something exciting. Lidbeth Morales
- Because that don't appreciate their lives. lol (Domenica Espinosa)
- Because people like to feel the adrenaline and to watch strange things to expand their thinking. (Anaida Azañel)
- They like strong feelings
- Because people like the feeling fear. Odalis Chasi
- Because people like to feel anger. -Nival Colcha
- Because people like to feel fear and adrenaline when watching scary movies. -Evelyn Torres
- Because people like to feel the fear of others and because they also feel the adrenaline of what is happening in the movie. -Katheryn Lopez
- People are watching scary movies can be an intense experience due to the mystery
- Because people like to feel adrenaline. They like strong things. Daniela Melo

Source: Jamboard

Author: Monar, S. (2022)

Link:

https://jamboard.google.com/d/1UzpbqHkLdhnRAYGesMkSUPdN2rLKfyfnf_gZL9g9Y7xc/viewer

Production:

The screenshot shows a Google Classroom assignment interface. At the top, the title is 'ENGLISH JOURNAL WRITINGS' with a hamburger menu on the left and 'Instrucciones' and 'Trabajo de los alumnos' on the right. Below the title, there is a 'Enviar' button, an envelope icon, and a '10 puntos' dropdown. A settings gear icon is in the top right corner. On the left side, there is a sidebar with a 'Todos los alumnos' header, a 'Ordenar por estado' dropdown, and a list of students with their names, profile pictures, and scores. The main area displays the assignment title '#2 Journal entry Dec. 13th (dialogue)' and statistics: '29 Entregadas' and '5 Asignadas'. Below this, there is a 'Todas' dropdown and a grid of student submissions, each showing the student's name, profile picture, and a preview of their journal entry.

Student Name	Score	Status
Kevin Adrian "Good job!"	10	Borrador
Karen Allqui "Nice!"	10	Borrador
Abi Anaela Asanza Bravo	10	Entregado
Dayana Liceth Ayala Tipanluisa	10	Borrador
Carlos Bravo "Nice!"	10	Borrador

Source: Google classroom
Author: Monar, S. (2022)

LESSON PLAN 4		
Date: December 15 th , 2021		Skill: Writing
Topic: Reflective journal		Level: third semester
Duration: 60 min		
General objective:	Specific Objectives:	
<ul style="list-style-type: none"> To identify students' writing skill by writing a reflective journal 	<ul style="list-style-type: none"> To engage students by answering some reflective questions To produce a reflective journal 	
Materials: Google doc, Zoom, Google classroom		
TEACHER'S ACTIVITIES:	STUDENT'S ACTIVITIES	TIME:
Warm up: -Teacher shares a motivational phrase and asks students their opinions on that.	Warm up: - Students write words related to the phrase in the Zoom chat	7 minutes
Presentation - Explain the task using a google presentation: <ul style="list-style-type: none"> Teacher presents an example of a written journal Teacher explains the process (what, so what, now what) Teacher asks Ss to think of an event, movie or book Teacher shows some reflective questions so that Ss answer 	Presentation - Ss listen to the teacher and ask questions if needed. <ul style="list-style-type: none"> Ss have few minutes to think about the topic they want to write 	30 minutes
Practice - Teacher shares the document online with the questions & example	Practice <ul style="list-style-type: none"> Students think of an event, movie or book In case Ss don't know about what to write, the teacher provides optional topics Students write down their answers to the reflective questions (what, so what, now what) in order to have a guide or an idea on what to write about using Google docs 	25 minutes
Production - Teacher gives instructions to write their journals	Production - Ss write a reflective journal using the ideas they wrote down (date at top, content, #words)	
Links:		
Google presentation: https://drive.google.com/file/d/1aR3g4J5dWv8Bw4DxxnM0signeSDR0sv8/view?usp=sharing		
Google docs: https://docs.google.com/document/d/1ECNscML7DoVq7ffa1hnoZCHRyINEyKvH_cO9-9k-Sgg/edit?usp=sharing		

Source: UTA university
Author: Monar, S. (2022)

Warm up & Presentation:

- Leo Tolstoy -

"Everyone thinks of changing the world, but no one thinks of changing himself."

MES 2021

Reflective Journal

SARA MONAR

Steps

Step 1: What (description)

- What happened? What's the issue? background

Step 2: So what (Interpretation)

- What's relevant/interesting?
- Examples
- Evidence
- POV

Step 3: What's next (outcome)

- What did you learn?
- What can you change?
- What can be applied next time?

Write Reflectively

Step 1
Recall an event and write it down descriptively.

Step 2
Reflect and interpret the event.

Step 3
Conclude what you can learn from the event and how it can be applied next time.

Retrieved from: <https://journey.cloud/reflective-journal/>

Source: Google slides
Author: Monar, S. (2022)

Link:

<https://drive.google.com/file/d/1aR3g4J5dWv8Bw4DxxnM0signeSDR0sv8/view>

Practice:

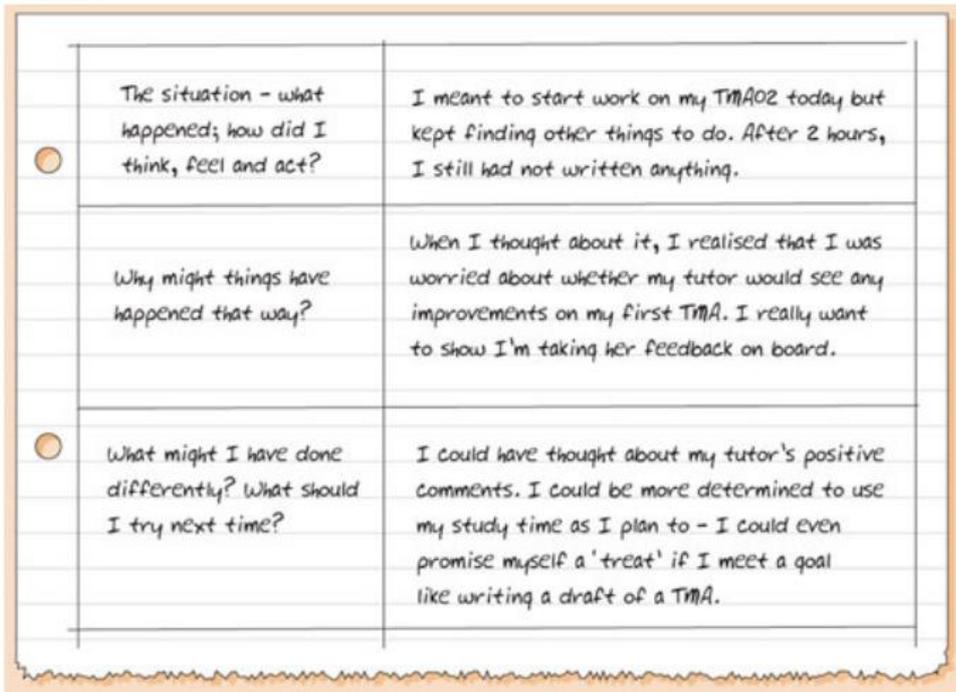
Now is your turn!

Think of a topic of your choice and start answering the following questions in order to develop your reflective journal.

Reflective questions:

- *What? (description)*
- *So what? (interpretation, examples, evidence)*
- *What's next? (outcome, what you learned)*

Example:



The situation - what happened; how did I think, feel and act?	I meant to start work on my TMA02 today but kept finding other things to do. After 2 hours, I still had not written anything.
Why might things have happened that way?	When I thought about it, I realised that I was worried about whether my tutor would see any improvements on my first TMA. I really want to show I'm taking her feedback on board.
What might I have done differently? What should I try next time?	I could have thought about my tutor's positive comments. I could be more determined to use my study time as I plan to - I could even promise myself a 'treat' if I meet a goal like writing a draft of a TMA.

Retrieved from: <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=51386§ion=6.1>

Source: Google docs

Author: Monar, S. (2022)

3. Ayala Dayana	<p>What? Earthquake of April 16</p> <p>So what? The earthquake measured 7.8 on the Richter scale, leaving many populations destroyed.</p> <p>What 's next? I learned that death can happen at any unexpected moment, so we must enjoy every day of our lives.</p>
4. Bravo Carlos	<p>What? Theater Competition</p> <p>So what? 3 years ago we won the theater finals performing a play by Shakespeare.</p> <p>What 's next? to participate again in a theater final with my friends.</p>
5. Stefanny Cajamarca	<p>What? The new Omicron variant.</p> <p>So what? The omicron variant is likely to spread more easily than the parent SARS-CoV-2 virus.</p> <p>What 's next? It is a virus that worries the entire population, so it is important to take action before this worsens.</p>
6. Chasi Odalis	<p>What? Traveling the car was damaged</p> <p>So what? We had to call a tow truck to take us to a mechanic</p> <p>What's next? Then we got to the mechanic and they helped us <u>fixing</u> the car and we were able to go to our destination.</p>
7. Chisag Diana	<p>What? My cousin died in a river.</p> <p>So what? It was 8 years ago, in Ventanas it was not considered so dangerous until we found out that 5 people have already died there, including my cousin.</p> <p>What's next? I learned that if you die with your family, it would not be a bad death, but we should always have a backup for their future.</p>
8. Colcha Darwin	<p>What? car accident</p> <p>So what? 8 years ago Paul Walker was in a car accident with his friend</p> <p>What's next? The people were very surprised that one of the best actors in movies passed away</p>

Source: Google docs

Author: Monar, S. (2022)

Link:

https://docs.google.com/document/d/1ECNscML7DoVq7ffa1hnoZCHRyINEyKvH_cO9-9k-Sgg/edit

Production:

ENGLISH JOURNAL WRITINGS Instrucciones Trabajo de los alumnos

Enviar 10 puntos

Todos los alumnos

Ordenar por estado

Entregado

<input type="checkbox"/>	Kevin Adrian "Good job!"	10 Borrador
<input type="checkbox"/>	Karen Allqui "Good job!"	10 Borrador
<input type="checkbox"/>	Abi Anaela Asanza Bravo "Great!"	10 Borrador
<input type="checkbox"/>	Dayana Liceth Ayala Tipanluisa "Great!"	10 Borrador
<input type="checkbox"/>	Carlos Bravo "Good job!"	10 Borrador

#3 Journal entry Dec. 15th (reflective)

28 Entregadas 6 Asignadas

Todas

Kevin Adrian - #3 Jour... Entregado

Karen Allqui - #3 Jour... Entregado

Abi Anaela Asanza Br... Entregado

Dayana Liceth Ayala T... Entregado

Carlos Bravo

Stefanny Cajamarca

Odalís Chasi

Diana Chisag

#3 Journal entry Dec. 15th (reflective)

Abi Anaela Asanza Bravo 10/10 Borrador

No devuelta Devolver

Buscar en el menú (Alt+)

December 15th, 2021

Many years ago I was in Italy with my family. I remember that we were having dinner, and suddenly we heard the news; a 13-year-old girl had disappeared. It was really strange because she was a good girl and she didn't have any reason to go away from her house.

The police and people started looking for her, but with no results. Some policemen went to the last places Yara visited to know her way home, and the most interesting thing is that she had been to a gym which was near to her house. They start thinking that someone offered her a ride because of the snow, and never arrived home. Yara's body was found 3 months later in a field, freezed and hurted. The guilty man was arrested and found a year later because they didn't have so much proof, however, he still says that he's innocent.

I can't imagine Yara's parents and family frustration, but I think that that situation is a strong lesson for young girls, not to go out alone and not to accept rides for strangers. Always keep you safe and tell your parents where you are at any moment.

Words: 199

Archivos

Entregada el 15 dic 2021 a las 8:59

Ver historial

Abi Anaela Asanza...

Calificación

10/10

Comentarios privados

Sara Monar

22 dic 2021 a las 8:15

Great!

Añade un comentario ...

Publicar

Source: Google classroom

Author: Monar, S. (2022)

LESSON PLAN 5		
Date: December 20 th , 2021		Skill: Writing
Topic: Free topic for writing journal (personal journal)		Level: third semester
Duration: 60 min		
General objective:	Specific Objectives:	
<ul style="list-style-type: none"> To identify students' writing skill by writing a personal journal 	<ul style="list-style-type: none"> To engage students in a practice task about writing To produce a personal journal according to a free topic 	
Materials: Google doc, Zoom, Google classroom, Jamboard		
TEACHER'S ACTIVITIES:	STUDENT'S ACTIVITIES	TIME:
Warm up:	Warm up:	
- Teacher recalls what a daily journal is along with the whole class	- Students write words about it in Zoom chat	7 minutes
Presentation	Presentation	
- Explain the task: <ul style="list-style-type: none"> Teacher explains how to write a personal journal (date at the top, content & #words at the bottom) Provides an example of journal Teacher explains how to write a journal (each paragraph contains an idea) (can be about a story or experience or dreams, anything) 	- Ss listen to the teacher and ask questions if needed.	30 minutes
Practice	Practice	
Share the link of google docs with Ss so that they can work there	Students must provide ideas about their first journal entry in google docs	
Production	Production	
- Teacher gives instructions to write their journals	In google classroom, start writing the personal journal according to the topic they chose.	25 minutes
Links:		
Google presentation: https://drive.google.com/file/d/1aR3g4J5dWv8Bw4DxxnM0signeSDR0sv8/view?usp=sharing		
Google docs: https://docs.google.com/document/d/1ECNscML7DoVq7ffa1hnoZCHRyINEyKvH_cO9-9k-Sgg/edit?usp=sharing		

Source: UTA university
Author: Monar, S. (2022)

Presentation:

EXAMPLE

Vacation:

- I feel excited about the summer.
- We went camping at the lake for a week.

Date: October 26th, 2019

No. 17	SAMPLE	26/10/19
	THE HAPPIEST DAY OF MY SCHOOL LIFE	
	Teacher, 2019 marked the 12 th year of my life as a student. On some days, I was happy but on others, I was in despair. I had experienced days of mixed feelings being a student. Through it all, I think the happiest day of my school life was definitely the 'Majlis Anugerah Kecemerlangan Akademik' in my former secondary school, two years ago.	
	On that prize giving ceremony, it was the happiest day of my school life because all my family members came to celebrate my achievements. Just like the similar event which was held annually in most schools, all parents were invited and most came with their family members. Usually, it was either mom or dad who came to such event but that year in 2017, I was so thrilled because my parents came with all my younger siblings!	
	I remembered looking at all their smiling faces when I got on stage. My youngest brother was seen clapping and waving to me! I can still smile thinking about the proud looks on both my parents' face. All the hard work was worthwhile as I made them happy - I also felt the happiest!	
	On that day too, I was fortunate to be given so many awards and that made it the happiest day of my school life. The Chief Minister was	

How to write a personal journal:

- Date at the top
- Think of main ideas so that it can help you write your paragraphs
- Use punctuation when you finish an idea (s + v + c)
- Use conventions whenever you need to (spelling, punctuation, accurate grammar, question marks, exclamation marks, quotation)
- Try to use new vocabulary
- Number of words at the bottom
- Enjoy and embrace your writings :)

Source: Google docs

Author: Monar, S. (2022)

Link:

<https://docs.google.com/document/d/1pUIK1W2oWZ0R1HjPRrKAieqcTAnCLqCwTY5EaZnE31U/edit>

Practice:

Now is your turn!

Think of a topic of **your choice** or pick one from the ones provided below. Start writing your 3 or 2 main ideas so that you can start writing your first journal entry.

Look for your name in the following chart and write the main ideas for your paragraphs.

Optional topics for your journal:

- *Something that I'm most proud of*
- *Things I'm grateful for*
- *The best experience of my life*

Student's list:

1. Allqui Evelyn	My last birthday My free time My favorite movie
2. Asanza Anaela	My last birthday I haven't liked it since I grew up. My boyfriend organized a party for me.
3. Ayala Dayana	My Hobbies My last experience with my best friend My favorite music
4. Bravo Carlos	My last dance My last trip with my grandmother My favorite book
5. Stefanny Cajamarca	These last two years have been incredible I have started learning other languages I have been able to start my own business
6. Chasi Odalis	My activities on weekends Travel with my friends. My holidays at christmas.

Source: UTA university

Author: Monar, S. (2022)

Link:

<https://docs.google.com/document/d/1pUIK1W2oWZ0R1HjPRrKAieqcTAnCLqCwTY5EaZnE31U/edit>

Production:

Date: December 20, 2021

My best friend

At the beginning of this year, I didn't have many friends, much less a best friend. I thought my musical preference was the reason that I didn't have friends. But after a while, I met a girl named Mishel. She had the same musical tastes as me. I was happy to meet her because she was the first person I could talk to freely about my favorite band.

We started to trust each other and had a stronger friendship. After four months of just chatting, we finally met in person. She was a nice and funny girl. We started talking about many things and got to know each other better. That day we went for ice cream and watched a movie. We also went for a walk in the city, it was an incredible day, and since then she became my best friend.

She is considerate to me as whenever we see each other, she always brings me a gift. I love her very much, and I am happy to have her as my best friend. Whenever we see each other, we always have a good time together. I am also glad that we have the same musical tastes because we can talk about them without fear of being judged. She is also very supportive and always encourages me. Even though at the beginning of the year I had no friends, she

Source: Google classroom

Author: Monar, S. (2022)

LESSON PLAN 6	
Date: December 22 nd . 2021	Skill: Writing
Topic: Final treatment	Level: third semester
Duration: 60 min	
General objective: <ul style="list-style-type: none"> • To apply a post-test and a survey in order to obtain improvements and perceptions about daily journals and the writing skill 	Specific Objectives: <ul style="list-style-type: none"> • To apply a pre-test by sharing a google forms link which is about writing a story • To apply a survey to get the students' perceptions.
Materials: Google forms, Zoom, Google classroom	
Procedure <ul style="list-style-type: none"> - Teacher gives a farewell to the whole class - Students complete the pre-test in 20 minutes - Students complete the survey in google forms 	TIME: <ul style="list-style-type: none"> 5 minutes 25 minutes 25 minutes
Links: Google forms: https://forms.gle/iwHC5HxHTuCQhLcJ7	

Source: UTA university
Author: Monar, S. (2022)

Captures:

The screenshot shows a Google Forms interface for a post-test titled "Daily journals and the writing skill: Post-test". The form has 33 responses. The "Resumen" (Summary) tab is selected, showing a list of names: Anibal Colcha, Katheryn Lopez, Angie Lescano, Kevin Cuyo, Hilary Pinto, and Viviana Pérez. A sidebar on the right shows a video feed of Sara Monar and a list of names: Paucar Katherine, Jason Ramos, and Cristina Tamayo.

Source: Google forms

Author: Monar, S. (2022)

Annex 7. Urkund plagiarism



Document Information

Analyzed document	Tesis Final - Sara Monar.pdf (D126130469)
Submitted	2022-01-25T23:12:00.0000000
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Similarity	5%
Analysis address	ana.vera.uta@analysis.urkund.com

Sources included in the report

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