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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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I, Mg. Sarah Jacqueline Iza Pazmiño, holder of the I.D No. 0501741060, in my capacity as supervisor of the Research dissertation on the title: "REFLECTIVE JOURNAL AND WRITING SKILLS" investigated by Mr. Alexey Stefano Mesias Montero with ID No. 1850142967, confirm that this research report meets the technical, scientific and regulatory requirements, so its presentation is authorized to the corresponding body in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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DEDICATION

TO:

First and foremost, to God, for giving me strength, wisdom, and guidance throughout this journey. His blessings allowed me to overcome every challenge and continue moving forward with faith and determination.

To my parents, Rosario and Jorge, thank you so much for your unconditional love, sacrifice, patience, and constant support. Your encouragement and trust in me have been one of the greatest motivations to achieve this goal.

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Title: Reflective Journal and Writing Skills

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ABSTRACT

This research project aimed to examine the effect of reflective journals on the development of writing skills among thirty-one 9th EGB students at Unidad Educativa *Gral. Eloy Alfaro Delgado*. The study adopted a pre-experimental design with a quantitative approach, using a pre-test and post-test based on Parts 4, 5, and 6 of the Cambridge A1 Movers exam to evaluate learners' writing skills. These standardized assessments measured three key components of writing performance: content, organization, and language. Over the course of five weeks, ten instructional sessions were implemented following the ESA (Engage, Study, Activate) process. Each session integrated reflective journals and a variety of strategies to complement the lesson plan, including sentence and paragraph structure, answering written questions, and organizing ideas. The instructional process emphasized student-centered learning, reflection, and creativity, allowing students to rehearse their writing in realistic scenarios. Data analysis was conducted using IBM Statistical Package for the Social Sciences (SPSS). After confirming normal distribution, a paired samples t-test was applied, and the results showed an improvement of 2,58 points between the pre-test and the post-test scores. The findings revealed an improvement in students' writing skills, with the greatest gains observed in the content and language areas, reflected in better vocabulary use and greater development of ideas in their written work. In addition, reflective journals encouraged self-assessment and reflection on the writing process, enabling students to identify their strengths and areas for improvement. The findings indicate that reflective journals constitute an effective pedagogical strategy for strengthening writing skills in EFL contexts.

Keywords: reflective journal, writing skills, ESA process, pedagogical strategy, student reflection

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RESUMEN

Este proyecto de investigación tuvo como objetivo examinar el efecto de los diarios reflexivos en el desarrollo de las habilidades de escritura de treinta y un estudiantes de 9no grado de Educación General Básica (EGB) en la Unidad Educativa *Gral. Eloy Alfaro Delgado*. El estudio adoptó un diseño preexperimental con un enfoque cuantitativo, utilizando un pretest y postest basados en las partes 4, 5 y 6 del examen Cambridge A1 Movers para evaluar las habilidades de escritura de los estudiantes. Estas evaluaciones estandarizadas midieron tres componentes clave del desempeño en la escritura: contenido, organización y lenguaje. A lo largo de cinco semanas, se implementaron diez sesiones de instrucción siguiendo el proceso ESA (Engage, Study, Activate). Cada sesión integró el diario reflexivo y una variedad de estrategias para complementar el plan de lección, incluyendo la estructura de oraciones y párrafos, la respuesta a preguntas escritas y la organización de ideas. El proceso de instrucción enfatizó el aprendizaje centrado en el estudiante, la reflexión y la creatividad, permitiendo a los estudiantes practicar su escritura en escenarios realistas. El análisis de datos se realizó utilizando el Paquete Estadístico para las Ciencias Sociales de IBM (SPSS). Tras confirmar la distribución normal, se aplicó una prueba t de muestras pareadas, cuyos resultados evidenciaron una mejora de 2,58 puntos entre las puntuaciones de la prueba previa y posterior. Los resultados mostraron una mejora en las habilidades de escritura de los estudiantes, observándose los mejores avances en las áreas de contenido y lenguaje, evidenciados en un mejor uso del vocabulario y un mayor desarrollo de ideas en sus trabajos escritos. Además, los diarios reflexivos fomentaron la autoevaluación y la reflexión sobre el proceso de escritura, lo que les permitió identificar sus fortalezas y áreas de mejora. Los hallazgos indican que el diario reflexivo constituye una estrategia pedagógica eficaz para fortalecer las habilidades de escritura en contextos de inglés como lengua extranjera.

Palabras clave: diarios reflexivos, destreza escrita, proceso ESA, estrategia pedagógica, reflexión del estudiante.

Chapter I. Theoretical Framework

1.1 Research Background

A detailed review of studies published between 2022 and 2024 on the impact of Reflective Journals and Writing Skills was conducted. Academic databases such as Google Scholar and reliable scholarly articles were used to ensure the credibility of this research. The review included experimental, quasi-experimental, descriptive, and action research studies that employed qualitative, quantitative, and mixed methods approaches. These studies were performed in diverse English as a Foreign Language (EFL) contexts across universities and institutes in Indonesia, China, and other regions. The selection process prioritized research focused on reflective journaling and how its constant use can enhance writing, reflection, and critical thinking skills. Therefore, these studies reinforce the overall validity and provide reliability and support for the present research.

Alt et al. (2022) explained that implementing reflective journaling can serve as a pedagogical tool to strengthen student learning and improve writing skills. As part of an exploratory design that combined qualitative and quantitative approaches, reflective journal entries were analyzed with expert input and review, enabling the development of a theoretical framework of the dimensions of reflective thinking. In addition, a 31-question questionnaire was designed to collect data from 171 university students. The collected data were analyzed using Partial Least Squares (PLS) analysis and showed reflections on current tasks and reflections oriented towards student development. Results indicated that reflective skills are associated with personal, academic, and professional development over time. Therefore, it was inferred that it can be integrated into other curricula and serve as a tool for practicing reflective writing strategies in higher education.

Sudirman et al. (2024) stated that reflective writing can be used to enhance the ability of higher education students in writing. A systematic review of literature was undertaken, including 20 scientific articles in websites and journals to evaluate the impact of reflective writing. A rigorous methodology was followed in the collection and interpretation of the data using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. As a result, the study showed that this application improves reflective writing,

making it more profound and focused on critical analysis, motivation, decision-making, and problem-solving. Furthermore, the study demonstrated that self-reflection is important, as students perform better when writing from their own perspective and with greater understanding and reflection.

Salsabila et al. (2024) showed that using journals as an active writing activity helped students improve their writing and critical thinking skills. The quantitative study was conducted on 32 English as a foreign language (EFL) Students at a university in Indonesia. Learners were given pre- and post-tests to compare the vocabulary and grammar skills. The results were analyzed by SPSS (Statistical Package for the Social Sciences), and it revealed a positive change and a statistically significant difference between the pre-test and post-test. From these results, the authors suggested that journal writing was beneficial in the improvement of English writing skills, and it was also used as a means to structure and remember grammatical structures and words. Furthermore, observing the effectiveness of reflective journaling, they recommended its application in writing classes to improve communicative competence.

Tahmasbi et al. (2022) reported that reflective journaling has a strong effect on language learning and problem-solving skills in writing students. A select group of 80 EFL students from a language institute in Iran participated in the research, forming an experimental and a control group. During the study, the students wrote reflective journals, which were subsequently analyzed. A semi-structured interview was then conducted to gather the students' opinions about this writing method. The study demonstrates that reflective journaling transformed self-discovery and critical thinking. Furthermore, the students had a positive opinion of journaling and believed they could improve their writing skills with consistent practice. The methodology and results were considered promising for an alternative teaching method that promotes self-expression, organization, and the development of professional practice.

Aliyu et al. (2023) emphasized that the use of reflective journals can significantly improve academic writing in educational settings. In this quasi-experimental research, 87 third-semester university students of English as a second language participated in a creative writing process that used reflective journaling as a writing strategy to develop metacognitive awareness. The instruments used were a writing task and a metacognitive questionnaire administered before and after the reflective journaling sessions over a period of 12 sessions. The findings support the idea and provide evidence of significant improvements in the students'

writing and metacognitive awareness, leading to the study's recommendation for future student practices and as a strategy for improving academic writing.

Sajidin and Supeno (2024) noted that reflective writing can help language learners develop new writing skills and critical thinking abilities. The research method applied was a qualitative case study with a sample of students from Indraprasta University, Indonesia, who were selected to find out if there was evidence of critical thinking in the students' writing process and the students' responses to this writing model. The results indicated that students' writing skills in general and their writing skills in grammar, organization, and vocabulary were enhanced. Moreover, the participants were found to be positive about reflective writing, which promoted open-mindedness, curiosity, and systematic thinking, indicating that an attitude of critical thinking has not only improved the ability of reflection but also deepened the mind's thinking ability beyond normal levels.

Barham (2023) found that the value of reflective journaling and its writing method can be useful for teachers in their pedagogical practices. This study included 71 teacher trainees in the West Bank and employed a mixed-methods action research approach, collecting both qualitative and quantitative data. One of the objectives within higher education and of this study was the development of reflective and critical thinking in future professionals. In addition, the study revealed that reflective journal as a pedagogical tool was proved to be a valuable tool for future teachers to inculcate self-reflective skills among their students. The findings were that the teacher trainees gained benefits from writing reflective journals in developing their confidence and motivation.

Macias and Dack (2023) explained that reflective journals and how they can assist EFL students to improve their writing skills had a positive impact. The subjects in this study were 25 second-year English students, and data was analyzed using a mixed-methods research design with pre-test and post-test. This study also worked to investigate the students' response towards this writing strategy as a learning technique. Data was gathered in two ways: quantitative data from pre-test and post-test, and qualitative data from an open-ended questionnaire. Reflective journaling was seen to positively affect students, mainly in their writing ability and the overall English output. These findings demonstrated that EFL students improved their metacognitive skills through the proper application and development of these writing tools.

Abuhussein (2022) revealed that creative reflective journals have a significant impact on the writing attitudes and skills of English as a Foreign Language (EFL) learners. To conduct this research, a descriptive-analytical study was carried out using both qualitative and quantitative methods with a group of 30 B1 students at Birzeit University in Palestine. Pupils had previously been given instructions on how to write reflective journals online, and these were published on a regular basis in a group chat inside Messenger, where the students were able to read and write their own. In addition, an attitude questionnaire was given to analyze their attitudes and personal reflections. Thus, the findings indicated that use of online reflective journaling not only enhanced creative writing competence but also had positive effects on attitudes both during and after the process, so as to create an atmosphere of self-criticism and self-reflection.

Zafeer et al. (2023) stressed that reflective practice and journaling are effective in improving student learning, particularly their writing skills and ability to structure ideas. During this study, 123 international online graduate students from a university in China received instruction on reflective journaling over 24 weeks. Using a mixed-methods approach, semi-structured interviews were used to collect qualitative data, while a survey on self-directed learning, reflection, and engagement was used to collect quantitative data. The findings were good as they showed both engagement and self-directed learning positively. Moreover, the study revealed that reflective journaling is a teaching method that enhances students' writing ability, which can be recommended in an academic and professional setting.

In general, the reviewed studies have investigated reflective journals as an intervention to enhance students' writing competence and metacognition. In terms of participants, the studies mainly concerned university students who were learning English as a second (or foreign) language. The benefits of reflective journals in critical thinking, self-reflection, writing, and grammar have been noted in previous studies, and reflective journals are a pedagogical strategy which is suitable for the improvement of grammar. Moreover, reflective journaling is shown to foster participation and motivation, which is essential for development of professional competencies, as the information retrieved indicates. However, despite these contributions, there is still little information on the implementation of these journals for younger children or secondary school students. For this reason, this experimental study aims to examine the impact of reflective journaling on the writing skills of younger students.

1.2 Theoretical Foundation of the Variables

Independent Variable

Teaching and Learning Strategies

According to Crawford (2005), the concept of teaching and learning goes beyond simply following a process or applying methods, emphasizing its comprehensive and contextual nature. Crawford explains that effective teaching must take into account the characteristics of the group of students, the resources available, and the type of strategies that will be used to meet the specific objectives set at the beginning of the process. In addition, Crawford highlights the balance that must be struck between direct instruction and individual and group activities, promoting the development of learning strategies and emphasizing disciplines in a dynamic way, including concepts and strategies for asking questions and solving problems.

Nisbet and Shucksmith (2017) establish that education is considered an inherent process that enables people to acquire knowledge, skills, and values essential to personal and social development. In that regard, how knowledge is taught and learned has a significant impact on the success of the educational experience. Additionally, authors define teaching and learning strategies as premeditated actions that teachers take in order to ensure that students meet learning objectives and perform better academically. In that regard, strategies are not merely means of providing information, but they are structured ways of directing students towards knowledge building.

Zare (2012) emphasizes that learning strategies play a very important role in the process of learning second languages or foreign languages. Furthermore, Zare mentions that language learning strategies among EFL and ESL students play an influential role in their development within the educational environment, and highlights that teaching is not limited to a set of techniques, but that some fundamental methods and strategies can be used according to the students' level to structure complete lessons or combined to design effective lessons that implement creativity and autonomous learning, resulting in long-term language proficiency.

According to Walker (2003), the use of active learning strategies is known to be one of the best ways in which student engagement and understanding can be enhanced. These kinds

of strategies entail activities such as discussions, debates, and critical thinking tasks, in which students are expected to analyze information, deal with concepts, and solve problems. Such activities not only enable students to be more active and independent with regard to their learning but also enable them to relate the new information to their past experiences, and this enhances comprehension and memory (Brandt, 2000). Hence, these strategies are provided and popular in contemporary education since they foster participation, reflection, and more profound learning.

Chang et al. (2022) observe that building on the principles of active learning, collaborative learning strategies further emphasize interaction and cooperation among students. Furthermore, in this model, students engage in small groups to accomplish tasks, exchange ideas, and meet shared academic objectives. This exchange will enable the learners to build knowledge using discussion and mutual experiences. Moreover, the collaborative learning process also enables the students to acquire valuable social skills like communication, responsibility, and teamwork. This is why supportive and interactive classroom environments are usually designed with the help of collaborative strategies.

Winn et al. (2019) explain that collaborative learning focuses on interaction among students, while cognitive learning strategies focus on the mental processes that learners employ to process and store information. In that sense, these strategies allow learners to think critically and analyze the relationships between various concepts. Winn et al. also highlight that these strategies assist the learners to process new information through tasks such as linking ideas, finding important information, and organizing concepts in meaningful patterns, facilitating learning since they enable students to actively process information and store it in long-term memory. Consequently, these strategies are significant in enabling learners to acquire more insights and greater academic competencies.

According to Weinstein (1988), effective teaching and learning strategies demand ongoing review and feedback of the learning process. Through assessment, teachers can check whether students are attaining the goals that are intended or not, and also be in a position to know the areas that require enhancement. In this context, Bennett (2011) holds that formative assessment can make a significant contribution to the learning process since it provides information that could be used by teachers to modify instruction. Hence, feedback can be an important factor in helping students to achieve improved performance. By giving learners clear constructive feedback, they are likely to know their weaknesses and will be able to come up

with ways of making improvements. As a result, the assessment process must not only be a measure of learning results, but it must also contribute to the learning process.

Metacognitive Learning Strategies

Mitsea and Drigas (2019) indicate that the study of metacognitive strategies, conscious learning, and academic performance has a significant influence, which has led to the need to identify key strategies that will enhance knowledge and raise the level of learning. On the other hand, metacognition is understood as the ability to know and control one's own cognitive processes according to the demands of learning, which allows the learner to reflect on their own thinking. Consequently, metacognitive strategies promote autonomous and meaningful learning and involve conscious and sequential control that leads to decision-making, attention control, and memory before, during, and after studying.

According to Lai (2011), metacognitive learning strategies have become an important part of modern education, as they are concerned with how students understand and control their own learning. Metacognition is a concept that was popularized in the 1970s by the American psychologist John H. Flavell, considered one of the main researchers in the sphere of cognitive psychology. In his work *Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry*, Flavell used the term metacognition to refer to what an individual knows about his or her own mental activities and the capacity to manage and control them (Flavell, 1979). This perspective represented a shift from old conceptions of learning, which prioritized memorizing content rather than a more reflective view. As a result, metacognitive strategies have become an essential part of developing independent and effective learners.

Fisher (1998) explains that on this theoretical basis, various models have been suggested to describe the development of metacognitive awareness in learners. Among the most relevant theoretical frameworks, David Perkins, professor of Teaching and Learning Research, proposed in 1992 the idea of the four levels of metacognitive learners. According to this model, at the initial level, tacit learners have no idea how they think and may experience difficulties when attempting to enhance their learning. Then, learners become aware of their cognitive processes, yet they do not consciously manage them. As a contrast, strategic learners can follow certain methods to influence their learning and resolve issues efficiently. Lastly, reflective learners not only utilize strategies but also examine and implement various methods according to the situation (Fisher, 1998). Thus, this model indicates that metacognition is a

gradual process and emphasizes the need to instruct students to reach larger awareness levels and achieve greater autonomy.

Zimmerman (2002) developed the *theory of self-regulated learning* in 2002, which states that metacognitive learning can be conceived as a complex process that follows various stages associated with cognitive control. In this model, learning can be structured into three primary stages: forethought, performance, and self-reflection, which are usually understood in educational contexts as planning, monitoring, and evaluation. The planning stage entails the establishment of objectives and the choice of the right strategies before starting a task. The students can arrange their learning activities well from this. In the monitoring phase, the students can monitor their comprehension and performance in accomplishing the task, detecting any challenges and adjusting when necessary. Finally, in the assessment period, students review their performance and critique the strategies used on them, allowing them to make corrections for subsequent performances.

Pintrich (2002) asserts that students who employ metacognitive strategies make themselves more independent and self-directed in their learning, as metacognitive regulation has a close relationship to improved academic performance and motivation in students. On the same note, Zimmerman (2002) explains that self-regulated learners can be more successful since these individuals actively navigate their learning process with the aid of reflection and strategies. Thus, metacognitive strategies not only improve academic performance but also encourage learning as an independent and lifelong activity.

Additionally, Wall and Hall (2016) argue that teachers can also significantly contribute to the implementation of metacognitive strategies of learning in the classroom. Teachers can facilitate the process of thinking by modeling, raising questions, and giving the students a chance to self-evaluate. Such practices assist learners to be more conscious of their cognitive processes and learning habits, improving learning. Bonds et al. (1992) argue that the ideal practice of teaching is to ensure that the students evolve into independent learners who can control their methods of learning. In this respect, the teacher becomes a facilitator who helps the students to build metacognitive skills.

Reflective Learning Strategies

According to Sugerman (2000), guiding students in reflective learning practices requires preparation and clarity about their purposes and the skills they need to demonstrate

during the experience. Sugerman argues that learning depends on experience, combined with reflection, for knowledge to have true meaning. Therefore, Sugerman suggests that it is not possible to learn fully without actively analyzing experiences during the reflective process. These reflective learning practices also include stages such as reorganization, implementation of new ideas or experiences, and influence on subsequent actions, which will result in an ability to *construct meaning* and learn from experience consciously (Schön, 2017). In addition, reflection not only analyzes a situation or action that has occurred, but also critically evaluates every detail, and based on this analysis, future actions to be taken are projected.

Dewey (1933) suggests that reflective learning strategies play a crucial role in contemporary learning because they help students to enhance their comprehension with the help of critical reflection on their experience. Furthermore, Dewey emphasizes that reflection is a process that requires active and considered thinking of knowledge and experiences to achieve deeper comprehension. Moreover, Schön (2017) mentions that reflection enables learners to analyze their actions and make well-informed decisions in similar situations in the future. In this manner, reflective practices lead to the achievement of independence and criticality in thinking because the students gain more consciousness of the process of their learning. Moon (2013) asserts that reflection is one of the ways through which learners can relate learning theory to practice and achieve better learning. Thus, reflective learning techniques are important in learning and education as they contribute to the improvement of not only knowledge, but also long-term learning.

Colomer et al. (2020) note that reflective learning is based on the concept of actively reflecting on and analyzing one's own experiences, helping to shape students' professional identity, which can ensure the development of sustainable competencies. Similarly, students can foster new action plans for decision-making and thus develop the ability to solve existing or future professional challenges. This practice allows them to learn from their actions and thus recognize and develop strategies that will enable them to identify areas for improvement. In addition, it is emphasized that promoting understanding of personal and professional strengths and limitations develops competencies that result in their own sustainability.

Reflective learning strategies consist of various practical approaches that aid in developing reflective thinking in the education setting. Some of the most popular ones are reflective journals, self-assessment exercises, portfolios and guided questioning.

Reflective journals. They allow students to reflect upon their learning experiences and organize their thoughts, enabling them to become more conscious of their achievements (Sudirman et al., 2021).

Self-assessment. It is a process whereby learners develop an evaluation of themselves through certain specified parameters that promote responsibility and learn more about their strengths and weaknesses (Baleghizadeh & Masoun, 2013).

Portfolios. They are usually collections of students' work overtime that enable them to stay reflective about their progress and their accomplishments (Wang & He, 2020).

Guided questioning. Mostly performed by the teacher facilitator, they allow the students to think critically about their learning by giving structured questions that encourage the analysis and evaluation process (Sulaiman, 2021).

Although these strategies have various forms, they all have one thing in common, and this is to make learning more conscious and meaningful. Consequently, reflective techniques are not just critical but important in facilitating the enhancement of critical thinking and innovation among learners.

According to Moon (2013), reflective learning strategies are known to have a significant effect on academic development. Through reflection, students can understand their weak points and strengths, resulting in improved learning results. In other words, by reflecting on their experiences, students will have more chances to know why they succeed and why they fail. Boud et al. (2013) describe reflection as vital in converting the experience into valuable learning since it helps people to rewrite their behaviors and enhance their performance in the future. Moreover, reflective learners are also more likely to have evidence of critical thinking and problem-solving skills (Boud et al., 2013). Consequently, these strategies not only help achieve academic success but also enhance the ability to acquire transferable skills, which will be applicable in other settings.

Reflective Journals

The application of reflective journals is one of the most widely used reflective strategies of learning in education, as it enables students to reflect on their learning experiences and document the experience in a structured manner. Reflective journals are written records where learners articulate what they have learned, reflect on their performance, and on how they will

improve on the same (Sudirman et al., 2021). This practice motivates students to reflect more on the process of their learning and be more attentive towards how their improvement will take place over time.

Phelps (2005) highlights that reflective journals are not only a tool for collecting data from research or a class, but also promote active, autonomous learning. Reflective journals are a strategy that facilitates flexibility, usually used by researchers to detail and examine personal goals, clarify individual beliefs, and opinions. Within the teaching approach, these journals can reduce external control and focus on a more personal sphere, in which a student's own ideas and reflections are highlighted, avoiding responding to the expectations of others. Likewise, reflective journals can promote and document the instability and imbalance of ideas, helping to build an integrated approach to the interaction between stories and the true current and emerging state.

Moon (2013) states that reflective writing can assist learners in arranging their ideas and gaining a more critical perception of their experiences. Besides that, Boud et al. (2013) explain that writing about learning experiences can aid in the process of reflection, as it enables people to re-explore their activities and reinterpret their actions. Using this strategy, the students can relate theory to practice and have better meaningful learning. Reflective journals are, therefore, an effective and viable method of instilling continuous reflection and more profound learning in educational settings.

The use of reflective journals in education can be traced back to the emergence of reflective thinking in the early twentieth century, particularly in the work of John Dewey, who is regarded as one of the earliest scholars to highlight the significance of reflection in learning (Moon, 2013). Dewey, in his book *How we think* (1933), explained reflection as an active thought process whereby individuals interpret their experiences in order to understand more about them (Dewey, 1933). This concept formed the basis of subsequent teaching methods that prompt learners to reflect on their learning.

Even though Dewey (1933) did not introduce reflective journals as a formal instrument, the theory led to the implementation of the practice of writing as a technique of reflection within the education setting. Subsequently, scholars like David Boud and Donald Schon extended the input of Dewey and advocated the idea of reflection as a guided and fundamental aspect of learning, especially in the professional and higher-education fields (Moon, 2013).

Reflective journals were developed over time as an actual usage of such theories in which students have the ability to document, analyze, and assess their experiences in a written format (Sudirman et al., 2021). Hence, the creation of reflective journals is not due to an isolated invention, but the development of the theories of reflective learning, created by major educators.

Sudirman et al. (2021) establish that university students learning English as a foreign language use reflective journals as a learning resource, as they allow students to capture their own reflections and ideas within a specific conceptual framework. Sudirman emphasizes that identifying aspects of reflective journal writing can aid learning in an EFL context, as they are useful for critical reflection and self-discovery responses in writing topics. In addition, during the process of writing a reflective journal, students focus on order, coherence, and organization, which makes these journals a fundamental basis for study or information gathering, developing their metacognitive and self-reflection skills.

The Development Process of Reflective Journals in Educational Contexts

It is imperative to explore the process in which reflective journals are created in order to understand their effectiveness in facilitating meaningful learning. Reflective journals are not merely written overviews of experiences, but structured instruments that lead learners through a cyclical process of reflection (Sudirman et al., 2021). Hence, Gibbs (1988) suggests that reflection may take the form of a step-by-step system that helps learners to review their experiences in a systematic and meaningful manner. Therefore, through a systematic approach, students can build up their capabilities of reflecting and enhance their writing skills progressively.

Description. According to Gibbs (1988), description, which involves giving a clear account of what occurred in the course of some learning experience, is the first phase of reflective writing. During this step, it is recommended that learners explain the situation objectively without any analysis or personal judgment. Through the organization of events and identification of what is important in the experience, the students start to plan their thoughts in written form. Besides, description assists learners in remembering some useful information that can affect subsequent levels of reflection (Adeani et al., 2020). Thus, this phase is crucial because it lays the grounds for purposeful reflective writing and enables students to start working on their learning activities in an organized form.

Feelings. Gibbs (1988) maintains that the second phase is called feelings, as it gives learners an opportunity to reflect on their ideas about the experience along with their feelings towards it. During this stage, students take time to reflect on the emotions that they experienced throughout the situation and identify how these emotions might have affected their behavior or their knowledge. Gibbs also considered that recognizing feelings is one of the major aspects of reflection, as emotions may influence the decision-making procedure and learning process.

In addition, Adeani et al. (2020) believe that when learners share their thinking and responses, they will be more conscious of what happens in them internally and the effect of this on their performance. This step also facilitates the emergence of more individual and valuable reflection, as students relate cognitive and emotional learning components (Adeani et al., 2020). In turn, the use of emotions is a way to make reflective writing more profound and involving.

Evaluation. Gibbs (1988) emphasizes that the evaluation phase entails the examination of the good and bad things about the learning experience. In this stage, students evaluate what they did and what did not work, which makes them evaluate how effective what they did was (Adeani et al., 2020). According to Gibbs (1988), evaluation assists the learners to build a more balanced picture of what they have experienced by establishing the strengths and the weaknesses.

In this process, critical thinking will be stimulated because students are required to explain their views and think about the other views (Adeani et al., 2020). Moreover, assessment assists learners in identifying trends in their behavior and learning styles. Consequently, this is a significant step as it goes beyond description of reflection, and it starts to bring more analytical thought to the writing process.

Analysis. According to Gibbs (1988), the analysis stage consists of the learners studying the causes of the result of the experience and linking the results with previous knowledge. At this stage, students analyze further and inquire as to why a particular event took place and how various factors contributed to the situation. This stage is critical as it makes the process of reflection more complicated and complex. Adeani et al. (2020) highlight that students can also connect their experience to theoretical knowledge or prior knowledge, and this can enable them to form a more in-depth perception of the situation. Moreover, analysis encourages the ability to solve problems, since students think about possible alternative

explanations and solutions. As a result, this step is important to foster critical and reflective thinking in writing.

Conclusion. The conclusion stage aims at finding out what has been learnt out of the experience and what was possibly done differently (Gibbs, 1988). At this stage, students are asked to summarize the most important lessons learnt during the reflective process and discuss the possible strategies. Gibbs also noted that conclusions enable the students to sum up their learning and identify areas where further growth is possible. This step helps the learners be responsible when they undertake certain actions and reflect on the way they can do better in the same circumstances. Furthermore, it assists students in converting reflection into practical knowledge that can be used in the future (Adeani et al., 2020). As a result, the conclusion stage is significant in that it helps in bridging the gap between reflection and the learning outcomes.

Action Plan. The last stage is the action plan, which includes implementing the knowledge learned in the process of reflection in new situations (Gibbs, 1988). In this step, the learners make a decision on what actions they will take in order to become better performers and prevent past failures. Gibbs says this stage is critical as it will transform reflection into prospective action. Having goals and plans set will make students more active and self-regarding learning (Adeani et al., 2020). Also, the plan of action contributes to constant enhancement because the learners apply the previous experience to the new steps. Hence, this step is the final phase in the reflective cycle as it helps to make reflection result in significant change and transformation in both the writing and learning processes.

Advantages

There are numerous benefits of reflective journals in enhancing writing skills that contribute to the academic growth of learners. According to Sudirman et al. (2021), a useful advantage is that reflective journals facilitate the organization of ideas because students are motivated to organize their ideas first before putting them on paper. In this context, Moon (2013) points out that reflective writing enables learners to create coherence and clarity as it establishes a logical way in which the learner can relate ideas.

Another benefit is that journal writing can foster fluency in writing because students practice regularly writing in a low-pressure context (Sudirman et al., 2021). In this respect, Boud et al. (2013) suggest that continuous reflection through writing can enable the learner to be more confident and comfortable with sharing ideas. Moreover, reflective journals can help

learners to develop vocabulary and language, as they explore new words and phrases when writing about their experiences (Sudirman et al., 2021). Thus, these benefits indicate that reflective journals are useful instruments in improving the quality and consistency of writing competence among students.

Limitations

Along with these advantages, there exist some limitations associated with the application of reflective journals that can influence students' performance. Moon (2013) states that a common shortcoming is the possibility that students may produce superficial or descriptive entries and fail to produce deeper reflections unless they are properly guided to do so. For that reason, Moon indicates that without proper guidance, learners can have a hard time going past basic description.

Another difficulty lies in the fact that writing a reflective journal can be very time-consuming. Furthermore, Donyaie and Afshar (2019) indicate that the benefits of this tool depend on how frequently students practice it and the feedback provided by teachers, which also requires time. Boud et al. (2013) note that deep reflection requires time and cannot be taught in a short period of time, and this may be challenging within constrained classroom time. Another weakness is associated with assessment, since grading reflective writing may be subjective and hard to normalize among students (Donyaie & Afshar, 2019). Thus, reflective journals are beneficial to writing skill development, but their effectiveness is determined by effective instructions, time handling, and well-defined assessment processes.

Teachers' role

During the implementation of reflective journals, the teacher plays an important role in directing students into more meaningful and deeper reflection. Lindroth (2015) claims that teachers have the responsibility to structure activities, give clear instructions, and present guiding questions with the aim of ensuring that learners do not limit themselves to mere description. Hence, Moon (2013) observes that students must be guided effectively in order to build their reflective thinking levels higher. Moreover, it is important that teachers establish a positive learning atmosphere in which the students will not be afraid to share their thoughts and experiences without fear of criticism.

Constructive feedback is also an important task, allowing the learners to achieve a better quality of writing and a better depth of reflection (Lindroth, 2015). What is more, Boud et al. (2013) claim that the reflection does not have to be controlled by the teacher and instead, it has to be facilitated by him or her so that students are able to be active participants in their own learning. Thus, the teacher is a facilitator and guide who helps to develop reflective skills with the help of planned and meaningful guidance.

Students' role

According to Lindroth (2015), the student contribution to the practice of using reflective journals is crucial since learners are the most significant actors in the reflective process. Sudirman et al. (2021) indicate that students are supposed to be an active part in this process because they should analyze their learning experiences and identify their strengths and weaknesses, in order to convey their ideas in written form. Boud et al. (2013) argue that reflection entails making learners responsible for their own learning processes through analysis and evaluation of their experiences.

Also, learners must be ready to go beyond their superficial descriptions and learn new levels of analysis in their writing (Moon, 2013). This means telling the truth, being judgmental, and being willing to learn. Additionally, Moon states that reflective learning is an evolutionary process that requires the active participation and input of a learner. Thus, reflective journals cannot be effective without the student being the main actor in such a process, since without involving the learners fully in the process, this kind of reflection cannot happen (Lindroth, 2015).

Dependent Variable

English Language Learning

Putra (2020) emphasized that Learning English has become increasingly important today because, in addition to being an international language, it allows us to communicate with people from different parts of the world. The English language gives us access to various areas of communication, becoming a powerful tool that allows for a broader connection with the modern world. Learning English not only expands our academic and professional opportunities, but also constant contact with it stimulates brain development, allowing us to think broadly (Andayani, 2022). However, in recent years, students have faced difficulties with

vocabulary, grammar rules, and especially pronunciation, which has led to a loss of motivation and interest in learning a second language. Practicing the language can be very beneficial in overcoming these obstacles. In general, proficiency in English has a positive impact in the modern world, providing students with new social, developmental, and learning opportunities.

Patel and Jain (2008) stress that English is spoken worldwide and plays a fundamental role in education and life. As an international language, English is seen as the global medium of communication in various dialects, being the native language of nearly 320 million people and a second language for another 200 million. Furthermore, English is also known as global English, as it is considered useful for establishing international relations for communication and the exchange of opinions. English also boasts one of the world's largest and richest literatures, benefiting its users, especially in linguistic fields (Aizawa et al., 2023). As a native, second, and foreign language, English has also gained prominence for recreation and leisure. English language teaching aims to develop language skills, enabling language learners to understand its structure and to read and speak fluently.

According to Harmer (2007), the English Language and its global growth can represent a form of cultural and linguistic dominance, and its learning has become a necessity for some. Harmer also argues that English belongs to everyone who uses it in different contexts, not just native speakers. While English does not always imply complete mastery, speakers use the language by choice or due to the influence of their target audience. The impact of English on other languages has been significant, as its knowledge has facilitated advancements in communication and connection between nations. Furthermore, Christinson and Murray (2021) confirm that English is established as a lingua franca, since most of its speakers are not native speakers but use it as a bridge for mutual understanding and cultural, political, and commercial exchange.

Chomsky (2000) explains that language is a set of finite or infinite sentences. For the author, this constitutes the competence that native speakers possess to understand and produce correct ideas, opinions, and thoughts grammatically. Similarly, Christison and Murray (2021) remarked that English as a language can be understood as a: System of structured communication, including written and oral symbols, to enable effective communication and interaction across a variety of social and cultural settings. Students will acquire language proficiency in the process and will also learn to communicate in a new world. Language is

essential to the social connectedness of students as they share information, express feelings and share ideals.

English has been identified as central to successful interaction and intercultural dialogue since it gives people access to employment and also enables them to communicate with a wide range of people in a wide variety of contexts (Coleman 2010). While one of its primary uses is in education, English also plays multiple roles in development, such as providing access to new information, facilitating international collaboration, increasing employability and opportunities, and, importantly, facilitating international mobility and exchange for students and workers. Mastering English is considered a privilege in many contexts, particularly in education, where it ensures comprehensive development and personal and professional growth at different stages of life.

Aizawa et al. (2023) mention that the impact of English proficiency varies depending on students' level of competence, which influences the challenges they face in different situations and academic skills. English proficiency today can be decisive for academic success, as it is complemented by factors such as motivation, prior knowledge, and the environment in which they operate. Coleman (2010) confirms that knowing and understanding the linguistic challenges of English can improve the teaching strategies that teachers use to help students overcome barriers and achieve effective English learning. In addition, with the necessary tools, centralized learning can be encouraged, making learning English a valuable opportunity for professional growth.

English Language Skills

Quadir et al. (2024) argue that English language skills are essential for effective communication and are developed together to achieve fluency in writing, reading, and speaking. English language skills are often categorized into four key areas, such as listening which focuses on understanding spoken English in lectures, media, or conversations; speaking, which involves expressing thoughts clearly; reading, which helps to understand written texts such as literature; and writing, which creates clear, coherent, and grammatically accurate texts. Furthermore, by developing the four skills, language students also develop critical thinking and confidence in their interpretations, which is a very important part for those studying English as a second language, making them invaluable in educational and professional contexts (Richards, 1990).

Husain (2015) emphasized that English language skills: listening, reading, speaking, and writing, enable learners of English as a foreign Language (EFL) to understand and produce language effectively for better communication in academic or English-related fields. These skills are further classified into receptive skills (listening and reading), in which the learner receives information through hearing or sight and then interprets and produces it, and productive skills (speaking and writing), in which the learner produces language through sounds or written symbols. All four of these skills of the English language function in a coordinated way to support the effective learning and development of communicative competence, the ability to express thoughts and feelings in a social group.

Haberman et al. (2020) point out that English skills are essential for today's world. Once students learn these skills (listening, speaking, reading, and writing), they will be able to capitalize on opportunities to develop personally and professionally. When we express ourselves, we allow ourselves immediate connections with people from different cultures and backgrounds (Husain, 2015). Frequent contact with these skills builds the capacity for communication and deepens our understanding of the language, allowing us to address certain irregularities in English. These skills are not only tools for effective communication but are also a door to new experiences and ideas that can contribute to our personal, educational, and professional growth.

Nghia et al. (2023) define the development of English skills as essential for improving students' communication abilities. Furthermore, emphasize that English proficiency has become a key element for communication in both academic and professional settings. The process of acquiring English skills focuses on developing listening to comprehension, speaking, reading, and writing skills, as well as mastering vocabulary, grammar, and pronunciation. Learning English meets students' evolving educational needs because, thanks to this proficiency and these skills, they are prepared to face the competitive demands of the academic and professional world (Haberman et al., 2020). English is fundamental for understanding and assimilating international cultures, which is why it has become a key language in the learning process.

Richards (1990) considers that English skills should not be taught in isolation, but rather integrated into the world and real-time communication so they can be used simultaneously. Likewise, Masduqui (2016) established that English language skills are the foundation of communicative competence and are classified into information comprehension

(receptive skills) and language production (productive skills). Richards also mentions that receptive skills are the first to develop and support the development of productive skills. Furthermore, they are considered fundamental for communication development and language proficiency, giving students the ability to use the language effectively and appropriately in different contexts. Developing these skills involves not only practical language use but also linguistic knowledge (Brown, 2007). The role of English skills is crucial in academic and professional contexts, and real-world communication contexts are required to achieve balanced proficiency.

Klimova (2014) highlights that language skills in English as a Foreign Language (EFL) are developed simultaneously with practice. When learners are in real-life communicative situations and want to express an idea, they begin to use the language intentionally, and at the same time, they start acquiring and strengthening other language components such as vocabulary, grammar, and pronunciation. These components are developed while they improve their information reception and language production skills, which reflects the practical and functional aspect of English as a Foreign Language.

According to Brown (2007), English language teaching has been based on four important learning skills: speaking and writing as productive skills, reading and listening as receptive skills for more than 60 years. These skills have been treated in isolation; however, recent suggestions suggest that these skills be included together and be used to enhance language competence in the teaching and learning of language in the classroom. This allows teachers to develop more engaging and effective teaching strategies.

Productive Skills

Golkova and Hubackova (2014) emphasize that productive skills are essential for learning. Whether oral or written, productive skills depend on receptive skills, since active language production also requires developing passive knowledge. Likewise, both skills (receptive and productive) are always connected for complete language learning. It is important to highlight that receptive skills must be developed first to master productive skills in the learning process. The current approach states that improving communicative competence is vital; in this case, developing productive skills requires a suitable classroom environment and the teacher's creativity in lesson planning. For practicing productive skills, it is essential to design engaging activities that are tailored to the students, using specialized

vocabulary and real-world topics that allow for assessment and feedback from the teacher.

Nayman and Bavli (2022) state that students' productive skills are demonstrated when they actively produce language through speaking and writing. A student speaks to communicate ideas, express feelings, and opinions to develop fluency and confidence. Writing, on the other hand, complements this skill. It enables students to structure their thoughts according to the correct grammar rules and form coherent texts and articulate them in various contexts, including educational and intercultural ones. If students practice their productive skills, they also develop their critical thinking. Furthermore, feedback plays a crucial role, empowering students to make decisions about which vocabulary and structure to use, leading to greater academic success and excellent professional communication (Harmer, 2007).

Mohammed (2021) believes that the importance of productive skills is especially within the field of writing in English as a foreign language. Mohammed highlights that writing, along with speaking, is a crucial skill that students must develop throughout their education, as they foster critical thinking and make students even more creative. Teaching writing and speaking as productive skills involves several stages that include self-correction, feedback, and revision, where students evaluate themselves and make improvements based on feedback. Masduqi (2016) finds that as teachers, providing guidance and integrating reading helps students improve their productive skills by getting their minds ready with new vocabulary, and at the same time, with your guidance, facilitating teamwork by having students articulate their ideas and structure their sentences correctly.

Aldobekhi and Abahussain (2024) propose that productive skills (spoken and written) require a specific methodology for success in learning English as a foreign language. Likewise, authors mention that spoken English does not require much preparation, only practice, while written English needs vocabulary selection and careful adherence to grammatical structures throughout its development. Klimova (2014) claims that written language is described as a reflective process, since it requires the organization of ideas to create long and complex sentences that can be preserved as a record for future reference. On the other hand, spoken language is often inconsistent and dynamic, using short, easily understood sentences to express emotions and achieve rapid communication (Klimova, 2014). Therefore, developing both written and spoken English skills is essential, as it is the basis for improving overall linguistic competence.

According to Harmer (2007), to foster language learning and make it more meaningful, students must be willing to put their language skills into practice in real-world communicative contexts. Speaking and writing are considered two active language skills that serve the same communicative function. These skills manifest themselves differently: writing in the written realm and speaking in the oral realm. In this way, these two productive skills complement each other and, together with receptive skills, form part of effective communication. Furthermore, improving productive English skills helps students communicate their ideas more fluently, maintain coherence when speaking or writing, and promote effective participation in communicative academic contexts (Mohammed, 2021).

Ampa and Akib (2019) consider productive skills to be fundamental to learning English and believe they should be developed alongside other language skills. Oral and written language production involves the ability to communicate ideas effectively, but in some cases, these skills are not easy to master. For students of English as a foreign language, this becomes a significant learning challenge, as they also face difficulties that affect the development of these skills, such as a lack of vocabulary and grammar in writing, or a lack of fluency in speaking. Thus, consistent practice and the use of varied activities are considered strategies for improving productive skills in the teaching and learning environment.

Writing Skills

According to Richards et al. (1990), writing is one of the four main language skills (writing, speaking, reading, and listening), and along with speaking, it constitutes a productive skill. In simple terms, writing involves expressing a message using symbols on a page, which is a means of communication that also requires someone to address. Furthermore, effective communication requires knowing how to form and organize words, then combine them to create a coherent message that will be transmitted effectively.

Iftanti (2016) stated that writing is a creative act and that writing skills are highly relevant, as they are frequently used in academic and social activities, such as in educational and professional settings. The ability to write is defined as generating and developing ideas and then revising and editing them to achieve a specific context and communicate ideas clearly to people without being physically present. In addition, writing skills are regarded as complex in which vocabulary, grammar and grammatical structures need to be mastered. In an analogous manner, written language is taught in formal schooling and valued as an effective means of

communication that has existed for hundreds of years, and has been utilized to convey information.

Kellogg and Raulerson (2007) established that there is a significant relationship between the advanced levels of writing and effective communication, academic performance and future success. Deliberate writing practice shapes writers and provides them with opportunities for timely and relevant feedback. Furthermore, writing skills also encompass knowledge of spelling, grammar, punctuation, vocabulary, cohesive devices to link ideas, and thematic phrases and sentences for effective writing (Iftanti, 2016). The role of organization and critical thinking, which ensures that ideas are structured coherently and in a logical order, must also be considered.

Brown and Hood (1989) maintain that writing is one of the most complex productive skills in language learning, which is why it requires prior preparation. Furthermore, authors emphasize that when we focus on writing, we always have a purpose; therefore, we must plan, draft, and revise our texts to achieve effective communication. Writing should not only be accurate but also fluent and express coherent meaning, thus motivating students to write with a genuine communicative purpose.

Writing Subskills

Hyland (2015) argues that writing subskills constitute essential elements within written competence, as they allow students to develop structured texts with a specific purpose. Writing also depends on a set of subskills related to the correct use of language, precision, and communication of ideas. The precision subskills include correct spelling, accurate letter formation and joining, legible handwriting, correct punctuation, the use of appropriate formats, suitable vocabulary, correct grammar, the construction of coherent sentences, and their connection to form structured paragraphs.

Also, communication subskills include the appropriate use of register and style, organization of ideas, use of features appropriate to the text type, the proper connection of ideas, and the use of appropriate language functions for the proper expression of meaning, whether narrating, requesting, thanking or expressing ideas with a few key words (Kellogg and Raulerson, 2007). These subskills can be used effectively and clearly to communicate ideas, emotions or messages, so that the reader understands what the communicator is saying.

Types of writing

Shastri (2010) reveals that writing is not an easy skill to master when studying a second language, as it requires coordination between motor skills and brain function. Shastri mentioned in her book *The Communicative Approach to Teaching English as a Second Language* that there are different types of writing to which students must be exposed in order to properly develop their writing skills. These types are as follows:

Descriptive writing. It refers to the basic forms of writing, and its purpose is to detail and represent people, objects, places, or situations. This type of writing allows the reader to clearly imagine the situation being described. Furthermore, it is characterized by the use of adjectives and precise language, which creates a clear image and allows the reader to visualize how something feels or looks, enriching their experience.

Narrative writing. It refers to a type of writing commonly used in fiction. It is a type that aims to tell a story following a logical and chronological sequence. This kind of writing includes characters, settings, and a plot that unfolds through conflicts and resolutions throughout the narrative, and its objective is to provide an entertaining experience for the reader.

Expository writing. It refers to explaining or presenting ideas clearly and objectively on a specific topic. The information is structured logically, with definitions, illustrations, or examples, requiring coordination between thought and expression through cohesion and coherence, so that the reader can easily understand the content.

Reflective writing. It refers to a type of writing in which the author analyzes and examines their own experiences to understand past events more deeply. This type of writing combines the description of facts with personal interpretation, providing new perspectives on the changing situation in the present. Moreover, it encourages critical thinking and self-reflection because it encourages the writer to express thoughts, opinions and conclusions.

Persuasive writing. It focuses on convincing the reader to accept an opinion or point of view. This type of writing requires a higher level of linguistic maturity and refined language. It is characterized by the use of arguments and logical reasoning to influence the reader's opinion and encourage them to adopt a specific perspective.

Interpretative writing. It is centered on persuading the reader to accept a point of view or opinion. The style used in this type of writing is more language mature and fine. It is characterized by the use of arguments and logical reasoning to influence the reader's opinion and encourage them to adopt a specific perspective.

In addition, Shastri (2010) also mentions other types of writing categories that are also relevant in education and language teaching and learning. These types are:

Personal writing. Refers to the writer's personal experiences, opinions, feelings, or thoughts expressed directly and subjectively. It features a free-flowing writing style, often used in the first person and not always adhering to a structured format. It allows the writer to communicate their personal identity through letters, diaries, invitations, and other means.

Study writing. It focuses on academic and learning writing, aiming to organize information for proper understanding. This kind of writing is characterized with the structure and is also used in writing a summary, synopsis, research paper and paraphrasing, which would provide students with writing skills and assist their studies.

Creative writing. It is a style of writing that emphasizes the expression of imagination and emotions. It focuses on the free use of language as it is applied to the creation of stories, music, poetry, novels and the exploration of personal style. The objective of this kind of writing is to amuse and motivate in addition to prompting creativity as well as individual voice in the author.

Approaches to writing instruction

Solhi and Eginli (2020) support that writing is one of the main language skills, along with listening, speaking, and reading. In the 1990s, writing skills gained greater recognition as English solidified its position as a global lingua franca. Influential methods for teaching writing, such as product and process approaches, have been recognized. The product approach prioritizes the result over the writing process, while the process approach focuses on the stages of writing from beginning to end. These approaches have both strengths and weaknesses; however, in pedagogical practice, they are often complementary (Iftanti, 2016). Additionally, the approach to teaching writing can change considerably depending on the context in which students find themselves.

Product-oriented approach. Kadmiry (2021) points out that the product-oriented writing approach has been preferred by teachers of English as a Foreign Language (EFL) because it focuses on the final result after the production process and organization of texts with correct structure. Kadmiry also explains that this approach is introduced at the beginning of the learning process and follows some stages, such as controlled writing, guided writing, and free writing. Students begin by familiarizing themselves with the characteristics of a text, then, using both guided and controlled approaches, they begin practicing. Finally, students use their free writing to create a new text with the structure and vocabulary they have learned, thus demonstrating the language proficiency they have acquired throughout the process.

Process-oriented approach. Kadmiry (2021) also explains that the process-oriented approach to writing focuses on the step-by-step development of the writing process. Instead of focusing on the final product, this approach prioritizes each part of the process, which means that writers often return to previous phases to enhance them with new ideas that arise as they progress. As a guided teaching strategy, it avoids focusing on a single product by encouraging planning, creating a draft, and ultimately producing a final version with new and better-structured ideas. This approach views writing as an evolving process centered on communicative intent, and for this reason, it emphasizes planning and drafting more than just general linguistic knowledge and grammar.

Controlled writing

According to Ebong and Mazumder (2011), controlled writing is an approach focused on linguistic accuracy, grammar, and vocabulary, in which writing is entirely guided by the teacher. This approach features clear and limited instructions, as well as written models that students use as examples to imitate. Creative freedom is reduced to avoid errors, and the focus is on practicing and mastering specific language structures. During this writing process, students begin to gain confidence practicing with activities such as transforming structures, modifying texts, and ordering words or phrases. Throughout the process, the teacher constantly monitors and corrects errors to improve writing skills.

Guided writing

Lan et al. (2011) emphasize that guided writing takes a middle ground between controlled and free writing. This strategy is based upon the use of outlines that lead the writing process and tries to meet goals of accuracy and fluency while maintaining a balance of control

and creativity. Moreover, it still provides support for teachers, and students can prepare for their writing more effectively and plan their ideas, which can guarantee the coherence of the writing. In the process, the teacher also applies more original activities like graphic organizers, answering questions, using pictures to draft texts, etc., making the students write more freely and creatively. In this way, students can develop autonomy while still receiving guidance.

Free writing

Alharthi (2021) establishes that free writing imposes no restrictions on structure or content. In this case, the teacher's role is just that of an observer, intervening only if a student needs help. This approach focuses more on the expression of ideas, allowing students to explore beyond their own thoughts, giving them free access to creativity and the ability to express opinions without fear of making mistakes. Furthermore, free writing significantly reduces anxiety and increases confidence. Although Kadmiry (2021) highlights that it does not require prior planning, it is carried out within a limited timeframe so that students do not lose motivation or feel overwhelmed. Finally, this approach fosters the student's personal development, making them more autonomous and able to create sentences and texts without material or teacher guidance.

Stages of proficient writing

Writing is a skill that must be developed in an organized manner. According to Harmer (2007), accurate writing is a process that has several stages: planning, drafting, revising, editing, and publishing. The author suggests the following steps to be taken for the correct structuring of the text and to motivate oneself to become a better writer.

Planning. In this stage, the writer begins generating ideas, defines the purpose of the text, and examines the intended audience. The writer also organizes information using mind maps or outlines before structuring the content.

Drafting. This includes composing the initial draft for writing. The writer thinks and expresses ideas fluently and doesn't fret too much about grammar. The writer's main idea for the text to be about.

Revising. This step involves working on the content, vocabulary, coherence or organization, clarity of the text and how the ideas are connected. It is also a time to reorganize the text, add ideas, or even delete them.

Editing. The writer at this point is concerned with grammar, vocabulary, spelling and punctuation issues identified in the revision. They will also welcome suggestions on improving the accuracy of their language.

Publishing. This is the point when the author can show the completed product to the reader. In an academic environment, it's ready to be read or assessed by the professor.

The role of reflective learning in writing development

According to McKinney and Sen (2012), reflective writing is being recognized in education as a strategy for building knowledge and for personal and professional development. In this sense, integrating reflection into writing activities benefits both linguistic development and constant interaction in related activities.

Bound (2001) notes that to develop writing skills through reflective learning, we need tools and strategies that support their development. For example, the use of reflective journals promotes consistent writing practice, whether about experience or learning about a topic. Self-assessment can also be encouraged, allowing students to identify and correct their own mistakes. Similarly, students can ask themselves guiding questions before they begin writing, such as what they learned or what they can improve next time. Furthermore, promoting free writing facilitates expression and allows for connecting personal experiences with learning. It is also important to highlight the teacher's role in providing feedback, using collaborative work methods, and exchanging ideas, which develop critical thinking. In this way, students can improve their writing by reflecting on it (McKinney & Sen, 2012).

1.3 Objectives

General Objective

To assess the effectiveness of reflective journals in enhancing students' writing skills.

Specific Objectives

- To diagnose the initial level of students' writing skills through a pre-test
- To implement reflective journals to foster students' writing skills
- To identify how reflective journals enhance students' writing skills through a post-test.

1.3.1 Fulfillment of the objectives

The main objective of this research was to assess the effectiveness of reflective journals in enhancing students' writing skills. This involved three specific objectives. The first was to diagnose the students' writing skills through a pre-test. This was achieved by administering the Cambridge A1 Movers standardized exam, whose assessment rubric was adapted to evaluate the A1 level by simplifying the descriptors and language requirements, so that the results clearly showed the effects of the interventions.

The second specific objective was to implement reflective journals to foster students' writing skills. To this end, using the ESA (Engage, Study, Activate) model, ten pre-designed 45-minute interventions were conducted. These interventions presented topics from their textbook, including grammar, vocabulary, and a reflection section. In addition, controlled practice was carried out after each intervention. During these interventions, different writing strategies were employed, depending on the content and communicative objectives of the lesson.

Finally, the purpose of this study was to find out the effect of reflective journal on the improvement of students' writing skills by using post test. Students' progress following the implementation of the strategy was measured using the same writing test that had been used prior to the strategy. The results overall demonstrate that the use of reflective journals positively influenced students' writing skills as well as students apparently improving their critical thinking and evaluating their performance and topics used during the intervention.

Chapter II. Methodology

2.1 Materials

This research project incorporated various resources, including human, material, and financial elements. First, the human resources consisted of students from section *B* of the *Gral. Eloy Alfaro Delgado* school. These students played a fundamental role in the application of reflective journals to improve writing skills. Secondly, the material resources included the use of pre- and post-tests and rubrics to assess the students' progress. Finally, the financial resources were fully managed to cover expenses, in this case, the cost of teaching materials such as student worksheets, images, and supplies like markers and pencils, necessary for the proper execution of the research process.

2.2 Methods

2.2.1 Research approach

A quantitative approach was adopted, since numerical and statistical data were collected to measure the impact of reflective journals on students' writing skills. According to Holton and Burnett (2005), quantitative research is systematic research focused on quantifying data collected from a population and then analyzing it using numbers or statistical methods, using structured tools such as surveys or experiments to test a hypothesis and draw conclusions. Within this research, the quantitative approach was the main method required for data collection, which was obtained by implementing a pre-test and a post-test. In this way, with the information obtained from the tests, this research will seek to establish whether the application of reflective journals is a useful tool to improve students' writing skills.

2.2.2 Modality

The research project was conducted using a field-based research methodology, as data was collected directly in the natural environment of the high-school students. Merchant and Stede (2006) highlighted that field-based research is characterized by direct interaction with students within their educational context, providing the researcher with the opportunity to

observe behaviors and the difficulties they encounter. Furthermore, Merchant and Stede confirmed that conducting research in an educational setting allows for direct contact with teaching practices and, at the same time, learning from them. Over a specific period, the researcher implemented various activities, including reflective journals, to analyze whether this method contributes to improving students' writing skills.

Additionally, this research work employed a bibliographic approach to provide the theoretical foundation for the research topic. Bibliographic approach is a searching for, critically evaluating and selecting the information required for a specific purpose and need (Reed & Baxter, 2006). Analyzing and synthesizing useful information that gives the conceptual frameworks and context to the research topic. This enables the researcher to place his/her research in the broader body of scientific knowledge. From this perspective, a literature review includes academic articles, books, and even special reports that helped form the theoretical base for both variables and gave them exact definitions and proof to help the research.

2.2.3 Type of research /Research design

The research project was conducted in an experimental way because it examined the impact of reflective journals on students' writing skills. According to Zubair (2023), in experimental research, the researcher manipulates independent variables to observe their effect on a dependent variable under controlled conditions, intending to ensure accuracy and establish cause-and-effect relationships. The purpose of this study is to optimize the accuracy of the results to obtain clear conclusions about a proposed hypothesis.

In this study, a pre-experimental design was implemented. Thyer (2015) indicated that this type of design consists of observing one or more groups to analyze the influence of an independent variable on a dependent variable. The pre-experimental design is characterized by the absence of a control group for comparison. It is usually used as an initial phase of research to determine whether the topic requires more controlled investigation after a series of interventions (Zubair, 2023). In this research, there was only one experimental group, in which reflective journals were applied after a pre-test, and the post-test revealed their influence on students' writing skills by analyzing the final results.

2.2.4 Techniques and tools

A research instrument is a tool used to collect data in a study, allowing for systematic observation, measurement, and analysis to record information and draw conclusions (Kothari, 2004). For this research, essential instruments were used to ensure the validity of the collected data. These tools included worksheets, a pre-test, and a post-test, which the researcher administered to the participants to measure and evaluate the impact of the interventions. The test administered was tailored to the students' language proficiency level.

The Cambridge A1 Movers exam was selected as the assessment instrument because it is a standardized English language test designed for young learners and aims to evaluate their ability to understand and use basic English in everyday situations. The Reading and Writing component assesses learners' ability to comprehend texts and produce written responses through a variety of age-appropriate tasks (Cambridge ESOL, 2010). The writing section of the Cambridge A1 Movers exam was used as the assessment instrument, specifically parts 4, 5, and 6. In part 1, the students have to read a short text and fill in sentences with the appropriate word from a range of options provided. In part 2, students watched a series of pictures, read a short story, and wrote sentences based on it. For part 3, students viewed an image, wrote some sentences about the image, answered some simple questions, and wrote two sentences about the image. In addition, the Cambridge A2 assessment rubric for writing was simplified, for the A1 level, in order to assess the syllabus level, mainly by reducing the language requirements and the descriptors. First, in Content, the complexity of the tasks was reduced: instead of expecting more developed responses, the assessment focused on whether the student could describe images or answer questions with basic and relevant information and vocabulary. In Organization, the requirement shifted from texts connected with various linking words to assessing whether the ideas are clear and understandable, even if the organization is simple or limited. Finally, in Language, the adaptation was more evident: the criteria were adjusted to focus on the use of basic grammar and vocabulary, accepting more errors as long as they do not impede comprehension.

2.2.5 Procedure

Intervention 1

In the first intervention, a writing pre-test was administered using an A1 Movers test. General instructions and the time for the activity were clearly explained. Students completed

the test individually, allowing their initial writing level to be determined. During the test, their performance was observed, and information was gathered about their strengths and weaknesses related to grammar, vocabulary, organization of ideas, and written production.

Intervention 2

In the second intervention, the topic *My Family and Me* was presented using images of famous people to capture the students' attention and activate prior knowledge. The use of the simple present tense in the third person was then explained, highlighting the rule of adding "-s" or "-es" to the verb. Students completed multiple-choice, fill-in-the-blank, and matching exercises. Finally, they wrote a paragraph about a celebrity and a short written reflection on what they had learned and the difficulty of the activity.

Intervention 3

In the third lesson, the topic of *Culture around the world* was explored using images of customs and traditions from different countries. Students were guided with questions to encourage participation, and then vocabulary related to cultural actions such as eat, wear, celebrate, and live was introduced. The simple present tense and the difference between base forms and the third person were explained again. Afterward, they completed written exercises and wrote a paragraph about a custom of their country. Finally, they wrote a reflection about a custom that most interested them.

Intervention 4

In the fourth lesson, the topic of customs around the world continued, focusing on the use of adverbs of frequency. Images and examples were presented to teach words such as always, usually, often, sometimes, and never. The correct position of the adverb within the sentence was explained, and various sentence structures were demonstrated. Students completed exercises involving completing, selecting, and constructing sentences. They then wrote a paragraph about family customs using adverbs of frequency and concluded with a reflection and opinions on their classmates' family traditions.

Intervention 5

In the fifth intervention, the present progressive tense was introduced using images of celebrations and people performing different actions. Through guided questions, students were

encouraged to describe what they observed. The structure of the verb tense -ing was explained, comparing it to the simple present tense. Students completed written activities and constructed sentences. Finally, they wrote a paragraph about celebrations around the world and a reflection, imagining themselves participating in a celebration.

Intervention 6

In the sixth intervention, the use of the present progressive tense was reinforced using new images of international celebrations. An initial review was conducted to recall the grammatical structure and vocabulary learned previously. Students completed multiple-choice exercises, fill-in-the-blank exercises, and free-writing exercises. They then read a short text about a celebration. To conclude, they wrote a reflection in which they imagined preparing a party with their family or friends, describing what they are doing and how they feel in that moment.

Intervention 7

In the seventh session, a general review lesson was conducted on the structures previously covered: third person singular of the simple present tense, adverbs of frequency, and the present progressive tense. Prior knowledge was activated through questions and examples. Students then completed grammar selection and correction exercises. For the productive part of the session, they wrote an email describing a celebration anywhere in the world. Finally, they wrote a reflection on what they had learned during the previous classes and their personal progress.

Intervention 8

In the eighth session, the unit *Amazing Abilities* was introduced using images of talented people, such as singers, athletes, and artists. Through guided questions, the use of the modal verb can/can’t to express abilities and limitations was presented. Affirmative, negative, and interrogative structures were explained with clear examples. Students completed exercises involving fill-in-the-blank sentences, sentence construction, and peer interviews. Afterward, they wrote a paragraph about their abilities and talents. Finally, they wrote a reflection on their strengths and new skills they wish to learn.

Intervention 9

In the ninth intervention, the use of can/can't was reinforced through review activities. It began with questions about personal skills and preferences to encourage oral participation. Then, the students completed texts and conducted interviews with their classmates about what they can and can't do. In the final part, they wrote a reflection on their current skills, what they still need to improve, how they can progress, and what skills they wish to develop in the future.

Intervention 10

In the final intervention, the post-test writing assessment was administered, again using an A1 Movers test. The instructions were explained, and the activity was supervised. The students completed the test individually, showing progress compared to the initial assessment. Improved organization of ideas, greater use of correct grammatical structures, a broader vocabulary, and a better ability to express opinions through reflective writing were observed. Finally, the class ended with the professor thanking the students for their collaboration.

2.2.6 Population

According to Hossan et al. (2023), the population is the set of people who share characteristics relevant to the study. The researcher studies the population to collect the necessary data to analyze the problem and answer the research questions and objectives of an investigation. This study involved a group of 31 ninth-grade students from the *Gral. Eloy Alfaro Delgado* school. The participants included 16 female and 15 male students between the ages of 12 and 13.

Table 1. *Population*

Gender	Number of Students	Percentage
Male	15	48,39%
Female	16	51,61%
Total	31	100%

2.2.7 Hypothesis

- **Null Hypothesis (H_0):** Reflective Journal does not have a significant impact on the writing skills of ninth-grade students at *Gral. Eloy Alfaro Delgado* school.
- **Alternative Hypothesis (H_1):** Reflective Journal has a significant impact on the writing skills of ninth-grade students at *Gral. Eloy Alfaro Delgado* school.

Chapter III. Results and Discussion

3.1 Analysis and discussion of the results

This chapter presents the analysis, interpretation, and discussion of the data collected after administering the pre- and post-tests. The Cambridge A1 Movers was used as the assessment instrument; however, the grading rubric was adapted by simplifying the descriptors and language requirements for assessing writing skills according to the students' level. The pre and post-test data was then presented in tables, which showed the students' development following the interventions.

The results of the tests were compared to note the effect of reflective journals on the students' writing ability. Data was analyzed with SPSS (Statistical Package for the Social Sciences) to obtain the corresponding statistics, and normality test was performed to decide whether parametric or non-parametric statistical is appropriate. These analyses helped to test the study's hypothesis and determine the effectiveness of reflective journals on the students' writing performance.

3.1.1. Pre-test Results

Table 2. *Students' Writing Pre-test Results*

Criteria	Content	Organization	Language	Total Pre-test Score X
Average	2,10	1,84	1,84	5,77

Note. Each criterion was evaluated using a five-point scale, and the total of the three scores is over 15 points.

Analysis and Interpretation

Table 2 shows the results obtained in the pre-test for each criterion assessed before the implementation of reflective journals. The highest average score was for content, with 2,10 points. This was followed by organization, with 1,84 points. Finally, the language criterion also obtained an average of 1,84 points. Because each criterion was scored on a five-point scale, the overall average of the pre-test across the three areas was 5,77 points out of a total of 15.

The results show that students have very basic writing ability in some aspects such as: lack of organization in writing and lack of English vocabulary. Content was the best scored

element, but this means that the learners were able to write some very fundamental ideas; however, many responses were underdeveloped and lacked detail and full development. For the student's organization, there are also results that show that students have problems in connecting ideas in a rational way, as well as a lack of structuring that impacts the coherence of the sentences. Lastly, in language, students' vocabulary was very limited, and many students used incorrect grammar in writing, thereby reducing the clarity of their writing.

The overall result of the pre-test shows that the writing ability of the students was not at the expected level prior to the application of reflective journals. The issues identified in content, organization, and language clearly indicate the importance of including a pedagogical approach to help students structure written texts and to use grammar and vocabulary correctly during the writing process.

3.1.2. Post-test Results

Table 3. *Students' Writing Post-test Results*

Criteria	Content	Organization	Language	Total Post-test Score X
Average	2,97	2,52	2,87	8,35

Note. Each criterion was evaluated using a five-point scale, and the total of the three scores is over 15 points.

Analysis and Interpretation

Table 3 reflects the results obtained in the post-test following the implementation of reflective journals. Knowing that each sub-skill was rated out of five points, the assessment criterion with the highest average score was content, with 2,97 points. This was followed by language, which obtained 2,87 points. Finally, the organization obtained 2,52 points. In total, the average score of the post-test was 8,35 out of 15.

These results demonstrate that after using reflective journals, the students considerably improved their writing skills. The higher score obtained in content indicated that the students improved their written production and were able to express their ideas more clearly, including supporting details and improving their sentences. The improvement in language demonstrates that the students showed a better command of vocabulary and grammar. Although some errors persisted, their writing became more comprehensible. Finally, the organization also showed a significant improvement. Learners were able to use simple connectors to better link ideas and structure their texts to give them greater coherence.

On the whole, the findings of the post-test revealed that there were significant gains for all the assessed criteria. Specially, the students had a significant improvement in their language skill and they had better organization of their ideas in written work after the pedagogical intervention, which shows that reflective journals have a positive influence in having a consistent space for practice, reflection and self-assessment of learning.

3.1.3. Comparative Results

Table 4. *Difference between Writing Pre- and Post-test*

Criteria	Pre-test	Post-test	Difference
Content	2,10	2,97	0,87
Organization	1,84	2,52	0,68
Language	1,84	2,87	1,03
Total	5,77	8,35	2,58

Note. Each criterion was evaluated using a five-point scale, and the total of the three scores is over 15 points.

Analysis and Interpretation

Table 4 shows the difference between the pre-test and post-test results for each criterion assessed after the implementation of reflective journals. The average score for the content criterion was raised from 2,10 to 2,97, thus gaining 0,87 points. In the organization criterion, an improvement of 0,68 points was seen, from a pre-test of 1,84 to a post-test of 2,52. The greatest improvement was observed with regard to language: from 1,84 to 2,87, which corresponds to an improvement of 1,03 points. This indicates that students broadened their vocabulary and enhanced their knowledge of grammar. The overall average score rose from 5,77 to 8,35, or by 2,58 points on all the criteria assessed.

To sum up, the students' writing ability has increased significantly as seen from both pre-test and post-test results, where the most significant increase was in the language criterion. Reflective journals played an important role in improving written production and enabled students to convey their ideas with a wider vocabulary. In particular, the use of this pedagogical strategy fostered the development of critical thinking, coherence, organization of ideas, and the appropriate use of vocabulary and grammatical structures.

3.1.4. Descriptive Analysis

Table 5. *Descriptive Analysis of the Pre- and Post-test*

		Pre-test	Post-test
N	**Valid**	31	31
	Missing	0	0
Mean		5,77	8,35
Std. Deviation		1,978	2,653
Skewness		0,335	0,208
Kurtosis		-0,824	-1,019

Note. The results illustrate the condition of the results before and after the implementation of reflective journals.

Analysis and Interpretation

Table 5 presents the descriptive analysis of the pre-test and post-test results. In both instances, a representative sample of 31 students was utilized. For the mean, a significant increase was seen; pre-test mean value was 5,77 and post-test mean value was 8,35, showing that the students' performance improved after the intervention. Students' scores in the pre-test had a standard deviation of 1,978 while in the post-test the standard deviation was 2,653, which shows that there was some variation in the students' performance after reflective journals were used. For skewness, the pre-test results were 0,335, and the post test results were 0,208. This shows that both have a slight positive skew. As for kurtosis, pre-test was -0,824 and post-test was -1,019 which is a flatter score distribution.

To conclude, the descriptive analysis indicates that the use of reflective journals as a pedagogical strategy has been beneficial to the students' ability to write. The writing mean score was higher in the increase, which indicates that the writing performance improved as a result of the intervention. All of the standard deviation values represent advancement in writing for the majority of the students, but individual patterns of standard deviation did vary. Finally, the skewness and kurtosis results indicate a more balanced and stable distribution of scores, closer to the average obtained by the group.

3.2. Hypothesis Verification

Hypothesis Statement

- **Null Hypothesis (H_0):** Reflective Journal does not have a significant impact on the writing skills of ninth-grade students at *Gral. Eloy Alfaro Delgado* school.
- **Alternative Hypothesis (H_1):** Reflective Journal has a significant impact on the writing skills of ninth-grade students at *Gral. Eloy Alfaro Delgado* school.

3.2.1. Tests of Normality

Table 6. *Tests of Normality*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pre-test	0,138	31	0,141	0,943	31	0,100
Post-test	0,134	31	0,167	0,947	31	0,130

Note. This table presents the normality tests of the results, focusing on the number of participants.

Analysis and Interpretation

Table 6 refers to the normality test of the pre-test and post-test results, which were analyzed using the Shapiro-Wilk test, as it is appropriate for small samples. The results showed the probability value (Sig,) of 0,100 in the pre-test, greater than 0,05. This means that the data are normally distributed. In the post-test, the probability value was 0,130, also greater than the significance level of 0,05. This indicates that the distribution of scores was normal, allowing the use of parametric tests for hypothesis verification.

In conclusion, these results obtained in the pre-test and post-test were above 0,05, revealing that the data in both cases followed a normal distribution. Therefore, the t-test was used as a parametric test to analyze the differences between the pre-test and post-test scores after the implementation of reflective journals.

3.2.2. Paired t-test Results

Table 7. *t-test Paired Samples Statistics*

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	**Pre-test**	5,77	31	1,978	0,355
	Post-test	8,35	31	2,653	0,476

Note. This table presents the comparative changes and the examination of progress and variation in relation to pre- and post-test.

Analysis and Interpretation

Table 7 shows the statistical data for the paired pre-test and post-test sample. The average pre-test score for the 31 students was 5,77 and the standard deviation was 1,978. The mean score rose to 8,35 in the post-test with a standard deviation 2,653 indicating more uniformity in students' performances following the intervention. Finally, the standard error rose from 0,355 to 0,476, which means that there was more variation in student progress, some students making more progress than others.

The results show that reflective journaling had a tremendous effect on enhancing writing, increasing language use, and increasing academic achievement and more stable scores. The results suggest that the students were able to develop these skills through continuous practice and reflection.

Table 8. *Paired Samples Test*

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test Post-test	-2,581	1,311	0,235	-3,061	-2,100	-10,961	30	0,000

Note. This table presents distinct patterns of change and statistical significance in relation to pre- and post-test.

Analysis and Interpretation

Table 8 presents the results of the paired-samples test for the pre-test and post-test. The mean difference is –2,581, indicating that the post-test scores were significantly higher than the pre-test scores. The standard deviation of the difference in 1,311, and the standard error of the mean is 0,235, indicating moderate variance in the changes observed by students. Furthermore, the 95% confidence interval is between -3,061 and -2,100, excluding zero. Therefore, the difference between the two measurements is statistically significant. The t-test value of -10,961 with 30 degrees of freedom and two-tailed significance level of p= 0,000 (p < 0,05) indicates that the difference between the pre-test and post-test results is statistically significant.

Because the significance level was less than 0,05, a notable difference can be observed between the pre-test and post-test scores, reflecting a positive effect on students' writing performance. The negative mean difference indicates that the scores obtained in the post-test increased significantly, meaning that students showed better results after the interventions.

Therefore, the use of reflective journals had a positive effect on students' writing skills. The results obtained led to the rejection of the null hypothesis. The interventions and the application of reflective writing helped learners improve their performance. The best growth was not just in terms of content, but in the use of language by students, who had more knowledge of vocabulary. The activities used to correct the use of grammar included completion, fill-in-the-blanks, and sentence and paragraph construction. Besides,

enhancements were revealed in organizing and structuring their sentences, which showed the positive impacts of the applied activities. Overall, the application of reflective journals improved students' critical thinking skills, enabling them to reflect on their own learning and proving to be an effective way to develop their confidence and writing skills.

3.3. Discussion

The analysis and interpretation of the collected data provide valuable information on how reflective journals contribute to the development of students' writing skills. The results obtained from both the pre-test and post-test, along with the statistical analysis, allow the null hypothesis to be rejected, showing that the use of reflective journals had a positive influence on students' writing skills. The findings are presented below:

The analysis of the pre-test results revealed that students had significant limitations in their writing skills before the implementation of reflective journals. They experienced difficulties in developing and organizing ideas clearly, which affected the coherence of their written responses. In addition, students showed limited vocabulary, frequent grammatical errors, and weaknesses in spelling, making it difficult for them to communicate their ideas effectively in English. These findings suggest that learners had not yet developed the writing skills necessary to produce clear and well-structured texts. In this regard, Harmer (2007) argued that mastery of productive skills, in this case writing skills, is achieved through consistent practice and careful attention to aspects of language such as grammar, vocabulary, and organization. Likewise, Durga (2018) concluded that writing improves when there is sufficient vocabulary to express ideas clearly, in addition to consistent support from a teacher when developing tasks, planning, and organizing. Considering the above, the results of the pre-test showed the need to use new pedagogical strategies so that students can positively develop their writing skills, enabling them to express themselves freely.

Secondly, the use of reflective journals during the instructional sessions helped students improve their writing skills. Activities such as sentence completion, fill-in-the-blank exercises, answering questions, sentence construction, and paragraph writing fostered the development of grammar and vocabulary. Similarly, implementing reflective journals as an activity in each intervention strengthened students' critical thinking and their ability to write about how they felt while completing the activities, as well as their opinions, ideas, and reflections on the topic learned. These results align with Farrah (2012), who highlights that the use of reflective

journals not only strengthens students' writing skills but also improves learning, motivation, organization, and the appropriate use of vocabulary when constructing sentences. Likewise, Ramadhanti (2020) argues that encouraging students to reflect on and write opinions and experiences about a topic fosters the habit of planning, setting goals, and thinking strategically for completing tasks. Furthermore, Ramadhanti described how students who get the habit of writing reflective journals during the learning process can constantly improve their writing skills and become more autonomous individuals.

The comparison between the pre-test and post-test results revealed a significant improvement in students' writing skills across all assessed components. Learners demonstrated better vocabulary use, greater grammatical accuracy, and a stronger ability to develop and organize ideas effectively. Their written texts became more coherent and cohesive, showing clearer connections between ideas and improved overall structure. In addition, reflective journals promoted self-assessment and critical reflection, enabling students to recognize their strengths and weaknesses and make continuous improvements in their writing performance. In this context, Sudirman et al. (2021) state that reflective writing enables an EFL learner to find out their strengths and weaknesses, and that by writing in a journal, the learner can express their self-discovery and improve their writing and organizing skills, which leads to self-reflection and self-improvement.

Overall, it shows that the students' writing skills were enhanced due to the use of reflective journals. The improvement in the pre- and post-test data shows that reflective writing can help students improve their language skills and increase their confidence in organizing and drafting their ideas, as well as making connections between their personal experiences, academic content, and active participation in writing.

Chapter IV. Conclusions and Recommendations

4.1 Conclusions

The main objective of this study was to assess the effectiveness of reflective journals in enhancing students' writing skills. The findings obtained in this research led to the following conclusions:

- The results of the preliminary assessment revealed that ninth-grade students demonstrated a limited level of English writing skills, characterized by a lack of vocabulary and a limited mastery of grammatical structures. Their underdeveloped expressions and dependence on simple or memorized structures indicated a basic ability to connect ideas and develop structured texts. Moreover, students' limited reflection on the writing process affected their ability to analyze, organize, and expand their ideas effectively. These writing limitations could be attributed to low levels of exposure to the English language, a lack of consistent writing practice in class, a limited set of strategies for developing and connecting information, and low confidence in expressing ideas in writing. Furthermore, it was observed that students tended to make many spelling errors and struggled to maintain a logical sequence, which affects the coherence in their writing. Therefore, it is important to propose the implementation of teaching strategies to address these limitations, such as guided writing activities and continuous teacher feedback, to foster the progressive development of English writing competence.
- The implementation of reflective journals significantly contributed to the improvement of students' writing skills, positively influencing their vocabulary and grammar use, as well as strengthening their critical thinking, organization skills, and ability to express opinions and ideas on a learned topic. Through continuous feedback and guided writing activities, students demonstrated greater control in developing their written work, enabling them to express themselves with greater confidence and precision. Furthermore, this process fostered students' ability to reflect on their learning, allowing them to grow both academically and personally. Within this pedagogical strategy, the teacher played a crucial role in guiding students with grammatical structures and the necessary vocabulary during practice, thus contributing to effective learning.

- The incorporation of reflective journals had a positive impact on improving students' writing skills, demonstrating remarkable progress in vocabulary use and the structuring of coherent texts. Through the implementation of reflective journals and writing practice activities, students showed significant improvement in their writing skills. They developed a greater ability to generate relevant content, organize ideas more effectively, and use vocabulary and grammatical structures with greater accuracy. As a result, their written texts became more coherent, cohesive, and easier to understand. Furthermore, the reflective process encouraged students to think critically about their writing, identify areas for improvement, and express their ideas, opinions, and experiences with greater confidence and clarity. Therefore, by rejecting the null hypothesis, it is demonstrated that the use of reflective journals effectively improved students' writing competence, giving them greater autonomy in their writing and enabling them to reflect on a topic and their progress within it.

4.2 Recommendations

As a result of the previous study, which aimed to assess the effectiveness of reflective journals in enhancing students' writing skills, the following recommendations are proposed:

- It is suggested that at the beginning of each school year, teachers should begin by assessing students' writing skills to identify areas where they struggle and need improvement. This stage allows teachers to recognize students' weaknesses in vocabulary, grammar, and organization, enabling them to plan lessons with strategies that address these weaknesses and lead to positive outcomes. Teachers can also incorporate writing activities that provide learners with the necessary practice to address the difficulties they encounter when organizing and expressing their ideas in writing. Furthermore, it is important to use formative assessments throughout the learning process to monitor student progress and provide ongoing feedback that supports their writing development.
- English language teachers should regularly incorporate reflective journals into their lessons. Students will have opportunities to practice their critical thinking skills and writing skills through writing activities such as fill-in-the-blank, sentence and paragraph structure, and sentence building. These activities should be differentiated to the students' level and progress should be tracked along with guided practice. Reflective writing is also important and gives students the chance to reflect and express their opinions/experiences on a given

topic in an effective way. Regular writing in reflective journals encourages better writing and autonomy, creativity and self-reflection.

- Writing practice and assessment are highly recommended to be carried out as a continuous process that can be carried out in class. Teachers can have students share their personal experiences and opinions about their activities, which will make the lessons more exciting and engaging, and will motivate students to participate, think critically, and be motivated to write. In this regard, it is advisable to continue using reflective journals during lessons, in addition to consistent practice with new vocabulary and grammar. Ultimately, the continuous integration of reflective journals promotes independent learning and self-reflection, as well as the overall improvement of English writing skills.

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ANNEXES

Annex 1: Institution Approval Letter

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 3 de marzo de 2026

Doctora
Marina Zenaida Castro Solórzano, Mtr.
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Mg. Margarita del Rocío Carvajal Tirado, en mi calidad de **Rectora de la Unidad Educativa "Gral. Eloy Alfaro Delgado"** me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Reflective Journal and Writing Skills" propuesto por el estudiante Mesias Montero Alexey Stefano, portador de la Cédula de Ciudadanía: 1850142967 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros 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.

.....
Mg. Margarita del Rocío Carvajal Tirado
Rectora (e)
1802278729
0987529811



Annex 2: Test Formats

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

PRE-TEST AND POST-TEST
UNIDAD EDUCATIVA "GRAL. ELOY ALFARO DELGADO"
Cambridge A1 Movers

Number of parts: 3 **Difficulty:** Beginners

Time: 40-45 minutes

Instructions:

Students take the test individually in the classroom. The teacher explains the instructions in simple English and may use the students' first language if necessary to ensure understanding. The test lasts approximately 40-45 minutes.

Students must use a pen or pencil and work independently.

Part 1:

- Students read a short text about a topic (e.g., animals).
- Each sentence has a missing word.
- Students choose the correct option from the three alternatives.
- They must write the correct word on the line.

The teacher may read the instructions aloud and check that students understand the task before they begin.

Part 2:

- Students look at a sequence of pictures and read a short story.
- Then, they complete sentences based on the story.
- They must write one, two, or three words for each answer.

The teacher reminds students to:

- Read the story carefully
- Use correct spelling
- Answer based on the information in the text

Part 3:

- Students look at the picture.
- First, they complete short sentences using information from the image.
- Then, they answer simple questions about the picture.
- Finally, they write two complete sentences describing the picture.

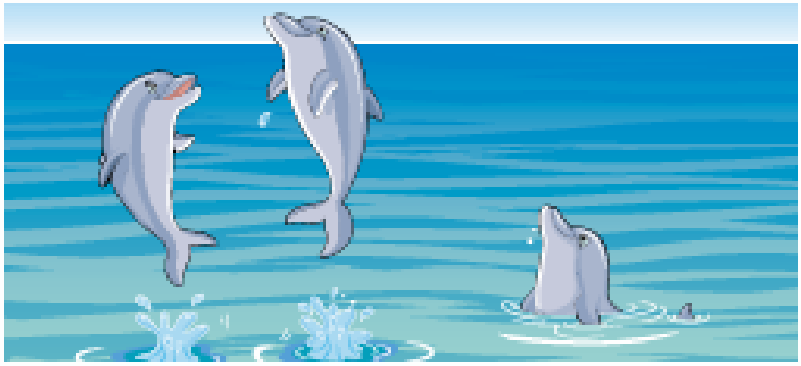
The teacher explains:

- Sentences must be clear and complete.
- Students should use basic vocabulary and simple grammar.
- Answers must relate to the picture.

PART 1

Read the text. Choose the right words and write them on the lines.

Dolphins



Example Dolphins are part of the whale family. They

1 are smaller ..... most whales and they have small teeth.

Dolphins are very clever animals. They learn things very

2 ..... and a dolphin can make noises to 'talk' to another dolphin.

Dolphins live with their families. They like to play in the water and

3 to jump ..... of the water and back in again.

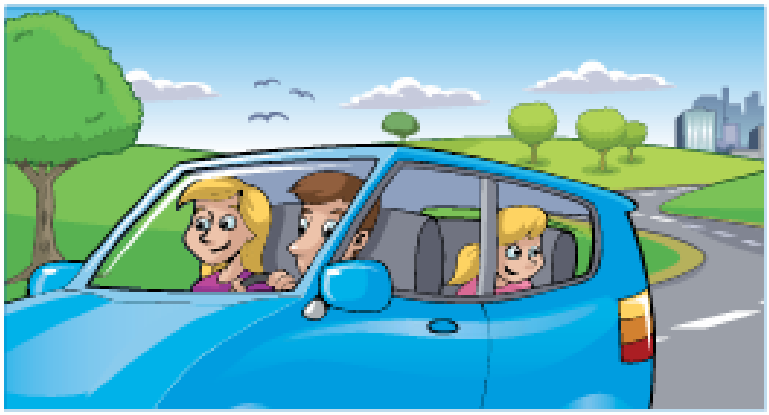
4 A lot of people ..... sail boats say that dolphins like to be near people. They come very near to boats and

5 sometimes they ..... with the boats for days.

Example	in	of	by
1	then	that	than
2	quick	quickly	quickest
3	out	from	up
4	which	what	who
5	swam	swim	swimming

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.
'It's so quiet there!' Daisy's mum said.
'I like working outside!' her father said.
'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in the city .

Daisy's family went to the countryside by car every weekend.

Questions

1 Daisy's mother liked the farm because it was a ..... place.

2 Daisy enjoyed working with ..... on the farm.

PART 2

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.
'It's so quiet there!' Daisy's mum said.
'I like working outside!' her father said.
'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in the city .

Daisy's family went to the countryside by car every weekend.

Questions

1 Daisy's mother liked the farm because it was a ..... place.

2 Daisy enjoyed working with ..... on the farm.



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

'Oh dear!' Daisy's mum said. 'It's very noisy here today.'

'And I can't work outside in this rain,' Daisy's father said.

'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

3 There were some ..... outside the house when they drove into the farm.

4 Daisy's dad didn't want to ..... in the wet weather.

5 Daisy told ..... to go and have tea with her grandmother.



Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

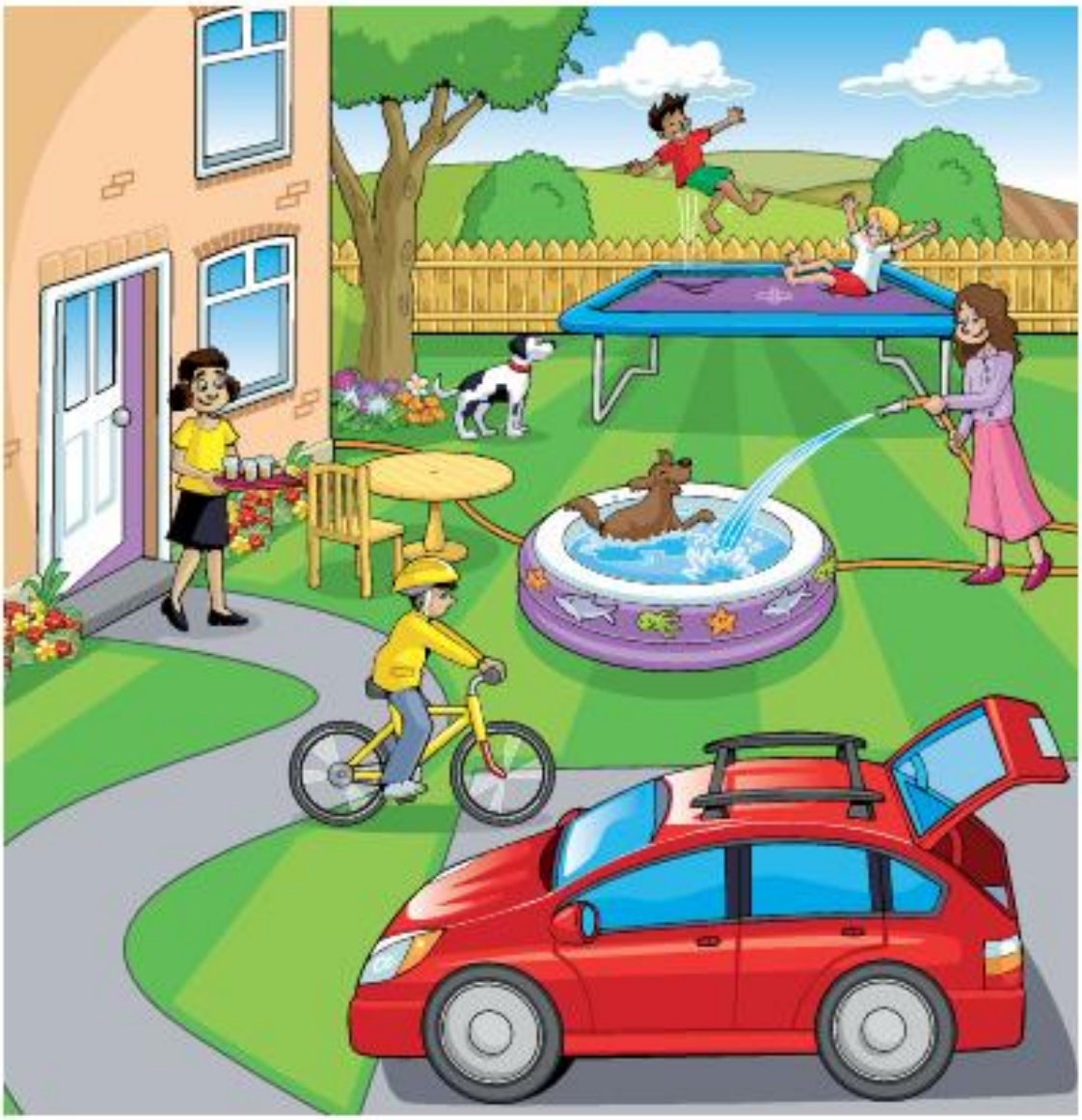
'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6 Daisy was ..... after all her work outside.

7 Grandfather said Daisy was the ..... in her family!

PART 3

Look and read and write.



Examples

The dog is playing in some water

What's the mother wearing? a purple shirt

Complete the sentences.

1 The boy on the bike is wearing grey ..... .

2 One dog is brown and one dog is ..... .

Answer the questions.

3 What's the girl in the black skirt doing?

..... .

4 Where are the flowers?

..... .

Now write two sentences about the picture.

5 ..... .

6 ..... .

WRITING RUBRIC

Name: _____ **Date:** _____

A1	**Content**	**Organization**	**Language**
5	Fully answers the task with relevant and appropriate information. The response clearly describes the picture or answers the questions.	Ideas are clearly expressed and logically ordered. The message is easy to understand.	Uses simple grammatical structures and basic vocabulary accurately. Errors are minimal and do not affect meaning.
4	Performance shares features of Bands 3 and 5.		
3	Answers most parts of the task with generally relevant information. Some details may be missing.	Ideas are generally clear, though some parts may not be well-ordered.	Uses basic grammar and vocabulary with some errors, but the meaning is generally clear.
2	Performance shares features of Bands 1 and 3.		
1	Partially answers the task. Some information may be unclear or not relevant to the picture.	Ideas are sometimes unclear or poorly organized, making understanding difficult.	Uses limited grammar and vocabulary. Errors sometimes make understanding difficult.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.	
			/15

Adapted from Cambridge (2018)

Annex 3: Lesson Plans

LESSON PLAN 1

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** ONE **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** N/A **LESSONS:** N/A
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** March 27th, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: N/A			
Objectives: Students will be able to demonstrate their initial level in their writing skills through a pre-test in order to identify their strengths and areas for improvement.			
Assessment: Individual			
Material: Writing test material			
Anticipated problems: Students may not complete the test	**Solution:** Manage the time correctly		

Time	Teaching activities	Students' activities	Success indicators
45 minutes	• The teacher administers the A1 Movers writing test following standardized instructions. • The teacher asks students to complete the writing test individually. • The teacher observes and records students' writing performance for evaluation.	• Students follow the teacher's instructions to complete the writing test.	• Students can demonstrate their initial level in their writing skills through a pre-test in order to identify their strengths and areas for improvement.

LESSON PLAN 2

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** TWO **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** My family and me **LESSONS:** Meet celebrity families
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** March 31st, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: N/A			
Objectives: Students will be able to reflect on their learning through a guided reflective journal entry and apply the simple present tense in the third person to describe famous people.			
Assessment: Students complete grammar activities, participate in speaking tasks, and write a paragraph using the third person in the present correctly.			
Material: Board, markers, notebook, pictures, worksheet			
Anticipated problems: Students may not know how to describe people in the third person and reflect on the topic.	**Solution:** Provide models, sentence starters, and a guided journal template, with prior practice of third-person structures.		

Time	Teaching activities	Students' activities	Success indicators
5 minutes 10 minutes	**Engage** • The teacher shows pictures of famous people (e.g., singers, actors, soccer players). • The teacher asks guiding questions such as: "Who is he/she?" "What does he/she do?" • The teacher encourages participation by eliciting prior knowledge. **(see the worksheet)**. **Study** • The teacher writes model sentences on the board, e.g., "He plays soccer very well." "She sings pop music." "He acts in movies." "They perform on stage." • The teacher explains the rule of adding "-s" in the third person singular and also gives an example. **Rule** I / You / We / They + base verb He / She / It + verb + -s / -es **Example** **I** sing **You** sing **He** sings **She** sings	• Students observe the images attentively. • Students answer using short and simple responses. • Students activate prior vocabulary related to professions. • Students listen and take notes. • Students repeat sentences chorally and individually. • Students identify differences between "I play" and "He plays". • Students write a short paragraph about a famous person. • Students share their sentences with a partner. • Students write a reflective journal entry (15-20 words) in response to the prompts.	• Students can reflect on their learning through a guided reflective journal entry and apply the simple present tense in the third person to describe famous people.

10 minutes 20 minutes	**It** sings **We** sing **They** sing • The teacher highlights subject–verb agreement. • The teacher asks students to complete the circle activity about famous people. • The teacher asks students to complete the fill-in-the-gap activity about famous people. • The teacher asks students to complete the match activity about famous people. • The teacher monitors, corrects, and provides feedback in each activity. **(see the worksheet)** **Activate** • The teacher asks students to write a 60-word paragraph about a celebrity. • The teacher asks students to choose a famous person from the images in activity number 1 or write about one they know or like. The teacher provides a model paragraph for students. **(see the worksheet)** **Reflective Journal** • The teacher introduces a guided reflective journal, which includes reflection questions to be completed. • Teacher asks students to write a 20-word reflection about what they learned. What did you learn today? Today I learned …….. Was the activity easy or difficult? Why? The activity was …….. for me because …….. **(see the worksheet)**		

Worksheet 2

Name:…… **Date:**……

1. Look at the pictures. Do you know them? Who is he? Who is she?








2. Circle the correct answer.

a. He **play** / **plays** football in Argentina.
b. She **sing** / **sings** Latin pop.
c. He **work** / **works** in movies.
d. She **live** / **lives** in New York.
e. They **write** / **writes** trending songs.

3. Complete the sentences with the correct verb form.

a. Shakira _____ **(sing)** in English and Spanish.
b. Lionel Messi and Cristiano Ronaldo _____ **(play)** soccer very well.
c. Bad Bunny _____ **(write)** many songs.
d. Tom Holland _____ **(dance)** in his movie.
e. The Rock and Brad Pitt_____ **(work)** in movies.

4. Match the famous person with the correct sentence

a. She sings songs	The Rock
b. He plays football	Sabrina Carpenter
c. He acts in movies	Lionel Messi

5. Read the following paragraph about a famous person.

Tom Holland is a famous actor from England. He is young, talented, and very friendly. He always **works** hard and often practices his acting skills. He usually **plays** Spider-Man in movies, and many people love his performances. He sometimes **shares** videos on social

media and talks with his fans. He is also kind and helps others. I like him because he is funny and a very good actor.

6. **Write a 60-word paragraph about a celebrity. Choose a famous person from the images in activity number 1 or write about one you know or like.**

   EXAMPLE: Lionel Messi is a famous football player, and he is from Argentina. He is 36 years old, and he **plays** football very well. He **plays** for a team, and he scores many goals. He is short but very talented, and he **runs** fast. He **likes** football, and he **trains** every day, and he **works** very hard.

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7. **Write 20-word reflections about the topic.**

REFLECTIVE JOURNAL
What did you learn today?
Today I learned ……..
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Was the activity easy or difficult? Why?
The activity was …… for me because ……
…….

LESSON PLAN 3

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** THREE **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** Culture around the world **LESSONS:** Diverse customs
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** April 07th, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: Meet celebrity families			
Objectives: Students will be able to describe daily customs and routines using the simple present tense and reflect on their learning through a guided reflective journal entry.			
Assessment: Students complete grammar activities, participate in speaking tasks, and write a paragraph using the third person in the present correctly.			
Material: Board, markers, notebook, pictures, worksheet			
Anticipated problems: Students may not know how to describe daily customs and routines and reflect on the topic.	**Solution:** Provide models, sentence starters, and a guided journal template, with prior practice structures.		

Time	Teaching activities	Students' activities	Success indicators
5 minutes 10 minutes	**Engage** The teacher shows pictures of people from different cultures (food, clothing, celebrations). • The teacher asks questions like: "Do you recognize these customs?" "Where do you think they live?" "Do you celebrate this in your country?" • The teacher encourages participation and activates prior knowledge. **(see the worksheet)**. **Study** • The teacher presents vocabulary related to customs: - eat - wear - celebrate - live • The teacher writes model sentences: - People eat different food. - She wears traditional clothes. - They celebrate festivals. - We live in different ways. • The teacher explains the rule: Rule: - I / You / We / They + base verb	• Students observe the images attentively. • Students answer using short and simple responses. • Students listen and take notes. • Students repeat sentences chorally and individually. • Students identify differences between "eat" and "eats". • Students write short sentences using the correct verb forms. • Students write a paragraph about customs. • Students write a reflective journal entry (25–30 words).	• Students can describe daily customs and routines using the simple present tense and reflect on their learning through a guided reflective journal entry.

10 minutes 20 minutes	- He / She / It + verb + -s Example: - They eat - She eats • The teacher asks students to complete worksheet activities. • The teacher asks students to complete the comparing customs activity. • The teacher asks students to complete the choose the correct verb form activity about customs. • The teacher asks students to complete sentences about customs. • The teacher asks students to make sentences about customs. • The teacher monitors, corrects, and provides feedback in each activity. **(see the worksheet)** **Activate** • The teacher asks students to write a 70-word paragraph with the topic "Customs in my country." • The teacher provides a model paragraph and vocabulary for students. **Reflective Journal** • The teacher introduces a guided reflective journal, which includes a reflection activity to be completed. • Teacher asks students to write a 30-word reflection about their opinion on a custom. I think that …….. is interesting for me because …….. • Teacher provides a vocabulary bank to help students write their reflection. **(see the worksheet)**		

Worksheet 3

Name:……. **Date:**……

1. **Look at the pictures. Do you recognize these customs? Where do you think they live? Do you celebrate this in your country?"**

2. Complete the following customs activity.

In my country	In another country
Ecuadorians eat:	People eat:
Ecuadorians wear:	People wear:
Ecuadorians celebrate:	People celebrate:

3. Choose the correct verb form to complete the sentence.

a. People **eat / eats** traditional food.
b. She **wear / wears** a kimono.
c. They **celebrate / celebrates** festivals.
d. He **live / lives** in Spain.

4. Complete the sentences with the correct verb form.

a. People _____ **(eat)** in Fanesca in Ecuador.
b. She _____ **(wear)** traditional clothes.
c. They _____ **(celebrate)** carnival in Brazil.
d. Alex _____ **(live)** in China.

5. Complete the sentences about the customs of your country.

a. In my country, people celebrate _____
b. We eat _____

6. Read the following paragraph about a custom in Ecuador.

Carnival in Ecuador

In Ecuador, people usually celebrate Carnival in February or March. Families often play with water, foam, and colored powder. Children sometimes throw balloons filled with water. People always laugh and enjoy this tradition together. Many families usually cook special food and eat

with relatives. Some people never like water games, but most people love them. Carnival is important because it brings joy and connects people with their culture and traditions.

7. Write a 70-word paragraph about a custom in your country. Look at the example to write your paragraph. Use the vocabulary bank if necessary.

EXAMPLE: Christmas in Ecuador is a special celebration for families. People decorate their houses with lights and a Christmas tree. On December 24, families have a big dinner together. They eat traditional food like turkey, rice, and sweet bread. Many people go to church at night. Children wait for gifts and enjoy the celebration. In some cities, there are parades and music. Christmas is a time to share, give, and spend time with family.

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8. Write a 30-word reflection about the topic. Choose a custom that interests you the most. Give your opinion about the custom. Use the vocabulary bank to write your reflection.

REFLECTIVE JOURNAL

I think that …… is interesting for me because ……..

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Vocabulary Bank			
Verbs	**Nouns**	**Adjectives**	**Connectors**
eat	food	interesting	and
drink	dance	funny	
celebrate	family	beautiful	but
cook	tradition	special	
wear	family	important	
play	party	nice	because
visit	music	different	

LESSON PLAN 4

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** THREE **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** Culture around the world **LESSONS:** Diverse customs
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** April 10th, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: Culture around the world			
Objectives: Students will be able to describe world customs using adverbs of frequency and write a short paragraph reflecting Ss' opinions about cultural practices.			
Assessment: Students complete grammar activities, participate in speaking tasks, and write a paragraph using adverbs of frequency correctly.			
Material: Board, markers, notebook, pictures, worksheet			
Anticipated problems: Students may have difficulty placing adverbs of frequency correctly in a sentence.	**Solution:** The teacher provides clear models and guided sentence structures.		

Time	Teaching activities	Students' activities	Success indicators
5 minutes 10 minutes	**Engage** The teacher shows 2–3 images (of: people greeting with a kiss, wearing traditional clothing, celebrating). **(see the worksheet)**. • The teacher asks: - "What are they doing?" / "Is this common?" / "Do people do/wear this in your country?" • Then the teacher adds: - "Do people always do this? Or sometimes?" **Study** • The teacher presents vocabulary of the lesson and the vocabulary related to customs: Vocabulary of the lesson: (Always, Usually, Often, Sometimes, Never) Vocabulary related to customs: - greet with a Kiss / celebrate the New Year / give presents / wear skirts / pray in a church • The teacher writes model sentences on the board: - People **always** greet with a kiss. - Arabian women **never** wear skirts.	• Students answer with simple ideas: ("They greet.", "They celebrate.", "In my country, sometimes") • Students listen and take notes. • Students repeat the sentences chorally and individually. • Students identify the adverb in each sentence. • Students complete sentences using adverbs of frequency. • Students write simple sentences following the model. • Students write a paragraph using adverbs of frequency. • Students write a short reflection (20–30 words).	• Students can describe world customs using adverbs of frequency and write a short paragraph reflecting Ss' opinions about cultural practices.

10 minutes 20 minutes	- People **usually** celebrate festivals. • The teacher explains the structure: - Subject + adverb of frequency + verb • The teacher highlights the position of the adverb. • The teacher asks students to complete worksheet activities. • The teacher asks students to complete the activity using the correct adverbs of frequency. • The teacher asks students to complete the choosing activity about customs and adverbs of frequency. • The teacher asks students to build sentences using adverbs of frequency. • The teacher monitors, corrects, and provides feedback in each activity. **(see the worksheet)** **Activate** • The teacher asks students to write a 70-word paragraph with the topic "Customs in my family" • The teacher asks students to use adverbs of frequency to write their paragraph. • The teacher provides a model paragraph and vocabulary for students. **(see the worksheet)** **Reflective Journal** • The teacher introduces a guided reflective journal, which includes a reflection activity to be completed. • Teacher asks students to write a 30-word reflection on their opinion about a family custom of their classmates. I think that my classmate's family's custom is …… because ……. I like ……. I dislike …….. • The teacher provides a vocabulary bank to help students write their reflection. **(see the worksheet)**		

Worksheet 4

Name:……. **Date:**……

1. Look at the pictures. What are they doing? Is this common? Do people do/wear this in your country?

2. Complete the following filling-in-the-gaps activity about customs and adverbs of frequency.

a. In my country, people _____ greet with a kiss.

b. People in Ambato _____ celebrate the New Year.

c. Women _____ wear skirt in schools.

d. People in Ecuador _____ pray in churches in Semana Santa.

3. Choose the correct adverb form to complete the sentence.

a. People **always / never** give presents at Christmas.

b. They **often / never** pray in a church in Semana Santa.

c. Students **always / sometimes** play carnival on Frebruary.

4. Use the following adverbs of frequency to build sentences about customs.

a. People / always / celebrate _____

b. They / sometimes / eat turkey _____

c. We / never / wear _____

5. Read the following paragraph about a family custom in Ecuador.

In my family, we **always** celebrate the Day of the Dead in Ecuador. We **usually** visit the cemetery and bring flowers for our relatives. My mother **often** prepares colada morada, and we **sometimes** make guaguas de pan together. We **always** remember our loved ones and talk about them. We **never** forget this tradition because it is very important for us. I feel happy and calm because we share this special moment as a family.

6. Write a 70-word paragraph about a custom in your family using adverbs of frequency. Look at the example to write your paragraph. Use the vocabulary bank if necessary.

EXAMPLE: In my family, we **always** celebrate Christmas together. We **usually** decorate the house and put up a Christmas tree. My mother **often** cooks special food, and we **sometimes** help her in the kitchen. We **always** eat dinner together and talk about our day. We **usually** give presents at night. We **never** celebrate Christmas alone because family is very important. I love this tradition because it makes me feel happy and excited.

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7. Write a 30-word reflection on the topic. Choose a custom you like. Work in pairs and give your opinion about the family custom of one of your classmates.

What do I think about my classmate's family customs? What do I like? What dislike? Use the vocabulary bank to write your reflection.

REFLECTIVE JOURNAL

I think that my classmate's family's custom is …… because

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I like ……

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I dislike ……

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LESSON PLAN 5

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** FOUR **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** Culture around the world **LESSONS:** Diverse customs
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** April 14th, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: Diverse customs			
Objectives: Students will be able to describe actions happening during celebrations using the present progressive and write a reflective paragraph about cultural diversity.			
Assessment: Students complete grammar activities, participate in speaking tasks, and write a paragraph using the present progressive correctly			
Material: Board, markers, notebook, pictures, worksheet			
Anticipated problems: Students may confuse present progressive with simple present.	**Solution:** The teacher contrasts both structures using clear examples and time expressions.		

Time	Teaching activities	Students' activities	Success indicators
5 minutes 10 minutes	**Engage** The teacher shows 2–3 images (of: people dancing, eating, wearing traditional clothes). **(see the worksheet)**. • The teacher asks: - "What are they doing?" / "What are they eating?" / "Are they dancing? What do you think they are dancing?" **Study** • The teacher presents the grammar of the lesson and the vocabulary related to celebrations: Vocabulary of the lesson: dancing, wearing, eating, celebrating, singing • The teacher writes model sentences on the board: - People are **dancing**. / She is **wearing** traditional clothes. / They are **eating** arepas. • The teacher explains the structure of the present progressive: - Present progressive = action now - Subject + am/is/are + verb + ing • The teacher shows examples and contrast examples: - I am eating / She is dancing / They are celebrating	• Students observe images and identify actions related to celebrations. • Students listen to the teacher and repeat vocabulary and model sentences. • Students take notes about the structure of the present progressive. • Students participate in oral activities using simple sentences. • Students describe actions using present progressive in a guided way. • Students complete written exercises using correct verb forms.	• Students can describe actions happening during celebrations using the present progressive and write a reflective paragraph about cultural diversity.

10 minutes 20 minutes	Contrast: - People **celebrate** festivals every year. (habit) - People **are celebrating** now. (action now) • The teacher asks students to complete worksheet activities. • The teacher asks students to complete the activity using the correct verb form in the present progressive. • The teacher asks students to complete the choosing activity about celebrations. • The teacher asks students to build sentences using the present progressive. • The teacher asks students to read the paragraph about a celebration. • The teacher monitors, corrects, and provides feedback in each activity. **(see the worksheet)** **Activate** • The teacher asks students to write an 80-word paragraph with the topic "Celebrations around the world." • The teacher asks students to use the present progressive to write their paragraph. • The teacher provides a model paragraph and vocabulary for students. • The teacher provides a picture to guide students in writing their paragraph. **(see the worksheet)** **Reflective Journal** • The teacher introduces a guided reflective journal, which includes a reflection activity to be completed. • Teacher asks students to write a 40-word reflection about a celebration. • The teacher asks the students to imagine they are at a celebration. What are they doing? What are they eating? What are they drinking? What do they think about this celebration? How do they feel? • The teacher provides a model paragraph to help students write their reflection. **(see the worksheet)**	• Students interact with classmates during pair or group activities. • Students write short sentences and a paragraph about celebrations. • Students express ideas and feelings in a reflective writing activity.	

Worksheet 5

Name:…… **Date:**……

1. Look at the pictures. What are they doing? What are they eating? Are they dancing? What kind of music do you think they are dancing to?

2. Complete the following filling-in-the-gap activity about actions and celebrations. Use the correct verb form in the present progressive.

a. People are _____ **(dance)** in the parade.

b. She is _____ **(wear)** a dress at the Christmas dinner.

c. They are _____ **(eat)** guagas de pan.

d. He is _____ **(celebrate)** the Day of the Dead with his family.

3. Choose the correct verb form in present or present progressive to complete the sentence.

a. People are **celebrate / celebrating** give presents at Christmas.

b. She **wears / wearing** a traditional costume.

c. Students are **eat / eating** buñuelos for Christmas.

4. Use the following words and verbs to build sentences in the present progressive about celebrations.

a. People / dance / reggaeton _____

b. She / eat / candies _____

5. Read the following paragraph about Mateo and the famous celebration in his country.

Hello, I am Mateo. I **am celebrating** Halloween with my family. I **am wearing** a scary costume, and we **are decorating** the house with pumpkins and lights. My friends **are coming** to my house, and we **are playing** games and eating candy. Some people **are watching** scary movies. I **am feeling** excited because everything is fun. We **are enjoying** this special celebration together and sharing a happy moment.

6. Write an 80-word paragraph with the topic "Celebrations around the world." Look at the picture and imagine you are the person there. What are you doing? Use the present progressive tense.



EXAMPLE: I **am celebrating** the New Year with my family. We **are preparing** special food and decorating the house. At night, we **are watching** fireworks and listening to music. My family **is talking** and laughing together. Some people **are dancing** and taking pictures. I **am feeling** very happy and excited. We **are waiting** for midnight to say "Happy New Year" and start a new year together.



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7. Write a 40-word reflection on the topic. Imagine you are at a celebration. How do you feel? What are you doing? What are you eating? What are you drinking? What do you think about this celebration?

REFLECTIVE JOURNAL

I am celebrating …… and I am feeling ……

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LESSON PLAN 6

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** FOUR **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** Culture around the world **LESSONS:** Diverse customs
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** April 16th, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: Celebrating Diversity			
Objectives: Students will be able to describe celebrations using the present progressive tense and express simple opinions about Ss' experiences at celebrations.			
Assessment: Students complete grammar activities, participate in speaking tasks, and write a paragraph using the present progressive correctly			
Material: Board, markers, notebook, pictures, worksheet			
Anticipated problems: Students may confuse the present progressive with the simple present.	**Solution:** The teacher contrasts both structures using clear examples and time expressions.		

Time	Teaching activities	Students' activities	Success indicators
5 minutes 10 minutes	**Engage** • The teacher shows 2–3 images (of: famous celebrations around the world) **(see the worksheet)**. • The teacher asks: - "Do you know about these celebrations?" - "What are they doing?" - "Would you like to be part of these celebrations? Why?" **Study** • The teacher presents the grammar of the lesson and the vocabulary related to celebrations again to refresh the memory. Vocabulary of the lesson: (dancing, wearing, eating, celebrating, singing) • The teacher explains the structure of the present progressive again: - Present progressive = action now - Subject + am/is/are + verb + ing	• Students observe images and identify actions related to celebrations. • Students answer questions orally using simple sentences in present progressive. • Students listen to the teacher's explanation and take notes about vocabulary and grammar. • Students repeat model sentences and recognize the structure of the present progressive. • Students complete worksheet activities using the correct verb forms.	• Students can describe celebrations using the present progressive tense and express simple opinions about their experiences at celebrations.

10 minutes 20 minutes	• The teacher asks students to complete worksheet activities. • The teacher asks students to complete the activity, writing the correct verb form in the present progressive. • The teacher asks students to complete the activity, choosing the correct word in present or present progressive. • The teacher asks students to write sentences about the previous paragraphs. • The teacher monitors, corrects, and provides feedback in each activity. **(see the worksheet)** **Activate** • The teacher asks students to read the paragraph about an experience during a celebration. **Reflective Journal** • The teacher introduces a guided reflective journal, which includes a reflection activity to be completed. • The teacher asks students to imagine they are preparing a celebration with their friends or family. What are you preparing? Who is decorating the place? Who is cooking food? Who is cleaning the house? Who is arriving? Describe and write about the experience. Write a 40-word reflection on the topic. How are you feeling? Why are you enjoying this activity? • The teacher provides a model paragraph to help students write their reflection. **(see the worksheet)**	• Students select appropriate verb forms in guided exercises. • Students build simple sentences using present progressive. • Students read a short paragraph and identify actions happening now. • Students write a paragraph about celebrations using the target structure. • Students express ideas, opinions, and feelings through a short reflective paragraph.	

Worksheet 6

Name:……. **Date:**……

1. Look at the pictures. Do you know about these celebrations? What are they doing? Would you like to be part of these celebrations? Why?

2. Complete the following filling-in-the-gap activity about celebrations. Use the correct verb form in the present progressive.

People _____ **(celebrate)** a festival in the city. A girl _____ **(wear)** a beautiful dress, and two boys _____ **(play)** music. Some families _____ **(eat)** traditional food, and a man _____ **(take)** pictures. Children _____ **(run)** and _____ **(laugh)** in the street. Everyone _____ **(have)** a great time and _____ **(enjoy)** the celebration.

3. Choose the correct verb form in present or present progressive to complete the sentence.

Every year, people **(celebrate / are celebrating)** this festival in my town. They usually **(wear / are wearing)** traditional clothes and **(eat / are eating)** special food with their families.

Today, the celebration is happening now. People **(dance / are dancing)** in the street and **(play / are playing)** music. Some children **(run / are running)** and **(laugh / are laughing)**.

At the moment, everyone **(have / is having)** a great time and **(enjoy / are enjoying)** the celebration.

4. Write two free sentences using the present and the present progressive.

a. _____

b. _____

5. Imagine that you are preparing a celebration with your friends or family.
What are you preparing? Who is decorating the place? Who is cooking food?
Who is cleaning the house? Who is arriving?
Describe and write about the experience.
Write a 40-word reflection on the topic.
How are you feeling? Why are you enjoying this activity?

EXAMPLE: I am preparing a birthday celebration with my family at home. My mother **is cooking** delicious food in the kitchen. My father **is cleaning** the living room and arranging the

chairs. My sister **is decorating** the place with balloons and colorful lights. **I am helping** with the music and the cake. My cousins **are arriving** with drinks and snacks. Everyone **is working** together and smiling. We **are feeling** excited because the celebration is starting soon, with happiness.

Reflection

I am feeling happy and excited because my family is together. I am enjoying this activity because we are helping each other and preparing something special. Working together makes the celebration more fun and meaningful for everyone.

REFLECTIVE JOURNAL

I am preparing …… celebration ……..

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I am feeling …… because …….

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LESSON PLAN 7

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** FOUR **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** Culture around the world **LESSONS:** Diverse customs
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** April 16th, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: Celebrating Diversity			
Objectives: Students will be able to review grammar and vocabulary from the week, write an email describing a celebration using the present progressive tense, and reflect on what students learned.			
Assessment: Students complete grammar activities, participate in speaking tasks, and write a paragraph using previous knowledge correctly.			
Material: Board, markers, notebook, pictures, worksheet			
Anticipated problems: Students may confuse grammar structures from different lessons.	**Solution:** The teacher provides clear examples and guided review activities.		

Time	Teaching activities	Students' activities	Success indicators
5 minutes 10 minutes	**Engage** • The teacher shows 1 image of customs and celebrations. • The teacher asks: What celebration is this? What are people doing? Do you celebrate something similar in Ecuador? • The teacher encourages short answers. **Study** • The teacher explains that students will review the grammar and vocabulary from the previous lessons. - Third person in present. - Adverbs of frequency. - Present continuous. • The teacher asks questions and writes examples to refresh the memory of the students. • The teacher gives worksheet activities.	• Students observe the images and share ideas. • Students answer questions orally using simple vocabulary. • Students connect the topic with their own experiences. • Students read short paragraphs carefully. • Students choose the correct grammar option. • Students review grammar structures from previous lessons. • Students ask questions when necessary. • Students organize ideas before writing.	• Students can review grammar and vocabulary from the week, write an email describing a celebration using the present progressive tense, and reflect on what students learned.

10 minutes 20 minutes	• The teacher asks students to complete the choosing activity about the third person in the present. • The teacher asks students to complete the choosing activity about adverbs of frequency. • The teacher asks students to complete the choosing activity about the present continuous. • The teacher monitors, corrects, and provides feedback in each activity. **(see the worksheet)** **Activate** • The teacher asks students to imagine they are in any place in the world. • The teacher asks students to write a 70-80-word email to a friend or family member describing what people do during a celebration. • The teacher asks students to use the present and present progressive to write their paragraphs. • The teacher provides a model email for students. **(see the worksheet)** **Reflective Journal** • The teacher introduces a guided reflective journal, which includes a reflection activity to be completed. • Teacher asks students to write a 50-word reflection about what they learned during the lessons. • The teacher provides a model paragraph to help students write their reflection. **(see the worksheet)**	• Students write an email using present progressive. • Students describe actions during the celebration. • Students think about the week's learning. • Students write a short reflective paragraph. • Students express opinions about their progress.	

Worksheet 7

Name:……. **Date:**……

1. Look at the picture. What celebration is this? What are people doing? Do you celebrate something similar in Ecuador?



2. Complete the following choosing activity about the third person in the present. Choose the correct verb form.

Tom Holland is a famous actor from England. He **(live / lives)** in London with his family. He **(work / works)** in many popular movies. He usually **(play / plays)** interesting characters, and many people like him. He **(enjoy / enjoys)** sports and music in his free time. Tom also **(help / helps)** different charities and he **(have / has)** many fans around the world.

3. Complete the following choosing activity about adverbs of frequency. Choose the correct verb form.

In my family, we **(always / never)** celebrate Christmas together. We **(usually / never)** decorate the house and prepare special food. My mother **(often / never)** cooks turkey and rice. My cousins **(sometimes / never)** visit us from another city. We **(always / never)** eat dinner together and open presents at night. It is a very special day for everyone.

4. Complete the following choosing activity about the present progressive. Choose the correct verb form.

People **(celebrate / are celebrating)** Day of the Dead in Mexico now. Families **(bring / are bringing)** flowers to the cemetery and they **(clean / are cleaning)** the graves. Some people **(wear / are wearing)** colorful costumes, and children **(eat / are eating)** sweet bread. Many families **(listen / are listening)** to music and **(remember / are remembering)** their loved ones. Everyone **(have / is having)** a meaningful celebration today.

5. Imagine you are in any place in the world. Write a 70-80-word email to a friend or family member describing what people do during a celebration. Use the present and present progressive to write your paragraph.

EXAMPLE:

Hello Alex,

I hope you are well. **I am visiting** Mexico now, and **I am having** a great time. **People are celebrating** Day of the Dead today. **Families are bringing** flowers to the cemetery, and they are cleaning the graves. Some **people are wearing** colorful costumes, and children are eating sweet bread. Many **families are listening** to music and remembering their loved ones. **I am learning** a lot about this beautiful tradition.

See you soon,
Camila

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6. Write a 50-word reflection about what you learned during the lessons.

REFLECTIVE JOURNAL

During the lessons, I learned about ……

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LESSON PLAN 8

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** FIVE **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** Amazing abilities **LESSONS:** Multiple Intelligences
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** April 21st, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: Celebrating Diversity			
Objectives: Students will be able to describe personal abilities and talents using the modal verb can / can't and write a short paragraph reflecting on their strengths.			
Assessment: Students complete grammar activities, participate in speaking tasks, and write a paragraph using can / can't correctly.			
Material: Board, markers, notebook, pictures, worksheet			
Anticipated problems: Students may confuse **can** with other verbs or forget base verb form.	**Solution:** The teacher provides clear examples and controlled practice using short sentences.		

Time	Teaching activities	Students' activities	Success indicators
5 minutes 10 minutes	**Engage** • The teacher shows images of talented people (singer, athlete, dancer, painter). • The teacher asks: - What does he/she do? - Can he sing? - Can she dance? - What can you do? • The teacher encourages participation. **Study** • The teacher introduces the vocabulary of the lesson. (sing, dance, paint, write stories, solve math problems, play a musical instrument speak in public, act) • The teacher explains meanings with examples. • The teacher explains the grammar of the lesson. - **Subject + Modal Verb + Complement** • The teacher writes examples on the board: **Affirmative:** I can dance. / She can sing. / They can play soccer.	• Students observe images and identify professions or talents. • Students answer simple questions orally. • Students share personal abilities. • Students copy vocabulary and grammar notes. • Students repeat model sentences. • Students complete controlled grammar exercises. • Students ask and answer simple questions with classmates. • Students organize ideas before writing. • Students write a paragraph using can / can't.	• Students can describe personal abilities and talents using the modal verb can / can't and write a short paragraph reflecting on their strengths.

10 minutes 20 minutes	- **Negative:** I can't paint / He can't act. **Question:** Can you dance? / Can she sing? **Short Answers:** Yes, I can. / No, I can't. **Model Sentences:** Daniel can speak in public. / I can solve math problems. / My friend can't play the guitar • The teacher gives worksheet activities. • The teacher asks students to complete the fill-in-the-gap activity about can/can't. • The teacher asks students to build sentences using can/can't. • The teacher asks students to complete the interview activity. • The teacher monitors, corrects, and provides feedback in each activity. **(see the worksheet)** **Activate** • The teacher asks students to write an 80-90-word paragraph with the topic "My abilities and talents" • The teacher asks students to use can/can't to write their paragraph. • The teacher provides a model paragraph for students. **(see the worksheet)** **Reflective Journal** • The teacher introduces a guided reflective journal, which includes a reflection activity to be completed. • Teacher asks students to write a 50-word reflection about: What ability are you proud of? What new skill do you want to learn? Why is practice important? • The teacher provides a model paragraph to help students write their reflection. **(see the worksheet)**	• Students describe personal talents honestly. • Students reflect on their talents. • Students write a short personal paragraph. • Students think about improvement.	

Worksheet 8

Name:…… **Date:**……

1. Look at the pictures. What does he/she do? Can he sing? Can she dance? What can you do?

2. Read and complete the sentences with can or can't.

a. Maritza _____ sing very well **(positive)**

b. Adrian _____ paint beautiful pictures **(negative)**

c. _____ she dance salsa? **(interrogative)**

3. Use the following words and verbs to build sentences.

a. Lionel Messi / can / play _____

b. Carolina / can't / write _____

4. Interview a partner and answer the following questions.

a. Can you swim? _____

b. Can you dance? _____

c. Can you play a video game? _____

5. Read the following paragraph about the abilities and talents of Mateo.

I can play soccer very well, and **I can dance** with my friends. **I can play** video games while I am talking with someone. **I can also speak** in public when I feel confident. **I can't play** the guitar, but I want to learn soon. **I can't cook**, but I want to learn. **I can solve** simple math problems quickly. My abilities help me feel happy and motivated. I think talents are important because they help people grow and enjoy different activities every day.

6. Write an 80-word paragraph with the topic "My Abilities and Talents". Follow the example if you need.

EXAMPLE: Hello, I am Mateo, and I am a talented student. **I can play soccer** very well, and **I can run** fast. **I can also draw** beautiful pictures and sing with my friends. **I can speak** in public when I feel confident. I can solve math problems quickly. However, **I can't play** the guitar yet, and **I can't dance** salsa very well. I am hardworking and always want to learn new skills.

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7. Write a 40-word reflection on the topic. What ability are you proud of? What new skills do you want to learn? Why is practice important?

REFLECTIVE JOURNAL
I am proud because I can …….
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…….
I want to learn…….
……
……
…….
Practice is important because……
…….
…….

LESSON PLAN 9

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** FIVE **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** Amazing abilities **LESSONS:** Multiple Intelligences
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** April 21st, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: Celebrating Diversity			
Objectives: Students will be able to describe abilities and limitations using can / can't and write reflective paragraphs about their talents, goals, and personal progress.			
Assessment: Students complete review activities, write a paragraph about their abilities, and produce a reflective journal entry.			
Material: Board, markers, notebook, pictures, worksheet			
Anticipated problems: Students may confuse can with other verbs or forget base verb form.	**Solution:** The teacher provides clear examples and controlled practice using short sentences.		

Time	Teaching activities	Students' activities	Success indicators
5 minutes	**Engage** • The teacher shows images of people doing different activities (singing, playing soccer, acting). • The teacher asks: - What can he/she do? - Can you do this? - Which activity do you like the most? • The teacher encourages participation. **Study** • The teacher asks questions to refresh the memory. • The teacher explains the grammar of the lesson for the second time. Subject + Modal Verb + Complement • **The teacher writes model sentences on the board.** - Daniel can speak in public. - Mary can paint impressive pictures. - I can't solve math problems. - My friend can't play the guitar	• Students answer questions about abilities. • Students share personal examples. • Students activate previous knowledge. • Students complete review exercises. • Students practice sentence formation. • Students reinforce grammar knowledge. • Students think deeply about strengths and weaknesses. • Students write a reflective paragraph. • Students connect learning with personal growth.	• Students can describe abilities and limitations using can / can't and write reflective paragraphs about their talents, goals, and personal progress.

15 minutes 20 minutes	• The teacher gives worksheet activities. • The teacher asks students to complete the fill-in-the-gap activity about can/can't. • The teacher asks students to complete the interview activity about the abilities or limitations of their classmates. • The teacher monitors, corrects, and provides feedback in each activity. **(see the worksheet)** **Activate** **Reflective Journal** • The teacher introduces a guided reflective journal, which includes a reflection activity to be completed. • The teacher asks the students to write a 70-word reflection about their skills and what they can do after learning all the activities. - What are you able to do now? - What can't you do yet? - What can you do to improve? • The teacher provides a model paragraph to help students write their reflection. **(see the worksheet)**		

Worksheet 9

Name:……. **Date:**……

1. Look at the pictures. What can he/she do? Can you do this? Which activity do you like the most?

2. Complete the following paragraph with can or can't.

Mateo is a very talented student. He _____ play soccer very well and he _____ run fast. He also _____ draw beautiful pictures and he _____ speak in public when he feels confident. Mateo _____ solve math problems quickly, and he _____ make new friends easily. However, he _____ play the guitar yet, and he _____ dance salsa very well. He wants to practice more because he knows he _____ improve with effort and dedication every day.

3. Find classmates and ask them the following questions.

EXAMPLE: Can you dance salsa? Mateo can't dance salsa

Can you swim well? ……

Can you play soccer? ……

Can you cook any food? ……

Can you draw well? ……

Can you ride a bike? ……

Can you speak English well? ……

Can you play a musical instrument? ……

What can't you do yet? ……

What skills do you want to learn? ……

7. Think about your skills after completing all the activities during all the lessons. Write a reflection paragraph about what you can do now and what you still need to improve.

Use these questions to guide your ideas:

What are you able to do now?

What can't you do yet?

What can you do to improve?

How do you feel about your progress?

What skill do you want to develop next?

REFLECTIVE JOURNAL

Now I can ……

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I still can't ……

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To improve, I can ……

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I feel happy about my progress because……

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The next skill I want to develop is ……

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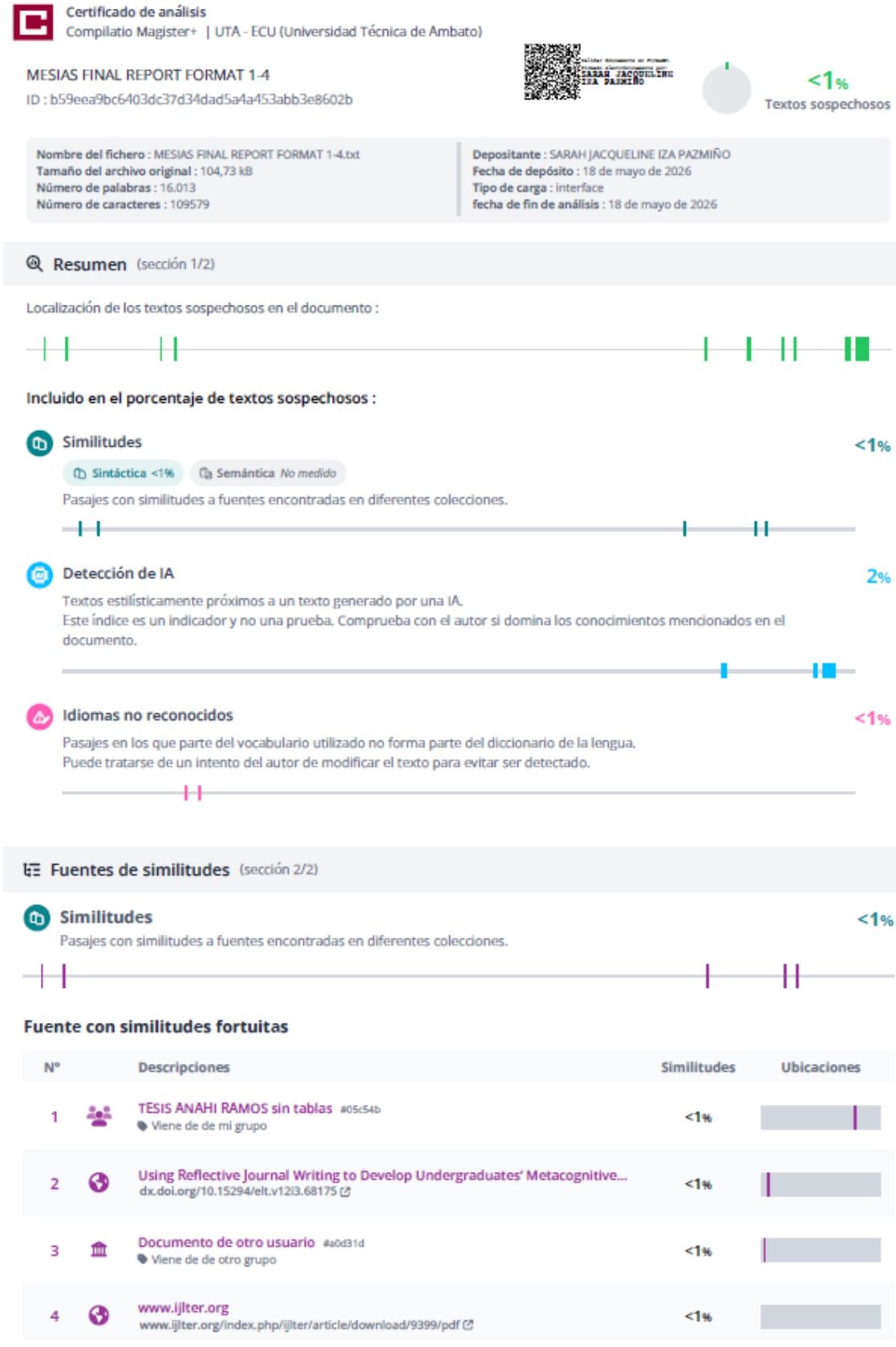
LESSON PLAN 10

LESSON PLAN **LEVEL:** A1 **SCHOOL YEAR:** 2025-2026 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 2 PER WEEK **WEEK:** FIVE **DEPARTMENT:** FOREIGN LANGUAGE
SUBJECT: ENGLISH **TEACHER:** Alexey Mesias **TOPIC/UNITS:** N/A **LESSONS:** N/A
VALUES: Good living or "sumac kawsay", national and planetary identity, unity in diversity, responsible citizenship.

Group: 9th EGB "B"	**Date:** April 24th, 2026	**Time:** 45 minutes	**No. of Students:** 31 students
Recent topic work: N/A			
Objectives: Students will be able to demonstrate improvement in their writing skills through a final task by applying grammar, vocabulary, organization, and reflection strategies learned during the lessons.			
Assessment: Individual			
Material: Writing test material			
Anticipated problems: Students may not complete the test	**Solution:** Manage the time correctly		

Time	Teaching activities	Students' activities	Success indicators
45 minutes	• The teacher administers the A1 Movers writing test following standardized instructions. • The teacher asks students to complete the writing test individually. • The teacher observes and records students' writing performance for evaluation.	• Students follow the teacher's instructions to complete the writing test.	• Students can demonstrate improvement in their writing skills through a final task by applying grammar, vocabulary, organization, and reflection strategies learned during the lessons.

Annex 4: Compilatio report



Certificado de análisis
Compilatio Magister+ | UTA - ECU (Universidad Técnica de Ambato)

MESIAS FINAL REPORT FORMAT 1-4
ID : b59eea9bc6403dc37d34dad5a4a453abb3e8602b

<1%
Textos sospechosos

Nombre del fichero : MESIAS FINAL REPORT FORMAT 1-4.txt
Tamaño del archivo original : 104,73 kB
Número de palabras : 16.013
Número de caracteres : 109579

Depositante : SARAH JACQUELINE IZA PAZMIÑO
Fecha de depósito : 18 de mayo de 2026
Tipo de carga : interface
fecha de fin de análisis : 18 de mayo de 2026

Resumen (sección 1/2)

Localización de los textos sospechosos en el documento :

Incluido en el porcentaje de textos sospechosos :

Similitudes <1%
Sintáctica <1% Semántica *No medido*
Pasajes con similitudes a fuentes encontradas en diferentes colecciones.

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Textos estilísticamente próximos a un texto generado por una IA.
Este índice es un indicador y no una prueba. Comprueba con el autor si domina los conocimientos mencionados en el documento.

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Pasajes en los que parte del vocabulario utilizado no forma parte del diccionario de la lengua.
Puede tratarse de un intento del autor de modificar el texto para evitar ser detectado.

Fuentes de similitudes (sección 2/2)

Similitudes <1%
Pasajes con similitudes a fuentes encontradas en diferentes colecciones.

Fuente con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones
1	TESIS ANAHI RAMOS sin tablas #05c54b Viene de de mi grupo	<1%	
2	Using Reflective Journal Writing to Develop Undergraduates' Metacognitive... dx.doi.org/10.15294/elt.v12i3.68175	<1%	
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