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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
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**TEMA:**

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**“DIALOGUE JOURNALS AND WRITING SKILLS DEVELOPMENT IN  
STUDENTS OF THE SECOND SEMESTER IN FACULTAD DE CIENCIAS  
HUMANAS Y DE LA EDUCACION DE LA CARRERA DE PEDAGOGIA DE  
LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA UNIVERSIDAD  
TECNICA DE AMBATO”**

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**Ambato – Ecuador**

**2017**

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I, Mg. Encalada Trujillo Edgar Guadia holder of the I.D No. 0501824171, in my capacity as supervisor of the Research dissertation on the topic:

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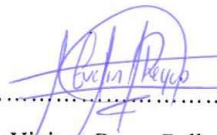
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**God** because with your help my Academic, personal and spiritual goals have had a beginning and ending full of benefits. My beloved parents **Patricia and Guido** who have aided me with encouraging words to aid my studies during this stage. They represent the pillars that strengthen every step of my life.

To my lovely daughter **Samantha**. My daily example of overcoming and humility. Also, my most important reason to keep going

To my friends whom I consider as sisters/brothers: **Carina, Dina, Francis, Andrea**, who with laughter, words, company, affectionate details knew how to make me feel competent enough and able to compete this life stage. Due to the infinite support and collaboration on their part, I dedicate this thesis to all those who have become my inspiration

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## Table of Contents

Supervisor Approval	ii
Declaration Page	iii
To the Directive Council of the Faculty of Human Sciences and Education	iv
Copyright Reuse	v
Dedication:	vi
Acknowledgements	vii
Table of Contents	viii
Abstract	xii
CHAPTER I	2
THE PROBLEM	2
1.1 Theme	2
1.2 Problem Statement	2
1.2.1 Contextualization of the problem	2
1.2.2 Critical analysis	4
1.2.3 Prognosis	6
1.2.4 Problem Formulation	7
1.2.5 Guiding questions	8
1.2.6 Delimitation of the research object	8
1.3 Justification	8
1.4 Objectives	10
1.4.1 General	10
1.4.2 Specific	10
CHAPTER II	11
THEORETICAL FRAMEWORK	11
2.1 Investigative background	11
2.2 Philosophical foundations	13
2.3 Legal Basis	14
2.4 Key Categories	16
2.4.1 Independent Variable: Dialogue Journals	17



2.4.2 Dependent Variable: Writing Skills	32
2.5 Hypothesis	48
2.6 Pointing Variables	48
CHAPTER III	49
METHODOLOGY	49
3.1 Basic method of investigation	49
3.2 Level or type of research	49
3.3 Population and sample	50
4 Operation of variables	51
3.5 Information collection plan	53
3.6 Information Processing Plan	53
3.6.1 Validation of Data Collection Instruments	54
CHAPTER IV	55
ANALYSIS AND INTERPRETATION OF RESULTS	55
4.1 Analysis of the results	55
4.3 Verification of Hypotheses	66
4.3.1 Logical Model	66
4.3.2 Mathematical Model	66
4.3.3 Statistical Model	67
4.3.4 Level of significance, degrees of freedom, subtraction of decision	67
4.3.5 Data collection and statistical calculations	69
CHAPTER V	73
CONCLUSIONS AND RECOMMENDATIONS	73
Conclusions	73
Recommendations	75
BIBLIOGRAPHY	76
Annexes	85
Annex 1: Academic Paper	85
Annex 2: Students' Survey	96
Annex 3: Urkund Report	97

## **Index of tables and graphs**

Figure 1 Problems tree	3
Figure 2: Key categories	13
Figure 3: Dialogue journals	24
Figure 4: Writing process	35
Figure 5: Writing skills developmnet	49
Figure 6: Dialogue journals development	51
Figure 7: Writing activities	52
Figure 8: Topics to develop writing assignments interest	53
Figure 9: Review and assign a grade to writing	54
Figure 10: Journal to writing skills development	55
Figure 11: Time to writing skills	56
Figure 12: Scaffolding Students' Writing	57
Figure 13: English ideas	58
Figure 14: Pairs and group activities	59
Figure 15: Chi square results	66

## **Index figures**

Table 1: Productive skills	30
Table 2: Writing subskills	33
Table 3: Population	41
Table 4: Dependent Variable Dialogue Journals	42
Table 5: Independent Variable Writing Skills	44
Table 6: Writing skills development	48
Table 7: Dialogue journal development	49
Table 8: Writing activities development	51
Table 9: Topics to develop writing assignments interest	52
Table 10: Review and assign a grade to writing	53
Table 11: Journal to writing skills development	54
Table 12: Time to writing skills	55
Table 13: Scaffolding Students' Writing	56
Table 14: English ideas	57
Table 15: Pair and Group activities	58
Table 16: Chi Square Value	61
Table 17: Observed frequencies	62
Table 18: Expected frequencies	62
Table 19: Chi Square Calculation	64

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**Date:** JANUARY 23, 2018

**Abstract**

Being able to acquire another language requires time, practice, develop the four skills speaking, writing, listening, and reading; besides of the application a good strategy can make it possible. The purpose of this research was to identify the relationship between the use of the Dialogue Journals and writing skills development in the students of the second semester in Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Data was collected through a survey that was applied to 44 students, a survey was used to collect information from students, the survey has 10 questions, and this study was conducted with students from the second semester A and B. The results were analyzed through chi-square test determined the acceptance and the utility of dialogue journals to develop writing skills. In addition, the study revealed that the non-use of Dialogue journals in the students. This application provides entertaining and challenging activities to develop writing skills. As a result, in this research concluded that the development of writing was absorbed positively in the students through the use of dialogue journal.

**Key words:** Dialogue Journals, Writing skills, English, self-confidence, interaction.

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Resumen Ejecutivo

Poder adquirir otro idioma requiere tiempo, práctica, desarrollar las cuatro habilidades: hablar, escribir, escuchar, leer; además de la aplicación, una buena estrategia puede hacerlo posible. El objetivo de esta investigación fue identificar la relación entre el uso de las revistas de diálogo y el desarrollo de habilidades de escritura en los estudiantes del segundo semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Los datos se recolectaron a través de una encuesta que se aplicó a 44 estudiantes, se utilizó una encuesta para recopilar información de los estudiantes, la encuesta tiene 10 preguntas, este estudio se realizó con estudiantes del segundo semestre A y B. Los resultados se analizaron a través de la prueba del CHI cuadrado, la cual determinó la aceptación y la utilidad de los Dialogue Journals para desarrollar habilidades de escritura. Esta estrategia ofrece actividades entretenidas y desafiantes para desarrollar habilidades de escritura. Como resultado, en esta investigación se concluyó que el desarrollo de la escritura se absorbió positivamente en los estudiantes a través del uso de los Dialogue Journals.

**Palabras claves.-** Dialogue Journals, Habilidades de escritura, Interacción. Motivacion.

## **Introduction**

This research project aims to demonstrate the use of dialogue journals as an innovative pedagogical tool to improve the writing skills development of the target language in a better way. Given that the writing development presents a low level of acquisition, it is proposed that the use of dialogue journals help the student to improve the writing ability, creating a student-teacher relationship, full of confidence where the student does not feel pressure to achieve a grade, the dialogues propose autonomous learning and cooperation, leaving aside the traditional mechanism.

The present investigative work is structured by 5 chapters:

**Chapter 1:** This chapter describes the problems of the study that concerns the application of the Dialogue Journals and the writing skills development, besides contextualization and current problematic of the topic through questions. In addition, the objectives are established as well as the reasons and the educational establishment in which this research work is carried out.

**Chapter 2:** This chapter describes the theoretical framework that serves as the foundation for the research, as well as the fundamental characteristics of the variables subject to study, and the hypothesis to verify the research presented.

**Chapter 3:** This chapter determines the methodology, the type of research, the population subject to the study as well as the information collection and processing plan.

**Chapter 4:** This chapter includes the analysis and interpretation of each of the questions asked in the students' survey, and the hypothesis results that are analyzed by Chi-square test.

**Chapter 5:** This chapter contemplates the conclusions and recommendations based on the results obtained and the objectives set.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Theme**

“DIALOGUE JOURNALS AND WRITING SKILLS DEVELOPMENT IN STUDENTS OF THE SECOND SEMESTER IN FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION DE LA CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA UNIVERSIDAD TECNICA DE AMBATO”

#### **1.2 Problem Statement**

##### **1.2.1 Contextualization of the problem**

Currently, the English language is an international language. This shows that English is the means of communication by which people of different nationalities can communicate. (Crystal, 2003) indicates that there has never been a language spoken by people who used it as a second language more than the mother tongue. The above shows us that English is the most widely spoken and used foreign language around the world, the same as for this and many other reasons people who decide to learn the language attend private courses taught by professionals where they acquire all the skills. The English language has been studied for years as a foreign language and today it is one of the official languages most involved in education in any country.

At the national educational level, the Ecuadorian government demands that the teaching of the English language be a fundamental requirement in all the educational institutions of Ecuador. Also the government points out that language teacher should be able to share their knowledge. The lack of training of teachers in the area of English has been found to have little knowledge of the use of self-learning activities to

encourage self-directed learning in students. The goal of education in students or any type of education is to turn the subject into a student who is continuously directed from within and who operates by himself. (Mayorga M, 2013). The foregoing tells us that students must build their own understanding based on their own abilities and efforts. For this reason, teacher training deficit is a significant problem when teaching the classes appropriately to promote self-learning.

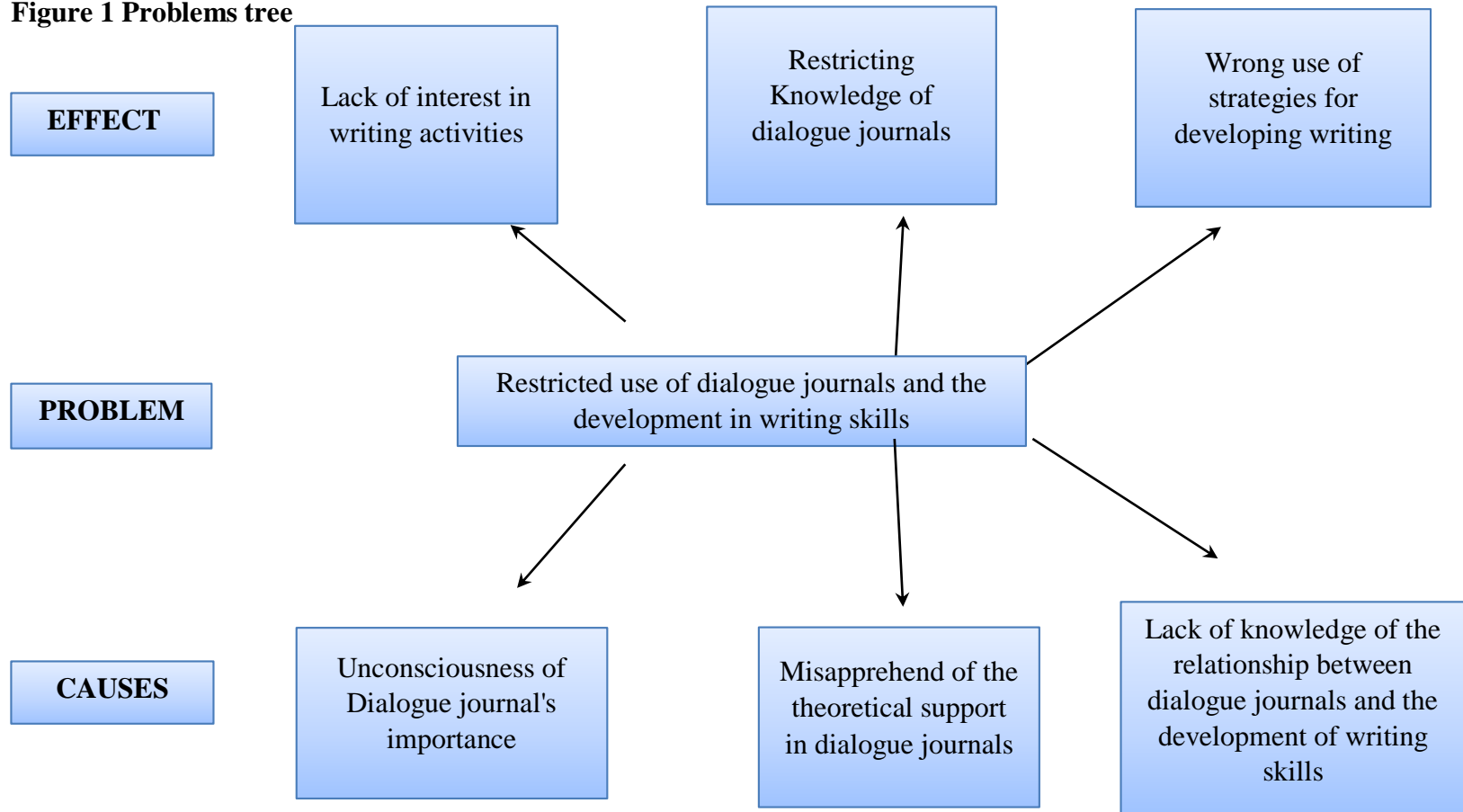
Currently the national government, the education minister and more people distribute educational materials for students and teachers to be available in all classes. In the area of English, these authorities also provide books in English throughout Ecuador. However, in public institutions these books are aimed at strengthening the skills of students. Within this book, there are different activities to improve oral, written and reading skills.

Moreover, the initiative by the government is excellent but these books do not manage to cover the level of English that is expected to be generated in students.

As a result, teachers are conscious of the material that government provides them and teachers take into account the use and extra materials in order to help students. In Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, the program trains competent professional leaders with a humanistic vision and critical thinking through teaching, research and linking, who apply, promote and disseminate knowledge in response to the needs of the country. This project will use those devices to enhance learners' comprehension of the target language and present pedagogical advantages which provide great opportunities to achieve learning.



**1.2.2 Critical analysis**  
**Figure 1 Problems tree**



Source: Field Research  
 Produced by: Reyes, E. (2017)

## **Critical analysis**

There is a wide variety of strategies of teaching that are improving more and more the 4 abilities of English language, each strategy has a purpose improving in the learning of the students. The problem is that many teachers use traditional methodology, that's why the Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato have been projected to link to a new strategy of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros in order to verify the process that will lead to the improvement of the writing skills with the use of dialogue journals.

Unconsciousness of Dialogue Journal's importance have caused of lack of interest in writing activities in students, the way of teaching has not change at all the last years, why learners are not motivated to learn and improve the language skills. Apply strategies have encouraged to learners effectively, environmental influence and willingness showed a growth of outside motivation (Rau, Gao, & Wu, 2008). Students usually learn grammar rules deductively; students are instructed to memorize verbs, adjectives or any kind of word learned by heart one by one which are presented in large lists. Those instructions have been passed from generation to generation; it is done over and over again. The strategies are released to overcome this common problem with children getting bored and not finding interest to attend their classes. Incorporating new learning ways will foster learners' skills and they will be engaged in the activities to learn new ways to develop the language skills.

On the other hand, the misapprehend of the theoretical support in dialogue journals have caused the restricted knowledge of dialogue journals in the English language, to develop writing skills there are several ways to teach as dictation, by cards or descriptions and other ways. However, teachers must develop a methodology where students feel comfortable and students want to learn and discover the learning by

themselves. If teachers change the way of teaching, teachers and students will be more involved in the language learning process.

Moreover, another cause detected was the lack of knowledge of the relationship between dialogue journals and the development of writing skills have caused the wrong use of strategies for developing writing. Writing skills is one of the most important and useful skills in the learning process for that reason this research try to introduce an innovative strategy that help the writing development. That means that dialogue journals present it use with multiple benefits in the students without level distinction, the main purpose is helping students in their learning process.

Dialogue journals provides interaction between teacher-students and student-student to consolidate a good relationship where students feel the motivation in their learning. Children have received a new way of learning to foster their productive and receptive skills to master languages. Teachers need to know the best way to share the knowledge to pupils to acquire new methods. Dialogue journals offers suitable activities applying interaction and curiosity, using Dialogue journals students will be able to communicate their ideas through the use of it.

### **1.2.3 Prognosis**

The importance of written production and much more in a foreign language has been evidenced in favor of the teaching -learning process. If there is no solution to this problem with the students will not develop a custom in writing skills and it would have several negative effects.

First, there would be a greater disinterest and lack of motivation for writing in those who will be future teachers, so they are not going to encourage writing habits in their

future students and the chain of a low interest in writing will continue to be part of the country's statistics, which would affect the performance and optimal levels of education and development of the country.

Secondly, there would be a clearer lack of organization, precision and fluency in written production, since there would be no stimulus that would serve as a guide for the organized and systematic structuring of ideas, in relation to the different types of writing, styles, records and audience. Thus, students would have communication problems by developing isolated syntactic and morphological structures, when their joint support is success for communication in a foreign language.

Finally, if teacher does not emphasize in the dialogues journals as a writing development resource for students with little proficiency in English, it going to affect the professional world. For all the reasons mentioned above, the analysis of the influence of dialogues journals in writing is a determining factor in the professional performance of students of the second semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University.

#### **1.2.4 Problem Formulation**

How does the use of dialogue journals influence of the English language development write in the students of the second semester in Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Tecnica de Ambato?

**VI:** Dialogue Journals

**VD:** Writing Skills

### 1.2.5 Guiding questions

- How important is the use of Dialogue Journals?
- What is the theoretical support in writing development?
- What is the relationship between dialogue journals and the writing skills development?
- What are the benefits of the dialogue journals use?

### 1.2.6 Delimitation of the research object

- ✓ **Field:** Education
- ✓ **Area:** English Language Teaching
- ✓ **Aspect:** Dialogue journals and writing skills
- ✓ **Space:** Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato

### 1.3 Justification

This research justifies its development in the practical field because it was to determine what aspects influence the development of English language writing, this is achieved on the basis of a detailed study of the impact of the activities in the production of writing, for which this research had a positive social impact on the teaching-learning process of students of the second semester in Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros as a basis for future research.

First of all, the main purpose of this research work is to proof the efficacy of using Dialogue journals in teaching-learning process, this investigation will do according to international standards. For this reason, this research presents a socio-pedagogical **interest** because it promotes the development of one of the productive skills, the

implementation of strategy that help students with cognitive develop to contribute to the strengthening and writing improvement.

The **importance** of this research is essential because it looks for overcoming students' problems to learn new and unknown strategies. Also, it determines the performance of the future English language teachers of the language career and in their future learners, which will contribute to the improvement of the level of English in relation to international standards. Making the English language class more comprehensive and memorable to get students' interest, encouraging the way of learning English and developing writing skills. The project aim is that teachers apply this strategy in their classes because students can produce and understand the language, improving their language skills through meaningful learning with great outcomes.

In addition, this research is justified in the **originality** of the topic, because there is no other research which has been done in the Human Sciences and Education Faculty at Ambato Technical University, which contributes to the mission of the Language Career with the training of competent professional leaders, as well as with its vision to establish itself as a center of superior formation with leadership and national and international projection.

This project is **innovative** because it presents and there how a strategy will develop learners' input and promotes the use of writing conversation for teaching. The use of dialogue journals brings advantages as creating an adequate environment to learn the language, engaging students with significant activity (Kukulka-Hulme, 2009).

Hence, students, teachers and the whole education field will **benefit**, this will be done through the implementation of dialogue journals so teachers and students can access a new learning method. Dialogue journals have been defined as journals "in which each student carries on a private written conversation with the teacher for an extended period of time" (Staton, 1988). According to Staton, a dialogue journal usually focuses on

topics of interest or concern to the student, but either writer may initiate a conversation on a topic of interest with the expectation that the other participant will acknowledge the topic and perhaps comment on it also. Thus, through the dialogue journals, the student and the teacher are able to engage in a continuing conversation with one another about something.

In order to complete the research, it was justified by the **feasibility** of its implementation, since sufficient time was available for its development, access to sources of information, possibility of applying the different research instruments, availability of human, material, technological resources, above all, for strength in promoting a basis for future research.

## **1.4 Objectives**

### **1.4.1 General**

To determine the incidence of the use of dialogue journals in the writing skills of the English language in the students of the second semester in Facultad de Ciencias Humanas y de la Educación de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Tecnica de Ambato.

### **1.4.2 Specific**

- To identify the importance of Dialogue Journals in writing skills.
- To analyze the theoretical element of writing development
- To determine the activities that Dialogue Journals provide to develop writing skills

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Investigative background

The following are several research articles that emphasize the relationship between dialogue journals and writing. These indicate determining factors for their good use in the English classroom as a foreign language, from different authors' perspective.

(Hemmati, 2012) wrote an article about comparison of the Effects of Reflective Learning Portfolios and Dialogue Journal Writing on Iranian EFL Learners' this research was made with 60 Iranian learners between from 17 to 30 years old, they are divided into two groups one group worked with reflective learning portfolio and the other group did work with dialogue journal each group was evaluated by pretest and posttest, where the result determine that learners have had positive react from reflective learning portfolios it was influenced by reflection but there were other facts such as syllabus, teachers, materials, so on.

In the same way, it is emphasized by (Nassaji & Cumming, 2000) who discovered that using a scheme a language functions teacher- students can create long-term writing conversation where between both create integral and interactive atmosphere, this study was focused on zone of proximal development, it was analysis got 95 dialogue journals dialogue written with learners from 6 years old. However, the study was not enough to determine features of the zone of proximal development in the language teaching. (Vygotskiĭ, Rieber, & Carton, 1987)

Moreover, (Macarthur, 2012) set up in this scientific article "WORD PROCESSING WITH SPEECH SYNTHESIS AND WORD PREDICTION: EFFECTS ON THE



DIALOGUE JOURNAL WRITING OF STUDENTS WITH LEARNING DISABILITIES” In which the goal is to contribute to the development of writing production in English, through a study about learners’ disabilities with writing problems took out the dialogue journals written by them.

The method used was software can detect speech with a processor; the experiment with disabilities learners had a result had a range from 30% correct words and 35% correct spell words it means that the 5 students between 9 to 10 years old increase their correct words in their writings using dialogue journals.

The use of dialogue journals gives students the “TOOL TO BUILT BETTER WRITERS” (“The Dialogue Journal: A Tool for Building Better Writers,” n.d.), it was the controversial topic from English teaching forum, this scientific article exposes different experiences using dialogue journals and how is the best way to adapt it. In this debate were different topics such as taking writing conversations, teacher’s role, empowering by dialogue journals, teacher - students’ rapport, as so on. According to the experiences, there are many benefits for the student when using dialogue journals such as, one of the most important is motivation to write, in addition to fluency, confidence in writing. When developing dialogue journals, learners don’t have the need to use dictionaries or translators, allows the student to develop writing with ease. However, it is also possible for students to learn with others and learn new topics for them. In conclusion the principal objective of the use of dialogue journals in the learning-teaching process is to give the student the opportunity to experience writing based on interesting topics and to become a good writer.

In addition to the above, (Nidnacevient, 2012) considers that adults learn faster than young learners using dialogue journals, the author determines that dialogue journal gives the chance to write their experiences as child, in other words, it allows to recreate their experiences back into the past while keeping status. The purpose of the book call

“WRITING OUR LIVES”, it’s about a group of 30 adults’ professionals that experiment using dialogue journals, during 5 months the author discover that their language acquisition is more effective on wiring than reading skills. Although, dialogue journal is guided with Vygotsky Theories calls “international scaffolding”, (Berk & Winsler, 1995)

With the previous researches have been determined that the incidence of the dialogues to promote the improvement of productive skills have been of great help for the learning process due to the benefits that are achieved with the implementation of this strategy in the class. There is a research which aimed to investigate how journals have influenced in the learning process of a foreign language, in this case English in the High School students, presenting a great domain of the language for its best use and understanding.

As a result, this project was developed to promote the use of journals in the classroom, this alternative way of teaching helped both students and teachers to transform the teaching-learning process, to set aside the traditionalist methodology commonly used in classes, the tool became the classes more meaningful and active focusing on the of beginners needs. A survey was carried out for teachers and students who belong in the high school. The results showed that journals help to the language development for both students and teachers. As a result, this strategy will be of great help for the benefit of a better education.

## **2.2 Philosophical foundations**

The present research is designed to show how the dialogue journal contributes to the learning process. Dialogue journal is a strategy to build student’s independent knowledge with interesting activities. It’s focused on constructivism and how it collaborates to education.

First of all, a dialogue journal allows setting up their knowledge by writing activities. Students will have a continuous process with dialogue journal in order to improve their writing skills. (Johnson, Johnson, & Holubec, 1999) set up that interaction and cooperative learning replaces the structure based on large production and competitiveness, which predominates in most schools, by another organizational structure based on teamwork and high performance. The solution will be getting at thought this study of the independent variety as journals in the writing development (Villacis, 2015). In this investigation the author proposes the use of the journals in classes in order to help in the writing development in the learning process

In this type of paradigm, the interpretation, understanding and explanation of the occurring phenomena is privileged, while it dismisses the simple conceptualization of the facts or phenomena.

In the Critical - Propositional paradigm, the commitment of research is the growth and development of human beings, without any discrimination and with equal opportunities for all. In order to be able to achieve this, it places first the human beings, being these the main protagonists throughout the investigative process.

### **2.3 Legal Basis**

According to the Education Organic Law:

Constitución de la República del Ecuador (2008):

**Art. 343.-** El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente

**Plan Nacional del Buen Vivir (2012-2017):**

**Objetivo 4.** Fortalecer las capacidades y potencialidades de la ciudadanía.

Política 4.8 Impulsar el diálogo intercultural como eje articulador del modelo pedagógico y del uso del espacio educativo.

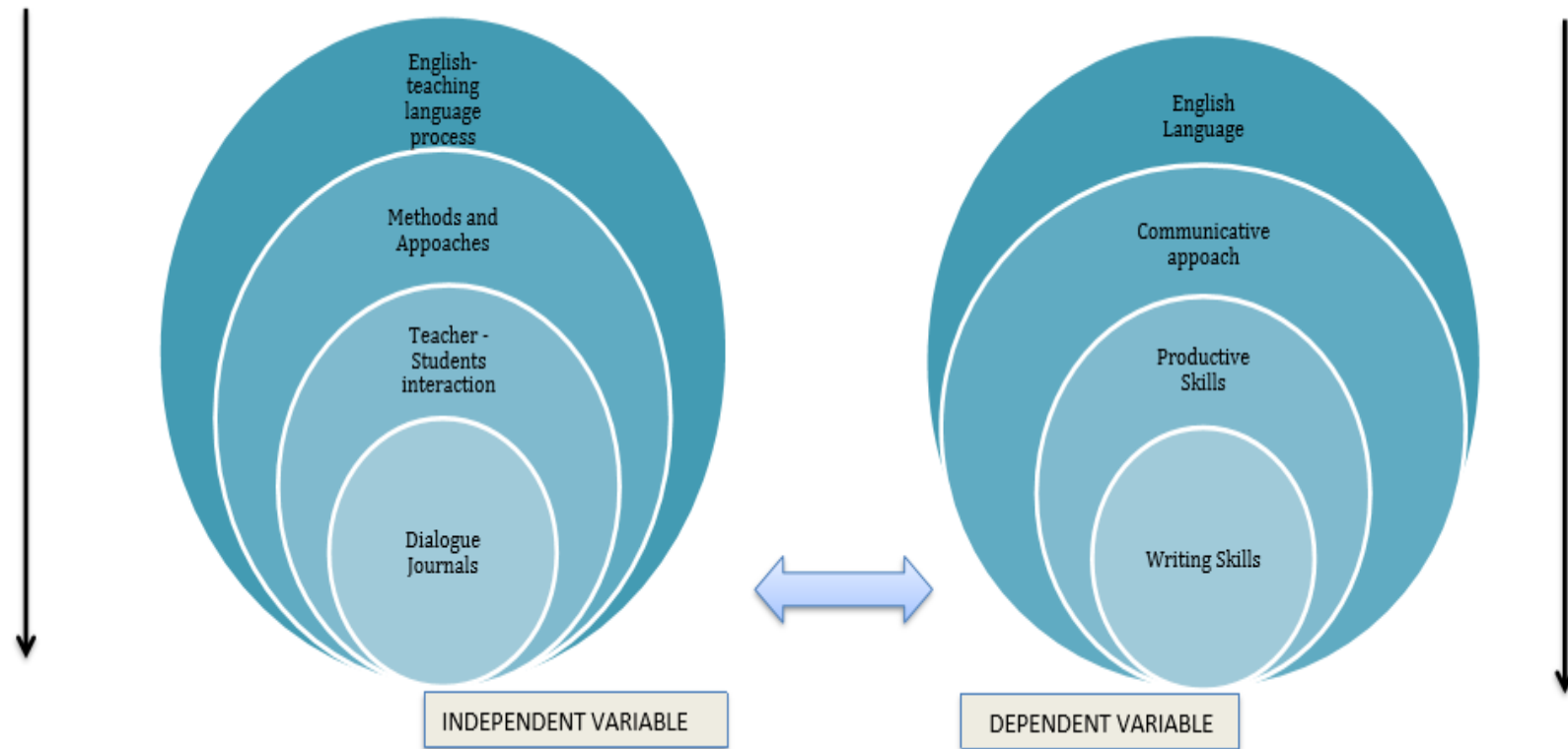
Lineamiento i: Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

**Secretaría de Educación Superior Ciencia y Tecnología (ACUERDO No. 2013)**

Mediante Oficio MINEDUC-PI-2013-009-O, de fecha 06 de marzo del 2013, el Ministerio de Educación emite informe sobre el Programa de Becas “Enseña Inglés” suscrito por el señor Jean Michel Mosquera Arroyo, Gerente del Proyecto, en el que manifiesta su interés en colaborar en este programa de becas y señala su compromiso de coordinar acciones relacionadas al cumplimiento del periodo de compensación de los becarios del Programa de Becas “Enseña Inglés”.

## 2.4 Key Categories

Figure 1: Key categories



Source: Field Research  
Produced by: Reyes, E. (2017)

### **2.4.1 Independent Variable: Dialogue Journals**

#### **ENGLISH TEACHING LANGUAGE PROCESS**

(Loza, Ivonne, Directora, Gallardo, & Vanessa, 2013) mention that:

"English is the fundamental language of books, newspapers, airports and air traffic control, international business, academic conferences, science, technology, diplomacy, sports, international competitions, popular music and propaganda."

The Practice English Language Teaching was published since 20 years ago, this guide help teacher that contains comprehensive contents, explanation of the education on second language. Teachers must be individualized in the sense of allowing each student to work independently and at their own pace, but at the same time it is important to promote collaboration and group work. This is why students learn more, they like school more, they open better relationships with others, they increase their self-esteem and they learn more effective social skills when they work in cooperative groups that do so in an individualistic and competitive way. (Harmer, 1991)

The teaching methodologies of L2 have evolved throughout history, mainly, from linguistic and psychological theories. Advances in these disciplines are also reflected in pedagogical practices and language teaching curriculum. Therefore, it is important for teachers to design syllabus and even students, to know the concepts that underlie the teaching and learning of the language. This training is useful not to determine what could be the most appropriate methodology, but also to reflect on the adequacy of the methodologies, the syllabus of foreign languages and the must be of the language teacher. (Restrepo, 2012)

Although much has been written about the different theories of teaching-learning process of other languages, this scientific article contributes the position of an institution against the theories and concludes the students' need to take a critical look

at the teaching of a foreign language and its syllabus. This article describes, in a general way, some of the main theories of learning: behaviorism, as well as its influence on linguistic currents. The position of the Languages Department with respect to different theories is also presented and the methodological principles that guide the teaching of L2 in the institution are established.

## **METHODS AND APPROACHES**

Language teaching has been the most and important way to teach a foreign language. For a long time teaching a new language has been debate issue, it's center on grammar role, accuracy and fluency, vocabulary, curriculum framework also, productive and receptive skills. The English teaching learning process is based on the educational psychology theory stand out techniques, methods and approaches. These results refer to teaching and learning principles. The following methods and approaches take part in a language teaching.

- ✓ Direct Method
- ✓ Audio-lingualism,
- ✓ Oral approach and Situational Language Teaching
- ✓ Communicative Language Teaching
- ✓ Community Language Learning
- ✓ Silent way
- ✓ Counseling learning
- ✓ Suggestopedia
- ✓ Total Physical Response
- ✓ Multiple intelligences
- ✓ Lexical approach
- ✓ Task-based Language Teaching
- ✓ Natural approach

According to Asher and James (1982), Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms in order to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching. For example, if a teacher has an approach that language is the communication and learning a language is in fact learning the meanings, functions and uses of language. So the techniques will be based on the communicative language teaching and task based methods.

According to Freeman (2000), Methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand. They are clear about their attraction towards certain methods and also think that why have they repelled certain method. The knowledge of method is very necessary because their knowledge is base of teaching.

One of the methods most used by teachers are:

- **Task-based Language Teaching**

Task- based language teaching is an approach that is based on the assumption that tasks are the major unit of language learning. This approach is based on the problem solving view that the learners should be given some tasks to be solved. These tasks are related to the language structures that are required to be learnt. The learners interact and communicate with each other during solving these problems. In this way, they learn the language (Richards and Rodgers, 2001).



- **Communicative Language Teaching**

Communicative language teaching focuses on developing the ability of communication in learners in real life situations. It focuses on meaning rather than accuracy (Richards and Rodgers, 2001).

According to (Richards et al., 1998) the Communicative Approach of language teaching considers that language is communication; The goal of teaching a language is to develop what Hymes calls "communicative competence". In this sense, offers a broader view than Chomsky about what is the knowledge of a language: in addition to the abstract grammatical knowledge that explains the second, (Hymes, 1992) understands linguistic theory as part of a more general theory that incorporates communication and culture

- **Total Physical Response**

In Total Physical Response (TPR), the teacher gives the students instructions and the students follow the instructions by using whole body responses. James J. Asher, a professor, of psychology at San Jose State University developed the method Total Physical Response in late 1960s to help in learning second languages (Richards and Rodgers, 2001).

According to Asher (1977), "TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth including the sign language of the deaf.

- **Natural Approach**

In 1977, Tracey Terrell proposed the natural approach of language teaching. This approach was influenced by Stephen Krashen's theory of language acquisition. The natural approach focuses on communication as the major function of language. In this approach, language is considered as the vehicle or means of conveying a message and information. The natural approach was actually based on the observation and understanding of the acquisition of the first and the second language in informal settings (Richards and Rodgers, 2001).

## **TEACHER-STUDENTS INTERACTION**

### **Context and learning environment**

Being able to determine what teachers expect from students and what students expect from teachers is the key to creating positive classrooms that work. Teacher-Student interaction is a two-way street, the students relate to the teachers, and the teachers relate to the students. If teachers develop and build upon self-esteem and mutual respect within their classrooms, the teachers will achieve positive relationships with the students. Although, teaching learning process involves a teacher and a student. It is very important for both of them to have a healthy relationship in order to carry out the teaching learning process smoothly. Teachers are known to be the second parents. Parents provide us moral education and teachers provide us rest of the knowledge necessary for living and knowing the world.

(Medina, 1996) defined teaching as an interaction process that first of all implies the conversation in class that develops between the teacher and the students. It knows that the teaching-learning process affects multiple factors for the success or failure of the same that will determine the quality of the results. Two elements of vital importance, such as the teacher and the student, participate in the interaction of the process, according to their expectations in the teaching-learning process.

In all classrooms it is clear the teacher's interaction, that is to say, whether to give instructions, ask questions, feedback, is an important part of the student's target language acquisition, the tasks, the objectives of these, work groups activities, the way of organizing the learners. All of these activities concern the teachers' style and their way of applying them. All this together will guarantee the learning of a second language.

### **Students' Role:**

- Students are the protagonist of the learning process.
- Students have a greater participation in the search, processing and development of information.
- Students are trained in the organization and decision making on themselves process of regrowth.
- Actively participates individually and collectively.
- It observes its own performance and as it progresses in this process it identifies its level of current and potential development.

### **Teacher's role**

- Teacher is a mediator, motivator, coordinator and partner instead of a transmitter of knowledge.
- The teachers' job is to design learning situations and accompany students in their individual and collective process.
- Through practices that facilitate autonomous learning, collaborative behavior and self-evaluation.
- At the same time, it requires having technical skills, communication skills, understanding online environments and being empathetic to the circumstances of their students during the course

●  
The key is teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding the child's learning difficulties. Once the teacher becomes aware of the problems, teacher will have more

patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.

As a result, the communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that “academic achievement and student behavior are influenced by the quality of the teacher and student relationship” (Jones 1995). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

## **DIALOGUE JOURNALS**

Writing in a second language is not an easy task for those who learn it, since it is one of the most complicated aspects for most learners. Often, if the students are mature enough, it is assumed that by knowing how to write in their mother tongue, they also know how to do it in the second language they learn. From there derive many of the difficulties that some students have when facing the task of putting their ideas in black on white. Just as oral and auditory comprehension requires special teaching tactics, written expression also requires certain orientations.

In fact, providing to students with written texts is not enough, because according to (Peyton & Reed, 1990), it is essential that students are aware of the differences of discourse in oral and written language and above all that they understand that the objective of the language written is none other than the communication between the writer and the reader.

On the other hand, teaching written skills must begin in the early stages of learning and the student must learn to write texts of very different kinds, although some of them are not necessary for the moment, but always highlighting the communicative nature of the text. Some of the problems when dealing with written comprehension are according to (Peyton & Reed, 1990) the lack of veracity of the proposed tasks; therefore, students are not willing to write for something and for someone. Another aspect worth mentioning is the imposition of the activities, forgetting that the motivation of the student is an important factor for it to be carried out properly. It has been debated about proposing activities in which the student can choose the topic to be treated; however, most of the teachers are interested in the skepticism of this initiative.

(Peyton & Reed, 1990) make it clear that teacher must adopt a comprehensive attitude about errors to facilitate student learning and become a support. The written comprehension is an activity that is carried out in solitary and therefore the student needs that the figure of the teacher is tolerant with his imperfections.

### **What is a Dialogue Journal?**

Dialogue journals is a kind of writing interaction where both students and teacher participate, usually in this kind of interaction either teacher as students' exchange thoughts, reflections through letters or similar into conversation, it means this letter comes back and is return between them. It has been considered as one of the most used in education, especially for the writing interaction, being one of the promoters for the learning of a second language focused on all areas. (Gonzalez, 2016)

However, (Teacher Vision) is a platform focused on teachers where it's easy to find various interest topics such as music, science, history and so on, Also, teachers around the world can create an account and can share their experiences. This platform in one of their blogs talked about dialogue journals in which it state that dialogue journals is

an informal writing with interest topics focused on the students. This interaction can occur between 2 or more people, when dealing with this type of activity it is inevitable to talk about corrections and sometimes teachers forget what effect they have on the student. Many foreign language teachers worry too much about getting the correct answer that they forget to pay attention to the learning process itself (Sartor, 2011) So Donn Byrne points out another of the key aspects when dealing with written texts and argues that the effort of the student should be taken into account by the teacher despite the failures committed: “Teachers should renounce judges' role, teachers should not pay so much attention to what the student has failed to convey and value students managed to do” (Canadian Philosophical Association).

It makes to clear that the teacher must adopt a comprehensive attitude about errors to facilitate student learning and become a support. The written comprehension is an activity that is carried out in solitary and therefore the student needs that professor figure will be tolerant with imperfections. As a general rule, students tend to reproduce sentences that they have learned through textbooks and incorporate them in their activities repeatedly, which leads them to writing sentences mechanically. Therefore, there is a great gap between the structures that they learn and that they are capable of expressing for themselves. The lack of vocabulary and the fear of making mistakes makes them retract when it comes to discussing a particular topic. An activity that has to do with writing comprehension and that is different for students is calling Dialogue Journals. (Canadian Philosophical Association).

According with (Bean & Rigoni, 2001) dialogue journals are part of a teacher and a student, in which it's write on the notebook that exchanged information mutually. The student has total freedom to choose the topic to be discussed and the teacher is limited to answering or continuing the conversation in a relaxed manner. One of the characteristics of this activity is that the teacher does not correct the mistakes made, but is limited to the answer and tries to include the mistakes made, already written

appropriately in his conversation as a response to the student. That means that errors are corrected indirectly.

## **BENEFITS**

There are many benefits that some researchers have attributed to the use of dialogue diaries in the classroom:

(Lee, 2004) included her practice in her French class during a school year with the aim of individual learning and getting positive results. This argues that written language should be conceived as an extension of everyday language and not become a system of strict rules that must be followed. According to this author, teachers must bear in mind that students feel self-conscious when it comes to expressing themselves in a foreign language since students are unable to write with the same complexity as in their own language. Once students overcome shyness, they find their own communicating way although their grammar and vocabulary are limited. Besides, it is important that students do not feel pressured to create correct sentences, but it's important that they feel that the message they want to convey to their interlocutor is understood.

Although it is logical to think that reading the journals of each student involves a considerable investment of time, Lee, ensures that this investment gets its long-term reward. As she indicates, another of the favorable aspects is that the teacher has the opportunity to get to know her students, know their interests, the family and personal context in which students find themselves through these dialogues, which results are from great help for the teacher, because through this activity teacher understand the reason for students' behavior in the classroom.

Teachers are aware that teaching must adjust to the personal situation of each student and this activity offers us one more tool to make it effective. There is a great insistence



on this aspect within the current educational system because in classrooms teachers meet more, students from different cultures, and in this case, dialogue journals help to approach the reality of each student and offer an individualized response to their needs. Something important is that students know their mistakes are not taken into account, lose the fear of expressing themselves in writing, start to risk their speech and dare to overcome the learning barriers by looking for new ways of expression.

Ming-Tzu Liao and Chia-Tzu Wong (2007) are two English teachers in Taiwan, who have given their contribution in this investigation similar to Popkin. These authors incorporated the dialogue journals to a group of students during a school year to check the influence of written expression. Both agree with Debra Popkin that the majority of written comprehension tasks in schools seek above all the accuracy in the writing of the students and are designed to be scored; this is why students produce very little written language and students do not risk their grammatical structures and expressions. In the dialogue journals case, the task of writing is given in a much more relaxed context that makes the student does not feel "threatened" by their possible mistakes. In part, the teacher plays an important role in making students feel comfortable and prevents them from developing some fear of written comprehension tasks.

Liao and Wong (2007) agree with Popkin (1985) in the fact that this practice facilitates the implementation of written expression based on reflection which helps the student link their experiences, thoughts and feelings to school activities and know themselves better. All of them lead them to developing their critical sense. Some even claim that it helps them relate and strengthen their relationships with their social environment (Andrusyszyn & Davie 1997).

At the end of the whole process, (Lee, 2004) gathered the conclusions of the participants about the benefits of the dialogue journals in the classroom. The results are:

- The facility to individualize the learning of each student according to their needs.
- Feeling of pleasure during the development of the activity.
- The establish relationship between teacher and student.
- Reflection not only in the academic field but also in the social and family environment.
- Getting advice from the teacher who is considered a guide in the educational and social field.
- Increase in the sense of responsibility of students with respect to learning in general.
- It improves the confidence and self-esteem of the students in relation to their learning.

Dialogue Journals examples:

Figure 3: Dialogue journals

September 12<sup>th</sup>

Hi.

Nové Dvory is very small village. Nové Dvory are 3km from Lipník. ~~to~~ From school course bus. Sorry I'm stupid... I don't like music lesson. I'm fine today... My hobbies ~~is~~ <sup>is</sup> music.

Dominika, how many people live in Nové Dvory?  
Do you like your village?  
How long does it take from Nové Dvory to Lipník by bus?  
Dominika, you are not stupid. You are a very clever girl. Why don't you like music lessons if you like music?

9<sup>th</sup>  
December

- Hello, I don't was in Prague it's I don't know what I write. LUDIK WRITE TEST 20 FROM THE BOOK!!!!!!  
I SAY TRUE!!!! (smiley)

Why weren't you in Prague?  
It's very bad when somebody cheats.  
I don't like cheating.

Source: Dialogue journals (Lee, 2004)

By: Reyes, E, 2017

### **Dialogue Journals aims:**

The main purpose of the dialogue journal is writing for writing's sake and for communication's sake (Schwartz, 2004). A dialogue journal is about free writing and about putting ideas and thoughts on paper. Thus, a dialogue journal is not an opportunity for teachers to give feedback on language, spelling, organization, or word choice (Peyton, 1993; Schwartz, 2004).

- **Student Objectives**

Students will develop writing stamina and will write better by writing more.

Students will become more open about expressing themselves.

- **Teacher Objectives**

Teachers start knowing their students even better by finding out what they think and what they care about.

Teachers collect information about what areas of the language students are struggling with. This could inform future instructional decisions on what needs to be retaught or emphasized.

### **HOW DIALOGUE JOURNALS WORK**

#### **Getting started**

##### **Format:**

Dialogue journals are a low- to no-cost activity. The only required materials are paper notebooks or possibly a computer or other electronic device. If you choose an electronic device, Staton suggests avoiding email and using something like Google Docs instead. She says it keeps a clearer record of the conversation.

**Timing:**

The writing can take place at the beginning or end of a class, or in between two activities. (Peyton, 2014) says, it usually only requires about 10 or 15 minutes of class time. The frequency may depend on the number of students and the workload of the teacher.

**Ground rules:**

Teacher also says ground rules are important before beginning dialogue journaling. One of her rules is to recognize the kind of questions you ask. And, if you see an unwanted question, you have the right not to answer that question and suggest a different subject.

The important thing to remember with dialogue journals, she says, is not to be afraid of making mistakes because even native English speakers make mistakes.

**2.4.2 Dependent Variable: Writing Skills****ENGLISH LANGUAGE**

In the public schools around Ecuador, the syllabus to the English area presents “The English language learning as a foreign language. In the official document “languages” are defined to the foreign language like mother tongue different language, known as English as a Foreign Language (EFL), (INPAHU, 2013), which is the subject of study in educational institutions without being an official language in the country. It is necessary to learn a foreign language within a communicative process, which is why the teaching of the English language has been integrated into the academic programs in order to develop communication skills among those writing within a real context.

English language is divided into two groups: The English based on professional aims, that means professional needs a clear example of this is read and spoken with customers and English is based on academic objectives that its promoted to reach levels of specialized education for example, written reports, read texts or listening to an English speech. This research is focused on the English language in order to achieve academic aims that mean a B1 Level in the writing skills.

According to Ministerio de Educación (2013), Ecuador carry out "Strengthen Teaching English Project" where students reach a level B1 at least in the English language on the basis of Common European Framework (CEFR), according to Common European Framework, in the B1 level, students have the ability to express themselves in limited ways in predictable situations and can treat non-routine information in a general way. On the basis of the productive and communicative of writing skills students are "able to write personal letters and notes with simple but outstanding information on the subject" (Council of Europe, 2016)

## **COMMUNICATIVE APPROACH**

### **Communicative Competence**

Dell Hymes mentions that communicative competence has to do first with the study of language, with the analysis of the ability of speakers to use language to communicate in real situations as opposed to the idea that parts of a communication produce sentences grammatically correct. (Hymes, 1992) affirms that in order for there to be a communicative competence, it is necessary to use a language that is not only correct but appropriate according to the social context of the interlocutors. In this way, communicative competence covers shared knowledge of the linguistic code, as well as

rules, norms and socio cultural values, which generates efficient communication channels. (Dirven & Pütz, 1992)

According with the Common European Framework for Languages, communicative competence is considered as the collection of several linguistic, sociolinguistic and pragmatic components. For this reason, it refers not only to the quality of knowledge, but also to the cognitive organization and the way in which this knowledge is stored and its accessibility. In addition, it refers to the sensitivity of social conventions that can alter the message that is intended to be transmitted. In addition to the recognition of types of texts and forms, as well as the intention and function of the language used. All these characteristics make a language user a competent communicative. (Sercu, 2002) Thus it can be determined that communicative competence refers to much more than precision in using the language but to use the language to transmit ideas, thoughts, opinions and feelings, while taking into account factors social and pragmatic that allow reaching the receiver in a systematic, orderly, clean and clear.

### **Communicative approach**

It focuses on the purpose of writing a text and the audience that will read it. At this point students are encouraged to take on the role of real-life writers and ask themselves "why do I write this?", "How to start?", "How to write?" And "who will read it?" In order for writing to be a real means of communication, not only is writing done but also something done with what is written. For example: writing a letter extends written activities such as answering, rewriting in another form, summarizing or making comments.

There are many reasons why learners have to write both inside and outside of classes where the learned language is processed and put into practice. The writing activities are designed with the purpose of reinforcing what has been learned in the students. As

a result, written assignments become independent activities. In real life there are many reasons to write with the help of guided strategies because they provide interpretation patterns that contain adaptable structural designs. In order to be able to write a message with coherence and cohesion.

The productive ability to write depends on making writing a habit for the student where they are able to get involved in the writing process as it is part of real life.

The writing reinforces the grammatical structures, phrases and vocabulary that has been learned. In addition, when writing, students discover the language use in order to put it in practice. Where needs to write the correct word and the correct sentence is described. There is a close relationship between writing and thinking that makes writing an important part of language. (Elbow, 1998)

## **PRODUCTIVE SKILLS**

To communicate ideas in the English foreign language it is necessary to understand how to, speak, read, write and listen to ideas. Therefore, the English language develops through receptive and productive skills. Among receptive skills are reading and listening because language is received through reading and audio. While in productive skills language is produced through speak and writing. Also, the skills of the English language complement each other to generate part of the communicative competence where the students are directed to be proficient in the language. These skills are grouped into productive and receptive.

The productive that are part of the learning outcome and the receptive ones that are information stimulus to be able to produce the language. In this way these skills form a key point of departure for the organization of a class, its objectives, procedures, activities and evaluation. (Ehtesham Daftari & Müge Tavail, 2017)



In the receptive skills the comprehension of the language that is received when reading and listening in English is involved. First, reading increases our knowledge at the level of new vocabulary and formats of different texts. With the result of becoming good readers and future writers, different types of texts are read such as letters, articles, postcards, stories, brochures and poems. All these types of texts are different from each other by appearance. Second, when listening to significant sounds of the English language, accent and intonation are identified in the words. In addition, gestures and facial expressions convey good communication.

In productive skills, a message is produced or communicated in a written and oral manner. First, when writing, ideas are related in an organized way when using the characteristics of each type of writing. Second, oral communication involves producing a message to other people.

On the other hand, Selami Aydin in her scientific article entitled "Pre-service Teachers' Perceptions of the Presentation of Language Skills in a Course Book", (The perception of teachers in the presentation of language skills in the text of the class) affirms that skills are related to each other according to the way of communication whether oral or written and the direction of communication that may be to receive or produce the message. In addition, four fundamental skills are mentioned. (Zamel, 1983)

The first listening, which is a receptive skill in which auditory comprehension is developed while interacting or including interaction with information. The situations in which learners interact with people who speak for themselves, additional information, and repetition among others. On the other hand, situations without interaction are for example a radio program, speeches, public speaking and movies, where the receiver does not have the opportunity to exchange information with the speaker.

Speaking is the second skill, Speaking is part of a productive skills in which the main objective is the communication; it can be generated interactive situations. The first that refer to an exchange of information at the same time, a good example of this skill is a speech.

The third skill mentioned is reading, which is the second receptive skill in written mode, which contributes to the expansion of vocabulary, grammar and functions which contributes to the understanding of the other skills mentioned above. Finally, the fourth skill that is included is writing in which it expresses ideas, opinions and feelings through expressing them in written form. Although there is a misconception that it is a simple skill, it includes a whole process to achieve its objective successfully. (Raimes, 1987)

According to (Raimes, 1985) there are some differences between writing and speaking since learning to write is not just a natural extension of when you learn to speak a language. In addition, the author adds that productive skills (speaking and writing skills) do not have identical processes.

**Table 1: Productive skills**

<b>SPEAKING</b>	<b>WRITING</b>
Speech is universal; everyone acquires a language in their first years of life.	Not everyone learns to read and write.
It has dialectal variations.	Writing demands standard forms of grammar, syntax and vocabulary.
Speakers use their voices (tone, accent, rhythm) and body (gestures and facial expressions) to convey ideas	Writers rely on words on a page to express meaning.
Speakers use pauses and intonation.	Writers use punctuation.
Speaking is usually spontaneous and unplanned	Writing takes more time. This skills requires change what has been written
Speakers use simple sentences connected by most "and" and "but".	Writers use complex sentences with connecting words "however", "in addition"

**Source:** Techniques in teaching writing by (Raimes, 1985)

**Prepared by:** Reyes E. (2017)

In addition, time is a crucial element in the writing process and distinguishes it from speaking. Writers have time to make decisions, reflect on ideas, build and reconstruct sentences, form and reform arguments, experiment with new words and in themselves, time to change their minds on the subject and rewrite. Within the writing process, the writers take the necessary and planned time to refine until the final product is excellent.

When producing a writing (Raimes, 1985) suggests the following diagram when doing a written assignment.

## **WRITING SKILL**

The productive skills are those referring to the result of the learning of the English language (output), in these the communicative expression of ideas, thoughts and opinions, it is generated either orally or written. What allows the student to apply what they have learned, relate it to previous experiences and internalize knowledge. It is mentioned that the skilled skills are the speaking and writing because the students when developing them have to use the language, they are also known as active skills, they are according to the work and performance performed in them. (Atta & Salem, 2013)

## **WRITING**

Writing is a productive skill. It is much more complex than it seems because it is not only the graphic representation of a discourse but rather the development and presentation of thoughts in a structured and systematic way. (MORALES RIOS & FERREIRA CABRERA, 2008) In this skill it is necessary to apply the use and recognition of the spelling, which includes spelling, punctuation and writing conventions. It is also necessary to use forms and combinations of words to express a clear, coherent and cohesive message.

In the same way maintaining correct order of formation of sentences and adequate vocabulary according to the register, the gender and the audience, in such a way correct morphology and syntactic are covered. In the same way, the language functions of the linguistic expressions must be taken into account so that the message that is transmitted is much clearer, as well as the consideration of cultural aspects when issuing the message in a precise, and efficient manner. (DeLyser & Hawkins, 2014) Thus it is

evident that writing leads to the development of communicative competence by involving the linguistic, sociocultural and pragmatic part.

## **IMPORTANCE**

The writing for a long time has occupied a relevant space in teaching because literacy is part of the power to read and write. This perspective has been transferred to the teaching of foreign languages in which students are expected to be able to produce the language in speaking and writing based on receptive reading and listening skills. This skill is used a lot in class, in fact exercises that come from the texts are taken and evaluated in a group manner. It could be believed that with the level of practice of writing in the classroom would have optimal results however this does not always happen because different analyzes have shown that there are flaws despite several years of English studies. (Elbow, 1998)

This is where the importance of writing lies, because although it has been implemented in education, it is vital to apply it correctly in such a way that the students develop a communicative writing competence in a gradual manner, thus no basic flaws will be presented, the extensive production of writing. In addition to developing this skill student will have much more confidence at the time of expressing themselves in a written way and will support them when interacting orally with others, in order to achieve an optimal communicative competence.

## **THEORIES OF WRITING**

Lucy McCormick Calkins has expressed her ideas on the essentials of writing in her first edition of *The Art of Teaching Writing*, she stated, “For me, it is essential that children are deeply involved in writing, that they share their texts with others, and that they perceive themselves as authors. A sense of authorship comes from the struggle to

put something big and vital into print, and from seeing one's own printed words reach the hearts and minds of readers" (Calkins, 1986). Calkins believes that to be an author, it doesn't only mean that one must struggle to put big ideas into print, but rather being an author means living with a sense of awareness. Writing is not merely something that is done while sitting at a desk, it is done throughout every facet of an author's life. Calkins points out that James

(Hart, 2010) views writing as a process in various aspects. Writing is a thinking process, a process of communicating meaning (both with young children and in the elementary classroom), and a process of representing life experiences. She describes the thinking process of a 10-year-old girl as she wrote a poem about writing, detailing her revision process. "As she struggled with her poem, she shared drafts with her peers, trying to convey her message. Just as an artist shapes a piece of sculpture from a piece of wood, Jenny crafted a poem" (Hart, 2010). As young children discover the world around them, and struggle to make meaning, writing begins to play a vital role in their quest for meaning. Moore-Hart suggests that young children use markers and pencils to express messages, much like early humans produced messages with pictures on cave walls. She describes how a young girl observes the many ways her mother uses writing throughout her daily life, and she too has the desire to record meaning. When given the tools to express herself, the girl used scribbles, lines, and dots to mimic her mother's writing and convey her own messages through pre-phonemic spelling. (Hart, 2010)

## **SUBSKILLS**

The writing involves several subskills based on accuracy, correct use of language forms and communication of ideas, which help to achieve a correct use of language through organization and style.

**Table 2: Writing sub-skills**

<b>ACCURACY</b>	<b>COMMUNICATION</b>
✓ Spell	✓ Style (formal / informal)
✓ Form letters	✓ Register (levels of formality)
✓ Join letters to each other	✓ Organization of ideas
✓ Write legibly	✓ Characteristics of each type of
✓ Punctuation	✓ writing
✓ vocabulary	✓ Functions (narration, summary,
✓ Grammar	✓ requests,)

**Source:** Techniques in teaching writing by (Raimes, 1987)

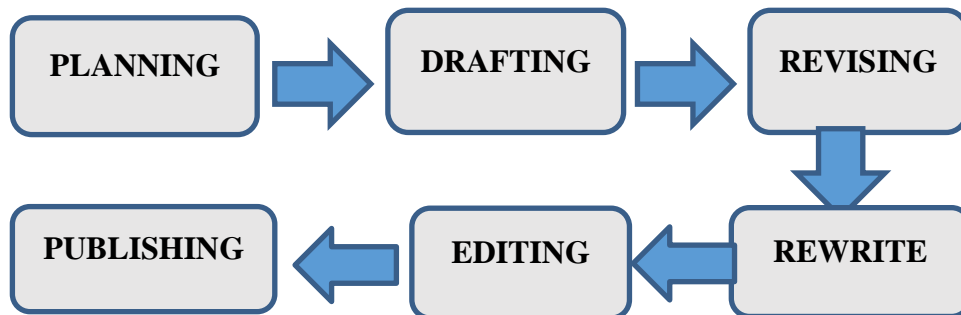
**Prepared by:** Reyes E. (2017)

The sub-skills will be applied based on student needs, skill and age. Therefore, at a higher level, sub-skills focus on accuracy and communication of ideas through extensive written texts such as letters or compositions. For a message to be transmitted and develop sub-skills related to accuracy and communication of ideas, they need to have cohesion and coherence. For Fraenkel and Davis, (2003) cohesion is achieved by using different connecting words. Therefore, in the interpretation patterns, conjunctions, reference words and connectors are included according to the needs and abilities. The sub-skills will be applied based on the need, skill and age of the students. Therefore, at a higher level, sub-skills focus on accuracy and communication of ideas through extensive written texts such as letters or compositions. For a message to be transmitted and develop sub-skills related to accuracy and communication of ideas, they need to have cohesion and coherence. For Fraenkel and Davis, (2003) cohesion is achieved by using different connecting words. Therefore, in the interpretation patterns, conjunctions, reference words and connectors are included according to the needs and abilities.

## WRITING PROCESS

The writing process constitutes the step by step, during and after producing a text that allows us to build a more elaborate, organized, systematized work with optimal results for both the author at the moment of expressing himself and his audience when they get the ideas expressed by the author. The process can be evidenced in Figure N ° 5, however it is suggested that this process is not necessarily done in a linear way, because when drawing up a draft, you can generate more ideas to plan or revise, you can propose reformulations, therefore complementation of each of the stages is idea.

**Figure 4: Writing process**



**Source:** Writing process  
**Prepared by:** Reyes E. (2017)

- **PLANNING**

In this first stage of the writing process begins planning in which the student is encouraged to generate ideas that may later be useful for production dominates. This information that proceeds help students to generate new ideas. Also, within this step is brainstorming in which the learner spontaneously generates sentences about a given topic what directs his work in a general way to a specific one. There is also the grouping activity in which student's form words according to teacher stimuli, which promotes morphological development. There are also the information questions that are very



useful when creating questions about a topic or a planned source as well as a smaller analysis on the proposed topic.

- **DRAFTING**

In the second stage of the writing process, the accumulation of ideas left by the first phase is considered, since they constitute the basis for the writing. In this step it is important that the students worry about the fluency of their ideas, not about the grammatical precision or the aesthetics of the writing.

It is also important to take into account the audience for which it is written, because although in the classroom it is usually the teacher implementing different activities in which the audience is a partner, a friend or a member of their family. . This awareness of the audience generates an address at the time of writing the first draft. Within this stage it is important to implement a response to the text, either by the teacher or by the classmates, as it motivates the student to rediscover meanings and facilitate their revision. Comments can be applied or even a checklist for this response

- **REVISING**

At the time students review their pieces of writing, students are based on the response from the previous stage. The piece of writing is re-examined what has been written to analyze how communicatively they transmitted the message to their reader. This stage is not only about checking grammar or lexicon but rather to improve the general content and the organization of events so that the author's intention will be clear, coherent and cohesive.

- **REWRITE**

In this stage the writer has the opportunity to improve the previous mistakes especially in the grammar section, or the repeating words. The writer also re-write again in a better way that means the writer must correct the wrong ideas, besides organize the ideas clearly.

- **EDITING**

In this stage the writers are involved in a process of improving their texts for their final document that was evaluated by their teachers. They self-evaluate aspects such as punctuation, syntax, citations, precision, coherence and cohesion. An easy way to do this step is to create a checklist in which students ask themselves the following:

- ✓ The verbs used have the correct time?
- ✓ Are verbal forms correct?
- ✓ Have been revised the concordance between the verb and the subject?
- ✓ Have been used the correct preposition?
- ✓ Have you omitted items even when they are required?
- ✓ Are the pronouns used correct?
- ✓ Have been left incomplete sentences?

- **EVALUATING**

When evaluating students' writing, two approaches can be maintained, either analytical according to specific aspects of writing or holistic skills in relation to the overall interpretation and the effectiveness of the text. In order for the evaluation process to be more effective, students must be informed in advance of the parameters that will be taken into account.

- **POST WRITING**

This constitutes the activities that can be carried out once the written texts are complete. The writers can publish, read, share, exchange between colleagues. Add them to the classroom bulletin board, which will serve as motivation for students to develop this skill. (DeLyser & Hawkins, 2014)

- **WRITING GENRES**

There are different types of writing genre based on the purpose that is intended to express through the text, to establish this goal is decided the structure, appearance, organization of ideas according to gender and audience. Through reading and writing students recognize different genres and their structures so emphasizing the correct name of the genre will make students establish differences between them. According with G.E. Tompkins there the following writing genres. (Tompkins, 2009)

### **Descriptive Writing**

In this genre students observe carefully and choose the appropriate language so that a crucial attention to details and comparisons is created which makes the text strong.

#### **Activities**

- ✓ Character outlines
- ✓ Comparisons
- ✓ Descriptive essays
- ✓ Descriptive sentences
- ✓ Poems

## **Expository Writing**

This type of writing covers a collection and synthesis of information in which the main focus is objectivity, so reports are the most common activity. Usually this genre is used to provide directions, compare different factors, explain causes and effects or describe problems and solutions

### **Activities**

- ✓ Autobiographies
- ✓ Directions
- ✓ Argumentative essays
- ✓ Posters
- ✓ Reports
- ✓ Abstracts

## **Narrative writing**

Students recount family histories in this genre, develop sequences of stories they have read, write stories about their life experiences that include a beginning, a development, and an end through the creation of characters and events.

### **Activities**

- ✓ Original and short stories
- ✓ Personal narrations
- ✓ Storytelling
- ✓ Sequence of stories
- ✓ Scripts

## **Persuasive Writing**

In this genre of writing, students present their position in a clear and precise way, based on examples and evidence. Also, in this genre students focus on personal writing often less formal than other genres. In journals and letters, new ideas are explored and notes are recounted in relation to the purpose to be emphasized

### **Activities**

- ✓ Advertisements
- ✓ Book or movie reviews
- ✓ Letters to the editor
- ✓ Journals and letters

## **2.5 Hypothesis**

Dialogue Journals **DO** improve the writing skills development of the English language with the second semester of the students at Pedagogical National and Foreign Language Career at Ambato Technical University.

Dialogue journals **DO NOT** improve the writing skills development of the English Language with the second semester of the students at Pedagogical National and Foreign Language Career at Ambato Technical University.

## **2.6 Pointing Variables**

### **Independent Variable**

Dialogue Journal

### **Dependent Variable**

Writing Skills

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Basic method of investigation**

For the development of this research, the following research modalities are used:

##### **Bibliographic and Documentary**

The following tools were used: books, press bulletins, linked texts, degree thesis, internet and more; helping to obtain the necessary information that will support for the culmination of the present investigation.

Also, approach used was qualitative - quantitative when collecting, analyzing, interpreting and linking data of this type to answer the problem statement. (Sampieri, Fernández-Collado, & Lucio, 2006). In this way, this research had a quantitative and qualitative approach; quantitative because through the use of statistical techniques for the verification of the hypothesis puts emphasis on the results taking a static approach. Qualitative because qualitative techniques allow understanding the problem, while discovering and testing the hypothesis assuming a dynamic position emphasizing the process.

#### **3.2 Level or type of research**

##### **Exploratory research**

Daniel Behar states that this type of research is carried out to obtain relevant information about a problem, which allows for the basis for future research, by simplifying and suggesting lines of research for future tests. (Behar, 2008)

### **Descriptive research**

According to Roberto Hernández, Carlos Fernández and Pilar Baptista, descriptive research refers to the characterization of a phenomenon of a situation that indicates the features that define it. This type of research is applied in the present work and allows to know real situations by the exact activities and people involved of the students' data. (Hernández, Fernández, & Baptista, 2010)

### **Correlation research**

Cesar Bernal states that this type of research shows the relationship between two variables and the degree to which their variations influence these variables. In the present investigation, both independent and dependent variables are closely related since the application of the independent variable provides a reaction of the dependent variable. (Bernal, 2010)

### **3.3 Population and sample**

Investigative instrument: Survey

**Table 3: Population**

Description	Number	Percentage
Students of second semester "A"	28	66%
Students of second semester "B"	16	34%
Total	44	100%

**Source:** Investigación Marco Teórico

**By:** Reyes, E. (2017)

#### 4 Operation of variables

**Table 4: Dependent Variable Dialogue Journals**

Conceptualization	Measurement	Indicators	Basic Item	Instrument Techniques
<p>Dialogue Journals are communicative <b>learning strategies</b> that teachers use to <b>motivate</b> learners to interact either teacher, exchange thoughts, reflections through letters or similar into conversation it means this letter come back and return on between them. It has been considered as one of the most used in education, especially for the <b>writing skills</b> development, being one of the promoters for the learning of a second language focused on all areas inside of <b>teaching learning process.</b></p>	<p>Communicative Learning strategies</p> <p>Motivation</p> <p>Writing Skills</p> <p>Teaching-learning process</p>	<p>Organization Support Elaboration</p> <p>Communication Interaction Cooperation</p> <p>Exchange Conversation Reflection</p> <p>Learning styles Methodology Assessment</p>	<p>Do you usually do brainstorm in your writing activities?</p> <p>Does teacher provide interesting topics to develop your writing?</p> <p>Does the teacher scaffolds in your writing process?</p> <p>Do you usually highlight the main topics in your writing?</p> <p>Does teacher work pair or group activities?</p> <p>Does teacher ask students to exchange writings?</p> <p>Does teacher provide feedback at the end of the class?</p> <p>Does the teacher scaffolds in your writing skills?</p> <p>Does your teacher encourage writing e mails, letters to develop writing kills?</p> <p>In writing activities, does your teacher give you the opportunity to write journals?</p>	<p>Survey</p>

**Source:** Field research

**By:** Reyes, E. (2017)



**Table 5: Independent Variable Writing Skills**

Conceptualization	Measurement	Indicators	Basic Item	Instrument Techniques
<p>Writing is a form of <b>communication</b> that allows students to put their feelings and ideas on paper, to <b>organize</b> their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text, besides to be part of <b>productive skills</b> to become a good writer learner must follow <b>steps of writing</b>.</p>	<p>Communication</p> <p>Organization (structure)</p> <p>Productive skills</p> <p>Steps of writing</p>	<p>Organization Creative Interaction</p> <p>Introduction Body Conclusion</p> <p>Expository Descriptive Persuasive Narrative</p> <p>Drafting Editing Proofreading Re-editing</p>	<p>Does teacher include activities such as conversations, debates in the class?</p> <p>Does the teacher</p> <p>Do you do writings to explain procedures?</p> <p>Have you ever done essays?</p> <p>Does teacher ask students to write essays?</p> <p>Do you consider that write an essay is easy?</p> <p>How often do you write recipes?</p> <p>Does teacher ask students to write recipes?</p> <p>Have you ever written poetry in classes?</p> <p>Does teacher ask students to write poetry?</p> <p>Does teacher assign letters of recommendation?</p> <p>Does teacher ask students to write short stories?</p> <p>How often do you edit your writings?</p> <p>How often do you draft your writings?</p> <p>How often do you proofread your writing?</p> <p>How often do you re-editing your writing?</p>	<p>Survey</p>

Source: field research

By: Reyes, E. (2017)

### 3.5 Information collection plan

**Table 7: Information collection plan**

Why?	To achieve the objectives proposed in the research
Which?	The research will be carried out to the students of the second semesters A-B of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato
What aspects?	Dialogue Journal and the writing skills development.
Who?	By: Evelin Viviana Reyes Pullugando
When?	September-January 2017
Where?	In Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato
How often?	Just one time
What techniques?	Survey
About what?	For the survey, a questionnaire that relates to the two variables.
In what situation?	Research

Source: Bibliographic research

Prepared by: Reyes E. (2017)

### 3.6 Information Processing Plan

This research work follows several steps to be accomplished. First, the authorities' approval of the Language Career of the Human Sciences and Education Faculty at Ambato Technical University was gotten. Second, a diagnosis was made to determine

the research problem, starting from the same objectives were stated, theoretically supported and information gathering instruments were determined with parameters that responded to said objectives. Thus, it was determined that information would be collected through a survey. The information collected was tabulated, graphically represented, analyzed and interpreted.

### **3.6.1 Validation of Data Collection Instruments**

The validation process of data collection instruments contributes with the verification of the elements to analyze in relation to the object of study. (Carla, Ly, Irene, & Siesquén, 2014) The current research was carried out through the opinions of experts, which allows verifying that the elements are representative. Therefore, my tutor validated the data collection instrument. The validation instrument contained the operation of variables, the objectives set, the questionnaire addressed to the students. In the first table the correspondence of the questions in relation to the objectives of the investigation was validated; the second table validated the technical and representative quality of the item of the questionnaire. Finally, the third table verified the language used in the questionnaire.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Analysis of the results**

The survey contained 10 questions or items, all the questions were about the use of Dialogue journals which one was done by students of second semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. The survey was focused on this group because it is essential that students can develop their writing skills. The aim of the survey was determining the acceptance of Dialogue journals, if this helps learners in their writing development. The results collected were positive, displaying a great acceptance by the students.

**Question 1.** How often do you write in English during your classes?

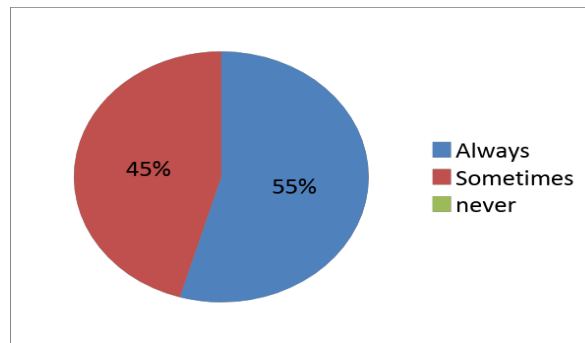
**Table 6: Writing skills development**

Category	Frequency	Percentage
Always	24	55%
Sometimes	20	45%
Never	0	0%
<b>TOTAL</b>	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 5: Writing skills development**



Source: Student's survey

Prepared by: Reyes E. (2017)

According to the results, 24 students, which represents the majority 55 % pointed out that students always write in English during the classes. In contrast, as observed there were 20 students showed that sometimes write in English, which stands for 45%. Hence, this indicator clearly evidences a positive aspect in the use of writing skills during the classes. Daily writing encourages a creative flow that can help students use their imaginations, explore possibilities, delve into problem solving, and graded it is important to assign “free” or “creative” writing time, so that students can explore vocabulary, concepts and writing styles.

**Question 2.** How often does your teacher use the Dialogue Journal for writing development in the classroom?

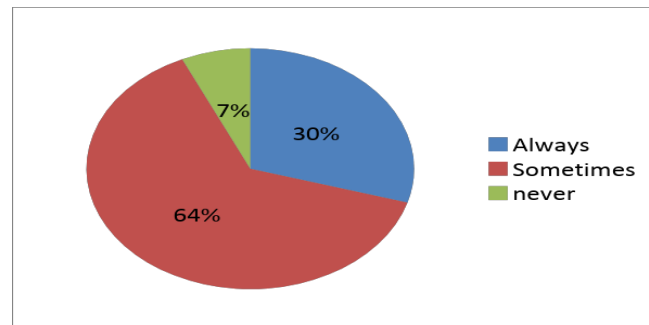
**Table 7: Dialogue journal development**

Category	Frequency	Percentage
Always	15	34%
Sometimes	25	57%
Never	4	9%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 6: Dialogue journals development**



Source: Student's survey

Prepared by: Reyes E. (2017)

The table shows a total of population of 44 students; According to this, 28 students who constitute the majority think that they sometimes use journals for writing development in the classroom. It represents the 64%. On the other hand, 13 students who constitute 29% of the population think that teacher should always use journals to develop writing skills. Finally, 7% shows that teachers do not do this type of activities to encourage the development of writing. In explaining these results, it can be stated that the majority think that the inclusion of the Dialogue Journal tool can be a very essential resource for the development of writing skills, which help them. Students will have a constant habit and a passion for writing that can be learned with this strategy.

**Question 3.** Does your teacher apply brainstorming activities before writing?

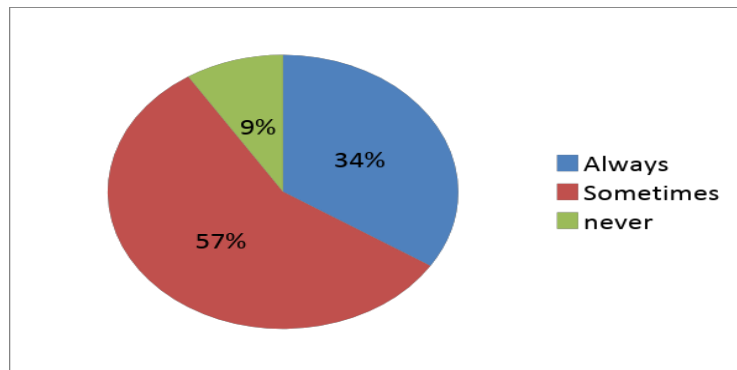
**Table 8: Writing activities development**

Category	Frequency	Percentage
Always	15	34%
Sometimes	25	57%
Never	4	9%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 7: Writing activities**



Source: Student's survey

Prepared by: Reyes E. (2017)

In this analysis, this evidence determines that 57% of the surveyed population says that sometimes activities are carried out for the development of the ability of writing an example of this is the brainstorming and 34% mention that they are always done. On the other hand, 9% consider that they will never perform brainstorming as an activity in classes. In relation to what was analyzed, during English classes there is not a large number of activities that have achieved the writing skills, since teachers do not have a sequence that must be taken in account at the moment to teach this skill.

**Question 4.** Does your teacher provide interesting topics to develop your writing?

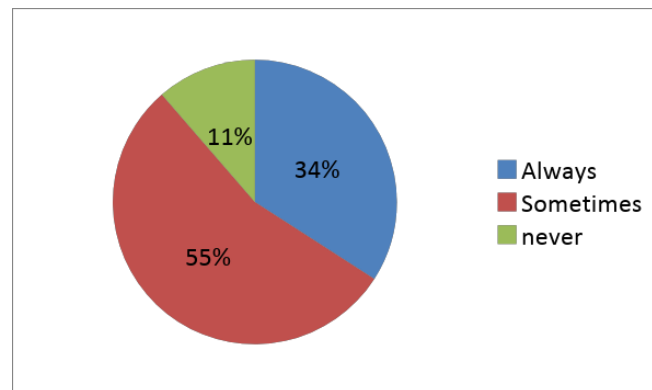
**Table 9: Topics to develop writing assignments interest**

Category	Frequency	Percentage
Always	15	34%
Sometimes	24	55%
Never	5	11%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 8: Topics to develop writing assignments interest**



Source: Student's survey

Prepared by: Reyes E. (2017)

Accordingly, the 24 of students which represent 55% of the population think that teacher provides interesting topics to develop writing skills. Similarly, 5 students which represent the minority 11% affirm that their teachers never present interesting topics that promote the writing development. The data analysis revealed that assigning interesting topics in classes increase interest to write. While 34% which was represented for 15 students determine that the topics provided by the teachers are interesting for the reinforcement of the written ability



**Question 5.** How often does your teacher review and assign a grade to your writing assignments (sentences, paragraphs, summaries, among others)?

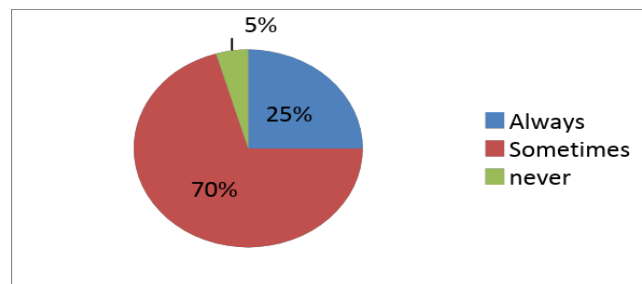
**Table 10: Review and assign a grade to writing**

Category	Frequency	Percentage
Always	11	25%
Sometimes	31	70%
Never	2	5%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 9: Review and assign a grade to writing**



Source: Student's survey

Prepared by: Reyes E. (2017)

The illustrative figure shows a great acceptance of 70% by students that affirm that teacher always reviews and assigns grade in their writings. While 5% of the students, which present the minority, think that assign grades in their writings appear very often. In explaining this result, it can be stated that assign grades in the student's writing induce students feel worried doing writing activities. However, it is evident that within the classroom, the activities performed in the class are not always evaluated, but they are considered as practice, which allows the student to develop their writing skills without the pressure of a grade. Teacher checks the written activities of the students frequently, in this way it will help to demonstrate the learning process regarding the knowledge and application of the grammar.

**Question 6.** In your writing activities, does your teacher give you the opportunity to design journals?

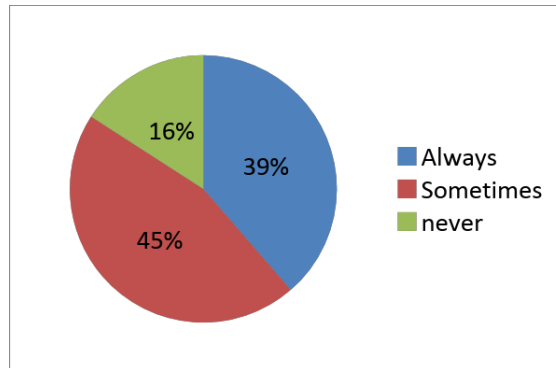
**Table 11: Journal to writing skills development**

Category	Frequency	Percentage
Always	17	39%
Sometimes	20	45%
Never	7	16%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 10: Journal to writing skills development**



Source: Student's survey

Prepared by: Reyes E. (2017)

The result of data collected determined that 17 students representing 39% of the population affirm that activities such as journals are always determined for the improvement of writing, while 20 students that correspond to 45% mention that they use sometimes journals as part of the teachers' activities during the classes. In addition, 7 students who represent 16% determine that teachers never use journals in classrooms as part of the improvement in the process of the English learning.

Thus, it is evident the negative aspect in the learning process in the L2 because teachers do not use the journals as a part of writing activities, it means that teachers do not use a variety of activities that encourage and help to improve this productive ability.

**Question 7.** Does your teacher give enough time to improve writing skills during the class?

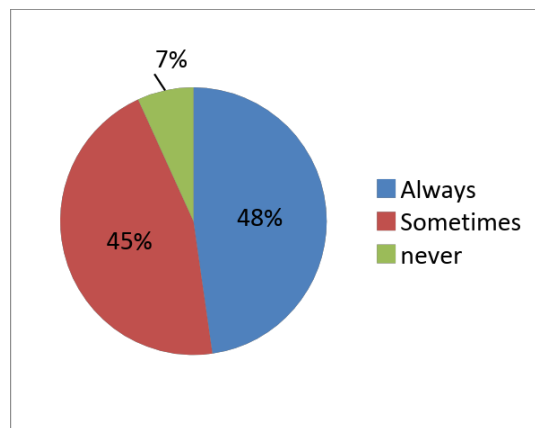
**Table 12: Time to writing skills**

Category	Frequency	Percentage
Always	21	48%
Sometimes	20	45%
Never	3	7%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 11: Time to writing skills**



Source: Student's survey

Prepared by: Reyes E. (2017)

The population result show that 21 students, which constitute 48% think that have enough time to writing development help students in their learning process. On the other hand, 3 students that represent the minority, which constitute 7% affirm that giving time in writing activities are not useful in the language development. However, 28% consider that sometimes the teacher gives time in writing activities. As a result, English teachers must be constantly with their students guiding them to 100% in all the activities that must be applied daily.

**Question 8.** Does your teacher scaffold in your writing process?

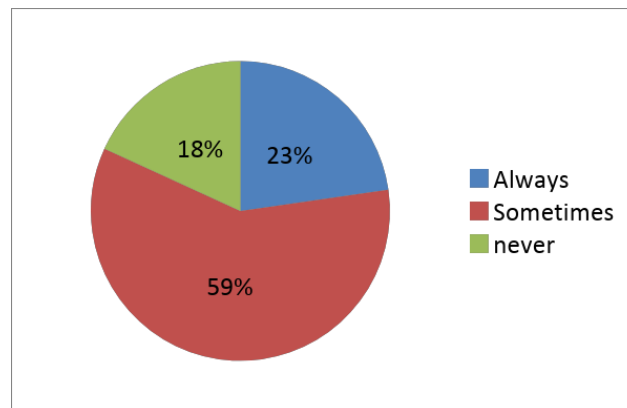
**Table 13: Scaffolding Students' Writing**

Category	Frequency	Percentage
Always	10	23%
Sometimes	26	59%
Never	8	18%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 12: Scaffolding Students' Writing**



Source: Student's survey

Prepared by: Reyes E. (2017)

According with the result gathered, 26 students which constitutes 59% population concluded that teacher s during the classes never scaffold their writing process, whereas 10 students which represent 23% believe that Career teachers always scaffold their writing through writing activities graded. As reflected in the graphic, the majority of students believe that scaffold the activities really help students to identify the progress in their language learning.

**Question 9.** Do you have difficulties expressing ideas through letters, essays, stories, compositions and postcards in English?

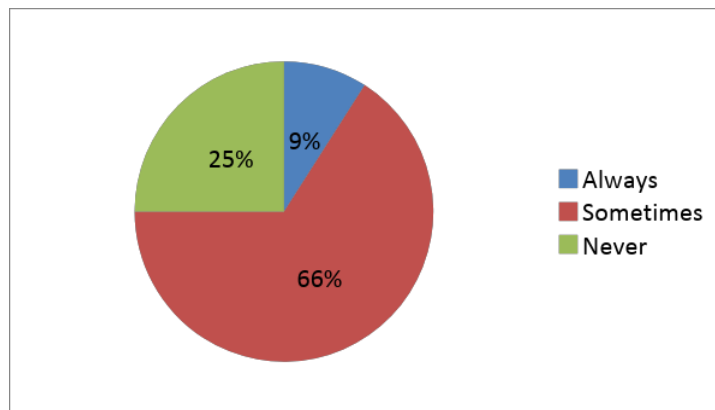
**Table 14: English ideas**

Category	Frequency	Percentage
Always	4	9%
Sometimes	29	66%
Never	11	25%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 13: English ideas**



Source: Student's survey

Prepared by: Reyes E. (2017)

Accordingly, 29 students, which represent 66% the majority, students have sometimes difficulties to express their ideas, write letters, essays, and stories. Whereas, 11 students, which constitutes 25% do not have problems to express their ideas through writing. This means that the difficulty of writing in English will be overcome and, at the same time, critical thinking will be developed when writing these documents with personal ideas.

**Question 10.** Does your teacher develop pairs and groups activities during the class?

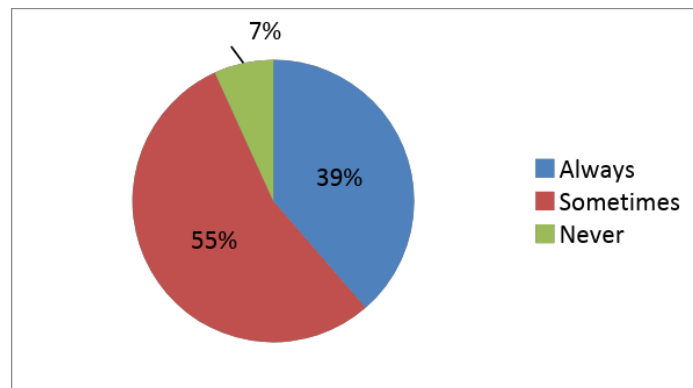
**Table 15: Pair and Group activities**

Category	Frequency	Percentage
Always	17	39%
Sometimes	24	54%
Never	3	7%
TOTAL	44	100%

Source: Student's survey

Prepared by: Reyes E. (2017)

**Figure 14: Pairs and group activities**



Source: Student's survey

Prepared by: Reyes E. (2017)

The result shows 54% students sometimes take in part of the pair or group activities, it means that teacher do not use frequency this activities, whereas 39 % that represent 17 students consider that develop pair and group activities are used during the classes. While, there is 7% which consider that teacher never use activities that involve others. The result establishes the positive facts that present to work in pairs and groups activities in the language learning.

### **4.3 Verification of Hypotheses**

In order to determine the relationship between two variables and thus check the hypothesis raised, the Pearson Chi-square test was used in the research "Dialogue Journals in the writing development of the students of the second semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University"

#### **4.3.1 Logical Model**

Null Hypothesis (H0): Dialogue Journals do not improve the writing development of the students of the second semester of the Carrera de Pedagogía de los idiomas Nacionales y Extranjeros at Ambato Technical University

Alternative Hypothesis (H1): Dialogue Journals improves the writing development of the students of the second semester of the Carrera de Pedagogia de los idiomas Nacionales y Extranjeros at Ambato Technical University

#### **4.3.2 Mathematical Model**

H0:  $O = E$

H1:  $O \neq E$

Where:

$X^2_c$  = Chi-square

$\Sigma$  = Sumatoria

O = Observed frequencies

E = Expected frequencies

### 4.3.3 Statistical Model

The Chi square formula is applied for the hypothesis verification.

$$X_c^2 = \sum \frac{(O - E)^2}{E}$$

### 4.3.4 Level of significance, degrees of freedom, subtraction of decision

The analysis and interpretation results allowed the verification of one of the hypothesis, where  $\alpha = 0.05$  that represent 95% of reliability. In addition, the degree of freedom is calculated as done the number of rows and columns in the frequency table.

Where:

Df= degree of freedom

R= rows

C= Column

So:

Df= (R-1) (C-1)

Df= (4-1) (3-1)

Df= (3) (2)

Df=(6)



**Table 16: Chi Square Value**

**$X_c^2 = 12,592$**

	P										
DF	0.995	0.975	0.20	0.10	0.05	0.025	0.02	0.01	0.005	0.002	0.001
1	0.0000393	0.000982	1.642	2.706	3.841	5.024	5.412	6.635	7.879	9.550	10.828
2	0.0100	0.0506	3.219	4.605	5.991	7.378	7.824	9.210	10.597	12.429	13.816
3	0.0717	0.216	4.642	6.251	7.815	9.348	9.837	11.345	12.838	14.796	16.266
4	0.207	0.484	5.989	7.779	9.488	11.143	11.668	13.277	14.860	16.924	18.467
5	0.412	0.831	7.289	9.236	11.070	12.833	13.388	15.086	16.750	18.907	20.515
6	0.676	1.237	8.558	10.645	12.592	14.449	15.033	16.812	18.548	20.791	22.458

Source: <http://www.famaf.unc.edu.ar/~ames/proba2011/tablachicuadrado.pdf>

Prepared by: Reyes E. (2017)

#### 4.3.5 Data collection and statistical calculations

Observed frequencies

**Table 17: Observed frequencies**

N°	QUESTIONS	always	sometimes	never	total
4	Does teacher provide interesting topics to develop you writing?	15	24	5	44
9	Do you have difficulties expressing ideas through letters, essays, stories, compositions and postcards in English?	4	29	11	44
1	How often do you write in English during your classes?	24	20	0	44
8	Does the teacher scaffold in your writing process?	10	26	8	44
	<b>TOTAL</b>	<b>53</b>	<b>99</b>	<b>24</b>	<b>176</b>

Source: Student's survey

Prepared by: Reyes E. (2017)

Expected frequencies

**Table 18: Expected frequencies**

Expected values calculation

Always =  $(53*44) / 176$  13.25

Sometimes =  $(99*44) / 176$  24.75

Never =  $(24*44) / 176$  6

N <sup>o</sup>	QUESTIONS	always	sometimes	never	total
4	Does teacher provide interesting topics to develop you writing?	13,25	24,75	6	44
9	Do you have difficulties expressing ideas through letters, essays, stories, compositions and postcards in English?	13,25	24,75	6	44
1	How often do you write in English during your classes?	13,25	24,75	6	44
8	Does the teacher scaffold in your writing process?	13,25	24,75	6	44
	<b>TOTAL</b>	<b>53</b>	<b>99</b>	<b>24</b>	<b>176</b>

Source: Field research

Prepared by: Reyes E. (2017)

## Chi Square Calculation

**Table 19: Chi Square Calculation**

Observed	Expected	O-E	(O-E) <sup>2</sup>	(O-E) 2/E
15	13,25	1,75	3,06	0,23
24	24,75	-0,75	0,56	0,02
5	6	-1	1,00	0,17
4	13,25	-9,25	85,56	6,46
29	24,75	4,25	18,06	0,73
11	6	5	25,00	4,17
24	13,25	10,75	115,56	8,72
20	24,75	-4,75	22,56	0,91
0	6	-6	36,00	6,00
10	13,25	-3,25	10,56	0,80
26	24,75	1,25	1,56	0,06
8	6	2	4,00	0,67
176	176	0	323,50	28,93

Source: Student's survey

Prepared by: Reyes E. (2017)

### Statistical Decision

$X^2_c = 28.93$

$X^2_t = 12,592$

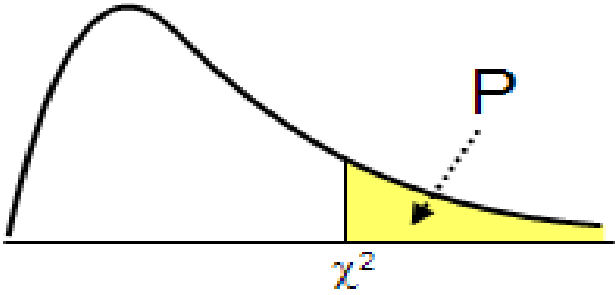
Chi calculated (28.93) > (12,592) Chi- table.

So: ACCEPT H1

Once the operations were carried out, the Chi-Square value was determined with the investigated data, it means that  $X^2_c = 28.93$  It is greater than the value of the table

$\chi^2 = 12,592$ . Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. Where it mentions that “Dialogue Journals improves the writing development of the students of the second semester of the Pedagogical National and Foreign Language Career at Ambato Technical University”

**Figure 15: Chi square results**



Source: <http://www.famaf.unc.edu.ar/~ames/proba2011/tablachicuadrado.pdf>  
Prepared by: Reyes E. (2017)

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

1. The use of Dialogue Journals in the English teaching learning process offers writing exercise through conversations that allow students to learn the target language with ease. Hence, Dialogue journals provide a caring audience give the students a chance to choose their own topic supply students with conversation practice allow students to write freely without being evaluated and permit students to write at their own level of proficiency. Because of these features, dialogue journals provide an ideal, non-threatening environment for the students to explore and experiment with the English language.

2. The research was able to interpret the theoretical components of Dialogue journals and the writing development scientifically. The development of writing is important since it needed to express or convey ideas, to master a foreign language contributes to the acquisition of linguistic components mainly vocabulary, which facilitates the ability to learn a foreign language.

3. After describing how dialogue journals work, it can be affirmed the relationship between dialogue journals and writing development, this strategy tries to create readily available content, thus minimizing the stress on the L2 learner's memory. Also, L2 student stays within the learning boundaries established by the teacher. students free to communicate in writing, without fear of being judged for potential errors teacher may respond in writing within the range of the student's understanding, since among writing development and dialogue journals indicate this may be an effective strategy for improving the writing skills of English Language Learners.

4. The benefits of Dialogue Journals use are for both teacher and students, where teachers also enjoy many benefits of using dialogue journals. The journals provide a means to get to know students in a way that may not be possible otherwise, especially with the shyness found in some. Information shared in the journals builds strong personal ties as teachers grow to learn so much about the lives of their students. A final benefit to teachers is in the maintenance of their enthusiasm for teaching. The joy in correspondence, as well as the sense of connectedness to students, can be powerfully gratifying. On the other hand, students improve concentration, generate better quality writing, and promote understanding.

## **Recommendations**

1. Encourage the use of dialogue journals in written activities in English for the writing skills development. As a result, dialogue journals will have a big impact on the students of the second semester at Ambato Technical University using twice or three times at the end the winner are both teacher and student, where the student can express through the words and the teacher learns to work with the student's needs in order to communicate with clarity and fluency, achieving an excellent relationship between the teacher and the student, where the student can express through the words and the teacher learns to work with the student's needs.
2. Students must participate and became involved to such an extent that they would welcome the dialogue journal in other subjects. At this point the teacher's task is to continue.
3. Develop interesting topics every week that promote students writing skills and in consequence promote language acquisition.
4. The use of Dialogue journals is recommended since its benefits promote an improvement in the teaching-learning process, because it possesses activities to foster students' performance. For instance: developing writing conversation, making gift cards and posters are useful to develop writing.



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## **Annexes**

### **Annex 1: Academic Paper**

#### **Dialogue Journals and the writing skills development**

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#### **Abstract: English Teaching learning process**

Being able to acquire another language requires time, practice, develop the four skills speaking, writing, listening, and reading; besides of the application a good strategy can make it possible. The purpose of this research was to identify the relationship between the use of the Dialogue Journals and writing skills development in the students of the second semester in Facultad de Ciencias Humanas y de la Educación de la Carrera de Pedagogía de los Idiomas Nacional y Extranjeros de la Universidad Técnica de Ambato. Data was collected through a survey that was applied to 44 students, a survey was used to collect information from students, the survey has 10 questions, and this study was conducted with students from the second semester A and B. The results were analyzed through chi-square test determined the acceptance and the utility of dialogue journals to develop writing skills. In addition, the study revealed that the non-use of Dialogue journals in the students. This application provides entertaining and challenging activities to develop writing skills. As a result, in this research concluded that the development of writing was absorbed positively in the students through the use of dialogue journal.

**Key words:** Dialogue Journals, Writing skills, English, self-confidence, interaction.

## **Introduction**

Nowadays, it is essential to function properly when using the English language inside and outside of classrooms. However, there are still flaws mostly at the time of writing, the same ones that put the competent proficiency of the English language at a disadvantage, since the ideas appear disconnected and have no relation to each other. (UNESCO, 2015) In order to structure communicative texts and thus favor the writing process, the guided strategies play an important role because they help to structure formal and informal texts with cohesion and coherence through patterns of interpretation.

The curriculum of the subject of English at Secondary Education is basically designed for teaching grammar and vocabulary, ignoring other aspects that make learning a second language such as oral production, listening and writing. Throughout this work we will focus on this last competence, analyzing the attention that has been given since the second language teaching began. It is common knowledge that writing understanding in the classroom is reduced to rewriting of the sentences that it has already been made, that students are not forced to produce themselves. As a result of the short time available to teachers to transmit essential content during the school year, they are forced to prioritize certain language aspects. (Soler, 2012)

It is when doing higher studies when students become aware of the shortcomings in written expression; students recognize their inability to

produce written texts and being forced to recover lost time through intensive English courses in which the four skills are valued at the same level.

The purpose of this work is to value the use of an alternative activity such as dialogue journals to encourage written comprehension in the classroom and that this is no longer the student's pending task. To do this, this research conducted a study with a group of students from the second semester A and B of the National and Foreign Languages Career at Ambato Technical University, incorporating dialogue journals in the classroom to check the effects that cause on their learning.

With this study will make clear the students' attitudes towards the dialogue journals as well as the possible benefits or limitations that these can contribute to the fluency in their written expression. It will be check if this research finally contributes to the improvement of their writing in a foreign language, and if the fear that they usually show towards this type of activity diminishes after a short period of testing. In short, we will assess the advantages and disadvantages of the inclusion of dialogue journals as a tool for a better development of written expression in a second language.

## **COMMUNICATIVE LANGUAGE TEACHING**

CLT is an approach to emphasize of the teaching foreign language in the four skills, the

aim in this approach is the interaction besides, defends that the language teaching must reflect the student's needs (Littlewood, 1981)

According to (Richards et al., 1998) the Communicative Approach of language teaching considers that language is communication; The goal of teaching a language is to develop what Hymes calls "communicative competence". In this sense, offers a broader view than Chomsky about what is the knowledge of a language: in addition to the abstract grammatical knowledge that explains the second, (Hymes, 1992) understands linguistic theory as part of a more general theory that incorporates communication and culture

## **TEACHER-STUDENTS INTERACTION**

### **Context and learning environment**

(Medina, 1996) defined teaching as an interaction process that first implies the conversation in class that develops between the teacher and the students. It knows that the teaching-learning process affects multiple factors for the success or failure of the same that will determine the quality of the results. Two elements of vital importance, such as the teacher and the student, participate in the interaction of the process, according to their expectations in the teaching-learning process.

In all the classrooms is clear the teacher's interaction whether to give instructions, ask questions, feedback, is an important part of the student's target language acquisition, the tasks, the objectives of these, work groups activities, the way of organizing the learners. These activities concern the teachers' style and their way of applying them. All this together will guarantee the learning of a second language.

## **DIALOGUE JOURNALS**

Writing in a second language is not an easy task for those who learn it, since it is one of the most complicated aspects for most learners. Often, if the students are mature enough, it is assumed that by knowing how to write in their mother tongue, they also know how to do it in the second language they learn. From there derive many of the difficulties that some students have when facing the task of putting their ideas in black on white. Just as oral and auditory comprehension requires special teaching tactics, written expression also requires certain orientations.

On the other hand, teaching of written skills must begin in the initial stages of learning and the student must learn to write texts of very different kinds, although some of them are not necessary for the moment, but always highlighting the communicative nature of the text. Some of the problems when dealing with written comprehension are according to (Peyton & Reed, 1990) the lack of veracity of the proposed tasks; therefore, students are not

willing to write for something and for someone. Another aspect worth mentioning is the imposition of the activities, forgetting that the motivation of the student is a crucial factor for it to be carried out properly. It has been debated about proposing activities in which the student can choose the topic to be treated; however, most of the teachers are interested in the skepticism of this initiative

### **What is a Dialogue Journals?**

Dialogue journals is a kind of writing interaction where participate students and teacher, usually in this kind of interaction either teacher as students exchange thoughts, reflections through letters or similar into conversation, it means this letter come back and return on between them. It has been considered as one of the most used in education, especially for the writing interaction, being one of the promoters for the learning of a second language focused on all areas. (Gonzalez, 2016)

### **Interaction**

Dialogue journals are sometimes called conversation dialogues since conversation and dialogue are synonymous. Dialogue journals could be also called “interactive”, since they mediate written interactions between the participants (pupils and their teacher). Godev speaks about the dialogue journal as an interactive tool and says that “it is a type of writing that calls for the collaboration of at least

two writers.” Staton also underlines the dialogue journal’s functional and interactive role as the opposite of traditional school assigned writing tasks, which are meant to be evaluated by the teacher. Their main task (of the traditional writing tasks) is not to carry out mutual communication, but to serve as a tool for showing the students' knowledge. (Godev, 1987) refers to several functions of language that can occur while using a dialogue journal and they are: informing, thanking, expressing regret, and expressing opinions and feelings. Since interaction is evident in the functions presented by Godev, we can consider her view of interaction as the “flow of the conversation” in the dialogue journal.

### **Investigative Background**

Due to the efficiency of using Dialogue Journals for writing skills development, some research has been carried out to prove the meaningful role.

(Lee, 2004) included her practice in her French class during a school year with the aim of individual learning and getting positive results. This argues that written language should be conceived as an extension of everyday language and not become a system of strict rules that must be followed. According to this author, teachers must bear in mind that students feel self-conscious when they come to expressing themselves in a foreign language since students

are unable to write with the same complexity as in their own language.

Ming-Tzu Liao and Chia-Tzu Wong (2007) are two English teachers in Taiwan, who have given their contribution in this investigation like Popkin. These authors incorporated the dialogue journals to a group of students during a school year to check the influence of written expression. Both agree with Debra Popkin that most of written comprehension tasks in schools seek above all the accuracy in the writing of the students and are designed to be scored; therefore, students produce very little written language and students do not risk their grammatical structures and expressions. In the dialogue journals case, the task of writing is given in a much more relaxed context that makes the student does not feel "threatened" by their possible mistakes. In part, the teacher plays a key role in making students feel comfortable and prevents them from developing some fear of written comprehension tasks.

### **Methodology**

With the aim of measure, the relationship between Dialogue journals and the writing skills development, 44 students from second semester A and B were exposed to determine this investigation. This study has a qualitative approach since the results collected come from the students' perspectives. The types of research used are exploratory, ground theory

and correlational research. The survey was used as a tool to measure the acceptance of Dialogue Journals by students.

The present research is designed to show how the dialogue journal contributes to the learning process. Dialogue journal is a strategy to build student's independent knowledge with interesting activities. It's focused on constructivism and how it collaborates to education. First, dialogue journal allows setting up their knowledge by writing activities. Students will have a continuous process with dialogue journal to improve their writing skills. (Johnson, Johnson, & Holubec, 1999) set up that interaction and cooperative learning replaces the structure based on large production and competitiveness, which predominates in most schools, by another organizational structure based on teamwork and high performance.

Whereas, In the Critical - Propositional paradigm, the commitment of research is the growth and development of human beings, without any discrimination and with equal opportunities for all.

Finally, each variable was analyzed and evaluated, as well as their behavior, which influenced the fulfillment of the hypothesis and expectations planned for the development of the present study.

### **Results**

The statistical results presented below are related to the information gathered from the responses of the 44 students.

**Question 1:** How often do you write in English during your classes?

Category	Frequency	Percentage
Always	15	34%
Sometimes	24	55%
Never	5	11%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Source: Student's survey

Prepared by: Reyes E. (2017)

**Graphic 11:** Topics to develop writing assignments interest

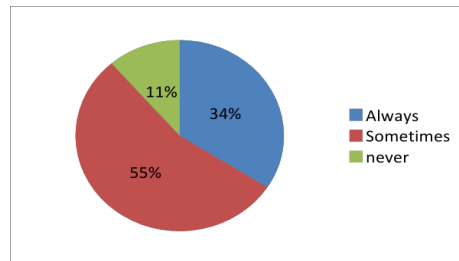


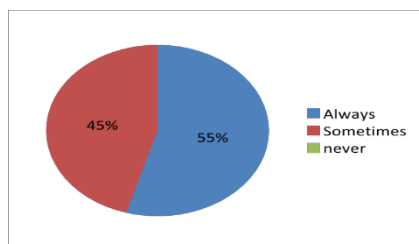
Table 7: Writing skills development

Category	Frequency	Percentage
Always	24	55%
Sometimes	20	45%
Never	0	0%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Source: Student's survey

Prepared by: Reyes E. (2017)

**Graphic 8:** writing skills development



Source: Student's survey

Prepared by: Reyes E. (2017)

**Question 4.** Does teacher provide interesting topics to develop your writing?

**Question 7:** Does your teacher dedicate enough time to improve writing skills during the class?

Table 13: Time to writing skills

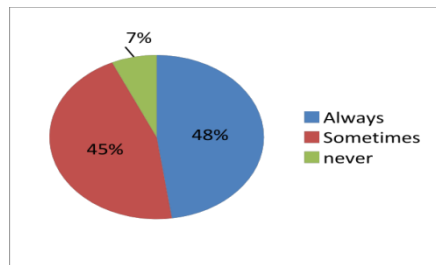
Category	Frequency	Percentage
Always	21	48%
Sometimes	20	45%
Never	3	7%
<b>TOTAL</b>	<b>44</b>	<b>100%</b>

Source: Student's survey

Prepared by: Reyes E. (2017)

**Graphic 14:** Time to writing skills

Table 10: Topics to develop writing assignments interest



Source: Student's survey

Prepared by: Reyes E. (2017)

### Chi Square Calculation

Table 21: Chi Square Calculation

Observed	Expected	O-E	(O-E) <sup>2</sup>	(O-E) 2/E
15	13,25	1,75	3,06	0,23
24	24,75	-0,75	0,56	0,02
5	6	-1	1,00	0,17
4	13,25	-9,25	85,56	6,46
29	24,75	4,25	18,06	0,73
11	6	5	25,00	4,17
24	13,25	10,75	115,56	8,72
20	24,75	-4,75	22,56	0,91
0	6	-6	36,00	6,00
10	13,25	-3,25	10,56	0,80
26	24,75	1,25	1,56	0,06
8	6	2	4,00	0,67
176	176	0	323,50	28,93

Source: Student's survey

Prepared by: Reyes E. (2017)

### Statistical Decision

$$X^2_c = 28.93$$

$$X^2_t = 12,592$$

Chi calculated (28.93) > (12,592) Chi- table.

So: ACCEPT H1

Once the operations were carried out, the Chi-Square value was determined with the investigated data, it means that  $X^2_c = 28.93$  It is greater than the value of the table  $X^2_t = 12,592$ . Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. Where it mentions that "Dialogue Journals improves the writing development of the students of the second semester of the Pedagogical National and Foreign Language Career at Ambato Technical University"

The first point is the cardinal strategic device to send the grammatical message. Staton states that teacher's responses serve as a model. They become "the way" of formulating thoughts in a proper way (Staton, 1983: 5). Students react spontaneously to the right structures. With few exceptions, they notice the correctness of the entry immediately. Also, when thinking more profoundly about their writing they even search for earlier entries and responses. We must not forget that the tool, when well-managed, has the inherent characteristic of motivating. It is not exceptional that proper grammar and spelling begin sprouting at a certain moment.

The second and third mechanisms represent efficient feedback management and the way the mechanism give in quality. It also implies the chance of dedicating an extra amount of time that some students require. If an error appears frequently the teacher can write it on the blackboard and work with it. This can also use to underline problematic words, parts of



sentences or structures. These mechanisms do not represent anything new, but they reveal an active way to polish what can be polished without scaring students about errors. Simple but efficient, these mechanisms involve both the teacher and students into another level of comprehension and models for usage instead of formality.

The students are confronted to the contrast between two worlds; one of liberty and enthusiasm and the other one of observing rules. We are not dealing with an experiment that will generate response, where by “natural selection” some students will survive and other will fail. The teacher uses this opportunity to stress what it should be considered the path to follow at that particular moment. We therefore keep in mind that we are dealing with a tool of communication that in general brings an improvement in writing because it motivates students to write. This tool also brings consciousness of errors and mistakes but serves us better because by correcting discreetly we leave less stress behind.

The fourth and last mechanism involves a deliberate intervention in the journal, similar to the ones we inscribe in traditional writing exercises. We can rewrite the correct form at the bottom of the student’s entry. This kind of correction however should not be practiced often, and it is not necessary to correct all the errors and mistakes we see, just some of the most apparent and calling ones.

### **Conclusion:**

Dialogue journal writing is positively motivating. It contributes to an environment of relationship and mutual trust. The teacher and the students have a chance to get to know each other better and mutual understanding becomes more profound. The process also brings fun for both sides. Since this process enriched both me and the students, I could find a set of collateral benefits that support the experience of the scholars cited in this thesis. These benefits can be divided in two categories; benefits for the teacher and benefits for students. The benefits for the teacher can be summarized departing from the premise that dialogue journals give teachers more information about their students. This helps teachers to develop a more efficient strategy in lesson planning and tailor the use of the language according to the needs and aimed to the target. Also, it considerably helps to avoid some pupils' attitude of monopolizing the time of the lesson for them.

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## Annex 2: Students' Survey

### Students' Survey

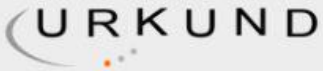
**Objective:** To determine the impact dialogue journal strategy in the writing skills development in the English language in the students from the second semester of in Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato

**Instruction:** Please read the questions carefully and put a **X** in your answer

QUESTIONS	ANSWERS	
1. How often do you write in English during your classes?	Always	
	Sometimes	
	Never	
2. How often does your teacher use the Dialogue Journal for writing development in the classroom?	Always	
	Sometimes	
	Never	
3. Does your teacher apply brainstorming activity before writing?	Always	
	Sometimes	
	Never	
4. Does teacher provide interesting topics to develop your writing?	Always	
	Sometimes	
	Never	
5. How often does your teacher review and assign a grade to your writing assignments (sentences, paragraphs, summaries, among others)?	Always	
	Sometimes	
	Never	
6. In the writing activities, does your teacher give you the opportunity to design journals?	Always	
	Sometimes	
	Never	
7. Does your teacher give enough time to improve writing skills during the class?	Always	
	Sometimes	
	Never	
8. Does the teacher scaffolds in your writing process?	Always	
	Sometimes	
	Never	
9. Do you have difficulties expressing ideas through letters, essays, stories, compositions and postcards in English?	Always	
	Sometimes	
	Never	
10. Does your teacher develop pairs and groups activities during the class?	Always	
	Sometimes	
	Never	

source: Field Research  
Produced by: Reyes, E. (2017)

## Annex 3: Urkund Report



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### Urkund Analysis Result

**Analysed Document:** Evelin Reyes Thesis.docx (D33656772)  
**Submitted:** 12/12/2017 12:06:00 AM  
**Submitted By:** evelitareyes18@gmail.com  
**Significance:** 3 %

Sources included in the report:

- Tesis 1\_Diana Ochoa.docx (D33648773)
- Tesis Belen Espin Davila.docx (D33646263)
- tesis para urkund.docx (D14307363)
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Instances where selected sources appear:

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