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Students at Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra, 2021-2022.**

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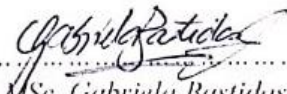
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DEDICATION

This research required a lot of dedication and effort, so it would not have been easy to achieve without the support of the people around me. The first thing I would like to do is thank God for guiding me and strengthening me during this essential course. As a second dedication, I dedicate it to my family, primarily my mother and brother, who have always supported me in moving forward despite difficulties and adversity.

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ABSTRACT

This research was undertaken at the Unidad Educativa Salesiana Sánchez y Cifuentes in Ibarra city, Imbabura Province during the academic period 2021-2022 with the assistance of an English teacher and 70 students of the eighth grade of Basic General Education, class A and D. The main purpose of the research was to determine journals as strategies to improve writing skills in a foreign language. On the other hand, the research methodology was mixed in order to obtain quantitative and qualitative data. Consequently, the students were surveyed to learn about the problems they have with developing writing activities, while the teacher was interviewed to learn about her perspective on teaching writing skills and the use of journals as strategies to improve writing skills. The results obtained through the instruments showed that students are often exposed to written work, but they have difficulties with writing skills due to lack of vocabulary, lack of motivation, irrelevant topics, and lack of knowledge of grammatical structure. Similarly, the teacher stated that teaching the skill requires a lot of dedication and practice, so strategies are sought to motivate students to engage in the process effectively. Thus, the purpose of this study is to create an academic guide for teachers. The guide includes strategies along with a series of activities that will facilitate students' development of writing skills.

Keywords: Journals, strategies, writing skills, written activities

RESUMEN

La presente investigación se realizó en la Unidad Educativa Salesiana Sánchez y Cifuentes en la ciudad de Ibarra, Provincia de Imbabura durante el periodo académico 2021-2022 con la intervención de una maestra de inglés y 70 estudiantes del octavo grado de educación general básica, paralelos "A" y "D". El principal propósito de la investigación fue determinar diarios como estrategias para mejorar la habilidad de la escritura en el idioma extranjero. Por otra parte, la metodología de investigación fue mixta con el fin de obtener datos cuantitativos y cualitativos. Consecuentemente, los estudiantes fueron encuestados para conocer las problemáticas que tienen al desarrollar las actividades escritas, mientras que el docente fue entrevistado para conocer su perspectiva en cuanto a la enseñanza de la habilidad de la escritura y el uso de diarios como estrategias para mejorar dicha habilidad. Los resultados obtenidos mediante los instrumentos evidenciaron que los estudiantes están a menudo expuestos a trabajos escritos, pero tienen dificultades con la habilidad de la escritura debido a la falta de vocabulario, falta de motivación, temas poco relevantes y el desconocimiento de la estructura gramatical. Del mismo modo, la maestra manifestó que la enseñanza de la habilidad requiere mucha dedicación y práctica por lo cual se busca estrategias que motiven a los estudiantes a involucrarse en el proceso de manera efectiva. Por consiguiente, la finalidad de esta investigación es contribuir con una guía académica a los docentes. La guía incluye estrategias junto con una serie de actividades que facilitarán el desarrollo de las habilidades de escritura de los estudiantes.

Palabras clave: Diarios, estrategias, habilidades de escritura, actividades escritas

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THE PROBLEM

Introduction

English is a foreign language used internationally in academic and professional fields to establish communication among different groups of people. The world is in constant change because of society's use of technological advances, which is why governments realize that education is key to preparing children for the future. Thus, they must learn a foreign language to gain more opportunities through meaningful communication at being active participants in a wider world. (Oxford University Press, 2020). Hence, this language is taught in Ecuador from elementary school up to higher education to train students to develop and enhance their communication skills and be fluent in the target language.

This language is a key communication resource because people may interact with one another, study abroad, find pertinent facts in books, newspapers, reports, and movies that are helpful for academic research, and they may access different cultures to know about customs, knowledge, music, and literature (Ilyosovna, 2020). Ecuadorian students may achieve objectives in a relevant way and face all kinds of situations that occur in particular aspects of society, for instance, access information on topics linked to science, technology, health, economics, beliefs, and education.

The educational system of Ecuador has included the English language in the National Curriculum as a subject. As an English curriculum with standards based on the Common European Framework of Reference for Languages (CEFR), this determines the development of language study plans for learners who obtain the appropriate level. Furthermore, it must have a Communicative Approach that is accepted within the teaching field, as it has a set of theories that support it (Ministerio de Educación, 2016)

Indeed, learners must achieve an adequate command of the language as they advance in level. Beginners, for example, range from 2nd to 9th grades and they must reach A1. Elementary students are 10th grade and sophomore students; they must attain A2. Intermediate students are junior and senior students; they must reach B1. Proficiency levels are based on the Common European Framework (CEFR) and are adjusted per school year (British Council, 2015). However, students have difficulties when developing one of the language skills, writing. It is because of the application of outdated teaching methods, lack of writing practice, or it may be due to unclear feedback. As such, they should be improved (Budjalemba & Listyani, 2020).

Then, students might improve writing skills with the use of written journals as a strategy that can provide English learners more writing practice. Journal writing is simple but it might be effective to enhance learners' writing skills because they may write their life experiences and it is not focused on academic fragments because it would look uninteresting to them (Matondang, 2020). That is the main reason underpinning this research work, focused on creating a didactic guide with pertinent topics to develop written journals. They may provide support to teachers and students to strengthen the writing skills.

Problem description

English is an international language, also known as lingua franca; it is adopted by non-native speakers to establish communication among them. Wiley (2018) declares this language is essential to achieve communication in intercultural contexts, to exchange ideas and perspectives. Thereby, people learn to relate and know the different points of view. Even though learning this language requires to develop four skills as reading, writing, listening, and speaking, this research focuses its attention on the writing skill.

Admittedly, Ngoc (2019) mentions that “writing is considered as the most difficult skill for learners because they must consider many factors such as content, sentence structure, vocabulary, punctuation, and spelling” (p.76). Students may have difficulties for some reasons. Firstly, topics may not be very interesting, and that makes them lose interest. Additionally, teachers make use of traditional strategies, which may affect learning, but it does not mean that they are not useful. They should seek other strategies to combine and adapt according to the students' current needs. Shamiyeva (2018) adds that it is necessary for educators to implement ingenious strategies to help and promote students' writing performance to accomplish proficient writers. In fact, teaching is not a simple task as it is focused on curriculum, delivery of material and teaching must respond to a variety of students. It also implies that teachers fulfill a variety of roles within the classroom as a giver of knowledge, and above all a facilitator (Naibaho, 2019). Teachers are who must make use of resourceful strategies to promote effective teaching and encourage students to perfect their ability to write any activity.

In Ecuador, the English language is a subject considered within the teaching-learning process from elementary school to higher education. Nonetheless, Ecuador ranks 90th in English communication skills with a very low proficiency, after countries such as Panama, Venezuela, Nicaragua and Colombia, within the Latin America continent (Education First, 2021). Education First (EF) applies a survey every year to determine the English Proficiency Index in Latin American Countries. Consequently, during the last year results, a need to work harder on the English language has been evidenced in Ecuador.

Accordingly, teachers should consider as a priority the learners' needs and based on them, to select the strategies to teach writing. Thereupon, this research aims to help, teachers and students in the educational process with journals as strategies to improve the writing skills while learning the English language. The principal beneficiaries of this research are eighth grade students and teachers of the Unidad Educativa Salesiana "Sánchez y Cifuentes"

The following questions have been formulated to conduct this research:

- How can journals help to improve the writing skills of the eighth-grade students at Unidad Educativa Salesiana Sánchez y Cifuentes?
- What difficulties do students have in writing?
- What strategies are used by teachers to help their students to improve the writing skill

Justification

This research arises as a necessity derived from the issues presented by eighth-grade students at Unidad Educativa Salesiana Sánchez y Cifuentes located in Ibarra city regarding one of the English language skills, writing. Nowadays, it is essential to use different strategies during the teaching-learning process to perform interactive classes to provide an enriching experience and a meaningful way to transmit knowledge. One of them is through journals, they might help to solve the students' issues have in writing skills.

Educators should select and apply appropriate strategies that encourage learners to reinforce writing positively. It is crucial to have the ability to know the most appropriate strategies to apply within the classroom. Journals as strategies lead to developing habits of thinking on paper and show students how ideas are discovered during the writing process. Students have more chances to evidence experiences, be inspired by any topic, explore thinking, personalize learning, develop interpretations, and active prior knowledge (Supiah, 2018). Then, journals are implemented as strategies to improve writing skills, and they might benefit teachers and students in a real-life context because they are aimed at grabbing the students' attention.

This research may be of great help, so it has direct and indirect beneficiaries. Firstly, the direct beneficiaries of it are eighth-grade students and English teachers of the Unidad Educativa Salesiana Sánchez y Cifuentes located in Ibarra city. Students will have the chance to employ the academic guide, which is oriented towards written diaries as strategies to enhance the writing skills. Diaries' topics will be based on real-life situations, for example the students' experiences have had in their lives or something special they would like to

achieve. Moreover, teachers may use the didactic guide in the classroom to help learners to improve their ability to write. On the other hand, the indirect beneficiaries are teachers in the English area because they may use the didactic guide to motivate their students to write their ideas and improve the skill.

Impacts

This research may have a positive impact on educational institutions in view of the fact that it may aid in promoting the use of journals as strategies to sharpen students' writing skills. It might help students to develop their critical thinking and increase their motivation to write their arguments, thoughts, and feelings while teachers may have the option to learn about the students' interests, preferences, and views on a specific topic. Thus, it involves teachers and students to have entertaining classes.

Objectives

General objective

Determine journals as strategies for the enhancement of writing skills in eighth-grade students at Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra, 2021-2022.

Specific objectives

- Identify the difficulties that children have during written activities.
- Establish the strategies used by the teacher that help improve writing skills.
- Create an academic guide on the use of journals as strategies to improve writing skills.

CHAPTER I: THEORETICAL FRAMEWORK

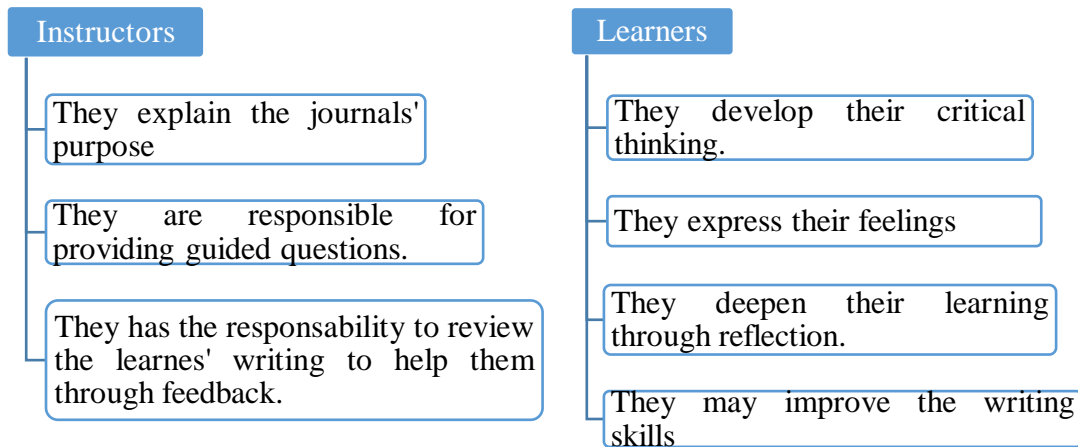
1.1 Journal as a strategy

The English language has four skills; they must be considered in the teaching-learning process to develop and put them into practice within the communicative context. Regardless, it is a challenge for teachers to consider how they should prepare a group of pupils despite the set of individual characteristics they have, so the teacher has to seek teaching strategies that adapt to each one of them. Hence, instructors must be careful to select the right strategies to reach a meaningful learning, but it should be based on the students' qualities (Ayua, 2017). After analyzing these aspects, educators would apply them in the classroom. Indeed, there are numerous inventive strategies that educators may employ to better teaching English language skills as a foreign language. One of them is written journals, which is a strategy that aims to upgrade the learners' writing skills.

Journals may be fundamental to students intending to be able to reflect on their present and past experiences, desires, achievements, or what they prefer to achieve in the future and then write them down. The use of learning journal strategies might encourage students' ability in writing and stimulate and facilitate the realization of their ideas (Shaumiwaty, 2020). Journals make students more aware of the things they are doing in their lives, and, at the same time, they should learn to develop their writing abilities. Certainly, educators are the ones who influence and encourage students to ponder through a sequence of questions that prompts them to do so in a more appropriate way, but it must be with a constructive purpose.

Figure 1

Journaling as a teaching and learning strategy



Source: Adapted from (Miller, 2017)

1.2 Definition of journal

Journal writing is a multifaceted activity that records a person's experiences, events, and feelings. It may promote reflection on the different situations that a person goes through, for which the journals provide learning to know oneself better as a person. Above all, journals are tools that may be applied in the different stages of student learning. They may write their accomplishments, goals, successes and intentions and it leads them to extract a special meaning from them, for instance increase self-awareness, improve creating thinking, track progress and personal growth, among others (Monk & Folit, 2019). Kesarovska (2020) adds that writing journals have many purposes in academic and personal environments. These include:

- To self-assess fears, worries and doubts which should be worked on to achieve a better version of oneself.
- Foster written communication
- Express and share feelings freely
- Attain greater organization of ideas by applying reflection and analysis.
- Develop critical thinking
- Discovering creativity helps improve imagination
- Show gratitude for the experiences students have had to generate a positive impact.
- Promote self-esteem
- Preserve memories

Hence, journals may influence in the teaching learning process to foster the development of writing in students and improve this skill. Students might write and reflect

their thoughts, feelings and life experiences. As a writing tool, they have some advantages, such as personal growth, a feeling of relaxation while they write, and a way to organize their lives and they are similar to talking to a friend (Dincel & Savur, 2019). Nevertheless, teachers are the ones who are in charge of guiding the development of journals with topics of interest that positively motivate students, and they actively participate in the process.

1.3 Benefits of journal writing

The use of journals within a practice may be seen as a good thing owing to students may express themselves freely, which may help them in their personal and academic development. As a result, if the students keep a written journal, they may participate in the following benefits that are found below:

1.3.1 Preserve memories

A journal might help learners to remember in detail any situation that they experienced in their lives because people easily forget what they were doing a day or a week ago (Spreeder, 2013). Students may add dates, locations, weather, food, transport and who they were with. They have the chance to remember old things that they do not want to vanish from memory, so students may cherish and appreciate it fondly and also, they will review one day to remain present (Forsell, Koskinen, & Nyholm, 2022).

Establish future goals: Keeping a journal will help each of the students to analyze and become mindful of their actions or lived experiences, which they will use to establish their future goals and objectives (Spreeder, 2013). Once students write down their goals, it will motivate them to achieve them and more real. The objectives must be as clear as possible to make them become real within a certain period of time (University of St. Augustine for Health Sciences, 2020).

1.3.2 Improve writing

In general, if the students maintain discipline in terms of writing journals, they will noticeably develop their writing skills since they will have to focus on finding words that help the construction of the writing (Spreeder, 2013). Sihite and Simanjuntak (2016) propose that to be a good writer, students should practice constantly, so it is indispensable to achieve it. Consequently, the students' vocabulary will increase and their capacity for expression will also be enhanced.

1.3.3 Personal growth

The journals favor the development of personal growth because students may freely express their desires, objectives, dreams, and goals that they want to achieve, for which they will have to strive every day to attain them, and that will lead to being more productive (Spreeder, 2013). In addition, trainees learn to identify their strengths and weaknesses in writing, but they must engage in a continuous process of improving any shortcomings they might have (Sihite & Simanjuntak, 2017). Personal growth determines the life's quality and above all to be more conscious of our actions.

Problem-solving: Keeping a journal allows students to express everything they want, so it may be a resource that helps them reduce stress through writing. They will be able to take favorable actions that help find out a solution to some problems that they have in their lives (Spreeder, 2013). Additionally, it leads learners to enhance the personal wellbeing to emerge positively in the course of life (Forsell, Koskinen, & Nyholm, 2022). They will take control of their lives and responsibility to strengthen the attitude to face any difficulty.

1.4 Types of journals writing

Currently, there are different types of journals, in particular reflective journals, travel journals and gratitude journals. Teachers and students may use them in class time; to enhance writing skills and, at the same time, do a critical reflection on each of the journals. It means they may be helpful in developing particular skills in students.

1.4.1 Reflective journals

In reflective journals, students may express their positive or negative life experiences such as relationships, careers, and personal life. Regardless, they need to reflect on each of the situations to take advantage of them and be able to grow as human beings despite the circumstances that may be found on the path of life. Students are free to write reflective journals, but they must always be focused on critical reflection and writing skill development. Besides, teachers have an important role, given that they are the ones who are going to give appropriate instructions to carry out the development of reflective journals (Farrah, 2012).

1.4.2 Travel journals

Students may record their travel experiences with the intention of remembering good times, which would be a wonderful way to do it. They may describe the location they explored, their initial reaction upon arrival at the destination, whether they socialized with other people or whether they faced new challenges and consequences (Knowledge

Consortium of Gujarat, 2016). Actually, they might include photographs of landscapes, food, family, friends, or something in particular that has caught the student's attention in their diaries. It is a fun and creative way to make travel journals, which may increase the students' concentration while making them, and that is the purpose of them.

1.4.3 Gratitude journals

A gratitude journal enables students to record their thoughts in the form of thanks for all the good things that have happened. It helps them in some aspects of life, such as being more grateful for the things around them and focusing mainly on positive things instead of the negatives, making them more optimistic people despite the circumstances that may arise in life.

On the flip side, gratitude is a powerful feeling because it notably changes the person's way of feeling and give them more hope, optimism, and self-esteem to feel good with themselves and with the people they find themselves surrounded by; this may benefit both children and adults. Clearly, whether students develop journals to show gratitude for all the blessings they receive every day, this may have a positive impact on their lives and effectively make people appreciate the things they have more (Soto, 2021). Hence, gratitude journals offer a series of benefits, like reducing stress, increasing happiness, improving self-esteem, and improving handwriting.

1.5 Skill

A skill is the ability to perform an action or an activity in the best possible way, but obtaining a skill involves time, practice, and patience. The skills may be acquired formally, being education in educational institutions. Similarly, skills are also adopted informally; people gain them in the environment where they are exposed, namely from the people around them or even autonomously.

1.6 Writing skills

Writing is a skill part of the English language used in academic, work, and personal settings to maintain communication. It aids to convey ideas addressed to the reader, which must pursue an appropriate structure so that they are apprehensible. Nunan (2003), says that because writing is considered a physical act, it demands ideas to capture through writing and sent by some means of communication. Accordingly, it is a mental act as it takes time to express and organize into statements and paragraphs to make them precise for the reader. Thusly, the writer first of all must keep in mind imperative characteristics before writing, as a case in point, vocabulary, gender compression, grammatical structure, grammar,

punctuation, among others. Hence, the reader may understand the ideas that are embodied in the writings.

It should regard that the writings have distinct aims due to there are a series of styles. They depend on the writer; they give them a matchless essence to attract the reader's attention. In reality, they are based on the use of words, the level of formality, and the structure of the sentences, but they should focus on good writing to avoid confusing the lector (European Commission, 2020). Learners must select suitable words for each of the styles to convey the desired message.

1.7 The Writing process

It is substantial to keep a written procedure due to it indicates step-by-step each stage to be developed to have favorable results. Indeed, it has three main steps: pre-write, write, revise, and edit (Open School BC, 2008). The stages of writing must be followed by learners because they grant the right to produce and publish a best journal.

1.7.1 Pre-write

It is based on four steps as limit the topic, know the purpose, know the audience and develop a topic sentence or thesis statement.

- **Limit the topic:** Students need take into account a specific topic in order to have the purpose of their writing to have a limitation. Thereby, students will be able to get the scope and directions of their writing.
- **Know the purpose:** It refers about what students want to say and why. So, it allows to select a mode of writing as descriptive, narrative, expository, or persuasive piece of writing.
- **Know the audience:** Students should identify who will be the readers whether teachers or friends.
- **Develop a topic sentence or thesis statement:** In this stage students must know their purpose and audience to start with the topic sentence or thesis statement. A topic sentence introduces a paragraph while the thesis statement introduces a multi-paragraph composition.

1.7.2 Write

It is based on four steps as brainstorm ideas, organize ideas, complete an outline, and a first draft.

- **Brainstorm ideas:** It is important generate ideas using a cluster diagram, through it, students may write the topic in the middle and around this they will draw circles to put the possible ideas related to the topic. Indeed, students can write in a free way, it is not necessary to write in sentences.
- **Organize ideas:** In this stage students must organize their ideas, point and details into logical categories. They may make use of a mental map or structured lists to group the ideas.
- **Complete an outline:** students need to create an outline to make a paragraph based on the ideas they have organized. It may be presented sequentially, chronologically, spatially and logical order.
- **Complete a first draft:** students may develop a first draft of the composition, here students need to connect ideas in a single paragraph, do not focus in grammar, spelling punctuation.

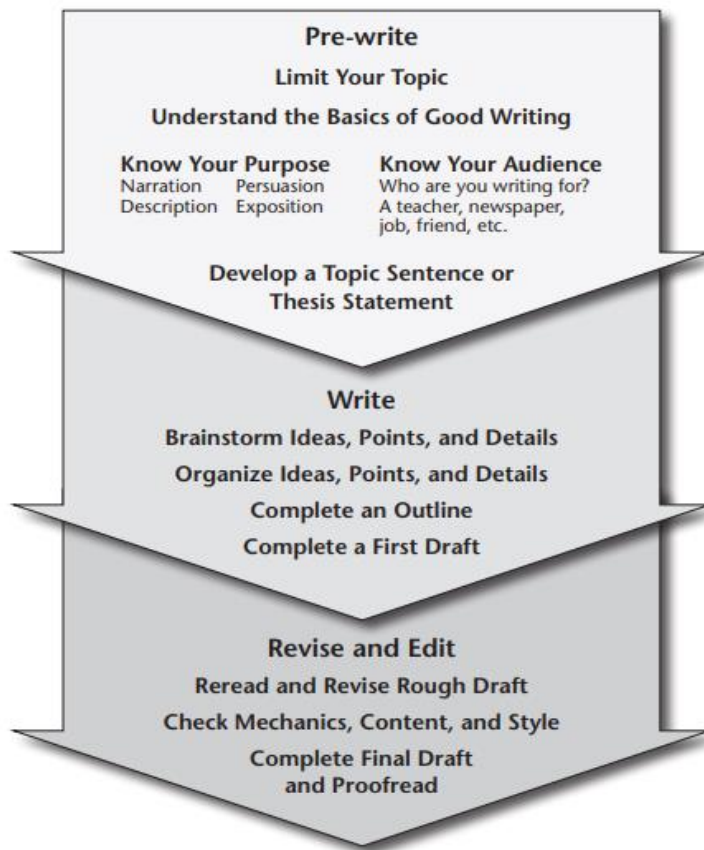
1.7.3 Revise and edit

This step is based on reread and revise the draft, check mechanics, content and style and complete the final draft and proofed.

- **Reread and revise the draft:** students should make revisions regarding spelling and grammar errors. Students need to changes all the necessary aspects as remove words, use appropriate words, add information and use transitions that means words or phrases that help link the ideas.
- **Check mechanics, content and style:** To polish the composition it is important to take account in mechanics, content and style in order to have a correct and consistent writing. The teacher may help with the revision to correct the mistakes and also a checklist can be another strategy for editing.
- **Complete the final draft and proofed:** Once the proofreading and editing is done, proceed to complete the final draft and read one last time to ensure that it is error-free.

Figure 2

The writing processes



Source: Taken from Writing Style and Process (p.15), by Open School BC, 2008, British Columbia

1.8 Elements of writing

Students should know the elements of writing to better express their thoughts and feelings in written activities. The elements should be introduced in the writing context as they are being performed. “Students’ developing understanding of the elements of writing provides them with the tools they need to express themselves effectively and to reach their target audience” (Ontario Education, 2005, p. 14). Evidently, practice is the key to determining the correct use of the elements.

1.8.1 Ideas/Content

This stage highlights the selected topic of the activity to be carried out and its purpose. It must be clear and sustained with suitable details. For example, the teacher may encourage brainstorming with the intention of making a gratitude journal for a family member or person who supports them (Ontario Education, 2005).

1.8.2 Organization

In the organization, some aspects must be reviewed, as a case in point, showing the purpose, audience, coherent ideas that are connected with the topic, showing the beginning and end of the topic and writing. It is the first draft and should be improved as it progresses (Ontario Education, 2005).

1.8.3 Voice

To develop the voice, learners should keep in mind the audience and objective. the writer's voice is considerable to examine the feelings and perspectives they wish to demonstrate to the reader to provide a style and personality to the writing (Ontario Education, 2005).

1.8.4 Word choice

The choice of words is based on selecting the appropriate words that fit the topic, audience, and purpose to obtain intelligible and concise content (Ontario Education, 2005). It may be perfect with the teacher's support; for an example, the teacher may make a list of words on a specific topic for students to use in their writing.

1.8.5 Sentence fluency

Fluency may be reflected in the first draft students make, but this writing changes and develops further as it is revised and edited. In effect, this process is conducted with the guidance of the teacher (Ontario Education, 2005). In other words, the teacher may suggest changing the order of the sentences, using connection words, and spelling.

1.8.6 Conventions

The conventions refer specifically to the spelling, grammar, punctuation, use of upper and lower case in a paragraph. It may correct during the review process with the teacher's guidance, and students may also rely on a rubric that the teacher may provide for the students to correct or edit (Ontario Education, 2005). Furthermore, the teacher has the responsibility to teach and reinforce topics related to writing. Demonstrations of effective spelling strategies, consolidation opportunities, and practice may provide. It may be done to help learners increase their knowledge and abilities. It may generate a laudable change in the written activities carried out by the students.

1.8.7 Presentation

The presentation highlights the title, graphics, and margins, among other aspects related to writing, and also depends on how the teacher suggests doing it for the final result (Ontario Education, 2005).

1.9 Teaching prompts

The elements of writing must be taught in the context of writing activities. The main objective is to provide support to solve any doubts that the students present and to make the correct use of each of the elements (Ontario Education, 2005). The following are some teaching guidelines for mini-lessons.

Table 1:

Teaching prompts

| Ideas/Content | Organization |
|---|---|
| <ul style="list-style-type: none">• What have you decided to write about? (topic)• Why did you decide to write this? (purpose)• Whom is your story for? (audience)• Can you explain your ideas to a friend?• Did you say everything that was important? | <ul style="list-style-type: none">• Did you make a plan and follow it?• Do you have a beginning and an end?• Do your ideas go together?• Are your ideas in the right order? |
| Voice | Word Choice |
| <ul style="list-style-type: none">• How do you want people to feel when they read this?• Can the reader tell how you feel about this topic?• Does this writing sound as if it's you talking?• Will someone be interested in reading this? | <ul style="list-style-type: none">• Have you used interesting words?• Have you used any words too many times?• Can the reader "picture" what you wrote?• Have you chosen the best words? |
| Sentence Fluency | Conventions |
| <ul style="list-style-type: none">• Have you used different kinds of sentences? | <ul style="list-style-type: none">• Did you read what you wrote? (proofreading) |

-
- Have you used some long and some short sentences?
 - Do your sentences begin in different ways?
 - When you read your sentences aloud, do they sound easy and natural?
 - Have you checked your spelling and punctuation?
 - Did you write in complete sentences?
 - Have you followed the rules for paragraph writing?
-

Presentation

- Is your writing neat and tidy?
 - Does your writing look nice on the page?
 - Does your work have a title?
 - Have you used pictures/charts/diagrams well?
-

Source: Taken from A Guide to effective Instruction in Writing (p. 19), by Ontario Education, 2005, Ontario

1.10 Reasons to teach writing

Harmer (1998) says that “the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning styles, and, most importantly, writing as a skill in its own right” (p.79). Each of the reasons is clarified in detail below.

1.10.1 Reinforcement

There are different ways of acquiring a language, such as oral, auditory, and written. Nonetheless, written language stands out over the others since it has the advantage of being visualized. Whoever visualizes it may memorize the new language embodied in the writing. It is most feasible for students to write to reinforce the tongue.

1.10.2 Language development

Language development is considered in the writing process in view of the fact that children must put into practice the forms, meanings, and statements from the linguistic input.

1.10.3 Learning style

Children may learn or gain skills incredibly quickly due to their early age and their neurons are fully developed in such a way that their learning will be significant. It is for 8th EGB students, which may be beneficial at their young age. However, there are different

learning styles being as not everyone learns in the same way; that is, they can learn a language by reading, writing, and even listening. For sure, students have a unique learning style.

1.10.4 Writing as a skill

Writing is a fundamental skill in our day-to-day, through it, people can communicate with others. Written communication can be seen in various forms, formats, and fields such as academic, business, or social networking.

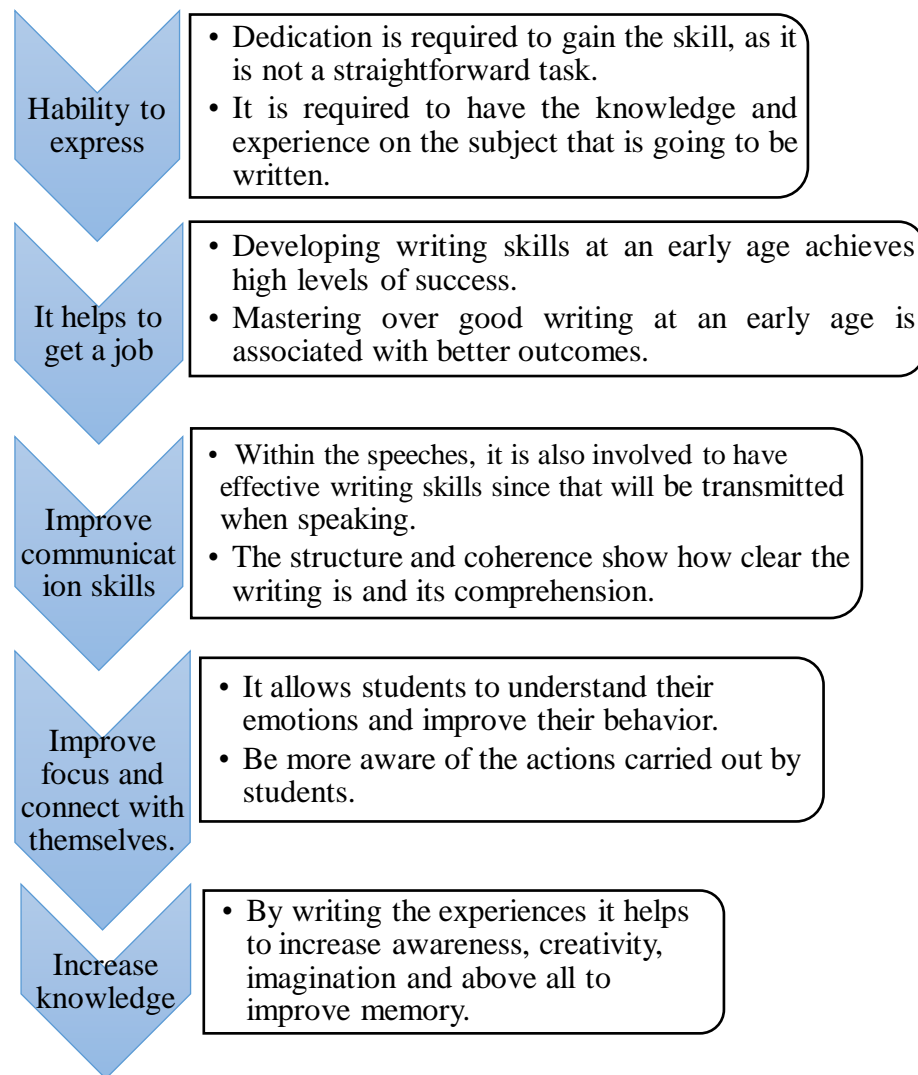
1.11 The importance of writing

Written communication is an impressive aspect of human beings; it has developed over the years and it has been reflected in different areas of society to inform, collaborate, and communicate. It also brings benefits to people by enabling them to keep abreast of relevant information like cultural facts and knowledge. It may be seen that writing is a life skill regardless of profession. People need to maintain communication with others, whether it be an email, a report, an application, a press release, an article, or a letter (European Commission, 2020). Writing skills determine the reader's reaction, which is why the writer must acquire sufficient knowledge to develop good writing skills, as in this case, eighth-grade students.

Writing is focuses on conveying and preserving thoughts, ideas, feelings, responses and facts. Students should have sufficient knowledge of the art of writing as it is necessary the academic and professional level. They must master the writing skills to be able to make presentations, reports, technical papers, research papers and among others (Sri & Sekhar, 2018). Writing enables students to enhance communication skills, creativity, exploration and self-understanding.

Figure 3

Importance of writing skills for students



Source: Taken from (Sharna, 2019)

1.12 The roles of the teacher in writing

The teachers play a necessary role in the teaching-learning process regardless of the area of knowledge to which they belong. They are in charge of fulfilling different functions in front of a group of students as a guide, mediator, counselor, motivator, among others. It means that teachers are the ones who encourage their students to be better people through the skills, knowledge and values that may be acquired from the teacher. In this way, students tend to be educated as people of integrity who contribute positively to society.

The most important feature of this research focuses on writing skills, but the role of teachers within this skill will be discussed. Teachers should recognize the main goal of training and providing skills that can be of great help in the academic future of the students and the three most relevant are detailed below.

1.12.1 Motivator

Educators must, first of all, establish a suitable classroom environment to assist students to generate ideas for the benefit of their activities. The effort of both the teacher and the students is necessary within the teaching-learning process to achieve good academic development in the writing skill (Harmer, 2007). Vančíková (2020), remarks that “A teacher can be a good motivator, only if he/she feels motivated to develop further, believes teaching has a real purpose, sees the perspective of personal growth and feels his/her work is appreciated by the society” (p7). Accordingly, educators must strive to provide a creative writing activity to help learners become motivated to write and acquire writing skills.

1.12.2 Resource

The teacher should prepare to answer and help the students with any questions or doubts they may have during the writing activities. Likewise, they are the ones who suggest to the students that they may address them with no problem regarding any recommendation or suggestion, but this should be constructively and discreetly (Harmer, 2007). Writing takes more time to develop as it is based on some features that need to be considered, so it requires more time than the other skills. Teachers should monitor students' progress during the writing process, providing them with useful feedback to help them advance their writing and make significant progress. As a result, teachers may give students a rubric to contribute them meet certain writing criteria and improve their writing (Institute of Education Sciences , 2016).

1.12.3 Feedback provider

In writing activities, instructors should provide feedback to strengthen students' knowledge. They should do so in a positive and encouraging way regarding their writing (Harmer, 2007). In this way, teachers push to correct deficiencies in writing, but mistakes or problems that students may make are considered part of the learning process and are acceptable because they can also learn from their mistakes. Writing feedback can take two forms: oral and written, but it is appropriate for students to receive both to clarify any questions (Fadli, Irawan, & Haerazi, 2021). In fact, teachers should apply appropriate learning strategies to ensure activities and feedback to effectuate with the curriculum.

CHAPTER II: RESEARCH METHODOLOGY

2.1 Research approach

The present research employed a mixed-methods approach. It is based on elements of quantitative and qualitative research, and it uses various methods to collect data to make the results more credible. Findings are placed in a certain context and salient details are added to the conclusions. The mixed-method approach permits the researcher to have a broad collection of information, as it is based on obtaining qualitative and quantitative data. According to Creswell & Creswell (2018), in their work remarking on the mixed method, they remark that:

It is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone. (p.41)

Qualitative research collects non-numerical data through interviews, group discussions, and observation methods. The researcher may conduct interviews with a small group of people to investigate, explore and learn about interviewees' attitudes, motives, expectations, or opinions on the topic to be investigated. The results obtained from the data should depend on the researcher since they should be thoroughly analyzed to be of high quality and provide a profound contribution to the context (Aliuden, 2006). Hence, qualitative research is a good approach as it allows researchers to generate and obtain new data from the interviewees' perspectives on a specific topic and contribute to society.

On the other hand, quantitative research deals instead with collecting numerical data. This means getting data through surveys and questionnaires. The population sample must be identified to determine the group of people who are going to be part of the research, and this is done through a formula. Nonetheless, the researcher may apply the non-random sample, but it is according to the researcher's decision. In addition, once the surveys and questionnaires have been applied, the analysis is carried out to obtain results with the help of a computer, statistical, and mathematical tools; and finally, said results may be represented in graphs, tables, and percentages (Aliuden, 2006). Likewise, quantitative research has the purpose of developing knowledge and establishing understanding regarding the social world. This research work was conducted through the qualitative and quantitative approach. Thus, for the data collection, an interview and surveys were applied.

2.2 Research method

Researchers have a variety of methods to use within the mixed method, combining deductive and inductive research. They help support qualitative and quantitative data collection. These are detailed below.

2.2.1 Deductive method

The deductive method focuses primarily on general to specific observations. This method begins with a theory based on the topic being studied or addressed in the research. Next, the hypothesis is made in accordance with the theory; the hypothesis may be supported through the collection and analysis of observations to test the hypothesis with specific data. Ali (2017) says that "hypothesis testing helps the researcher to draw a conclusion and make a confirmation on whether to accept or reject the hypothesis" (p.3). Researchers start with a general idea and end with a more specific conclusion. Thereby, it contributes to test the theory and its effectiveness.

The deductive method was used in this study to gain general knowledge about the learning of writing skills in eighth grade students at the Unidad Educativa Salesiana Sánchez y Cifuentes, as well as whether they would use written journals to improve the skill. Therefore, a survey was conducted with 70 students to collect and analyze data about the phenomenon to be studied.

2.2.2 Inductive method

The inductive method focuses primarily on specific and general observations. The investigator is responsible for carefully analyzing the data collected through observations to discover possible patterns and regularities. Ali (2017) mentions that "the researcher collects individual scattered facts, conditions, or processes them through a field study. In this way, similarities and patterns are analyzed among the individual phenomena to prove the tentative hypothesis scientifically in order or sequence "(p.3). It is done to develop a new theory, which is why it requires deep analysis.

This research employed the inductive method to obtain information and conclusions through an interview with a teacher in the English area. This was done to learn more about the teaching of writing skills. In addition, the proposal was based on the inductive method since the activities are developed from the specific to the general.

2.3 Tools/ Techniques

The researcher used two main tools for data collection. Surveys were applied to the students and an interview with the English teacher of the Unidad Educativa Salesiana Sánchez y Cifuentes.

2.3.1 Interview

An interview is a dialogue between two or more people to gather information on a specific topic. There are two roles; one is the interviewer, who is responsible for introducing the topic, questions, maintaining and ending the conversation, while the interviewee is responsible for answering them. Specifically, there are two types of interviews. In the unstructured one, the interviewee can speak freely, whatever he wants, and in the other structured, the interviewee is limited to answering direct questions (Mathers, Fox, & Hunn, 2000). Generally, interviews may be face-to-face, over the phone, and even online.

The interview was conducted with an English teacher from Unidad Educativa Salesiana “Sánchez y Cifuentes”. The researcher created a set of questions to discover what problems students have when writing, how she solves certain problems, and what strategies and teaching resources she uses to improve writing skills. All this information helped to develop a didactic guide.

2.3.2 Survey

The survey is an instrument used to collect data through a questionnaire with specific questions; once the data is obtained it may be analyzed with statistical methods to make decisions or generate strategies that benefit the respondents. The purpose of surveys is to collect information on a topic to be investigated, which may be done in person, by telephone, by mail, or online.

The surveys for this research were applied to eighth-grade students. The participants were students who belonged to class A and D. Once the results from the survey were obtained, the researcher used the collected data to develop the academic guide and solve the problems identified in those students.

2.4 Population and sample

The population considered for this research were eighth-grade students, specifically seventy-nine students from 8th A and 8th D, and one English teacher from "Unidad Educativa Salesiana Sánchez y Cifuentes" in the 2021–2022 school year. The students' ages ranged from 11 to 13 years old. Nevertheless, the sample type was based on a method called non-

random; the participants were selected according to the researcher’s choice. Non-random samples are chosen from the population, but those that are available to the researcher (Park, 2021). Furthermore, these samples are chosen because they are easy to recruit, and researchers do not prefer to select a sample that represents the entire population.

Table 2:

List of 8° A, B, C, and D grade students of English class

| Institution | Level | Students | Teachers |
|---------------------|-------------------------------|----------|-------------------|
| Unidad Educativa | 8 th level EGB “A” | 39 | 1 English teacher |
| Fiscomisional | 8 th level EGB “B” | 40 | |
| Salesiana Sánchez y | 8 th level EGB “C” | 40 | |
| Cifuentes | 8 th level EGB “D” | 39 | |
| Total | | 157 | 1 |

Source: Sánchez y Cifuentes high school registrar’s office

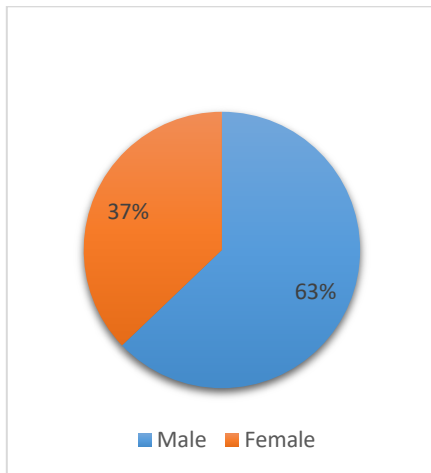
CHAPTER III: FINDINGS OF THE STUDY

3.1 Students' survey results

The sample selected for the application of the survey were 78 students from different two courses at Unidad Educativa Salesiona Sanchez y Cifuentes. The survey was applied through Forms tool with eight multiple choice questions. Nevertheless, 70 students answered the survey since 8 students had difficulties to do it, due to internet connection problems. The data collection is presented in bar chart and pie chart in order to carry out the analysis.

Figure 4

Students' gender



Note: Own elaboration

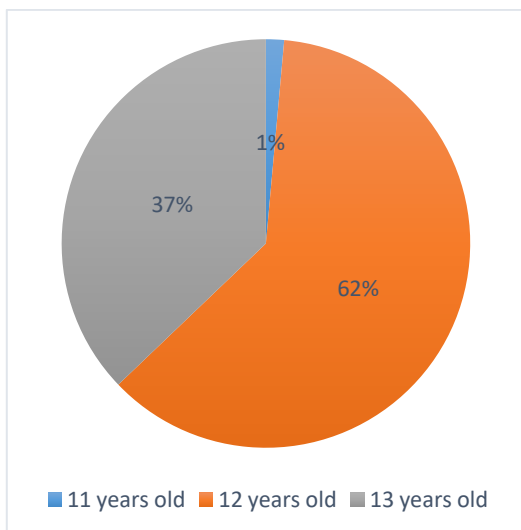
Source: Survey 2022

Interpretation

In the eighth grade at Unidad Educativa Sánchez y Cifuentes there are both men and women, which means that both genders have access to education. Everyone has the right to education throughout their lives without discrimination of religion, gender, age, language, among others (Ministerio de Educación, 2021).

Figure 5

Students' age



Note: Own elaboration

Source: Survey 2022

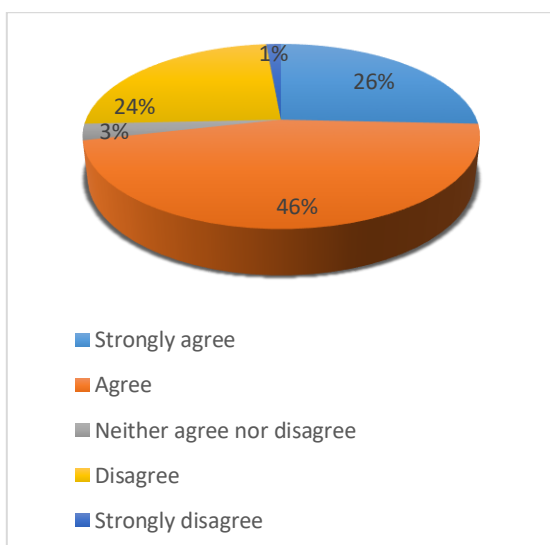
Interpretation

The National Education System consists of three levels: Initial, Basic and High School. The students surveyed at Unidad Educativa Salesiana Sánchez y Cifuentes, school year 2021-2022 belong to the eighth grade of higher basic education. Preferably allow students from 12 and 14 years old, these ages are recommended for this level (Ministerio de Educación, 2015). However, education is a right of every person, and should not be denied to anyone, much less because of age.

1. Do you consider that the English's classes are interesting for you?

Figure 6

Whether English classes are interesting



Note: Own elaboration
Source: Survey 2022

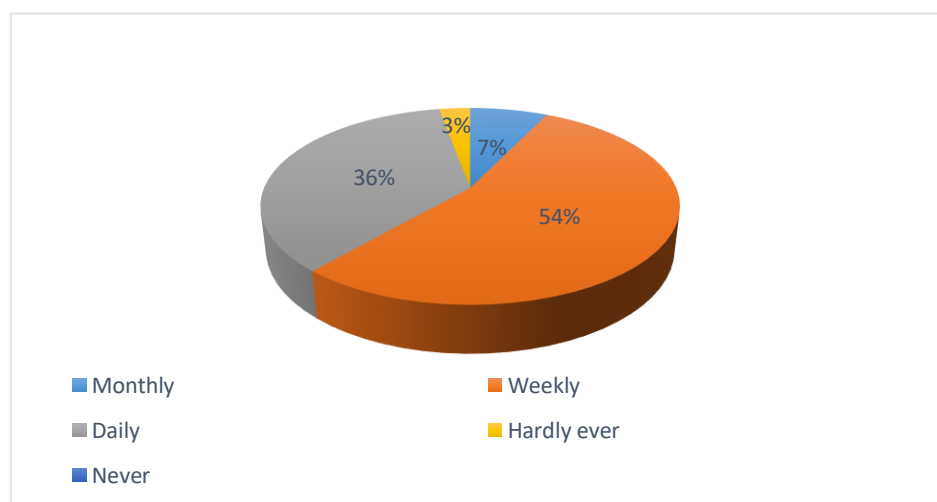
Interpretation

The students agree that the English language classes are fun. This occurs because the teacher is the one in charge of selecting and applying appropriate resources, strategies and contents that adjust to the individual characteristics of the students to achieve the development of their potentialities (Ayua, 2017). It means that teaching requires following certain parameters in order to attain the desired objective, such as the transmission of knowledge through suitable strategies to produce learning.

2. How often does your teacher implement writing activities during the English classes?

Figure 7

Frequency of implementation of written activities.



Note: Own elaboration
Source: Survey 2022

Interpretation

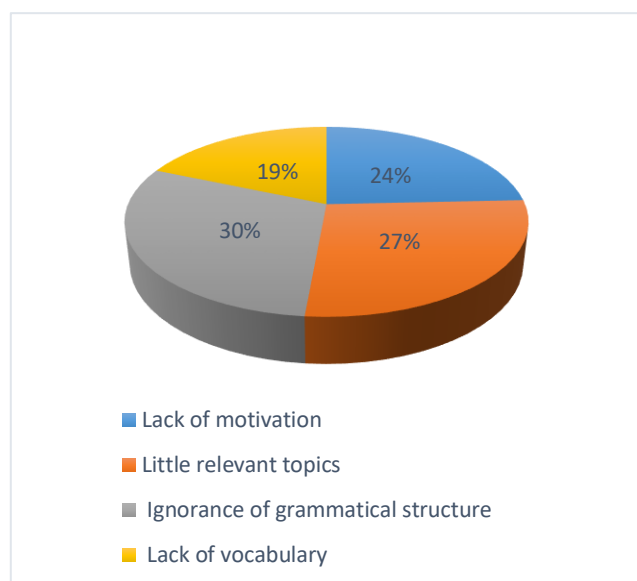
Students affirm that the teacher implements written activities weekly into foreign language classes. Writing is considered the most difficult skill to acquire for the learners, so the teachers should choose suited strategies and topics based on the students' interests to feel them comfortable and lead them to focus on their learning (Rao, 2019). Teachers should encourage students to engage in writing activities to accomplish correct vocabulary, structural grammar, critical thinking skills, improve spelling skills, recall past events, among others. Actually, teachers must consider carefully the time to do activities efficiently since

they need to do a lot of things in the teaching and learning activities in the classroom (Adam, Abid, & Bantulu, 2021).

3. Which of the following problems do you present when carrying out an activity written in English?

Figure 8

Problems with written activities



Note: Own elaboration

Source: Survey 2022

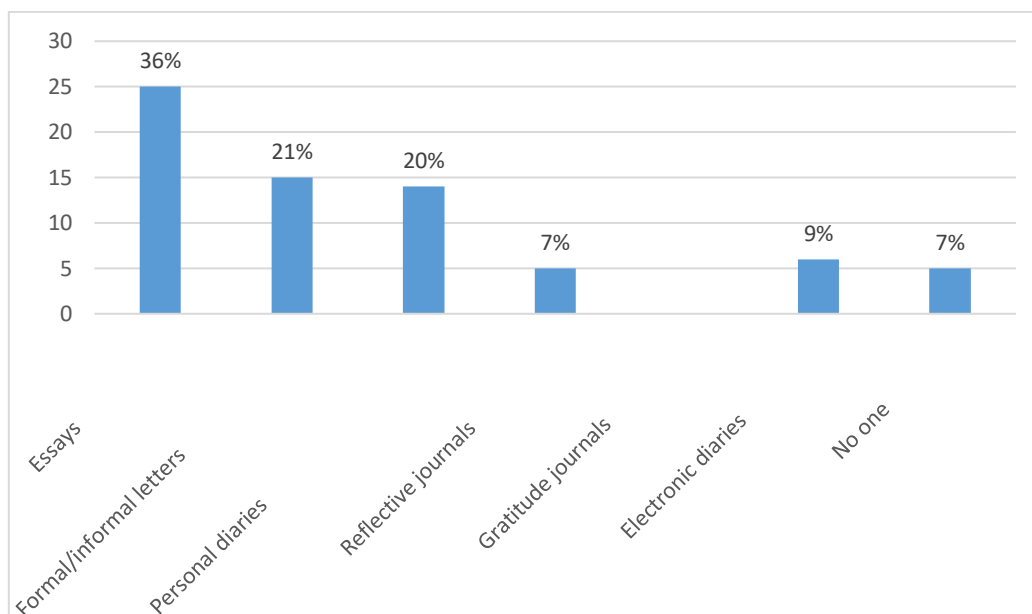
Interpretation

Students state that they have issues during writing activities due to uninteresting topics, a lack of motivation, vocabulary, and grammatical structure. Students feel unmotivated because they think writing skills require better grammar rules, lots of vocabulary, aspects to make it accurate and readable, and writing must be achieved at their first attempt (Ali S. , 2018). Teachers ought to consider the different learning styles to respond to students' needs because it leads to the selection of suited strategies and content, and it also takes time to do it as it is not a simple task.

4. What types of writing have you done in English classes?

Figure 9

Types of writings produced in class



Note: Own elaboration

Source: Survey 2022

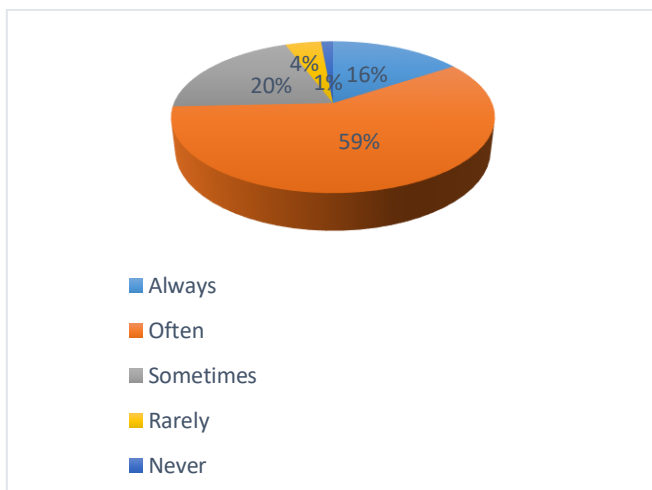
Interpretation

Students are familiar with different types of writing as they have developed essays, formal/ informal letters, personal diaries, reflective journals, gratitude journals and electronic diaries. Writing skill is essential to keep communication between people as write and share ideas, facts and thoughts, but students may enjoy writing when they have a variety of topics to choose from and they are of their choice (Rao, 2019). In short, students have prior knowledge of how to write in a foreign language. This makes it easier for them to perform other kinds of writing activities.

5. How often do you do written activities in English classes?

Figure 10

Frequency of written activities by students



Note: Own elaboration

Source: Survey 2022

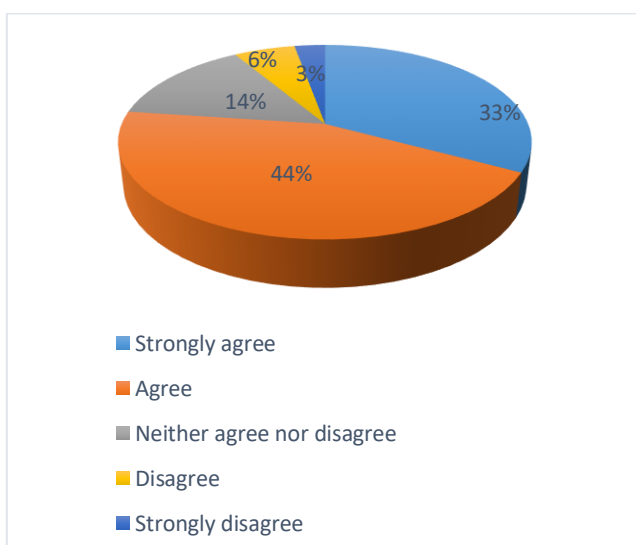
Interpretation

Students are often exposed to written activities in English classes. Writing skills may be mastered through practice since it is helpful for a number of reasons, including broadening vocabulary, learning to organize thoughts, preserving memories and experiences, and enhancing communication skills (European Commission, 2020). In brief, students strengthen their writing skills through assignments that are developed in class, but it may be accomplish with the guidance of teachers, as they the source of knowledge.

6. Would you be interested in writing journals to improve your writing skills in the English' classes?

Figure 11

Interest in journal writing.



Note: Own elaboration
Source: Survey 2022

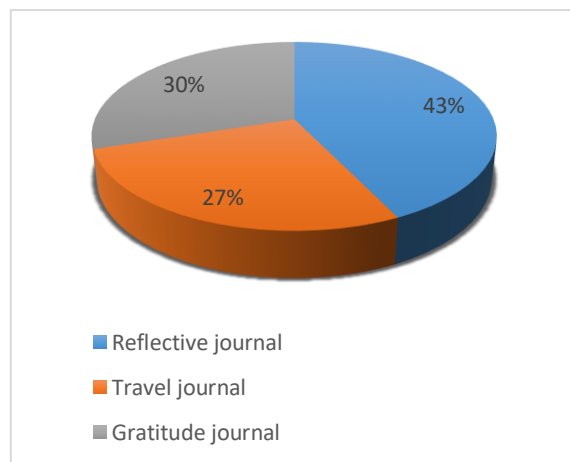
Interpretation

Students are interested in journals for the purpose of improving their writing abilities. In educational environments, journals may be a useful strategy to support students develop metacognitive skills, i.e., helping them become aware of their actions and even improving their writing skills (Monk & Folit, 2019). Hence, journaling may be used in the teaching and learning process to encourage the development of writing and reflection upon the learners' life experiences and goals. This will help them understand themselves better.

7. Which of the following writings would you like to do?

Figure 12

Written journals that students would like to write.



Note: Own elaboration
Source: Survey 2022

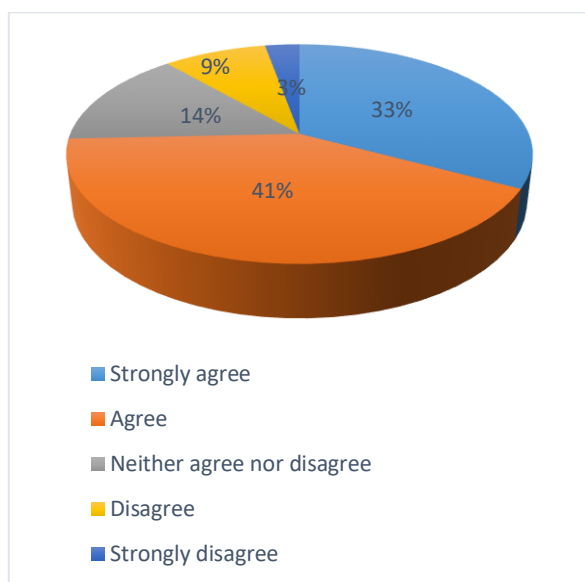
Interpretation

Students are interested in creating different kinds of journals as reflective journal, travel journal and gratitude journal. Students may acquire some helpful skills when they begin to write journals, for instance developing critical thinking, promoting self-esteem, attaining greater organization of ideas, expressing ideas, fostering written communication, discovering creativity, showing gratitude, among others (Kesarovska, 2020). Keep a journal may be a useful strategy to strengthen writing skills and give students the confidence to face life's challenges.

8. Do you consider that the teacher should make use of other teaching materials than the Cambridge book to teach writing skills?

Figure 13

The teacher should use different teaching material



Note: Own elaboration

Source: Survey 2022

Interpretation

Students believe that teachers should use a different resource than the Cambridge book to train writing skills. The process of teaching writing skills is a complex one for English teachers, and students face difficulty learning spelling, grammar, usage, coherence, and organization, but teachers may employ more teaching strategies that help them improve their writing skills and motivate them to get involved in their learning (Rao, 2019). Therefore, teachers should seek strategies that promote the best way to learn and respond to the students' needs.

3.2 The teacher's interview

There are seven English teachers at Unidad Educativa Salesiana Sánchez y Cifuentes. Elementary and high school students are educated by them. Two of them teach eighth grade students, however only an English teacher was interviewed to know her perspective about teaching writing skills, the students' issues regarding writing, resources and strategies that are used for the teaching of this skill, what she does to help students improve and what she thinks about written diaries.

1. Which are students' problems while they are writing in English class? and what have you done to solve them?

Writing is an arduous task for it requires a lot of dedication and it is not an easy task to write what one thinks since one is speaking in a second language other than the mother tongue, which is Spanish. The problems that students present when writing is the lack of knowledge of verbs since they need to know the different grammatical tenses and that is complicated for them. There is much confusion in determining the different states of grammatical tense at the time of writing. So, for the resolution of the problems, it is sought to motivate the practice of each one of the grammatical verbs within the topics that they like the most, such as sports, games, music, characters, science and technology.

Analysis

According to the interview, it shows the opinion of the teacher regarding the problems that students present when they are writing. One of the issues is a lack of knowledge of verbs in their various forms, which makes developing writings difficult due to there are different grammatical tenses. Additionally, students do not review and they show little interest in learning. Even so, the teacher focuses on making use of current issues based on real life to solve the problem. The teacher displays suitable topics to ameliorate the shortcomings that learners have.

2. What activities do you implement to develop writing skills in English class? Why and in what ways?

Activities contained in each of the curricular blocks in the Cambridge books, these are writing e-mails, descriptions, articles, biographies. In addition, students practice writing the Cambridge book online. Everything is done in order to reinforce the writing ability of the English language.

Analysis

The second query of the meeting gives the educator's perception of the activities that she always performs in the class time to develop writing skills. The educator affirms the use of the different activities that may be founded in the Cambridge book, covering a number of topics. Really, the instructors should look for more resources that promotes improving writing skills.

3. What pedagogical strategies do you use to motivate and teach writing skills? Why and in what ways?

Literacy, this strategy allows the student to read and investigate and at the end of this process the students must issue a criterion of the topic of interest investigated, it helps students to make an effort to write, although many have their translators online use this medium to facilitate writing which I consider to be inadequate to the achievement of the student's ability.

Analysis

The teacher manifests the use of literacy as a strategy to persuade in the writing process, which consists of reading a lecture and finally giving a criterion in writing, but students make use of the translators to carry out the writing. It is necessary the teacher guides their students step by step to make exceptional writing and reinforce academic performance to avoid the use of a translator. In this way, any doubts they might have should be during class hours.

4. What didactic resources do you use apart from Cambridge book to improve writing skills? Why and in what ways?

The most of us use Cambridge book because it is a resource that the student acquires to meet their learning objective, but I use a wide variety of online resources such as printed worksheets because it is a way for the student to interact with the different topics with in order to increase their vocabulary, their grammatical structure as well as: the different connectors and verb phrases to form writing paragraphs and thus be able to achieve the objective.

Analysis

Regarding didactic resources, the teacher claims to use the printed and the Cambridge books to deal with some of the English language competences, such as writing. Then, as to learners may put into practice all the wisdom they know about writing. This is mostly done to make teaching more enjoyable and to help students assimilate the content in a comprehensible form, but above all, to exercise study skills. Overall, the didactic resources encourage assessment of proficiency because each resource serves a particular purpose. Thus, a variety of resources should be used to offer more learning opportunities.

5. Do you think that the implementation of a journal as a strategy would benefit students to improve their writing skills? Why or why not?

I believe that it is very important to use a diary, as a writing learning strategy, knowing the current needs of this globalized environment in which students are immersed and the same current requirements to obtain a certification within the Common European Framework.

Analysis

In the fifth question, the instructor suggests the treatment of journals to strengthen the learners' prowess specifically in writing. They may be convenient because they support the processing and communication of complex ideas effectively, and students may record thoughts anchored in the past and future to gain a precise idea of what they are feeling and thinking. The instructor manifests that today people are in a globalized world which must respond to the students' needs. For instance, the use of innovative strategies to prompt practical learning.

3.3 Discussion

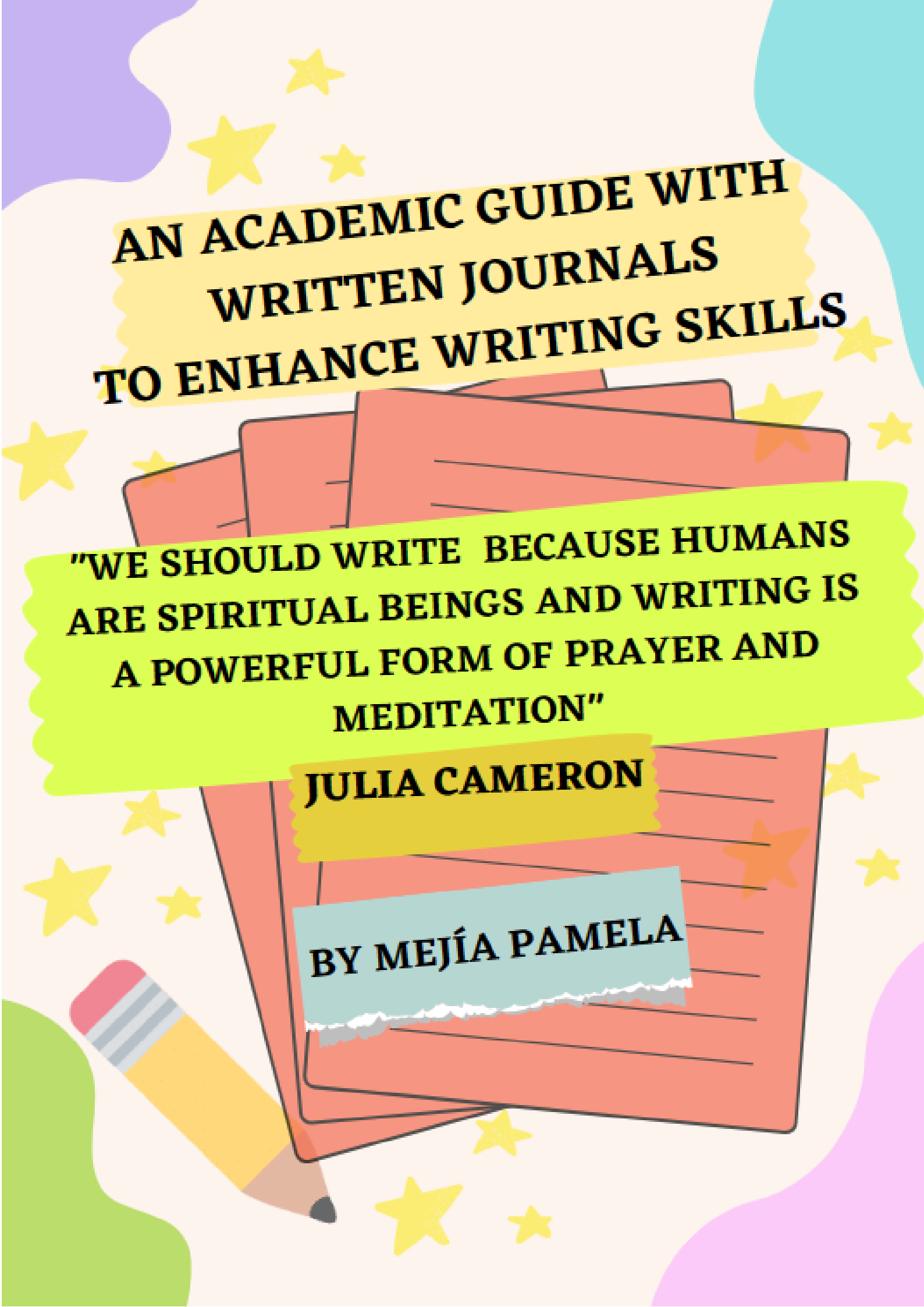
Educators play a very important role in education as well as in teaching English writing skills. They are in charge of looking for different updated materials, resources, and strategies to prepare their learners to achieve the expected learning outcomes. Teachers should master reliable strategies to develop and enhance the writing skills. It is vital to recognize the learner's profile to respond to individual features and ensure all students achieve the proposed language objectives.

In the survey, it is regarded that students have difficulties producing writings because the topics they write about are dreary and they also feel unmotivated. The topics to be written should be chosen carefully by the instructor, with an emphasis on time, space, word count, and avoid including too much information so that the work is not overwhelming (Quill and Tom, 2020). They should also build on the student's interests to motivate them in the writing process, which makes them strive for quality papers. For example, topics could be about life experiences to help them establish a personal connection to know themselves better.

On the other hand, the teacher has limited resources for teaching writing, which may be complex to conduct a class of excellence. Davis (2019), argues that educators must be competent in terms of content knowledge, pedagogical knowledge, and classroom management skills to provide an appropriate environment, time, finances, and academic resources to prepare students for a better society. Thereupon, it is convincing that educators are able to manage all resources in the correct way to educate students and perfect their writing skills in the target language.

It is also evident in the research outcomes that educator agreed to integrate journals as a strategy to treat writing skills. As a result, it brings benefits for writing improvement. Wagiyo (2018), argues that teachers must identify apt strategies to provide chances to practice new structures in written form. One of strategies to teach writing may be using journals to record experiences, stimulate interest in a topic, explore thinking, personalize learning, and involve the imagination. Using this strategy in the English class may help get better the condition of the teaching-learning process and accomplish significant learning for students.

CHAPTER IV: PROPOSAL

The book cover features a vibrant, abstract background with soft, wavy shapes in shades of purple, teal, green, and pink. Scattered throughout are numerous yellow five-pointed stars of varying sizes. In the center, there are several overlapping, slightly tilted red books with white pages. A yellow pencil with a pink eraser and a grey band is positioned diagonally in the bottom left corner, pointing towards the center. The text is presented in bold, black, sans-serif fonts on various colored, torn-edge paper strips.

**AN ACADEMIC GUIDE WITH
WRITTEN JOURNALS
TO ENHANCE WRITING SKILLS**

**"WE SHOULD WRITE BECAUSE HUMANS
ARE SPIRITUAL BEINGS AND WRITING IS
A POWERFUL FORM OF PRAYER AND
MEDITATION"**

JULIA CAMERON

BY MEJÍA PAMELA

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Introduction

Writing skills are important in the teaching process, (Jokhio, Raza, Younu, & Soomro, 2020) hold that instructors should use adequate strategies due to they play an indispensable role and influence the learning environment, but it is advisable to recognize the student's weaknesses and strengths before training them writing skills as well since instructors also choose traditional activities which are not effective for learners.

Educators have the responsibility to teach learners to write with coherence, an appropriate grammar structure, and admissible spelling to express their ideas into words, but to reach them; they should attract students' attention, recommend the use of dictionaries to consult unknown words, explain any topic as clearly as possible to ensure the aim that teacher wants, and choose the right strategies for enhancing written production (Sardar, 2018). It truly becomes benefit for learners and educators will contribute in a significant way.

Therefore, the choice of activities was made based on written journals as strategies that are focused linked to the reflection of ideas and experiences; the development of critical thinking, promoting self-knowledge, meliorates writing and communication skills. Also, the activities are adapted according to the student's level.

Theoretical framework

Journals may be a good strategy for English teachers and students especially, to train writing skills. They are an excellent manner of self-expression because of students have the chance to reflect and process thoughts, feelings, opinions, and emotions on paper, besides they may make mistakes in terms of grammar and spelling due to journals are there to help pupils become better penmen (Saini, 2013). There are a variety of journals such as gratitude journals, reflective journals and travel journals. Each one of them regardless has a specific purpose for ameliorating writing and learning something significant from them.

Gratitude journal: This is determined to appreciate the positive aspects of the life and will eventually transform the writer's life in the future by showing gratitude upon the things, situations events or people.

Reflective journal: It takes register the learning experiences, but to do it, it is crucial to explore and analyze carefully about them and, whether possible, to be supported by questions for a better development.

Travel journal: It is characterized in exposing adventures that are spend time with the most loved or one in particular and it has been personal and extraordinary.

Once the sort of diary to be made has been chosen, students proceed to follow the writing process is followed, like pre-writing, writing, revising, and editing. This is done in order not to make a tedious job. For this reason, it is in parts and at the same time is manageable to create quality material. Each of the steps in the procedure is detailed below.

Pre-write: It is main to select a topic and audience to have the notion of what is going to be written and it also should have a concrete determination.

Write: In this stage teachers should brainstorm together with the students about the topic to organize ideas in a clear way, then they should create paragraphs and it will be the first draft without focusing grammar or spelling.

Revise and edit: The last one, students must reread to correct grammar, spelling punctuation and vocabulary and teacher must provide the necessary recommendations to contribute to the writings.

The teachers' role is another imperative quality in as much as they influence and impact the personal lives of their pupils in various forms as an authority, controller, trainer, moderator, facilitator, motivator and feedback provider inside the classroom. They should struggle to supply innovative activities to encourage learners to participate and assess their own learning, but to do it, instructors must give a clear explanation of the subject to be studied as well as instructions and at the end of the topic, they must provide feedback to solve any concerns and strengthen the pupils' knowledge (Kudryashova, Gorbatova, Rybushkina, & Ivanova, 2016).

Justification

This academic guide is developed due to the difficulties presented by the eighth-grade students at Unidad Educativa Salesiana Sánchez y Cifuentes in terms of writing skills. There is a lack of management recreational strategies by teachers that hinders learning, but it is based on journals writings with entertaining activities to do step by step with the goal of attaining an improvement in this ability. Moreover, it also may benefit in a positive form students and teachers from other educational institutions.

Objectives

General objective

- Propose an academic guide with entertaining activities focused on journals writing as strategies to improve learners' writing skills.

Specific objectives

- Create suitable activities to develop interactive writing.
- Select distinct written journals to encourage students to intensify their written production.



Unit 1

Special life moments



Lesson A

Topic: Enjoyable activities

Objective: At the end of the lesson students will be able to make the prewriting upon his/ her favorite activities.

School Level

8° graders

Activity Time

60m

Grammar

- ❖ Simple present
- ❖ The use of capital letters
- ❖ The use of full stop.

Vocabulary

Verbs

- ❖ Eat
- ❖ Play
- ❖ Dance
- ❖ Skateboard
- ❖ Draw
- ❖ Enjoy
- ❖ Go
- ❖ Do
- ❖ Watch
- ❖ Smile
- ❖ Study
- ❖ Read

Materials

- ❖ Pictures
- ❖ Journal template

Procedure

1. The teacher will give instructions to play a game named Tingo-Tingo- Tango
 - Students will pass a ball as fast as possible while teacher will say Tingo-Tingo-Tango and she stops to say it one of the students will pass in front of the class to imitate a verb. while the rest of the students have to guess. For instance: write, walk, jump, draw, run, etc.
2. The teacher will explain about grammar (simple present), when students need to capitalize certain words, the use of full stop and what is gratitude journals because students are going to do it in this unit
3. The teacher will ask their students describe each picture using a personal pronoun and a verb.
4. The teacher will tell the students to read the conversation to complete the activity.
5. Students will capitalize the first letter of some words and some of them do not need it.
6. The teacher will instruct the students to do a prewriting about the activities they like to do.

Enjoyable activities

1. Play the game Tingo- Tingo- Tango
2. Explain grammar

Simple present

I **eat** ice cream. I don't like to **eat** pizza.
You **play** soccer. You don't **play** the guitar.
We **read** science fiction books. We don't **read** newspaper.
They **skateboard** together. They don't **skateboard** together.

He **draws** amazing landscapes. He doesn't **draw** portraits.
She **dances** so good. She doesn't **dance** regueton.

Important: add -s or -es verbs used with personal pronouns as He, She and It

- smile- smiles
- watch-watches
- study-studies
- enjoy-enjoys
- do-does
- go-goes

Capitalize

- At the beginning of each sentence
 - Names of people
 - Names of places
 - Days, months and seasons
 - Summer
 - After certain punctuation
 - works at company
 - For the pronoun I
- This is my mother
 - Carlos, Sergio
 - Ibarra, China, Japan
 - Friday, November,
 - He is an engineer. He
 - I live in Mexico.

Period or full stop (.)




- Use at the end of sentences.
- This expresses the end of certain sentences.

Example:

I like to play soccer with my brother. We go every afternoon to practice at the stadium.

Source: <https://www.canva.com/>

3. Describe each picture using a personal pronoun and a verb, draw your own pictures and describe them too.

1.

2.

3.



4.

5.

Source: <https://www.canva.com/>

4. Read the following conversation and then write what kind of activities each person does.

A Chat with Celebrities

TV host:

- Juanes, welcome to our show.
- Tell us, what lifestyle do you have?
- I see. And what about your wife? Does she have the same lifestyle?
- What does she do in the afternoons?
- Does she work?

Juanes:

- Thanks for the invitation. It's nice to be here.
- Hmm, I work and travel abroad from Monday to Saturday. I don't have a relaxed lifestyle.
- Well, Karen plays tennis and goes for a walk in the morning with the baby.
- She stays home with the kids. So, she has an active lifestyle, too.
- No, she doesn't. But, any mother has a lot of work.
- Yeah. They are Luna, Paloma and Dante, the baby boy.
- Luna and Paloma study in the morning. In the afternoon, Luna plays basketball, Paloma watches TV and Dante usually sleeps all day. He has a relaxed routine, ha ha ha.
- You're welcome.


• Juanes, thanks for your time.

Source: Ministerio de Educación-Recursos educativos

- a. Karen:
- b. Luna:
- c. Juanes.
- d. Dante:
- e. Paloma:

5. Read and correct the capitals.

my Name is emilia. i from argentina. i am Nine years old and i have one sister. her name is elena. we live in a City named buenos aires. i love to dance and play Soccer on saturday and sunday.



Source: <https://www.canva.com/>

- 6. Write the activities you like to do to feel good about yourself. It will be a prewriting. You need to use a template and download in the following link:**
- <https://onx.la/0413d>

Lesson B

Topic: My neighborhood

Objective: At the end of the lesson students will be able to make the drafting about the activities they like to do in their neighborhoods.

School Level

8° graders

Activity Time

60m

Grammar

- ❖ Prepositions of place
- ❖ There is/ There are

Vocabulary

- ❖ Airport
- ❖ Restaurants
- ❖ Zoo
- ❖ Drugstore
- ❖ Hospital
- ❖ Bank
- ❖ Park
- ❖ Car Park
- ❖ Museum
- ❖ Botanical garden
- ❖ Swimming pool

Materials

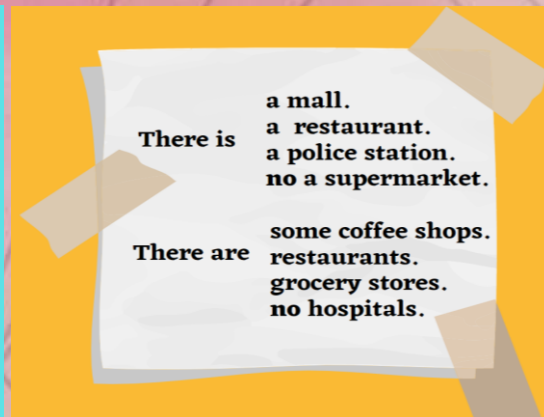
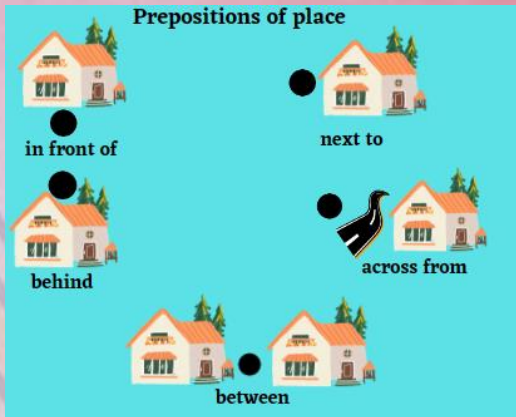
- ❖ Pictures
- ❖ Journal template

Procedure

1. The teacher will give some instructions to play a game named categories game. For example: what kind of places can you find in your neighborhood? (Gas station, Schools, Hospital, Fire station, bakery -What kind of things can you find in a drugstore? (Medicines, Vitamins, needles, surgical gloves)
2. The teacher will explain grammar, for instance prepositions of place and there is and there are
3. The teacher will ask the students complete the crossword.
4. The teacher will give instructions to fill in the sentences with the appropriate prepositions and they also must add there is or there are.
5. Ther teacher will tell the students to brainstorm about the neighborhood to which they belong.
6. The teacher will ask the students to make a drafting about his/her favorite activities. The teacher will help students to solve any doubts and students will use the same template that they used in Lesson A to do this task.

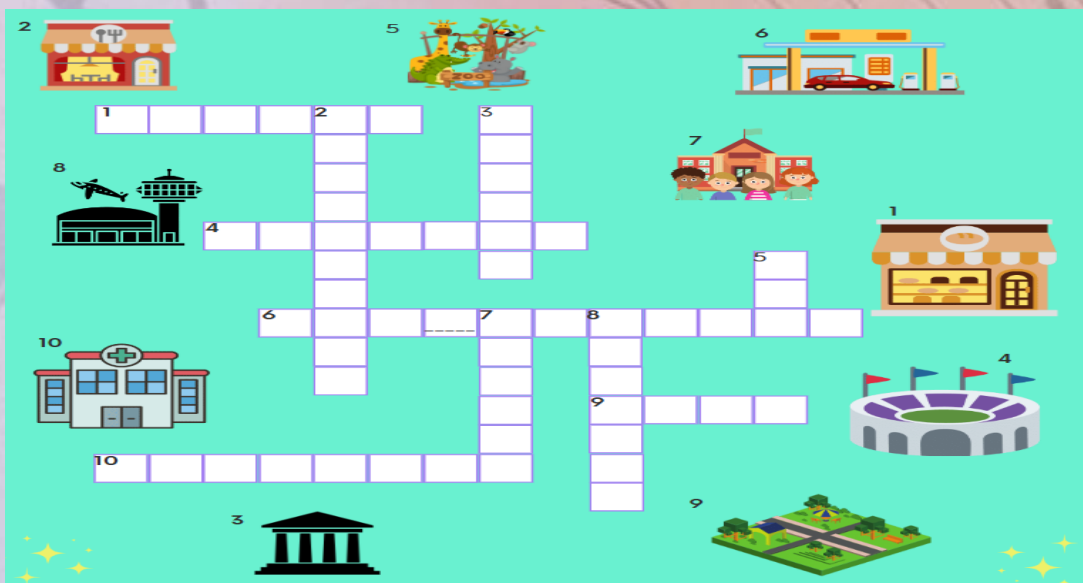
My neighborhood

1. Categories game
2. Explain:



Source: <https://www.canva.com/>

3. Complete the following crossword



Source: <https://www.canva.com/>

4. Look at the map and complete the sentences, use there is, there are, some, and prepositions of place.

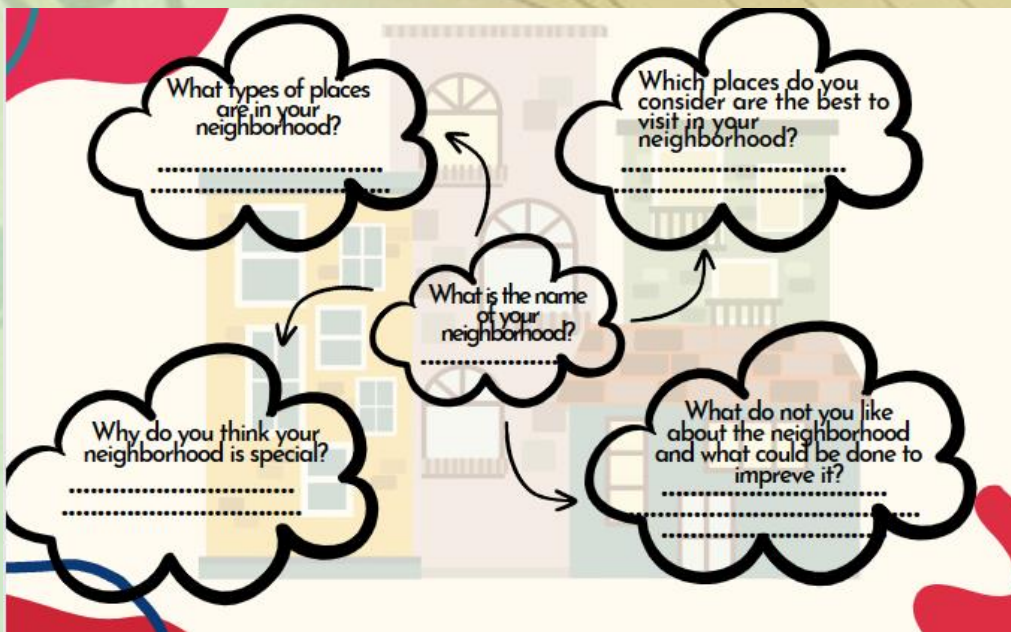


For example: There is a big car park next to the zoo.

- 1. There a cinema the drugstore.**
- 2. a hospital the bank and the botanical garden.**
- 3. There restaurants the airport.**
- 4. There big stadium the gas station.**
- 5. zoo the car park.**
- 6. extraordinary swimming pool Palmira Street.**

Source: <https://www.canva.com/>

5. Brainstorm important aspects regarding of your neighborhood.



Source: <https://www.canva.com/>

6. Make the first drafting about your favorite activities do you like to do. Do in the present tense and write in the same template that you used in lesson A. Add more information to your writing, for instance what kinds of places do you like to go to do your favorite activities in your neighborhood? Where do you go most often? Which place is special for you? And why?

Lesson C

Topic: Someone special

Objective: At the end of the lesson students will develop their final writing about their favorite activities and who they love to do them.

School Level

8° graders

Activity Time

60m

Grammar

- ❖ Possessive adjective
- ❖ Conjunctions

Vocabulary

Adjectives

- ❖ energetic
- ❖ Playful
- ❖ creative
- ❖ lovely
- ❖ polite
- ❖ friendly

Materials

- Pictures
- Journal template

Procedure

1. The teacher will ask the following questions to some students.
 - Who are the most important people or person in your life? And why?
 - What is your favorite pet? And why?
2. The teacher will explain about possessive adjectives and Conjunctions
3. The teacher will instruct the students to complete with the correct word.
4. The teacher will tell the students to look at the box with pictures to identify and write the adjectives.
5. The teacher will apprise the students to complete with the correct use of conjunctions
6. The teacher will ask the students answer the questions.
7. The teacher will assist the students to develop their final writing about their favorite activities. They will use the same template.
8. The teacher will use a rubric to evaluate the writing.

Someone special

1. Ask questions
2. Explain grammar

Possessive adjectives

My- My car is expensive

Your- Your cat is so cute.

His- His grandmother is sick.

Her- Her portrait is amazing.

Its- Its tail is long.

Our- Our parents are together.

Your- Your computer is slow.

Their- Their neighbors are friendly.



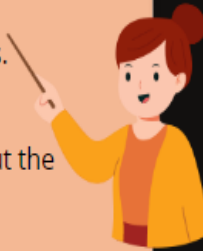
Conjunctions

and - it is used to show an action follows another in the chronological order.

- We eat and drink spectacular meals.

but - it is used to show contrast.

I enjoy to spend time with my family but the weather was not good.



Source: <https://www.canva.com/>

3. Fill in the suitable possessive adjective.

I am a nurse. name is Dolores.

He is my uncle. name is Jhovanny.

She is a teacher class is too big.

It is my dog. tail is soft.

We are friends. favorite food is seafood.

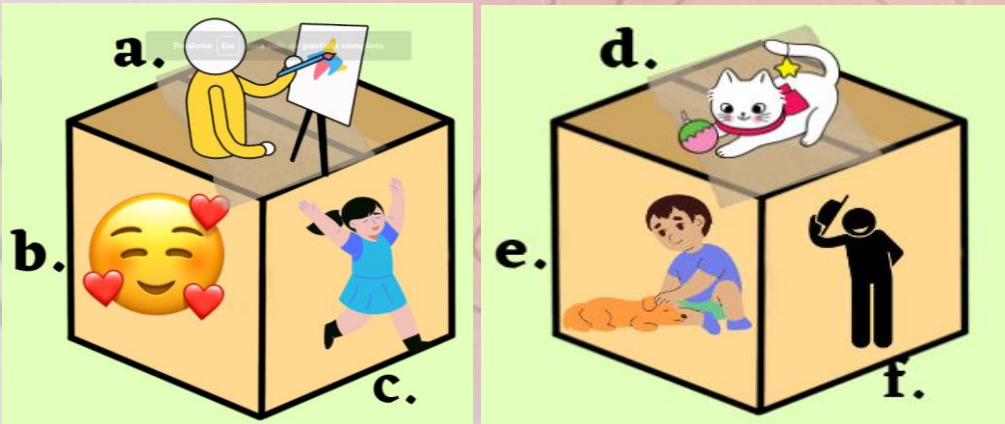
They are sick. parents are worried.

You are intelligent. grades are excellent.

Source: <https://www.canva.com/>

4. Choose an adjective to describe each picture.

energetic – playful- creative – lovely- - polite- - friendly




Source: <https://www.canva.com/>

a.
 b.
 c.
 d.
 e.
 f.

5. Add the correct conjunctions (and-but) to the following sentences.

- Elvis Carmen swam in the swimming pool.
- They went to fish near the farmdid not attempt any.
- It is a wonderful place..... It is far from the city.
- There are beautiful animals they are well loved by visitors.
- Camilo felt tired he continued very happy all day.

6. Answers the following questions.



1. What type of pet do you have?


2. What is the name of your pet?


3. What does your pet love to eat?

4. Where do you usually go with your pet?

5. Why is your pet special?

6. Write four adjectives to describe your pet.






1. What is your favorite person in your life?
(mom, dad, friend, grandmother, cousin)

2. What is the name of your favorite person?

3. Why is she/ he special to you?

4. Write three things you like to do with him or her.

5. Write four adjective to describe him or her.



Source: <https://www.canva.com/>

7. **Revise and edit your writing about the activities you like to do, consider all the aspects you learned in Lesson C.**
- Choose someone special for you, can be a person or a pet and write all the important features of the person or animal you chose. Now you are going to put everything together what you did in number 5, Lesson C but only one (a person or a pet).
 - Use the same journal template.
 - Write between 100- 150words.

Remind: Your writing must have the activities that you like to do, what place do you choose to do your activities? it can be in a specific place in your neighborhood or your own house, where do you go most often? Which place is special for you? and why? and finally with whom do you like to do your favorite activities (a person or a pet) and why?

Writing Rubric

| Category | Need work | Satisfactory | Good | Excellent |
|---|-----------|--------------|------|-----------|
| Ideas & Content Theme selection Know the purpose and audience Add relevant information | 1 | 2 | 3 | 4 |
| Organization The beginning produces interest The ending is satisfying. The beginning and the end are related to the theme. | 1 | 2 | 3 | 4 |
| Voice The writing is not tedious. The writer conveys emotions and feelings. | 1 | 2 | 3 | 4 |
| Word choice Varied word usage. Thrilling words. Choose the best words. 100-150words | 1 | 2 | 3 | 4 |
| Sentence fluency There are different short and long of sentences. Each sentence begins differently. The writing sounds easy and natural when reading. | 1 | 2 | 3 | 4 |
| Conventions Use suitable capitalization, spelling, grammar and punctuation. Avoiding capitalization errors | 1 | 2 | 3 | 4 |
| Presentation The writing is neat and tidy. It should have a tittle. | 1 | 2 | 3 | 4 |

Overall Rating: -----/28

28-25: Excellent

24-20: Good

19-15: Satisfactory

UNIT 2



My loved ones



Lesson A

Topic: Family members

Objective: At the end of the lesson students will be able to develop the prewriting about a favorite person.

School Level

8° graders

Activity Time

60m

Grammar

- ❖ Personal pronouns
- ❖ Simple present with the verb to be
- ❖ Nationalities

Vocabulary

- ❖ Mother
- ❖ Father
- ❖ Sister
- ❖ Brother
- ❖ Aunt
- ❖ Uncle
- ❖ Grandmother
- ❖ Grandfather
- ❖ Cousin

Materials

- ❖ Pictures
- ❖ Journal template

Procedure

1. The teacher will show a picture about family members. Then, the teacher will ask the following questions:
 - Who are they?
 - Who is number 1, 2, 3, etc.?
2. The teacher will explain about grammar (personal pronouns), nationalities and what is reflective journal because students are going to do it in this unit.
3. The teacher will assign the students to write the correct words in the family tree.
4. The teacher will ask the students fill in with suitable personal pronoun.
5. The teacher will explain how to use different personal pronoun with their corresponding verb to be and nationalities.
6. The teacher will tell to the students write the appropriate personal pronoun according to the picture, complete with corresponding nationality, country and fill in with verb to be.
7. The teacher will give instructions to their students

Family members

1. Identify family members.




Source: <https://images.app.goo.gl/tjZpie8wok1S2QXs6>

2. Explain grammar


PERSONAL PRONOUNS

I am




Source
<https://acortar.link/LPYXaB>

You are




Source
<https://acortar.link/EtZ1fa>

She is



source
<https://acortar.link/uguccE>


He is



Source
<https://acortar.link/nmqGGW>


PERSONAL PRONOUNS

It is




Source
<https://acortar.link/VHKK43o>

We are



Source
<https://acortar.link/fAId9Y>

They are



Source
<https://acortar.link/xNRzrz>

Nationalities

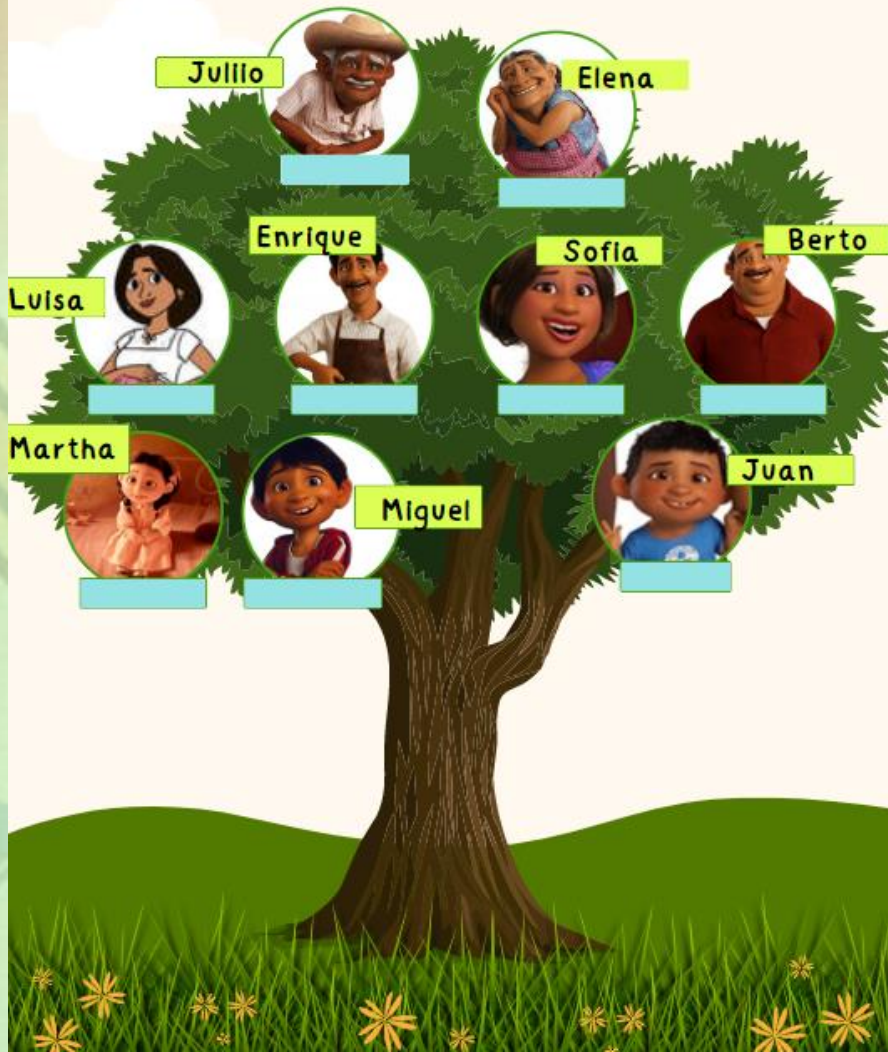
| Country | Nationality | Ending |
|-------------------|-----------------|--------|
| The United States | <i>American</i> | -an |
| Chile | <i>Chilean</i> | |
| Canada | <i>Canadian</i> | -ian |
| Peru | <i>Peruvian</i> | |
| England | <i>English</i> | -ish |
| Spain | <i>Spanish</i> | |
| China | <i>Chinese</i> | -ese |
| Japan | <i>Japanese</i> | |
| Greece | <i>Greek</i> | -other |
| France | <i>French</i> | |

Source: Ministerio de Educación-Recursos educativos

3. Choose one word from the box and complete the family members


Mother /Father /Sister /Brother/ Aunt /Uncle
Grandmother/ Grandfather/ Cousin


FAMILY MEMBERS





Source: <https://www.canva.com/>

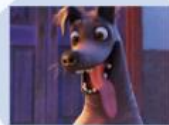
4. Write the appropriate personal pronoun according to the picture.


 my mother.
source https://acortar.link/uguccE

 my father.
Source http://acortar.link/nngqGw

 my grandmother.
Source https://acortar.link/kvPmXp

 my family.
source https://acortar.link/NBq6a

 my dog.
Source https://acortar.link/VHKk43o

 my cousin.
Source https://acortar.link/0Los6P

Source: <https://www.canva.com/>

5. Research the nationality and the country to which the following people belong.

| Shakira | Justin Bieber | Will Smith | Thalía |
|---|---|---|--|
|  |  |  |  |
| https://onx.la/e9fdb | https://onx.la/66a9e | https://onx.la/88543 | https://onx.la/74175 |

1. Shakira is from She is

2. Justin Bieber is from He is

3. Will Smith is from He is

4. Thalía is from She is

Source: <https://www.canva.com/>

6. Read carefully the student card and complete with the verb to be.



This is Greg García
He 18.
..... Indonesian.
..... from Jakarta. the capital
of Indonesia. He is my best friend.



**NEURON SCIENCE
HIGH SCHOOL**



Name: Greg
Surname: García
Place of birth: Yakarta, Indonesia
Nationality: Indonesian
Age: 18
Student Number 20200354

Source: <https://www.canva.com/>

7. Choose a member of your family and this can even be a friend, neighbor or teacher who has helped you, inspired you or who you miss very much. Then, write the most important features about him or her regarding age, name, and where he/she from and even her/his nationality. To do the pre-writing stage you must download a template in the following link: <https://onx.la/0413d>

Lesson B

Topic: Unique people

Objective: At the end of the lesson students will be able to make the drafting about their special person that they chose.

School Level

8° graders

Activity Time

60m

Grammar

- ❖ Simple present with the verb be
- ❖ Adjectives

Vocabulary

- ❖ Clever
- ❖ Brave
- ❖ Kind
- ❖ Hard-working
- ❖ Friendly
- ❖ Elderly
- ❖ Young

Materials

- ❖ Pictures
- ❖ Journal template

Procedure

1. The teacher will ask the following questions:
 - What are adjectives?
 - Give examples of adjectives
 - Which adjective do you identify with? And why?
2. The teacher will talk about what are adjectives and give some examples with their definitions.
3. The teacher will help students to do a brainstorm about adjectives, but they must be focused according to the person they chose.
4. The teacher will give instructions to make a drafting about the person who students choose to write but they must apply some features that they have learned. The teacher will be a support for them. To do it, students must use the same template that was used in lesson a.

Unique people

1. **Answer the questions.**
 - What are adjectives?
 - Give examples of adjectives
 - Which adjective do you identify with?
2. **Choose one adjective from the box and write with their respective definitions**

Elderly / Clever/ Kind/ brave/ Hard-working/ young/

- a. Having or showing the ability to learn and understand things quickly and easily.
- b. Generous, helpful, and thinking about other people's feelings.....
- c. Showing no fear of dangerous or difficult things.....
- d. (Of a person) old or aging

- e. Always doing a lot of work.....
- f. Having lived or existed for only a short time and not old.....

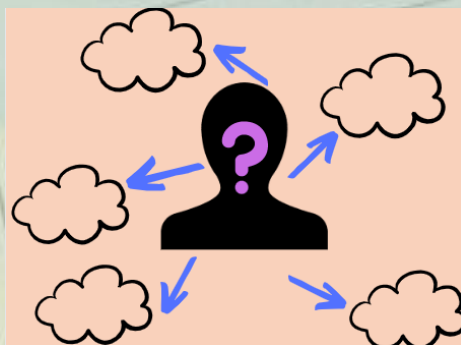
Source: <https://dictionary.cambridge.org/es/>

3. Describe the following pictures using personal pronouns, verb be and adjectives that were previously reviewed.



Source: <https://www.canva.com/>

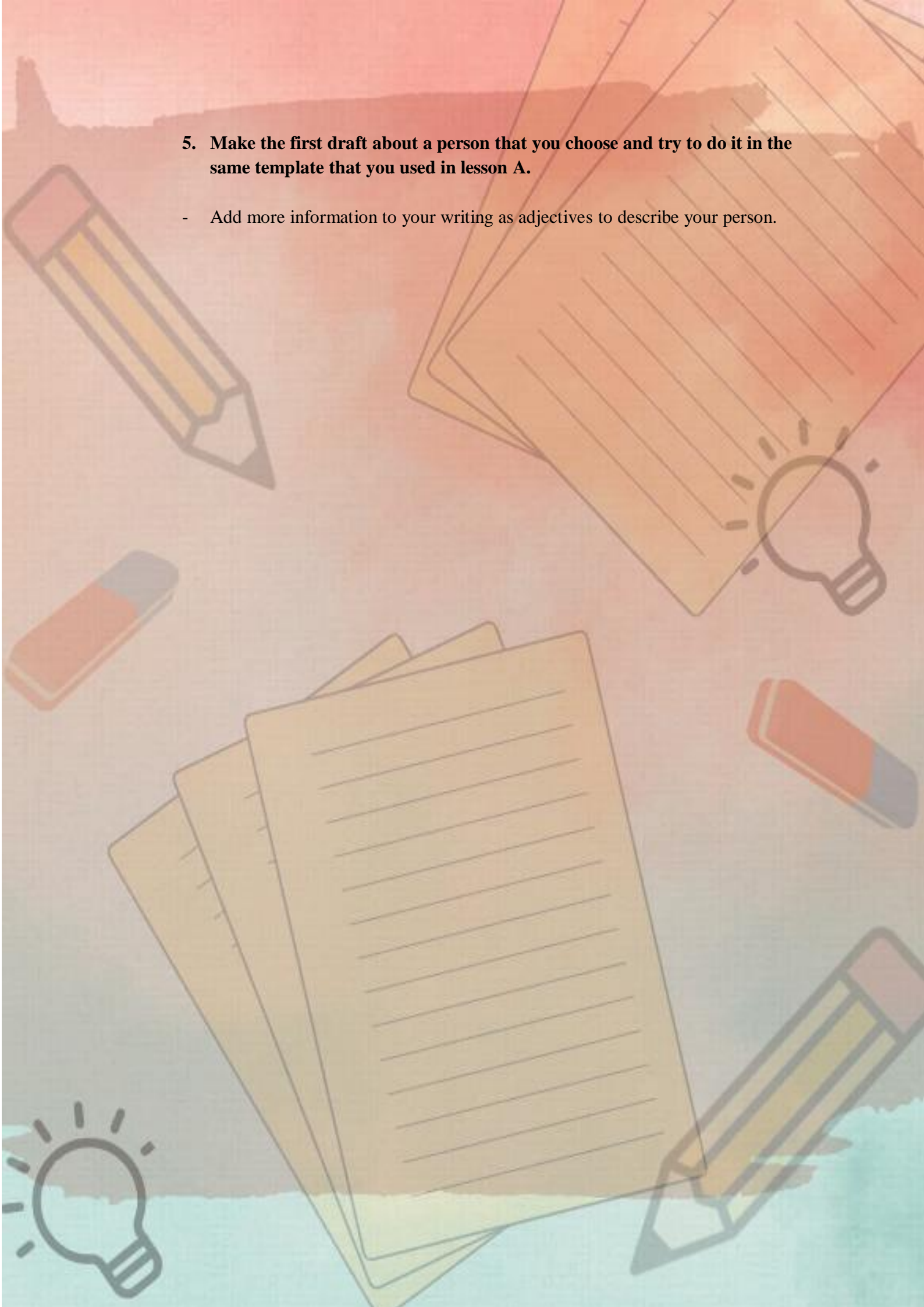
4. Brainstorm describing the qualities of the person you chose in lesson A and write several adjectives that describe him or her.



Source: <https://www.canva.com/>

5. Make the first draft about a person that you choose and try to do it in the same template that you used in lesson A.

- Add more information to your writing as adjectives to describe your person.



Lesson C

Topic: Unforgettable person

Objective: At the end of the lesson students will be able to make the final writing about their special person.

School Level

8° graders

Activity Time

60m

Grammar

- ❖ Article a/ an

Vocabulary

Professions

- ❖ Firefighter
- ❖ Soccer player
- ❖ Waitress
- ❖ Teacher
- ❖ Veterinarian/ Vet

Materials



- ❖ Pictures
- ❖ Journal Template

Procedure

1. The teacher will ask the students the following questions:
 - What is a profession?
 - What professions do you know?
 - What profession would you like to follow in the future? and why?
2. The teacher will talk how to use articles a/an.
3. The teacher will assign students to write the appropriate occupation according to the pictures.
4. The teacher will instruct the students to complete each of the boxes with the respective information.
5. The teacher will give instructions to their students to make their final writing with all of instructions, but they must even make suggestions for improvement.
6. The teacher will use a rubric to evaluate the writing.

Unforgettable person

1. Ask the questions
2. Explain grammar

a → Use a when a word start with consonat sound
 -Carmen is a waitress.

an → Use an when a word start with cvowel sound
 -José is an actor.

Source: <https://www.canva.com/>

3. Write the correct word with the pictures.

firefighter/ soccer player/ waitress





1. 2. 3.

Source: <https://www.canva.com/>

4. Fill in the blanks with the words below.

veterinarian/ teaches / fire station/ a teacher/ brave/ teacher/ firefighter/
 patient/ veterinary clinic/ uniform/ a fire engine/ school/ is loving with/ help

He is
..... works in
He wears
.....
He drives
He people
He is



She is
..... works in a
.....
She the kids.
She is

She is
..... works in a
She wears
She animals



Source: <https://www.canva.com/>

5. Revise and edit your writing about the person you chose, consider all the aspects you learned and add more information with the help of the question below.

- What does she/he do?
- Why did she/ he do for you?
- Why is she/he very important for you?
- Use the same journal template.
- Write between 100-150 words.

Remind: In your writing you must have chosen a very special person for you, describe the person with his/her age, name, where is he/she from, nationality, qualities, what does she/he do? what she/he has done for you, what have you learned from him/ her? and why is she/he important to you?

Writing Rubric

| Category | Need work | Satisfactory | Good | Excellent |
|---|-----------|--------------|------|-----------|
| Ideas & Content Theme selection Know the purpose and audience Add relevant information | 1 | 2 | 3 | 4 |
| Organization The beginning produces interest The ending is satisfying. The beginning and the end are related to the theme. | 1 | 2 | 3 | 4 |
| Voice The writing is not tedious. The writer conveys emotions and feelings. | 1 | 2 | 3 | 4 |
| Word choice Varied word usage. Thrilling words. Choose the best words. 100-150 words | 1 | 2 | 3 | 4 |
| Sentence fluency There are different short and long of sentences. Each sentence begins differently. The writing sounds easy and natural when reading. | 1 | 2 | 3 | 4 |
| Conventions Use suitable capitalization, spelling, grammar and punctuation. Avoiding capitalization errors | 1 | 2 | 3 | 4 |
| Presentation The writing is neat and tidy. It should have a tittle. | 1 | 2 | 3 | 4 |

Overall Rating: -----/28

28-25: Excellent

24-20: Good

19-15: Satisfactory



UNIT 3

The Spirit of Adventure



Lesson A

Topic: Tourist places

Objective: At the end of the lesson students will be able to develop the prewriting upon an exciting trip or adventure they have experienced.

School Level

8° graders

Activity Time

60m

Grammar

- ❖ There was- There were
- ❖ Quantifiers
- ❖ Simple past

Vocabulary

- ❖ Museum
- ❖ Climbing
- ❖ Gym
- ❖ Picnic
- ❖ Swimming pool
- ❖ Zoo
- ❖ Park
- ❖ Cars
- ❖ Stadium
- ❖ Botanical garden
- ❖ Circus

Materials

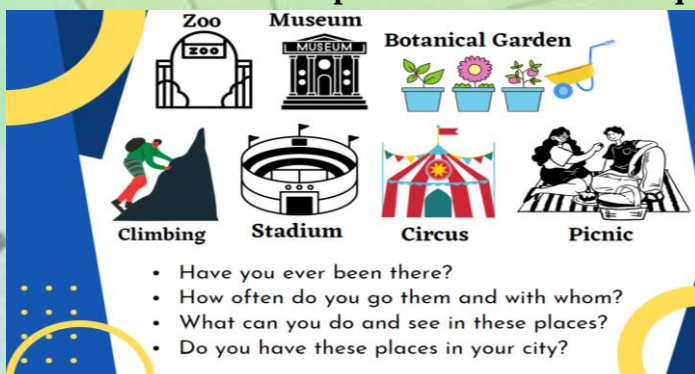
- ❖ Pictures
- ❖ Journal template

Procedure

1. The teacher will show some pictures about interesting places and ask the students some questions.
2. The teacher will explain about grammar and what is travel journal because students are going to do it in this unit.
3. The teacher will ask students to write five sentences based on the picture.
4. The students will write a little excerpt about the Ernesto's holiday.
5. Finally, students will choose an adventure or trip they had with their family or friends, then they will write in a journal template.

Tourist places

1. Look at the pictures and answer the questions.



Source: <https://www.canva.com/>

2. Explain grammar

Past

There was - a mall.
a zoo.
a stadium.
a swimming pool.
no park.

There were - some stores
a lot of restaurants
no clubs

Adjectives before nouns

There were some **huge** trees.
There was a **beautiful** lake.
There was an **amazing** stadium.

Simple past

Affirmative: S+ V-past simple

Luis ate a big hamburger yesterday.
They walked in the park.

Negative: S+ did not+V-past simple

Luis did not eat a big hamburger yesterday.
They did not walk in the park.

Interrogative: Did+ S+V+?

Did Luis eat a big hamburger yesterday?
Did they walk in the park?



Source: <https://www.canva.com/>

3. Imagine that you went on a trip and took a picture of the place, then describe what was there. Use there was-there were and quantifiers (a lot of - some).



For example: There were some beautiful animals.

- 1.
- 2.
- 3.
- 4.
- 5.

Source: <https://www.canva.com/>

4. Write a short excerpt about Ernesto's trip to the "Paradero San Marcos" with help of the questions below, but to do it in the past tense.

- Where did they go?
- What kind of activities could they visit and do there?
- Who was Ernesto with?
- What kind of things were there?



Source: <https://www.canva.com/>

.....

.....

.....

5. Choose an unforgettable adventure that you had with your family or friends, then develop a prewriting with all aspects made there as who did you go with? where did you go? what kind of activities could you visit and do there, but it should be in the past tense and to do it download a template in the following link: <https://onx.la/0413d>

Lesson B

Topic: Clothing for an extraordinary climate

Objective: At the end of the lesson students will be able to make the drafting about the trip's weather

School Level

8° graders

Activity Time

60m

Grammar

- ❖ Simple past

Vocabulary

- ❖ Seasons
- ❖ Winter
- ❖ Spring
- ❖ Summer
- ❖ Autumn
- ❖ -Clothes
- ❖ Scarf
- ❖ Raincoat
- ❖ Flip flop
- ❖ t-shirt
- ❖ sneakers
- ❖ jumper
- ❖ hat
- ❖ boots
- ❖ jeans
- ❖ sweater
- ❖ socks

Materials

- ❖ Pictures
- ❖ Journal template

Procedure

1. The teacher will ask some questions to the students.
2. The teacher will explain colors (write the color before the clothes), the distinct seasons and the sort of clothing used in each season.
3. The teacher will ask students to answer each question and focus on graphics.
4. The teacher will brainstorm the clothes that the two people wear, after that student will describe each chart according to what people wear.
5. The teacher will encourage his/her students to use the same journal template they used in lesson A to make the first draft so there they need to add all the information they learned in lesson B.

Clothing for an extraordinary climate

1. Answer the followings questions:

- How many types of seasons are there?
- What season do you like it? And why?

- What are the appropriate clothes to wear at your favorite station?

2. Explain



Source: <https://www.canva.com/>

3. Look at each image and answer the questions.

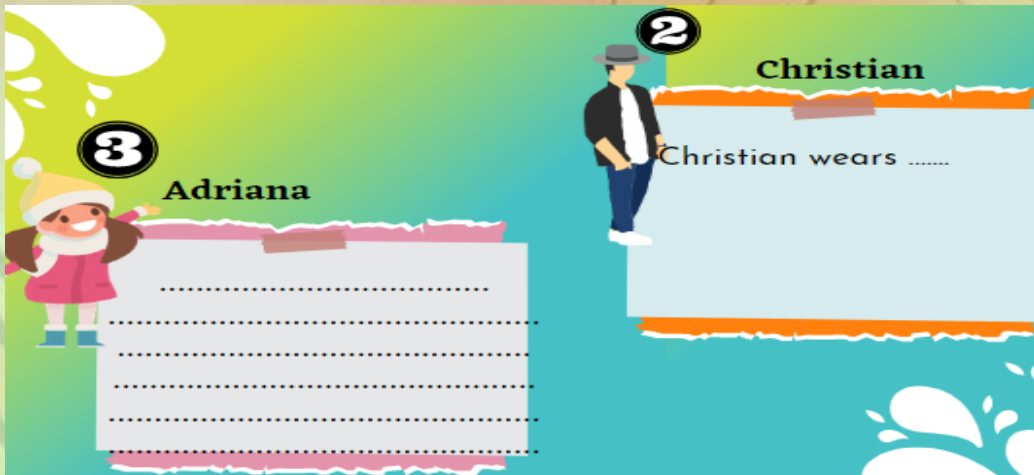
| | |
|---|--|
|  <p>What type of season is it? How is the weather? What do you wear? What activities do you do there?</p> | <p>What type of season is it? How is the weather? What do you wear? What activities do you do there?</p>  |
| <p>What type of season is it? How is the weather? What do you wear? What activities do you do there?</p>  |  <p>Autumn</p> <p>What type of season is it? How is the weather? What do you wear? What activities do you do there?</p> |

Source: <https://www.canva.com/>

4. Brainstorm what two people wear and what kind of station they might use it in. Then describe each person as the first example.



1 Xavier wears a green scarf, an orange t-shirt and a blue coat. He wears a yellow pants and orange shoes.



Source: <https://www.canva.com/>

5. **Make the first drafting about the adventure that you chose. Do it in the past tense and write in the same template that you used in lesson A.**
 - Add more information to your writing as the type of season that was presented in your adventure and what type of clothing you wore.

Lesson C

Topic: Exotic food

Objective: At the end of the lesson students will develop their final writing about an amazing adventure they had.

School Level

8° graders

Activity Time

60m

Grammar

- ❖ Sequence connectors

Vocabulary

- ❖ Desserts
- ❖ Drinks
- ❖ Soups
- ❖ Café
- ❖ Restaurant
- ❖ Ice cream shop
- ❖ Coffee shop

Materials

- ❖ Pictures
- ❖ Journal template

Procedure

1. The teacher will ask some questions to the students.
2. The teacher will explain sequence connectors.
3. The teacher will tell the students to use the appropriate connectors to order ideas.
4. The teacher will ask the students look at the pictures, research and complete where these types food are from.
5. The teacher will help students to develop their final writing and they will add more details to this.
6. The teacher will employ a rubric to evaluate the writing.

Something delicious to eat

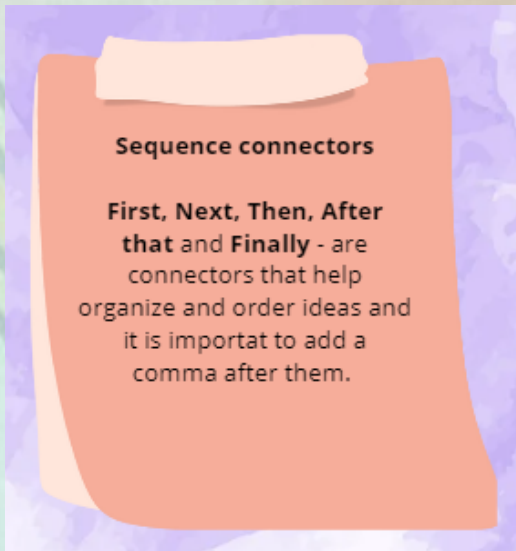
1. Look at the picture and answer the questions:



- Where are they?
- What do they eat?
- What is your favorite dish, drink, dessert or soup?
- Where do you like to go to eat when you leave home? For example: in a café, in a restaurant, ice cream shop, in a coffee shop, etc?

Source: <https://www.canva.com/>

2. Explain



Source: <https://www.canva.com/>

3. Use the correct sequence connectors to order the ideas.

....., my family and I traveled for two hours to the San José Farm. It is located in Olmedo parish, Cayambe canton. We took the bus so early to be there on time and enjoy everything.

....., we went to take a shower so we were tired from the trip, but the place were so fantastic.

....., we went to see some animals that were like deer, sheep, peacocks and ostriches. All of them were amazing! It was an unforgettable experience.

....., we went to fishing in the river, but it is was kind of difficult and just my father could do it.

....., we went to eat encebollado, as drink we had a blackberry juice and for dessert we ate cheese ice cream.

Source: <https://www.canva.com/>

4. Look at the photos and fill in the blanks.



Source: <https://www.canva.com/>

- Quimbolito is a kind of It is from
- Chicken tortilla is a kind of It is from.....
- Mango lassi is a kind of It is from.....
- Dorayaki is a kind ofIt is from.....

5. Revise and edit your writings about the adventure you chose to write and add all the information you learned in lesson C, for instance what type of food do you ate in your trip. At least answer the questions below in the diary.

- Use the same journal template.
- Write between 100-150 words.
- ❖ What did you like the most about your adventure?
- ❖ What did you like the least about your adventure?
- ❖ What did you learn on your adventure?
- ❖ **Remind:** Your writing should have an adventure or trip you did, what kind of season it was, what kind of clothes did you wear, what did you eat? what did you like the most about your adventure? What did you like the least about your adventure? What did you learn on your adventure?

Writing Rubric

| Category | Need work | Satisfactory | Good | Excellent |
|---|-----------|--------------|------|-----------|
| Ideas & Content Theme selection Know the purpose and audience Add relevant information | 1 | 2 | 3 | 4 |
| Organization The beginning produces interest The ending is satisfying. The beginning and the end are related to the theme. | 1 | 2 | 3 | 4 |
| Voice The writing is not tedious. The writer conveys emotions and feelings. | 1 | 2 | 3 | 4 |
| Word choice Varied word usage. Thrilling words. Choose the best words. 100-150 words | 1 | 2 | 3 | 4 |
| Sentence fluency There are different short and long of sentences. Each sentence begins differently. The writing sounds easy and natural when reading. | 1 | 2 | 3 | 4 |
| Conventions Use suitable capitalization, spelling, grammar and punctuation. Avoiding capitalization errors | 1 | 2 | 3 | 4 |
| Presentation The writing is neat and tidy. It should have a tittle. | 1 | 2 | 3 | 4 |

Overall Rating: -----/28

28-25: Excellent

24-20: Good

19-15: Satisfactory

15-13: Need work

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The survey was applied to eighth grade students and an interview was conducted with an English teacher from the Unidad Educativa Salesiana Sánchez y Cifuentes. On the one hand, students often have different written activities, for instance, they write essays, formal/informal letters and diaries. Nevertheless, students have trouble in writing skills due to lack of knowledge about grammatical structure, irrelevant topics, lack of motivation, and lack of vocabulary. On the other hand, the teaching of writing skills is often but they need to be reinforced with other types of methodological strategies and resources that encourage students to maximize their learning.

- Written journals as strategies that provide improvement of students' writing ability were analyzed and the most suitable were selected, such as a gratitude journal, a reflective journal and a travel journal.

- An academic guide was developed with the most appropriate strategies to meet the needs of eighth grade students. Besides, it lets teachers to instruct their students in the teaching learning process to enhance writing skills through a series of activities.

- The proposal was socialized with some teachers of the Unidad Educativa Salesiana Sánchez y Cifuentes. The teachers liked it and they thought it would help to improve the teaching-learning process of writing skills because the academic guide contains interesting topics to be developed by the learners.

5.2 Recommendations

- It is recommended to teachers integrate the proposed written diaries with eighth grade students in the English class. It gives students the opportunity to strengthen their writing skills because journals are focused on relevant and interesting topics so that students show motivation to write.

- Teachers should guide students through each stage of the writing process in order to facilitate learning and enhance their skills. Consequently, students have clear ideas of what to do and how to do the writing activity.

- It is suggested that teachers investigate strategies that promote the improvement of writing skills and learners have the predisposition to learn with greater dedication and attention. Therefore, strategies should be flexible so that they can be adapted to the needs of students in order to achieve meaningful learning.

- Teachers have very important roles to play in the classroom. It means that they not only have to be in front of the students, provide them with strategies and dictate the class, but they also have the obligation to give feedback at the end of each topic to be taught in order to know their achievements, doubts and aspects that they need to improve.

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ANNEXES

Annex 1: Acceptance letter for data collection.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Ibarra, 07 de Julio del 2022

Señor
RECTOR DE LA UNIDAD EDUCATIVA SALESIANA "SANCHES Y CIFUNTES"

De mi consideración:

Reciba un cordial saludo, a nombre de la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte y en particular de quienes forman parte de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Mejía Cacuango Jeniffer Pamela, estudiante de octavo nivel de la carrera Pedagogía De Los Idiomas Nacionales Y Extranjeros De La Facultad De Educación Ciencia Y Tecnología, portador de la cédula de ciudadanía 1727236521, Permita la obtención de información, el apoyo de datos institucionales y actividades de recolección de información que sean útiles para la recolección de información y desarrollo del trabajo de grado con tema de tesis **"USING JOURNALS AS A STRATEGY TO ENHANCE WRITING SKILLS IN EIGHTH-GRADE STUDENTS AT UNIDAD EDUCATIVA SALESIANA SÁNCHEZ Y CIFUNTES FROM IBARRA"**, que tendrá como objetivo beneficiar a los estudiantes en el proceso de adquisición del idioma Inglés así como la mejora y apoyo pedagógico en el proceso de enseñanza aprendizaje.

Por su favorable atención, le agradezco.

Atentamente,

CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO



Dr. José Revelo

Decano de la FECYT

AutORIZADO
07-07-2022

Annex 2: Teacher's interview



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Especialidad Inglés

Thesis's topic: Using journals as strategies to enhance writing skills in eighth-grade students at Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra, 2021-2022.

Dear teachers:

This interview is carried out with the objective of collecting relevant data on the development of writing skills from the experiences of English teachers to determine a strategy that help improve the aforementioned skill.

Answer the following questions

- 1. Which are students' problems while they are writing in English class? and what have you done to solve them?**

- 2. What activities do you implement to develop writing skills in English class? Why and in what ways?**

- 3. What pedagogical strategies do you use to motivate and teach writing skills? Why and in what ways?**

- 4. What didactic resources do you use apart from Cambridge book to improve writing skills? Why and in what ways?**

- 5. Do you think that the implementation of a journal as a strategy would benefit students to improve their writing skills? Why or why not?**

Thank you very much for your help!

Annex 3: Students' survey



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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Especialidad Inglés

Thesis's topic: Using journals as strategies to enhance writing skills in eighth-grade students at Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra, 2021-2022

Dear students

This survey has been designed with the objective to collect information for the development of an academic proposal.

Prompts:

The survey is anonymous, for this reason you are asked to fill it out sincerely, since your collaboration depends on the success of this project that will help generate a proposal to solve the problems faced by eighth-grade students EGB when writing in the English language.

Use (X) to choose one of the options.

Gender:

Male Female

Write you age

Age

In the following questions, use (X) to choose one of the options.

| | | |
|---|----------------------------|-----|
| 1. Do you consider that the English's classes are interesting for you? | Strongly agree | () |
| | Agree | () |
| | Neither agree nor disagree | () |
| | Disagree | () |
| | Strongly disagree | () |

| | | |
|--|-------------|-----|
| 2. How often does your teacher implement writing activities during the English classes? | Monthly | () |
| | Weekly | () |
| | Daily | () |
| | Hardly ever | () |
| | Never | () |

| | | |
|--|------------------------------------|-----|
| 3. Which of the following problems do you present when carrying out an activity written in English? | Lack of motivation | () |
| | Little relevant topics | () |
| | Ignorance of grammatical structure | () |
| | Lack of vocabulary | () |

| | | |
|---|-------------------------|-----|
| 4. What types of writing have you done in English classes? | Essays | () |
| | Formal/informal letters | () |
| | Personal diaries | () |
| | Reflective journals | () |
| | Gratitude journals | () |
| | Electronic diaries | () |
| | None | () |

| | | |
|--|-----------|-----|
| 5. How often do you do written activities in English classes? | Always | () |
| | Often | () |
| | Sometimes | () |
| | Rarely | () |
| | Never | () |

| | | |
|--|----------------|-----|
| | Strongly agree | () |
| | Agree | () |

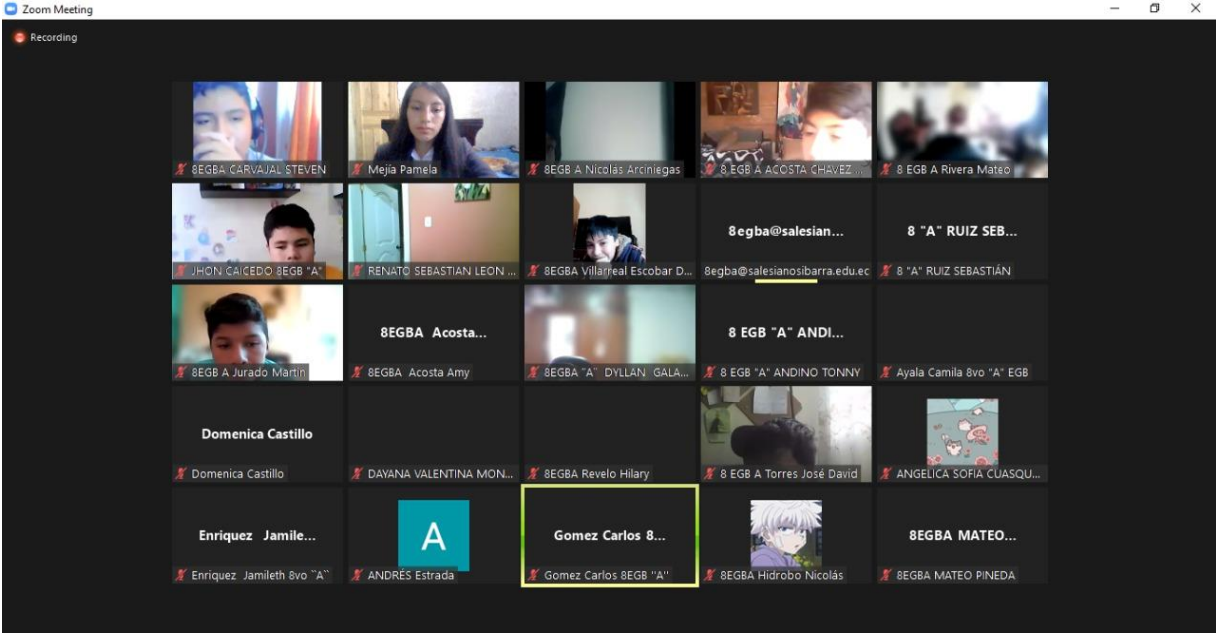
| | | |
|---|----------------------------|-----|
| 6. Would you be interested in writing journals to improve your writing skills in the English' classes? | Neither agree nor disagree | () |
| | Disagree | () |
| | Strongly disagree | () |

| | | |
|---|--------------------|-----|
| 7. Which of the following writings would you like to do? | Personal journal | () |
| | Reflective journal | () |
| | Electronic journal | () |
| | Gratitude journal | () |
| | None | () |

| | | |
|---|----------------------------|-----|
| 8. Do you consider that the teacher should make use of other teaching materials than the Cambridge book to teach writing skills? | Strongly agree | () |
| | Agree | () |
| | Neither agree nor disagree | () |
| | Disagree | () |
| | Strongly disagree | () |

Thank you very much!

Annex 4: Evidence to students surveyed



Annex 5: Acceptance letter for socialization of the proposal



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Oficio nro. UTN-FECYT-INE-2023-0002-O
Ibarra, 18 de enero de 2023

ASUNTO: Autorización para socializar propuesta académica.

Magíster
Heli Rueda
RECTOR DE LA UNIDAD EDUCATIVA SALESIANA "SANCHEZ Y CIFUENTES"
Ibarra

De mi consideración:

Reciba usted un cordial saludo y éxito en el desempeño de las funciones que usted muy acertadamente lleva a cabo.

Por medio del presente me permito solicitar muy comedidamente ¹⁰²⁷²³⁶⁵²¹ que se conceda la respectiva autorización a la señorita Mejía Cacuangó Jeniffer Pamela estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, para que realice la socialización de su propuesta académica que ha sido desarrollada en base a un trabajo de investigación el día viernes 20 de enero 2023 a las 13h20pm, misma que está dirigida a los docentes que imparten la cátedra de inglés en la institución educativa que usted dirige, los cuales se detallan a continuación.

| | |
|------------------------|--|
| THESIS'S TOPIC: | Using Journals as Strategies to Enhance Writing Skills in Eighth-Grade Students at Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra, 2021-2022 |
| PROPUESTA: | An academic Guide with Written Journals to Enhance Writing Skills |
| | |
| NOMBRE | CARGO |
| Lcda. Laura Medrano | Coordinadora |
| Lcda. Carmen Mendoza | Docente |
| Lcda. Magali Rosero | Docente |
| Lcda. Soña Castro | Docente |
| Lcda. María Toasa | Docente |



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 CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



| NOMBRE | CARGO |
|---------------------|---------|
| Ing. Alicia Venegas | Docente |
| Lcdo. Ian Álvarez ✓ | Docente |

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

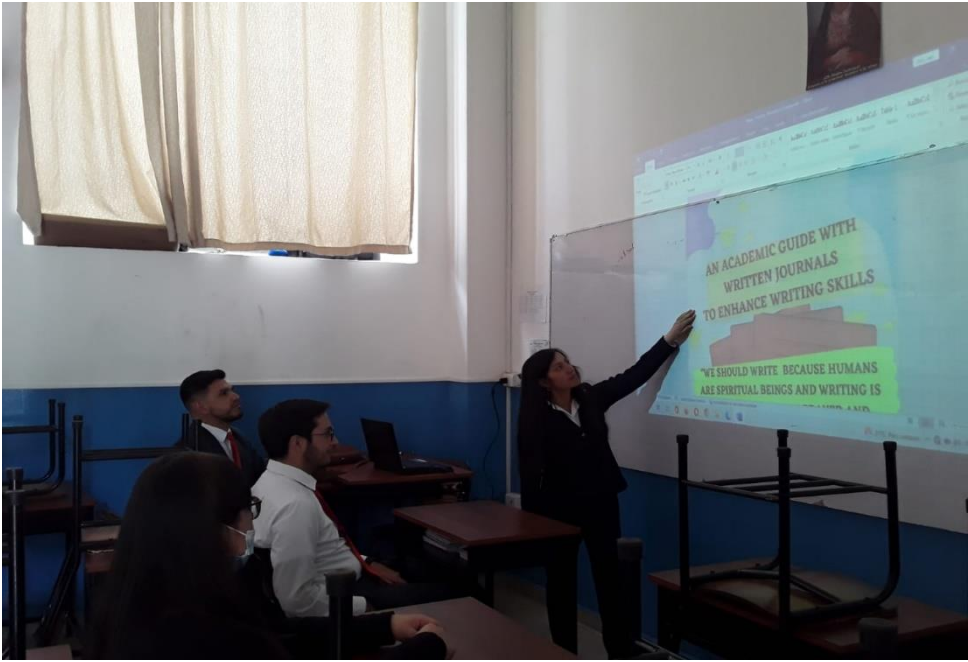


SANDRA MARIANA GUEVARA BETANCOURT
 Dra. Sandra Guevara-Betancourt
 COORDINADORA DE CARRERA PEDAGOGÍA DE LOS IDIOMAS

SGB/v. guerrero

*Autorizado para
 lunes 23
 19-01-2023*

Annex 6: Evidence of socialization with the teachers



Annex 7: Certificate for socialization.



UNIDAD EDUCATIVA FISCOMISIONAL SALESIANA
"SÁNCHEZ Y CIFUENTES"
IBARRA – ECUADOR



Quien suscribe, **MSC. HELÍ RUEDA CH.**, Rector de la Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes", tengo a bien,

CERTIFICAR

Que, la señorita **JENIFFER PAMELA MEJÍA CACUANGO** con CC. 1727236521, en calidad de estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte, el lunes 23 de enero de 2023, cumplió con la Socialización de su Propuesta Académica con base en su trabajo de investigación: *Using Journals as Strategies to Enhance Writing Skills in Eighth-Grade Students at Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra, 2021-2022*; la misma que, fue dirigida a nuestros docentes del Área de Lengua Extranjera.

Es todo cuanto certifico en honor a la verdad.

Ibarra, 24 de enero de 2023.


MSc. Helí Rueda Ch.
RECTOR



Área o Departamento:
SECRETARÍA

Teléfonos: 2955633 / 2950855 / 2604879 - 0999057083
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