



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“DAILY JOURNALS TO ENHANCE VOCABULARY IN HIGH
SCHOOL STUDENTS”
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

Authors: González Tomalá Carolina Lisbeth

Vélez Peralta Sara Elizabeth

Advisor: Limones Borbor Verónica, MSc.

La Libertad – Ecuador

2025

La Libertad, December 1st, 2024

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“DAILY JOURNALS TO ENHANCE VOCABULARY IN HIGH SCHOOL STUDENTS”** prepared by **GONZALEZ TOMALA CAROLINA LISBETH & VELEZ PERALTA SARA ELIZABETH** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



LIC. VERONICA JULIETA LIMONES BORBOR, MSc.

Advisor

Statemen of Authorship

We, CAROLINA LISBETH GONZALEZ TOMALA, with ID number 2450721267, and SARA ELIZABETH VELEZ PERALTA, with ID number 2450748732, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project “DAILY JOURNALS TO ENHANCE VOCABULARY IN HIGH SCHOOL STUDENTS”, certify that this study work is our authorship, except for quotes, statements, and reflections used in the research paper.



González Tomalá Carolina Lisbeth

AUTHOR



Vélez Peralta Sara Elizabeth

AUTHOR

Declaration

The information and content in this degree and research work are the responsibility;
the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



González Tomalá Carolina Lisbeth

AUTHOR



Vélez Peralta Sara Elizabeth

AUTHOR

BOARD OF EXAMINERS.



Ing. Eliana Geomar León Abad, MSc.

**PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGE
MAJOR'S DIRECTOR**



Ing. Sandra Caamaño Lopez, MSc.

SPECIALIST PROFESSOR



Lic. Veronica Limones Borbor, MSc.

ADVISOR



Lic. Leonardo Chavez Gonzabay, Msc

UIC PROFESSOR

Acknowledgment I

First of all, I want to thank my parents Lorena Tomala and José González who were always with me, and they taught me that with dedication, effort and love I can always reach my goals, and also, I am grateful with the rest of my family, my siblings in special my sisters Diana y Jacque who were a great support to me. I want to extend my gratitude to my friends Ximena, Darian, Ariel y Oscar who always helped me throughout this educational journey, I love them. I would like to make a special mention to Joe who helped me to believe in myself and my knowledge, and last but not least I want to thank my thesis partner and best friend Sara Velez, without her I would not have reached my goal.

-Carolina Lisbeth Gonzalez Tomala

Acknowledgment II

I would like to begin by expressing my heartfelt gratitude. First and foremost, I thank God for blessing me with strength, perseverance, and guidance throughout this journey. I am deeply grateful to my family, especially my mother, Alba, and my father Carlos who have been a steadfast pillar of support during this process. My siblings too, Jean Carlos, Ariel, Adrian and Samuel, support me in my decisions and are always there to bring a smile to my face in difficult moments whom I appreciate, and I love. I would like to thank my friends Yul, Melanie, Gaddiel, Hillary, Marcell, Christopher, Jonathan and Sofia, who gave me their unconditional support and knowledge, making these years a period full of growth, inspiration and motivation. In addition, I thank every professor at the University who with their dedication and passion shared their knowledge with me.

Finally, I am especially grateful to myself for never giving up and continuing to move forward, as well as to my thesis partner, Carolina González, for her support, commitment and companionship throughout this process.

-Sara Elizabeth Vélez Peralta

Dedication I

I dedicate this project to my family, and I thank them for their support and wisdom, for always believing in me, and for being my inspiration throughout these years. I especially dedicate this thesis to my brother Henry González who although he is no longer physically here, his spirit and love accompany me in every step I take, always in my thoughts and on every page of this work.

With love, Carolina Lisbeth González Tomalá.

Dedication II

I dedicate this project to my mother, Alba who was always there to advise and support me, who always believed in me and was present to help me even in the most challenging moments, I dedicate it to my father, Carlos who encouraged me every day to keep studying and has been my example of hard work and perseverance, I dedicate this project to them, who are my inspiration.

This achievement is as much mine as theirs and I will always me what they taught me with love.

With love, Sara Elizabeth Vélez Peralta.

Abstract

In this study, the impact of daily journal writing on high school students' vocabulary improvement was examined. It highlighted the importance of using effective methods to help students learn new words alongside traditional English grammar. The research looked into how structured journaling was a helpful teaching tool and focuses on teachers' views about its effectiveness for better vocabulary retention and overall language skills.

The findings suggested that daily journaling not only helped students learn new vocabulary but also fostered creativity and self-expression. Reflective writing allowed students to use new words in context, aiding memory and making language more relevant to their lives. The research advocated for including daily journaling in high school curricula to enhance vocabulary growth and proficiency among Ecuadorian students. By promoting self-expression, students became more confident speakers, preparing them for academic success in a global society.

Key words: Journal, new vocabulary, experiences, self-expression, challenges, writing.

Resumen

En este estudio se examinó el impacto de la escritura diaria de un diario en la mejora del vocabulario de los estudiantes de secundaria. Destacó la importancia de utilizar métodos eficaces para ayudar a los alumnos a aprender nuevas palabras junto con la gramática inglesa tradicional. La investigación examinó cómo el diario estructurado fue una herramienta didáctica útil y se centró en las opiniones de los profesores sobre su eficacia para mejorar la retención del vocabulario y las destrezas lingüísticas en general.

Los resultados sugieren que llevar un diario no sólo ayudó a los alumnos a aprender nuevo vocabulario, sino que también fomentó la creatividad y la autoexpresión. La escritura reflexiva permitió a los alumnos utilizar nuevas palabras en contexto, lo que ayudó a la memoria y hizo que el lenguaje fuera más relevante para sus vidas. La investigación abogó por incluir la escritura diaria de un diario en los planes de estudios de secundaria para mejorar el crecimiento y el dominio del vocabulario entre los estudiantes ecuatorianos. Al fomentar la autoexpresión, los estudiantes adquirieron más confianza en sí mismos y se prepararon para el éxito académico en una sociedad global.

Palabras clave: Diario, vocabulario nuevo, experiencias, autoexpresión, retos, escritura.

INDEX

ADVISOR’S APPROVAL	2
Statemen of Authorship.....	3
Declaration	4
BOARD OF EXAMINERS.....	5
Acknowledgment I.....	6
Acknowledgment II	6
Dedication I	8
Dedication II.....	8
Abstract	9
Introduction.....	15
Chapter I.....	17
The Problem.....	17
Research Topic	17
Title of project	17
Problem Statement	17
Justification	20
Problem Question.....	21

General Question.....	21
Specific Questions.....	21
Objective.....	22
General Objective.....	22
Specific Objectives.....	22
Chapter II.....	23
Theoretical Framework.....	23
Background.....	23
Pedagogical basis.....	27
Theoretical basis.....	27
Legal basis.....	29
Definitions.....	31
Chapter III.....	33
Methodological Framework.....	33
Methods.....	33
Qualitative methodology.....	33
Type of Research.....	34
Phenomenological Studies.....	34
Data Collection techniques.....	34

One-on-one interview	34
Instruments	35
Questionnaire	35
Types of questions	36
Open-ended questions	36
Population and Sample	36
Chapter IV	38
Analysis of Findings	38
Brief Explanation of the Findings	38
Interpretation of Bibliographic Review	39
Chapter V	50
Conclusions and recommendations	50
Conclusions	50
Recommendations	51
Annexes	58
Annex A:	58
Annex B: Questionnaire	60
Annex C: Transcripts of interview aimed at teachers	61

TABLE INDEX

Tabla 1 Teachers' perceptions on the Daily Journals to enhance Vocabulary. 44

Tabla 2 *Teacher's perceptions on the Daily journal to enhance Vocabulary*..... 47

Introduction

The use of English became a basic skill in an interconnected world, an essential need for academic success, professional growth, and social interaction. That was especially the case in Ecuador, which recently found itself languishing in 80th place out of 113 nations worldwide and 18th out of 20 Latin American countries in terms of English proficiency. Statistics like those represented an urgent call for new and innovative approaches to English teaching targeted at high school students. This guided approach to develop their vocabulary was missing in traditional language education.

As didactic strategy, a research project proposed the contribution of daily journal writing to students in the 3rd grade area to generate vocabulary growth and strengthen the speaking process. A reflective exercise, journaling prompted students to interact with new vocabulary within a meaningful frame of reference. So, as students wrote about their world, they interacted with those new words and had a greater chance of learning those words. Besides, by practicing this behavior, free expression and creativity operated, being amusing and significantly aiding L2 acquisition.

The purpose of this study was to determine the impact of daily writing on vocabulary acquisition in the high school environment and how that strategy can represented both a challenge and an opportunity given the Ecuadorian educational system. Using qualitative methodologies, specifically, interviews with educators, the study aimed to investigate perceptions of how effectively journaling practices reinforced nouns and verbs associated with a lesson. To conclude, this study pursued the generation of EFL learners

who can continued their reading in academia and the English-speaking world.

Chapter I

The Problem

Research Topic

Didactic Strategy and Speaking Skills.

Title of project

Daily Journals to enhance Vocabulary on High school students

Problem Statement

(Sharma & Dwivedi, 2024) That nowadays, there are several gadgets to learn English, as are technology and social media, which causes the creation of new methodologies, strategies, and techniques to adapt English Languages to this new generation. Nowadays, English is considered a necessary academic, social, cultural, and political skill. It is the new dominant global language, and it is a of the educative system that highlights and emphasizes the generational development of the English language.

Currently, Ecuador is positioned 80th out of 113 countries in terms of English proficiency and 18th out of 20 countries in Latin America, according to (Education First, 2023) Despite noticeable advancements, this still demonstrates a somewhat limited mastery of English. Creative approaches to English teaching should be adopted to solve this problem and keep up with the rapid development of technology in education. In the process of acquiring a second language, several issues and difficulties do not allow the development of skills when putting them into practice; speaking, writing, reading, and listening are

examples of this, which makes them fundamental to learning English language, considering that different factors make learning difficult whether at the time of writing a sentence, listen to a native speaker, watch a movie or listen to music, moreover, it is essential at the moment to read a book or article it must be prioritized vocabulary due to this is to allow understand and comprehend the broad of context of meaning that enclosed in this case the environment the all of skills

People often encounter difficulties in learning English at school. The basis is vocabulary. Poor vocabulary acquisition skills in students have become a problem that needs addressing. Consider this ability: Vocabulary learning is necessary for learning English. Students' abilities are the key to student success, but the problem with learners is that "ability" is always misunderstood in a loose context. (Ryan et al., 2024)

Obtaining and learning vocabulary is fundamental in the first steps of learning the English language, opening the way to understanding and recognizing the language. On the opposite way, when interpreting a situation or attempting to do so without first acquiring a little lexicon, it will be a complex stage to assume for the simple reason that it is impossible to start an explanation, exposition, speech, or discussion without knowing something or studying a little vocabulary. (Rosyada & Apoko, 2023)

(Aster Visakha, 2019) Highlights that students can improve their vocabulary and grammar by being given tasks to create descriptive texts. This research aims to investigate and evaluate homework's impact on high school students' vocabulary development. The main idea is understanding how regular journal writing affects students' vocabulary and

general writing skills. The study aims to provide an understanding of the difficulties and opportunities presented by vocabulary development, as well as to identify factors that influence students' vocabulary progress.

Ultimately, this learning will help educate a generation of students who speak highly proficient languages, which will benefit their academic and social progress.

(Rahmaya et al., 2024) The study concludes that the daily journal vocabulary technique effectively improves their understanding of English vocabulary. This effectiveness is also evident in the number of words they learn from a single reading session while using this technique; most students can grasp 6 to 10 new words in each session. Journaling effectively enhances students' writing abilities by encouraging regular practice and development of writing skills, critical thinking, and metacognitive awareness. By implementing journaling practice in the classroom, educators will create a nurturing environment where students can express themselves with confidence and clarity.

This research investigates how the daily practice of keeping a journal can significantly impact vocabulary enrichment in high school students; this approach allows students to see the effects on vocabulary and consider aspects of the emotional and cognitive related to the writing process.

Justification

Grammar has sub-skills, but its importance goes beyond these skills, where the critical role is played by the vocabulary being the one that lets transmit and share ideas in a much more appropriate way; within English, several techniques allow teaching in a broad way guided by much more dynamic and reflective activities.

According to (Sihite & Simanjuntak, 2020) the daily journal as a tool allows vocabulary development to improve greatly concerning your conversational and grammatical skills; this tool creates a different perspective, where you work individually, making it attractive and coherent for whoever writes the daily journal. Within the daily journal, the student will express him/herself naturally and truly, giving rise to knowing and looking for words that he/she does not know to implement them within his/her vocabulary; this process also makes available to the student to be selective with words and know how to accurately express ideas and use words in a correct way making verbal communication and grammar more comprehensive.

The skills that a daily journal provides students within writing are several, such as increased eloquence in writing, reflection and motivation, critical thinking, and cognitive awareness or thinking. According to (Ade et al., 2023) What drives this diary is the reinforcement and the naturalness of writing a text where the student deposits something significant, such as their feelings or something personal, helping and supporting the student not only to write but also to express themselves giving spontaneity to each of the things they write, say or express, writing a diary every day helps and guarantees to have new

vocabulary, also adds the fact that there will be repetition of certain words or context making it possible to retain the content or vocabulary.

Keeping and practicing a journal in a classroom enriches the student's confidence, security, determination, and determination, leaving them with a comprehensive environment where they can express their thoughts transparently. The use of self-reflective thinking or introspective questions, regular habits, and constructive comments creates or allows for the enhancement of this methodology using this journal to be much more effective, leaving this journal as a pedagogical tool that provides students with valuable skills that allow them to express themselves and empower themselves by overcoming challenges.

Problem Question

General Question

- How could daily journal enhance vocabulary acquisition in high school classrooms?

Specific Questions

- How does daily journaling influence the retention and usage of new vocabulary words among high school students?
- What role does daily journals play in the application of complex vocabulary?
- How can teachers effectively incorporate vocabulary into daily journaling to improve vocabulary acquisition in high school students?

Objective

General Objective

- To analyze the importance of daily journaling in enhancing vocabulary in high school students.

Specific Objectives

- To review literature related to the use of daily journals in improving vocabulary in high school students.
- To examine the perceptions of teachers and the mechanism through which daily journals support vocabulary acquisition in high school students.
- To consider the perspectives of professors about the effectiveness of daily journaling in fostering vocabulary development

Chapter II

Theoretical Framework

Background

In this investigation, the theoretical framework acts as a conceptual perspective through which the research issue is explored and assessed. To gain a deeper comprehension of the phenomenon being studied, international, regional, and local studies will be examined.

(Rahmaya et al., 2024) Support that learning is a basic human need to gain new skills, understanding and knowledge. Having a wide vocabulary is essential to improve communication skills and linguistic comprehension. Mastering a heterogeneous vocabulary allows you to make sentences more accurately and to speak or write more naturally and effectively. People have different learning styles; therefore, it is a requirement to select a learning method with respect to vocabulary.

(Salsabila et al., 2024) Vocabulary and grammar are critical to improving writing. Lexicon provides writers with the ability to communicate thoughts in a more accurate and diverse manner. Proper grammar helps make sentences and writing constructions clear and easy to understand. By paying attention to these two aspects, an individual's writing skills can be greatly improved. Also, they mention that by uncovering the elements that influence the attainment of students' writing skills through a greater understanding of the challenges and possibilities in advancing students' writing, we can assist in the creation of a more

proficient writing generation, which will ultimately support students' educational and social progress.

(Purwati, 2022) Concluded that the vocabulary journal is a vocabulary learning strategy that focuses on learning through discovery. Students create an inventory of words they do not know but consider relevant to learn. They then research the definition and details of the words in a dictionary, thesaurus, or other similar resource. Students acquire new vocabulary from materials provided by their teacher in class or from the text assigned to them.

According to (Vigelen Nikijuluw Renata C. G., 2020) Implementing a vocabulary journal is one of the most effective strategies for students to acquire the English language more clearly. Vocabulary journaling teaches students how to strengthen their knowledge of words and understand the meaning so that they can use them as they should throughout their lives. It also mentions that it is a technique that will help students acquire vocabulary in a more native-like way. It also mentions that this strategy can be applied in all levels of secondary school with different strategies that adapt to their needs.

A recent investigation by (Ilustre, 2022) Daily journal there are different characteristics that benefit the person who uses it, in this research emphasizes certain sub-themes such as healthy thoughts, development of creativity, emotional balance, knowledge of certain negative and positive patterns within the person giving clarity to thoughts. A daily journal according to this article allows to cultivate and stimulate certain thoughts giving life to the true personality development that has a person to connect with himself, having notion attitudes that develops whether positive or negative and giving space to creativity when

writing and capture their thoughts in a daily journal, this is the same use that would be given to a daily journal to improve the vocabulary in high school students where it will be awarded each of these benefits using them to improve their grammar and vocabulary for the improvement, development, acquisition of the foreign language.

This book (Lagos-Reinoso, 2021) breaks down how important technology is becoming for Ecuador and how it is affecting the development of learning in institutions, revealing different ways of how it is affecting learning and how it can be coped with according to certain parameters already existing in Ecuador, emphasizes the old teaching how it has affected teachers who grew up without technology and are still in the process of adaptation, this book gives us step to the new “environment” in which Ecuadorian education is involved by adapting new technologies, This technology within the project that is carried out in this research gives us the guideline to investigate meanings, evolving the search and collaborating by exchanging information of meanings for the development and process of a daily journal, in which the student will not only have depth of research to make a search for meanings but also will be motivated to use technology to develop new knowledge.

In this research given by (Tamayo Mónica, 2020) reveals certain challenges that teachers have in Ecuador talking about writing and communication in students, some of these are lack of motivation, poor vocabulary, the competitive spirit to learn a foreign language revealing that in students there is still some rejection to want to learn the English language leading students to experience some of these challenges mentioned above, Based on this lack of interest, the following project is developed, giving birth to a solution or

solution to some of these challenges, the daily journal allows to explore thoughts, ideas, mistakes, in which high school students have the interest to capture in a diary with which they have day to day communication and develop this interest in creating ideas, thoughts, writing new vocabulary and sentences in the English language.

(Palma Monar Sara Elizabeth, 2022) In the article it is emphasize within the University of Ambato this project was carried out as a test for 33 students in which the students who were intervened took advantage and improved their writing skills, giving positive results in that the daily journal offers improvement, motivation and significant improvement when writing. It leaves us with great expectations to want to use it within the high school in which the use of this journal is more interactive because unlike the project at the University of Ambato in this project will work with younger people giving that the daily journal is more motivational and instructive for the improvement of the vocabulary of the students as well as creating an environment where the student locate their experiences from their point of view in this journal giving free rein to their imagination in the classroom to formulate or inquire for new words or creating new sentences.

According to (Sihite & Simanjuntak, 2020) emphasizes that the daily journal helps writing considerably based on his research project which resulted in the effectiveness of writing and the ease of writing by beginning to write a journal whereby he begins to develop strategies in which this writing skill also allows for speaking and expressing oneself through writing. The daily journal as it is given the corresponding use, begins to become completely easier to understand how a sentence or paragraph is structured, within this project will not only be used to emphasize the writing and fluency that begins to have

the user involved to write, but also to speak and understand the second language, giving equal importance to the vocabulary that enters, which acquires and leaves through communication, making positivity to knowledge not only applying it in writing, but also in speech.

Pedagogical basis

The Zone of Proximal Development

An article published for (WestEd, 2022). Highlights that The Zone of Proximal Development (ZPD) is named one of the most used terms around education. “The distance between the actual developmental level of the learner as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers”.

Lev Vygotsky's

The concept of Zone of Proximal Development (ZPD) suggests (L. S. Vygotsky, 1978) that a child can perform a variety of tasks with guidance, but not yet independently. The Zone of Proximal Development (ZPD) can be integrated into the vocabulary development of educators and students through journaling, allowing them to interact with words that are beyond their current vocabulary, while providing them with the support needed to learn these new words.

Theoretical basis

Constructivist Learning Theory

Research by (Elliott et al., 200 C.E.) constructivist learning focused on the fact that “It is a perspective on learning that asserts that students energetically construct or transform their own knowledge, and that reality is influenced by experience of the students. In related to Piaget (1977) and Fosnot (1989), they stated that the deep application of constructivist learning can be referred to as an active construction of interpretation in a context in which students exercise different roles, which focus on autonomous learning, inquisitive intellect and critical inquiry. Relating this theory to the implementation of Daily Journal to enhance Vocabulary will aid in the retention and understanding of vocabulary and is a method that will be more effective than the basic learning or techniques that are repeated by teachers, and the Daily Journal encourages students to be more involved in the new vocabulary and use it according to their respective context.

Bloom’s Taxonomy

Benjamin Bloom, (1956). Another relevant theory is Bloom’s taxonomy was proposed in 1956 by educational psychologist Benjamin Bloom, is a categorization of the various goals and skills that teachers define for their students (learning achievements)

Bloom’s taxonomy provides a model for educational objectives that can be effectively incorporated into daily Journals practice enhancing vocabulary. By employing the different levels of Bloom’s Taxonomy; remembering, comprehending, applying, analyzing, evaluating, and creating, students can engage more deeply with newly acquired vocabulary. In their Daily Journals students can begin by writing new words (remember), give them meaning in their words (comprehend), use them in sentences (apply), compare them with synonyms (analyze), think about their relevance in various contexts (evaluate),

and finally use them in creative writing activities (create). This structure approach promotes not only active engagement with the language, but also encourages critical analysis and deeper understanding, ultimately enriching their vocabulary in meaningful ways.

Legal basis

Constitución de la república del Ecuador.

Art.26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. (Legislativo, 2008, p. 16)

Art 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable, y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunicativa; y el desarrollo de competencias y capacidades de crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de país soberano, y constituye un eje estratégico para el desarrollo nacional. (Legislativo, 2008, p. 17)

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el

aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrara una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunicades, pueblos y nacionalidades. (Legislativo, 2008, p. 168)

According to Consejo de Educación Superior (CES) based on the **Art. 64.-**

Artículo 64.- Aprendizaje de una segunda lengua. - El aprendizaje de una segunda lengua será requisito para la graduación en las carreras de tercer nivel, de acuerdo con los siguientes niveles de suficiencia tomando como referencia el Marco Común Europeo, o su equivalente, para lenguas: a) Para el tercer nivel técnico se requerirá al menos el nivel A1 y para el tecnológico se requerirá al menos el nivel A2. b) Para el tercer nivel de grado se requerirá al menos el nivel B1. En los programas de posgrado, las IES definirán en función del desarrollo del área del conocimiento, el nivel de dominio de la segunda lengua, si esta es requerida. Cada IES decidirá la integración o no del aprendizaje de una segunda lengua en el currículo de la carrera o programa. Para que los estudiantes regulares matriculados en una carrera cumplan el requisito de suficiencia de una lengua extranjera, las IES, en el caso de que así lo requieran, podrán realizar convenios con otras IES o instituciones que, si bien no forman parte del Sistema de Educación Superior, brindan programas o cursos de lenguas, siempre que éstas emitan certificados de suficiencia mediante la rendición de

exámenes con reconocimiento internacional. La presente disposición no se aplicará para las carreras de idiomas.

Para efectos de esta disposición, el lenguaje de señas podrá ser considerado como segunda lengua y requisito para graduación en las carreras de tercer nivel. (Consejo de Educación Superior, 2022, p. 16)

In the articles presented let us know how valuable education is for each person and how deserved it becomes for each child, youth or adult in its own right, not only important for those who study it but also for the Republic of Ecuador making it clear that students and what they learn is paramount to their future leaving in the hands of educators the development of each skill, values, equity, the instinct of competence and to improve day by day, not leaving behind the acquisition of the second language as a right for each student, committing him/her to fulfill the necessary requirements when it comes to the second language. This research connects real life cases to carry out its execution within the classroom allowing the development and the different characteristics that the student needs to develop, breaking all gaps of ignorance and giving way to new knowledge that gives Ecuadorian education.

Definitions

Vocabulary knowledge

(Steven A. Stahl & William E. Nagy, 2005) Says “Vocabulary Knowledge is Vocabulary; the knowledge of a word not only implies a definition but also implies how

that words fits into the word”. Vocabulary Knowledge is not something that can be achieved completely; vocabulary is something that extends and deepens over the years.

Daily Journal

Daily Journal is a document that keeps all the detail of your existence, from events, thoughts, emotions and your daily ideas and memories, an article published by (Salsabila et al., 2024) indicated significant improvements in writing skills after using this technique, validating that daily journals can effectively boost English writing skills in students in high school.

Chapter III

Methodological Framework

Methods

Qualitative methodology

This research project has a qualitative method in Jefferson Salinas Unidad Educative Bilingual School teacher of English with the purpose of analyzing the opinions of high school teachers focused on teaching a foreign language.

The Qualitative Methodology according to (Oranga & Matere, 2023) is a method that investigates and focus on knowing the perspective, opinions, meanings and data collection of people who are interviewed with a specific objective, this type of methodology is used to report research that cannot be statistically evaluated, referring to experiences, feelings and skills, leaving in evidence transparent sample results, through techniques such as: questionnaires, interviews or focus groups.

(Bhat Adi, 2024) Says that “There are different types such us: in-depth interviews. Focus groups, ethnographic research, content analysis, and study research”, as well “This type of method works towards solving complex issues by breaking down into meaningful inferences”. This method ensures through the mentioned techniques reliable, detailed and transparent information that leaves credibility within the research. The qualitative method puts in weight the studied phenomenon to solve it and to put it into practice depending on the results.

Qualitative research through the collection of data will give the guideline to know the perspective of the interviewees and depth to specific points of view, through this method of interview open-ended questions given to Jefferson Salinas Unidad Educativa Bilingual School teacher of English will understand the experience, opinions, and practices.

Type of Research

Phenomenological Studies

(Dumlao Nathan, 2022) Refers to the objective of the phenomenological study within the qualitative method strives to understand the experiences by referring to study episodes already lived in a specific group with which you will be working or interviewing focusing on how they received or perceived this event.

In this research it is essential to hear the point of view of the people and to know the lived experiences of those who are interviewed, for that reason the phenomenological study who in question is the one who acts deriving direct answers focusing on exploring and conducting this research, highlights the timeliness and depth of focusing on breaking down or developing the perception of the subjects.

Data Collection techniques

One-on-one interview

One-on-one interview according to (Knot Eleanor et al., 2022) is a method that is recommended for research that requires textual evidence, where it can be valued through its type of interview, for example: questionnaires, videoconference, call, recordings where the data collection is within the reach of the interviewers.

This research will be based on this type of one-on-one interview, since this method intervenes in a much more direct way with the interviewee, giving emphasis to their experiences from the root and leaving completely clear and constructed data based on facts.

According to (Near, 2024) A particularly good interview is the one that undoubtedly pays attention to details from the experience, allowing the interviewees that from the depth of their experience to obtain data to be interpreted and analyzed their perspective, clearly these interviews are not anonymous but to protect the confidentiality of data and information the personal data of the interviewees will be hidden in order to take a rigorous care of details and personal data regarding the interview making it feasible.

Instruments

Questionnaire

Questionnaires are indispensable tools in a research project because they provide a more convenient method of gathering information specific to a particular topic.

Questionnaires can be taken in different ways, such as online surveys, through e-mails or face to face interviews, and they are fundamental in the research project because they help to obtain accurate information, test hypotheses and make resolutions based on real data.

According to (Taherdoost, 2022) A questionnaire is a crucial instrument of a research study that allows the collection of important data about the topic being addressed. Also mentioned that it is essential that structure of the questionnaire is organized to remove errors, however, researchers face difficulties when designing an efficient questionnaire, in this enters; the content, appearance of the questionnaire and the use, which if not well-

structured lead to wrong answers or conclusions that will not help the topic being addressed in the research.

Types of questions

Open-ended questions

According to (Mitali Shukla, 2023) Open-ended questions require the respondent to answer in detail in a free manner, in other words, respondents have the power to express their thoughts deliberately. Also mentions that the open-ended questions are those that usually begin with “why”, “how” or “what” and require the respondent to answer with broad arguments, as opposed to closed- ended questions that are only answered with a “yes” or “no”.

The questions are related to the topic Daily Journals to enhance vocabulary in high school students, aims of this questionnaire is the exploring the importance of implementing Daily Journals as a technique of teaching in classroom. Additionally, Data will be collected through one-on-one interviews, with open-ended questions and the interview will be face to face, the information will be recorded for better collection.

Population and Sample

This interview will be conducted in Unidad Educativa bilingual Jefferson Salinas, located in the province of Santa Elena, Salinas, where there are a remarkable number of English teachers with excellent knowledge and experience that will be of great help to obtain important data to this research related to Daily Journals to enrichment of vocabulary in high school students.

The target population is conformed for 15 professors who belong to English area, therefore, to carry out this interview the sample is composed of 5 English teachers of this institution who have experience with the implementation of didactic strategies focused on vocabulary learning, this selection will not only allow to obtain significative data, but also to collect different experience that the teacher has presented in their trajectory throughout their educational life.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings.

This chapter provides an analysis of qualitative data from in-depth interviews with English teachers at Jefferson Salinas Unidad Educativa Bilingual School. The purpose of this study is to explore how these teachers understood and experienced the use of Daily Journals as a high school vocabulary development strategy.

It is focused on qualitative research, especially the phenomenological method. The interviews were designed to be mostly open-ended and semi-structured; this was done in order to allow for maximum length of description, or verbosity, on behalf of the teachers so that their voices could be heard as they describe what it is like for them to teach and what aspects (challenges and successes) they experience doing so.

Here, the interviews were conducted physically, hence making data collection safer, more appropriate and objective. Of the above population, five English teachers were selected for their years of experience and labor on vocabulary. Second, there was likewise a need for variety to solicit a range of perspectives that represent the complexities inherent in teaching within a bilingual classroom.

To summarize, the current research illustrates how qualitative methodology can further contribute to thick descriptions of real-life classroom practices at Jefferson Salinas Unidad Educativa Bilingual School and reiterates that when developing educational approaches aimed at vocabulary improvement, it is the lived experiences of teachers themselves which

must be acknowledged, voiced and interpreted. Again, the methods used to obtain data influence the quality of it; In this case, and due to qualitative methodology through open-ended questions a rich finding came about in terms that Daily Journals may be able to act as part of supportive language learning process.

Interpretation of Bibliographic Review.

1. Question number one was: **In what way do you think the practice of keeping a journal can influence the vocabulary development of high school students?**

Keeping a Journal: A Great Pedagogical Practice to Improve Vocabulary among High School Students This produces a chance for an active production of language to move them from reception to expression. The importance of language acquisition between my ESL students and I is what draws me to repetitive writing mechanics whilst implementing new vocabulary into their minds. Furthermore, journaling is a low-pressure way for students to practice new vocabulary in context, making the experience more authentic and relevant. Writing about past personal experiences & thoughts helps in linking vocabulary to students' lives, which can further support retention but lead to a holistic approach towards understanding the language. Such an approach helps both in a natural and organic way of learning, it suits high school learners very well who are frequently dealing with more complicated structures within any language.

2. Question number two was: **What kind of activities or exercises do you believe would be most effective to include in journals to enhance vocabulary acquisition?**

Teachers emphasize that point to effective strategies for developing vocabulary through journaling, etc. One method is brainstorming that allows students to talk about familiar topics during a lesson, which increases student engagement and makes vocabulary relevant to everyday lives. And that is what this whole concept of repetition daily journaling or repeating with vocabulary etc. for routine, lays stress on. For example, daily clothing choices provide students the opportunity to use important vocabulary in a way that helps them learn and remember. Similarly, strategies such as word mapping or finding synonyms and antonyms offer students a way to visualize the relationship between words and better understand their meaning. Connecting new vocabulary with their prior knowledge and experiences, e.g. food-related topics, to enable students to learn quicker and logically as this will help them in learning the concepts of a language cognitively.

3. Question number three was: **How do you consider journaling can help students in connecting related new words to their personal experiences?**

The teachers add weight to how meaningful journaling is with learning new words and sharing yourself as a learner. This way, by adding to the journal everyday topics, students will learn new vocabulary according to their lives – for instance, writing a journal entry about where you plan on going for your next vacation or what kind of food you tried that day. This not only makes them learn the language better but also tries to relate new words with life experiences making these vocabularies much closer to him/her and memorable. But for students, things like spelling, grammar and punctuation as well as too little vocabulary gets in the way of their writing. To help students overcome these hurdles, teachers can help by providing constructive feedback and encouraging their students to read

out loud journal entries while recommending sources for reading, TV shows/movies with subtitles, or music in English. This way the student would be learning new vocabulary naturally and thus improving in the overall language.

4. Question number four was: **What challenges do you think students face when writing in their journals? How could they overcome these challenges to improve their vocabulary?**

The comments by teachers show various challenges encountered by students while drafting entries in their journals such as vocabulary, grammar and fear of correctly using unfamiliar words. One of the biggest challenges in writing is repetition, which results in boredom. To address these and other challenges, students should write about topics that are personally relevant or interesting to them and write in response to specific prompts. This encourages them to discover new words in an environment that is related to their lives. Also, students still manipulate the uncertainty of if a word is used in the correct way to avoid it and digital dictionaries become an important tool as they can check definition and examples. It is also advised to read regularly and consume media like watching English films and listening to music because it could help gain vocabularies as well as aid in developing the language itself. Another important aspect is that teachers give feedback especially on grammar and punctuation, getting their writing more precise, which gives students a sense of confidence as well.

5. Question number five was: **What additional resource, such as dictionaries or applications, would you suggest to support students in their Journal-based**

vocabulary learning? How would these resources complement the journaling practice.

Teachers indicate that using journals, together with other resources like dictionaries and apps, can promote students' vocabulary learning. As well as pocket-types, they gain a reputation for supporting students with finding words independently, it helps them work actively within the language and encourages curiosity about "strange" terms. It helps them in learning and memorizing words, using the dictionary from A to Z also strengthens students' organizational skills; through digital applications such as Quizlet, there is break-and place- contextual support — students may very well review definitions, synonyms and examples of how each word was implemented in a sentence that could enhance their comprehension about its use. These tools support the fifth journal prompt by encouraging students to practice descriptive and analytical writing which then gives them a greater range of vocabulary. Through continuous use of these resources, a more interactive learning environment will be created which results in better acquired language skills.

6. Question number six was: **How do you believe the use of journals can foster creativity and personal expression? Could you share an example of how this has worked in practice?**

Teacher highlights this journaling demonstrates how powerful the practice can be, so let us highlight student creativity and expression through their learning. Students go beyond the act of putting pen to paper and gather the process in which self-discovery and reflection ensue through recounting their day. Journaling provides a safe space for students to explore their musings, feelings, and hopes, where they can be more present with

themselves and what is happening around them. For example, when students write about their hobbies or favorite food- because of this they are motivated which will lead up to individual differences also. In fact, journals can include creative writing possibilities such as clever figurative expressions or fictional plot lines that encourage exploration of language and its captivating facets for greater vocabulary with a lot more flexibility along the way. It also helps students to cultivate their sense of self, as this is personal musing with creative writing where the content, they write about will be reflective upon them in some way.

7. Question number seven was: **How do you think journaling can serve as a tool to monitor the progress of students' vocabulary?**

The teachers commented that journaling as a method of helping to keep track and register students' vocabulary progress. In writing regularly about things that matter to them, students practice language and leave easy-to-track markers of their growth over time. You can see over time how their vocabulary develops; early entries are full of simple phrases; later ones include longer more complex sentences and a greater variety of words. You can see this progress by looking at early journal entries vs. later, so students and teachers alike get to see the improvement in vocabulary use or writing! In addition, if students look back on old entries, they can come up with new ways of saying things & to find new words or synonyms for the same experience — so it helps reinforce what they've learned. This not only showcases student growth but encourages connections and word families from students.

8. Question number eight was: **What is your opinion on the importance of consistency in the practice of journaling to strengthen students' vocabulary? What insights can you provide based on your observations or experience?**

Teachers highlight how the journaling process really is essential for bolstering students' vocab. Continuous phonetics practice also affixes the memory of vocabulary and boosts confidence around language use, making it easier for learners to express themselves. This journaling habit engages students in processed language that is rich and active, as they grow to relate new words back to prior experiences or writings. This helps account for why students who write consistently, such as keeping a journal, show incremental application of improvements in vocabulary and writing skill. Moreover, the "use it or lose it" notion stresses the importance of including new vocabulary in your daily conversations to keep them active. All this practice builds discipline, which creates organization and fluency not just in language learning but as students take that with them into all their subject matter.

Tabla 1 Teachers' perceptions on the Daily Journals to enhance Vocabulary.

Questions	In what way do	What kind of	How do you	What
	you think the	activities or	consider	challenges do
	practice of	exercises do you	journaling can	you think
	keeping a	believe would	help students	students face
	journal can	be most	in connecting	when writing in
	influence the	effective to	related new	their journals?

	vocabulary development of high school students?	include in journals to enhance vocabulary acquisition?	words to their personal experiences?	How could they overcome these challenges to improve their vocabulary?
Answers	Keeping a journal helps students use new vocabulary contextually, express thoughts and experiences, and engage with the language, enhancing vocabulary retention and fluidity in various settings.	The common exercises used by the teacher were word mapping and exploring synonyms and antonyms as effective exercises for students to visualize connections between words and improve vocabulary comprehension.	Journaling enables students to personalize vocabulary by connecting new words to their experiences, enhancing meaning and memorability, ultimately showing how words serve as tools for self-expression.	Students can improve vocabulary usage by using digital dictionaries and journal prompts to experiment with new words. Confidence comes with time and practice in taking risks with language.
Authors	Keeping a journal is a way	Word mapping is a good tool that	Journaling is a tool that	The use of dictionaries is

or tool to capture your thoughts or feelings on a page, besides the fact that a journal is private, and you can express yourself freely, a journal is beneficial for students because it relieves stress and has cognitive advantages. (Grand Canyon University, 2022)	the teacher can implement in the classroom as a learning resource. (Andi Sulkifli, 2023)	connects learning with teachers' strategies, journaling engages students with learning experiences, adding theoretical knowledge and applying it to the real world. (Dinç et al., 2024)	one of the most used tools in learning new vocabulary, lately electronic dictionaries are a valuable resource for the acquisition of new words. (Rezaei & Davoudi, 2016)
---	---	--	---

Tabla 2 *Teacher's perceptions on the Daily journal to enhance Vocabulary*

Questions	What additional resource, such as dictionaries or applications, would you suggest supporting students in their Journal-based vocabulary learning? How would these resources complement the journaling practice?	How do you believe the use of journals can foster creativity and personal expression? Could you share an example of how this has worked in practice?	How do you think journaling can serve as a tool to monitor the progress of students' vocabulary?	What is your opinion on the importance of consistency in the practice of journaling to strengthen students' vocabulary? What insights can you provide based on your observations or experience?
Answers	Using context-based tools like Word Reference for definitions and examples, and apps like Quizlet to	Journals encourage students to write freely, using metaphors and stories to explore language,	Journals track vocabulary growth, allowing students to revisit words, monitor	Consistent journaling enhances vocabulary retention, boosts confidence, and fosters

	reinforce learning and review new vocabulary outside of journaling.	deepen understanding, and enhance creative expression while making learning enjoyable.	language evolution, and demonstrate progress to themselves and teachers.	meaningful language development through regular practice and habit formation.
Authors	Quizlet is a working tool that is useful for the acquisition of new vocabulary, and students' motivation with this tool is reflected by its game and multimedia elements. (Bayaksud et al., 2024)	Journaling inspires creativity and new ideas, and by incorporating it as a routine, you create a personal space in which you will increase your critical thinking and self-knowledge. (Journal.Ing., 2024)	Journals are efficient in learning new meanings, are fundamental to understanding scientific concepts and will help students to have a better knowledge of new words. (Betsy Collins, 2021)	Vocabulary retention improves when the meaning of words is practiced in different contexts and meanings. (Pablo Aedo & Claudia Millafilo, 2022)

Chapter V

Conclusions and recommendations

This study explores the effect of daily journals on vocabulary development among high school students and reveals that this practice has positive aspects. An extensive search and interview of teachers about their experience with daily journals was conducted and the responses. On the other hand, there are some challenges including unclear structure and limited activities offered to develop and gain from journal use. To use and apply the journal on vocabulary learning and vocabulary acquisition more effectively, the following are the conclusions and some suggestions.

In-depth literature review and student responses revealed that journaling is a fruitful setting because it fosters creativity, retention and ownership. But with some challenges the need for more structure, the lack of supplementary activities to further propel journaling benefits. The sections that follow report some key conclusions and suggestions for ways to make the practice more effective in terms of promoting vocabulary learning.

Conclusions

The use of daily journals significantly improves vocabulary learning in high school students on at Unidad Educativa Bilingue Jefferson Salinas. As the idea of journaling involves ongoing low-stakes practice, it allows students an opportunity to contextualize their development of new vocabulary. Daily writing allows students to encounter and use new vocabulary repeatedly, cementing it in long-term memory. In addition, since students do not realize that their journal entries are really exercises in writing per se and because

journaling occurs outside and inside the formal classroom setting, there is less fear of being judged for making a linguistic mistake and thus they go on to use the vocabulary more freely. By taking that risk, they are more likely to retain new vocabulary, and it becomes more natural to use between their mouths and fingers.

Another benefit of journaling is that it helps associate vocabulary to events in the students' lives. Language becomes more tangible and relevant to students when they use new words to express their own lives, feelings, and struggles. It aids recall and understanding, as students often remember vocabulary visits their own life experiences. For example, students could write about their everyday life writing more likely engaged in practice using vocabulary, just how they used and retained it is relevant.

Additionally, journaling encourages working with language creatively and presents them an opportunity to work with the vocabulary in various formats as a story, metaphor or reflective writing. Not only does this create a wider breadth of expression, but it also builds their confidence using the language. Not only have teachers noted a rise in student enjoyment and interest about language as students engage in vocabulary experimentation with journaling, but they wrote also observed underground learning through challenges of word meaning within partners. So, this move away from rote memorization towards a more engaging and purposeful means of self-expression is central to language learning.

Recommendations

It is recommended that to further increase vocabulary in students, structured vocabulary activities should be incremented through the journal they already keep, such as, Word mapping, synonym-antonym exploration, and sentence-building exercises can further

deepen the students' grasp of word meanings and their appropriate usage. These activities give important context to the journaling, and help with vocabulary retention, especially when coupled with short writing efforts based upon the structured input.

The application of digital tools such as Word Reference and Quizlet, which offer definitions, example sentences, and pronunciation help at the students' fingertips lend themselves naturally to enhancing the journaling writing process. These tools help guide students when they come across new words in their journal and give them the support they need to use different vocabulary in their writing. Promoting the use of these digital tools can help make vocabulary learning more widespread and instant, which is in line with a need-based approach as it caters to various students having different types of needs.

Finally, the implementation of self-assessment. Teachers can also ask students to go back through their journal entries from time to time and check how well they have progressed in vocabulary. For students, this self-assessment enables them to see their progress within the language they are learning as well as ways in which they can grow. The periodic review sessions allow them to self-evaluate vocabulary usage, see how they are improving over time and encourage them by demonstrating what they have achieved. Noticing and thinking about the words that our students are learning in class promotes personalized, focused vocabulary practice and encourages student agency with their language development.

- Ade, F. E., Eusabinus, B., & Urai, S. (2023). An Analysis on Vocabulary Learning Strategies (VLS) Used by Junior High School Students. In *JSRET (Journal of Scientific)* (Vol. 2, Issue 2).
- Andi Sulkifli. (2023). *THE IMPLEMENTATION OF WORD MAPPING STRATEGY TO IMPROVE STUDENTS' VOCABULARY MASTERY.*
- Aster Visakha, J. (2019). PENGARUH PENGUASAAN KOSAKATA DAN TATA BAHASA TERHADAP KEMAMPUAN MENULIS TEKS DESKRIPTIF BAHASA INGGRIS. *INFERENCE: Journal of English Language Teaching*, 2(1).
- Bayaksud, N., Putu Dian Danayanti Degeng, & Khairil Azwar Razali. (2024). The Use of Quizlet for Vocabulary Learning: A Lesson from Innovative Application. *Journal of Language and Literature Studies*, 4(1), 244–255.
<https://doi.org/10.36312/jolls.v4i1.1823>
- Betsy Collins. (2021). *Betsy_Collins_Paper.*
- Bhat Adi. (2024). *Qualitative Research Methods: Types, Analysis + Examples.*
<https://www.questionpro.com/blog/Qualitative-Research-Methods/>
<https://www.questionpro.com/blog/qualitative-research-methods/>
- Consejo de Educación Superior. (2022). *Reglamento-de-Régimen-Académico-vigente-a-partir-del-16-de-septiembre-de-2022.*
- Dinç, E., Wherley, M. S., & Sankey, H. (2024). Student Perception of Journaling as an Assessment for an Engagement Experience. *Journal of Experiential Education*, 47(3), 484–503. <https://doi.org/10.1177/10538259231203671>

- Dumlao Nathan. (2022, March 17). *Phenomenological Research Design*.
<https://delvetool.com/blog/phenomenology>.
- Education First. (2023). *The world's largest ranking of countries and regions by English skills*.
- Elliott, S. N., Kratochqill, T. R. L., & Travers, J. F. (200 C.E.). *Educational Psychology: Effective teaching, effective learning*.
- Grand Canyon University. (2022). *The Many Benefits of Journaling for Students*.
- Ilustre, F. (2022). *The benefits of journaling for women*. PRODUCTIVITY STORE.
- Journal.Ing. (2024). *Journaling for Creativity: How Daily Writing Can Inspire New Ideas*.
- Knot Eleanor, Hamid aliya, Summers Kate, & Teeger Channa. (2022). Interviews in the social sciences. <https://www.nature.com/articles/S43586-022-00150-6>.
- L. S. Vygotsky. (1978). *Mind in Society The Development of Higher Psychological Processes* (Cole Michael, Vera John, Scribner Sylvia, & Souberman Ellen, Eds.). <https://home.fau.edu/musgrove/web/vygotsky1978.pdf>
- Lagos-Reinoso, G. (2021). *DESARROLLO DE LA EDUCACIÓN ESTUDIO ECUADOR*.
<https://www.researchgate.net/publication/356263707>
- Legislativo, D. (2008). Constitución de la República del Ecuador. In *Registro Oficial* (Vol. 449, Issue 20). www.lexis.com.ec
- Mitali Shukla. (2023). *Open-ended questions: Definition, examples, and tips*.
- Near. (2024). *How To Effectively Conduct a One-on-One Interview and Tips for Success*.
<https://www.hirewithnear.com/blog/one-on-one-interview>.

- Oranga, J., & Matere, A. (2023). Qualitative Research: Essence, Types and Advantages. *OALib*, 10(12), 1–9. <https://doi.org/10.4236/oalib.1111001>
- Pablo Aedo, & Claudia Millafilo. (2022). Increasing Vocabulary Acquisition and Retention in EFL Young Learners through the Use of Multimodal Texts (Memes). *Colombian Applied Linguistics Journal*.
- Palma Monar Sara Elizabeth. (2022). *UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN Theme: DAILY JOURNALS AND THE WRITING SKILL*.
- Purwati, D. (2022). *The Influence of Vocabulary Journal towards Students' Vocabulary Mastery* (Vol. 15, Issue 2). <https://ejournal.radenintan.ac.id/index.php/ENGEDU>
- Rahmaya, P. A., Cahyani, N., Fitrah, Z., Sari, I. N., Anastasya, H., Ariyani, D., Muhammadiyah, S., & Redeb, T. (2024). *DAILY JOURNAL VOCABULARY USED IN LEARNING ENGLISH AT SMPN 3 SAMBALIUNG* (Vol. 08, Issue 01).
- Rezaei, M., & Davoudi, M. (2016). The Influence of Electronic Dictionaries on Vocabulary Knowledge Extension. *Journal of Education and Learning*, 5(3), 139. <https://doi.org/10.5539/jel.v5n3p139>
- Rosyada, A., & Apoko, T. W. (2023). INVESTIGATING ENGLISH VOCABULARY DIFFICULTIES AND ITS LEARNING STRATEGIES OF LOWER SECONDARY SCHOOL STUDENTS *1. *JOLLT Journal of Languages and Language Teaching*, 11(3), 489. <https://doi.org/10.33394/jollt.v%vi%i.8404>

- Ryan, T., Islam, M. H., Ferdiyanto, F., Islam, U., & Genggong, Z. H. (2024). *ANALYSIS OF STUDENTS DIFFICULTIES IN MASTERING ENGLISH VOCABULARY AT ELEMENTARY SCHOOL STUDENTS*.
- Salsabila, K., Mika, M., Salvita, V. D., Rivaldy Hermawan, M., & Husna, N. (2024). The Implementation Of Daily Journal To Improve Writing Skills For University Students. In *Bahasa dan Sastra* (Vol. 10, Issue 1). Pendidikan. <https://e-journal.my.id/onoma>
- Sharma, P., & Dwivedi, Dr. A. K. (2024). The Significance Of English In Education For The Effective Development In Today's Generation. *Educational Administration Theory and Practices*. <https://doi.org/10.53555/kuey.v30i5.4089>
- Sihite, E. E., & Simanjuntak, D. C. (2020). *DAILY JOURNAL WRITING TO ENHANCE STUDENTS' WRITING SKILLS*.
- Steven A. Stahl, & William E. Nagy. (2005). *Teaching Word Meaning* (1st Edition). Routledge.
- Taherdoost, H. (2022). Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire Hamed Taherdoost. Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Asian Journal of Managerial Science*, 11(1), 8–16. <https://doi.org/10.51983/ajms-2022.11.1.3087i>

Tamayo Mónica, C. D. (2020). IDENTIFICATION OF CHALLENGES IN TEACHING WRITING TO ECUADORIAN EFL STUDENTS. *AXIOMA*, 1(23), 5–9.

<https://doi.org/10.26621/xvi23.2020.12.a01.pucesi.2550.6684>

Vigelen Nikijuluw Renata C. G. (2020). 6. *JURNALTAHURI_RENATA_2020*.

WestEd. (2022, January 4). *Spotlight on English Learners: Zone of Proximal*

Development—An Affirmative Perspective in Teaching English Learners.

[https://www.wested.org/wested-bulletin/insights-impact/zone-of-proximal-](https://www.wested.org/wested-bulletin/insights-impact/zone-of-proximal-development-english-learners-and-multilingual-learners/)

[Development-English-Learners-and-Multilingual-Learners/](https://www.wested.org/wested-bulletin/insights-impact/zone-of-proximal-development-english-learners-and-multilingual-learners/).

Annexes

Annex A: Certified Anti-plagiarism System

CERTIFICADO SISTEMA ANTI-PLAGIO

En calidad de tutor/a del Trabajo de Integración Curricular denominado “**DAILY JOURNALS TO ENHANCE VOCABULARY IN HIGH SCHOOL**” elaborado por las estudiantes **VELEZ PERALTA SARA ELIZABETH** y **GONZALEZ TOMALÁ CAROLINA LISBETH** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación se encuentra con 7 % de la valoración permitida, por consiguiente, se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



Lic. Julieta Verónica Limones Borbor, MSc.

TUTOR

CAPITULOS COMPLETOS 1-5 (1)

7%
Textos
sospechosos



6% Similitudes
 < 1% similitudes entre comillas
 0% entre las fuentes mencionadas
< 1% Idiomas no reconocidos
4% Textos potencialmente generados por la IA (ignorado)

Nombre del documento: CAPITULOS COMPLETOS 1-5 (1).docx
 ID del documento: 6fa6db024e150dcd1820a81ce55575e160b6d782
 Tamaño del documento original: 83,27 kB
 Autores: []


Depositante: JULIETA VERÓNICA LIMONES BORBOR
 Fecha de depósito: 27/11/2024
 Tipo de carga: interface
 fecha de fin de análisis: 27/11/2024

Número de palabras: 10.939
 Número de caracteres: 70.787

Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/46000/12095/1/JPSE-TP1-2024-0033.pdf 17 fuentes similares	4%		Palabras idénticas: 4% (292 palabras)

Annex B: Questionnaire

Daily Journals to enhance Vocabulary in High school students.

Population: 15 English teachers from Unidad Educativa bilingüe Jefferson Salinas

Sample: 5 English teachers from Unidad Educativa bilingüe Jefferson Salinas

Questions aimed at teachers

1. In what way do you think the practice of keeping a journal can influence the vocabulary development of high school students?
2. What kind of activities or exercises do you believe would be most effective to include in journals to enhance vocabulary acquisition? Why do you think these activities would be beneficial?
3. How do you consider journaling can help students in connecting related new words to their personal experiences? Can you share any specific instances where you have seen this occur?
4. What challenges do you think students face when writing in their journals? How could they overcome these challenges to improve their vocabulary?
5. What additional resources, such as dictionaries or applications, would you suggest to support students in their journal-based vocabulary learning? How would these resources complement the journaling practice?
6. How do you believe the use of journals can foster creativity and personal expression? Could you share examples of how this has worked in practice?
7. How do you think journaling can serve as a tool to monitor the progress of students' vocabulary?

8. What is your opinion on the importance of consistency in the practice of journaling to strengthen students' vocabulary? What insights can you provide based on your observations or experiences?

Annex C: **Transcripts of interview aimed at teachers**

RESULT OF THE ANSWERS TO THE QUESTIONNAIRE	1. In what way do you think the practice of keeping a journal can influence the vocabulary development of high school students?	2. What kind of activities or exercises do you believe would be most effective to include in journals to enhance vocabulary acquisition?	3. How do you consider journaling can help students in connecting related new words to their personal experiences?
INTERVIEWEE 1	<p>Journaling is good because it is a way to give the output of the English. Usually, the students are familiar with the listening and the input of this new language, but it's hard for them</p>	<p>Something that I work with my kids, even though they are not in high school, is brainstorming, because in this way</p>	<p>You can add some, like I told you, day-to-day topics into the journals, but also add something more for them to look for</p>

to put that into words or
express themselves in English.

they bring into the
paper every idea they
have.

new words in order
to look for new
words and use them.

INTERVIEWEE 2

I think that doing a journal,
especially if it is set up where
it is pretty much repetitious, it
teaches them new vocabulary
that they can get used to.

So, you incorporate
reading, writing, and
listening to the
details, and
speaking. So, you
cover all these
details with the
journal.

Exactly what I was
saying before. By
revisiting everyday
situations, maybe it's
lunch. Maybe they
had something new
for lunch that they
don't know the
vocabulary, so this is
new vocabulary now
that they can
incorporate into their
journal.

So, it's beneficial for
actually getting them
with, what should I
say, pronunciation.
Yes. So that they can
pronunciation things
better.

Keeping a journal can greatly
influence vocabulary
development in high school

Effective activities to
include in journals
could be word

Journaling helps
students connect
new words to their

INTERVIEWEE 3

students by providing a consistent space for them to practice new words. When students write regularly, they are more likely to use and remember new vocabulary. It also encourages them to explore synonyms and antonyms, enriching their language skills.

Well, keeping a journal provides the students with a regular low-pressure opportunity to use new

mapping, where students define a new word and write sentences using it. Another exercise could be "word of the week," where students write reflections or stories using that word.

Encouraging creative writing prompts can also help them use diverse vocabulary in context.

I would personally recommend two things that have worked for me

personal experiences by allowing them to write about events, feelings, and thoughts. When they relate new vocabulary to their lives, it makes the words more meaningful and easier to remember. For example, if they learn the word "adventure," they might write about a recent trip, making the word stick in their minds.

Well, journaling helps the students to personalize their vocabulary. They

INTERVIEWEE 4

vocabulary in context. Also, they get to write about their thoughts or their daily experiences, which **allows them to engage with the language in ways that are relevant to them**, so that naturally strengthens their vocabulary retention and also helps them use words more fluidly

before, which are **word mapping and synonym-antonym** exploration, which are excellent exercises. First of all, **word mapping** allows the students **to visualize connections** between words, and also when you explore synonyms and antonyms, it helps them understand the meaning.

link new words to their lives. For example, I had a student that used the word resilient after reflecting on a challenging experience. This connection made the word more meaningful and memorable, and it showed this student how words can become tools to self-express when they link them to their personal experiences.

Yeah, I think journals help students to **acquire knowledge and vocabulary in a natural**

Okay, maybe, have you ever heard about **word mapping?** So

Well, I think that when they're learning a new

INTERVIEWEE 5	way, so that enhance their learning of new words which is perfect for their own roles learning	that's one activity that I think it is very useful, especially in this journal stuff that you can use the word mapping to learn about the word, maybe to learn about the root of the word or some other synonyms for that word. You can learn that word in Spanish and then look for some other ways where you can use that word.	vocabulary, they always try to connect what they're learning to their previous knowledge. They always do that. So, I think that when they are writing, maybe in their journal, they can connect ideas.
----------------------	--	---	--

Annexes

RESULT OF THE ANSWER TO THE QUESTIONNAIRE	4. What challenges do you think students face when writing in their journals? How could they overcome these challenges to improve their vocabulary?	5. What additional resource, such as dictionaries or applications, would you suggest supporting students in their Journal-based vocabulary learning?	6. How do you believe the use of journals can foster creativity and personal expression? Could you share an example of how this has worked in practice?
INTERVIEWEE 1	One of the things that I've noticed is that the grammar is one of them, and also the lack of vocabulary. They don't know how to say the thoughts they have on their mind, but keeping and doing journaling	The resources like Oxford Learner's Dictionaries or Cambridge Dictionary for clear definitions and use examples. Excellent apps include WordWeb for offline vocabulary learning	Students are encouraged to write freely in journals, which helps them incorporate new words into everyday situations. One student, for instance, used their weekly vocabulary list imaginatively to write a

very often helps them to improve that. and Quizlet for customized flashcards. These resources facilitate self-directed word discovery. fictional novel that not only enhanced their memory but also demonstrated their distinct viewpoint.

INTERVIEWEE 2

Well, what problems I see they come across wrong, or I mean, they have problems with the most in journals is usually either spelling or grammar or punctuation. So that's where the teacher would have to step in and review the journal. Absolutely. I agree with an old school manual dictionary, translated dictionary. It's very important. It teaches them the alphabet. They have to search things from A to Z, from one letter to the next letter to the next letter. So it teaches them that type of organization. Yes, and more like to share your experience about that. I've seen my students that I had in Riobamba within three years of continuously doing journals day in, day out, increase their ability to not only grasp the grammar, but also to be able to have the pronunciation to speak properly.

INTERVIEWEE 3

Alright, one of the challenges that I believe that they may find is, what do I write about now, right? Writing is a repetitive thing that most of the time, unfortunately, we live in a routine. Normally, we repeat the actions and things like that. But try to find something that is important for them to relate and write about that.

I think that the main challenge would be that many students to feel uncertain about using new words correctly.

I believe that the pocket dictionary is one of the best resources in the way that you get the help that you need, so this and applications, there are, I don't know, thousands of applications online that you can use.

Honestly, I would recommend things with context, such as word preference. These are helpful for

To reflect what are some bad things or good things that had happened, how you can improve and things like that. So, it's not only about a writing task, it's about yourself. And that is the important part about the journal, right? Because it can help you, it can become your aid, it can become your friend, it can become, you know, the person who you talk to, right?

Yeah, journals allow students to write freely. They help them explore language in unique ways. I've seen students use

	<p>They don't feel so comfortable sometimes.</p> <p>INTERVIEWEE 4 They can overcome this by using resources like digital dictionaries for quick definitions and examples. Also, they can use prompts. Prompts provide them direction.</p> <p>When you use prompts for them to journal, it helps them to make it easier to experiment with vocabulary.</p>	<p>finding definitions and names and examples. Also, this gives them support, especially if they are unsure on how to use a word. There are other types of apps, like Quizlet, for example, that can reinforce their learning by helping them review new words outside of journaling.</p>	<p>metaphors or invent stories as their journal, showing how new words unlock creative expression. For instance, a student might write a fictional story around a new word, deepening their understanding and making learning enjoyable.</p>
<p>INTERVIEWEE 5</p>	<p>Okay, maybe a challenge that they can face is the lack of vocabulary, because maybe they want to write about something but then they're saying</p>	<p>I think that there are some apps that help us to acquire knowledge, some games also. I don't know if you have heard about</p>	<p>I think that, you know, when you ask a student to write about their hobbies or maybe their personal experiences or something about them, they will be</p>

like, how do I write it in	bamboozle before.	more eager to do that, or
English? I don't	That is a very nice...	they will be more
know how to say this	it's a web page. It's not	interested in doing that.
word or I'm not sure. So,	an app but I think that	So, I think that this is
maybe they need to	is a good way to foster	perfect for them writing
acquire more vocabulary,	the vocabulary	about their personal
more knowledge Maybe	learning and also there	experiences or hobbies.
they can read more.	is a nice one which is	Maybe when you ask them
	word reference.	to to write about
		something that they really
		know, it will be easier for
		them.

Annexes

RESULT OF THE ANSWERS OF THE QUESTIONNAIRE	7. How do you think	8. What is your opinion on the
	journaling can serve as a	importance of consistency in the
	tool to monitor the progress	practice of journaling to
	of students' vocabulary?	strengthen students'
		vocabulary? What insights can

**you provide based on your
observations or experience?**

INTERVIEWEE 1	<p>Journaling offers concrete proof of usage over time, which aids in tracking vocabulary development.</p> <p>Examining previous entries, for example, frequently shows how pupils develop in complexity and self-assurance with their word choices.</p>	<p>Well, I think that, in order to develop and strengthen vocabulary, journaling requires consistency. Students who journal every day, in my experience, exhibit observable gains because the consistent practice aids in word internalization. Weekly review sessions facilitate introspection and strengthen knowledge.</p>
INTERVIEWEE 2	<p>Well, I've used it as far as especially not only with vocabulary, but with writing. You can see progressively if they have to write every day in their journal in English, then eventually you see their writing get better, their organization and choice of words.</p>	<p>I think that journaling, especially for a second language, I think with its reputation of daily being done and introduced to more vocabulary. I mean, I had picture sheets that printed up with a picture to the word to describe what type of shirt it was, or this or that, that they could use. They could go up and</p>

get the sheet, look at it, and go, OK, that's what I'm looking for.

INTERVIEWEE 3

So you can see if it's a daily practice, then as my partner just said, you can see that throughout the time, the beginning will change, right? Or the words that he uses will change, right? And you can see little by little how they are using the language better and they have gotten rid of some mistakes that they did before, right? And they have started using new words as the time advances.

OK, there is a saying in English that says, *use it or lose it*. If you don't use it, you forget about it, you lose it. And that is for everything. Everything is practice and language is even more. So if you want to maintain a vocabulary, it's not only about looking it up in the dictionary, writing it then down and then forget about it. Because the next day you're not going to remember what you wrote, right? **But it's using it in your day-to-day basis**, right? Try to incorporate it into your language.

INTERVIEWEE 4

Well, journals reveal vocabulary growth by showing how students incorporate and revisit new words over time. Reviewing past entries helps them track their evolving

Sure, consistency is essential. Regular practice allows vocabulary to build, naturally reinforcing retention. I've noticed that students who journal consistently gain confidence and expand

language use and shows which words have become part of their active vocabulary, making progress visible for both students and teachers.

their vocabulary more effectively than those who don't. It basically becomes a habit that keeps language development active and progressive and also personal, so it's meaningful.

INTERVIEWEE 5

I think it's good because if you can see what you **have done or what you have learned through a period or through time**, you will see like wow, I did this by myself and I learned that first you can say for example happy but is there another word to say happy? Yes, no, maybe you also can use synonyms, or you can for example, it's not the same using the word, let me see, happiness or cheerful for example, it's like it's something similar but they can connect the ideas.

So, I haven't experienced a lot with this but what I can see or I can think, like I can imagine is that it is something that can **foster their ability to create, to, what else, to explain, to express themselves because they're going to relate what they have already done with the new things that they are going to write.**