



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF SCIENCE EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

“JOURNALS TO IMPROVE ENGLISH WRITING TO STUDENTS OF FIRST
BACHILLERATO AT CENTRO DE APOYO TUTORIAL “SANTA ROSA”
SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.”

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR`S DEGREE IN ENGLISH

AUTHOR:

JENNY ESTHER VILLÓN MUJICA

ADVISOR:

ING. TATIANA GARCÍA VILLO, MSc.

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2015-2016

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La Libertad, March 20th 2016

ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title "JOURNALS TO IMPROVE ENGLISH WRITING TO STUDENTS OF FIRST BACHILLERATO AT CENTRO DE APOYO TUTORIAL "SANTA ROSA" SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016." prepared by Jenny Esther Villón Mujica undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that I have revised the project and approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Board of Examiners.

Sincerely,

.....

Ing. Tatiana García Villao MSc.

Advisor

La Libertad, March 20th 2016.

STATEMENT OF AUTHORSHIP

I, Jenny Esther Villón Mujica with ID number. 0913985081 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "JOURNALS TO IMPROVE ENGLISH WRITING TO STUDENTS OF FIRST BACHILLERATO AT CENTRO DE APOYO TUTORIAL "SANTA ROSA" SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Jenny Esther Villón Mujica
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DEDICATION

I dedicate this work to my dear parents Felix Villón and Victoria Mujica who I love very much and inspired me to finish my career. Also I dedicate this work to my sisters and brothers for their unconditional support to achieve this goal, and to my university friends and my professors.

Jenny Villón

ACKNOWLEDGMENT

First of all I thank God, who guided me throughout this process, to my advisor, Ing. Tatiana García Villao MSc. who would have never accepted anything less than my best efforts, to UPSE for all the support during these 5 years and to all my professors for their dedication and patience.

A special recognition to the Director of the English Teaching Career MSc. Glenda Pinoargote Parra for her guidance and expertise managing the English Teaching Career.

And finally, I want to express gratitude to the authorities of Centro de Apoyo Tutorial Santa Rosa to make my research proposal possible.

Jenny Villón

DECLARATION

“The content of the following graduation work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University”.

Jenny Villón

GENERAL CONTENT

	Title Page
ADVISOR'S APPROVAL	iii
STATEMENT OF AUTHORSHIP	iv
BOARD OF EXAMINERS	v
DEDICATION	vi
ACKNOWLEDGMENT.....	vii
DECLARATION	viii
GENERAL CONTENT	ix
ABSTRACT.....	xvi
INTRODUCTION	1
CHAPTER I.....	3
1.1. Title	3
1.2. Statement of the problem	3
1.2.1. Context.....	3
1.2.2. Critical Analysis.....	6
1.2.3. Formulation of the problem	6
1.2.4. Guideline questions.....	6
1.2.5. Delimitation of Research Object.....	7
1.3. Significance.....	7
1.4. Objectives of the research	8

1.4.1. General	8
1.4.2. Specific.....	9
CHAPTER II.....	10
2.1. Previous research	10
2.1.1. Writing Skill.....	11
2.1.2. Teaching techniques to improve writing.....	11
2.1.3. Writing Activities.....	12
2.1.4. The use of journals to improve writing	13
2.1.5. The importance of writing.....	13
2.1.6. Steps of writing	14
2.2. Pedagogical basis	15
2.3. Psychological basis	15
2.4. Philosophical basis.....	15
2.5. Fundamental categories.....	16
2.6. Legal basis.....	17
2.7. Hypothesis.....	17
2.8. Variables of the study.....	17
CHAPTER III	18
3.1. Research approach	18
3.1.1. The Quantitative method.....	18
3.1.2. Qualitative Method.....	18

3.1.4. Scientific Method	19
3.1.5. Observation Method.....	19
3.2. Type and level of investigation	20
3.3. Population and sample	20
3.3.1. Population	20
3.3.2. Sample.....	21
3.4. Variables operationalization.....	22
Dependent Variable: Writing Skill.....	22
3.5. Techniques and Instruments for Data Collection.....	24
3.5.1. Techniques	24
3.5.1.1. Observation	24
3.5.1.2. Survey	24
3.5.1.3. Interview	24
3.5.2. Instruments.....	24
3.5.2.1. Camera	24
3.5.2.2. Questionnaire	24
3.6. Data Collection Plan	25
3.7. Data processing Plan.....	26
3.8. Analysis and interpretation of the result	27
3.8.1. Interview to Specialist MSc. Kleber Loor.....	27
3.8.2 Interview to Principal Prof. Carmen González Tigrero	28

3.8.3. Survey directed to students.....	30
3.8.4. Interview to the Teacher Ingrid Cantos Baque.....	38
CHAPTER IV	40
4.1. Informative data	40
4.2. Feasibility.....	41
4.2.1. Characteristic of the proposal.....	41
4.3. Proposal background.....	41
4.4. Significance.....	41
4.5. Objectives.....	42
4.5.1. General objective	42
4.5.2. Specific objectives	42
4.6. Design and development of the proposal	42
4.6.1. Benefits of using journal in English class	42
4.6.2. Implementation of journals	43
General Aspect.....	43
4.6.3. Activities with journals	45
PERCENTAGE OF IMPLEMENT FIRST YEAR BACHILLERATO AT	55
CENTRO DE APOYO TUTORIAL “SANTA ROSA”	55
4.7. Strategies of improvement	56
CHAPTER V:	59
5.1. RESOURCES.....	59

5.1.1. INSTITUTIONAL	59
5.1.2. MATERIALS	59
5.1.3. ECONOMIC (BUDGET)	60
5.1.5. TIMETABLE	61
BIBLIOGRAPHY	62
APPENDIX	

LIST OF CHARTS

CHART # 1: POPULATION.....	21
CHART # 2: SECTIONS AND NUMBERS OF STUDENTS.....	21
CHART # 3: DEPENDENT VARIABLE	22
CHART # 4: INDEPENDENT VARIABLE.....	23
CHART # 5: DATA COLLECTION PLAN	25
CHART # 6: DATA PROCESSING PLAN	26
CHART # 7: ACCEPTANCE OF THE ENGLISH CLASSES	30
CHART # 8: HOW DO YOU CONSIDER FORM ENGLISH CLASSES?.....	31
CHART # 9: DIFFICULTY TO WRITE IN ENGLISH.....	32
CHART # 10: DEVELOPMENT OF THE WRITING SKILLS SATISFACTORILY IN CLASS	33
CHART # 11: ACCEPTANCE OF WRITING IN ENGLISH	34
CHART # 12: WRITING EXERCISES USED IN CLASSES	35
CHART # 13: USE JOURNALS IN CLASS.....	36
CHART # 14: ACCEPTANCE OF THE USE OF JOURNALS	37

LIST OF GRAPHICS

GRAPHIC #: 1 ACCEPTANCE OF THE ENGLISH CLASSES.....	30
GRAPHIC #: 2 HOW DO YOU CONSIDER FORM ENGLISH CLASSES?.....	31
GRAPHIC #: 3 DIFFICULTY TO WRITE IN ENGLISH.....	32
GRAPHIC #: 4 DEVELOPMENT OF THE WRITING SKILLS SATISFACTORY IN CLASS	33
GRAPHIC #: 5 ACCEPTANCE OF WRITING IN ENGLISH	34
GRAPHIC #: 6 WRITING EXERCISES USED IN CLASSES	35
GRAPHIC #: 7 USE JOURNALS IN CLASS.....	36
GRAPHIC #: 8 ACCEPTANCE OF THE USE OF JOURNALS	37

LIST OF ILLUSTRATIONS

ILLUSTRATION #: 1 MY LAST HOLIDAY	45
ILLUSTRATION #: 2 MY WEEK.....	46
ILLUSTRATION #: 3 MY DAILY ROUTINES	47
ILLUSTRATION #: 4 MY FAMILY	48
ILLUSTRATION #: 5 A PLACE TO VISIT	49
ILLUSTRATION #: 6 MY BIOGRAPHY	50
ILLUSTRATION #: 7 MY FUTURE AND OBJECTIVE IN LIFE.....	51
ILLUSTRATION #: 8 MY PERFECT JOB	52
ILLUSTRATION #: 9 WHAT ARE YOU DOING IN YOUR LIFE NOW?	53
ILLUSTRATION #: 10 MY FAVORITE SINGER	54

APPENDIX

APPENDIX #: 1 INTERVIEW TO THE PRINCIPAL

APPENDIX #: 2 INTERVIEW TO THE TEACHER

APPENDIX #: 3 INTERVIEW TO THE SPECIALIST

APPENDIX #: 4 INTERVIEW TO THE STUDENTS

APPENDIX #: 5 PHOTOS OF HIGH SCHOOL CENTRO DE APOYO
TUTORIAL SANTA ROSA

APPENDIX #: 6 INTERVIEW TO COORDINATOR LCDA. CARMEN
GONZÁLEZ

APPENDIX #: 7 INTERVIEW TO ENGLISH TEACHER

APPENDIX #: 8 SURVEY TO STUDENTS FIRST BACHILLERATO OF
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ABSTRACT

This research focuses in the use of journals to improve English writing to students of first at Centro de Apoyo tutorial “Santa Rosa” Salinas in the academic year 2015-2016. The investigation has theoretical framework about writing, importance of writing and journals. In this project, a survey was applied because it was necessary to know what the level of written English in the students at this institution. This project used the qualitative method in order to categorize data into patterns as the primary basis for organizing and reporting results, other techniques as notes, journals, interviews, camera to collect valuable audio and video was used as well, especially in the interview with experts and the Principal at “Centro de Apoyo Tutorial”, Salinas, Province of Santa Elena, 2015 – 2016. The results show that the students of first year did not know how to write in English, but this problem had results. This proposal project proposes activities in journals where they describe daily routines with all kind of things, for example: the family or friends. Students write their interest and then they have presentation about their best exercises. Students improved their writing in English.

Keywords: Journal, Writing, Tools, and Activities.

INTRODUCTION

Learning English is very important these days, in both academically and socially aspects, because English language can open future opportunities in the labor market and even better if learned correctly in a didactic way when we are young. One way to communicate is through writing when students are learning English, it is concerning that the better way to improve writing it is using activities where students can express themselves. The interesting thing about writing is that by learning a new language what you want to write what happened in life. In the case of adults, they learn English for specific purpose and the result is the improvement of English language and other abilities to improve both communicative intelligence and linguistic intelligence.

English language is useful in different areas like Education, tourism, business and others. People use English, because you need to communicate through of writing. Writing is a synchronic form of communicating with others in different places of the world. People write, send emails to transmit information.

The journals were created to improve writing skills in English, it was necessary to create them for that tutors develop the skill with students at Centro Apoyo Tutorial, to put into practice different forms with innovative activities about family, friendship, relationship, or situations that could mark that instant or moment in the life of young students and adults of this Institution. This is done to implement both learning and writing as to have a logbook with moments that marked student's life. Besides what is needed in the first of Bachillerato, writing helps in the development of English language acquisition, it is that adding a source where writing daily routines improves both critical development of a person in all areas of all languages and psychological intelligences.

The objective of this proposal project is: to improve the writing skills using journals to capture the attention of the students. People will be happy and interested in English class.

This research paper is organized by chapters and each one covers different aspects of this work. Chapter One describes the statement of the problem, context, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

Chapter two is about literature review, it contains previous researches, pedagogical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three is based on the methodology; in it you will find the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results, and finally, conclusions and recommendations.

Chapter four is about the proposal; it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally, chapter five shows the administrative framework, it contains the resources needed to complete all information required to finish this investigation.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1. Title

“Journals to improve English writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa”, Salinas. Province of Santa Elena 2015 – 2016.”

1.2. Statement of the problem

1.2.1. Context

It is estimated that a great number of people in the world use English to communicate and develop language skills both in the workplace and education. People learn for academic or labor requirement English language.

Some researches show that the writing skill is fundamental to communicate in English. It is a very important part in the language acquisition, being useful to improve the other English skills through writing activities the students can learn grammar and syntax. Therefore, following a few tips can help understand the importance of writing with dynamic activities.

With the constant increase of information, professionals need to use their time online more efficiently, productively and less frustratingly. To do that, an intensive training on search syntax and an understanding of the scope and variety of databases is required.

The Ecuadorian Ministry of Education says: The Strengthening Project of English Teaching as a Foreign Language has as main objective that Ecuadorian students achieve functional level of use of the English language. Its specific initiatives are aimed at updating the national curriculum for that subject, to the delivery of text books aligned to these curricula, professional development teachers of English in exercise and improving training in this professional career.

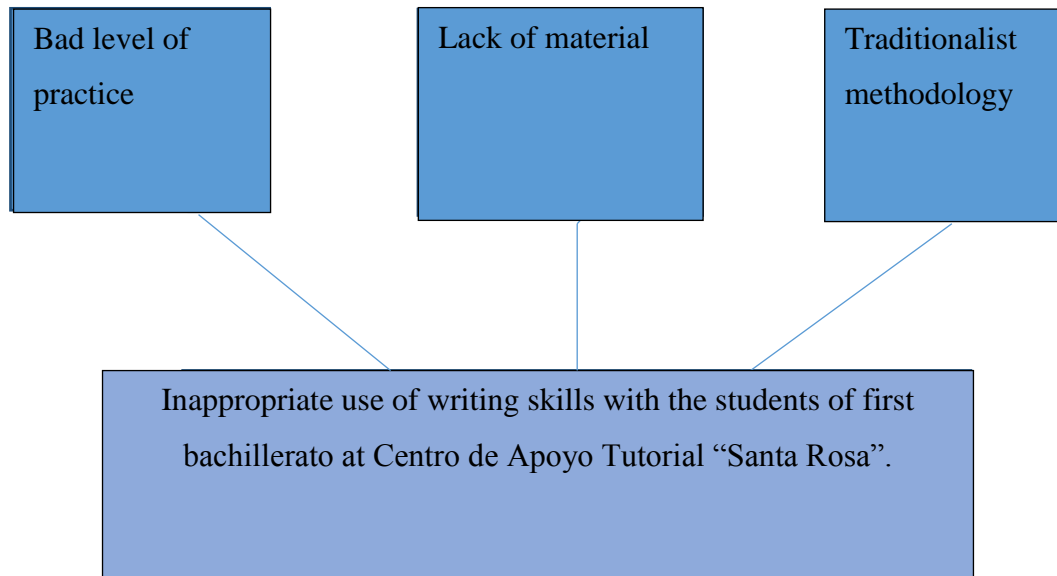
The Common European Framework of Reference for Languages delimits the skills that students should control in each level: A1, A2, B1, B2, C1 or C2 levels to understand, speak and write. This skill include to understand listening skills and reading comprehension using grammatical category, with writing for example, can write personal letters describing experiences and impressions.

Even today the Ecuadorian teachers seek to meet the educational standard for the problems in writing and reading, reflecting this in the classroom with the students; certainly, in our country, we do not have the habit of writing in English such as a book and understand the content.

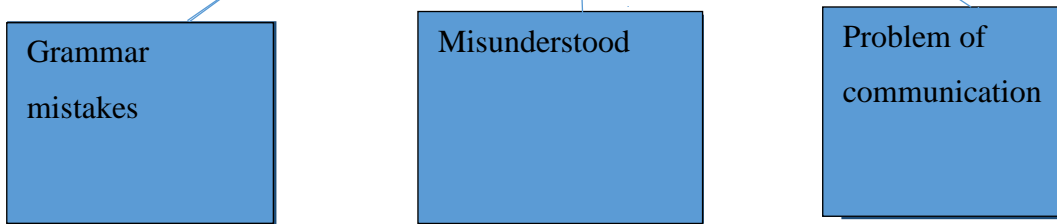
Centro de Apoyo Tutorial Santa Rosa has two English teachers: one for basic education and the other for Bachillerato. The teacher does not use appropriate material for teaching learning writing, because the institution does not have resources and the students only use books, the teacher is traditionalist, for this reason, it is necessary to focus on the journals to improve writing using new strategies of teaching and learning in developing educational standards based on the Ministry of Education.

Problem Tree

Effects



Causes



1.2.2. Critical Analysis

There are many problems with students when they want to learn English writing with the purpose of improving the language, because there are lack of material, bad level of practice, traditional methodology, having consequence the grammar mistakes and problem of communication.

With the guidance of the tutor and dedication it is possible to motivate students to learn to develop these skills.

It is extremely important to point out that journals will offer a different set of skills and strategies like: photos, memories and activities that students enjoy to get their interest. These different skills and strategies are required to improve writing in English class using the application of journals.

Peninsula of Santa Elena State University “UPSE”, being an accredited institution in Ecuador with great infrastructure and education can open its doors to new ideas with the vision of entrepreneurial educators that can change the way classes are taught, and one way is using journals.

1.2.3. Formulation of the problem

What will be the effect of using journals to improve English writing to students of first bachillerato at Centro de Apoyo Tutorial “Santa Rosa”, Salinas. Province of Santa Elena 2015–2016?.

1.2.4. Guideline questions

- What are journals?
- How you would apply journals to improve English writing?
- What are the writing strategies?
- Are the journals proper techniques to improve English writing?

1.2.5. Delimitation of Research Object

- **Field:** Education.
- **Area:** English.
- **Aspect:** Journals to improve English writing.

- **Title:** “Journals to improve English writing to students of first Bachillerato at Centro de Apoyo tutorial “Santa Rosa” Salinas, Province of Santa Elena 2015 – 2016.”
- **Problem:** The implementation of journals will improve English writing skills with the students of first bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.
- **Time limitation:** The research will be held during the academic year 2015 – 2016.
- **Population limitation:** Students of first year Bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.
- **Space limitation:** Centro de Apoyo Tutorial “Santa Rosa” – Salinas.
- **Context limitation:** This research will be focused on the learning journals resources as a tool to improve English writing skill with the students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.

1.3. Significance

This research work will be of great importance for the development of writing to students of first Bachillerato.

This work will help teachers in the area of English by using journals to improve the writing skill.

Educational Institutions today are becoming more competitive within rule learning increasingly strategies to ensure success adopted.

The present research is needed to give an answer or solution to the problem that the students from first Bachillerato have.

From the theoretical point of view, this research will generate reflection and discussion both on existing knowledge described here, the educational field to know how the teacher has used the correct methodological strategies in the teaching-learning process dexterity reading and writing in English to find solutions to this problem that is the ability to think quickly using dexterity.

According to interviews the students said the first place they know when conducting a research paper is directly online to databases such as CLIO, Lexus-Nexus etc. Here the students will use the database search engine to do keyword searches. They may go to several of these databases and gather as many articles or books as they find. Undergraduates are more likely than graduate students to rely on books (rather than journal articles) as a beginning point in the research process.

It is important to recognize that currently it requires the student to develop their writing skills to go changing the thinking of many students in the application of the journal resources, (books online and offline, magazine, newspaper) with the purpose of improving English writing.

Finally, this project will benefit the students and teachers at Centro de Apoyo Tutorial “Santa Rosa” Salinas School, thus students will demonstrate that applying this technique with journals, they will achieve good progress.

1.4. Objectives of the research

1.4.1. General

To improve English writing using journals to students of first year Bachillerato del Centro de Apoyo Tutorial “Santa Rosa”, Salinas. Province of Santa Elena 2015 – 2016.

1.4.2. Specific

- To identify strategies to improve English writing for students of Centro de Apoyo Tutorial “Santa Rosa”.
- To select journal activities for students of Centro de Apoyo Tutorial “Santa Rosa”.
- To implement daily journals improve writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa.”

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Previous research

About the development of writing skills there some previous research that It is going to mention some of them in this part of the proposal project.

(Blomsbury, 2012) refers to the importance of writing skills, because students in some cases have to reply to e-mail or information, write a letter to a friend or send information in their jobs. The development of writing skill is essential fulfill the requirements of the economy and globalization.

In the academic life and the economic activities, it is essential to be able to communicate with people from different countries, and in different areas. It is important to manage the English languages, because it is the most spoken language around the world.

According to (IES, 2013) refers to the importance of the application of planning enough time to practice every day, the reading gives recommendation about the writing process, strategies to develop the writing correctly, examples of techniques agreeing with the purposes of writing.

There are many readings about the utility of writing correctly and there are some handbooks, which provide techniques and exercises to improve the writing in students, writing skills are fundamental to be able to manage the English language.

(Rajuan, 2008) Emphasizes in the use of journals in the development of critical thinking in the students and how the journals provide technical vocabulary. Teachers encourage students to write journals. This activity helps to organize their thought and cultivate ideas.

Some teachers provide journals in English to improve the vocabulary and information in the students. There are some kinds of exercises using journals to increase critical thinking and the students express their ideas about the texts in an essay or in a composition.

2.1.1. Writing Skill

Writing skill is an ability to accomplish some aspects in the academic life of students, to get a new job, send e-mail to another person. If students do not write correctly a letter and have grammar or syntax mistakes, they will be misunderstood. They are not able to materialize their ideas and thoughts into accessible documents and do not transmit the message. (Abdu, 2009)

Writing is an important skill. Students have to be able to transmit with words in a synchronic form the ideas and send e-mails or letters. Teachers provide some advice to have effective writing, students have to be clear and know which the objective of the writing is, follow a good organization, use an appropriate language. Students do not have grammar and punctuation mistakes in writing.

(Career, 2009) offers instruction to write a survey correctly and the structure to write an essay, some writing tips and some other exercises and activities to improve writing. The author refers to the importance of reading to progress in the writing.

2.1.2. Teaching techniques to improve writing

According to (Crovitz, 2014) the strategies for teaching writing process, the structure to write an essay, and explore new and authentic writing contexts, writing is an act of transmitting information.

(Whitaker, 2012) the author refers to a group of information of selected teaching practices that are well recognized in the teachers as being effective in helping

students develop the writing skills, giving recommendations to write an essay, and the organization of ideas and information to create a good essay.

(Dube, 2010) the author indicates the instructional materials and techniques for teaching writing; in this handbook, the writer gives advice to improve the writing process and generate ideas, provide real life materials to the students and articles of interest.

2.1.3. Writing Activities

Many activities repeatedly such as; make sentences, summaries, essays will develop the abilities of students and it would be easier to write any text without interruptions. The compositions and essays in the school help to develop the writing skills in students. They have to know enough vocabulary grammar rules to be able to express correctly. Another new activity well known for English teachers are the use of journals of different topics which students fill interested.

The used of wallchart in the classroom with information or articles about a reports or news can provide more vocabulary to students and improve to develop writing skills.

(Wilcox, 2003) the writing skills practice of EFL. the author provides a series of grammar rules to improve writing, some vocabulary about different subjects and topics, form of narration a story and some mechanic structure to develop the ability to construct a simple paragraph.

According to (Peyton, 2006) a good strategy to improve writing is the use of a dialogue journal where students and teacher communicate regularly (daily, weekly, etc.). Students write at least every week and the teacher writes back regularly, responding to students' questions and comments, introducing new topics. Students can write about topics that are important to them.

In this research, the proposal focuses on the use of dialogue journals to develop the writing in students, because the students can write about interesting topics to them and the activity that they usually do every day, and what happens in their lives, if they have problems or what their interest is.

2.1.4. The use of journals to improve writing

(Puengpipattrakul, 2012) the research “The use of journals to develop grammatical accuracy in writing” indicates the strategies and application to improve writing using journals because the students have difficulty with grammatical rules to improve the writing at school.

The use of journals is a common technique to encourage the research in the students in high level of education, because they need to have a good level of the English language to be able to improve their writing through this kind of exercises because students have to transmit their ideas correctly.

According to (Kumar, 2010) the use of journals is aimed in the academic research, and how much time students should spend in the reading of journal to develop the critical thinking in students, the different kind of exercises and general structure to improve writing skills.

Teachers have to be able to encourage the students with enough information, grammar rules and vocabulary to develop the writing because when students write a message, they have to be clear and transmit the message correctly.

2.1.5. The importance of writing

Writing is important because it is a fundamental part of the development of the language through writing people can communicate around the world. People who develop good writing skills allow communicating their message with clarity and

easing to a far larger audience than through face-to-face or telephone conversations. Using writing people can organize their ideas before a speech or and exposition.

In a presentation an important part it is the correct grammar of the slides in the writing, punctuation and spelling are key in this communications. The reader and audience will form an opinion of the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

2.1.6. Steps of writing

The steps to develop a good writing are:

Prewriting, in this initial part students have to find the idea of the writing, after that students have to build the idea using brainstorm in a piece of paper of the information then develop the part of the writing in this case the structure of the writing. (Blomsbury, 2012)

After this, students have a clear plan of the essay or composition they have to write a first draft of the complete essay. In this draft, we have to check the correct grammar rules and syntax of the writing. Then students develop the revision in this part verify the quantity of the words the paragraph. To change sentences or information according the idea that we want to develop.

The editing is the next steps; we can tune the writing line by line. Check for repetition or mistakes and punctuation. Editing is a very important part of the writing to get a essay, composition or report without mistakes. Finally the publishing, it is the final part of writing but for students, it is the results of their hard work. (Boscolo, 2010)

2.2. Pedagogical basis

The teacher have to be able to transmit their knowledge about a subject. Some teachers use dynamical activities like games or use the computer to learn different exercises. Teachers have the obligation to guide the students using different techniques.

2.3. Psychological basis

When we write left not only words or sentences, we left our ideas, emotions, motivations, attitudes, and we show our character and personality making it important in the text we write because not all people have the same thoughts. Students have to feel interested and motived about the different topics to engage with the writing exercises and express themselves through composition or essays.

Teacher have to encourage to students to empathize the importance and utility of writing English and how English help in the future. if students do not know the importance of the subject and they do not feel happy they do not learn English as well.

2.4. Philosophical basis

According to (Derry, 2010) “the most important theory of the learning process is the constructivist, because it is the form of education, where the students build their knowledge”.

This theory indicates that the learning process has to be active, students have to build the knowledge through practice and different activities in class.

According to (McManis, 2012) the use of new strategies is common in the present days with the development of the technological resources in the economic and business world, the students use this kind of resources to improve writing.

Because the students have to practice situations according to the real activities and scenarios in their lives, and the writing skill helps to develop the English learning process in an integral way.

Skinner's account of operant condition was applied in the first instance to the behaviour of animals but it could be applied to human behaviour including the acquisition of languages. (Brown, 2013), this research provides information about the behaviour and how the people respond to a condition or an activity.

(Boscolo, 2010) refers to teaching writing. If it is a requirement to help to understand the information, use visual aids in English class. All writing would be accompanied by a photograph of the writer to encourage the writing in the school.

2.5. Fundamental categories

Writing:

It is a way of communicating a message or information through writing expression, using words and vocabulary so the receiver could read the message in a different time.

Journals:

The journals are forms to express the ideas in the educational area where students write different topics and practice the writing skills.

Teaching techniques:

The teaching techniques are activities to reinforce the writing or the English learning process in students.

Activities:

Additional exercises or homework to improve the English learning process in the students.

Improve:

It is to get better a process or information to get a specific objective.

2.6. Legal basis

The Art. 26 of the Constitution of the Republic of Ecuador in Chapter two indicates that Education is a right of people and the Government has to encourage and support the education until third level of education.

The Art. 27 of the Constitution of the Republic of Ecuador in Chapter two the Education will focus on the human being and ensure their holistic development, the education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and is a strategic area for national development.

2.7. Hypothesis

Will the use of journals improve English writing to students of first Bachillerato Centro de Apoyo Tutorial “Santa Rosa.”?

2.8. Variables of the study

Dependent variable: Improve English writing

Independent variable: The use of journal

CHAPTER III

METHODOLOGY

3.1. Research approach

The design of this research was based on quantitative and qualitative methods; they allowed specific results about the research “Journals to improve English writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas, Province of Santa Elena 2015 – 2016.”

3.1.1. The Quantitative method

This method was used for this research paper in order to collect data related to the “Journals to improve English writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas, Province of Santa Elena 2015 – 2016.”

3.1.2. Qualitative Method

This project used the qualitative method in order to categorize data into patterns as the primary basis for organizing and reporting results, other techniques as notes, journals, interviews, camera to collect valuable audio and video was used as well, especially in the interview with experts and the Principal at “Centro de Apoyo Tutorial”, Salinas, Province of Santa Elena, 2015 – 2016.

3.1.3 Deductive and Inductive Method

Deductive method was used to obtain specific information from a more general one, it was used specially to observe the teacher’s techniques and strategies in the classroom in contrast to inductive method which works the opposite way, it helped to obtain information from specific observation to broader generalizations and theories. This is sometimes called “bottom up” approaches.

This paper used both approaches inductive and deductive. For the deductive method first all the needed information about the research “Journals to improve English writing to students of first year Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas, Province of Santa Elena 2015 – 2016.” contrasted between authors, and finally simplified for the paper. In contrast to inductive method, it was used with small observations to improve English learning in tenth grade students at Centro de Apoyo Tutorial “Santa Rosa”.

In this research several professionals were interviewed: The principal of the School (Lcda. Carmen Gonzalez Tigrero) Principal, English teachers (1), specialists (1) and it was applied a survey to the students.

3.1.4. Scientific Method

The scientific Method was used in the field of academic research, and it basically means the techniques applied during the development of a research paper or thesis work, how observation, survey and others. This method helps the research about journals to improve English writing to students of first bachillerato at Centro de Apoyo Tutorial “Santa Rosa”, Salinas, province of Santa Elena, 2015 – 2016. With this method, all the information has been gathered to reinforce writing in teenagers and adults, the recommendation according to methodological theories and the writing exercises to help students to be able to communicate with other people.

3.1.5. Observation Method

This method contributed to find out detailed information about causes and effects of the problem related to the use of journals to improve English writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.

3.2. Type and level of investigation

Field Research.- It was important to get information about reports and grades of the students to demonstrate the low interest in English language and to obtain evidence of the actual methodology and strategies implemented by teachers in the institution.

Bibliographic Research.- It was used to search and select scientific-theoretical foundation on the subject of investigation, the application of “journals to improve English writing to students of first year bachillerato at Centro de Apoyo Tutorial “Santa Rosa” different paper of others authors about the English learning process and speaking skills were reviewed, in this research.

The implementation of “journals to improve English writing to students of first year bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.

Applied Research.- This research was used to apply surveys and interviews to the students, teachers, specialists and principal of the institution in order to verify the importance of using a handbook. The information provided by specialists allowed to propose activities that help students in the learning process as well as to improve their writing skills. This type of research allowed the implementation of journals to improve English writing to students of first year bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.

3.3. Population and sample

3.3.1. Population

The population of this research was composed by 14 students of first Bachillerato at "Centro de Apoyo Tutorial “Santa Rosa”.", principal (1), teachers (1) and two (1) English Language experts.

Chart # 1: Population

	POPULATION	FREQUENCY	PERCENTAGE
N⁰	DESCRIPTION	FR.	%
1	Principal	1	5,5%
2	English Teachers	1	5,5%
3	Students First Bachillerato	14	77,7%
4	Specialist	2	11,11%
		18	100%

Source: Centro de Apoyo Tutorial “Santa Rosa”.

Author: Jenny Esther Villón Mujica

3.3.2. Sample

No sample was taken because the population is less than a 100 students.

The sample is 14 students.

Chart # 2: Sections and numbers of students

CLASSROOMS	NUMBER OF STUDENTS
1 Bachillerato “A”	14 students
TOTAL	14 students

Source: Secretary Department Centro de Apoyo Tutorial “Santa Rosa”.

Author: Jenny Esther Villón Mujica

3.4. Variables operationalization

Dependent Variable: Writing Skill

Chart # 3: Dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
It is the ability to communicate using words, in a sheet of paper or by e-mail.	Importance Writing skills Advantage of writing skills Journals to improve writing	Skills Journals activities	What is the level of the writing skills in the students? Can students write sentences or ideas in their notebooks? What kind of topics the students prefer to write?	Observation Journals Lesson Plan Survey Guide observation

Author: Jenny Esther Villón Mujica

Independent Variable: Journal

Chart # 4: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUE AND INSTRUMENTS
It is a book where the students write their activities and topic of interest	Didactic Resource	Didactic resources Activities to develop writing	How do you consider the English Classes? Do you like to write in English? Is it difficult to write in English? Does your teacher apply writing exercises in classes? Do you use journals to improve writing in class?	Observation Tests Interview Survey

Author: Jenny Esther Villón Mujica

3.5. Techniques and Instruments for Data Collection

3.5.1. Techniques

The techniques are: Survey, interview and observation to have evidence of the English learning process of writing skill at "Centro de Apoyo Tutorial "Santa Rosa".

3.5.1.1. Observation

To have a general overview of the difficulties of the students in the writing skill.

3.5.1.2. Survey

The survey was directed to first bachillerato students at "Centro de Apoyo Tutorial "Santa Rosa" Salinas, Province of Santa Elena, 2015-2016 using a questionnaire.

3.5.1.3. Interview

The interview was directed to the principal of the school, to specialists and to the English teacher of the institution.

3.5.2. Instruments

3.5.2.1. Camera

To have evidence of the classes.

3.5.2.2. Questionnaire

A questionnaire was applied to discover the level and the perception of the students about the writing skill and application of journals to improve writing.

3.6. Data Collection Plan

Chart # 5: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. - What for journals?	To improve English writing skills
2. - From which people or objects?	The students of first year Bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.
3. - About what aspects?	For improving writing skill
4. - Who?	Jenny Villón
5. - To whom?	Students of first year Bachillerato
6.-When?	2015-2016 School year
7.-Where?	Centro de Apoyo Tutorial “Santa Rosa”.
8. - How many times?	Every weekend
9.-How?	Individual exercises
10. - What data collection techniques?	Interviews, Observation and Survey
11.-With what?	Questionnaires, camera, computer and notebook

Author: Jenny Esther Villón Mujica

3.7. Data processing Plan

Chart # 6: Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA RESULTS AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of writing in students of first bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.</p>	<p>After the identification of the problem the researcher began looking for information in the internet, about journals to improve writing</p> <p>The author applied a survey and interview to have evidence of the students</p>	<p>The information was obtained through surveys, interview and diagnostic test to evaluate the level of writing in students of first bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.</p>	<p>Using all the collected data the difficulty in the writing skill, the application of journals will help to improve writing in students.</p>	<p>The use of journals will provide activities to the students to improve their writing skill.</p>

Author: Jenny Esther Villón Mujica

3.8. Analysis and interpretation of the result

3.8.1. Interview to Specialist MSc. Kleber Loor

English professor at Península de Santa Elena University with 5 years of experience teaching English writing.

Question 1: Do you consider that writing is one of the most important skills in English?

Yes, I consider that writing is one of the most important skills in English because students have to learn grammar, vocabulary and syntax to be able to write correctly.

Question 2: Have you ever used journals to improve learning process?

No, I do not use journals in my classes but it is a good idea.

Question 3: What is your opinion about journals?

The use of journals can improve the writing in students and they will be able to write correctly and make interesting activities.

Question 4: What are the benefits of using Journals?

Students feel interested to communicate topics that they enjoy.

Question 5: What kind of topics do you recommend in the journals?

Daily routines

Novels

Singers

Important touristic places

Question 6: Do you consider teachers should have a special training in teaching techniques?

Yes, teachers need to have enough knowledge about teaching techniques to improve writing skills

Question 7: Do you consider that the students are able to write journals?

Yes, first students have to begin with short sentences and later improve their writing with several drafts.

3.8.2. Interview to Principal Prof. Carmen González Tigrero

Prof. Carmen González Tigrero is the Coordinator of Centro de Apoyo Tutorial. she has two years in this charge and she is teacher of language and literature subject.

Question 1: Do you consider writing as an important factor in the academic life?

Yes, I consider writing as an important factor in the academic life because it is a way to communicate with others by e-mail.

Question 2: Do you consider that learning English is important today?

Students are really important today, in Salinas there are tourists and they speak English. It is necessary to be able to express in English with foreign people.

Question 3: Do you believe it is necessary that students in your institution improve the writing skills?

Yes, I think it is necessary that students in my institution improve the writing skills and the English language acquisition.

Question 4: What kind of activities does the teacher provide students to improve the writing?

Teachers provide students to improve writing different activities like: essays, discussion and other exercises.

Question 5: Have you ever used journals to improve the learning process, do you know educative platforms?

No, I have not used journals in class but it is a good strategy in class with the student or as homework.

Question 6: What are the benefits of the use of journals?

The students practice the writing and learn grammar and vocabulary with the use of journals.

3.8.3. Survey directed to students

Objective: to identify the interest of student for English subject

1. Do you enjoy your English classes?

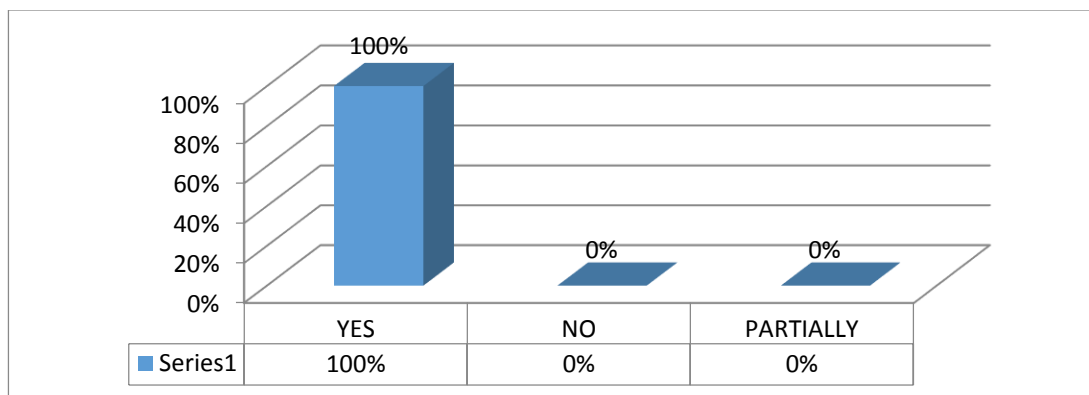
Chart # 7: Acceptance of the English classes

ANSWER	FREQUENCY	%
YES	14	100%
NO	0	0%
PARTIALLY	0	0%
TOTAL	14	100%

Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Graphic #: 1 Acceptance of the English classes.



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Analysis: 100% of the students enjoy English class but they do not have a good language acquisition of English.

Objective: To identify the appreciation of students about English classes.

2. How do you consider English classes?

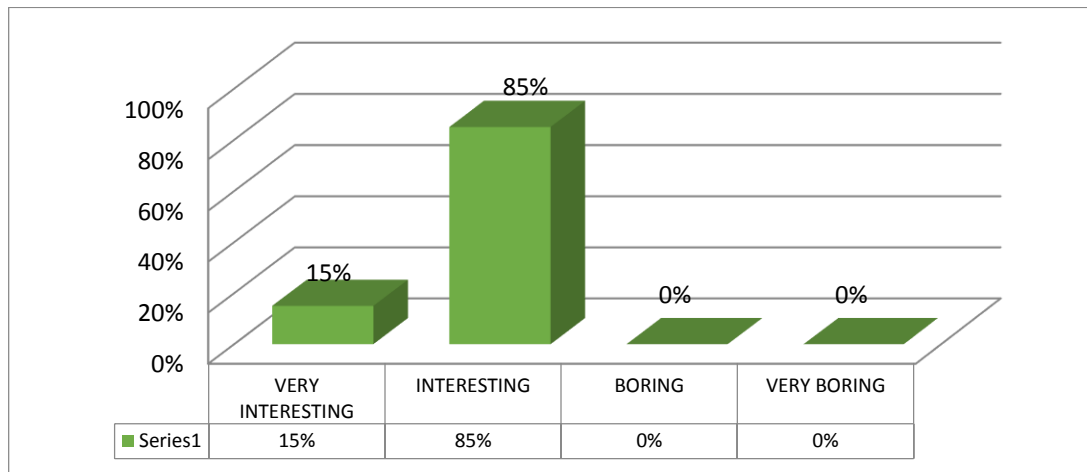
Chart # 8: How do you consider form English classes?

ANSWER	FREQUENCY	%
VERY INTERESTING	2	15%
INTERESTING	12	85%
BORING	0	0%
VERY BORING	0	0%
TOTAL	14	100%

Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa

Graphic #: 2 How do you consider form English classes?



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa

Analysis: 15% of the students consider English very interesting and the 85% of students consider English interesting and they like English classes.

Objective: To determinate the level of difficulty of writing

3. Is it difficult for you to write in English?

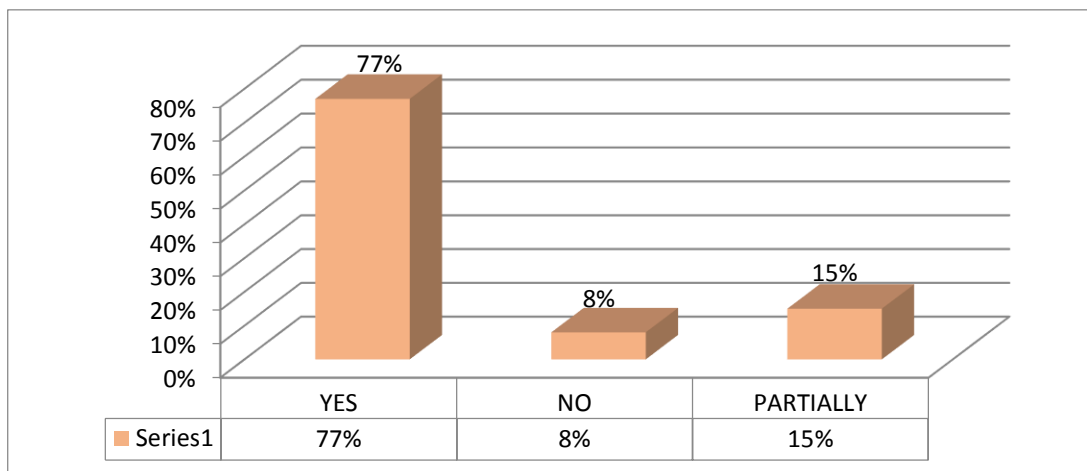
Chart # 9: Difficulty to write in English

ANSWER	FREQUENCY	%
YES	11	77%
NO	1	8%
PARTIALLY	2	15%
TOTAL	14	100%

Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Graphic #: 3 Difficulty to write in English



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Analysis: 77% of the students consider it is difficult to write in English, the 15% consider is partially difficult and 8% of the students do not consider all the information to write in English difficult.

Objective: To identify the developed of writing in class

4. Do you consider that you have developed your writing skills satisfactorily in class?

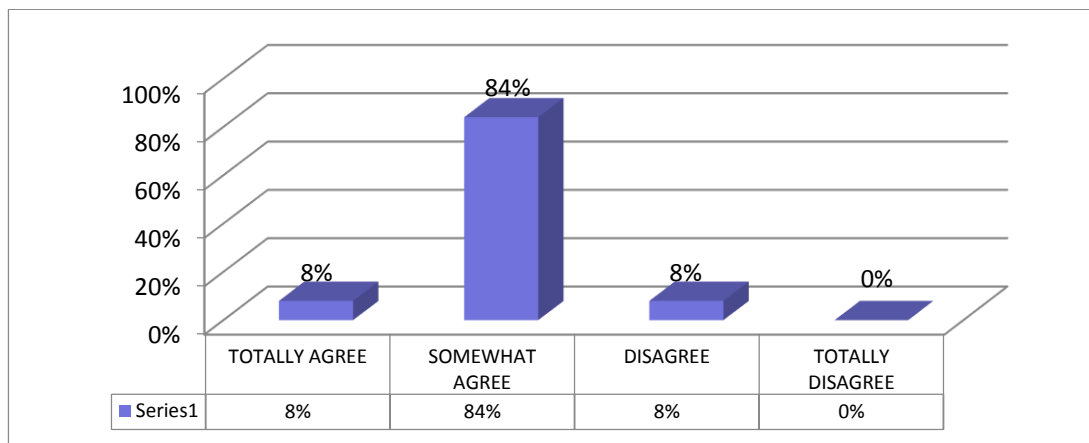
Chart # 10: Development of the writing skills satisfactorily in class

ANSWER	FREQUENCY	%
TOTALLY AGREE	1	8%
SOMEWHAT AGREE	12	84%
DISAGREE	1	8%
TOTALLY DISAGREE	0	0%
TOTAL	14	100%

Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa

Graphic #: 4 Development of the writing skills satisfactory in class



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Analysis: 8% of the students consider that they have developed their writing skills satisfactorily in class, the 84% somewhat agree and the 8% disagree.

Objective: To identify the writing English at school

5. Do you like to write in English at school?

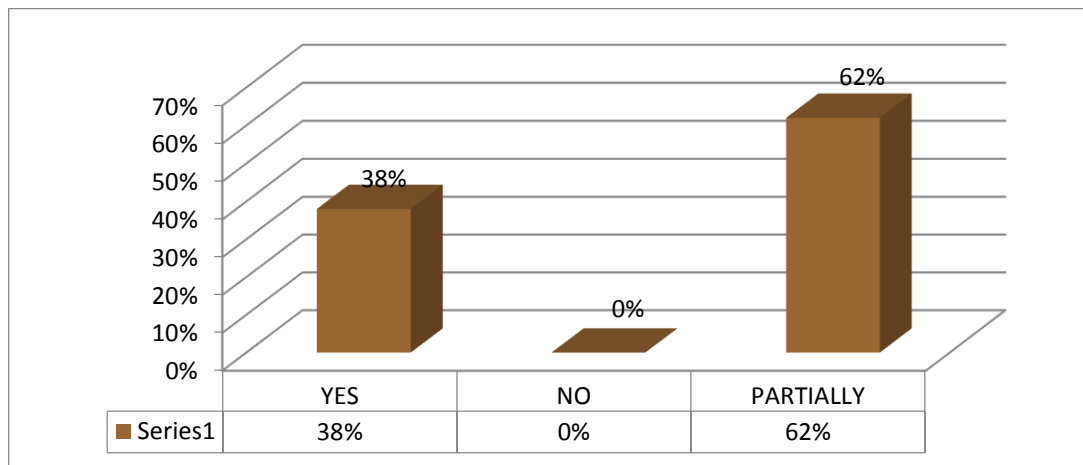
Chart # 11: Acceptance of writing in English

ANSWER	FREQUENCY	%
YES	5	38%
NO	0	0%
PARTIALLY	9	62%
TOTAL	14	100%

Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Graphic #: 5 Acceptance of writing in English



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Analysis: 62% of the students do not like to write in English at the school and the 38% of students like to write in English in class.

Objective: To identify the strategies of their English teacher

6. Does your teacher work a lot of exercises of writing in your class?

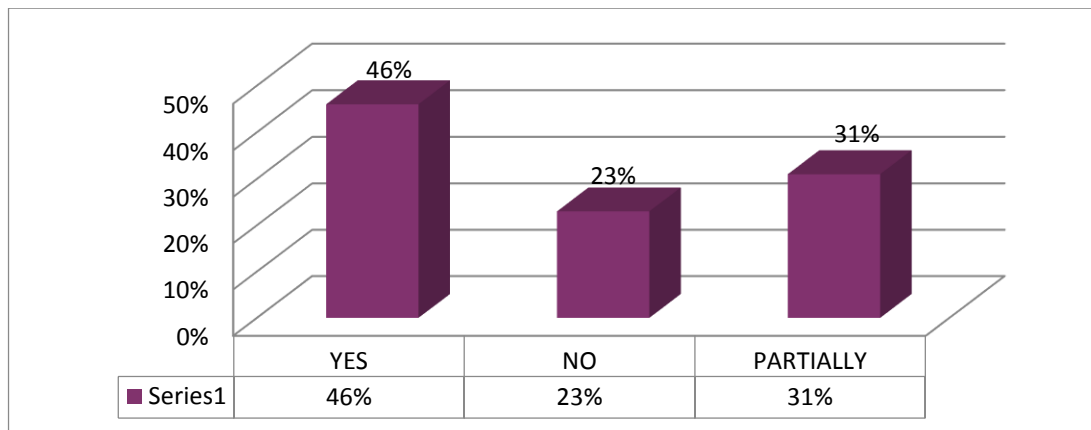
Chart # 12: Writing exercises used in classes

ANSWER	FREQUENCY	%
YES	7	46%
NO	3	23%
PARTIALLY	4	31%
TOTAL	14	100%

Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Graphic #: 6 Writing exercises used in classes



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Analysis: 46% of the students consider their teacher works a lot of exercises of writing in their class, 31% of the students work partially agree and 23% consider their teacher does not work a lot of exercises of writing in their class.

Objective: To determine the interest of use journals

7. Do you use journals in class?

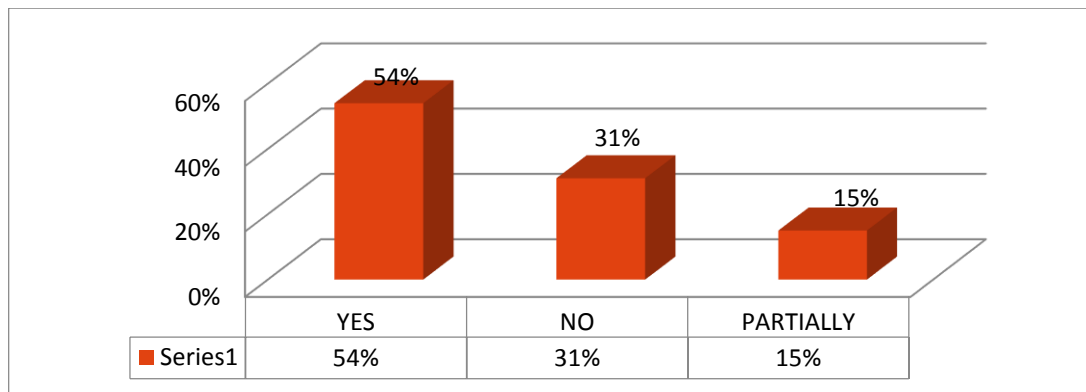
Chart # 13: Use journals in class

ANSWER	FREQUENCY	%
YES	8	54%
NO	4	31%
PARTIALLY	2	15%
TOTAL	14	100%

Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Graphic #: 7 Use journals in class



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Analysis: 54% of the students said that their teacher uses journals in class, the 31% said that teacher does not use journals and 15% are partial because the teacher uses sometimes journals in class.

Objective: To identify the impact of journals in the writing.

8. Do you consider the use of journals will improve your writing skills?

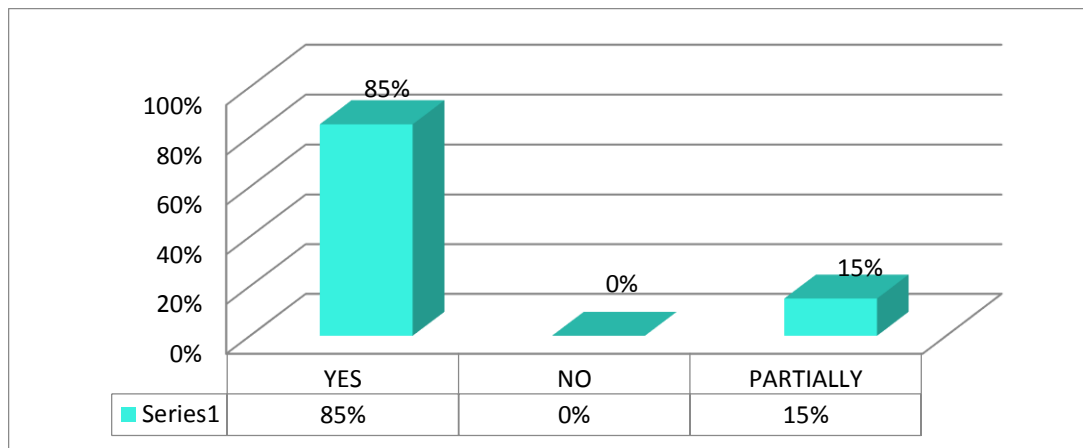
Chart # 14: Acceptance of the use of journals

ANSWER	FREQUENCY	%
YES	12	85%
NO	0	0%
PARTIALLY	2	15%
TOTAL	14	100%

Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Graphic #: 8 Acceptance of the use of journals



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial “Santa Rosa”

Analysis: 85% of the students consider the use of journals will improve their writing skills and 15% of the students do not consider the use of journals will improve their writing.

3.8.4. Interview to the Teacher Ingrid Cantos Baque

She is English teacher at Centro de Apoyo Tutorial since three years ago and she is too Biology teacher.

Question 1: Do you consider English is interesting?

I consider English is interesting because it is the most spoken language in the world and it is necessary students be able to communicate in English.

Question 2: How would you like English classes?

I would like English classes to be more interesting

Question 3: What resources do you use or practice writing in English?

I use in class technological resources like: cd recorder, tv, dvd and other resources in class.

Question 4: Do you think your students pronounce the English correctly?

I think that my students pronounce English correctly.

Question 5: Do you use journals to improve writing?

I often use writing activities but I do not use journals in class yet.

Question 6: Do you think writing can be improved with additional strategies?

Yes, I think writing can be improved with additional strategies and make the class more interesting.

Question 7: Have you ever worked with journals?

I have never worked with journals but I think it is an excellent strategy.

Question 8: Do you consider the use of journals could help the students improve writing?

I consider the use of journals could help the students improve writing because it makes the class more interesting.

CHAPTER IV

THE PROPOSAL

4.1. Informative data

Title Proposal

“Journals to improve English writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas, Province of Santa Elena 2015 – 2016.”

Executing Institution

Centro de Apoyo Tutorial “Santa Rosa”

Beneficiaries:

First Bachillerato at Centro de Apoyo Tutorial “Santa Rosa”

Location:

Salinas, Santa Elena Province

Estimated time for execution:

Three months

Responsibles:

Author: Jenny Esther Villón Mujica

Adviser: Ing. Tatiana Garcia Villao, MSc

Budget

\$ 900 Dollars

4.2. Feasibility

This proposal is feasible because it was accepted by the principal of this institution Lcda. Carmen González Tigrero and it has the support of parents and the budget to apply it.

4.2.1. Characteristic of the proposal

- This proposal is dynamic and pedagogical

4.3. Proposal background

The English language is used, in many aspects around the world, in the case of the English writing. People use it to communicate with others in an asynchronous form because it is not necessary to be present in the same places. For teenagers the practice of English is easier when they are interested.

According to the survey directed to students and teacher's survey, writing is the most difficult for students. In the diagnostic test, students do not have good grades in this part of their lessons. Students do not know enough words and grammar rules to improve their writing.

This research proposes the implementation of journals to improve English writing to students of first Bachillerato at Centro de Apoyo Tutorial "Santa Rosa" Salinas, Province of Santa Elena 2015 – 2016

4.4. Significance

Writing is important to communicate with others using e-mail or letters. People express their messages in writing form. If students do not know the grammar rules, vocabulary and syntax necessary to write correctly their message won't be understood by the others.

The beneficiaries of this proposal project are the students of first year Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas, Province of Santa Elena 2015 – 2016, because they will be able to write without mistakes and students will get better grades.

This institution will have better results in writing skills and students will get English language proficiency. Students of this institution will improve their writing and they will reinforce the other English skills, because the grammar, vocabulary and syntax are used in the speaking skill too.

4.5. Objectives

4.5.1. General objective

To improve English writing through the use of journals in English class to students of first year Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas.

4.5.2. Specific objectives

- To develop activities using journals to improve writing.
- To evaluate the level of English writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa”.
- To determine the percentage of improvement of students.

4.6. Design and development of the proposal

4.6.1. Benefits of using journal in English class

- The use of journals provides a good atmosphere to the students because they write without the pressure of the class

- In journals students express topics of information that are interesting every day. They write to the teacher regularly: every day or every week.
- Through journals teachers and students interact with a discussion exercise or students write an essay and explain their point of view.

4.6.2. Implementation of journals

General Aspect

- Every student of first year Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas has a notebook.
- They have to write about different topics in their notebooks and give them to the teacher every week to check their writing.
- The evaluation, where students can find the parameters of the writing, will be according to a special rubric.

General activities in journals:

- The teacher provides a review of English vocabulary about the composition or the topic of the writing.
- The teacher provides examples of the final results of the writing and the objective of the writing.
- The teacher gives a topic for the writing of every week.
- The teacher explains grammar rules that students can apply in their writing.
- At the end of the Quimestre students will have a workshop of their best composition to other courses.

Types of writing exercises

- Describe a picture
- Imagine a situation
- Use specific vocabulary
- Match

Objectives and benefits of journals

- Improve grammar rules
- Provide new vocabulary
- Learn syntax
- Use your imagination for specific situations

THE TOPICS OF THE PROPOSAL IN JOURNALS WITH THE STUDENTS ARE:

TOPICS	
1	My last holidays
2	My week
3	My daily routine
4	My family
5	A place to visit
6	My biography
7	My future and objective in the life
8	My perfect job
9	what are you doing in your life now
10	My favorite Singer

4.6.3. Activities with journals

ACTIVITY ONE: MY LAST HOLIDAY

Objective: To improve vocabulary about past simple and spare time

Illustration #: 1 My last holiday



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

- In a cardboard students paste photos about the activities that they did in their holidays.
- Each student explains to the class what they did in their holidays.
- Next, students write in their journals their explanations about last holidays.

MATERIALS:

- Photos of your last holidays
- Glue
- Cardboard
- adhesive tape
- a notebook
- a pencil

ACTIVITY TWO: MY WEEK

Objective: To improve vocabulary and grammar about common activities

Illustration #: 2 My week



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

- The Teacher assigns the topic: my week
- Write vocabulary about activities that you can do in the week
- Students write a composition about their week
- The teacher checks the composition
- The teacher chooses one student to write on the board

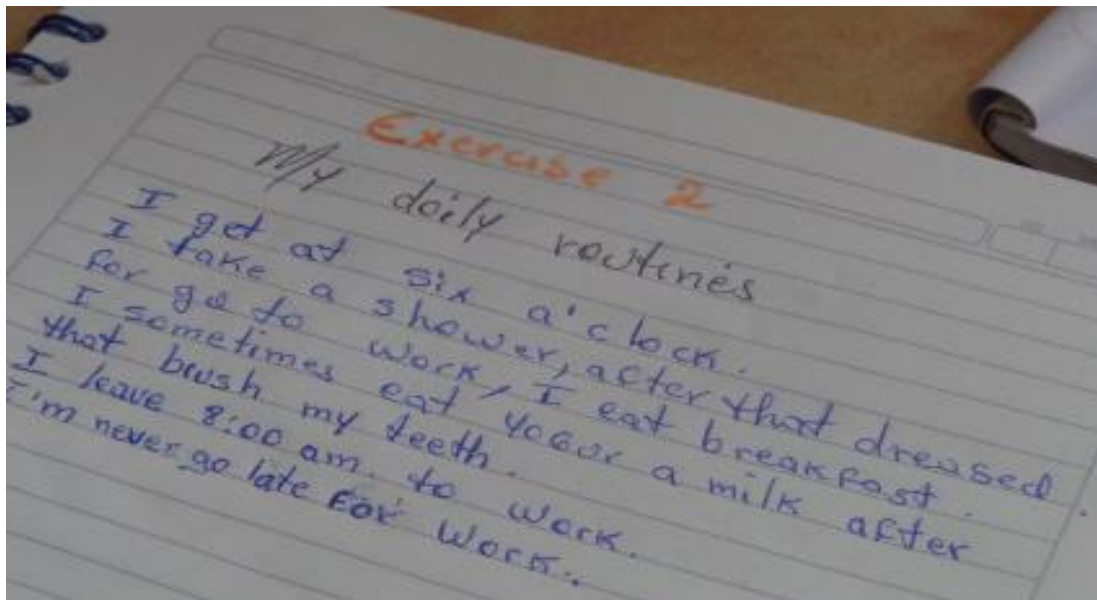
MATERIALS

- Notebook
- Pencil
- Eraser
- White board
- Marker

ACTIVITY THREE: MY DAILY ROUTINES

Objective: To improve vocabulary and grammar about daily routines and present simple.

Illustration #: 3 My daily routines



Author: Jenny Esther Villón Mujica
Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

Go bed	get up	eat breakfast	have lunch	make homework
take a shower	wash dishes	brush teeth		

- Students use the vocabulary in the box
- Write a composition about your daily routines
- Paste pictures about the activities that you usually do
- Write at least ten sentences
- Finally, explain to your partner your daily routine.

MATERIALS:

- A notebook
- Pencil
- Eraser

ACTIVITY FOUR: MY FAMILY

Objective: To reinforce the use of possessive pronoun

Illustration #: 4 My family



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

- The teacher makes a list of vocabulary about the family

Father mother uncle aunt grandmother grandfather cousin niece sister in law

- Each student makes a collage of photos and draw their family tree
- Then the partner who is sitting next to him
- Explains to the class the family tree of the other students
- Finally, students write about their family

- Photos of their family
- Glue
- Cardboard
- adhesive tape
- a notebook
- a pencil

ACTIVITY FIVE: A PLACE TO VISIT

Objective: To improve vocabulary about descriptions of places

Illustration #: 5 A place to visit



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

- The teacher gives you a picture about a place to visit
- Students describe the picture, elements, objects, color and shapes
- Students write the activities that they can do in this place
- The teacher chooses one student to write on the board
- The teacher corrects the mistakes and makes a list of new vocabulary

MATERIALS

- Notebook
- Pencil
- Eraser
- White board
- Marker

ACTIVITY SIX: MY BIOGRAPHY

Objective: To improve vocabulary about personal information

Illustration #: 6 My biography



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

- Students make a collage about parents, place of birth, studies and personal life
- Students write their biography in their notebook
- Finally, the student who is sitting next to you introduce his partner
- Students complete this box below

Name	
Age	
Date of birth and place	
Number of brother or sister	

- Paste on the board the information of each student.

ACTIVITY SEVEN: MY FUTURE AND OBJECTIVE IN THE LIFE

Objective: To improve grammar about future simple

Illustration #: 7 My future and objective in life



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

- Students make a collage of their future objective using photos and pictures
- One student explains to the class her future objective in life
- Students write about the presentation
- The teacher checks the answer.

MATERIALS

- Photos of your future
- Glue
- Cardboard
- adhesive tape
- a notebook
- a pencil

ACTIVITY EIGHT: MY PERFECT JOB

Objective: To reinforce vocabulary about occupations

Illustration #: 8 My perfect job



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

- The teacher gives a list of jobs

Jobs

Doctor

Journalist

Teacher

Lawyer

Engineer

Secretary

Policeman

Activity

Make interviews

Teaches to students

Repairs a tv

Writes letters

Looks after the security

Makes a surgery

Wins a case

- Students match jobs with the activity
- Then students choose one job and write a composition about
- My perfect jobs
- Finally, students make a collage of pictures and explain the perfect job to the class.

ACTIVITY NINE: WHAT ARE YOU DOING IN YOUR LIFE NOW?

Objective: To learn vocabulary about present activities

Illustration #: 9 What are you doing in your life now?



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS

- Draw pictures that portrays where you are t in your life
- You also add collage photos
- Students choose one collage
- Finally, students write what the collage says
- The teacher checks their compositions

Materials:

- Photos of your life
- Glue
- Cardboard
- adhesive tape
- a notebook
- a pencil

ACTIVITY TEN: MY FAVORITE SINGER

Objective: to learn vocabulary about people

Illustration #: 10 My favorite singer



Author: Jenny Esther Villón Mujica

Source: Centro de Apoyo Tutorial Santa Rosa

INSTRUCTIONS:

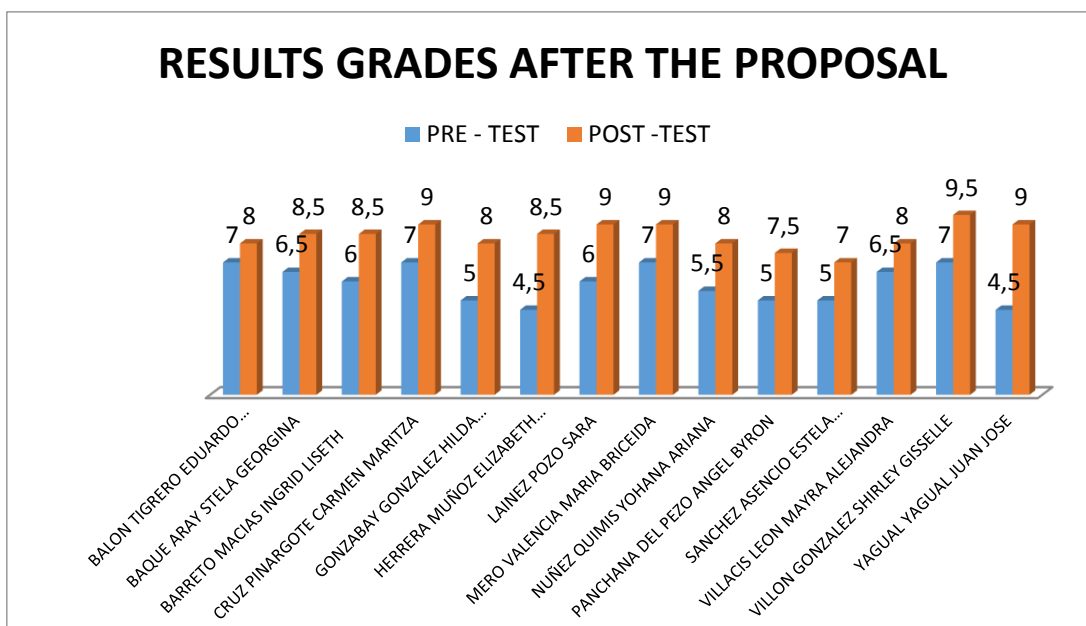
- The teacher gives some pictures of singers
- Students choose one picture
- Students write in their notebooks about the singer
- Describe the picture
- Students write additional information of the singer
- The teacher chooses one student and he writes on the white board his composition.

MATERIALS:

- Notebook
- Pencil
- Eraser
- White board
- Marker

PERCENTAGE OF IMPLEMENT FIRST YEAR BACHILLERATO AT CENTRO
DE APOYO TUTORIAL “SANTA ROSA”

	NOMBRES	PRE - TEST	POST -TEST	% IMPROVEMENT
1	BALON TIGRERO EDUARDO ROLANDO	7	8	13%
2	BAQUE ARAY STELA GEORGINA	6,5	8,5	12%
3	BARRETO MACIAS INGRID LISETH	6	8,5	12%
4	CRUZ PINARGOTE CARMEN MARITZA	7	9	11%
5	GONZABAY GONZALEZ HILDA ISIDORA	5	8	13%
6	HERRERA MUÑOZ ELIZABETH VICTORIA	4,5	8,5	12%
7	LAINEZ POZO SARA	6	9	11%
8	MERO VALENCIA MARIA BRICEIDA	7	9	11%
9	NUÑEZ QUIMIS YOHANA ARIANA	5,5	8	13%
10	PANCHANA DEL PEZO ANGEL BYRON	5	7,5	13%
11	SANCHEZ ASENSIO ESTELA MARGARITA	5	7	14%
12	VILLACIS LEON MAYRA ALEJANDRA	6,5	8	13%
13	VILLON GONZALEZ SHIRLEY GISSELLE	7	9,5	11%
14	YAGUAL YAGUAL JUAN JOSE	4,5	9	11%



Author: Jenny Esther Villón Mujica

4.7. Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
Traditional classes	Classes using visual aids
Students were not motivate	Students are motivated
Students do not interact	Students interact with others
Students have low level of writing	Students improve their writing
Students are not interested in class	Students are interested in class

ADVANTAGES OF JOURNAL

- Interesting
- Didactic
- Pedagogical
- Interactive
- Topic according student's interest

DIAGNOSTIC TEST RUBRIC

CATEGORY	4	3	2	1
Grammar	Use the correct tense in all expressions	Use the correct tense in most expressions	Use the correct tense in few expressions	Use the correct tense in limited expressions
Syntax	Without any mistake	Only few mistakes	Little accuracy in sentences	not accuracy in sentences
Use of Language	Without any mistake	Only few mistakes	Little accuracy when trying to use a phrase	Cannot use the phrase at all
Vocabulary	Variety According the writing	Some variety According the writing	Limited expressions	Poor variety

CONCLUSIONS

- The application of journals contributes to the improvement of writing in Students of first year.
- Most of the students believe that writing in English is really difficult and complex
- Teachers have enough knowledge about teaching techniques and they can develop the writing skills using journals
- Journals help in the English learning process satisfactorily because students feel interested in the different topics have been applied.

RECOMMENDATIONS

- The application of journals should continue during all the academic year.
- Teachers have to provide different activities to improve the English learning process.
- Teachers should have seminars every year in teaching techniques to contribute in the English language acquisition.
- The institutions have to provide the didactical resources to improve the writing skills

CHAPTER V:

ADMINISTRATIVE FRAMEWORK

5.1. RESOURCES

5.1.1. INSTITUTIONAL

Description

Flash card

Notebook

Marker

White board

5.1.2. MATERIALS

ITEMS	DESCRIPTION	QUANTITY	UNITARY COST	TOTAL
1	Notebook	25	\$2	\$50
2	Flipchart	10	\$0,40	\$40
3	Cardboard	10	\$0,50	\$5
4	Pen	30	\$0,3	\$9
5	Pencil	30	\$0,3	\$9
6	Eraser	20	0,25	\$5
7	Glue	20	0,30	\$6
TOTAL				\$124

Author: Jenny Esther Villón Mujica

5.1.3. ECONOMIC (BUDGET)

ITEMS	DESCRIPTION	QUANTITY	UNITARY COST	TOTAL
1	Ream Papers	1	5	\$5
2	Cds	3	2	\$6
3	Computer	1	700	\$700
4	Camera	1	150	\$150
5	Internet service	1	30 X 5	\$150
6	Printer	1	250	\$250
7	Photocopies	500	0,05	\$25
8	Puppets	6	25	\$150
TOTAL				\$1801

Author: Jenny Esther Villón Mujica

5.1.5. TIMETABLE

N°	ACTIVITIES	2015																2016																															
		SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	Socialization with				X																																												
2.	Thesis Desinging.					X																																											
3.	Elaboration Chapter I.					X	X																																										
4.	Chapter I Progress.					X	X																																										
5.	Elaboration Chapter II.									X	X	X	X	X	X	X																																	
6.	Field Research at													X																																			
7.	Survey Implementation.													X																																			
8.	Analysis and													X	X																																		
9.	Elaboration Chapter III.													X	X																																		
10.	Chapter III Progress.																	X	X	X																													
11.	Elaboration Chapter IV													X	X	X	X	X																															
12.	Implementation of													X	X	X	X	X	X	X																													
13.	Review of Thesis draft.																					X	X	X	X	X	X	X																					
14.	Delivery of final work.																													X	X	X	X	X	X	X	X												
15.	Pre defense of thesis																																									X							
16.	Defense of Thesis																																												X				
17.	Graduation day.																																												X				

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APPENDIX

Appendix #: 1 INTERVIEW TO THE PRINCIPAL



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
SPECIALIST'S INTERVIEW FOR A RESEARCH PAPER**

Dear principal, this survey will help to obtain important input for a research paper titled “Journals to improve English writing to students of first year Bachillerato at Centro de Apoyo tutorial “Santa Rosa” Salinas, province of Santa Elena 2015 – 2016.” Please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

Objective of the survey: To determinate the activities and use of puppets in the learning process of students of first Basic year

Question 1: Do you consider writing as an important factor in the academic life?

Question 2: Do you consider that learning English is important today?

Question 3: Do you believe it is necessary that students in your institution improve the writing skills?

Question 4: What kind of activities does the teacher provide students to improve the writing?

Question 5: Have you ever used journals to improve the learning process, do you know educative platforms?

Question 6: What are the benefits of the use of journals?

Appendix #: 2 INTERVIEW TO THE TEACHER



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
SPECIALIST'S INTERVIEW FOR A RESEARCH PAPER**

Dear teacher, this survey will help to obtain important input for a research paper titled “Journals to improve English writing to students of first year Bachillerato at Centro de Apoyo tutorial “Santa Rosa” Salinas, province of Santa Elena 2015 – 2016.” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

Objective of the survey: To determinate the activities and use of puppets in the learning process of students of first Basic year

Question 1: Do you consider English is interesting?

Question 2: How would you like English classes?

Question 3: What resources do you use or practice writing in English?

Question 4: Do you think your students pronounce the English correctly?

Question 5: Do you use journals to improve writing?

Question 6: Do you think writing can be improved with additional strategies?

Question 7: Have you ever worked with journals?

Question 8: Do you consider the use of journals could help the students improve writing?

Appendix #: 3 INTERVIEW TO THE SPECIALIST



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
SPECIALIST'S INTERVIEW FOR A RESEARCH PAPER**

Dear specialist, this survey will help to obtain important input for a research paper titled “Journals to improve English writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas, province of Santa Elena 2015 – 2016.” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

Objective of the survey: To determinate the activities and use of puppets in the learning process of students of first Bachillerato.

Question 1: Do you consider that writing is one of the most important skills in English?

Question 2: Have you ever used journals to improve learning process?

Question 3: What is your opinion about journals?

Question 4: What are the benefits of using Journals?

Question 5: What kind of topics do you recommend in the journals?

Question 6: Do you consider teachers should have a special training in teaching techniques?

Question 7: Do you consider that the students are able to write journals?

Appendix #: 4 INTERVIEW TO THE STUDENTS



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
SPECIALIST'S INTERVIEW FOR A RESEARCH PAPER

Dear student, this survey will help to obtain important input for a research paper titled “Journals to improve English writing to students of first Bachillerato at Centro de Apoyo Tutorial “Santa Rosa” Salinas, province of Santa Elena 2015 – 2016.” Please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

Objective of the survey: To determinate the activities and use of puppets in the learning process of students of first Bachillerato.

Question 1: Do you enjoy English class?

Question 2: How do you consider your English classes?

Question 3: Is it difficult for you to write in English?

Question 4: Dou you consider that you have developed your writing skills satisfactorily in class?

Question 5: Do you like to write in English at the school?

Question 6: Does your teacher work a lot of exercises of writing in your class?

Question 7: Do you use journals in class?

Question 8: Do you consider the use of journals will improve your writing skills?

Appendix #: 5 PHOTOS OF HIGH SCHOOL DOLORES ELENA CABRERA
WHERE WERE MADE TUTORSHIP OF THE CENTRO DE APOYO TUTORIAL
SANTA ROSA



Appendix #: 6 INTERVIEW TO COORDINATOR LCDA. CARMEN GONZÁLEZ



Appendix #: 7 INTERVIEW TO ENGLISH TEACHER INGRID CANTOS B.



Appendix #: 8 SURVEY TO STUDENTS FIRST BACHILLERATO OF CENTRO DE APOYO TUTORIAL SANTA ROSA





SUBSISTEMA DE EDUCACIÓN FISCOMISIONAL SEMIPRESENCIAL DEL ECUADOR
"MONS. LEONIDAS PROAÑO", SEFSE
UNIDAD EDUCATIVA FISCOMISIONAL SEMIPRESENCIAL PCEI
DON BOSCO del Guayas



CENTRO DE APOYO TUTORIAL "SANTA ROSA"

Santa Rosa, 8 de Febrero del 2016

Mg.
Glenda Pinoargote Parra
DIRECTORA CARRERA LICENCIATURA EN INGLES
En su despacho:

Estimada Directora

Por medio de la presente, reciba un cordial saludo, deseando muchos éxitos en las asignaciones que cumple.

En calidad de Coordinadora del Centro de Apoyo Tutorial "Santa Rosa" certifico por medio del presente escrito que la Srta. Jenny Esther Viñón Mujica con C.I. 0913985081 egresada de la Carrera de Idioma de la Universidad UPSE, realizó las entrevistas a la autoridad y al Personal del Área de Inglés, las encuestas a los estudiantes de Primero Bachillerato, además la estudiante ejecutó la propuesta "JOURNAL TO IMPROVE ENGLISH WRITING TO STUDENTS OF FIRST BACHILLERATO AT CENTRO DE APOYO TUTORIAL SANTA ROSA. SALINAS, PROVINCE OF SANTA ELENA, 2015-2016", en la institución que dirijo.

Es todo lo que puedo certificar en honor a la verdad autorizando se dé el uso que este estime conveniente.

Sin otro particular, me quedo de usted muy agradecida.

Atentamente

Prof. Carmen González Tigrero
COORDINADORA C.A.T. SANTA ROSA





La Libertad, 11 de Abril del 2016

CERTIFICADO ANTIPLAGIO

002-TUTOR RTGV-2016

En calidad de tutor del trabajo de titulación denominado **"JOURNALS TO IMPROVE ENGLISH WRITING TO STUDENTS OF FIRST BACHILLERATO AT CENTRO DE APOYO TUTORIAL "SANTA ROSA" SALINAS, PROVINCE OF SANTA ELENA 2015 - 2016."** elaborado por la estudiante **JENNY ESTHER VILLÓN MUJICA**, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

ING. TATIANA GARCÍA VILLAO
C.I.: 0913241279
DOCENTE TUTOR

