



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

**“JOURNALS STRATEGY TO IMPROVE WRITING
SKILLS FOR AGROPECUARIA MAJOR
STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

AUTHOR: BODERO ALVIA JOAN JOSUE

**ADVISOR: LCDA. NIOLA SANMARTIN ROSA ELENA,
MSC.**

La Libertad – Ecuador

2023

La Libertad, August 8th, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "**Journals as Strategy to Improve Writing Skills for Agropecuaria major students**" prepared by Joan Josué Boderó Alvia, and undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, 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.

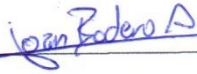
Sincerely,



Lcda. Elena Niola Sanmartín, MSc.
ADVISOR

STATEMENT OF AUTHORSHIP

I, JOAN JOSUÉ BODERO ALVIA with ID number 2450196759 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "journals as Strategy to Improve Writing Skills for Agropecuaria major Students" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



JOAN JOSUE BODERO ALVIA

AUTHOR

Declaration

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SPECIALIST PROFESSOR



MSc. Elena Niola Sanmartin

TUTOR



MSc. Elena Niola Sanmartin

UIC PROFESSOR

Acknowledgment

I want to take the opportunity to thank my LCDA tutor. Niola Sanmartin Rosa Elena, MSC who with wisdom and pedagogy knew how to guide me on this long journey, to my family for her support and my colleagues with whom I shared pleasant experiences.

DEDICATION

I want to take this opportunity to thank God first of all, because despite the difficulties I have been able to move forward with this project, thanks to my mother for her unconditional support, my wife for being with me through thick and thin and always keeping me motivated, to my father-in-law for having extended his hand to me, thank you all very much.

Joan Bodero A

JOAN JOSUE BODERO ALVIA

AUTHOR

ABSTRACT

Journals have constituted an important element when developing writing skills. The present study analyzes journals as a strategy to improve writing skills for Agropecuaria major participants. To carry out this research, the qualitative method and phenomenological study were applied. The data was gathered from interviews to a group of 7 participants belonging to the Agropecuaria major 7/1 of the Universidad Estatal Península de Santa Elena, located in Santa Elena. The questionnaire was the only data collection instrument sample. The interviewees, as part of the information collected, expressed their agreement of the use of journals; however, they also revealed the lack of time to write journals constitutes an obstacle to the development of writing skills. Finally, the development of writing skills is not far from a constructivist process, since all participants need to learn something new, this is the English language, but supported by their own experiences.

KEY WORDS: journals, strategy, improve writing, skills, learning

RESUMEN

Las revistas han constituido un elemento importante a la hora de desarrollar la habilidad de escribir. El presente estudio analiza los diarios como una estrategia para mejorar las habilidades de escritura de los estudiantes de la carrera de Agropecuaria. Para llevar a cabo esta investigación se aplicó el método cualitativo y el estudio fenomenológico. Los datos fueron recolectados a partir de entrevistas a un grupo de 7 estudiantes pertenecientes a la carrera Agropecuaria 7/1 de la Universidad Estatal Península de Santa Elena, ubicada en Santa Elena. El cuestionario fue el único instrumento de recolección de datos de la muestra. Los entrevistados, como parte de la información recabada, expresaron su conformidad con el uso de diarios; sin embargo, también revelaron que la falta de tiempo para escribir diarios constituye un obstáculo para el desarrollo de las habilidades de escritura. Finalmente, el desarrollo de las habilidades de escritura no dista mucho de un proceso constructivista, ya que todos los estudiantes necesitan aprender algo nuevo, esto es el idioma inglés, pero apoyados en sus propias experiencias.

PALABRAS CLAVES: revistas, estrategia, mejorar la escritura, habilidades, aprendizaje

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INTRODUCTION

The importance of English as a foreign language has been preponderant in the process of globalized communication, teachers and professionals have sought practical tools to encourage and motivate the acquisition of skills such as reading comprehension and written expression in people of different ages. Writing skills are of great importance for communication as they favor the acquisition and implementation of vocabulary, as well as fluency in oral and written skills. Another aspect is the understanding of sentence structures in the English language, as it helps to effectively relate letters to written words. This means that the strategy based on the journal is subject to the procedural for its approach at the learning. Writing in an empirical way and without an academic objective produces shortcomings and gaps that prevent the acquisition of basic skills according to the professional level of the person. Its role is systematic and seeks to manage correctly constructed information and communication, so the strategy involves an objective, content and the necessary resources to be able to implement it. Journals are considered a strategy that comply a didactic function, because it integrates the different language components, such as: grammatical, orthographic and semantic, all within an educational environment.

The need of the university student is complex due to the great dynamism that the cognitive process of learning possesses, due to the fact that not all participants easily dominate a second language, which makes it difficult and slows down the acquisition of skills that are so necessary in professional training. Muslim (2014) argues that participants at the university level, due to their concern about professionalizing themselves academically, encounter a real obstacle when trying to dominate a second language. In the same way, the importance of writing correctly

is highlighted, since globalization has influenced all kinds of professional fields and no university student should be prevented from developing this communication skill.

Malo (2020) highlighted the importance of the teaching process of university teachers of the English subject through an active and constructivist approach as a fundamental requirement to be able to graduate in some of the major of the University of Guayaquil; for which the need of is highlighted for the student to personally carry out a series of activities such as diaries based on personal experiences, autobiographies, among others.

The author Malo detected as the main problem a series of errors in the writing of paragraphs in the English language, caused by the insufficient ability, practice or ideas that could help them to become competent writers. It was also detected that university participants omit pronouns in sentences, conjugate verbs not in accordance with the grammatical tense, which causes the writing of invented words, affecting the domain of vocabulary.

The study of Malo concluded that to mitigate the problem, the habit of writing should be encouraged through handwriting with specific writing activities with a duration and frequency so that each student can fulfill academically and present them within the term to a specialized teacher, who can make the pertinent corrections.

The problem for this study will be carried out in a population of participants belonging to the Agropecuaria major 7/1 of the Universidad Estatal Península de Santa Elena, located in Libertad canton, Province of Santa Elena-Ecuador. This group presented problems of comprehension and lack of grammatical structures when developing a writing task, related to the subject of English; this group of 7 university participants must comply with a number of hours of extracurricular classes, the identification of the problem was carried out through the results obtained during the hours of teaching practices carried out by the participants of Pedagogy of

National and Foreign Languages of the same University at the beginning of the semester. It was possible to directly observe the low level that participants have in their writing skills in the English language, evidencing the need for a more structured guide and technique to achieve basic writing skills.

The main objective is to analyze the journal as a writing strategy that contributes to the development the writing skills of the participants of the "Universidad Estatal Península de Santa Elena" from Agropecuaria 7/1.

In chapter I, the problem of low development in the ability to write of the participants of the "Universidad Estatal Península de Santa Elena " is explained, as well as the general and specific objective of the investigation based on the analysis of the newspaper as a viable strategy and practice for the benefit of participants.

In chapter II, the main studies and bibliographical works that have been selected in this regard will be reported, that is, learning, pedagogical, constructivist theories, metacognitive learning strategy, writing and the legal bases that support the investigation.

Chapter III explains the methodology of this research, which is qualitative and a field study in order to obtain valid and reliable information for the analysis of the use of the journal as a writing strategy in the development of writing ability student writing.

In Chapter IV, the findings and analysis of the data obtained from the interview addressed to a sample of the population will be interpreted in relation to the interpretation of the bibliographic review and the statements obtained from the transcription of the information.

The Chapter V presents the reflexions of the study based with the research objectives allowing to identify a possible solution to the research problem, as well as the advantages and challenges that arose during the development of the topic.

CHAPTER I

The Problem

1.1 Research Topic (General/Category)

Strategies and writing skills

1.2 Title

Journals strategy to improve writing skills for Agropecuaria major participants is a research that focuses on the analysis of the writing strategy that contributes to the development of the writing ability of the English language of the participants of the "Universidad Estatal Península de Santa Elena" of Agropecuaria 7/1.

1.3 Problem Statement

The learning of English in university classrooms could be conceived part of the new concerns and requirements of the knowledge society. In recent decades, the use of English is more frequent due to the importance of the phenomenon of globalization in different areas, therefore, teachers and participants must face the search and domain of new knowledge related to a second language.

The current situation of the participants has different qualitative characteristics, on the one hand, the fulfillment of a requirement to obtain a university degree without determining the true importance of domain of writing in the English language for their professional training.

To this situation is added the few hours that the teacher of the subject has to be able to correctly develop the skills of the participants, since the syllabus only seeks to fully comply with the curricular mesh and not with the true objectives of the subject.

This problem was identified in a population of 7 participants belonging to the Agropecuaria major 7/1 of the Universidad Estatal Península de Santa Elena, located in the

Libertad canton, Santa Elena Province, who presented problems of comprehension and grammatical meaning when writing different works belonging to the English course and that are inherent to their professional training as future agricultural engineers. The researcher was able to identify this problem through the development of pre-teaching service practices in charge of the participants of Pedagogy of National and Foreign Languages at the same University; where it was possible to directly observe the low level that the participants have in their writing skills in the English language, the participants do not recognize the pronouns in the written sentences, in addition they do not correctly conjugate the verbs according to the grammatical tense, which causes the writing of invented or written words with the omission of consonants, affecting the domain of the vocabulary, evidencing the need for a more structured guide and technique to achieve basic writing skills.

Given this situation, various authors such as Cer (2019), Nomalungelo (2020) and Srour (2021) (2021) have highlighted the need and importance of applying writing strategies to focus critically, practically and constructively on the learning process taught by the teacher of the English subject

In this context, journals become a feedback tool for practice and therefore for learning, thus Malo (2020) highlights that journals encourage the habit of writing, the author currently points out "journals develop communication skills written allowing the student to take ownership of their own pace of learning"

Most of the participants of the Agricultural major 7/1 of the Universidad Estatal Península de Santa Elena have difficulties in many aspects of learning the English language, either due to lack of interest, lack of help or lack of support from the didactic guides, but A question arises: what really affects participants to have these difficulties?

Nadal (2005)) states that "there is little innovation of the university teacher, which causes participants to work only for exams, condemning their own assessment systems" (p. 216). This is how the teachers of the English subject, despite having a certain number of hours of learning, in the curricular mesh it is necessary to reinforce the experimental practical learning since English is only considered as a formal requirement to graduate when obtaining the desired level. The reality of university classrooms, explained by Nadal, does not reflect the objective of the learning that is to be achieved. This is a problem because it puts participants under great pressure at the last level of their studies by trying to learn how to write in English abruptly and quickly, that is, without trying to make mistakes and without trying to take too long.

Participants need to deepen the enrichment of the vocabulary of the English language, the conjugation of regular and auxiliary verbs, the correct application of pronouns and the incorrect use of language translators.

The problem was verified in participants lack an alternative technique to write the English language correctly, which prevents them from developing their ability in the different academic works, whether they are by hand or with the use of technology.

Among the secondary causes of the problem is that teachers do not rethink the enrichment of the vocabulary of the English language, the conjugation of regular and auxiliary verbs, the correct application of pronouns and the incorrect use of language translators.

The need to learn to write in the English language with clarity and order is vital for all professionals who have graduated from university classrooms, as it opens the doors to an increasingly globalized world, since only in this way can they face all kinds of labor and social challenges.

The techniques to develop writing are necessary for participants to cultivate the habit of writing, because it is a cognitive process that requires certain stimuli and guidance from the teacher, that is, it leads to a procedure where can transmit and express their feelings and emotions along with the acquisition of the English language.

1.4 Problem formulation

1. Main question

How do journals contribute to improve writing skills in in higher education participants learning English?

2. Specific questions

¿How can the use of journals, as a writing technique, contribute to learning English?

¿How do journals contribute to improve writing skills in participants of Agropecuaria 7/1 major?

¿How could journals be integrated with the use of technology as a strategy to enhance English writing skills?

1.5 General objective

To analyze the journal as a writing strategy that contributes to the development of writing skills of the participants of the "Universidad Estatal Península de Santa Elena" from Agropecuaria 7/1.

1.5.1 Specific objectives

1 To identify the effectiveness of journals in the development of writing skills through bibliographic research.

2 To inquire about learners' perceptions on the use of journals for learning English through an interview to Agropecuaria major participants, class 7-1.

3 To reflect on the initial research theories and findings and the data gathered from the interviews about using journals as a strategy to improve writing skills.

1.6 Justification

Writing in English is an integrated process of developing and expressing levels of grammatical and syntactical understanding. Regarding the communicative competence of the participants, it is necessary to start from the practical and integrated specialization of English.

One of the objectives of the teaching-learning process in higher education is to ensure that participants become professionals with basic knowledge and practice of the English language; In this way, future graduates will have a greater possibility of performing within and outside the national territory, being evident then that the shortcomings detected in relation to the ability to write in English must be overcome. It must be determined which is the most pertinent technique so that participants can make compositions with grammatical sense and with coherence when elaborating written texts in this language.

The purpose of the work presented is precisely to provide a way to improve writing skills. It is also justified because through the bibliographic sources, different writing techniques that arise within the educational development can be implemented with the sufficient structural and professional degree that is applied in the Universidad Estatal Península de Santa Elena, to can know the impediments that can occur at the time of writing in order to develop recommendations that integrate the student in the world of linguistic development based on English.

The research is also justified because it complements the capacity of participants to interact with the outside world, since the English language has a wide field of study that goes hand in hand with personal and professional development.

CHAPTER II

Theoretical framework

This chapter includes the bibliographic information obtained from various authors at the international and national level, who support different academic strategies to improve the levels of writing in the university environment. Below are the main ideas of how journals serve as a basis for building writing skills in a constructive and individual way.

The importance of learning English and writing skills lies in the ability to expand a wide range of employment and social possibilities, since today communication has eliminated many barriers, so university participants and new professionals must be willing to learn and master this language perfectly.

The importance of journals in the development of skills is of a constructivist nature, since it helps the student in the process of learning the English language, since writing is one more practical process for its assimilation. In addition, it contributes to the development of cognitive skills, that is, of thinking and creativity, which in turn allows better management and use of vocabulary, grammar and other writing standards in an organized way.

In the international context, the contribution of Cer (2019) from the Amasya-Turkey University investigated the processes to improve the writing skills of participants through cognitive operations. Through a population of 45 university participants, it was possible to determine that the traditional practice of learning the English language based on dictation and continuous repetitions did not have the expected academic results, that is, greater than 8/10, as well as problems of understanding the grammatical structure and therefore in understanding the reasoning expressed before, during and after writing. It was recommended that teachers should carry out a planning according to the level of each student, since each one had a deficit of

vocabulary and grammar, for which the importance of carrying out a diagnostic evaluation was also determined to know what factors are decisive to improve the ability participants' writing. It can be interpreted that dictation is a procedure that demands an effort and deep knowledge of the English language, being the repetition of sentences a method that leads to the memorization of a certain number of words, leaving aside the pedagogical practice of writing.

Another study is presented by Nomalungelo (2020) from the University of South Africa, through a quantitative approach, a one-hour diagnostic observation was carried out on a sample of 45 participants and 5 teachers, which allowed detecting difficulties at the teaching level in the development of writing skills, the same ones that were inadequate because they were not supported by a constructive approach or the didactic use of writing strategies when writing topics or essays in English. The study determined that it is necessary for teachers to implement new ways of transmitting to their participants the practice of writing inside and outside the classroom, taking into account that the methodology and the pedagogical approach must guide the student actively and participatively and not only refer to a formal and individual evaluation process. The need to develop participants' writing skills at an academic level can be interpreted through active methods that involve group participation in the classroom, carrying out writing exercises in the classroom which were reinforced with homework.

In the national context, Malo (2020) a researcher from the Metropolitan University of Guayaquil-Ecuador, determined the shortcomings in the writing ability of a group of 35 participants from the last cycle of the infopedagogy major. Through a qualitative and quantitative diagnosis, it was possible to identify that the hours of writing practice were not enough to implement the English language, as well as the low motivation and limitation of learning strategy on the part of the student. The study of Malo (2020) determined the importance of free writing

activities at the end of the different subjects of the term, thus allowing the teacher to correct the most common grammatical errors of the participants and of course the improvement of writing. It also revealed that journals not only increase the number of words that a student can write in a sentence, but also provide the right environment for writing skills to develop at their own pace of learning, that is, journals help to write Free way to improve English writing.

The aforementioned research concludes that the student's way of acting and thinking should be promoted through the critical and systematic organization of ideas. It was possible to improve writing habits either by hand or with digital media, it was also determined that the achievements of learning the English language are not spontaneous, they take a considerable time to achieve positive results, so the student must take their own pace and writing culture through journals. Finally, the journals not only serve for the writing process but also allow the exploration of other tools for the improvement of English.

2.1 Pedagogical basis

The pedagogical basis of the pedagogical implications for the present study follows the principles of constructivism, in this regard Purwarno (2018) maintains that "the learning inherent in linguistics must arise from experiences to appropriate the concepts and terms that are the object of knowledge" (p. 7).

Similarly, Srour (2021) highlights that "the use of the constructivist model is suggested to teach writing skills to participants of English as a foreign language" (p. 23). It is a process that leads to active and dynamic learning, where participants build their own knowledge through multiple perspectives or interpretations to write with greater precision and without spelling errors. For this, the pedagogical task of the teacher must encourage the student's self-discipline to carry out activities of a reflective, critical, experiential nature and with clear procedures only in

this way the student will be able to identify those grammatical, verbal and semantic notions that affect the writing performance.

Constructivism is a method that serves the construction of meanings through a multidimensional teaching system, in other words, daily practice helps to relate the concepts that the teacher wishes to transmit and that the student wishes to domain. In this regard, Nomalungelo (2020) reveals that "writing must be taught based on strategies that modify the attitude, being the pedagogy of writing is a fundamental element to achieve student success" (p. 8). The teacher needs to apply the pedagogy so that participants can write their own texts and thus avoid the rote repetition of content without having a positive impact on the skills, organization and domain of the grammatical characteristics that the text entails in English.

2.2 Theoretical basis

2.2.1 Learning strategy

In the acquisition of skills inherent to domain the English language, Cer (2019) explains that "they are the set of skills related to what -the learner previously knows and how can know-, that is, knowing how to use the tools to help the learner understanding" (p. 4). That is, consists of the facility to acquire knowledge, ability or skill, as is the case of writing a second language with a broad sense of autonomy and understanding; It can be affirmed then that the learning strategy aims to help the student to better perceive the stylistic structures related to the context of language and therefore of written expression.

Nomalungelo (2020) explains "that are the different adaptations to the needs of participants under the supervision of the teacher for the development of a particular skill, for example, brainstorming prior to the moment of elaborating a conclusion that can later be narrated or written" (p. 23). In other words, the strategy is applied with the use of a sequence, order or

procedure to develop written communication in a practical way. A teaching strategy must necessarily be focused under the guidelines of a planning by the teacher, for her position, a series of guidelines or rubrics are provided to process the information.

2.2.2 Metacognitive learning strategy

It implies the coordination of the learning process making use of a set of activities and resources in an organized way, allowing the student to reflect and question himself about what learns and what wants to obtain from it.

Cer (2019) explains that "metacognition allows us to focus the writing process with the interaction with the medium" (p. 3). The strategy makes use of a model based on linguistic gender related to the socio-affective experiences that can occur in the individual. Because it is a mental process that makes use of reasoning, retention and experiential experiences, participants develop their skills while making different narrative texts such as diaries, logs or reminders.

2.2.3 Drafting

In simple terms, drafting is any process related to writing, however, for Eberhard (2021) it is "the ability of the human being to argue through writing using a complex process of a cognitive nature" (p. 7). Therefore, writing leads to the achievement of an understandable product, of an intellectual nature consisting of a document with meaning and grammatical autonomy, which can collect experiences, moments or facts written by the student through the acquisition of a skill.

Writing a language (which is not the native one) entails a character identification procedure that obeys the grammatical rules inherent to the language. Purwarno (2018) explains that writing entails the incorporation of a mental process that takes time because it allows the transmission of news, an idea, an event or any other information. This process is previously

ordered in the mind or psyche of the person. If the ideas are not oriented and aligned sequentially, there will be no comprehension of the text despite the fact that the spelling guidelines have been followed.

2.2.4 English Language Learning

Fully learning one of the most widely used languages in the world has generated a series of situations inherent to the methodology and the improvement of the teacher in the learning process. Sarani (2012) explains that learning the English language entails a process that generates a series of challenges because it is not only about structuring words or forming sentences but also adapting to the needs of the individual at a competitive and professional level.

Bhandari (2020) affirms that it is a process that seeks to develop the communicative ability that has as its objective that people have a positive attitude in using a second language in an increasingly globalized world, that is to say that communication relates to people, there is a motivation that arises from the writer to the reader, involves reasoning and learning approaches influenced by age, level of prior knowledge, as well as comprehension difficulties, among others.

Veigas (2021) points out that currently the learning of the English language is perfected through a set of resources and strategies. Among these resources, the author prioritizes domain of vocabulary to deal with impediments in learning words and expressions used implicitly or explicitly. The author indicates that there are challenging situations for the student related to pronunciation and articulation of words, sentence structuring, writing and syntax. In general, the whole process of cognitive adaptation of writing is necessary to reinforce the learning of written grammar and vocabulary enrichment.

Communicative competence is the ability of a person to express themselves correctly, adequately and effectively in a given language, that is, in a group of individuals who use the

same language and grammatical schemes belonging to a language. To generate an action and production of language as part of the process of learning a second language requires developing skills while writing. To achieve this elemental ability of the English language, must be familiar with terms that can easily assimilate them to reality.

2.2.5 Strategies to use journals

Properly writing a second language demands the use of strategies that the student does not have to capture their ideas beyond the paper, the author Agnes (2018) points out that a motivated student will be able to considerably increase their contributions in the learning process. In this regard, Cifuentes (2019) states that: "Studying the ways in which teachers learn allows us to understand the mobilization of their knowledge and project the transfer to classroom practices" (p. 4). In other words, the transmission of knowledge must be practical and at the same time motivated, and there is obviously a need for participants to be prepared in their professional field hand in hand with the acquisition of grammatical and writing skills.

West (2018) showed that collaborative learning in writing with the use of journals caused student satisfaction in three aspects; In the first place, they expressed that through collaborative writing their knowledge of grammar and vocabulary was strengthened and their learning in the English language was substantial, the second aspect was the strengthening of their critical thinking skills such as analysis and synthesis. Finally, the effective use of technology for writing projects was the third aspect with which the participants felt satisfied.

Another strategy is presented by Malo (2020), who points out that in order to promote the development of understanding and knowledge of the English language, practice should be used by writing journals, that is, it is a pragmatic tool, which uses all the concentration of the student.

student to put their ideas on paper. The practice is important so that the journal strategy has positive results, it demands time and concentration.

Nomalungelo (2020) suggests that teachers use interactive classroom pedagogy as a strategy so that they can develop optimal levels of writing. This strategy encourages writing spaces for the benefit of participants. The author found that vocabulary should be a priority of writing a second language. Finally, the interaction is based on the exchange of ideas through different printed and written media as an opportunity to improve the teaching and learning of the English language.

Moreno (2016) points out that applications such as "Write & Improve", "Expresso", "Grammarly" among others allow technology to be included in the English language learning process. suggesting corrections to improve style or grammar and showing the most common errors. Moreno points out that it is possible to improve writing in English more easily thanks to the incorporation of different technological tools to the practice and elaboration of texts such as journals.

2.2.6 How to apply journal in an English class

Every day or habitual practice to write is a fundamental strategy, so its application in a journal allows retaining a large amount of information such as the vocabulary and grammatical rules of a second language. In the opinion of Agnes (2018) "writing using journals allows to consolidate and practice new content, since no day-to-day event is usually repeated, in this way can make use of mental processes such as remembering, analyzing, evaluating and creating" (p. 9)

Based on what was stated by Agnes (2018), the first step to write the journal is to raise a topic or a question and consequently generate six options, alternatives, possible answers, or

arguments. For example, how was your day? And as alternatives: Very busy, fun, traveling, studying and working. Participants must choose the option with which they agree and generate ideas, arguments, reasons and/or explanations related to the chosen alternative.

In the second step, the teacher designates a space of 15 minutes inside or outside the classroom an option, alternative or argument for the participants to carry out in the corresponding term and add their ideas and information and even graphics, diagrams or elements that allow the organization of the written text. The number of words or number of sentences must be specified. In this step can make use of the dictionary.

Subsequently, in step three, participants must review the information in pairs, that is, share it with another trusted classmate. To do this, they should be given time to analyze and discuss in pairs or small groups. In this way, participants can write the information based on experiences to socialize them in virtual spaces or exhibitions.

In step four and finished the written production stage, participants must write according to the guidelines of the designated teacher to add their ideas or contributions in a journal. After each group reviews the added information, they need to do a reading of the text. In addition, participants should be encouraged to read each other's work and consider the various points of view and ideas included in the journals. In this way, each student can obtain additional ideas to elaborate one or several paragraphs or an experiential reading focused on the main theme.

2.3 Legal basis

Being a study that focuses on the development of learning English in higher education institutions, it must be based on the laws of the Constitution of the Republic of Ecuador, the higher education law and regulations regarding the Ministry of Education Ecuador. The learning practice of higher education institutions is regulated by the constitution of the Republic of

Ecuador and the higher education law, which stipulates the accreditation and evaluation processes in order to guarantee the effectiveness of the educational offer. The most related legal regulations within this field of research are briefly detailed below.

2.4 Variables of the study

Writing skills becomes a dependent variable because this variable can change depending on the journals. It is a dependent variable because it depends on another for its development.

Skill is part of a learning process that can be conditioned by the use of strategies.

The journals are not affected by applying, experimenting or studying, so it becomes an independent variable. The journals strategy can cause a direct change in the acquisition of English language skills. The relationship of the journal with writing is palpable and evident in the academic training of future professionals in the agricultural engineering major.

CHAPTER III

Methodological framework

This chapter will develop the methodology with which the research work based on a qualitative study was used. As a technique, the interview was used and the research instrument was the questionnaire, the same as detailed below.

According to Hernández (2014), the qualitative method is based on a problem question, and usually starts from a research question, which must be formulated in accordance with the methodology that is intended to be used. This approach seeks to explore the complexity of factors that surround a phenomenon and the variety of perspectives and meanings it has for those involved. The research, being qualitative, does not seek to determine with numbers or figures the main facts studied of the phenomenon that occurred in the university classrooms, but to collect the main characteristics of the facts in an objective way through the collection of opinions, attitudes, behaviors, motives and expectations of the participants of the Universidad Estatal Peninsula de Santa Elena.

Being a type of qualitative research, it is intended to use instruments that collect data in a flexible, reliable and participatory way, since through the interview it is sought to know the phenomenon objectively. The qualitative study helps to extract the interpretations of the experiences of the interviewees.

Another main characteristic of this type of method is that they are not statistically tabulated, since they must be interpreted subjectively and not numerically. Being a research work focused on an educational context, it entails a non-applicable and non-recurring process since it analyzes phenomenological aspects of the English language learning process and how journals contribute to improving writing skills in participants. Among the characteristics of the qualitative

method according to Hernández (2014) are "depth of meanings, breadth, contextualization of the phenomenon and interpretive richness" (p. 22), that is, this type of research aims to understand the phenomenon or at least trying to explain a certain fact in a group of people as well as the analysis of certain behaviors inherent to the behavior of the human being such as the education process and thus obtain a perspective on the part of the researcher.

3.1 Type of investigation

The research applies the phenomenological study of learning, since there are a number of strategies that can benefit the acquisition of student skills and thus understand what aspects prevent the correct writing of texts. The phenomenological study is cognitive in nature, being one of the main qualitative approaches for research. In this sense, De Reyes (2019) points out that "phenomenology finds its foundations in the interpretation and understanding of phenomena, from the ascending subjective state of being same"

As it is a phenomenological study, it is aimed at studying the perceptions regarding the development of writing skills.

3.2 Data collection techniques

A focus group is a qualitative research technique. The focus group consists of an interview conducted to a group and directed by a moderator who explains each question using the interview technique. The focus group seeks interaction between participants as a method to generate information about writing skills.

3.3 Instrument

The questionnaire was the only data collection instrument used in this study. According to Hernández (2014) a questionnaire "is perhaps the most used for data collection; this consists of a set of questions regarding a certain phenomenon" (p. 97). Making use of information

technologies, the questionnaire was prepared in Microsoft forms and was sent virtually through the educational email of each of the respondents, prior to socialization. the questionnaire was answered anonymously.

Because of certain conditions from the pandemic and the educational setting for participants, the interview was carried out virtually using the zoom platform, explaining the reason and importance of the purpose of the research. After collecting the data, a qualitative analysis of the same was carried out, which involved the analytical reading of each of the experiences and personal opinions of the participants.

Finally, the analytical phase of the qualitative methodology seeks to simplify the data obtained through keywords. These words arise from the interview conducted with the student to be compared with the other answers and thus determine if there is any point of coincidence or different points of view.

3.4 Sample

Hernández (2014) points out that the sample "is a part of that population that is selected to obtain information with a specific objective" Being a delimited and specific population, the sample comprises its entirety, that is, the number of members that make up said population becomes the qualitative study sample, the studied sample had the predisposition to answer each of the raised items.

The study population comprises 7 participants belonging to the Agropecuaria major 7/1 of the Universidad Estatal Península de Santa Elena, located in the Libertad canton, Santa Elena Province; who, as previous experience in the classroom, make up a group study on ways to improve write skill.

CHAPTER IV

Analysis of findings

Below are the results obtained from the interview conducted with participants belonging to the Agropecuaria major 7/1 from Universidad Estatal Península de Santa Elena, located in the Libertad canton, Santa Elena Province. Keywords were used through Mentimeter: Interactive presentation software with the corresponding figures. This information was collected from the focus group.

4.1. Interpretation of data from the interview

The focus group for participants from Agropecuaria major provide information about the use of Journals as a strategy to improve written skills. It is important to highlight that the interview was conducted in Spanish for better data collection.

1 Do you like to write about your personal experiences and the things you do on a daily basis?
Why? Why not?

Figure 1

Write about personal experiences



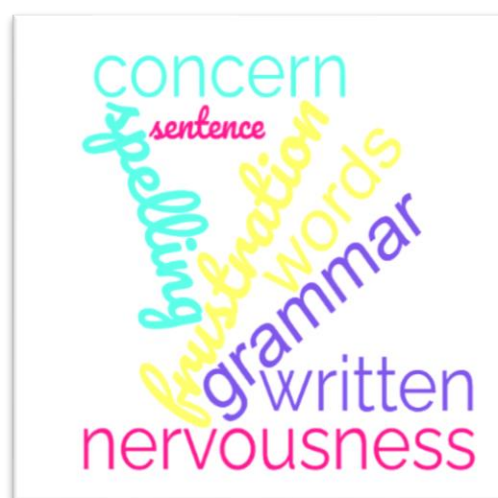
Note. Write about personal experiences. Elaborated by the author.

The most frequent words are “experiences”, “stories”, “learning” and “personal”. Most of the participants indicated that, would like to share their personal experiences, since they can share their stories of what they experienced during the day while they develop their learning, while another part of the interviewees do not agree because they consider that there are personal things that one wants to keep to oneself.

2. - How do you feel when you are asked to write a passage/text/description in English?

Figure 2

Feelings when writing



Note. Feelings when writing. Elaborated by the author.

The key words identified are “grammar”, “nervousness”, “spelling”, “frustration”, “words”, “concern”, “sentence”, “evidencing”, this shows words in English that the participants can write, but sometimes they do not remember the correct spelling of a certain word, which causes feelings of concern, nervousness and frustration, due to problems in grammar, a situation that prevents writing a sentence correctly.

3. - Have you written journals as a strategy to improve your English writing skills before? What has that experience been like?

Figure 3

Journals as a strategy



Note. Journals as a strategy. Elaborated by the author.

The keywords are “written”, “memorize”, “words”, “spelling”, “motivated”, “English”, “practiced”, “never” and “grammar”. Most of the interviewees indicate that they have never written or practiced any type of text in English. Interestingly, the data indicated an experience at the school level where they were asked to memorize a word in English before going to sleep, which motivated them to learn phrases and sentences of the English language.

4. - Do you consider that writing what you do every day can improve your writing skills?

Why?)

Figure 4

Write to improve writing skills



Note. Write to improve writing skills. Elaborated by the author.

From the information gathered, the keywords that appear are ‘language’, ‘helps’, and ‘practicing writing’. Participants consider that practice helps improve writing skills, because when writing it helps them use other words in English that they did not know before.

5. - Do you think the use of journals will help improve your writing skills?

Figure 5

Use of journals and writing skills



Note. Use of journals and writing skills. Elaborated by the author.

Key words are “English”, “writing”, “vocabulary”, “practiced” and “journal”. All the participants affirm that writing can be improved through journals, which would lead to practicing writing every day, increasing vocabulary and enriching spelling; then there is the need to write periodically to dominate the English language.

6. - What are the reasons that prevent you from writing a journal about your experiences to improve your English writing skills?

Figure 6

Reasons that prevent you from writing a journal



Note. Reasons that prevent you from writing a journal. Elaborated by the author.

The most frequent words are “impediments”, “write”, “activities”, “fear”, “remembering” and “experience”. The impediments to journal writing are the following: fear that other people use the information in English in a negative way, little experience and knowledge of English, daily activities that prevent writing due to the time factor and not remembering the moments that you want to write.

The results show the need for participants to develop their skills using the writing technique, which is why the Journal must adapt to the needs of the interviewees, who due to the little time they have, are prevented from remembering and convey their experiences in writing.

There is a great willingness to learn English language, despite the fear of being wrong, each of the participants must reflect and question the way in which they are developing their skills.

4.2 Interpretation of Bibliographic Review.

Bibliographical research shows that to develop this ability and overcome impediments, they must first practice daily, constantly and periodically, preferably using terms related to positive experiences that participants have had during the day, as well as those words used in their preparation as future professionals.

Journals have been shown to improve communication skills as long as there is an attitude on the part of the learner to learn effectively, since daily practice supervised by the teacher allows the relationship of writing with other skills such as speaking, reading and listening. Agnes (2018), indicates that to prepare the journal it is necessary to raise a topic or a question and consequently generate response options or argumentative responses.

In the acquisition of skills inherent to the command of the English language, as Cer (2019) has pointed out, it emphasizes tools that help understand what the student writes, that is, it consists of the ease of acquiring knowledge, ability or skill, as it is the case of writing a second language with a broad sense of autonomy and understanding. It can be stated that the learning strategy aims to help the student to better perceive stylistic skills in the context of writing.

Cifuentes (2019) states that studying the ways in which teachers learn allows us to understand the mobilization of their knowledge and project the transfer to classroom practices. The transmission of knowledge must be practical and at the same time motivated, and obviously there is a need for participants to prepare themselves in their professional field hand in hand with the acquisition of writing skills.

4.3. Analysis and Discussion of the interview vs Bibliographic Review.

The author Malo (2020) points out that the journal is related to the statements of the interviewees who indicate that the journal allows them to improve their writing skills as well as

their vocabulary through repetition. This information is related to the data obtained from the interview in question five about whether keeping a journal will help you improve your writing skills. Also, Malo (2020) highlights the need for the student to personally carry out a series of activities such as diaries based on personal experiences, autobiographies, among others, need reflected in the answers to question one.

Purwarno (2018) explains that writing involves the incorporation of a mental process that takes time, which is related to the relationship with question six in which the interviewees, as part of the information collected, reveal the lack of time to write diaries. , these data are an obstacle to the development of writing skills, certainly if there is no time, learning English cannot be improved. Therefore, constancy and perseverance are needed to dedicate a space of time to the preparation of journals.

West (2018) showed that collaborative learning in writing with the use of journals caused student satisfaction in three aspects and Agnes (2018) points out that a motivated student will be able to considerably increase their contributions in the learning process. This information is related to question four made to the participants.

Cer (2019) explains that the learning strategy aims to help the student to better perceive the stylistic structures related to the context of language and therefore of written expression. The participants in the interview, despite never having written a journal, are aware of the need to develop their skills in the English language, this situation is reflected in the data obtained in question three.

Agnes (2018) writing using journals allows to consolidate and practice new content, since no day-to-day event is usually repeated, in this way can make use of mental processes such as remember, analyses, evaluate and create content, this statement is related with question five

about whether the use of journals will help improve your writing skills. The participants have also pointed out that they have not had much experience in preparing a journal, however, in their professional and school preparation they have had teachers who have carried out activities that lead to the practice of writing, motivating them to learn more about the norms and rules of writing. English language spelling.

Malo (2020) points out that in order to promote the development of understanding and knowledge of the English language, practice should be used by writing journals, that is, it is a practical strategy, which uses all the concentration of the student to put their ideas on paper with meaning, objectivity and ease of written understanding. From the data collected from the interviews (question two), there is some fear of making mistakes when writing, a situation that can affect their learning process as well as a certain misgiving in sharing certain experiences in writing with other people, for this it is important that the Journals do not contain information of a private or sentimental nature, but rather write certain positive experiences that help them cognitively retain those words that they consider most important in relation to their academic training process or, on the contrary, give participants the option to share or to keep it for themselves.

CHAPTER V

Reflexions of the study

The reflections of what has been learned are presented, that is, the lessons obtained in the development of the project.

A pedagogical and didactic methodology is required by the teacher that allows him to be a guide within the professional field, since it will allow participants to face a complex learning process and prior to obtaining a professional degree. Finally, the writing techniques will help participants to better understand the writing process through a beneficial strategy.

The journals are an opportunity to develop skills by applying them at the textual level, that is, in written documents where they can narrate their experiences, which will allow them to better cognitively retain everything written with the experiential facts inside or outside the university classrooms. The journals have a positive effect according to the literature review. As teachers, the journal can be applied for the benefit of participants.

The journal that is considered by the interviewees as a writing strategy that contributes to the development of the writing ability of the participants of the "Universidad Estatal Península de Santa Elena" of Agropecuaria 7/1. However, it can be seen through the interview that there are impediments to adapting them to practice, that is, at the time of writing.

Before the research, I considered that the implementation of a Journal was a simple and repetitive writing process; however, throughout the bibliographic analysis, it can be determined that the Journal is a process, that requires work and patience; it brings great benefit in academic development and that they should be elaborated in a sequence that facilitates its writing to avoid mergers later. The perspective I had about Journals has been reinforced, due to the constructivist and methodological nature that can be implemented either using technology or not, as well as

individually or collaboratively, since I was able to corroborate that practice is necessary to achieve an optimal level of writing skills.

The rise of technological applications allow the inclusion of digital tools in the process of learning the English language proposing corrections to improve style or grammar and of course encourage daily practice. Moreno (2016) points out that it is possible to improve writing in English more easily thanks to the incorporation of different technological tools to the practice and preparation of journals.

The theories of Córdoba (2016) and Srour (2021) influenced my ideas since they are supported in relation to writing skills, a capacity that can be developed through a duly planned learning process and assigned a specific time for practice. Writing skills, as analyzed in the interviews, can be influenced by different factors, such as the use of strategies, techniques or procedures of a didactic-constructive nature for the benefit of cognitive and linguistic processes.

As for a possible research solution, I consider that Journals are a viable alternative, but not the only one, because within bibliographical research, writing can be supported with the use of technologies in favor of learning, that is, applications that Encourage participants to practice writing. Added to this solution is the bibliographical contribution that showed that collaborative learning in writing with the use of journals has positive results such as vocabulary enrichment, development of critical thinking in writing, and student satisfaction in developing their skills. This allows me to establish within the possible solution to the problem that Journals should not only be produced individually, but should also be shared in the classroom to achieve more active and participatory learning.

My experience in conducting this research was a life lesson, because writing as such can become a pleasant experience that requires patience, practice and perseverance. This experience

has marked my learning style, study habits which I intend to practice in my professional environment.

The main advantages within the research was having a supportive guide to understand the procedure to carry out the research objectively, since I found many methodological gaps that I did not understand at the time. Second, the willingness of the participants in the interview process. Finally, I found a bibliographical advantage, since more than one author highlights the positive impact of Journals on writing skills.

As disadvantage I found the little time to write the research work, when conducting the interviews in a virtual environment, I had coordination problems, since some participants had some time to be present at the videoconference, while others could not, a situation that caused the interview to be postponed within the established period.

For future research of an academic nature, I would apply journals in a class to obtain results from my future participants. Integrate learning and strategies in my future role as an educator with the use of educational technologies without leaving behind the constructivist approach in the development of writing skills in English

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ANNEXES

Annex 1: Tutor Assignment



Facultad de
Ciencias de la Educación e Idiomas
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-075-2022

DE: Ing. Eliana León Abad, MSc.
DIRECTORA DE CARRERA

PARA: Elena Niola Sanmartín, MSc.
Andrés Rodríguez Caamaño, MSc.

Cc: Joan Josué Bodero Alvia

ASUNTO: Aprobación de cronograma de sustentación de Trabajo de Integración Curricular – Miembros de Tribunal.

FECHA: 15 de Agosto del 2022

Por medio de la presente me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-022, Sesión extraordinaria del 15 de agosto del 2022, fue aprobado el cronograma de sustentación de los trabajos de investigación, siendo ustedes designados como miembro de tribunal para el estudiante:

N°	NOMBRES	TÍTULO	TRIBUNAL	FECHA	HORA
1	Joan Josué Bodero Alvia	Journal strategy to improve writing skills for Agropecuaria major students	Directora: MSc. Eliana León, Comisión UIC: MSc. Elena Niola, Secretaria: Lcda. Ruth Reyes, Tutor: MSc. Elena Niola Especialista: MSc. Andrés Rodríguez	agosto 29 de 2022	10h00 - 10h30

Conforme el cronograma de actividades de la UIC, el docente especialista deberá calificar el trabajo escrito del estudiante, la misma que será registrada en el formato *Rúbrica para la Evaluación del Trabajo de Integración Curricular* y entregado a la Comisión de la UIC, hasta el 19 de agosto del 2022.

Se adjunta link para acceder a los trabajos de investigación de los estudiantes.
https://upse.sharepoint.com/:f:/s/UnidadIntegracionCurricular2022-1/EpY_zoaHx5iQvbThlyGN2uoBH6cNjXbqxqk5GP0AJeWMAA?e=B9BuJC

Atentamente,



Ing. Eliana León MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

C/c Archivo

Annex 2: Anti -plagiarism Report

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CERTIFICADO ANTIPLAGIO

La Libertad, 11De Mayo de 2023

TUTOR

En calidad de tutor del trabajo de titulación denominado “ **JOURNAL AS STRATEGY TO IMPROVE WRITING SKILL FOR AGROPECUARIA MAYOR**” elaborado por el estudiante Joan Josue Boderó Alvia , egresado 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, previo a la obtención del título de **LICENCIADO EN PEDAGODIA DEL IDIOMA INGLES**, me permito declarar que una vez analizado enel sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

f) 

C.I.: 0105193676

DOCENTE TUTOR

Lcda. Elena Nilda S. MSc.



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
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CERTIFICADO ANTIPLAGIO

Reporte Urkund.

Certificado Sistema Antiplagio

En calidad de tutora del Trabajo de Integración Curricular denominado "Journals as Strategy to Improve Writing Skills for Agropecuaria major students" elaborado por el estudiante Joan Josué Boderó Alvia, 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 OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Lcda. Elena Niola Sanmartín, MSc.
ADVISOR



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
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CERTIFICADO ANTIPLAGIO

Fuentes de similitud



Document Information

Analyzed document	JOAN BODERO-antiplagio.docx (D142800496)
Submitted	8/10/2022 3:46:00 PM
Submitted by	
Submitter email	joan.boderoalvia@upse.edu.ec
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Analysis address	rniola.upse@analysis.orkund.com

Annex 3: Focus Group-Questionnaire



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

“JOURNALS STRATEGY TO IMPROVE WRITING SKILLS

FOR AGROPECUARIA MAJOR PARTICIPANTS”

Objective:

To analyze the journal as a writing strategy that contributes to the development the writing skills of the participants of the "Universidad Estatal Península de Santa Elena" from Agropecuaria 7/1.

INTERVIEW:

- 1 Do you like to write about your personal experiences and the things you do on a daily basis? Why? Why not?
- 2 How do you feel when you are asked to write a passage/text/description in English?
- 3 Have you written journals as a strategy to improve your English writing skills before?
What has that experience been like?
4. - Do you consider that writing what you do every day can improve your writing skills?
Why?)
5. - Do you think the use of journals will help improve your writing skills?

6. - What are the reasons that prevent you from writing a journal about your experiences to improve your English writing skills?

INTERVIEW TRANSCRIPT

STUDENT 1

1 ¿Te gusta escribir sobre tus experiencias personales y las cosas que haces a diario? ¿Por qué? ¿Por que no?

Sí me gustaría compartir sus experiencias personales, ya que puedo compartir con sus amistades lo que estoy realizando y que no existe ningún motivo para no hacerlo.

2 ¿Cómo te sientes cuando te piden que escribas un pasaje/texto/descripción en inglés?

Hay palabras que sí puedo escribir, pero en ocasiones me bloqueo porque no recuerdo la correcta escritura de determinada palabra.

3 ¿Ha escrito diarios como una estrategia para mejorar sus habilidades de escritura en inglés antes? ¿Cómo ha sido esa experiencia?

Nunca he escrito algún tipo de texto en inglés.

4.- ¿Consideras que escribir lo que haces todos los días puede mejorar tus habilidades de escritura? ¿Por qué?)

Sí pues es beneficioso y de gran ayuda para los estudiantes que desean aprender inglés.

5.- ¿Crees que el uso de diarios ayudará a mejorar tus habilidades de escritura?

Si, pues existe un considerable mejoramiento debido a que día a día se practica la escritura aumentando el vocabulario y enriqueciendo la ortografía.

6.- ¿Cuáles son las razones que le impiden escribir un diario sobre sus experiencias para mejorar sus habilidades de escritura en inglés?

Siento temor de que otras personas usen esa información en inglés de manera negativa.

STUDENT 2

1 ¿Te gusta escribir sobre tus experiencias personales y las cosas que haces a diario? ¿Por qué? ¿Por que no?

No me gustaría compartir sus experiencias,

2 ¿Cómo te sientes cuando te piden que escribas un pasaje/texto/descripción en inglés?

Me siento preocupado debido a la dificultad de escribir ciertas palabras.

3 ¿Ha escrito diarios como una estrategia para mejorar sus habilidades de escritura en inglés antes? ¿Cómo ha sido esa experiencia?

Antes escribía canciones en inglés para recordar ciertas reglas de ortografía del idioma para así posteriormente, estudiar y practicarla.

4.- ¿Consideras que escribir lo que haces todos los días puede mejorar tus habilidades de escritura? ¿Por qué?)

Si. Escribir journal ayuda a entender el significado y así conectar dicho significado con otras palabras.

5.- ¿Crees que el uso de diarios ayudará a mejorar tus habilidades de escritura?

Si. Transcribir las palabras ayuda a retener de mejor manera las palabras en inglés.

6.- ¿Cuáles son las razones que le impiden escribir un diario sobre sus experiencias para mejorar sus habilidades de escritura en inglés?

La poca experiencia y conocimiento del inglés y que sería recomendable escribir en inglés cuando uno realiza un viaje, ya que en el hogar se puede encontrar con otras actividades que impidan escribir por el factor tiempo

STUDENT 3

1 ¿Te gusta escribir sobre tus experiencias personales y las cosas que haces a diario? ¿Por qué? ¿Por que no?

Me gustaría compartir dicha experiencia ya que es una forma de expresión, sin embargo, destaca que no siempre hay que expresar todo, ya que existe temas personales relativos a la privacidad de la persona que no deben ser compartidas

2 ¿Cómo te sientes cuando te piden que escribas un pasaje/texto/descripción en inglés?

Sentiría frustración, debido a que presenta problemas en gramática, situación que impide escribir correctamente una oración.

3 ¿Ha escrito diarios como una estrategia para mejorar sus habilidades de escritura en inglés

Antes? ¿Cómo ha sido esa experiencia?

Nunca había escrito un tipo de journal o textos relacionados al idioma inglés

4.- ¿Consideras que escribir lo que haces todos los días puede mejorar tus habilidades de escritura? ¿Por qué?)

Escritura diaria ayuda a comprender de manera práctica el idioma inglés

5.- ¿Crees que el uso de diarios ayudará a mejorar tus habilidades de escritura?

Si, pues existe necesidad de vivir de manera periódica para dominar el idioma inglés.

6.- ¿Cuáles son las razones que le impiden escribir un diario sobre sus experiencias para mejorar sus habilidades de escritura en inglés?

El ambiente social o la generación de rutinas que permitan escribir en inglés.

STUDENT 4

1 ¿Te gusta escribir sobre tus experiencias personales y las cosas que haces a diario? ¿Por qué? ¿Por que no?

No mucho, pues escribir aquellas experiencias personales depende de las circunstancias de la persona con la que se comparte.

2 ¿Cómo te sientes cuando te piden que escribas un pasaje/texto/descripción en inglés?

Al no dominar el idioma inglés sentiría una preocupación lo que complica el sentido de la escritura.

3 ¿Ha escrito diarios como una estrategia para mejorar sus habilidades de escritura en inglés antes? ¿Cómo ha sido esa experiencia?

Nunca había escrito un tipo de journal o textos parecidos relacionados al idioma inglés.

4.- ¿Consideras que escribir lo que haces todos los días puede mejorar tus habilidades de escritura? ¿Por qué?)

Escribir diariamente permite no sólo memorizar las palabras complicadas, sino también tener más facilidad para escribirlas de manera correcta.

5.- ¿Crees que el uso de diarios ayudará a mejorar tus habilidades de escritura?

Los journal ayudan a la práctica de la conectividad de las palabras para dar sentido gramatical.

6.- ¿Cuáles son las razones que le impiden escribir un diario sobre sus experiencias para mejorar sus habilidades de escritura en inglés?

El principal impedimento de escribir un journal sería el hecho de compartirlo con los demás por lo tanto sería para uno mismo y por ende para su autoaprendizaje

STUDENT 5

1 ¿Te gusta escribir sobre tus experiencias personales y las cosas que haces a diario? ¿Por qué? ¿Por que no?

Si le gustaría compartir sus experiencias, debido a que es enriquecedor compartir sus propias historias y al momento de leerlos conlleva recordar aquellos gratos momentos.

2 ¿Cómo te sientes cuando te piden que escribas un pasaje/texto/descripción en inglés?

Se encontraría preocupada y nerviosa al no escribir correctamente las ideas en un segundo idioma.

3 ¿Ha escrito diarios como una estrategia para mejorar sus habilidades de escritura en inglés antes? ¿Cómo ha sido esa experiencia?

Recuerdo que en el colegio les solicitaban que antes de dormir debían memorizar una palabra en inglés lo que lo motivaba a aprender frases y oraciones del idioma inglés.

4.- ¿Consideras que escribir lo que haces todos los días puede mejorar tus habilidades de escritura? ¿Por qué?)

Escribir journal es una estrategia nueva que permite aprender de manera enriquecedor al idioma inglés.

5.- ¿Crees que el uso de diarios ayudará a mejorar tus habilidades de escritura?

La práctica es fundamental y que, de manera diaria será de gran ayuda para el aprendizaje del idioma inglés.

6.- ¿Cuáles son las razones que le impiden escribir un diario sobre sus experiencias para mejorar sus habilidades de escritura en inglés?

En ocasiones me olvido de aquellos momentos que uno desea escribir

STUDENT 6

1 ¿Te gusta escribir sobre tus experiencias personales y las cosas que haces a diario? ¿Por qué? ¿Por que no?

Si y no, pues hay cosas que uno se quiere guardar para uno mismo y otras cosas que quiere compartir con los demás.

2 ¿Cómo te sientes cuando te piden que escribas un pasaje/texto/descripción en inglés?

En relación a cómo me sentiría el momento de escribir un texto correctamente, pues hay ocasiones que hay palabras que son desconocidas lo que origina que se afecte el orden de las palabras que se tiene en la mente.

3 ¿Ha escrito diarios como una estrategia para mejorar sus habilidades de escritura en inglés antes? ¿Cómo ha sido esa experiencia?

No he escrito ningún tipo de journal en idioma inglés, sin embargo, tengo interés por escribir ya que es algo novedoso.

4.- ¿Consideras que escribir lo que haces todos los días puede mejorar tus habilidades de escritura? ¿Por qué?)

En la quinta pregunta señala que los journal y ayuda a mejorar el aprendizaje y la memorización de palabras complicadas.

5.- ¿Crees que el uso de diarios ayudará a mejorar tus habilidades de escritura?

Escribir periódicamente me ayuda a mejorar con la práctica la ortografía del idioma inglés.

6.- ¿Cuáles son las razones que le impiden escribir un diario sobre sus experiencias para mejorar sus habilidades de escritura en inglés?

El principal impedimento es la falta de interacción con otras personas debido a las actividades que uno realiza diariamente, lo que impediría escribir un journal en inglés.

Resultados de entrevista 7

1 ¿Te gusta escribir sobre tus experiencias personales y las cosas que haces a diario? ¿Por qué? ¿Por que no?

Me gusta plasmar todo lo vivido diariamente, porque cuando comienzo a leer lo que ha escrito, vuelve a recordar las experiencias que ha pasado.

2 ¿Cómo te sientes cuando te piden que escribas un pasaje/texto/descripción en inglés?

Es un proceso algo emocionante, porque es como un reto, indicando además que si lo hace correctamente me sentirá alegría y si fallo en algo, lo intentaría de nuevo.

3 ¿Ha escrito diarios como una estrategia para mejorar sus habilidades de escritura en inglés antes? ¿Cómo ha sido esa experiencia?

No

4.- ¿Consideras que escribir lo que haces todos los días puede mejorar tus habilidades de escritura? ¿Por qué?)

Mejoraría mucho mis habilidades de escritura, porque estaría escribiendo de manera personal, por lo que las manos están en constante ejercicio y movimiento.

5.- ¿Crees que el uso de diarios ayudará a mejorar tus habilidades de escritura?

Me ayudaría a mejorar todo lo relacionado a la escritura, ortografía y demás reglas de redacción.

6.- ¿Cuáles son las razones que le impiden escribir un diario sobre sus experiencias para mejorar sus habilidades de escritura en inglés?

Considero que el principal impedimento es el tiempo, pues caso contrario, pasaría escribiendo cada instante del diario vivir, señaló además que las obligaciones cotidianas vuelven un poco complejas realizar los journals

