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TECNOLOGIAS

CARRERA DE IDIOMAS

TITLE OF RESEARCH WORK

“DETERMINE THE EFFECTIVENESS OF JOURNALS USE AS A STRATEGY IN ORDER TO TRAIN THE PRODUCTIVE LANGUAGE SKILLS (SPEAKING AND WRITING) AT NINETH GRADE OF ELEMENTARY SCHOOL, CLASS “A” IN THE UNIDAD EDUCATIVA PCEI DE FORMACIÓN ARTESANAL “CRUZADA SOCIAL” FROM RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE SECOND QUIMESTER IN THE ACADEMIC YEAR 2017-2018”.

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**CERTIFICATE OF MEMBERS OF COMMITTEE OF THE
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FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS

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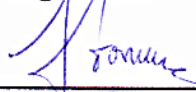
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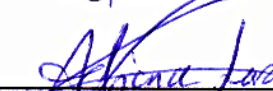
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El citado trabajo cumple con todos los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud certifico la presentación del mismo, con por consiguiente autorizo continuar con el proceso.

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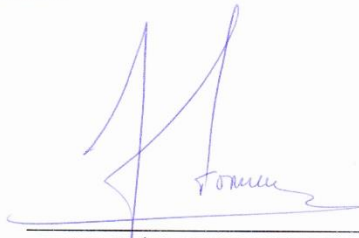
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The content of this research is under the single responsibility of the author Tannia Selena Toalombo Llambo, students' Language School, with the following theme:

“DETERMINE THE EFFECTIVENESS OF JOURNALS USE AS A STRATEGY IN ORDER TO TRAIN THE PRODUCTIVE LANGUAGE SKILLS (SPEAKING AND WRITING) AT NINETH GRADE OF ELEMENTARY SCHOOL, CLASS “A” IN THE UNIDAD EDUCATIVA PCEI DE FORMACIÓN ARTESANAL “CRUZADA SOCIAL” FROM RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE SECOND QUIMESTER IN THE ACADEMIC YEAR 2017-2018”.

The contents, thoughts, analysis and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba febrero, 2019



.....
Tannia Selena Toalombo Llambo

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DEDICATORY

This investigation is mainly dedicated to God, who has guided me in this stage, over all the blessing and strength given to reach my goals. To my mother, Jeaneth, for the values, advice, motivation, and her unconditional support. To my father, Oscar, who with his love, affection and values has allowed me to be a better person. To my sister, Julieth for being the inspiration to continue my studies. To my family, who have supported me in the difficulties. To my fiance, Kevin, for the encouragement, love and patience in this important stage of my professional training. Especially to PhD Monica Torres and MSc Elsa Basantes who with their direction, knowledge, teaching and collaboration allowed the development of this research.

Tannia Toalombo

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Tannia Toalombo

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RESUMEN

El objetivo de esta investigación fue determinar la efectividad en el uso de los diarios como estrategia para trabajar las destrezas productivas del lenguaje (speaking and writing) en noveno año paralelo “A” de la Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” de la ciudad de Riobamba, provincia de Chimborazo. Este estudio empleó el método cualitativo-descriptivo. Las experiencias del profesor usando sus bitácoras como estrategia metodológica fueron recopiladas a través de una hoja de observación, la cual fue desarrollada durante ocho clases con los estudiantes de noveno año paralelo “A”. Los resultados evidenciaron que no se revisa las bitácoras de los estudiantes y por lo tanto no existe un registro de los errores cometidos por los estudiantes, lo que hace que ellos no puedan corregir o repetir dichos errores, debido a esto ellos no reciben ningún tipo de retroalimentación para que puedan así mejorar sus destrezas tanto de writing como de speaking. Como conclusión se puede manifestar que el proceso de la utilización de bitácoras para descifrar, recapitular, observar y revisar los errores de los estudiantes cuando desarrollan sus escritos no está siendo aplicado correctamente, lo que impide que sus destrezas sean perfeccionadas de forma adecuada.

PALABRAS CLAVE: bitácoras- destrezas productivas del lenguaje -efectividad-estrategia metodológica.

ABSTRACT

The aim of this research was to determine the effectiveness of the use of journals as a strategy to train the productive language skills (speaking and writing) at ninth grade of elementary school, class “A” in the Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”, Riobamba city, Chimborazo Province. The study employed a descriptive-qualitative approach. The experiences of the teacher using journals as a methodological strategy were gathered through an observation sheet, which was developed during eight regular English classes with the students of ninth grade class “A”. The results evidenced that there was not a review of the students’ journals and does not have a record of the different mistakes students made. Therefore, no one had to repeat or correct the tasks and since the students did not receive any kind of feedback in order to improve their writing or speaking skill. As a conclusion it can be said that the methodological process for using journals accurately with students when they performed the writing tasks is not being applied to decipher, recapitulate, observe and revise students’ mistakes and the useful information they have in their journals cannot be used to improve their writing and speaking skill.

KEY WORDS: journals- productive language skills-effectiveness- methodological strategy.



Mgs. Monica Cadena

DIRECTORA DE CARRERA



INTRODUCTION

Today, Journals have gotten a bit of discredit since people consider them to be a waste of time, due to the plenty of activities they have to develop regarding to work, family and professional growth. This priceless academic resource has been also neglected for the millennial generation, as they prefer to spend their time using electronic devices, chatting or surfing on the net; ignoring in the both cases, all the benefits that the development of the writing and speaking productive skills offer.

The act of sitting down each day to record their experiences and reflections is an incredibly useful exercise for writers, no matter their age or gender. If practiced at school, journals help students to make writing part of their daily routine, removing the pressure they feel to write ‘well’, improving their style and inspiration at the same time; furthermore, journals help students to overcome their mind of clutter, and the most important issue when journals are part of the English methodology, journals also help students to put in practice the knowledge acquired every day in real life situations. In other words, they use the patterns learned in class to write about their lives.

The application of this strategy was observed by the researcher when she performed her pre-professional practices at “Unidad Educativa PCEI de Formación Artesanal Cruzada Social”, obtaining favourable results especially in the development of the written productive skill, this in contrast with how they started the academic year.

The “Unidad Educativa PCEI de Formación Artesanal Cruzada Social” is located in the city of Riobamba, Chimborazo province. It was founded in 1990 with the purpose of helping areas, and is considered a non-profit institution. It houses 132 students, 118 girls and 14 boys, who come from the urban and rural areas. All of them are part of a low economic status, in consequence they have to work and study at the same time, fact that make this people special since their willingness to grow professionally is immeasurable.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

The speaking and writing weaknesses of the students participating in this study are higher than other students in the same level.

1.2. PROBLEM DEFINITION

The fact that the most you write, the better your writing becomes it is thoroughly stated in this research; it would be said also in the case of speaking, since it is worldwide known that experience breeds expertise. Donovan (2016) argues that, “Writing every day is the best way to acquire lots of experience” and adds that writing cannot be seen as a habit, an effort, or an obligation; but as a necessity.

Journals essentially were used to develop the productive writing skill of students, but in the last years the same principle has been carried out to improve the speaking skill; an example of this, it is a study developed by Ghahremani-Ghajar, et-al. (2008), who affirms that, “... dialogue journal writing, allows teachers and learners to engage in ‘conversation’, and provide an opportunity to bring critical pedagogy and foreign language education together in a productive way in the context of a critical literacy practice.”

Considering what was briefly presented before, this project is proposed to determine the effectiveness of journals use as a strategy in order to train the productive language skills (speaking and writing) with students at ninth grade of elementary school, class “A” in the Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”.

It is important to mention that as the strategy was applied the teacher made the students to keep their writings in a folder to self-evaluate their progress. Basically, the strategy

consists in, writing about the events they have experienced along the day, but using the grammar, vocabulary or functions they have learned “today” in class.

This research project benefited to both students and teachers, giving to the teachers the opportunity to awake their students’ passion to write and students because they perceived, as they write, they put in practice what they learned, therefore they were motivated to write and speak in English. The study counts with the necessary human, bibliographic, technological and economic resources for its normal development. The teacher and students who are participating in the research are eager to collaborate and the authorities of the institutions, as well; therefore, its feasibility and pertinence is justified.

1.3. PROBLEM FORMULATION

How effective are journals to train the productive language skills (speaking and writing) of students at ninth grade of elementary school, class “A” in the Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”?

1.4. GUIDING QUESTIONS

- How does the use of journals make students improve their productive English skills?
- How does the teacher use journals to practice writing?
- How do students work on the mistakes they make in their journals?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To determine how the use of journals help in the development of students' productive English skills.

1.5.2. SPECIFIC OBJECTIVES

1. To observe how the teacher uses journals to practice writing.
2. To observe how the teacher uses journals to practice speaking.
3. To find out what teachers do to overcome the mistakes students make in their journals.

1.5.3. OBJECTIVES OPERATIONALIZATION

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	SPECIFIC	GENERAL	SPECIFIC
Methodology	How does the use of journals make students improve their productive English skills?	1. How does the teacher use journals to practice writing?	To determine how the use of journals help in the development of students' productive English skills.	1. To observe how the teacher uses journals to practice writing.
		2. How does the teacher use journals to practice speaking?		2. To observe how the teacher uses journals to practice speaking.
		3. How do students work on the mistakes they make in their journals?		2. To find out what teachers do to overcome the mistakes students make in their journals.

Done by: Tannia Toalombo

1.6. JUSTIFICATION

Worldwide the effectiveness of journals to develop the writing and speaking skills has been broadly proved. This resource is considered one of the most important tools in the English teaching and learning area since they help students to learn while they are performing writing, and provides the opportunity to think about the situations and circumstances happened or learned along the day (Farrah, 2012). Another factor that certifies its importance is that by the means of journals students can express their thoughts, feelings and emotions, without concerning about spelling or grammatical errors, and be accepted without (Brown & Sorrell, 1993). These issues, from a general perspective, justify the importance of the study

This research is also significant because it provides the necessary information for the teacher to use journals in an effective way and so get the desired academic results. For the students who participate in the study, the use of journals results advantageous, because they have the opportunity to practice and maintain a useful record of thoughts, beliefs, experiences, and feelings, to later use this information to communicate with the teacher, maintaining confidence and motivation, and avoiding negative feelings of anxiety about assessing or grading. The importance of this research is evidenced because along this the researcher develops some useful capabilities for her future professional performance to be applied in the different educational institutions.

The research is feasible, because it has the necessary requirements to be completed in a successful way, such as the authorizations and support of the staff involved at Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”, the Languages Career and the Universidad Nacional de Chimborazo.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1.BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

After revised the digital Repository at the Unach, it was not possible to find related researches with this study.

A similar research was found at the Universidad Técnica de Ambato, which constitutes a base of the theoretical foundation of this study: “Dialogue journals and writing skills development in students of the Second Semester in Facultad de Ciencias Humanas y de la Educación de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato” by Reyes (2018). The purpose of this study was to establish the connection between the use of dialogue journals and writing skills in students.

2.2.THEORETICAL FOUNDATIONS/BASIS

2.2.1. JOURNALS

Farrah (2012) establishes that reflective journal is an excellent technique that helps students to learn while they are performing writing. They can use journals for many reasons such as: use imagination to create, start connections between what they already know and the new information.

Cox (2009) argues that “journal is a tool used with students around the world for many years. This didactic instrument is utilized by teachers in order to make students think about the situations and circumstances happened or learned along the day”. Cox (2009) states that this instrument is considered a therapy, because students can express their thoughts, feelings and emotions.

Brown and Sorrell (1993) mention that this kind of instrument provides the opportunity to express feelings without concerning about spelling or grammatical errors, and be

accepted without critics. Brown & Sorrell (1993) state that it is just conceived as a tool to improve students' way of writing. Brown and Sorrell (1993) mention that it is necessary to make students do things to let them the opportunity to practice a significant learning.

According to Brown and Sorrell (1993), journals give a great chance to increase fluency while they practice writing based on different instructions provided by the teacher.

According to Blanka Klimova (2015), a journal is a notebook where everyone is able to write about their lives, thoughts, experiences and feelings. Most of the time people is afraid of speaking about those things, but if they write they can feel more comfortable without feeling ashamed about others.

2.2.2. BENEFITS OF JOURNALS

Farrah (2012) mentions that journal writing helps students to maintain a useful record of thoughts, beliefs, experiences, and feelings. Recording on it daily and personal events and reflections about everything in the environment

Farrah (2012) states that a journal is a useful tool in order to communicate with the instructor or teacher, maintaining confidence and motivation, and avoiding negative feelings of anxiety about assessing or grading.

According to Kelly (2017) the possible benefits of this tool are diverse, include the some listed: 1) Express experiences, decipher difficulties and give other points of view. 2) study interactions with people and the world. 3) Bear in mind personal ideals, objectives, and principles. 4) recapitulate ideas, thoughts and feelings. 4) Observe students' educational and personal development by reading past events.

On the other hand, the teacher should know about students the following situations to try to help them as possible: 1) worries, 2) complications, 3) pleasures, 4) joys, etc.

According to Sen (2010) the most important advantage of using reflective journal is the analytical reflection process students have to perform in writing.

2.2.3. JOURNALS AND WRITING

Farrah (2012) states that journals are a supportive tool to improve thinking skills and help during the reflective activity of learners.

2.2.4. JOURNALS INTO THE CLASSROOM

Cox (2009) considers journals as tools to know students' thoughts and the way they perceive the world, their point of view about solving problems. Cox (2009) mentions that this tool is known as a way of assessing students from their point of view, in this way it establishes some different forms to include journal into the classroom:

- **Use journals as a class start-up activity.** Give students the opportunity to think about a particular problem placed into the board; let them the necessary time to write down the answer in the journal.
- **Summarize opinions before or after instruction.** Place the topic that you have though in advanced, let students the necessary time to reflect about it by expressing feelings, emotions and sensations.
- **Create a personal journal.** In this stage students can write whatever they want or prefer about feelings, opinions, emotions and interests they wish.
- **Create a dialogue journal.** At this stage the journal could be an interactive tool between the teacher and students. The teacher may comment what students write and students can do the same. This is a good idea because they are able to learn about each other doing this activity, because they have the chance to express what they think and feel, using an informal way of writing.
- **Double entry journal.** This activity is for improving students' comprehension. Here they have to fold a piece paper, in the left side they will write a phase or a sentence and in the right the other student will write the reaction about it.

2.2.5. JOURNAL GUIDELINES

According to Cox (2009) it is completely necessary to monitor students using different procedures when working with journals in the classroom.

- When you do not know what to write in the journal and the topic you will use, think about what will you write as a status in your social media site, using this as a starting point to write.
- Journals permit to write whatever you want and wish, because it is not going to be published or criticized.
- If you want to write about poems, storytelling or other topics are good to be written in a journal.
- This is a freewriting technique, it means that spelling and grammar are not taking in to account. Everything is ok.
- If you are not sure about how to write something, it is a good chance to take and write the word as better as you can, then underline it if you continue having problems, to review it later.
- The way of writing is free, you can use the colors or drawings you prefer.
- It is necessary to date each activity in the journal to have a record of them, due to it is a daily activity.
- If you want to go back to other journals that is a good idea, because you can add details and some missing information if you consider necessary.
- If you consider sharing this journal with others is a good idea.

2.2.6. THE REFLECTIVE JOURNALS

According to Farrah (2012) reflective writing is considered when there is:

- A response to experiences, opinions, events or new knowledge acquired.
- A response to thoughts and feelings.
- A way of thinking to explore learning.
- An opportunity to self-educate.
- A way to analyze the acquired knowledge.

- The chance to reinforce writing.
- A way to analyze the meaning of the new vocabulary.

2.2.7. THE REFLECTIVE JOURNALS CHARACTERISTICS

Farrah (2012) states that reflective journals have special characteristics to bear in mind: Reflective journals provide an informal place to write their own reactions and experiences. Second it helps to establish a conversation with oneself. Third reflective writing helps to reflect and analyze the past experiences. Finally, it permits students to go back and see their own way of thinking.

According to Kolb (1984) Reflective journal has four stages. One is related to a specific experience. The second is a reflection back about the experience. The third is an exploration of the meaning related to the experience. Finally, the learners use the previous experiences to associate with the new knowledge to make decisions and try to solve problems.

2.3. PRODUCTIVE SKILLS

According to Garcia (2015), the most common thing that happens in students is to have problems in communication when we learn a new language.

Horváth & Nokolov (2006) consider speaking like the most important skill to be developed. They mention that it is a complex multilevel skill, because the speakers need to put in practice here all the knowledge they have in order to keep a fluent conversation in real circumstances.

On the other hand Horváth & Nokolov (2006) writing skills had been conceived differently throughout the history. It was just seen as a reinforcement of grammar and vocabulary acquisition and not seen as a skill to be developed.

2.4. BASIC TERMS DEFINITIONS.

- 2.4.1. Large class** cannot be defined simply by the number of students enrolled. Along with the number of students much depends upon the discipline, the teaching context and the teaching and learning activities. 50 students may be large in one setting and 500 students in another (Lynch, 2012).
- 2.4.2. Skills:** refer to the ability to do something or an activity well in order to achieve a particular goal or task (Hornby, 2000).
- 2.4.3. Behavior** is a person's (or any other living organism's) response to stimuli. What happens in the brain, behavior is physical and observable (Spanella, 2003).
- 2.4.4. Speaking** is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994).
- 2.4.5. Activity** the situation in which a lot of things are happening or people are moving around (Cambridge, 2017).
- 2.4.6. Journal** a written record of what you have done each day, sometimes including your private thoughts and feelings (Cambridge, 2017).
- 2.4.7. Writing** the activity of creating pieces of written work, such as stories, poems, or articles (Cambridge, 2017).

CHAPTER III

3.1. RESEARCH DESIGN

This research was **descriptive** with a **qualitative** approach because, it intended to describe the effectiveness of the use of journals to train the productive skills of English with students in ninth grade, class “A” of elementary school. It was used the Ethnographic method with its research techniques: observation and interview to gather the necessary information and describe what was happening in the educational field. Moreover, the **bibliographic** method was used for the collection and interpretation of bibliography to build up the theoretical framework and to scientifically analyze the empirical data obtained in the research process.

3.2. TYPE OF RESEARCH

Qualitative. –This study was qualitative because it attempted to broaden knowledge about the phenomenon under study, in its natural environment. It focused on gathering experiences and which cannot be adequately expressed numerically.

3.3. LEVELS OF RESEARCH

Descriptive research. – Because it attempted to describe and determine how effective journals are to train the productive skills of English, it was observed how the teacher used this strategy for practicing writing and speaking in class. It also was analyzed the activities and behavior of students regarding to journals. The information was taken directly from the students of ninth grade, class “A” and the teacher.

3.4. METHODS OF RESEARCH

Ethnographic method. – It was the most suitable method for carrying out this study; since it facilitated to explore the problem in a direct procedure. Resulting, the best way to

find out what is currently happen in the field of research and the influence of journals in the development of the English productive skills.

3.5. POPULATION AND SAMPLE

Population: The proposed research took place at Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” located in the City of Riobamba, Chimborazo province, with students of ninth grade of elementary school, class “A”, constituted by 12 students and 1 teacher.

Sample: since the populations is relatively small, it was not necessary to take a sample; so, it was worked with the whole universe.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

To collect information, the technique used was the direct observation with its corresponding instruments “the observation guide” to appreciate how journals help in the training of speaking and a rubric to analyze the written works done by the students; these two instruments were built up based on the theoretical framework.

3.7.PROCEDURE

When the first observation guide draft was finished, the tutor reviewed and decided to correct some minor alterations.

The information was gotten through an observation sheet instrument, which was based on eight principles in straight line of the theoretical framework related to this investigation; to be applied to the sample proposed in this research.

All the characteristics observed were exactly related with the use of “JOURNALS” as a methodological strategy in order to train the productive language skills (speaking and writing)

The results showed that most of the time the teacher focuses just on giving the instructions, while the students write the journal, the teacher did not monitor neither during the process nor at the end correcting the mistakes made by the students in their writings.

The English classes helped to collect the necessary information for this research with the teacher’s organization of a class plan to work with students. With the observation sheet the researcher applied the instrument to the students in order to get important information which contributes to the investigation about journals as a methodological strategy in order to train the productive language skills (speaking and writing)

Once the instrument was applied the researcher left the institution and thanked for the support and help received during the whole investigation process. At the end of the collected information, critical analysis was developed following with the description of the obtained data. Finally, the results were analyzed and interpreted based in the theoretical framework of this study.

3.8.WORK FIELD

For finishing all this research some steps were developed for example to get the authorization to have an interview with the headmaster of the institution who provided the support to apply the investigation instrument into the classroom. All of the help was received by the members at Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” to obtain the expected success along the study.

A face to face communication was developed with each one of the involved people such as the English teacher, the principal and the students. This was the opportunity to demonstrate the objective of this study which is related to determine how the use of journals help in the development of students’ productive English skills.

Other aspects were taken into account such as kind of school, number of students, of teacher, professional background and profile, all of this in order to have a clear background of the research place.

CHAPTER IV

4.1. ANALYSIS AND INTERPRETATION OF RESULTS

The observation was developed during eight regular English classes with the students of ninth grade class “A” at Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”, with the objective to determine the effectiveness of journals as a strategy in order to train the productive language skills (speaking and writing). To achieve this goal, it was developed an observation guide to observe how the teacher uses journals to practice writing and speaking and also to find out how the teacher deals with the mistakes her students make. The observation sheet was developed based on the theoretical framework.

First objective: To observe how the teacher uses journals to practice writing

It was observed that all of the students had their personal journal, issue that make as assume that this academic tool is considered to be useful. But when students were involved in writing activities, they use this resource only as an object to write down. All the useful ways in which a journal can be used for were dropped out. For instance, none the teacher and neither the students reflected about how well they are doing in the writing skill and if they need some extra support (Cox, 2009).

It was noticed that the pre writing stage had some failures; the teacher gave the instructions just once or twice and she never evaluated the students’ understanding, she did not ask examples of the new vocabulary or make them create some contextualized examples in which the students use these in real life situations. After giving the instructions, the teacher only asked students to perform the task.

It was evidenced that when the students had to write in a free way; some of them wrote about their personal life, their future plans and their family worries, but without a specific purpose, we can say that because after finishing the activity nobody socialize their tasks. In consequence the teacher did not know if in this activity the students made or not mistakes and in the same way the students. Sen (2010) mentions about the most

important advantage of using reflective journal as an analytical process students have to perform in writing and the mistakes they have committed.

When the teacher proposed specific topics to write about, the procedure was different, she presented some new vocabulary, gave the instructions, the students developed the activity and finally two or three students reported it. This procedure in some way is related to what Cox (2009) proposes, but it was omitted an important stage which is feedback. The teacher did not take notes about the mistakes her students made and so she did not have the necessary information to tell them which problems they have, and how they should overcome these mistakes.

It could be observed that there was not connection with what the students already know and what they are going to learn and write about. It could not be noticed at anytime in which the teacher elicited the students' previous knowledge. Therefore, there were activities which students had already done in other courses as well as activities that were very difficult for them. This could be avoided if the teacher first realized what the students have already learned as stated by (Cox, 2009).

Even they have in their journals, the most common phrases for classroom interaction they did not use them for the new proposed task or for participating, giving opinions and ideas inside the classroom. This fact hindered the possibility to develop a meaningful learning as stated by Farrah (2012). In addition, it was noticed that mainly the interaction within the classroom was carried out in Spanish. Misspending once more the advantages that journals provide.

During the observation phase, the teacher did not review the students' journals, but in an unofficial way some of the students told that the teacher reviews their journals at the end of each partial and just assigns a grade based on the number of activities they have, but not considering or checking if the activities are well developed or not. This fact denies what Farrah (2012) states about journals; the author affirms that they are very useful resources to reflect about students' performance and to identify their weakness and so look for the best strategy to overcome their academic problems.

Second objective: To observe how the teacher uses journals to practice speaking

In the case of speaking activities, the use of journals was completely denied. After the observations, it could be said that in general speaking is not too much practiced, there were just few interaction activities in which students have to memorize their part and repeat it without considering the multiple elements that authentic communication involves. In consequence the benefits that journals offer to the development of speaking skills are not achieved, for instance the one mentioned by Brown and Sorrell (1993), students do not have the opportunity to express their feelings and thoughts without concerning about errors, and critics.

It was also evidenced that when students had to speak, they got really nervous; this problem from the point of view of Klimova (2015) can be faced with the use of journals. Similar to what occur with the writing skill, there was not a specific purpose for the activities and in this case the teacher did not present the vocabulary that students have to use, she just gave instructions and at the end there was not any reflection or feedback about the students' performance. Situation that does not correspond with what Cox (2009) proposes in his study.

It could be noticed any speaking activity in which the students have the opportunity to freely interact with their mates, any communicational task in which they can combine what they already know with the things they learn for talking about real life topics. Along the observation process the students did not have any opportunity to express their thoughts, feelings, emotions and neither to talk about their personal goals or plans, worries, complications, pleasure, and joys about the subject. The ability to communicate their ideas, feelings and emotions (Torres, 2016).

Before starting any activity, the teacher did not make students discuss about what they think the topic will be about or predict what kind of information they can find in the task, similar to what was explained in the previous objective, the teacher did not review the students' journals, in consequence she did not know her students' strengths and weaknesses and students did not know if they are doing well or which would be the strategies they can use to improve their English skills. According to Farrah

(2012) reflective journal as an excellent technique that helps students to learn while they are performing writing using different strategies such as: imagination to create, start connections between what they already know and the use the new information.

There was not noticed any activity in which the students discuss about their previous activities in terms of: the grammatical, spelling, pronunciation, punctuation, etc., mistakes they made. In this way, the teacher did not have the chance to provide to the students any tip or advice to help them become proficient users of the language.

The aforementioned facts hinder the accomplishment of the advantages that the use of journals has. Farrah (2012) remarks that journals help students to maintain a useful record of thoughts, beliefs, experiences, and feelings. Representing on it daily and personal events and reflections about everything in the environment. The author adds that journals are useful tools to improve teacher and students' communication, and help students maintain confidence and motivation, avoiding negative feelings of anxiety. Kelly (2017) complements the idea saying that the benefits that journals offer include the opportunities for the students to 1) express experiences, decipher difficulties and give other points of view. 2) study interactions with people and the world. 3) Bear in mind personal ideals, objectives, and principles. 4) recapitulate ideas, thoughts and feelings. 4) Observe students' educational and personal development by reading past events.

Third objective: To find out what teachers do to overcome the mistakes students make in their journals.

As stated before the teacher did not have a record of the different mistakes her students made. Even the students have their journals, and write over there some short passages, sentences, opinions and phrases about the topics they learned, in the classes observed the teacher did not review in detail any of the students' journals, therefore no one had to repeat or correct the tasks and since the students did not receive any kind of feedback and they did not know if their writings are correct or not.

It was perceived that there are not clear strategies to improve the skills and help students to reflect on their own mistakes; reason that affects students and provoke recurrent errors without having the opportunity to work on them because students do not receive the necessary feedback and reinforcement from the teacher, avoiding the benefits stated by Kelly (2017) about the use of journals who said this tool is very effective to decipher, recapitulate, observe and revise mistakes.

It was not identified any activity in which students had to work cooperatively, hindering the possibilities for them to interact, support and share with their partners. Most of the time they work alone, but because they do not have any information about the academic performance, it is difficult for them to self-reflect about their mistakes. Misinterpreting to what Farrah (2012) states about journals as a supportive tool to improve thinking skills and help during the reflective activity of learners to recognize the mistakes and on the other hand establish an interaction among students.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The teacher did not apply the methodological process for using journals accurately with students when they performed the writing tasks.
- The use of journals was completely denied when practicing speaking, so the useful information the students have in their journals cannot be used to improve their oral production.
- Using journals for improving students' speaking and writing skills, was not the most suitable tool, since the teacher did not use them to decipher, recapitulate, observe, and revise students' mistakes.

5.2. RECOMMENDATIONS

- The teacher should research deeply about the procedure to use journals accurately and so get all the advantages this resource offers.
- The institution should program training courses to help teachers use journals in a more efficient and effective way and therefore improve their teaching performance.
- The training courses should be focused on helping teachers to understand the stages, involving the use of journals (pre, while and post) and then be able to use this resource in benefit of students.

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5.4. ANNEXES

ANNEX 1: Observation Sheet (Researchers' instrument)



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS



OBSERVATION SHEET

Objective: To observe how the teacher uses journals to practice writing, to observe how the teacher uses journals to practice speaking and to find out what teachers do to overcome the mistakes students make in their journals.

Parameters	Always	Usually	Hardly ever	Never
To observe how the teacher uses journals to practice writing				
The students write free writing tasks. The students write free texts or paragraphs of their own choice. The students write texts or paragraphs assigned by the teacher.				
The students use their previous and new knowledge when performing writing activities.				
The students write phrases or ideas they need for a good interaction within the class.				
The students write about their personal goals or plans				
The students write about their worries, complications, pleasure, and joys about the subject.				
The students have their personal journal				
The students have the opportunity to think and write about a specific topic before starting the tasks				
The teacher periodically reviews the students' previous writing tasks to reflect and realize the progress or problems students have.				
The teacher reviews the students' journals to work on their writing weaknesses				
To observe how the teacher uses journals to practice speaking				
Using the students' notes in the journals:				

The students practice free speaking tasks.				
The students use their previous and new knowledge when performing speaking activities.				
The students speak about their thoughts, feelings and emotions.				
The students talk about their personal goals or plans				
The students talk about their worries, complications, pleasure, and joys about the subject.				
The students have the opportunity to think and discuss about a specific topic before starting the tasks				
The teacher reviews the students' journals to find out their weaknesses as a basis to propose strategies to improve speaking.				
The teacher periodically discusses with students about their previous writing tasks to reflect and realize the progress or problems students have.				
To find out what teachers do to overcome the mistakes students make in their journals				
The teacher works out the mistakes the students in their journals on the board.				
The teacher reinforces the topics in which students make recurrent mistakes				
The teacher asks students to repeat their writings after the feedback or reinforcement process				
The teacher reviews her students' journals and proposes strategies to improve the use of vocabulary or expand the ideas they wrote				
The teacher makes students interchange their journals with their mates in order to make them help each other				
The teacher foster students to self-reflect about their mistakes				

ANNEXES 2: Photos

RESEARCHERS' INSTRUMENT (OBSERVATION SHEET)





JOURNAL RUBRIC

SYMBOL	MEANING
Sp	incorrect spelling
WO	wrong word order
WF	wrong word form
WW	wrong word
T	wrong tense
SV	subject-verb agreement wrong
S/P	singular or plural form wrong
^	something is missing
[]	something is not necessary
?M	meaning is not clear
P	punctuation is wrong
//	new sentence/paragraph needed
++	good word/sentence

JOURNALS

WHAT DOES CARNIVAL MEAN TO YOU? HOW HAVE YOU CELEBRATED
CARNIVAL IN THE PAST?

According to my homeland "Ambato", Carnival is the commemoration of the earthquake in August 5, 1949. It was a terrible time for children, teenagers and adults because of the suffering they had to front, regardless of the social status they belong to, because there were not available stores to buy something to eat, to wear, even to clean yourself. In spite of the disasters, "ambateños" overcame that tragedy and turn it into a big celebration, the most popular in the country. Since I was a child I used to celebrate this festival in different ways. It starts with a beautiful mass and queen election, then parades take place twice, during the morning and at night. In addition there are many fairs and concerts for people to enjoy, but the most important part is carnival game, people play with water, flour, eggs, even ink. I really love carnival.

Content: 5

Organization: 5

Language: 4.5

14.5
15

Coco (2017)

The movie "Coco" is based on Mexican Culture and the importance of the family. The movie was directed by Lee Unkrich and Adrian Molina. It's an animated movie in which Anthony Gonzalez is who does "Miguel", Gael García Bernal as Hector and Benjamin Bratt.

The movie is set in Mexico but it was filmed ^{was} on _{in} U.S.

The movie is about Miguel and music, Miguel ^{an} aspiring musician, confronted with his family's ancestral ban on music, enters the Land of the Dead to find his great-great ^{was} front some surprising situations.
lead with

I strongly recommend this movie because it shows the importance of the family and its traditions, it will show you an important message about respect, obedience, and ^{was} brave.
strength

Content: 5

Organization: 5

15