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EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS**

THEME:

**THE EFFECTIVENESS OF JOURNALING IN THE DEVELOPMENT OF
ENGLISH WRITING SKILLS IN NINTH-GRADE STUDENTS**

**Research Project prior to obtaining the degree of Master in Pedagogy of National
and Foreign Languages, with a major in English Language Teaching.**

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I HEREBY CERTIFY

That the aforementioned research project has been thoroughly reviewed and I consider that it meets the necessary academic requirements and merits to be publicly presented and evaluated by the Examination Committee that may be appointed.

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I, the undersigned, hereby declare that the contents and results presented in this research project—submitted as a requirement to obtain the degree of Master in Pedagogy of National and Foreign Languages with a Major in English Teaching—are entirely original, authentic, and my own work. I assume full legal and academic responsibility for its authorship.

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DEDICATION

Every step toward growth is dedicated to my past self—who once felt stuck and unable to move forward. Today, with this achievement, I prove to myself that with effort, discipline, perseverance, and resilience, it is indeed possible to overcome even the most challenging moments and places I once thought impossible to escape.

To my parents, who have always believed in me, thank you for your unconditional support every single day, for your teachings, wise advice, and the values you instilled in me. These have shaped me not only as a professional but, more importantly, as a person of integrity. For all this and so much more, I celebrate this achievement with you—my beloved parents.

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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
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MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

The Effectiveness of Journaling in Developing English Writing Skills in Ninth-Grade Students

This study explores the effectiveness of journaling as a writing strategy in developing English writing skills among ninth-grade EFL (English as a Foreign Language) students. The research was conducted with adolescents at a private educational institution in Ecuador, focusing on how frequent, guided journal writing can influence content development, organization, language use, coherence, and written fluency. Findings from this qualitative study - which included teacher observations, structured lesson planning, and student writing samples - revealed that journaling improved students' ability to express ideas and use linguistic structures more accurately. Furthermore, students gained greater confidence and autonomy in their writing tasks. The study supports the use of journaling as a motivating method to encourage and strengthen EFL students' ability to produce written texts. Results suggest that consistent journaling practice, combined with visual aids, sentence starters, and reflective prompts, can help students develop stronger written communication and increase their engagement in writing activities.

KEYWORDS:

EFL writing, journaling, language development, written fluency.



INTRODUCTION

Relevance of the topic

Writing is a fundamental component in the acquisition of English as a foreign language (EFL), as it not only supports communication but also enhances cognitive and linguistic development (Harmer, 2004). Rather than being limited to transmitting information, writing enables learners to consolidate their knowledge and acquire new competencies. Among the various strategies used to strengthen writing proficiency, journaling has gained relevance due to its focus on reflective expression. According to Moon (2006), this technique encourages learners to engage in personal and consistent writing practices that foster autonomy and self-expression.

This research is aligned with the line of teaching and learning languages, aiming to examine the influence of journaling on students' development of written English. Previous findings have shown that student-centered methodologies, such as Project-Based Learning (Aldobekhi & Abahussain, 2024), contribute positively to productive language skills, including writing. Harmer (2004) emphasizes that promoting student agency enhances engagement and writing outcomes, making it essential for teachers to implement methods that prioritize learner reflection and practice.

The importance of developing writing competence is also recognized at both international and national levels. The Common European Framework of Reference for Languages (CEFR) outlines writing as a core ability within communicative proficiency, especially in educational and professional contexts (Council of Europe, 2020). Likewise, Ecuador's Competency-Based Curriculum Framework encourages the development of students' communicative-linguistic skills, as required by the Organic Law of Intercultural Education (Ministry of Education, 2023). Sukying (2023) further suggest that vocabulary instruction should integrate both breadth and depth to enable effective written communication across contexts.

According to O'Loughlin and Griffith (2020), journaling can be understood as a metacognitive approach that supports learners in reflecting upon their academic development throughout the learning process. It provides opportunities for students to monitor their progress and make sense of their experiences, thereby reinforcing their self-awareness and autonomy in writing.

Moreover, reflective writing activities, such as journaling, contribute to enhancing students' creativity and critical thinking skills, which are essential for fostering writing proficiency. This strategy enables learners to express their viewpoints more clearly and thoughtfully, which gradually strengthens their ability to construct coherent and meaningful written texts.

As highlighted by Demera and Fajardo (2023), "reflective journals serve as valuable pedagogical tools that empower learners to articulate their thoughts, emotions,

and opinions freely,” while also promoting the acquisition of writing competence through regular practice.

In this context, journaling emerges as an effective instructional technique within EFL classrooms, as it fosters continuous engagement with the language and supports learners’ cognitive, linguistic, and emotional development through consistent writing experiences.

Problem Statement

Developing writing skills is an essential part in the language acquisition process, especially for people studying English as a foreign language (EFL). However, some students face some problems achieving proficiency in written expression because of some challenges about teaching approaches and motivation. O’Loughlin, V. D., & Griffith, L. M. (2020) mentioned that the absence of strategies like journaling limit the students’ ability to express their thoughts clearly. Additionally, the implementation of traditional methods affects language production since it focuses on memorization rather than critical thinking or self-expression which are essential to develop and enhance writing skills.

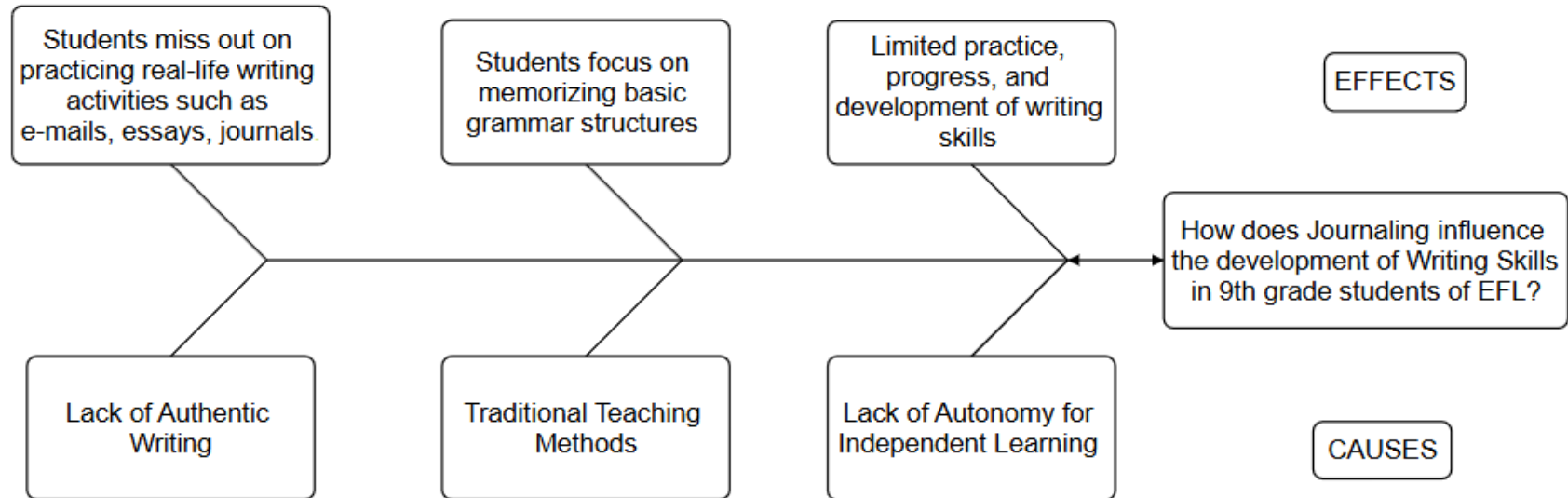
The students’ academic and professional success suffer an important impact when there is a limited focus on writing strategies in EFL classrooms. When students don’t have the ability to structure their ideas effectively, they face problems when they have to produce written communication like essays or reports. According to Harmer (2004) effective writing not only has to be with linguistic skills but also with critical

thinking abilities. However, it is evident that many students don't develop these skills due to absence of writing practice, and this issue is the result of low motivation and limited engagement in writing activities reducing their opportunities to develop and improve their skills.

EFL learners face many consequences due to these challenges since limited writing skills interfere with their academic development and reduce their confidence when using English as a way of communication, and consequently they often miss opportunities to advance in professional and personal aspects. Yeah et al., (2022) mentioned that the incorporation of effective teaching approaches that focus on students' needs is essential to overcome these challenges because these methods foster writing habits and critical thinking.

Problem Tree

Graphic 1



Done by: **Mora, J. (2024).**

Source: **Problem Tree.**

Creating opportunities for students to interact with the target language in meaningful, real-life contexts is essential for promoting authentic language use and communicative competence. Harmer (2024) emphasizes that tasks like journaling provide learners with realistic writing experiences that help them engage in purposeful communication and strengthen their writing abilities.

In many EFL classrooms, however, communicative practices are often reduced to controlled activities that primarily focus on grammar and vocabulary, neglecting the importance of writing development. As Brown (2007) points out, beyond mastering isolated language components, students must be encouraged to develop comprehensive communication skills, including written expression.

Furthermore, consistent practice and learner autonomy are key elements in the acquisition of a new language. The well-known phrase “practice makes perfect” highlights the value of perseverance and dedication in achieving linguistic proficiency. Brown (2007) also warns that while technology can be a valuable educational tool, its overuse may hinder the development of critical thinking and independence if learners become overly reliant on digital resources.

Hypothesis

Applying the Journaling Strategy will develop English writing skills by fostering critical thinking and self-expression and providing opportunities for practice.

Beneficiaries

The beneficiaries of this research project are students from Unidad Educativa Génesis, a private secondary school located in the province of Tungurahua, canton Ambato. This study is focused on the participation of 17 ninth-grade students, 8 males and 9 females between 13 and 14 years old, with an A2 level of English according to the

CEFL, as they can communicate with the target language using basic vocabulary and some common expressions. For that reason, the main objective of this study is to improve English skills through the implementation of Journaling, which contributes to develop English writing skills and fosters language acquisition.

Delimitation of the research

- **Field:** Education.
- **Area:** Teaching English as a foreign language.
- **Aspect:** The implementation of Journaling to develop English writing skills.
- **Spatial Delimitation:** The study is conducted at Unidad Educativa Génesis.
- **Temporal Delimitation:** The study is carried out during the academic year 2024-2025.
- **Observation Units:** Ninth-grade students from Unidad Educativa Génesis.

General Objective

- To examine how the implementation of a journaling strategy contributes to the development of English writing skills in 9th-grade EFL students by promoting consistent writing habits, encouraging personal expression, and stimulating critical thinking.

Specific Objectives

- To assess the current level of English writing proficiency among 9th-grade EFL students.
- To develop a structured journaling-based intervention aimed at enhancing writing skills.
- To apply the designed journaling strategy within the EFL classroom setting.

- To analyze the outcomes of the intervention in terms of improvements in students' writing performance.

CHAPTER I

THEORETICAL FRAMEWORK

This section reviews a selection of relevant research focused on writing strategies and their impact on the development of writing skills in EFL learners, with a particular emphasis on the role of journaling. The studies analyzed highlight how reflective writing practices - especially journaling - can support the enhancement of students' written communication abilities. To contextualize the theoretical foundation of this project, the review includes one national study conducted in Ecuador and two international investigations that provide practical evidence of the effectiveness of journaling as a pedagogical tool to foster writing proficiency.

Previous Studies

Vicol, Gavriluț, and Măță (2024) conducted a study aimed at assessing the effectiveness of an educational intervention in enhancing creative writing abilities among primary school students in Romania. The research involved 146 fourth-grade learners from three public schools and employed a quasi-experimental design that included both an intervention group and a control group, each composed of 73 students. The findings indicated that the participants in the experimental group showed notable improvements in various aspects of creative writing, including narrative structure, character development, mood setting, use of literary language, dialogue, and plot construction, as a result of the proposed program.

The implementation of structured writing programs, such as the one described in the previous study, demonstrates the positive impact that targeted instructional approaches can have on the development of specific writing components. In this context, journaling may also serve as an effective pedagogical tool, as it incorporates several features of creative writing that support students in building more complete and coherent written expression. This

perspective directly supports the core objective of the present research, which seeks to explore how journaling can enhance various dimensions of writing proficiency in EFL students.

Furthermore, the favorable outcomes reported in the study reinforce the value of engaging students in structured and consistent writing practices, such as journaling. Sustained practice plays a significant role in strengthening writing proficiency among EFL learners, supporting the notion that reflective writing strategies can meaningfully contribute to the enhancement of written expression. These findings underscore the relevance of targeted instructional interventions in promoting students' writing development.

Yeh, Yang, Fu, and Shih (2022) carried out a study to explore how reflective writing could foster critical thinking among college-level EFL students. Sixty participants were involved, and both qualitative and quantitative methods were applied to assess their development. Researchers used pre- and post-tests, including a five-point Likert scale questionnaire and reflective essays from nine selected students. The results revealed notable gains in learners' critical thinking, along with positive changes in behavior and attitudes, such as increased self-esteem, patience, volunteerism, and gratitude. The authors concluded that reflective writing supports students' cognitive and emotional growth and should be integrated into language learning environments.

This study is relevant to the current research because it illustrates how reflective writing practices, such as journaling, can enhance critical thinking; an essential skill closely linked to writing proficiency. According to Yeh et al. (2022), journaling positively influences students' attitudes and classroom engagement by fostering emotional development and a deeper sense of self. These improvements support more thoughtful and expressive writing, creating an environment where learners feel more confident and motivated to communicate their ideas, ultimately contributing to the development of effective writing skills.

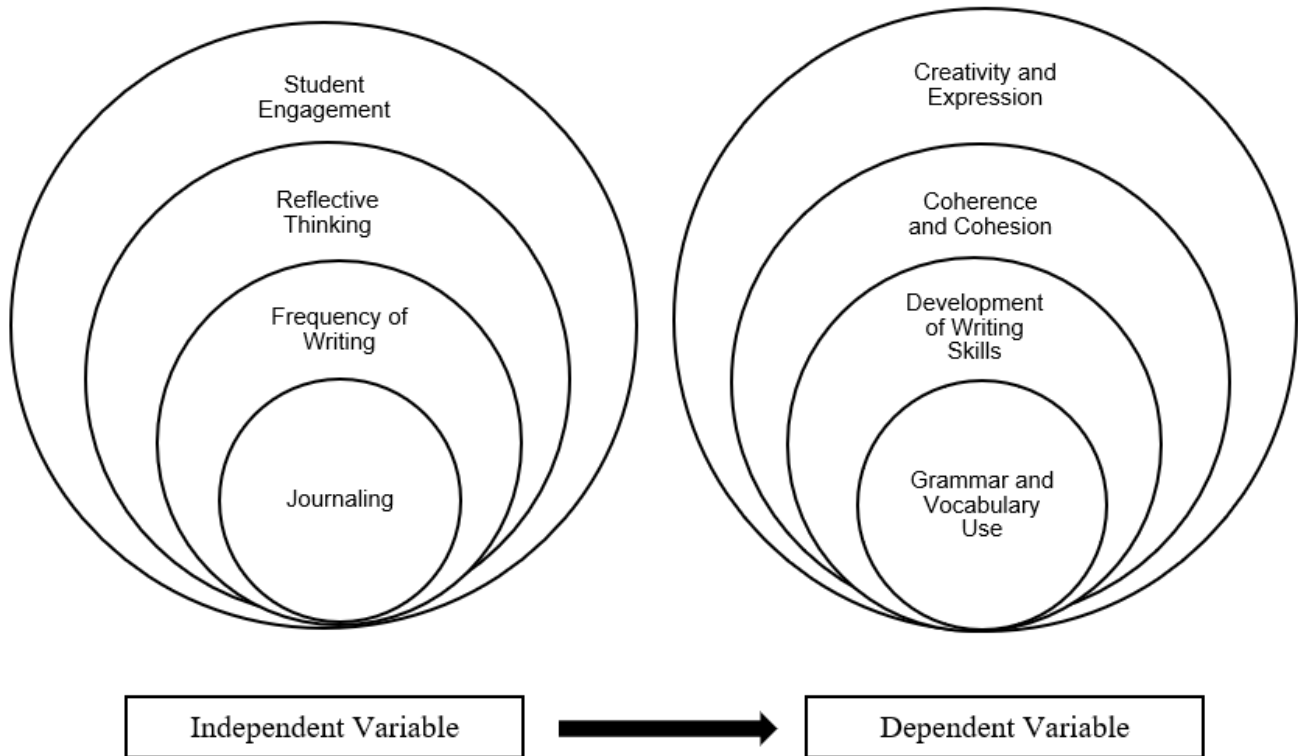
Castillo et al. (2021) examined the effects of digital storytelling on writing proficiency among future EFL teachers in Ecuador. The study included 101 university students, aged 19 to 22, enrolled in four distance learning courses at a private institution. Using a quasi-experimental, mixed-method design, the researchers divided participants into a control group (49 students) and an experimental group (52 students). Instruments such as pre- and post-questionnaires and writing tests were used to evaluate outcomes. The findings showed significant improvement in vocabulary and grammar among students in the experimental group. Additionally, the integration of digital storytelling through tools like Storybird enhanced students' engagement and creativity; benefits that align with the reflective nature of journaling.

The results of this research highlight the importance of allowing students to express themselves creatively, which leads to greater participation in writing activities. Similarly, journaling can foster student engagement by offering a personal and reflective space for learners to express their ideas, preferences, and opinions. This strategy supports a deeper connection to the writing process, while also promoting improvements in vocabulary, grammar, and metacognitive abilities, similar to those observed in storytelling-based writing programs.

Combining narrative strategies, such as digital storytelling, with reflective practices like journaling contributes not only to the development of writing skills but also to critical thinking, both of which are vital in language acquisition. The ability to express thoughts through writing is a core component of communicative competence. Journaling encourages students to record emotions, experiences, and ideas, fostering both linguistic accuracy and personal growth. Based on the findings of these reviewed studies, journaling emerges as a promising strategy for improving writing proficiency in 9th-grade EFL students, supporting its implementation in educational settings.

Graphic 2

Logical organizer of variables

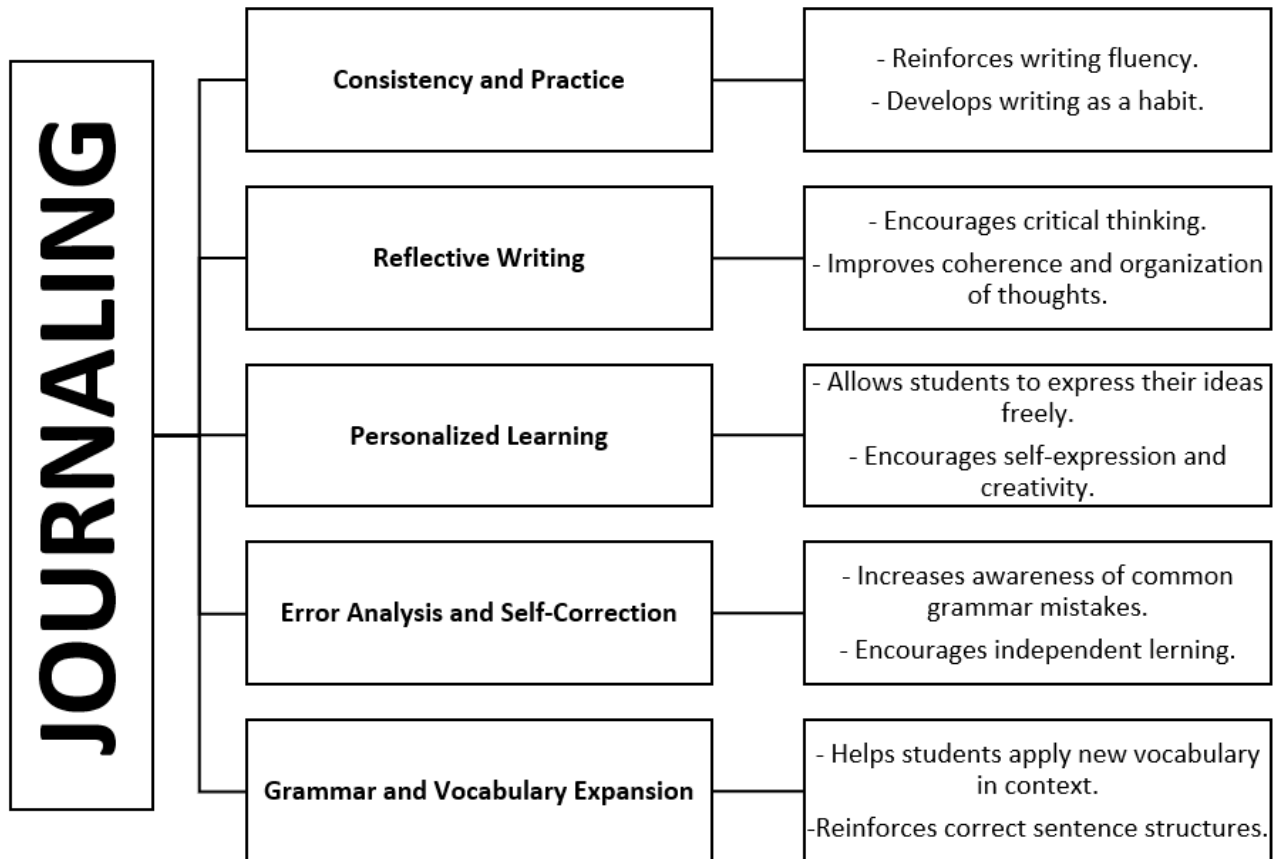


Done by: **Mora, J. (2024).**

Source: **Problem Tree.**

Graphic 3

Constellation of Ideas – Independent Variable

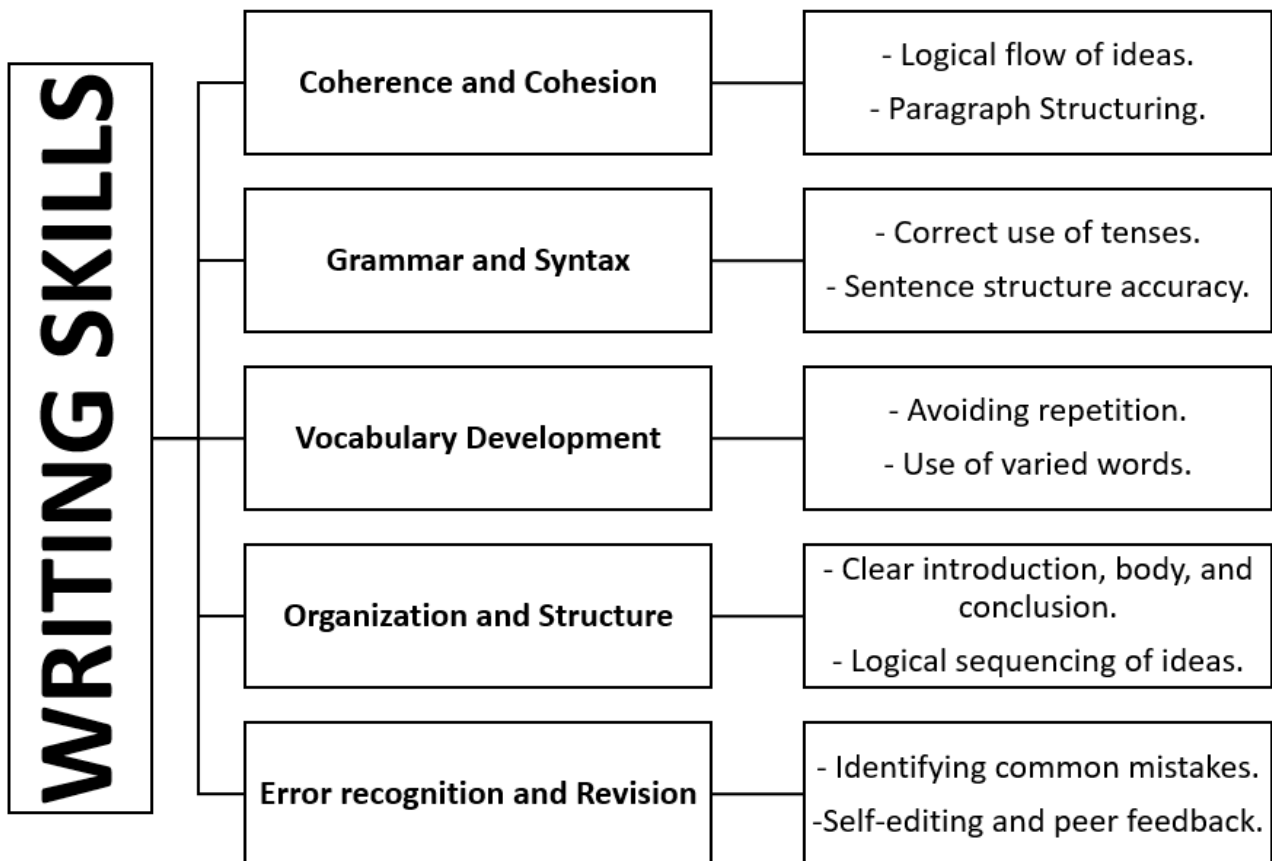


Done by: **Mora, J. (2024).**

Source: **Constellation of Ideas.**

Graphic 4

Constellation of Ideas – Dependent Variable



Done by: **Mora, J. (2024).**
Source: **Constellation of Ideas.**

Development of the Independent Variable

Student Engagement

Student engagement plays an important role in the learning process, as it increases motivation and active participation, and journaling enhances this engagement since it provides students with a platform for critical reflection and self-expression. According to Alhosani and Al-Fadda (2020), learners who are engaged in journaling can develop better connections to their learning process, since they construct meaning from their experiences.

Moreover, journaling makes students reflect on their strengths and weaknesses, encouraging them to take an active role in their education process. Lee (2021) conducted research and mentions that students who were involved with regular journals demonstrated important levels of cognitive engagement as they could analyze information rather than just reading it.

Journaling also provides a sense of personalization to students, as it could work with diverse learning styles, making it an inclusive activity for students with specific needs. According to Shintani (2020), students with different skill levels benefit from journaling because with this practice students could express their opinions, thoughts and feelings without any pressure, making a relaxed learning atmosphere, so this kind of flexibility strengthens their confidence and fosters a more motivated learning environment.

Reflective Thinking

Journaling is considered as an effective tool to foster reflective writing, which is important for critical analysis and significant learning, as students are involved in reflective journaling, they enhance their skills to analyze their ideas, experiences, and their academic process more critically. According to Moon (2021), reflective journaling motivates students to

make connections between theoretical texts and real-life situations, improving their global comprehension.

In addition, reflective thinking through journaling helps students to recognize their strengths and emphasize which areas they must improve. Farrell (2020) conducted a study where it mentions that students who practice reflective writing constantly tend to have more autonomy, as they acquire the skill to evaluate their progress and adjust their learning strategies according to their needs. This increased self-awareness motivates mental growth, letting students face difficulties with a constructive attitude and a desire to improve.

Furthermore, reflective journaling improves metacognitive skills, which are essential for continuous improvement and learning. According to Graham and Harris (2019), students perform better in their academic process, as the engagement in metacognitive reflection through journaling makes them able to plan, monitor, and assess their process in an effective way, and by enhancing reflective thinking, journaling supports learners with essential abilities not only for their studies but for their personal and professional aspects too.

Frequency of Writing

Permanent writing is a critical factor for the development of writing competence, since constant practice enhances confidence and fluency. The implementation of journaling provides students with a platform to write consistently, reinforcing their ability to express their thoughts in an effective way. Hyland (2020) emphasizes the development of writing proficiency through regular writing practices, as students improve their thought-organization and articulate it more coherently, making the writing process natural and enjoyable, reducing anxiety which sometimes blocks fluency interrupting the learning process.

Frequent writing practices allow students to explore with some different styles, promoting creativity, as Lestari and Wahyuni (2021) mention that students who are engaged in regular journaling like daily or weekly, become more confident with different writing formats, such as narrative, analytical, and descriptive writing. This contact with diverse writing supports learners to construct solid foundations in written competence, which is important not only for academic but professional development too.

Furthermore, journaling fosters writing automaticity, allowing students to focus more on what they want to express rather than on mechanics. According to Nation (2019) cognitive load decreases when students are in contact with permanent writing practices, enabling them to organize better their ideas and produce coherent texts, so as students write regularly, their writing fluency and coherence improve.

Journaling

Since journaling provides students with a strong foundation for free thought expression and promotes a positive attitude for writing, it is an effective practice that applies several elements of writing development, including engagement, reflection, and frequency. The study conducted by Richards and Bohkle (2021) states that journaling helps learners to reduce their tension by providing a friendly learning environment where they could learn rather than being punished academically, and this flexibility allows them to improve their writing skills naturally.

In addition, journaling also works as a connection between informal and academic writing, helping students with the transition of creating more organized writing tasks. Brown and Larson (2020) mention that students who practice journaling show progress when working on reports, essays or any other academic writing, this is because the strategy of journaling helps students to organize their ideas systematically and create logical arguments, which are important skills for academic writing.

Journaling strengthens individualized learning because it gives students the opportunity to monitor their evolution gradually. Research conducted by Graham et al (2019) highlights that reflection through journaling helps students to identify repetitive errors and establish specific goals to improve those aspects. This reflective process makes journaling an essential strategy in language acquisition since it leads to a more effective and independent learning process.

Consistency and Practice

Regular writing practices reinforce cognitive processes related to language acquisition. The study conducted to Hyland (2015), states that constant exposure to writing activities reinforces neural connections related to vocabulary recall and sentences structuring, allowing students to build sentences in a more natural way. The integration of journaling as a daily routine activity helps students to internalize grammar structures and writing guidelines, leading students to improve their writing competence.

Reflective Writing

Reflecting writing motivates students to critically analyze their thoughts and critically, allowing them to improve their writing coherence, as well as their metacognitive skills giving them the opportunity to evaluate their strengths and weaknesses. The study conducted by Boud, Keogh, and Walker (2013), reflection enhances self-learning by helping learners check their progress and make adjustment, when necessary, and this practice reinforces their writing skills and creates a learning habit.

Personalized Learning

The integration of journaling provides a personalized learning experience because it allows learners to write about topics they like and want, creating a sense of autonomy that

engages and motivates them to produce the target language through writing. According to Harmer (2007), students who engage in flexible writing tasks are more likely to experiment with the language, resulting in more varied and sophisticated language, that's why journaling serves as an effective strategy to foster creativity and language acquisition.

Error Analysis and Self-Correction

Analyzing errors promotes autonomous learning because it helps students recognize and focus on their mistakes, making this process an important aspect of language acquisition. The study conducted by Ferris (2011) states that journaling supports this process since it provides students with written records of their language productions, to check and identify errors later. When students regularly analyze their mistakes, they develop the ability to identify patterns of errors and learn how to correct and avoid them.

Grammar and Vocabulary Expansion

Journaling plays an important role in increasing students' lexical and grammatical knowledge because regular writing interactions foster them to learn new vocabulary and get familiar with structures, allowing them to experiment with complex grammatical rules. The study conducted by Nation (2019) mentions that students who are involved in constant writing show improvements in syntactic and accuracy as they progress. Journaling facilitates writing in a relaxed environment with any pressure, allowing learners to explore a variety of grammar structures without the fear of making errors which leads to a more natural and flexible language acquisition.

Development of the Dependent Variable

Creativity and Expression

Creativity and expression play an important role in effective writing, and journaling provides a framework for students to explore what they think or what they want to express freely. Research conducted by Richards and Bohkle (2021), mentions that journaling gives students the chance to write freely, with no patterns to follow or rigid structures but to develop their own style, this flexibility strengthens students' originality and supports them to express not only their thoughts but their emotions too in a more personal and significant way.

Additionally, journaling is known for its open-ended format that motivates students to write freely and express their thoughts and feelings rather than following rigid patterns. Brown and Larson (2020) state that students who practice creative writing through journaling improve their narrative skills since they work gradually in their descriptive language to produce engaging storylines, this skill to create vivid content is beneficial for them as it is valuable for their academic and professional settings.

Journaling also encourages students to explore the language since they experiment with new words and vocabulary, sentences structures, and styles, as Lestari and Wahyuni (2021) mention, students who permanently practice with journals show better vocabulary and style producing more complex sentences. Journaling also fosters students' ability to communicate effectively in different writing scenarios by promoting creativity and self-expression.

Coherence and Cohesion

Two important components of effective writing are coherence and cohesion because they ensure that ideas are well-connected and progress easily, in the same way, journaling enhances these aspects by supporting students to organize their thoughts with sense and in a

logical order. Halliday and Hasan (2019) conducted a study which states that cohesion is achieved by the use of linking words, reference pronouns, and connectors, which are reinforced with constant journaling practices.

Moreover, the practice of constant journaling helps students to develop the habit of organizing their writings in a more logical way, as Hyland (2020) stated that students who engaged in journal activities showed improvements in their paragraphs and idea organization in academic writing. This is due to the fact that journaling fosters coherence and cohesion by implementing summaries, topic sentences and transitions.

Additionally, one important aspect of reflective journaling is supporting students to identify weaknesses on their writing structure and correct them with necessary adjustments. According to Graham et al. (2019), students who engage in self-assessment with reflective journaling are more likely to refine their written products for better clarity and coherence, this gradual revision process enhances their skills to structure and connect texts logically.

Development of Writing Skills

According to Graham and Perin (2019), regular writing practice enhances sentences development, organization, and idea production, that's why journaling plays an important role in the general development of writing skills by giving students the chance to practice and refine their skills gradually. Through journaling, students can examine diverse writing styles and structures, which leads them to become more skilled and versatile writers.

Journaling also helps to develop a habit of brainstorming, organizing and monitoring students' work, which are fundamental to improving writing skills, as Hyland (2020) stated that students who practice journaling constantly show better competence in organizing essays and other academic tasks, improving students' ability to produce logical and coherent texts.

The development of writing skills is a gradual process that requires continuous practice and guidance. Studies highlight that being involved in consistent writing practice, like journaling, fosters students' abilities to better organize their thoughts, build coherent arguments, and improve accuracy. According to Graham et al. (2020), structured writing that focuses on regular practice and reflection, significantly improves students' writing competence. Similarly, when students are motivated to express themselves through frequent writing, they produce better fluency and confidence, improving their communication skills.

Grammar and Syntax

Grammar and syntax are two fundamental elements in a language that play an important role in writing proficiency since they identify the precision and clarity of sentence structures. The study conducted by Ellis (2021) highlights that clarity in grammar use affirms that ideas are transmitted logically, reducing the possibility of misunderstanding or misinterpretation. On the other hand, the usual grammatical challenges that EFL students face include consistency between subject and verb, proper use of tenses, and incomplete sentence errors, which could block communication.

Vocabulary Development

A solid vocabulary is essential for expressing ideas and thoughts to avoid repetition in writing, as Nation (2020) stated that vocabulary knowledge supports students to recognize words and use them in appropriate contexts to communicate effectively. Students with limited vocabulary often tend to have problems with redundancy and unclear language, which can affect the effectiveness of their writing, having said that, increasing vocabulary allows students to express themselves with a variety of words and refinement.

Organization and Structure

Effective writing needs to be structured properly, and it normally consists of an introduction, body, and conclusion, that is why teaching students how to organize their writing before their products can meaningfully enhance their skills to organize their work. According to Ferris (2022), well-organized writing guarantees that ideas are introduced clearly, making it simpler for readers to follow and understand the context. A lack of organization can cause confusion, making ideas seem disconnected and unstructured.

Error Recognition and Revision

Two important skills for improving writing competence are error recognition and revision, since those skills help students to identify errors and correct them, and current studies suggest that learners have many benefits from guided revision techniques as Lee and Ma (2023) stated that learners demonstrated meaningful improvements in coherence and writing accuracy when they were provided with structured feedback. Additionally, effective revision has to be not only with correcting errors like punctuation or spelling, but it also involves dealing with errors related to structure, argumentation, and coherence.

CHAPTER II

METHODOLOGICAL DESIGN

Research Approach and Design

This research is grounded in the constructivist paradigm and adopts a quantitative approach. As Creswell (2002) explains, quantitative studies involve the use of measurable data and statistical procedures to examine relationships between variables. This methodological framework supports the aims of the current study, which seeks to evaluate the effectiveness of journaling (independent variable) in developing writing skills (dependent variable) among EFL students. Accordingly, a positive hypothesis has been formulated and will be validated through statistical analysis of the collected data.

To address the research objectives, a quasi-experimental design has been selected. According to Shadish, Cook, and Campbell (2002), such designs are applicable when random assignment is not feasible, and they allow researchers to analyze the impact of an intervention by comparing groups under natural conditions. In this study, data will be gathered before and after the application of the treatment (a structured journaling program) enabling the researcher to assess its impact on the participants' writing skills and to determine cause-effect relationships between the variables.

Description of the sample and the context of the research

The sampling method employed in this study is purposive sampling, which enables the deliberate selection of participants expected to provide relevant and meaningful data. Patton (2015) points out that this type of sampling allows researchers to focus on individuals who possess characteristics that align with the goals of the investigation.

The sample includes 22 ninth-grade students from “Génesis” Bilingual High School in Ambato, Ecuador. The group consists of 10 male and 12 female students, all aged between 13 and 14, and none of them present special educational needs. This institution emphasizes inclusive and holistic education that fosters critical thinking and innovation. As stated in its institutional vision, UEB “Génesis” aspires to be a leading model in bilingual education at the regional level by 2028. The focus of this research aligns with the school’s mission and educational priorities, reinforcing the relevance and applicability of the study in this academic context.

Table 1

Population

Population	Number	Percentage
Male	10	45.45%
Female	12	54.55%
Total	22	100%

Done by: **Mora, J. (2024).**

Source: **Ninth grade of EGB of Unidad Educativa “Génesis”.**

Data Collection Process:

Research conducted by Creswell (2014), states that data collection follows a structured process to verify validity and reliability. First, to conduct the study, authorization needs to be obtained. Then, a pre-test measures the students’ initial level of their writing competence. After that, journaling is implemented in the classroom to allow students to get involved in reflective writing. After the intervention, a post-test with the same format as the pre-test is conducted to assess students’ improvements. Finally, the results are analyzed using Excel, applying descriptive statistics and inferential tests to compare the pre- and post-test results. This process

guarantees an objective evaluation on the impact of journaling in the development of English writing skills.

Operalization of the Independent Variable

Table 2

Independent Variable: Journaling

Variable or Category	Conceptualization	Dimensions	Indicators	Items	Techniques and Instruments
Journaling	Journaling is a reflective writing practice that enhances student engagement, encourages critical thinking, and increases the frequency of writing. It allows students to express their ideas, improve organization, and develop their writing skills over time.	Student Engagement	Level of participation in journaling activities.	Develop a comprehensive research of the Journaling Strategy and design a proposal based on the strategy to develop the English writing skill.	Theoretical research:
		Reflective Thinking	Ability to analyze and express thoughts in writing.		Documental Analysis.
		Frequency of Writing	Consistency and quantity of journal entries.		

Done by: **Mora, J. (2024).**

Source: **Operalization of the Independent Variable.**

Operalization of the Dependent Variable

Table 3

Independent Variable: Writing Skills Development

Variable or Category	Conceptualization	Dimensions	Indicators	Items	Techniques and Instruments
Writing Skills Development	Writing skills development refers to the improvement of students' ability to express ideas clearly, use appropriate vocabulary and grammar, and structure texts cohesively and coherently. It is influenced by continuous writing practice and engagement in reflective thinking.	Grammar and Vocabulary Use	Accuracy in sentence structure and word choice	Guided Writing Creative/Descriptive Writing	Pre-test and Post test
		Coherence and Cohesion	Logical flow and connection between ideas		
		Creativity and Expression	Ability to generate original and meaningful content		

Done by: **Mora, J. (2024).**

Source: **Operalization of the Dependent Variable.**

Techniques and data collection instruments

According to Creswell & Creswell (2018), a pre-test is previously applied to the intervention to assess the starting level of the target skill, and a post-test is administered after the intervention to identify the impact of the strategy, with that in mind, these kinds of tests are commonly applied to determine the effectiveness of an intervention by evaluating the participants' progress before and after the implementation. In this research, a standardized KET exam will be used as a pre and post-test to assess the students' writing proficiency as it ensures validity and reliability, making it a suitable instrument to measure the writing competence in EFL students.

This A2 Key exam, is recognized for its solid psychometric quality, which means it is valid and reliable since it has been researched, piloted, and statistically approved by experts over time, and according to Cambridge Assessment English (2019), "the reliability of the writing component for A2 Key is 0.88, which indicates a high level of consistency in the measurement of writing ability." Additionally, this examination includes activities like "writing a short message (25–35 words) based on given information" and "producing a short note or email" (Cambridge Assessment English, 2020), which emphasizes that those tasks are appropriate for A2 level EFL learners and the application of this standardized test ensures valid and reliable assessment of students' writing competence.

Validity/Reliability

Validity refers to the extent to which an instrument accurately measures what it is intended to assess. According to Trochim (2020), “construct validity involves testing the instrument based on theoretical expectations and empirical evidence. It assesses whether the instrument truly measures the theoretical construct it is intended to measure.” In this research, establishing construct validity requires demonstrating that the pre- and post-tests effectively evaluate students’ English writing skills. This can be achieved by analyzing and correlating the results with established indicators of writing competence to ensure alignment with the research objectives.

According to Tavakol & Dennick (2011), Cronbach’s alpha is commonly conducted to assess the reliability of new or modified tests to determine if their items consistently measure the same construct, and since the tests used in this study are standardized Cambridge Ket exams, there is no need to use Cronbach’s alpha for validity and reliability assessment. Moreover, these standardized Cambridge KET exams have already experienced extensive validation and reliability testing by their creators, guaranteeing accuracy, consistency and relevance for evaluating English writing proficiency. Consequently, additional statistical reliability measures like Cronbach’s alpha are not necessary since validity and reliability of the tests applied in this study are already established.

Analysis and Interpretation of Results

The results obtained from the tests applied in the study demonstrate clear improvements in students’ English writing competence. These exams have

experienced strict validation processes by Cambridge Assessment to guarantee the consistency and accuracy in assessing English proficiency (Cambridge Assessment, 2020). The reliability of the pre-test and post-test results demonstrates that the exams effectively evaluated the target construct, providing reliable knowledge into the student's progress.

Additionally, the standardized nature of the assessment guarantees that the conclusions from the results are relevant and valid, since the format of the Cambridge KET exams and their established evaluation criteria ensures the reliability of the data obtained. Therefore, the differences observed in the student's performance between the pre- and post-test can be associated with the impact of intervention rather than measurement inconsistencies. These findings support the reliability and validity of the study, ensuring that the methodology used effectively reflects learner's English writing skills improvement.

Analysis of the Results

According to Mukherjee and Lodha (2016), analysis and result interpretation are essential aspects in research when it is required to evaluate data from studies, experiments, or investigations. This involves the examination of collected information using assessment tools such as pre- and post-tests. Once these measurement instruments have received the experts' validation and pedagogically applied in class, the next step is to organize the results and introduce them in a comprehensible manner. Data analysis consists of organizing information into tables, charts, and graphics that make it simple to visualize and understand the statistics.

Pre-test Results

The table below presents the scores obtained by the students in the pre-test applied to identify their level of English writing skills. The test is organized into two parts, each focusing on writing proficiency, with a maximum score of 15 points per section, giving a total of 30 points. To obtain results, the A2 writing assessment rubric from Cambridge was used, and this rubric is divided into three assessment criteria: content, organization, and language. Additionally, the rubric is structured in bands, which refer to different levels of performance, ranging from 0 to 5. The scores are classified into 6 categories: band 5 indicates the highest level; band 3 indicates a mid-range level; band 1 suggests the lowest level, band 0 is assigned to a totally irrelevant response, and finally band 4 and 2 indicate performance that shares features from two levels.

Table 4

Pre-test results

Student ID	Content	Organization	Language	Total Score	Band	Percentage (%)
St. 1	2	3	2	7	1	23.3
St. 2	4	6	6	16	3	53.3
St. 3	1	2	1	4	0	13.3
St. 4	3	4	4	11	2	36.7
St. 5	5	6	5	16	3	53.3
St. 6	5	7	6	18	3	60.0
St. 7	8	9	9	26	5	86.7
St. 8	3	5	3	11	2	36.7
St. 9	2	3	2	7	1	23.3
St. 10	5	5	6	16	3	53.3
St. 11	5	5	7	17	3	56.7
St. 12	1	2	2	5	0	16.7
St. 13	4	6	6	16	3	53.3

St. 14	6	8	7	21	4	70.0
St. 15	3	4	3	10	1	33.3
St. 16	7	8	6	21	4	70.0
St. 17	4	4	3	11	2	36.7
St. 18	2	3	3	8	1	26.7
St. 19	5	6	6	17	3	56.7
St. 20	4	5	4	13	2	43.3
St. 21	2	3	2	7	1	23.3
St. 22	6	7	8	21	4	70.0

Done by: **Mora, J. (2024).**

Source: **Pre-test results.**

Table 5

Pre-test Band percentages

	Band 5	Band 4	Band 3	Band 2	Band 1	Band 0	Total
St.	1	3	7	4	5	2	22
%	4.5	13.6	31.8	18.2	22.7	9.1	100.0

Done by: **Mora, J. (2024).**

Source: **Pre-test Band percentages**

Analysis and Interpretation

The pre-test findings indicate that a significant number of students, 31.8%, reached the mid-range performance within Band 3. This demonstrates that students present basic comprehension of organization and vocabulary, but they still struggle with clarity, cohesion, and accuracy. According to the A2 Writing Assessment Scale from Cambridge (2020), Band 3 indicates that students are able to express basic meanings, but their writing faces some issues with grammatical structures, vocabulary, and clarity and cohesion. However, for A2 level students, this band is considered within the required level, but it is not completely enough. An A2 level

learner is expected to produce the language with simple vocabulary related to familiar contexts with accurate grammar, which normally belongs to Band 4 and 5. In this sense, the fact that one-third of the population are at Band 3 demonstrates that the students are developing their basic skills to write effectively in English, but they still need support in organizing and connecting their ideas clearly and improving language precision.

Additionally, 18.2% of the population are within Band 2, indicating that their writing usually has grammatical mistakes and lacks cohesion. Meanwhile, 22.7% of the students scored Band 1 (lowest performance), facing difficulties with structure, coherence, and a lack of clarity in their ideas. A small number of students, 9.1%, fell into Band 0, indicating that responses were irrelevant.

On the other hand, 4.5% of the population achieved Band 5 (highest performance), indicating a strong level of English writing skills, and minimal errors, and 13.6% of students scored Band 4, showing a solid comprehension in organization and language but with some minor mistakes. Consequently, the results demonstrate that while a 50% of students are between Bands 2 and 3, a considerable number of students representing 18.1% fall in Bands 4 and 5, indicating a good level of English writing skills, and 31.8% of the population require meaningful reinforcement since they represent Bands 0 and 1.

From a pedagogical view, these results indicate immediate intervention for instructional reinforcement, specifically in student's idea development, accuracy in language, and text cohesion since just 18.1% of students are at the expected A2 level and the majority of them are below it, that's is the reason why the

implementation of the Journaling strategy can be an essential intervention since this strategy promotes constant writing practices, fosters students' self-expression, and of course fosters fluency, accuracy, and coherence, which are key components to enhance A2 level writing skills.

Giving these findings, implementing Journaling as a writing strategy can offer students opportunities to practice constantly, develop their ideas effectively, and improve their English writing competence.

Post-test Results

The table below indicates the students' percentages obtained in the post-test applied after the intervention with the Journaling strategy. This test is also organized into two parts, each focusing on writing proficiency, with a maximum score of 15 points per section, giving a total of 30 points. To obtain results, the A2 writing assessment rubric from Cambridge was used, and this rubric is divided into three assessment criteria: content, organization, and language. Additionally, the rubric is structured in bands, which refer to different levels of performance, ranging from 0 to 5. The scores are classified into 6 categories: band 5 indicates the highest level; band 3 indicates a mid-range level; band 1 suggests the lowest level, band 0 is assigned to a totally irrelevant response, and finally band 4 and 2 indicate performance that shares features from two levels.

Table 6*Post-test results*

Student ID	Content	Organization	Language	Total Score	Band	Percentage (%)
St. 1	4	5	5	14	2	46.7
St. 2	9	8	9	26	5	86.7
St. 3	4	4	4	12	2	40.0
St. 4	5	6	6	17	3	56.7
St. 5	6	6	6	18	3	60.0
St. 6	6	8	7	21	4	70.0
St. 7	9	9	9	27	5	90.0
St. 8	5	6	5	16	3	53.3
St. 9	5	5	6	16	3	53.3
St. 10	9	9	9	27	5	90.0
St. 11	7	6	8	21	4	70.0
St. 12	5	5	6	16	3	53.3
St. 13	7	7	7	21	4	70.0
St. 14	8	8	8	24	4	80.0
St. 15	6	6	7	19	3	63.3
St. 16	8	9	9	26	5	86.7
St. 17	6	7	6	19	3	63.3
St. 18	7	7	7	21	4	70.0
St. 19	7	7	7	21	4	70.0
St. 20	7	7	7	21	4	70.0
St. 21	6	6	7	19	3	63.3
St. 22	9	9	9	27	5	90.0

Done by: **Mora, J. (2024).**Source: **Post-test results.**

Table 7

Post-test Band percentages

	Band 5	Band 4	Band 3	Band 2	Band 1	Band 0	Total
St.	5	7	8	2	0	0	22
%	22.7	31.8	36.4	9.1	0.0	0.0	100.0

Done by: **Mora, J. (2024).**

Source: **Post-test Band percentages**

Analysis and Interpretation

According to the post-test results, there is a clear evidence of the students' English writing skill improvement following the application of journaling. Based on the data, a significant number of students, 31.8%, achieved Band 4, and 22.7% Band 5, which is the highest performance level. This indicates that more than 50% of students demonstrated improvements in accuracy, vocabulary, clarity, and sentence structure. Additionally, 36.4% of students scored within Band 3, demonstrating more understandable and organized writing, but with a few minor mistakes.

More importantly, Bands 0 and 1 are not presented in the table, which means that all answers were relevant and that even the lowest-ranked students improved and made significant progress. Only 9.1% of the population scored Band 2, indicating an increase in their writing skill development but with some issues with language and organization. Making a comparison with the pre-test, these results demonstrate a strong progression from the lower bands to the higher ones, indicating that frequent practice with the journaling strategy helped learners to

improve their ability to express their ideas effectively with their writing. Generally, the post-test results confirm that journaling had a positive influence on students' English writing skills, helping them to reach a competent level.

Based on the three evaluated criteria – content, organization, and language – the results reveal that the language component got the best improvement since most of the students demonstrated better performance of grammar, vocabulary, and spelling. Additionally, the component of content also received an important enhancement because students expressed their ideas in a clearer manner, and they also included significant details in their texts. Organization also shows moderate improvement with an increase in the use of cohesive devices which means the application of words or phrases to connect ideas in their writing, however, a few students demonstrated some inconsistencies when structuring their texts. This criteria analysis emphasizes that with the implementation of journaling students not only improved their writing competence but strengthened their specific aspects of it.

Pre-test and Post-test Results

The following table shows a detailed comparison of the results obtained by 22 students in the pre- and post-test, used to identify their English writing proficiency. This comparison offers an opportunity to check the progress of the students after the intervention, analyzing the changes in their productivity before and after the sessions with the Journaling strategy by contrasting both sets of data, and the level of improvement in their English writing skill assessed can be

identified, providing key information about the effectiveness of the teaching process and the impact on students' writing skill development.

Table 8

Pre-test results and Post-test results

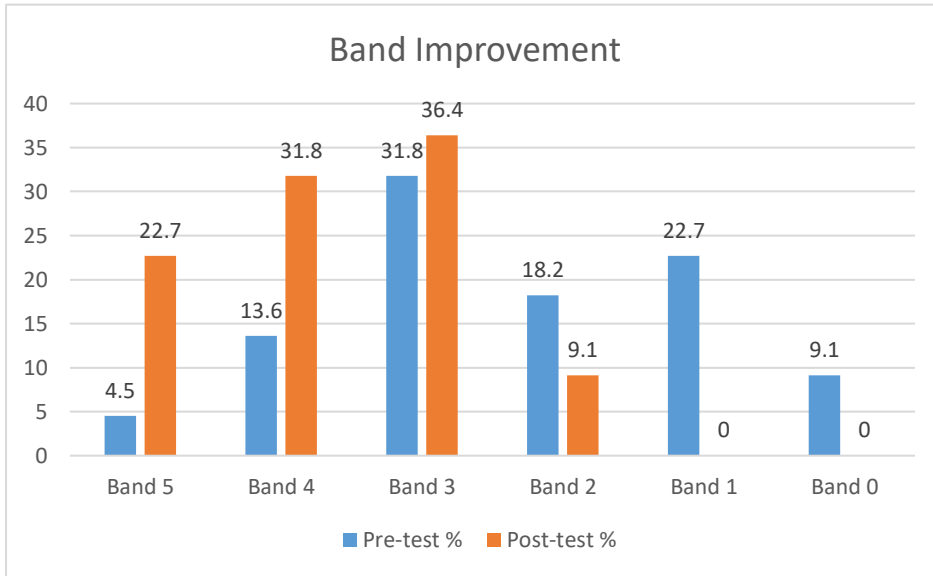
Student ID	Pre-Test Score	Post-Test Score	Pre-Test Band	Post-Test Band	Pre-Test %	Post-Test %	Improvement
St. 1	7	14	1	2	23.3	46.7	7
St. 2	16	18	3	3	53.3	60.0	2
St. 3	4	12	0	2	13.3	40.0	8
St. 4	11	17	2	3	36.7	56.7	6
St. 5	16	18	3	3	53.3	60.0	2
St. 6	18	19	3	3	60.0	63.3	1
St. 7	26	27	5	5	86.7	90.0	1
St. 8	11	16	2	3	36.7	53.3	5
St. 9	7	15	1	3	23.3	50.0	8
St. 10	16	19	3	3	53.3	63.3	3
St. 11	17	21	3	4	56.7	70.0	4
St. 12	5	16	0	3	16.7	53.3	11
St. 13	16	21	3	4	53.3	70.0	5
St. 14	21	24	4	4	70.0	80.0	3
St. 15	10	19	1	3	33.3	63.3	9
St. 16	21	25	4	5	70.0	83.3	4
St. 17	11	19	2	3	36.7	63.3	8
St. 18	8	21	1	4	26.7	70.0	13
St. 19	17	21	3	4	56.7	70.0	4
St. 20	13	21	2	4	43.3	70.0	8
St. 21	7	19	1	3	23.3	63.3	12
St. 22	21	27	4	5	70.0	90.0	6

Done by: **Mora, J. (2024).**

Source: **Pre-test and Post-test results.**

Graphic 5

Pre-test results and Post-test results

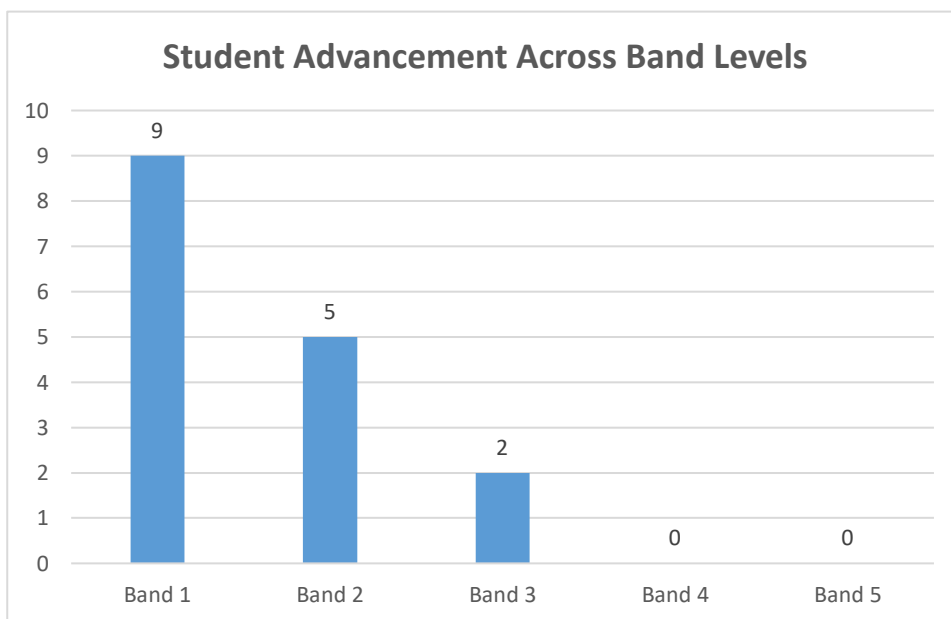


Done by: **Mora, J. (2024).**

Source: **Pre-test and Post-test results.**

Graphic 6

Pre-test results and Post-test results



Done by: **Mora, J. (2024).**

Source: **Pre-test and Post-test results.**

Analysis and Interpretation

The table above compares the pre- and post-test results and emphasizes a meaningful improvement in the English writing competence of 22 students after the intervention of the Journaling strategy. The students' performance improved significantly, indicated by an overall increase in each criterion. This overall difference highlights the effectiveness of the implementation of Journaling as a writing strategy, representing remarkable progress in the English writing competence.

Initially, a significant number of students, 31.8%, were within Band 3, 18.2% in Band 2, another significant group, 22.7%, scored Band 1, and 9.1% Band 0. After the intervention, no one remained in Band 0 or 1, and a remarkable increase were withing the higher bands: For instance, Band 5 from 4.5% to 22.7%, and Band 4 from 13.6% to 31.8%., which could suggest that the use of the Journaling strategy facilitated the improvement of the English writing skill.

Paired T-Test

Considering that this study involved two sets of related data from the same population of 22 students before and after the implementation of Journaling as a writing strategy, the paired sample t-test was selected as the most suitable statistical method. According to Ross, A., & Wilson, V. L (2017), this test is commonly applied to examine if there is a meaningful statistical difference between the means of two related conditions. In this sense, the test was conducted to verify the effectiveness of Journaling in the students' development of their English writing

skills. The test assumes that the differences between the pre- and post-test follow a normal distribution, and based on the results obtained, the following hypothesis are formulated:

Verification of the Hypothesis

Alternative hypothesis: The application of the Journaling Strategy significantly improves English writing skills by fostering critical thinking and self-expression, and frequent practice among ninth-grade students.

Null hypothesis: The application of the Journaling Strategy does not significantly improve English writing skills among ninth-grade students.

Table 9

Paired T-Test results

	<i>Pre-test</i>	<i>Post-test</i>
Mean	13.59090909	20.4090909
Variance	35.49134199	19.1103896
Observations	22	22
Pearson Correlation	0.831366101	
Hypothesized Mean Difference	0	
Df	21	
t Stat	-9.514054939	
P(T<=t) one-tail	2.30072E-09	

Done by: **Mora, J. (2024).**
 Source: **Paired t-test results.**

Analysis and Interpretation

According to the results obtained from the paired t-test, there is clear evidence of the students' performance between the pre- and post-test. The pre-test average was 13.59, while in the post-test the average increased to 20.41, demonstrating 6.82 points of increase. Moreover, the variance for the pre-test was 35.49, while the 19.11 from the post-test suggested that students' post-test grades were more consistent, and the strong positive correlation of 0.83 between the tests' scores support this relationship. The t-statistics were calculated as -9.51, and the one-tailed p-value was 2.3e-09, which is significantly smaller than the limit of 5%. Consequently, it allows to reject the null hypothesis concluding that the journaling strategy had a string and significant impact on the development of English writing skills in ninth-grade students at Unidad Génesis. According to McDonald (2014), a p/value below 0.05 affirms meaningful changes in pre- and post-test designs, which is aligned with this study analysis.

CHAPTER III.

PRODUCT

Innovative Proposal to the Problem / Result

This section presents the instructional proposal developed as a response to the identified problem, based on the results obtained from implementing journaling to support the development of English writing skills in students from U.E. Génesis. The objective is to strengthen students' written production in English by applying a structured journaling plan. This plan is designed following a student-centered approach, emphasizing active learner participation and the progressive improvement of writing competence.

Proposal Name

“WRITE AND IMPROVE: A STRUCTURED JOURNALING PLAN TO DEVELOP EFL WRITING SKILLS”

Type of Product

The proposed structured plan is an outcome of the present study and serves as a methodological framework to support writing instruction. Unlike traditional grammar-focused lessons, this plan introduces a more comprehensive structure for teaching writing. Current educational research highlights the value of well-organized lessons within supportive learning environments. For instance, Yeh et al. (2022) underline the role of clear and coherent lesson structure in enhancing student learning by maintaining focus throughout each instructional stage. Likewise, Johnson and Thompson (2023) stress that effective lesson organization contributes to teaching efficiency by guiding students through logically sequenced learning

steps. In the same vein, Allen (2024) supports the use of structured planning to promote active learning and scaffolding, which deepen students' understanding. According to Clark and Reed (2022), thoughtful class planning also improves classroom management and leads to better learning outcomes.

Considering the features previously discussed, the structured plan proposed in this study represents a relevant and effective alternative for enhancing English writing skills in high school students. It incorporates essential elements such as critical thinking and self-expression, which are fundamental for developing writing proficiency in a foreign language. The combination of these characteristics supports the implementation of the plan as a meaningful contribution to the improvement of students' written communication.

Objective of the proposal

To support the development of EFL students' writing abilities by implementing a structured journaling plan. This plan includes guided writing tasks designed to strengthen students' coherence, fluency, and grammatical accuracy in a gradual and meaningful way.

Structure Proposal

This proposal consists of two core sections. The first section outlines the process for designing and putting the structured plan into practice. The second section offers a detailed explanation of the plan's components and how each one plays a role in improving students' writing performance.

Steps for creating the structured plan.

1. Begin by evaluating students' current writing proficiency through a diagnostic assessment using the writing component of the Cambridge KET exam.
2. Analyze the test results to identify common difficulties, such as lack of organization, underdeveloped ideas, or structural weaknesses.
3. Incorporate practical strategies into the journaling process to enhance its impact as a learning tool.
4. Create writing tasks that follow the stages of the writing process, allowing students to plan, draft, revise, and edit their work in a structured way.
5. Carry out the plan through regular writing sessions with teacher guidance to support students step by step.
6. Collect ongoing feedback from both students and classroom observations to adjust the plan as needed.
7. Conclude by measuring the plan's effectiveness through a post-test and comparing the results with the initial assessment to determine progress.

Table 10

Elements of the Structured Plan

COMPONENT	DESCRIPTION
Introduction	Introduces journaling as a writing strategy, explaining its benefits for language learning and self-expression.
Planning (Pre-writing)	Ideas generation through brainstorming. This stage supports learners to organize their thoughts.
Guided Drafting	Students develop fluency and coherence through sentences starters and prompts.
Revising and Editing	Students check their writing through a checklist focused on grammar, vocabulary and organization.
Finalizing	Students choose their best writing to present them.
Assessment and Feedback	Use a standardized KET writing rubric to evaluate progress.

Done by: Mora, J. (2024).

Source: Elements of the Structured Plan

Table 11

Activity Description Based on Applications.

Writing Focus	Activity	Description
Pre-Writing (guided)	Brainstorming (word banks or prompts).	Students receive a set of words or a simple prompt to generate ideas before writing.
Basic Drafting	Short Journal Entry (sentence starters).	Students write a short paragraph using sentence starters (e.g., "Today, I felt... because...").
Revising and Feedback	Self-editing Checklist.	Students review their journal using a self-editing checklist.
Editing and Language Accuracy	Teacher Feedback with KET writing rubric.	Students improve their writing based on teacher corrections.
Final Version	Rewrite (minor corrections).	If time allows, students make small adjustments based on rubric criteria before submitting their final version.

Done by: Mora, J. (2024).

Source: Activity Description Based on Applications.



WRITE AND IMPROVE:

**A STRUCTURED
JOURNALING PLAN TO
DEVELOP EFL WRITING
SKILLS**



Introduction

Creating strong writing skills means a challenge for students learning English as a foreign language (EFL), commonly at the A2 level. Many students still struggle with this skill due to organizational problems and difficulties expressing ideas clearly, accurately, and fluently, and they are unable to articulate concepts because of their vocabulary limitation, and as Hasan and Akhand (2021) state, EFL students commonly face difficulties in writing coherent texts, which is typically associated to their lexical knowledge limitation, making writing one of the most difficult skills to acquire in foreign language contexts. This is particularly evident with learners facing international exams such as the Cambridge KET (Key English Test); this test assesses writing skills by means of real-world tasks requiring control of the language in a clear and concise manner (Cambridge University Press & Assessment, 2022). In view of these problems, the present proposal offers a structured journaling program designed to develop students' writing skills through sustained, controlled practice aligned with the framework of the KET exam.

The proposed plan, "Write and Improve," focuses on the two main parts of the KET writing section. While part 1 commonly asks students to complete everyday communicative writing tasks such as writing short notes, messages or emails, Part 2 focuses on writing a short story. This structured journaling plan simulates these activities in content and complexity, providing students with frequent practice targeting formats they will face in official evaluations. Learners will gradually acquire the required competencies to enhance sentence construction, organization, and lexical accuracy in their writing through guided prompts, sentence starters, and revision checklists.

The structured journaling plan provides a consistent and reflective setting for students to develop writing habits and increase their confidence by engaging them in weekly journaling

exercises, which is aligned to the study conducted by Mohammed (2022) who stated, this type of approaches promote frequent language practice and support students to internalize grammatical structures while promoting personal expression, which results beneficial for EFL students. Additionally, implementing pre-writing strategies such as drafting, revising, and self-assessment guarantees that students produce the language and critically analyze their output. This method promotes writing as a process rather than a one-time task, encouraging meaningful language use as Ariyanti (2022) mentioned, a process-oriented approach encourages students' autonomy and enhances their overall English writing skills. As a result, students are expected to perform better on writing evaluations such as the KET, while also gaining long-term writing proficiency that benefits their overall English language development.

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STRUCTURED JOURNALING PLAN 1

TASK TYPE: Note to a Friend.

PROMPT: "Write a note to your friend inviting them to your birthday party."

COMPONENT	DESCRIPTION
Introduction	Talk about invitations in real life and why polite writing is important.
Pre-writing (Planning)	Brainstorm details: date, time, place, reason.
Guided Drafting	Sentence starters: "Hi [Name], I'm having a party on...", "It will be at..."
Revising and Editing	Check for polite tone, dates/times, correct verb tenses.
Finalizing	Rewrite neatly with good formatting.
Assessment	KET rubric — focus on clarity and relevance.

❖ **Introduction**

- Greet students and ask: “Have you ever invited someone to a party? What information do you need to include?”
- Explain how invitations are part of real communication and that it’s important to be polite and give all the needed information.
- Show a model note on the board:

Hi María! I’m having a birthday party on Saturday at 4 p.m. at my house. We will eat pizza and play games. I hope you can come!

❖ **Pre-writing**

- Write these questions on the board:
 - ✓ What day is your party?
 - ✓ What time does it start?
 - ✓ Where is it?
 - ✓ What will you do?
- Ask students to answer in their notebooks.

❖ **Guided Drafting**

- Provide these sentence starters:
 - ✓ *Hi [Name],*
 - ✓ *I’m having a party on...*
 - ✓ *It will be at...*
 - ✓ *We will...*
 - ✓ *I hope you can come!*
- Students use them to write their drafts.

Student Actions:

- Answer the brainstorming questions in their notebooks.
- Write a short note using the sentence starters.

Example Student Draft:

Hi Andrés, I'm having a birthday party on Friday at 3 p.m. at my house. We will eat cake and play soccer. I hope you can come!

❖ Revising and Editing

- Teacher provides checklist:
 - ✓ Did you include date, time, place?
 - ✓ Did you write full sentences?
 - ✓ Is the tone friendly and polite?
- Students check and improve their work.

❖ Finalizing

- Students rewrite their notes in clean handwriting.
- Teacher may ask 2–3 students to read theirs aloud.

❖ Assessment

- Use the Cambridge KET Writing Rubric.

Part 1

Question 1

It's your birthday soon and you want to invite your friend Andrés to the party. Write a note to Andrés.

In your note:

- Invite Andrés to your birthday party.
- Say where and when the party is.
- Mention what you will do at the party.

Write 25 words or more.

Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.</p>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.</p>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<p>Irrelevances and misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	<p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 2

TASK TYPE: Email to a Teacher.

PROMPT: "Write an email to your English teacher asking for help with homework."

COMPONENT	DESCRIPTION
Introduction	Discuss formal tone vs informal. Practice polite questions.
Pre-writing (Planning)	Think about what you need help with and why.
Guided Drafting	Sentence starters: "Dear Teacher, I need help with...", "Can you explain...?"
Revising and Editing	Focus on question formation and clarity.
Finalizing	Write a clean copy with proper greeting and closing.
Assessment	KET rubric — focus on sentence structure and purpose.

❖ **Introduction**

- Start with a warm-up question:
“Have you ever needed help with your homework?”
- Discuss how email is a formal way to ask for help from a teacher.
- Write the topic on the board: “*Writing an email to ask for help*”.

Show a sample model:

Dear Teacher,

I am writing to ask for help with my English homework. I don't understand the grammar exercise on page 15. Could you explain it to me?

Thank you,

Andrés

❖ **Pre-writing**

- On the board, write these guiding questions:
 - ✓ What is the subject or topic you don't understand?
 - ✓ What kind of help do you need?
 - ✓ What would you like the teacher to do?
- Ask students to write short answers in their notebooks.

❖ **Guided Drafting**

- Provide these sentence starters:
 - ✓ *Dear Teacher,*
 - ✓ *I need help with...*
 - ✓ *I don't understand...*
 - ✓ *Can you please...?*
 - ✓ *Thank you...*

- Encourage students to write the first draft using their answers and these sentence structures.

Student Actions:

- Think about real or imaginary homework difficulty.
- Use the guiding questions to brainstorm.

Write a first draft using formal language and the sentence starters provided.

Example:

Dear Teacher,

I need help with my English homework. I don't understand the past simple exercises from page 20. Could you explain it to me after class?

Thank you,

Camila

❖ **Revising and Editing**

- Give students a revision checklist:
 - ✓ Did I use a polite and formal tone?
 - ✓ Did I explain clearly what help I need?
 - ✓ Did I use correct grammar and punctuation?

❖ **Finalizing**

- Students rewrite the final version neatly.
- Teacher collects or asks for peer review in pairs.

❖ **Assessment**

- Use the Cambridge KET Writing Rubric.

Part 1

Question 1

You need help with your English homework. Write an email to your English teacher.

In your email:

- Which part of your homework you don't understand.
- Ask for help politely.
- Thank your teacher for his/her time.

Write 25 words or more.

Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 3

TASK TYPE: Apology Note.

PROMPT: "Write a note to a friend to say sorry for missing their event."

COMPONENT	DESCRIPTION
Introduction	Discuss how apologies are written; tone matters.
Pre-writing (Planning)	Brainstorm reasons for missing an event.
Guided Drafting	Prompts: "I'm really sorry I couldn't go...", "I hope we can meet soon."
Revising and Editing	Check for appropriate expressions, verb tenses.
Finalizing	Copy final version into journal.
Assessment	KET rubric — check for grammar, purpose, and friendly tone.

❖ **Introduction**

- Begin by asking: “Have you ever missed an event and had to say sorry? What did you say?”
- Explain how writing an apology shows respect and responsibility.

Write a sample on the board:

Hi Luis, I'm sorry I couldn't go to your game yesterday. I had a family dinner. I hope it went well. See you soon!

❖ **Pre-writing**

- Write guiding questions on the board:
 - ✓ What event did you miss?
 - ✓ Why couldn't you go?
 - ✓ What do you want to say to your friend?
- Ask students to answer them in their journals.

❖ **Guided Drafting**

- Provide sentence starters:
 - ✓ Hi [Name],
 - ✓ I'm sorry I missed...
 - ✓ I couldn't go because...
 - ✓ I hope...

Student Actions:

- Reflect on a missed event.
- Write a first draft using the starters.

Example:

Hi Juan,

I'm sorry I missed your birthday party. I was sick at home. I hope you had fun!

❖ **Revising and Editing**

- Teacher provides checklist:
 - ✓ Did you explain your absence?
 - ✓ Did you use polite words?
 - ✓ Are your sentences clear?

❖ **Finalizing**

- Students copy the revised notes neatly.
- Teacher may ask 2–3 students to read theirs aloud.

❖ **Assessment:**

- Use the Cambridge KET Writing Rubric.

Part 1

Question 1

You couldn't go to your friend's birthday party. Write a note to your friend.

In your note:

- Say sorry for missing the party.
- Explain why you couldn't go.
- Suggest meeting another day.

Write 25 words or more.

Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 4

TASK TYPE: Short Message about Plans.

PROMPT: "Write a message to your cousin about your holiday plans."

COMPONENT	DESCRIPTION
Introduction	Talk about expressing future plans in writing.
Pre-writing (Planning)	Think about destinations, activities, companions.
Guided Drafting	Sentence starters: "I'm going to visit...", "I'll travel with...?"
Revising and Editing	Peer-check: future tense, spelling, organization.
Finalizing	Final version written clearly with added drawings.
Assessment	KET rubric — for structure and sentences.

❖ **Introduction**

- Ask: “What do you usually do on weekends? How do you tell someone about your plans?”
- Explain that this kind of writing is useful when making informal plans or sharing information with friends.

Show a model message on the board:

Hi Paul, this weekend I'm going to visit my grandparents. We'll have lunch together and then watch a movie. What about you?

❖ **Pre-writing**

- Write brainstorming questions on the board:
 - ✓ What are you going to do this weekend?
 - ✓ Where are you going?
 - ✓ Who will you be with?
 - ✓ What time will it happen?
- Students answer the questions in their notebooks.

❖ **Guided Drafting**

- Provide sentence starters:
 - ✓ Hi [Name],
 - ✓ This weekend I'm going to...
 - ✓ I'll be with...
 - ✓ We will...
 - ✓ What about you?
- Students write a first draft using the sentence starters.

Student Actions:

- Answer the brainstorming questions in their notebooks.
- Write a short paragraph using the sentence starters.

Example Student Draft:

Hi Luis, this weekend I'm going to the beach with my cousins. We'll swim and eat seafood. I hope your weekend is fun too!

❖ **Revising and Editing**

- Teacher provides checklist:
 - ✓ Did you mention when and where?
 - ✓ Did you include what you will do?
 - ✓ Are your sentences complete and clear?
- Students revise and make corrections.

❖ **Finalizing**

- Students rewrite their final drafts with neat handwriting.
- Optional: Volunteers share their plans with the class.

❖ **Assessment**

- Use the Cambridge KET Writing Rubric.

Part 1

Question 1

You want to tell your cousin about your holiday plans. Write a message to your cousin.

In your message:

- Say where you are going.
- Explain what you will do there.
- Say who you are going with.

Write 25 words or more.

Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 5

TASK TYPE: Reminder Note.

PROMPT: "Write a reminder to your classmate about a school project."

COMPONENT	DESCRIPTION
Introduction	Discuss how to give reminders politely and clearly.
Pre-writing (Planning)	List what the reminder needs: date, time, task.
Guided Drafting	Prompts: "Don't forget to...", "We need to bring...?"
Revising and Editing	Use checklist: Is the message clear? Any spelling errors?
Finalizing	Write neatly and format like a real note.
Assessment	KET rubric — focus on completion and clarity.

❖ **Introduction**

- Ask: “How do you remind a classmate to bring something?”
- Explain that reminders must be short, polite, and specific.

Show a model note on the board:

Hi Sam, don't forget to bring your English homework tomorrow. We have to show it to the teacher!

❖ **Pre-writing**

- Write brainstorming questions on the board:
 - ✓ What is the person supposed to bring?
 - ✓ When do they need it?
 - ✓ Why is it important?
- Students answer in their notebooks.

❖ **Guided Drafting**

- Provide these sentence starters:
 - ✓ Hi [Name],
 - ✓ Don't forget to bring...
 - ✓ We need it because...
 - ✓ See you tomorrow!
- Students create their first drafts.

Student Actions:

- Answer brainstorming questions.
- Write a short reminder using sentence starters.

Example Student Draft:

Hi Ana, don't forget to bring your science project tomorrow. We have to present it in class. See you in the morning!

❖ **Revising and Editing**

- Teacher provides checklist:
 - ✓ Is the message polite?
 - ✓ Is the reminder clear and specific?
 - ✓ Did you use proper punctuation?
- Students review and improve their notes.

❖ **Finalizing**

- Students rewrite the final version neatly.
- Optional: Post a few on the classroom board for practice.

❖ **Assessment**

- Use the Cambridge KET Writing Rubric.

Part 1

Question 1

You and your classmates have a school project to do. Write a reminder note to your classmate.

In your note:

- Remind them of the date and time.
- Say what materials you need to bring.
- Suggest when to meet.

Write 25 words or more.

Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.</p>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.</p>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<p>Irrelevances and misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	<p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 6

TASK TYPE: Story Completion I.

PROMPT: Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

COMPONENT	DESCRIPTION
Introduction	Introduce story telling techniques (beginning-middle-end). Show a sample story about a competition.
Pre-writing (Planning)	Students describe what happens in each picture using who, what, where, when. Use sequence adverbs.
Guided Drafting	Sentence starters: "She left her house...", "At the stadium...". "She ran fast and...". Practice past tense.
Revising and Editing	Focus on logical order, past tense verbs, and using connectors. Peer feedback
Finalizing	Rewrite with attention to narrative flow with at least 35 words in 3 to 4 sentences or more.
Assessment	KET rubric — content, organization, grammar, and vocabulary.

❖ **Introduction**

- Greet students and say: “Today we’re going to write a short story based on pictures. Have you ever participated in or watched a race?”
- Show the three pictures and ask:
 - ✓ “What do you think is happening in the first picture?”
 - ✓ “What’s going on in the second one?”
 - ✓ “How do you think the story ends?”
- Emphasize the use of the past tense and sequencing words (First, Then, Finally).

❖ **Pre-writing**

- Write the following questions on the board to guide brainstorming:
 - ✓ Who is the girl in the story?
 - ✓ Where is she going?
 - ✓ What is the event?
 - ✓ What happens at the end?
- Students take 2–3 minutes to write short answers in their notebooks.

❖ **Guided Drafting**

- Provide sentence starters and sequencing connectors:
 - ✓ *First, she left her house and said goodbye...*
 - ✓ *Then, she got ready for the race...*
 - ✓ *Finally, she...*
- Encourage students to write at least 35 words and stay connected to the images.

Student Actions

- Brainstorm with guiding questions.
- Write a short story in the past tense, using images as inspiration.

Example Student Draft:

First, the girl left her house and said goodbye to her mom. Then she arrived at the stadium and got ready to run. Finally, she ran very fast and won the race. She was very happy.

❖ Revising and Editing

- Provide a checklist:
 - ✓ Did you write in the past tense?
 - ✓ Did you use First, Then, Finally?
 - ✓ Did you describe all three pictures?
 - ✓ Are your sentences complete?
- Allow peer-review or self-check with this list.

❖ Finalizing

- Students rewrite their final version neatly.
- Volunteers may read their story aloud to the class.

❖ Assessment

- Use the Cambridge KET Writing Rubric.

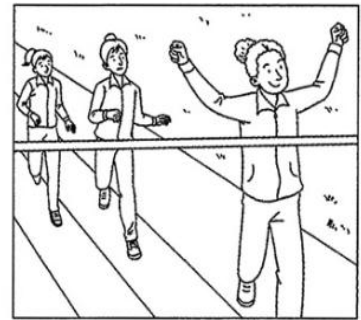
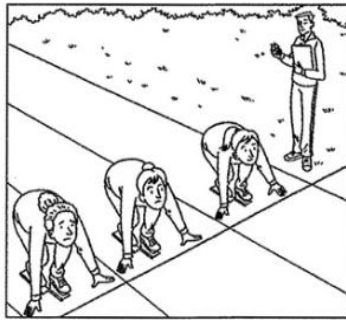
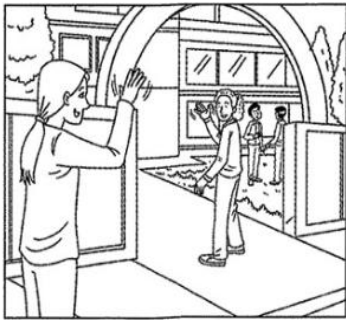
Part 2

Question 2

Look at the pictures.

Write the story shown in the pictures.

Write **35 words** or more



Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 7

TASK TYPE: Story Completion II.

PROMPT: Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

COMPONENT	DESCRIPTION
Introduction	Talk about daily routines and weekend activities. Ask students what they usually do with friends. Show a sample story about a fun day.
Pre-writing (Planning)	Brainstorm: Describe what the boy is doing in each picture e.g., wake up, walk, play. Use sequence adverbs.
Guided Drafting	Sentence starters: "He got up early...", "He met his friends...?". "They played football...". Practice past tense.
Revising and Editing	Focus on logical order, past tense verbs, and using connectors. Peer feedback.
Finalizing	Rewrite with attention to narrative flow with at least 35 words in 3 to 4 sentences or more.
Assessment	KET rubric — content, organization, grammar, and vocabulary.

❖ **Introduction**

- Greet students and ask: “What do you usually do on a weekend morning?”
- Show the three pictures and elicit ideas: “What do you see in each picture? What do you think happened first, next, and last?”
- Highlight the structure of a simple story: beginning (wake up), middle (meet friends), end (play together).

Write a short model on the board:

Yesterday, I got up early. I met my friends, and we walked to the park. We played soccer and had a lot of fun.

❖ **Pre-writing**

- Write these brainstorming questions on the board:
 - ✓ What day was it?
 - ✓ What time did he wake up?
 - ✓ Who did he meet?
 - ✓ Where did they go?
 - ✓ What did they do in the park?
 - ✓ How did the boy feel?
- Ask students to answer these questions in their notebooks.

❖ **Guided Drafting**

- Provide these sentence starters:
 - ✓ Yesterday, I got up at...
 - ✓ I met my friends at...
 - ✓ We went to the...
 - ✓ We played...

✓ It was...

- Students write their first drafts using the ideas they brainstormed.

Student Actions

- Observe the pictures and answer the brainstorming questions.
- Use the sentence starters to write a short story describing the sequence of events.

Example Student Paragraph:

Yesterday, I got up at 8 a.m. Then, I met my friends, and we walked to the park. We played soccer and laughed a lot. It was a fun day.

❖ Revising and Editing

- Teacher provides this checklist:
 - ✓ Did you describe all three pictures?
 - ✓ Did you use the past tense?
 - ✓ Did you include linking words (first, then, after that)?
 - ✓ Is the story easy to follow?
- Students check their drafts and revise if needed.

❖ Finalizing

- Students rewrite the story with clean handwriting.
- Teacher may select a few students to read their stories aloud.

❖ Assessment

- Use the Cambridge KET Writing Rubric.

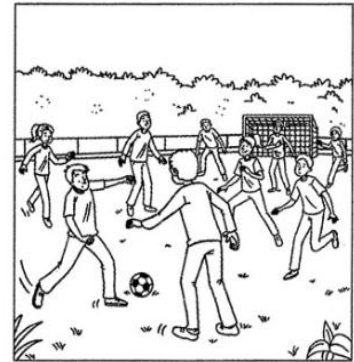
Part 2

Question 2

Look at the pictures.

Write the story shown un the pictures.

Write **35 words** or more



Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.</p>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.</p>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<p>Irrelevances and misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	<p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 8

TASK TYPE: Story Completion III.

PROMPT: Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

COMPONENT	DESCRIPTION
Introduction	Start with a discussion: "Have you ever lost something at the beach?" Show a sample story about a beach trip. Discuss beach-related vocabulary: sand, wind, souvenir, beach ball.
Pre-writing (Planning)	Brainstorm: Describe what the girls are doing in each picture e.g., buy, walk, talk. Use sequence adverbs.
Guided Drafting	Prompts: "They bought a ball...", "They walked along the beach...", "The wind blew the ball away...". Practice past tense.
Revising and Editing	Focus on logical order, past tense verbs, and using connectors. Peer feedback.
Finalizing	Rewrite with attention to narrative flow with at least 35 words in 3 to 4 sentences or more.
Assessment	KET rubric — content, organization, grammar, and vocabulary.

❖ **Introduction**

- Begin by asking: “Have you ever been to the beach with a friend? What did you do there?”
- Connect students' personal experiences to pictures.
- Emphasize storytelling elements: sequence of events, using past tense, and descriptive vocabulary.

Show model sentence on the board:

Last weekend, my friend and I went to the beach. We swam, collected shells, and had a great time.

❖ **Pre-writing**

- Ask students:
 - ✓ Who are the girls?
 - ✓ What is the first thing they do?
 - ✓ What happens next?
 - ✓ How does the day end?
- Make students take short notes answering these questions in their notebooks.

❖ **Guided Drafting**

- Provide sentence starters:
 - ✓ *One sunny day, two girls went to the beach...*
 - ✓ *They bought a beach ball and...*
 - ✓ *Later, they decided to...*
- Encourage students to link the actions across the pictures.

Student Actions

- Use notes and sentence starters to draft the story.

Example Student Draft:

One Saturday, two girls went to the beach. They bought a nice beach ball and talked. After some time, they walked along the shore. Sadly, the ball blew out because of the wind, but they had a nice time together.

❖ Revising and Editing

- Teacher reviews checklist:
 - ✓ Did you use the past tense?
 - ✓ Are the actions in the correct order?
 - ✓ Did you use descriptive words?

❖ Finalizing

- Students rewrite their story in neat handwriting.
- Volunteers can share aloud with the class.

❖ Assessment

- Use the Cambridge KET Writing Rubric

Part 2

Question 2

Look at the pictures.

Write the story shown un the pictures.

Write **35 words** or more



Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 9

TASK TYPE: Story Completion IV.

PROMPT: Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

COMPONENT	DESCRIPTION
Introduction	Start with a discussion: "What would you do if you found someone's belonging?" Show a sample story about this situation. Discuss values like honesty and responsibility.
Pre-writing (Planning)	Brainstorm: Describe what's happening in each picture e.g., find, check, contact, call. Use sequence adverbs.
Guided Drafting	Prompts: "They a purse...", "They looked inside...", "They called the owner...". Practice past tense.
Revising and Editing	Focus on logical order, past tense verbs, and using connectors. Peer feedback.
Finalizing	Rewrite with attention to narrative flow with at least 35 words in 3 to 4 sentences or more.
Assessment	KET rubric — content, organization, grammar, and vocabulary.

❖ **Introduction**

- Show the three pictures to students.
- Ask: “Have you ever found something lost in the street? What would you do?”
- Explain that they are going to write a short story based on the pictures.

❖ **Pre-writing**

- Guide a discussion using these questions:
 - ✓ Who are the people in the pictures?
 - ✓ What do they find?
 - ✓ What do they do when they find the purse?
 - ✓ How does the story end?
- Students take notes in their notebooks.

❖ **Guided Drafting**

- Provide sentence starters:
 - ✓ One day, two teenagers were walking when...
 - ✓ They picked up a purse and...
 - ✓ Inside the purse, they found...
 - ✓ They decided to...
 - ✓ In the end, they...
- Write an example on the board and model the structure.

Student Actions:

- Use their notes to complete a short story draft using the sentence starters.

Example Student Draft:

One day, two teenagers were walking to school when they saw a purse on the ground.

They picked it up and looked inside. There was money, a phone, and an ID card. They

decided to go to the address on the ID. The woman was very happy to get her purse back and thanked them.

❖ **Revising and Editing**

- Provide a checklist:
 - ✓ Does your story have a clear beginning, middle, and end?
 - ✓ Did you use past tense correctly?
 - ✓ Did you describe the pictures in the correct order?
- Students revise their stories accordingly.

❖ **Finalizing**

- Students rewrite their corrected version neatly.
- Volunteers may read their stories aloud to the class.

❖ **Assessment**

- Use the Cambridge KET Writing Rubric.

Part 2

Question 2

Look at the pictures.

Write the story shown un the pictures.

Write **35 words** or more



Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.</p>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.</p>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<p>Irrelevances and misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	<p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

STRUCTURED JOURNALING PLAN 10

TASK TYPE: Story Completion V.

PROMPT: Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

COMPONENT	DESCRIPTION
Introduction	Start with a discussion: "What do you usually eat for breakfast? What do you do when there's no food at home?" Show a simple story about this situation.
Pre-writing (Planning)	Brainstorm: Describe what's happening in each picture e.g., wake up, look at, check, go out. Use sequence adverbs.
Guided Drafting	Prompts: "He got up...", "He checked the fridge...", "He went to...". Practice past tense.
Revising and Editing	Focus on logical order, past tense verbs, and using connectors. Peer feedback.
Finalizing	Rewrite with attention to narrative flow with at least 35 words in 3 to 4 sentences or more.
Assessment	KET rubric — content, organization, grammar, and vocabulary.

❖ **Introduction**

- Show students the three pictures.
- Ask: “Have you ever woken up and found there was no food at home? What did you do?”
- Explain the task: Write a story that explains what happened to the man in the pictures.

❖ **Pre-writing**

- Ask students:
 - ✓ What does the man do first?
 - ✓ What does he find when he opens the fridge?
 - ✓ How does the story end?
- Write key vocabulary on the board: wake up, hungry, fridge, empty, café, breakfast.

❖ **Guided Drafting**

- Provide sentence starters:
 - ✓ One morning, a man woke up and...
 - ✓ He felt hungry and...
 - ✓ He opened the fridge but...
 - ✓ So, he decided to...
 - ✓ At the café, he...
- Give a brief modeled story using the sentence frames.

Student Actions:

- Draft a short story using their notes and the sentence starters.

Example Student Draft:

One morning, a man woke up very hungry. He went to the kitchen and opened the fridge, but it was empty. There was no milk, no eggs, and no bread. So, he decided to

go out to a café near his house. He ordered a big breakfast and felt much better after eating.

❖ **Revising and Editing**

- Provide checklist:
 - ✓ Did you include all three pictures in your story?
 - ✓ Is the story in past tense?
 - ✓ Are your sentences clear and complete?
- Students self-correct or work with a partner.

❖ **Finalizing**

- Students rewrite the final version neatly.
- Teacher may display some of the final versions on the wall or collect for assessment.

❖ **Assessment**

- Use the Cambridge KET Writing Rubric.

Writing Assessment subscales for A2 Key.

A2	Content	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.</p>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	Text is connected using basic, high-frequency linking words. Uses basic vocabulary reasonably.	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.</p>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<p>Irrelevances and misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	<p>Produces basic vocabulary of isolated words and phrases.</p> <p>Produces few simple grammatical forms with only limited control.</p>
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>	

Innovative Proposal Evaluation

To assess students' progress in English writing skills, this proposal employs the writing section of the Cambridge KET exam as a standardized post-test. As Yeh et al. (2022) explain, a post-test is "an assessment administered after the implementation of an instructional intervention, designed to measure students' progress and determine the effectiveness of the applied methodology" (p. 601). This tool is chosen to provide a reliable measure of how much students have improved after participating in the structured journaling plan.

At this stage of the proposal, the post-test was applied to assess the outcomes achieved by a group of 22 ninth-grade students from a private high school. These students participated as a single cohort throughout the implementation of the structured journaling plan. The post-test functioned as a concrete tool to measure their advancement in English writing. Additionally, it allowed learners to reflect on their individual progress by identifying the level of writing they had reached and recognizing the development of their skills over time.

Validation of the Proposal

Based on the Indoamerica University Thesis Manual, there are three methods for **Proposal validation, in this case, the most relevant and reliable method for the proposal is "METHOD 3: Validation through its application in the practice of the proposal"**, option one: "Verification of the results showing a transformation from the initial diagnosis by implementing the total or partial proposal to the entire study sample". The approach used in this study included all the necessary components to track students' progress: a focused group of 22 ninth-grade students, a diagnostic phase through a pre-test, and the implementation of a structured journaling plan over the course of ten sessions. As stated earlier, the pre-test administered was the writing section of the Cambridge KET exam. Once students' writing

levels were identified, the instructional phase began with the application of the plan. In the final stage, a post-test was conducted to collect concrete data on how students' English writing skills evolved. The comparison between pre- and post-test results provided strong support for the hypothesis: the use of journaling as a strategy contributes to the improvement of writing skills by encouraging reflection, creativity, and consistent practice.

The analysis of the results was based on the official Cambridge KET writing rubric, which evaluates specific aspects such as text organization, vocabulary range, grammatical control, and the clarity of the written message. In addition, the grading system used aligns with the Common European Framework of Reference for Languages (CEFR), enabling the determination of each student's proficiency level before and after the plan was applied. Overall, the practical application of the proposal and the positive outcomes obtained validate its effectiveness and confirm the central hypothesis of this research.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After implementing, processing, and analyzing the data collection, it is possible to provide concrete information that allowed the researcher to set the following conclusions related to the impact of the Journaling strategy in the development of English writing skills in ninth-grade students at “Unidad Educativa Genesis” during the 2024-2025 academic year. Results obtained of this research demonstrate that journaling is an effective strategy for enhancing student’s English writing skills. Students who were involved in structured journaling tasks over time showed considerable progress in areas like organization, construction and the use of vocabulary. The habit of practicing the way they expressed their ideas helped to reduce anxiety and make them build confidence by making them produce more fluent and coherent written communication and according to Putra and Abdullah (2023), frequent writing through journaling allows learners to internalize linguistic forms and structures, and to enhance writing skills.

Furthermore, by the application of journaling as a writing strategy, students could learn critical thinking and autonomy and became more aware of their writing process reflecting on their language use. The research conducted by Aydin and Üzümlü (2021), stated that reflective journaling fosters self-regulated learning and promotes better language knowledge which is aligned with the metacognitive benefits observed during this study. Additionally, through narrative journaling exercises students had the opportunity to enhance their ability to organize and express their thoughts in a better way, creating effective communication in English, making writing a significant and learner-centered experience.

Another key result of this strategy was the students' engagement during these activities; they demonstrated more interest in completing writing tasks that were aligned to real-world situations and connected to their daily lives, and according to Setiawan and Megawati (2022), individualization in writing activities makes learners feel more motivated and fosters authentic use of the language. As learners became emotionally involved in their writing, their products became more expressive and effective.

Lastly, the frequent use of visual prompts and monitoring contributed to having more coherent and cohesive writing since students began to develop the ability to create narrative texts with good sequence, which are essential elements of academic writing, and according to Pratiwi and Asmawati (2021), visual stimuli linked with journaling can effectively guide narrative development, especially for learners at lower competence levels.

Recommendations

Based on the results from this study, it is recommended that EFL teachers implement journaling into their classroom activities, especially when reinforcing English writing skills. As mentioned by Putra and Abdullah (2023), frequent journaling exercises lead to acquire linguistic competence over time and supports learners to make language personal and significant.

Teachers are also motivated to incorporate reflection into journal writing activities by facilitating guiding questions or sentence starters that support learners to have a clear idea of how to start writing, and they can express ideas, opinion, feelings,

or goals without struggling. This type of reflective task improves writing skills and foster metacognitive skills, as highlighted by Aydin and Üzüm (2021).

Moreover, before students are expected to start writing by themselves, the first journal entries should include modeled examples, sentence starters, word banks, etc. to provide scaffolding.

To make students feel motivated, it is effective to create flexible topics and occasionally establish free journaling days where students can choose topics they like or are interested in and allow them to write freely. According to Setiawan & Megawati (2022), this sense of autonomy improves motivation and promotes a robust connection to the target language. Educators could also use journals as formative evaluation, providing feedback focused on content and the use of the language and not only on mistakes.

Finally, professional development for teachers could involve instruction on how to apply journaling activities effectively, assess reflective writing, and of course, integrate technology when necessary. For instance, using blogs or digital journals could support encourage participation and language expression, especially in online or hybrid education as mentioned by Pratiwi and Asmawati (2021).

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ANNEXES

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Ambato, MARZO 19, 2025

1. DATOS INFORMATIVOS:

<p>1.1. Apellidos y nombres:</p> <p>MORA MAYORGA JAIME ANDRÉS</p>
<p>1.2. Programa de maestría:</p> <p>MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS.</p>

Mgr. Jorge Peña

Rector de la Unidad Educativa "Génesis"

Yo, *Jaime Andrés Mora Mayorga*, me dirijo a usted muy respetuosamente para solicitar autorización de ingreso a la Unidad Educativa que usted muy acertadamente la dirige, con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, se detalla el estudio educativo:

Título:

THE EFFECTIVENESS OF JOURNALING IN THE DEVELOPMENT OF ENGLISH WRITING SKILLS IN NINTH-GRADE STUDENTS

Objetivo general:

Explorar el uso del "Journaling" en el desarrollo de las habilidades de escritura en estudiantes de inglés como lengua extranjera (EFL) de 9.º grado, fomentando la práctica regular y la autoexpresión, y potenciando el pensamiento crítico para mejorar su dominio del inglés.

Objetivos específicos:

- Identificar el nivel de escritura en estudiantes de inglés como lengua extranjera (EFL) de 9.º grado.
- Diseñar un programa estructurado del "Journaling" para desarrollar las habilidades de escritura en inglés.
- Implementar el programa estructurado del "Journaling" para desarrollar las habilidades de escritura en inglés.
- Evaluar la eficacia del diario en el desarrollo de las habilidades de escritura en estudiantes de inglés como lengua extranjera (EFL) de 9.º grado.

La información será recolectada a través de la implementación de un pre y post examen estandarizado de Cambridge, el cual se enfoca específicamente en la sección de escritura.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,



Autorizado.



Firma: _____

Nombres y apellidos: JORGE PEÑA

Rector

C.I.: 1703613859

Sello de la institución: _____





Universidad Tecnológica Indoamérica
Format for validating the contents of the “Pre-test” and “Post-test” instruments of
the research.
Author: Jaime Andrés Mora Mayorga

Expert validator’s name: M.Sc Alejandra Cárdenas
Date: 06-03-2025


Theme:

**THE EFFECTIVENESS OF JOURNALING IN THE DEVELOPMENT OF
ENGLISH WRITING SKILLS IN NINTH-GRADE STUDENTS**

Objective: To determine the validity and reliability of the evaluation instrument designed to identify the level of English writing skills by applying a pre- and post-test.

INSTRUMENT: Pre-test and Post-test.

Description: The writing section of the Cambridge Key Test (KET) is the instrument used as a pre and post-test during this research project to evaluate learners’ English writing skills before and after applying the strategy of Journaling. This exam is a standardized examination designed by Cambridge which assesses A2-level English according to the CEFR. The writing section evaluates the ability students have to produce short but coherent texts with the use of appropriate grammar and vocabulary. Hence, by analyzing the students’ performance with this instrument, the study focuses on determining the effectiveness of journaling in the development of English writing skills.

Validity (mark with an X in the appropriate box according to your criteria)					
Applicable:	X	Not Applicable:		Applicable based on the observations:	
Validation Expert data					
Validated by:	M.Sc Alejandra Cárdenas	ID:	1713206835	Date:	06-03-2025
Signature:		Phone Number:		E-mail:	



Universidad Tecnológica Indoamérica

Format for validating the contents of the “Pre-test” and “Post-test” instruments of the research.

Author: Jaime Andrés Mora Mayorga

Expert validator’s name: Julia Anabel Cedeño Carrera

Date: March 19th, 2025


Theme:

THE EFFECTIVENESS OF JOURNALING IN THE DEVELOPMENT OF ENGLISH WRITING SKILLS IN NINTH-GRADE STUDENTS

Objective: To determine the validity and reliability of the evaluation instrument designed to identify the level of English writing skills by applying a pre- and post-test.

INSTRUMENT: Pre-test and Post-test.

Description: The writing section of the Cambridge Key Test (KET) is the instrument used as a pre and post-test during this research project to evaluate learners’ English writing skills before and after applying the strategy of Journaling. This exam is a standardized examination designed by Cambridge which assesses A2-level English according to the CEFR. The writing section evaluates the ability students have to produce short but coherent texts with the use of appropriate grammar and vocabulary. Hence, by analyzing the students’ performance with this instrument, the study focuses on determining the effectiveness of journaling in the development of English writing skills.

Validity (mark with an X in the appropriate box according to your criteria)					
Applicable:	<input checked="" type="checkbox"/>	Not Applicable:	<input type="checkbox"/>	Applicable based on the observations:	<input type="checkbox"/>
Validation Expert data					
Validated by:	Julia Anabel Cedeño Carrera	ID: 1712480472	Date: March 19 th , 2025		
Signature:		ID: 1712480472	Date: March 19 th , 2025		



CAMBRIDGE English

Key

Writing

Sample Pre-Test

Time 25 minutes

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully.

Answer all the questions.

You must complete the test within the time limit.

At the end of the test, hand it in to your teacher.

INFORMATIVE DATA

STUDENTS' NAME: Kelly Ortega

AREA: EFL

LEVEL/SUBLEVEL: EGB

COURSE: 9th

DATE: March 18th, 2025

Part 1

Question 1

You want to go swimming on Saturday with your English friend, Toni. Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write 25 words or more.

Toni go to swimming pool on Saturday
with your friends is funny or good in
pool leave at 10:00 am and leave at
14:00 pm

Att: your English friend.

Part 2

Question 2

Look at the three pictures.
Write the story shown in the pictures.
Write 35 words or more.



Pablo wake up at 9:00 o'clock go to
kitchen and breakfast more time go to
a stadium and play football and dinner at
19:00 o'clock.

INFORMATIVE DATA

STUDENTS' NAME: Kelly Ortega
AREA: EFL
LEVEL/SUBLEVEL: EGB COURSE: 9th
DATE: March 25th, 2023

Part 1

Question 1

You would like to go to the park tomorrow. Write an email to your English friend
Sammy.

In your email:

- ask Sammy to come to the park with you
- explain how you can both get there
- say what you can do there.

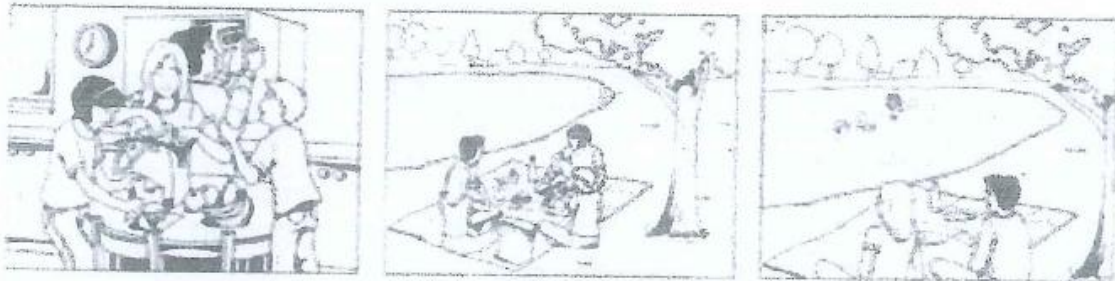
Write 25 words or more.

Hello Sammy I want to go to the park to play soccer. First
I will go by car. Then we can play soccer, picnic, talk, ride a bike. After
eat ice cream and finally, play basketball.
Bye

Part 2

Question 2

Look at the three pictures.
Write the story shown in the pictures.
Write 35 words or more.



Samantha Emma and Louise wake up at 9 o'clock. First, eat (a) breakfast, after, go to the park & picnic and finally, go to the house eat (d) dinner.



Kelly Ortega

Key

March, 26th, 2025

Writing

Sample Post-Test

Time 25 minutes

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully.

INFORMATIVE DATA

STUDENTS' NAME:

AREA: EFL

LEVEL/SUBLEVEL: EGB

COURSE: 9th

DATE:

Part 1

Question 1

You would like to go to the park tomorrow. Write an email to your English friend Sammy.

In your email:

- ask Sammy to come to the park with you
- explain how you can both get there
- say what you can do there.

Write 25 words or more.

Hello Sammy, would you like to go to the park with me on Saturday at 11:00 o'clock? We'll go in my car to the park. We can play, talk, walk and we can take our bikes. Okay, bye, Sammy.

NICE!

Part 2

Question 2

Look at the three pictures.
Write the story shown in the pictures.
Write 35 words or more.



Carlos, Ana, Emma and José were preparing food for a picnic in the park. There, they found a tree and a lake. Then, they played for a while, returned home at 6:30 and that was the end of their day.

