Journal Writing:
a Tool to Help Develop Student Voice

Timur Boskin
MA in TESOL, KIMEP University
International School of Astana
International Baccalaureate Coordinator

The purpose of the study
    is to explore journal writing as a mean that helps develop students' voices in EFL classroom

Student's voice

the representation of learners' own ideas, opinions, knowledge and experiences.

Manefield et al, 2007

Research Questions:

- Does the use of journal writing activity contribute to the development of students' voices in EFL classroom?

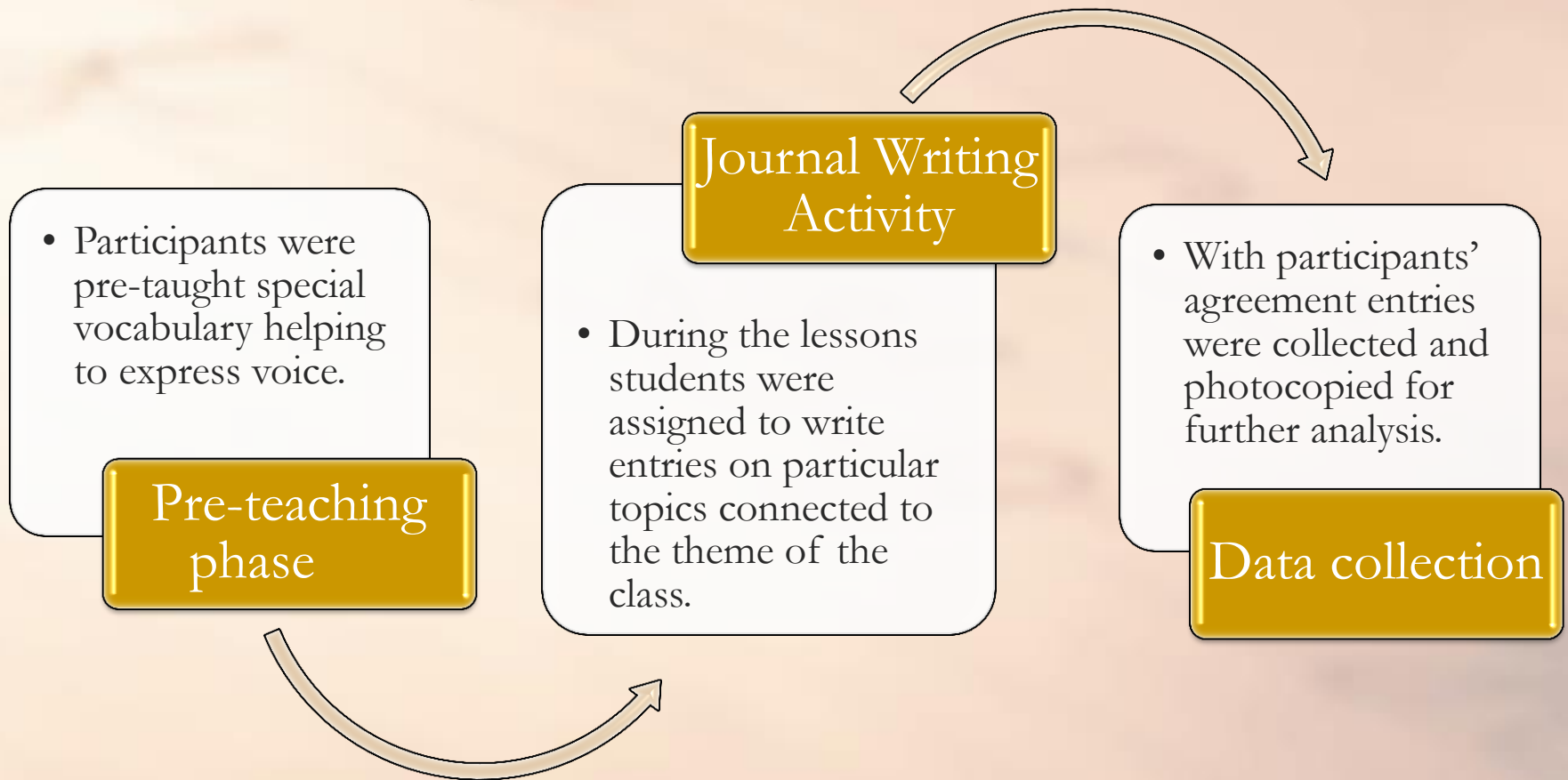- How can journal writing activity help develop students' voices in EFL classroom?

Overview of Literature

Student's voice	Journal writing	Student's voice & journal writing
Read et al., 2001	Casanave, 1994	Richardson, 2001
O'Brien, 2006	Baxter, 2009	Kordalewski, 2001
Manefield et al., 2007	Iida, 2010	Costellanos, 2008

Project

Context	Participants
Urban school for gifted students with the majority of students coming from intellectual elite class families. **The special focus** is given to Math, Physics, Computer Science and English. **The school authority** went beyond the Ministry if Education requirements, and set up the goal for English faculty to prepare students for successful passing International Standardized Tests (especially for IELTS).	**2 groups**: A (17 st-s) and B (12 st-s) **Grade**: 9 **Ages:** 15-16 **English language proficiency**: intermediate. **Mother tongue**: Russian

Project design

- Participants were pre-taught special vocabulary helping to express voice.

Pre-teaching phase

Journal Writing Activity

- During the lessons students were assigned to write entries on particular topics connected to the theme of the class.

- With participants' agreement entries were collected and photocopied for further analysis.

Data collection

Data Analysis

| Scheme based on Revised Boom's Taxonomy (Anderson, L.W., & D. Krathwohl , 2001)	Alternative methods added in the process of analyzing	Interview
Ex.: **Analyzing:** however / though nevertheless/whereas etc. **Evaluating:** I think/ I consider, in my opinion/ in my view / to my mind/ this is a matter of opinion etc. **Creating:** my idea is, I am determined to do sth I'm planning to do sth/in addition to / additionally besides / moreover/above all	1. Error analysis 2. Creativity 3. Formatting 4. Voice 5. Topic selection	9 questions about general view on activity, likes dislikes, improvement opportunities. +1 specific questions addressing to the individual

Results

Student's voice

Journal Writing Activity

Summary of the findings

✓ The most frequent level of cognitive domain was EVALUATING.

✓ Many alternative ways of expressing voice were investigated (expressiveness and creativity, formatting, topic selection).

✓ The journals are personalized and individual.

✓ Teacher-students relationship improved.

"TO LIVE A CREATIVE LIFE, WE MUST LOSE OUR FEAR OF BEING WRONG."
— JOSEPH CHILTON PEARCE
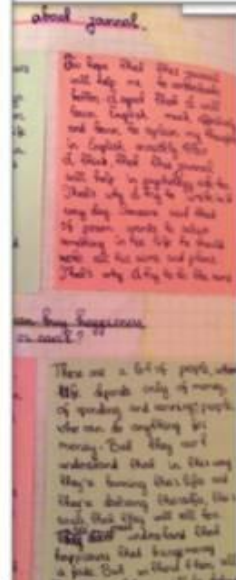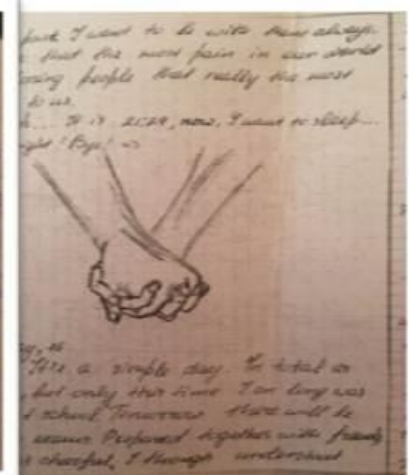
Stream of consciousness

Ex.:

ST 12: *It's 20:25 write (right) now…and I thought about one thing: what will happen if somebody will draw the ideal copy of something? Will it become a real thing? I think it will. Cause the only ideal thing our thought, always becomes real. Why thought is ideal?*

ST 25: *People think that we can pass this unreal difficult exams?! I want to draw! I want to sit near some sea or river and draw my world, without exams, without murders, without bad people. They are already do smth with and then I came home, I can only cry! Why I can't do nothing?! Why…?!*

Conclusion

- Does the use of journal writing activity contribute to the development of students' voices in EFL classroom?

- How can journal writing activity help develop students' voices in EFL classroom?

1. **Longitudinal study**

2. **Employ the development of students' voices through the different degrees of certainty or modality of your opinions or argument**

3. **Students' voices on the activity as a class management (interviews)**

4. **Journal writing and Speaking development**

5. **and…**

Individuals at risk of suicide rarely seek help, however these individuals may exhibit risk factors and behaviours that identify them. Gatekeeper training programs aim to develop the knowledge, attitudes and skills to identify individuals at risk, determine the level of risk, and then refer at-risk individuals for treatment. A "gatekeeper" is anyone in a position to recognize a crisis and warning signs that someone may be contemplating suicide. In relation to adolescents, key potential gatekeepers include **teachers** and other school staff, such as school psychologists and nurses.

Haarr, 2012

« To live a creative life, we must lose our fear of being wrong. »

— Joseph Chilton Pearce

Thank you!