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MASTER IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

DEGREE WORK

**PRIOR TO OBTAINING THE DEGREE MASTER IN PEDAGOGY OF ENGLISH AS
A FOREIGN LANGUAGE**

THESIS TOPIC

**“ENHANCING WRITING SKILLS IN TENTH-GRADE STUDENTS THROUGH
THE IMPLEMENTATION OF QUIZZZ AT THE JOSÉ VICENTE TRUJILLO
PUBLIC HIGH SCHOOL”**

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Resumen

Las destrezas de escritura de los estudiantes fueron mejoradas gracias a la ayuda de la plataforma tecnológica QUIZIZZ , la cual animó a la interacción y competitividad de los estudiantes al aprendizaje y escritura de nuevos vocabularios y a la correcta escritura de la estructura de una oración en los diferentes tiempos verbales, todo esto mediante preguntas elaboradas en la aplicación digital QUIZIZZ, este fue el objetivo principal, la escritura correcta de palabras y oraciones mediante cuestionarios interactivos en la plataforma digital. El proyecto fue aplicado a una muestra de treinta y ocho estudiantes del décimo año de Educación general básica con un nivel A2 de suficiencia en el idioma inglés en el colegio fiscal José Vicente Trujillo en la ciudad de Guayaquil. El estudio empezó con una entrevista a fin de sondear el sentir y pensar de los estudiantes con las actuales estrategias de enseñanza de escritura empleadas por su docente. Luego continuó con la aplicación de una prueba inicial o pretest para para diagnosticar el nivel escritura de los estudiantes tanto en vocabulario como en la elaboración de oraciones estructuradas correctamente. El docente monitoreó las actividades a fin de realizar la retroalimentación a los estudiantes y la herramienta o aplicación digital empleada ayudó no sólo en las destrezas de escritura de los estudiantes sino también a desarrollar su capacidad para realizar trabajo colaborativo o grupal e interacción social entre ellos ya que la plataforma también permite participar por equipos y no sólo de manera individual. La investigación realizada dentro del presente proyecto contribuye positivamente en la enseñanza del idioma inglés como una herramienta para mejorar las destrezas de escritura en los estudiantes mediante la tecnología, así también como la interacción, el trabajo colaborativo y de apoyo entre ellos.

Palabras clave: herramienta o aplicación digital, escritura, interacción, trabajo colaborativo.



Abstract

The writing skills of students were improved thanks to the help of the QUIZZZ technological platform, which encouraged the interaction and competitiveness of the students in learning and writing new vocabulary and in correctly writing the structure of a sentence in different verb tenses, all this through questions prepared in the QUIZZZ digital application, this was the main objective, the correct writing of words and sentences through interactive questionnaires on the digital platform. The project was applied to a sample of thirty-eight students from the tenth year of Basic General Education with an A2 level of proficiency in the English language at the José Vicente Trujillo public school in the city of Guayaquil. The study began with an interview to probe the students' feelings and thoughts about their teacher's current writing teaching strategies. Then he continued with the application of an initial test or pretest to diagnose the students' writing level both in vocabulary and in the preparation of correctly structured sentences. The teacher monitored the activities in order to provide feedback to the students and the digital tool or application used helped not only the writing skills of the students but also to develop their ability to carry out collaborative or group work and social interaction between them since the platform also allows to participate in teams and not just individually. The research carried out within this project contributes positively to the teaching of the English language as a tool to improve students' writing skills through technology, as well as interaction, collaborative work and support between them.

Keywords: digital tool or application, writing, interaction, collaborative work.



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Introduction

Currently, teaching in the upper basic sublevel classrooms has represented a great challenge for teachers since, the 2022-2023 school year in the Costa region, was the first face-to-face year after two years of education in virtual mode due to the confinement due to the Covid 19 pandemic, the public education system received students with great educational deficiencies in various subjects of the curriculum.

Therefore, teachers have had to adapt their teaching methods and strategies to accommodate these students and help them catch up on their educational progress. The transition from online to face-to-face learning has been difficult for both teachers and students, as they have had to adjust to a new learning environment and interact with each other in person.

Justification of the Problem

One major challenge that teachers face is the wide range of educational deficiencies among students. Some students may have fallen behind in all subjects, while others may have specific gaps in certain areas. This requires teachers to personalize their instruction and provide targeted support to address each student's individual needs.

Additionally, the limited resources and overcrowded classrooms have further added to the challenges faced by teachers. With a large number of students and limited teaching materials, it becomes even more challenging to provide quality education and ensure that every student receives the help they need. To overcome these challenges, teachers have employed various strategies. They have implemented diagnostic assessments to identify the specific areas where students need support and have tailored their lessons accordingly. They have also incorporated group work and peer tutoring to facilitate collaborative learning and encourage students to help each other.

Furthermore, teachers have sought support from the school administration and education authorities to address the resource and infrastructure issues. They have advocated for smaller class sizes, increased access to teaching materials, and professional development opportunities to enhance their teaching skills.

Teaching in the upper basic sublevel classrooms during the post-Covid period in the Costa region has posed significant challenges for teachers. However, they have adapted their teaching methods, provided personalized instruction, and sought support to help students



overcome their educational deficiencies. Despite the difficulties, teachers remain committed to ensuring that every student receives the education they deserve.

If the native language subjects presented learning problems, it was to be expected that the foreign language area, and in this case English. Teachers need to address these varying attitudes and motivations towards learning English. By understanding the reasons behind students' reluctance or enthusiasm, teachers can tailor their teaching methods and materials to make the language more engaging and relevant to them.

For students who lack interest in learning English because they have no plans to travel or use the language in an English-speaking country, teachers can emphasize the practical benefits of English in today's globalized world. They can showcase how English proficiency can open doors to better job opportunities, connect them with people from around the world, and enhance their understanding of international media and culture.

Meanwhile, for the minority group that shows a genuine affinity for the language, teachers can harness their enthusiasm and provide them with additional resources and opportunities to develop their English skills. This could include incorporating authentic materials like TV shows, movies, and songs into lessons, organizing language-based activities or projects that cater to their interests, and promoting international exchange programs or language immersion experiences.

Ultimately, it is essential for teachers to foster a positive learning environment and encourage all students to find their own personal motivation for learning English. By highlighting the practical benefits, cultural enrichment, and personal growth that can come from language learning, teachers can inspire students to overcome their initial reluctance and embrace the opportunity to learn a new language. For these reasons, this project is aimed at students in the tenth year of the José Vicente Trujillo Public High School in the city of Guayaquil.

Presentation and Contextualization

The José Vicente Trujillo Public High School is located south of the city of Guayaquil in the Pradera 2 citadel, close to populous neighborhoods such as Guasmo. The José Vicente Trujillo Public High School faces several challenges due to its location in a disadvantaged neighborhood. The fact that most students live near the institution and rely on foot or public transportation highlights the limited economic resources of the families. This suggests that



many students may face financial difficulties, potentially affecting their access to education-related resources such as textbooks or computers.

Moreover, the high criminal level in the area poses a significant concern for the safety and well-being of both students and staff members. The presence of gangs and territorial disputes can create an intimidating and unsafe environment, potentially affecting the educational experience of the students. The high school may need to implement strict security measures to ensure the safety of everyone within the premises.

Additionally, the socio-economic challenges faced by the students can have an impact on their academic performance. Limited access to resources and a potentially unstable home environment can make it difficult for students to focus on their studies. The educational establishment may need to provide additional support services such as counseling or tutoring to help students overcome these obstacles and succeed academically.

Overall, the José Vicente Trujillo High School faces various challenges related to the socio-economic and safety issues prevalent in its surrounding area. However, with the implementation of appropriate measures and support systems, the college can strive to provide a conducive learning environment for its students.

Although the educational institution has access to the Internet, it is limited to a two-hour use, so students cannot access the service throughout the day and this, in turn, also represents a limitation for teachers who cannot use technology and the internet to make their classes more attractive, then teachers have to adapt, improvise and innovate when teaching and getting students interested in learning a second language.

This limitation of internet access in educational institutions certainly poses challenges for both students and teachers. Without unrestricted access to the internet, students are unable to utilize online resources and tools that could enhance their learning experience. Similarly, teachers are unable to incorporate technology and internet-based activities into their lessons, which could make the classes more engaging and interactive. In such a scenario, teachers must find alternative ways to make their classes attractive and encourage students to learn a second language. Here are a few ways they can adapt, improvise, and innovate:

- Real-life interactions: Encourage students to engage in conversations and activities that promote language learning. This could involve group discussions, role-plays, and simulations.

- **Visual aids and multimedia:** Utilize offline resources like books, flashcards, pictures, and videos to make the learning experience more visual and appealing. These materials can be used to introduce new vocabulary, spark discussions, or present cultural aspects of the language.
- **Creative assignments:** Assign interesting and hands-on projects that encourage students to apply their language skills. This could include creating presentations, organizing debates, or writing short stories, in addition to creating mockups with specific themes.
- **Language immersion activities:** Organize events or field trips where students can practice the language in real-life situations. This could include visits to cultural centers, foreign language clubs, or even inviting native speakers to interact with the students.
- **Collaborative learning:** Foster a collaborative environment where students can work together in pairs or groups. This encourages peer-to-peer interaction and helps students practice their language skills with their peers.
- **Guest speakers:** Invite guest speakers who are fluent in the target language to share their experiences or conduct workshops. This offers a unique opportunity for students to interact with native speakers and learn from their expertise.
- **Offline language-learning resources:** Make use of textbooks, workbooks, and language-learning software that do not require an internet connection. These resources can provide structured lessons and exercises to supplement classroom teaching.

While lack of internet access may present limitations, it also provides an opportunity for teachers to explore alternative teaching methods and encourage creativity in the classroom. By adjusting their approach and incorporating various offline resources and activities, teachers can still create an engaging and effective learning environment for their students.

Engaging students in learning to write a new language can be a challenging task, but it is certainly possible. Here are some strategies that teachers can use to promote writing skills in a new language:



1. Provide clear explanations: Start by explaining to students why there might be discrepancies between the way words are pronounced and the way they are written in the new language. This will help them understand the complexity of the language and reduce their frustration.

2. Phonetics and pronunciation practice: Encourage students to practice phonetics and pronunciation regularly. Provide them with exercises, such as tongue twisters or pronunciation drills, and give them feedback on their progress. This will help them develop accurate pronunciation and become more confident in their writing.

3. Writing exercises: Incorporate writing exercises into your lessons to give students ample opportunities to practice writing in the new language. Start with simple tasks, such as writing short sentences or paragraphs, and gradually increase the complexity of the writing tasks as students' progress.

4. Use authentic materials: Bring in authentic materials, such as books, newspapers, or online articles in the new language, and assign writing tasks based on these materials. This will expose students to real-life examples of how the language is written and help them improve their writing skills.

5. Provide feedback and guidance: Give students regular feedback on their written work, highlighting both their strengths and areas for improvement. Provide them with specific suggestions to help them enhance their writing skills in the new language.

Additionally, encourage peer-review activities, where students can exchange their written work and provide feedback to each other.

6. Cultivate a supportive environment: Create a classroom environment where students feel comfortable making mistakes and taking risks with their writing. Encourage them to ask questions and seek clarification whenever they face difficulties. By fostering a supportive atmosphere, students will be more willing to engage in writing activities and overcome their fear of the new language.

Remember, learning to write in a new language is a gradual process, and it requires consistent practice and support. As teachers, it is essential to provide students with the necessary tools and resources to develop their writing skills, as it is a crucial aspect of their language learning journey. Can we engage students in learning to write a new language? Definitely, it is

possible to engage students in learning to write a new language. Here are some strategies that teachers can use to make the process engaging and effective:

1. Create a positive and supportive learning environment: Encourage active participation, provide regular feedback, and create opportunities for students to practice and improve their writing skills in the new language.

2. Use interactive activities and real-life situations: Incorporate interactive and communicative activities that simulate authentic writing tasks. For example, students can write emails, letters, or even stories using the new language.

3. Incorporate technology: Utilize online resources, language learning apps, and educational software to make the learning process more engaging and interactive. This can include virtual language exchange programs, online forums, or language learning games.

4. Foster creativity and personal expression: Give students the freedom to express themselves creatively in their writing. Encourage them to write poems, short stories, or even dialogues in the new language to enhance their linguistic and writing skills.

5. Connect learning to real-life contexts: Relate the learning of the new language to real-life contexts and situations that are relevant to the students. This could include discussing cultural aspects of the community where the language is spoken or exploring literature written in the new language.

6. Collaborative learning: Encourage students to work together on writing projects, peer review each other's work, and provide constructive feedback. This promotes active engagement, critical thinking, and language practice.

7. Monitor progress and celebrate achievements: Regularly assess the students' writing skills and provide timely feedback. Celebrate their progress and achievements to motivate and encourage ongoing learning.

By implementing these strategies and adapting them to the specific needs and interests of the students, teachers can effectively engage students in learning to write a new language. That is our task as teachers since it is not only our objective to transmit knowledge, but also, the output profile of the student requires it according to the Ecuadorian Education Laws.



Research Question

It is known to all that technology in modernity makes life at home, work, finances, science, and even more so in education easier. You cannot be oblivious to the rapid evolution of which humanity is part thanks to technology. Information and communication technologies have demonstrated how effective their tools are in the field of education for both teachers and students. They are here to stay and present a wide range of strategies when interacting inside and outside the classrooms. In this chapter, we will reveal the following question: How can the QUIZIZZ application help to improve students' writing skills?

Research Object

The objective of this research work is to enhance the writing skills of the English language in the students of the tenth basic year of the José Vicente Trujillo public educational unit through the use of the digital application QUIZIZZ. Since they, as students, do not have an affinity and show little interest in writing in a language that represents a great challenge for those who have become accustomed through their mother tongue to writing in the way they pronounce. On the other hand, another challenge is to consider that the structure in terms of the order of the parts of speech in the English language is very different from that of their native language.

General Objective

Improving English writing skills for students facing these challenges requires a tailored approach. Starting with acknowledging their familiarity with their native language's writing style and pronunciation is crucial.

Variables

In this study, an independent variable and a dependent variable are clearly defined with their respective dimensions and indicators, as reflected in the following table.

INDEPENDENT VARIABLE: **QUIZIZZ Digital Application**

DEPENDENT VARIABLE: **Enhancing Writing Skills**

Specific Objectives

This research is aimed to:

1. Improve writing skills in the English language through the QUIZIZZ Digital

Application for tenth-grade students At José Vicente Trujillo Public High School.

2. Design a series of quizzes to help students improve their writing skills in the English language using the digital application QUIZZZ.
3. Encourage students' active participation in their writing skills.
4. Development of writing skills through collaborative work and social interaction of students.

Here are steps to consider:

- **Understanding the Baseline:** Conduct assessments to gauge their current English writing skills. This could include essays, short responses, or even informal conversations to identify specific areas of struggle.
- **Cultural Connection:** Incorporate elements of their native culture into English writing exercises. This can make the learning process more engaging and relatable.
- **Structured Learning:** Break down English sentence structures and grammar into digestible parts. Focus on basic sentence construction, verb placement, and word order. Interactive exercises, games, or group activities could help reinforce these concepts.
- **Regular Practice:** Encourage consistent writing exercises, starting with simpler tasks and gradually increasing complexity. Provide topics that resonate with their interests to stimulate their motivation to write.
- **Feedback and Support:** Offer constructive feedback and individualized guidance. Allow them to express themselves freely while gently correcting errors and offering explanations.
- **Multimedia and Technology:** Utilize technology and multimedia resources, such as educational apps, videos, or interactive online tools. These can make learning more interactive and enjoyable.
- **Peer Interaction:** Encourage peer collaboration and discussions. Pairing students with varying proficiency levels can create an environment for mutual learning and support.

- Cultural Exchange and Exposure: Organize activities that expose students to English in real-world contexts, like watching English movies, reading simplified English texts, or engaging in conversations with native or fluent speakers.

Remember, patience and encouragement are key. Building confidence in writing English takes time, especially when it involves a significant shift from one's native language. Celebrate progress and improvements to motivate students in their learning journey.

Methodology

Methodology: Quantitative Method (Pre-test, Post-test and Questionnaires), and Qualitative Method (Observation)

Quantitative Method

Quantitative methods measure data in such a way that it can be processed both mathematically and statistically, that is, from the data collected it is possible to generate and obtain objective information so that the analysis of the data provides reliable information. This measurement can be done using instruments specific to the quantitative method such as surveys and questionnaires with either open or closed questions. This is how he expresses it (Libraries, 2023). On the other hand, these techniques become much more reliable to the public when entered into computer systems to automate information.

Qualitative Method

Although qualitative research has similar characteristics to the quantitative method, its primary objective is to understand a given problem from the participant's perspective. It is subjective because the data obtained from it is the perception, thinking or feeling of the population involved. regarding a certain topic. This is called culturally specific information since it addresses opinions and behavior within the social context of a particular population. This is what she says (Natasha Mack, 2005). A clear example of an instrument used within this methodology is the interview.

Population, the sample and sampling

The research project is aimed at students of the tenth basic year, parallel A, morning session of the José Vicente Trujillo Public High School of the city of Guayaquil. The age range of the students is between 14 and 16 years. Their level is A2. At the beginning of the school year, there were a total of 40 legally enrolled students on the list, of which 2 withdrew due to moving out of the city.

Therefore, the participation of the study subjects is made up of a population of 38 students who are legally enrolled in the Tenth year of basic general education, parallel A in the morning session. Furthermore, it has been determined that the sample is convenient since the implementation of the project includes the use of a digital application on electronic devices since, not all students that make up the population have access to the aforementioned devices.

This research work is of an experimental type since it has never been applied in educational institutions to teach a foreign language. Its direct beneficiaries are, first of all, the students who will be able to feel many advantages such as the rapid and fun improvement of the English language through technology and secondly to the teachers who will have in their hands a great teaching tool that can be applied not only to one but to several subjects and in several specialties.

Introducing new teaching methodologies, especially when they involve technology, can have significant benefits for both students and teachers. The potential for rapid and enjoyable language improvement through innovative methods could revolutionize how foreign languages are taught in educational institutions. It is wonderful to consider how this could empower teachers with versatile tools that extend beyond language instruction, potentially impacting various subjects and specialties.

The **scientific novelty** of this research work is the improvement of writing skills in students through the use of the digital application called QUIZIZZ to encourage students to engage in collaborative work, meaningful and fun learning. This project integrates technology and the use of the Internet to make the most of the English language learning process focused on writing skills. This process occurs because young people who are currently being educated face a world immersed in technology and teachers can make use of this powerful tool in favor of learning that invites and attracts students.

This research project is made up of the introduction, three chapters, conclusions, recommendations, bibliography references, and annexes. The mentioned components are organized logically to give the reader a sequence that begins with the identification of the problem, its analysis and the solution through implementation and implementation of the proposal.

Chapter 1 contains the theoretical foundations of the selected topic and method, which is the direct method, that is, the literature review, advantages of this method, contributions given

by other authors related to the topic, and the theoretical positions assumed by the researcher regarding the problem being investigated. This chapter shows the theoretical foundations on which the topic is based. Conduct a literature review to understand that the existing body of knowledge about this method is a solid approach. In addition, it takes advantage of the contributions made by other authors in this field to support the researcher's work.

Chapter 2 presents the methodological framework in which the researcher carries out the diagnostic evaluation of the problem through the application of research methods such as empirical, observation, surveys with closed questions, documentary analysis that supports this research, and delimitation of the population and the sample to be used in this research work.

Chapter 3 focuses on the theoretical proposal and validation by experts in this study according to the possible results of the implementation of the research methods. Additionally, this chapter includes an action plan as an example of the method selected to teach lessons with activities that promote interaction between teachers and students.

The **conclusions** include important observations related to the findings in the present research work as a result of the research methods applied during the study, and the compliance of the objectives established therein.

The **recommendations** suggest actions that can be taken subsequently considering the methodological strategies included in this research work to improve students' abilities and skills in writing the English language.

Finally, this work includes the bibliography references on which this research work is based and the annexes that show evidence of the processes carried out during this study.

Chapter I: Theoretical Framework

Research background

When learning a new language, students face great challenges such as different grammatical rules, different written pronunciations, parts of expressions in a certain order, everyday expressions that must be placed in context to be understood just as language does. Figuratively speaking, in any other language, this is usually a cause of denial or openness to new learning.

A common drawback teacher may notice from their students is that reading in English is related to culture in most literary genres such as fairy tales, myths and legends. Therefore, the teacher must get involved by activating the students' prior knowledge. Knowing the vocabulary cannot solve the problem when the text or the environment is not understood by the student. This is indicated (Haynes & Zacarian, 2010) when they say that ELLs can read the words, but that does not mean that they will understand the text. They do not know information that the author has not said; the information that "everyone knows."

Everything aforementioned suffered a negative charge during the confinement due to the Covid-19 pandemic. The students did not have adequate support or monitoring during the two years that virtual education lasted. Not only was the cognitive part affected, but the pandemic brought with it serious damage by disintegrating families on a personal and economic level. All the factors mentioned are some of the causes that negatively have affected education.

COVID-19 took many lives and much of people's lives. Families and entire communities have lost not only loved ones but also their way of life, having to deal every day with getting food and keeping and maintaining their homes. Keeping your job became a priority. Children and young people missed adequate learning and social interaction as they should be for two years. Companies have gone bankrupt. Millions of people have fallen below the poverty line, (OMS, 2022). At a time when the family economy was devastated by job losses, the top priority was to have safe housing and food on the tables, education then took a backseat, especially if paying an Internet bill was secondary to priorities. mentioned above.

The area of education was also greatly affected, students lost social contact, a factor with severe consequences at their age, especially if they were adolescents. Some groups of people have been affected much more than others. With a prolonged closure of schools and universities, young people have had to face vulnerability to social isolation and disconnection, which can generate anxiety, uncertainty, and loneliness and with this also come emotional and

behavioral problems. For some children and adolescents, staying at home meant an increased risk of suffering from family stress or abuse, which undoubtedly translates into risk factors for mental health problems (OMS, 2022).

Current technology helped a lot, since through it contact was possible and virtual classes were also possible for those who had electronic media and internet access. Emotional containment was necessary at all levels and at all ages, but social interaction was affected and in the first year of returning to face-to-face teaching the work was hard because we literally started from scratch. It was clearly established that in our country, within virtual education, within the all the levels of public education, those who had the will and the technological resources learned.

In order to maintain physical distance during the COVID19 pandemic, ICT platforms previously designed and used for other distributed uses were adopted to maintain social connections and provide different services to continue meeting business needs but also to carry out virtual education (Shengnan Yang, 2022).

Importance of social interaction

Human beings cannot live in isolation, they must live in society. Living in society improves language and communication. If it is about adolescents, social skills reduce problematic behaviors in the classroom and, in addition, contribute to self-esteem, empathy and the solution of interpersonal problems. (Garaigordobil & Peña, 2014). In the educational field, social interaction is very important, not only between students but also between teachers, authorities, parents and other members of the educational community. This encourages effective and emotional communication in order to achieve objectives such as: good grades, leadership, self-confidence, etc.

Social interaction plays a crucial role in the educational environment. It is not just about academic achievements but also about holistic development. When students, teachers, parents, and other members of the educational community interact effectively, it creates an environment that fosters various important aspects like social interaction enables collaborative learning, where students can exchange ideas, discuss concepts, and learn from each other's perspectives. It encourages critical thinking and problem-solving skills. Also, through interactions individuals develop emotional intelligence, empathy, and understanding of diverse viewpoints. This aids in conflict resolution, peer support, and overall emotional well-being. (Hurst, Wallace, & Nixon, 2013)

In the same article, Hurst explains that effective social interaction helps in honing communication skills, both verbal and non-verbal, which are essential in every aspect of life, including academics, careers, and personal relationships. Furthermore, engaging with others provides opportunities for students to express themselves, share their thoughts, and take on leadership roles. In addition, creating a strong network within the educational community fosters a sense of belonging and support. It can positively impact mental health, reducing feelings of isolation and promoting inclusivity.

Moreover, effective communication between parents and teachers is vital for a student's success. It allows for a holistic understanding of a student's needs, enabling a more tailored and supportive educational experience. (Hurst, Wallace, & Nixon, 2013) Encouraging social interaction within educational settings helps create well-rounded individuals who are not only academically proficient but also emotionally intelligent, socially adept, and capable of thriving in various environments.

Social Interaction Between Students and Teachers

Improving relationships between teachers and students implies important, positive and lasting factors for the academic performance and social development of students. While improving students' relationships with their teachers will not produce improvements in achievement, those students who have close, positive, and supportive relationships with their teachers will develop and achieve higher levels of achievement than those students who have more conflicts in their relationships. The relationship between students and teachers must occur in an environment that fosters trust and freedom of expression within the permitted limits of respect and courtesy. (Rimm-Kaufman & Sandilos, 2015)

The objective is for the student to be able to express their thoughts, doubts, and opinions that in turn allow them to develop their communication and cognitive skills inside and outside the classroom. Reading and writing are outlined as the mechanisms used in communication and, although they are usually mentioned together, they are two completely different processes within each person since they involve the complex functioning of several sectors of the brain.

Rimm-Kaufman & Sandilos also recommend considering the following perspective: Try to imagine a student with a strong personal connection with his teacher, in this environment the student talks to his teacher frequently and receives guidance, feedback and more constructive praise than just criticism from his teacher. In this case the probability that the student will trust his teacher more is very high. So is the fact that they show more commitment

to learning, behave better in class and of course achieve higher academic achievements. Positive teacher-student relationships pay off by engaging students in the learning process and promoting their desire to learn and of course, assuming that the class content is engaging, age-appropriate, and a good fit for the student's abilities.

(Rimm-Kaufman & Sandilos, 2015) also claim that: Picture a student who feels a strong personal connection to her teacher, talks with her teacher frequently, and receives more constructive guidance and praise rather than just criticism from her teacher. The student is likely to trust her teacher more, show more engagement in learning, behave better in class, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn, assuming that the content material of the class is engaging, age-appropriate and well matched to the student's skills.

The relationship between students and teachers forms the cornerstone of a successful learning environment. Establishing trust and creating a safe space where students feel comfortable expressing themselves is essential for their growth, both academically and personally. Encouraging students to voice their thoughts, ask questions, and share opinions fosters critical thinking and communication skills. This open dialogue not only aids in their cognitive development but also helps them understand and respect diverse perspectives.

Regarding reading and writing, it is spot on. While they often go hand in hand as fundamental aspects of communication, they indeed engage different cognitive processes. Reading involves various parts of the brain working together to comprehend language, recognize symbols, and derive meaning from text. It's a complex cognitive task that involves decoding, comprehension, and analysis. Writing, on the other hand, requires a different set of cognitive skills. It involves organizing thoughts, structuring ideas, understanding grammar and syntax, and expressing oneself coherently. This process engages various areas of the brain responsible for language production and motor skills.

Recognizing the distinct cognitive processes involved in reading and writing helps educators tailor their teaching methods to address these skills separately, catering to individual student needs and enhancing their overall literacy and communication abilities.

By nurturing an environment that values expression and respects these differences in cognitive processing, educators can better support students in developing their reading and writing skills, thereby empowering them to effectively communicate and comprehend

information both inside and outside the classroom. Writing involves a series of cognitive skills that, in addition to requiring thinking, function as an aid to memory, therefore allowing the development of activities such as identification, comparison, analysis, differentiation, classification, reasoning, inference, induction, deduction, sintering, among others. (Santillán, 2022)

The importance of learning a second language

A second language is any language that a person uses other than their native language. In the educational field, contemporary linguists use the term L1 to refer to a first or mother tongue, and the term L2 to refer to a second or foreign language that is being studied. (Nordquist, 2020) It is scientifically proven that regardless of age, learning a second language brings relevant benefits such as improvements in memory and brain skills. It's incredible how acquiring a new language can positively impact various cognitive and professional aspects of life regardless of age. The skills above also have the consequences of better decision-making since the brain works quickly between two languages, which develops the ability to analyze simultaneous situations and thus make the most appropriate decisions.

Writing Skills Development

Learning another language, such as English, requires both a combination of knowledge of the target language with the skills that allow the individual to use them effectively. That is, the student has to develop knowledge about receptive skills, which are listening and reading, as well as productive skills, which are speaking and writing. Although all skills are important for language learning, writing skills are undoubtedly the most needed in academic and professional communities. It implies an important means of communication through which the writer can express his feelings, ideas, thoughts and arguments. In the case of learning the English language, writing in a language that is not known is a difficult task. In fact, although writing represents a crucial skill for learning any language, its complex nature makes it a challenging task for students and teachers. It requires that students be accompanied, guided and helped in their efforts to achieve success. Furthermore, teachers are expected to provide appropriate techniques and strategies to achieve teaching objectives. (Bouzar, 2021)

Writing is a crucial technical skill that involves a variety of components to communicate effectively through the written word. Among its components we have:

- **Grammar:** It is essential for the understanding and clarity of the message. A solid understanding of grammar helps you structure sentences correctly and coherently.
- **Vocabulary:** The appropriate choice of words allows ideas to be transmitted in a precise and specific way. A wide and varied vocabulary enriches written expression.
- **Spelling:** Correct spelling is essential for the readability and credibility of the text. Spelling errors can distract the reader and negatively affect the perception of the message.
- **Sentence construction:** The ability to form clear and concise sentences contributes to the fluency and comprehension of the text. Proper sentence structure facilitates the effective transmission of ideas.
- **Structure:** The logical and coherent organization of the text guarantees a clear and orderly presentation of ideas. A well-defined structure helps the reader follow the writer's flow of thought.
- **Research and accuracy:** The ability to research and select relevant and accurate information strengthens the credibility and authenticity of the text. Accuracy in the presentation of facts and data is essential for the reliability of the content.
- **Clarity:** Clarity of expression ensures that the message is understandable and accessible to the reader. Avoiding ambiguity and redundancy promotes effective communication.
- **Persuasion:** The ability to persuade the reader through convincing arguments and solid reasoning is crucial in contexts such as persuasive or argumentative writing. Effective use of rhetoric and evidence can influence the reader's opinion.

Developing and honing these writing skills is an ongoing process that requires practice, study, and feedback. Improvement in each of these components contributes to the overall quality of writing and more effective communication. (Coursera, 2023)

The development of reading and writing skills usually demands more conscious effort and practice as they involve not only understanding but also creating language. They require a deeper understanding of grammar, vocabulary, and cultural nuances, as well as the ability to organize thoughts effectively. The relationship between reading and writing is essential for the development of effective communication skills (MINEDUC, 2016). Some reasons why these two skills are closely related are:

Exposure to different styles and genres: By reading a variety of texts, students become familiar with different writing styles, structures, and literary genres. This exposure allows them to understand how texts are organized and how ideas are expressed effectively in different contexts.

Vocabulary Expansion: Regular reading exposes students to a wide range of words and expressions. A rich and varied vocabulary acquired through reading provides writers with a greater ability to express their ideas accurately and creatively.

Understanding Structure and Coherence: By analyzing the organization and coherence of the texts they read, students develop a deeper understanding of how to construct their own compositions logically and coherently.

Identification of writing styles and techniques: By studying the texts of other authors, students can identify different writing styles and literary techniques. This analysis allows them to expand their repertoire of writing skills and experiment with different approaches in their own writing.

Development of critical ability: Critical reading of texts teaches students to evaluate and analyze the effectiveness of writing. This allows them to develop a critical sense that they can apply to their own writing, identifying areas for improvement and refining their skills.

Purpose and audience recognition: By understanding the purposes and intentions behind the texts they read, students can become more aware of how to adapt their writing to meet the needs of their own audience and achieve their communicative goals.

Therefore, reading and writing are complementary skills that reinforce each other. Encouraging the practice of both skills is essential for the comprehensive development of students' communicative competence.

Independent Variable

Current Technology in Education

In recent years, a significant change in educational paradigms has been highlighted. Digital tools offer a wealth of opportunities to enhance learning experiences, often overcoming the limitations of traditional classroom settings. The accessibility and popularity of devices such as smartphones, tablets and the Internet have transformed the way information is accessed, shared and understood. Digital learning tools offer a number of significant advantages over traditional formats, contributing to a more flexible, personalized and effective learning experience. Some ways digital tools can improve the learning process:

- **Personalization of learning:** Digital tools allow educators to tailor content and learning activities to each student's individual needs. This may include creating personalized learning paths, specific content recommendations, or adapting task difficulty.
- **Access to diversified educational resources:** Digital platforms offer access to a wide range of educational resources, such as videos, interactive simulations, digital libraries and educational applications. This enriches the learning process by providing multiple ways to present information and concepts.
- **Expanded Communication:** Digital learning tools facilitate communication and collaboration between students, educators, and other members of the educational community. Online learning platforms, discussion forums and educational social networks enable interaction and exchange of ideas beyond the physical classroom.
- **Adaptation of content:** Digital tools offer the ability to modify content according to the needs of students. For example, it is possible to adjust the level of complexity of a text, provide visual supports or modify the presentation speed to adapt to the learning pace of each student.
- **Immediate feedback:** Digital tools can provide instant feedback on student progress, allowing them to make real-time adjustments and offer personalized interventions. This promotes more active and self-directed learning.
- **Access to data and analytics:** Digital platforms can collect data on student



progress and performance, allowing educators to track learning more accurately and in detail. This helps them identify areas of strength and weakness and adjust their teaching approach accordingly.

Digital learning tools offer a number of benefits that can significantly improve the learning experience, providing flexibility, customization, and additional support to students and educators. (U.S. EDUCATION, 2017)

However, it has also touched on a crucial challenge: budget constraints within the public education system. While these technologies offer enormous potential, not all institutions have the means to adopt them comprehensively. This discrepancy in access can create disparities in educational opportunities among students.

Efforts to close the digital divide are truly crucial to ensuring equitable access to education for all students. This involves not only providing the necessary hardware and software, but also offering training and support to educators to effectively integrate these technologies into their teaching methods. Here's how such efforts can have a significant impact:

Access to Virtual Simulations: Schools that lack physical science laboratories or equipment can use virtual simulations to provide students with experiences that would not otherwise be available due to resource limitations. These simulations provide a safe environment for students to explore scientific concepts and practice procedures before performing real-world experiments.

Enhanced Learning Opportunities: Technology can enhance science learning by providing opportunities for deep exploration and data collection. For example, students equipped with mobile devices and probes can collect data in the field and collaborate with peers and researchers globally. This not only enriches your learning experiences, but also encourages collaboration and the creation of authentic data sets for study.

Remote collaboration: Technology allows students to collaborate remotely with peers and experts, breaking down geographic barriers and facilitating knowledge sharing. This allows students to learn from diverse perspectives and engage in meaningful scientific discourse, even if they are physically distant from each other.

Flexible Learning: Digital tools offer flexibility in learning, allowing students to access educational resources anytime, anywhere. Whether it's through online lectures, interactive



tutorials, or multimedia presentations, students can engage with content at their own pace and according to their individual learning styles.

Preparation for Future Careers: By leveraging technology in education, students gain valuable digital literacy skills that are increasingly important in the modern workforce. Exposure to digital tools and resources prepares students for future careers in fields that require proficiency in technology and data analysis.

Overall, efforts to narrow the digital divide in education can significantly enhance access to quality learning experiences for all students, regardless of their geographical location or socioeconomic status. By leveraging technology effectively, schools can create more inclusive and equitable learning environments that empower students to succeed in an increasingly digital world. (U.S. EDUCATION, 2017)

Balancing traditional teaching methods with technological advances could be an optimal approach, integrating the strengths of both to create a more versatile and adaptable educational environment. It is a continuous journey to optimize the benefits of technology while remaining aware of the challenges it presents, especially in terms of access and equal opportunities for all students. “One of the most important aspects of technology in education is its ability to level the field of opportunity for students”. —John King, U.S. Secretary of Education (U.S. EDUCATION, 2017)

Even so, members of the educational community seek to adapt and innovate in order to make efficient use of devices and bring technology to the classroom. The adaptability and non-intrusive nature of today's technology make learning more attractive for the next generation. However, it can be a formidable technique to handle initially, as traditional instructors are hesitant to include contemporary technology and devices in school, considering them a distraction rather than an intelligent aid to learning. (Haleem, 2022)

Use of Technology for the Development of Writing Skills

Technology offers educators a vast array of opportunities to design engaging and relevant learning experiences that cater to the interests and learning goals of their students. Here are some key points highlighted in the document you referenced:

Selection and Application of Technology: Educators have the flexibility to choose from a wide range of technologies and apply them in ways that align with their students' interests and learning objectives. Whether it's utilizing interactive apps, multimedia presentations, or online



collaboration tools, technology can enhance the learning experience and make it more engaging for students.

Impact on Writing Skills: Technology has had a significant impact on writing skills by providing tools and platforms for writing, editing, and publishing. From word processors and grammar checkers to blogging platforms and online writing communities, technology offers various resources for students to develop and refine their writing abilities.

Evaluation and Implementation: Educators play a crucial role in evaluating and implementing new technologies for learning. Lower price points for learning technologies make it more feasible for educators to pilot new tools and approaches before implementing them school-wide. Educators can lead the assessment of new technologies for privacy, security risks, and compliance with federal regulations, ensuring that student data remains protected.

Overall, technology empowers educators to innovate in their teaching practices, engage students more effectively, and improve learning outcomes. By taking a thoughtful and strategic approach to technology integration, educators can harness its potential to transform teaching and learning in meaningful ways. (U.S. EDUCATION, 2017)

Digital applications

Applications differ from operating systems and programming languages in that they fulfill specific functions and are designed for common use cases. Therefore, applications are software programs designed to perform specific functions for end users, while operating systems provide the fundamental software environment for running applications and managing the computer's hardware resources. Programming languages are used to create applications by writing code that defines their functionality and behavior. Each plays a different role in the software ecosystem, with applications serving as the primary interface between users and computers to perform various tasks and activities.

An application is a computer program (coding) designed as a tool to perform specific operations or functions. Generally, they are designed to facilitate certain complex tasks and make people's computing experience simpler. Digital applications encompass a wide range of software programs that serve various functions and can be accessed and used on computers, mobile devices, or tablets.

These applications are designed to perform specific tasks, ranging from productivity tools to entertainment apps, communication platforms, and more. Overall, digital applications



play a significant role in modern computing and are essential tools for productivity, communication, entertainment, and more. Their versatility, accessibility, functionality, ease of use, and continuous improvement make them invaluable assets in both personal and professional settings (Ondieki, 2023).

Technological equipment (cell phone, computer, tablet, smart watches, among others) can already come with applications or the possibility of installing them. One of the ways to get an application is through the application stores. Depending on the device you have, you will find a store to download and install them. For example, there is the Microsoft Store, for computers with that company's operating system; the AppStore for computers with an operating system designed by Apple; or Play Store, if the device uses the Android operating system, among others.

In addition, there are hundreds of companies dedicated to creating applications and selling them in package form, also known as suites, such as Microsoft Office or Adobe CS.

With the advancement of technology, it is now common for you to hear the term mobile applications. These refer to applications designed for devices such as cell phones or tablets. The applications on your computer are known as desktop applications. (<https://edu.gcfglobal.org>, 2023)

QUIZIZZ

If there is a type of digital tool that is fashionable in schools this school term and for a few years now, those are the websites/apps that allow you to create question-and-answer contests for the class. Due to their characteristics, they adapt to both traditional classes and more innovative active methodologies. QUIZIZZ is an interactive learning platform that allows teachers to create quizzes, surveys, and assessments for students. It's designed to make learning fun and engaging by gamifying the learning process. (Ruiz, 2019)

It is a free website/app and the teacher can register with their respective Google username, so there is no need to create additional accounts. As in Kahoot, for students to “play” a QUIZIZZ they do not have to register, they only need to enter the game pin that the teacher gives them. They also do not need to install any app on their device (mobile, computer, tablet...) from any browser they can play. Since the app makes things quite easy, it is not necessary to have it installed. Unlike Kahoot (although this has changed somewhat lately), when you answer

a QUIZZZ you do not need to be looking at the class blackboard or projector, but rather the question appears on each of the devices along with the possible answers. (Ruiz, 2019)

Dependent Variable – Improving Writing Skills

The ability to write in English is essential for second language learners and professionals for several important reasons:

- **Durable Record of Language:** As you mentioned, writing leaves a permanent record of the language used. Errors in spelling, grammar, and word choice are immediately apparent and can affect the clarity and effectiveness of written communication.
- **Academic Performance:** In academic settings, the ability to write correctly in English is closely related to grades. Even if a student has deep knowledge about a topic, poor writing can result in lower grades. Clear, well-written writing demonstrates not only knowledge, but also critical thinking and communication skills.
- **Professional Image:** In the working world, written communication is omnipresent, whether through emails, reports, memos or presentations. Poorly written emails or documents can negatively affect a person's professional image. Employers and colleagues may perceive those who struggle with writing as sloppy or lacking attention to detail.
- **Credibility and Trust:** Clear, articulate writing inspires confidence in the writer. On the other hand, error-ridden writing can undermine credibility and raise doubts about the writer's reliability and competence. In fields where precision is essential, such as legal or scientific writing, errors can have serious consequences.
- **Career Advancement:** Strong writing skills are associated with career success. Professionals who can communicate effectively in writing are better prepared to convey ideas, persuade others, and advance their careers. Whether writing proposals, producing reports or communicating with clients, writing proficiency is highly valued in the workplace.

Mastering writing in English is crucial for second language learners and professionals, as it can significantly impact their academic and professional performance, as well as others' perception of their competence and reliability. (Touch-Type, 2023)

The process of writing involves several key stages, as outlined by Touch-Type:

Translating Ideas into Language: The writing process begins with translating ideas, thoughts, and concepts into language. This involves organizing and structuring thoughts coherently so that they can be effectively communicated to the reader. Writers must consider their audience and purpose to ensure that their message is clear and relevant.

Drafting and Revision: Once ideas have been translated into language, the writer drafts the initial version of the text. This draft serves as a foundation that undergoes revision and refinement. During the revision process, the writer reviews and revises the text to improve clarity, coherence, and overall quality. This may involve reorganizing paragraphs, refining language, and strengthening arguments or ideas.

Reviewing for Accuracy and Clarity: The next step in the writing process is to review the text for accuracy and clarity. Writers must ensure that their writing accurately conveys their intended meaning and effectively communicates their ideas to the reader. This involves checking for factual accuracy, logical consistency, and coherence of arguments.

Editing for Grammar, Spelling, and Formatting: Finally, writers must edit their work to correct any grammatical, spelling, or formatting errors that may distract the reader from the content. This includes checking for proper grammar usage, spelling mistakes, punctuation errors, and ensuring consistent formatting throughout the text. Attention to detail in editing is essential to maintain professionalism and credibility in writing.

By following these stages of the writing process, writers can produce clear, concise, and compelling writing that effectively communicates their ideas to the reader. Each stage plays a crucial role in ensuring the quality and effectiveness of the final written product. (Touch-Type, 2023)

Fluency vs. Accuracy

Exactly, fluency in learning a language refers to the ability to communicate effectively in both spoken and written form, without significant obstacles or interruptions. On the other hand, accuracy in language use refers to the ability to produce grammatically correct language, without significant errors in grammar, vocabulary, or pronunciation. Although accuracy is

important in language learning and can be an indicator of linguistic competence, it does not automatically guarantee fluency. Someone may be accurate in their use of the language but still struggle to communicate fluently due to lack of practice in real-life situations, lack of confidence, or lack of receptive skills to understand and respond quickly in real conversations.

Therefore, although accuracy in language use is important to ensure grammatical correctness, fluency is crucial for effective and natural communication in the language. Both skills are important in the language learning process and complement each other to achieve the desired linguistic competence.

Teachers often face a great challenge in finding the right balance between fluency and accuracy-related teaching in the classroom, as both are of equal importance. However, the student's reason for studying the language will sometimes limit the balance to some extent. For example, adults who learn English for non-academic reasons are likely to care more about fluency. On the other hand, young students studying for exams are probably more concerned with accuracy rather than precision, which is graded in these cases. (Training International, 2023)

Innovative and Proactive Teacher

Placing the student at the center of the learning journey is fundamental for an innovative teacher. Recognizing that each student has a unique way of absorbing information and engaging with the material is crucial. Using a diverse set of tools, from traditional visual aids like posters to interactive games and technology, can cater to different learning styles and keep students engaged and active in their learning. It's about empowering them to explore, question, and apply what they learn, making the educational experience more enriching and impactful. (Ríos, 2009)

An innovative teacher is an educator who constantly seeks new ways of teaching and learning, using creative and adaptive pedagogical methods, tools and approaches. These teachers are open to change and exploring new ideas to improve the educational experience of their students. Some characteristics of an innovative teacher include:

- Creativity: Innovative teachers are creative in their pedagogical approach, constantly seeking original ways to teach concepts and engage their students in the learning process.
- Adaptability: They are willing to adapt to the individual needs of their students and changes in the educational environment. This may involve adopting new

technologies, incorporating active and participatory teaching methods, or personalizing learning.

- Use of Technology: Innovative teachers integrate technology effectively into their educational practice, using digital tools and online resources to improve teaching and learning.
- Collaboration: They encourage collaboration among students, promoting teamwork, the exchange of ideas, and collaborative learning.
- Continuous Learning: They are committed to their own professional development and continuous learning. They seek professional development opportunities, participate in communities of practice, and stay up-to-date on the latest trends and advances in education.
- Experimentation and Reflection: They are willing to experiment with different teaching approaches and techniques, and reflect on their practice to identify what works best and how they can continually improve. (Ríos, Rasgos de personalidad de profesores innovadores: autonomía, persistencia y orden, 2004).

Therefore, an innovative teacher is one who strives to improve the educational experience of their students through creativity, adaptability, the use of technology, collaboration, continuous learning, experimentation and reflection. These educators play a crucial role in transforming and improving the education system, preparing students to meet the challenges of the 21st century and thrive in an ever-changing world. (Cargua García, 2019)

Educators, including parents and teachers, play a critical role in shaping the learning experiences of their students. Proactive education involves a proactive approach to teaching and learning, characterized by continuous learning, initiative, collaboration, and critical information searching. Here's why these qualities are essential:

- Continuous Learning: Education is a lifelong process, and educators must continually seek opportunities to expand their knowledge and skills. Keeping up with new developments in their field, exploring innovative teaching methods, and staying informed about emerging trends in education are essential aspects of proactive education.
- Initiative: Proactive educators take initiative in identifying and addressing the

needs of their students. They actively seek out ways to enhance the learning experience, whether it's through designing engaging lessons, implementing new technologies, or providing additional support to struggling students.

- **Collaboration:** Collaboration is key to effective education. Educators must work collaboratively with colleagues, parents, and other stakeholders to create a supportive learning environment and address the diverse needs of their students. By sharing ideas, resources, and best practices, educators can enhance their effectiveness and promote student success.
- **Efficient and Critical Information Searching:** In today's digital age, educators must be adept at searching for information efficiently and critically. They need to know how to navigate through vast amounts of information, discern credible sources from unreliable ones, and critically evaluate the validity and relevance of the information they encounter. This skill is essential for staying informed, adapting to new challenges, and making informed decisions in the educational context.

By embodying these qualities and actively embracing proactive education, educators can create enriching and empowering learning experiences for their students, setting them on the path to lifelong learning and success.

Being proactive as a teacher involves foresight, adaptability, and a willingness to take risks in order to enhance the learning experience. Anticipating the needs of students allows a teacher to better prepare materials, tailor lessons, and create an environment that fosters curiosity and engagement. It's crucial to be open to experimenting with different teaching methods, even if they might not succeed initially. The willingness to persist, iterate, and find alternative strategies demonstrates dedication to the student's growth and learning outcomes. Embracing failures as opportunities for learning and improvement is a hallmark of a proactive and effective teacher. (<https://latam.cengage.com>, 2021)

Motivation

In the field of psychology, motivation has been defined as the sum of separate motives that serve to arouse, sustain, and regulate certain behaviors in an individual. According to (Geen, 1995), motivation refers to the initiation, direction, intensity and persistence of human behavior. Motivation is indeed a cornerstone of successful teaching. When a teacher can ignite

and sustain motivation in students, it becomes a catalyst for learning. Encouragement, positive reinforcement, and constructive feedback can deeply impact a student's mindset and approach to learning. These small yet powerful gestures can inspire students to strive for improvement, develop a growth mindset, and take ownership of their learning journey. Creating a supportive and encouraging atmosphere where students feel valued and motivated to engage with the material can leave a lasting impression, shaping not only their academic success but also their attitude towards challenges and personal growth.

Active Teaching Learning Process

Active learning is an educational approach that goes beyond the simple receipt of information by students and encourages their active participation in the learning process. Here are some key features of active learning:

1. **Direct Interaction with Content:** Students actively participate in activities that allow them to interact directly with the study content. This may include group discussions, debates, problem-solving, research projects, practical experiments, and hands-on activities.
2. **Metacognitive Element:** Active learning promotes metacognitive reflection, that is, the ability of students to think about their own learning process. Students are encouraged to reflect on what they are learning, how they are learning, and what strategies they can employ to improve their learning.
3. **Group Work and Collaboration:** Many active learning techniques emphasize group work and collaboration among students. Students have the opportunity to share ideas, discuss different perspectives, collaborate on projects, and learn from each other.
4. **Experiences Outside the Classroom:** Active learning is not limited to the classroom; It can also take place outside the traditional learning environment. This may include experiences such as internships, service-learning opportunities, community projects, and extracurricular activities that involve interaction and reflection.
5. **Focus on the Learning Process:** Instead of focusing solely on outcomes or end products, active learning focuses on the learning process itself. The process of exploration, discovery, error and correction is valued as an integral part of learning.

Active learning is a dynamic and participatory approach that actively involves students in their own learning process. By encouraging direct interaction with content, metacognitive reflection, and collaboration among students, active learning can improve understanding, retention, and application of knowledge. (Saunders & Wong, 2020)

Moreover, when students articulate their ideas through writing or discussion, they are reinforcing their comprehension and developing their ability to express concepts in their own words, which solidifies their understanding of the subject matter. Active learning methods create an environment where students actively construct their knowledge, leading to deeper learning and a more meaningful educational experience.

Activities that Promote Interaction in the Classroom

Communication among students is a powerful tool for learning. Collaborative work and group activities not only encourage interaction but also foster a dynamic learning environment where students can exchange ideas, perspectives, and insights. Through discussions and sharing responsibilities, students not only learn from the teacher but also from their peers. Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity below provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the students' learning. (Brown_University, 2023)

Moreover, collaborative work nurtures essential interpersonal skills like teamwork, communication, and empathy. It mirrors real-world scenarios where collaboration and effective communication are integral for success. Overall, these interactions contribute significantly to a richer and more comprehensive learning experience for students.

Active Student Participation

It is true that class participation can be challenging and even intimidating for many students. However, it is important to recognize that active participation in the classroom is essential for effective and meaningful learning. Here are some reasons why class participation is crucial:

- **Development of Critical Thinking Skills:** Class participation fosters the development of critical thinking skills by encouraging students to actively analyze, evaluate, and synthesize information. By participating in discussions

and debates, students have the opportunity to express their opinions, ask questions, and defend their arguments, which helps them develop reasoning and argumentation skills.

- **Reinforcement of Active Learning:** Class participation is a form of active learning that involves students directly in the learning process. By participating in interactive, hands-on classroom activities, students have the opportunity to apply and put into practice the concepts and skills they are learning, reinforcing their understanding and retention of the material.
- **Promoting Communication and Collaboration:** Class participation encourages communication and collaboration among students by providing them with opportunities to interact with each other and with the teacher. By participating in group discussions, working on collaborative projects, and sharing ideas and perspectives, students develop interpersonal communication skills and learn to work effectively as a team.
- **Building Confidence and Self-Esteem:** Although it may be intimidating at the beginning, participating in class can help students build confidence in themselves and their abilities. By expressing their ideas and opinions in a supportive and respectful environment, students gain confidence in their ability to contribute meaningfully to group learning and develop greater self-esteem.
- **Improved Engagement and Motivation:** Class participation can increase student engagement and motivation by making the learning process more interactive, relevant, and meaningful. By actively participating in classroom activities, students feel more involved in their learning and are more motivated to participate and learn.

Although class participation may be challenging for some students, it is a fundamental part of the educational process that promotes the development of critical skills, encourages active and collaborative learning, and contributes to building confidence, self-esteem, and motivation in students. It is important for educators to create a supportive and encouraging environment in the classroom so that all students feel comfortable and motivated to actively participate in the learning process. (OXFORD Learning, 2023)

Theories around virtual media

This section allows us to clarify the important aspects in relation to Constructivism and the proposals for the use of technology tools in Education. Constructivism, in summary, integrates a set of psychological and pedagogical theories, all of which agree in recognizing that the primary objective of the educational process is human development, on which educational content must influence.

What constructivism proposes, then, is that true human learning is a construction of each student, who manages to modify their mental structure and reach a higher level of diversity, complexity and integration. That is, true learning is that which contributes to the development of the person. Technological tools in Education, in summary, provide learning environments or physical and psychological environments of regulated interactivity where people converge for educational purposes where in addition the aforementioned environments can provide materials and means to implement the process.

Constructivism

To begin this section, the thoughts of Seymour Papert (1980) are summarized, who explains that constructionism “is the Theory of Learning that highlights the importance of action, that is, of the active procedure in the LEARNING PROCESS.” As a story, it explains that it is inspired by constructivist psychology:

“It is based on the fact that for learning to occur, knowledge must be constructed or reconstructed by the subject who learns through action; this means that learning is not something that can simply be transmitted.”

(Papert, 1980)

In summary, although learning can be facilitated, each person (student) reconstructs their own internal experience, so learning cannot be measured, as it is unique to each of the subjects receiving the learning.

Anita Woolfolk (2006), in her book Educational Psychology, says the following:

Although there is no single constructivist theory, many constructivist models recommend that educators:

- Embed learning in complex, realistic and relevant environments;
- Offer elements for social negotiation and shared responsibility, as part of learning;
- Provide multiple perspectives and use multiple representations of content;

- Promote personal awareness and the idea that knowledge is constructed; and
- Motivate ownership of learning (Driscoll, 2000; Marshall, 1992). (Woolfolk, 2006)

She also explains that the model of constructivism or radical perspective conceives teaching as a critical activity and the teacher as an autonomous professional who investigates by reflecting on his practice, if there is something that differs this model from the previously mentioned one, it is how Error is perceived as an indicator and analyzer of intellectual processes; for constructivism, learning is risking making mistakes (going from one place to another), many of the errors made in didactic situations should be considered creative moments. The authors: E. Martín, T. Mauri, M. Miras, J. Onrubia, C. Coll, I. Solé and A. Zabala, (2007), in their book *Constructivism in the classroom*, on the importance of culture in education:

The constructivist conception of learning and teaching is based on the obvious fact that the school makes accessible to its students' aspects of culture that are fundamental for their personal development and not only in the cognitive field; Education is the engine for development globally understood, which means also including the capacities for personal balance, social insertion, interpersonal relationships and motor skills. (Martín, 2007)

Constructivism emphasizes the active role of learners in constructing their understanding of the world. It's not just about passively receiving information but rather actively engaging with it, connecting new information to existing knowledge, and constructing one's own understanding. Lev Vygotsky, Jean Piaget, and David P. Ausubel have significantly contributed to the constructivist theory. Vygotsky highlighted the importance of social interaction and the role of culture in cognitive development. His concept of the Zone of Proximal Development (ZPD) emphasizes the importance of social interaction and guidance from more knowledgeable individuals in the learning process.

Piaget focused on children's cognitive development stages, emphasizing that they actively construct their understanding of the world through interaction and experience. His theory highlights the importance of cognitive conflict and the assimilation and accommodation of new information. For his part, Ausubel emphasized the role of prior knowledge or the existing cognitive structure in learning. He proposed the idea of meaningful learning, where new information is connected to existing knowledge, making it easier to understand and retain.

These theorists laid the foundation for the constructivist approach, highlighting the significance of active engagement, social interaction, prior knowledge, and the construction of

meaning in the learning process. Their insights continue to shape modern educational practices, encouraging educators to create environments that foster active learning, critical thinking, and the construction of knowledge by students themselves.

Proposals for the use of technology in Education

According to Prof. Hernán Gil Ramírez, in a publication made in 2000, on his website (accessed December 20, 2014), he says the following:

Today's world opens up a whole range of possibilities and giving the best use to everything that is provided to us, taking advantage of each element in a didactic and pedagogical way so that students get the best out of each resource so that they use it for their benefit. and that of others and above all that with great ethics they place themselves in the knowledge society and do not fall into the trap of the consumerist society and lose the values that make them critical beings. (Gil, 2000)

From this perspective, the new virtual spaces facilitate the implementation of education with global coverage, without physical space being a limitation for access to knowledge. Through the Internet, access to information has been achieved by a greater number of students, regardless of their age, sex, geographic location, among others. Therefore, taking as reference what Luis Joyane stated in his book *Cybersociety*, he says the following:

Education based on new communication and information technologies allows students to learn individually and at their own pace, to access information in a timely and free manner according to their needs, use time more efficiently, that you have clearer and more concise information and that you decide when and from where you study. (Joyanes, 1997). The above allows us to propose that virtual education requires the student to be self-disciplined, and responsible, use their time effectively, and also develop search skills and critical selection of information.

Don (Tapscott, 1998), in his book *Growing up in a digital environment: The next generation* says the following: “This combination of a new generation and new digital tools will force us to rethink the nature of education, both in content and form. delivery...”. Absolutely, advancements in communication and information technologies have revolutionized education by offering new avenues for active and engaging learning experiences. These technologies provide platforms and tools that enable students to take charge of their learning journeys and explore subjects in interactive and dynamic ways.

Online resources, educational apps, virtual reality, simulations, and collaborative platforms empower students to discover, create, and engage with content at their own pace and style. These technologies facilitate personalized learning experiences, catering to diverse learning needs and preferences. Moreover, technology can make the learning process more enjoyable by incorporating gamification, interactive modules, and multimedia elements. This not only captures students' interest but also enhances comprehension and retention through interactive and engaging content.

Additionally, technology facilitates productivity by providing easy access to vast amounts of information, enabling students to research, collaborate, and create content efficiently. It promotes communication and collaboration among peers and teachers, breaking down barriers of time and space.

By leveraging these advancements, educators can create a more student-centered and adaptive learning environment, fostering curiosity, exploration, and active participation in the learning process. Considering everything aforementioned into consideration, without a doubt, the Web is the carrier of a large information base with a wide coverage of users worldwide. And thanks to current advances, both in hardware and software technology, interaction is now possible through the development of “smart” applications, in formats that stimulate all the senses and potential of students.

The use of digital tools and applications in education has proven to be invaluable, especially in scenarios where traditional face-to-face schooling might not be feasible. The COVID-19 pandemic highlighted the importance and effectiveness of these tools in ensuring continuity of education during times of crisis or when physical attendance is not possible. These digital tools offer diverse opportunities for both teachers and students. Teachers can leverage these tools to create engaging content, interactive lessons, and personalized learning experiences tailored to individual student needs. They can access resources, collaborate with colleagues, and employ various teaching methods that enhance the learning process.

For students, digital tools provide flexibility and accessibility, allowing them to learn at their own pace and in their preferred environment. These tools offer multimedia resources, interactive activities, and platforms for collaboration, which not only support learning but also promote critical thinking, creativity, and digital literacy skills. Furthermore, the shift towards virtual education has led to the emergence of innovative models like online courses and tele-training initiatives by universities and educational institutions. This expansion indicates the



growing potential and acceptance of virtual education as a viable and effective learning alternative.

As technology continues to advance, the integration of digital tools and applications in education will likely continue to evolve, offering new possibilities for enhancing learning experiences and reaching diverse populations worldwide.

Impact Levels on Education

Mr. Tito Alarcón Rodríguez from the San Antonio Abad University of Cusco – Peru, in a publication on his website, says the following:

Without a doubt, virtual education is a learning opportunity that adapts to the time and needs of all of us who live on this planet, facilitates the management of information, and has a great umbrella that is information technologies, tools that by the way are more stimulating and motivating in the learning process and are displacing traditional methods. (Rodríguez, 2011).

He also indicates about: The Internet-Education relationship today maintains strong ties due to its contributory nature because through this now easily accessible tool it is possible to achieve important results in the training part. Until recently, there was talk about the digitalization or virtualization of music and its effects on the recording industry, which has practically transformed its nature. The same occurs with the Internet as a technological phenomenon that brings the world closer and puts it in face-to-face contact with science, technology, culture, innovation, etc., its presence opens up immense possibilities for the transfer of knowledge. (Rodríguez, 2011).

The shift towards innovative models in education aims to equip students with skills that are applicable and valuable in the professional world. This transformation involves a redefinition of the teacher's role and a shift in the delivery of knowledge to better prepare students for the demands of the modern workforce.

Teachers in these innovative models are no longer just providers of information but rather facilitators or companions in the learning journey. They guide and support students, fostering critical thinking, problem-solving, and collaborative skills. The focus is on creating an environment where students actively engage with the content, apply their knowledge, and develop practical skills relevant to real-world scenarios.

Moreover, the delivery of knowledge has evolved from traditional lectures to more interactive and multimedia-based approaches. Audiovisual media, online platforms,

simulations, and interactive content are used to enhance engagement, accessibility, and comprehension of complex concepts. These tools not only cater to diverse learning styles but also encourage active participation and deeper understanding.

The tutor or teacher in these methodologies plays a crucial role in guiding and supporting students through their learning journey, offering mentorship, feedback, and guidance. This shift acknowledges that learning is a collaborative and dynamic process, and the teacher's role extends beyond being a mere source of information to becoming a facilitator of learning experiences that prepare students for the challenges of the modern workforce.

The importance of technology in Educational Institutions

Absolutely, the influence and importance of technology, particularly the internet and electronic media, have become pervasive across various aspects of modern life, including education. In educational institutions, technology plays a vital role in several ways:

- **Access to Information:** The internet provides an immense pool of information that students and educators can tap into for research, learning resources, and reference materials.
- **Enhanced Learning:** Educational software, online courses, multimedia resources, and interactive platforms enrich the learning experience, making it more engaging and accessible.
- **Collaboration and Communication:** Technology facilitates communication and collaboration among students and educators, breaking down geographical barriers and allowing for seamless sharing of ideas and information.
- **Personalized Learning:** Adaptive learning platforms and tools can tailor educational content to individual student needs, allowing for personalized learning experiences.
- **Efficiency and Organization:** Digital tools help in managing resources, lesson planning, grading, and administrative tasks, streamlining the overall educational process.

Moreover, the integration of technology in education prepares students for the digital landscape of the workforce. It equips them with digital literacy, critical thinking, problem-solving, and collaboration skills—attributes essential for success in the modern job market. Technology has transformed education, making learning more accessible, engaging, and

adaptive to the needs of diverse learners. Its role in education continues to evolve, shaping the future of teaching and learning.

Virtual platforms

Virtual platforms refer only to the technology used for the creation and development of Web-based courses or teaching modules that are used more widely in Web 2.0. Tools that make them up:

- Communication tools, such as forums, chats, email.
- Student tools, such as self-assessments, group work areas, and profiles.
- Productivity tools, such as calendar, bookmarks, help.
- Administration tools, such as authorization.
- Course tools, such as bulletin boards, assessments

Virginia Caccuri, (2012) author of *Computing for Teachers, projects and Ideas for Working in the classroom*, talks about platforms: A virtual platform is an online space spatially designed to make it possible to manage and deliver courses over the Internet. We must keep in mind that currently, we can find a wide variety of platforms, which can be classified as commercial and free software. (Caccuri, 2012)

Virtual platforms refer to the technology used for the creation and development of courses or teaching modules on the Web that are used to improve communication, learning, and teaching. Specifically, we can determine that virtual educational platforms are computer programs that have various hypertextual resources integrated and that are configured by the teacher, depending on the needs of the training, to establish an exchange of information and opinion both synchronously and asynchronously. .

According to Prof. Liliana Chávez, published in November 2012 on the page <http://catedraunadistaherramientas.blogspot.com>, it says the following: Virtual tools are educational tools, that is, they are programs and/or platforms that allow teachers to create their own digital content (digital educational media and materials). Platform programs Creation of educational materials on the computer. Creation of virtual educational materials on the Internet, an important tool that allows the easy and friendly creation and production of virtual educational materials and media, allows the creation of educational modules and hyperlinks to various educational documents that can be published on the web. (Chávez, 2012)

Also, on the same page, María del Carmen Bernal publishes: Education cannot be alien to the potential provided by the new virtual relationship spaces. Given the speed of technological evolution, the educational system must have technology in its proper place, as an effective means to guarantee communication, interaction, information, and learning itself. We are immersed in a new social phenomenon, which could be called a new culture, raised by the influence of the education of new information and communication technologies (ICT). This whole phenomenon requires nothing more than the massive incorporation of ICT in education.

Bernal, María del Carmen. Didactic Content: School of Social Sciences, Arts and Humanities, Unadista Chair. National Open and Distance University UNAD 2009. Education cannot be alien to the potential provided by the new virtual relationship spaces. Given the speed of technological evolution, the educational system must have technology in its proper place, as an effective means to guarantee communication, interaction, information, and learning itself. We are immersed in a new social phenomenon, which could be called a new culture, raised by the influence of the education of new information and communication technologies (ICT). This whole phenomenon requires nothing more than the massive incorporation of ICT in education. (Bernal M. d., 2009).

It then becomes evident that there has been a kind of revolution in the world in recent decades in the way we undertake communication, and how this revolution has created new ways of establishing different social relationships, through new interaction mechanisms. It is about these mechanisms or tools of virtual interaction and what they contribute to educational and sociocultural tasks. Traditional theories about learning have focused their study on the interaction that occurs between the person and their environment. Theories have provided more or less partial answers to the phenomenon of learning over time and have provided relevant explanations that have led to an improvement in knowledge of the factors that lead us to design environments that favor learning.

The introduction of information and communication technologies (ICT) was, in its beginnings, focused on improving individual learning processes. In a way, a good part of the pedagogical discourses that have accompanied the introduction of computer technology in education have focused on emphasizing the benefits of machines as they allow greater adaptation to the individual pace of students. In the last decade and at the same time that the possibilities of using ICT for communicative aspects have been considerably developed, discourses on group and collaborative learning have been increasing. In this way, ICT is no

longer seen as a tool of interest for individualized learning but also as a support for group learning and the joint creation of knowledge.

Technology is providing very interesting tools that allow the creation of communication spaces, shared document systems, group writing, discussion through virtual forums, etc. However, technology does not create communication or learning. Learning through collaborative environments represents a significant challenge since it introduces very different ways of working from those being used in most institutions at all educational levels. It is not only about students learning from a collaborative model but also about institutional learning since the social dimension of knowledge not only reaches the person but also the organization itself.

Theories about learning have begun to consider the importance of social interactions between people acting in a social world. The theory of situated cognition represents one of the most representative current trends and heir to theories of sociocultural activity. It takes as a point of reference the works of Vygotsky (1978) and authors such as Leontiev (1978) and Luria (1987) and more recently, the works of Rogoff (1993), Lave (1997), Bereiter (1997), Engeström and Cole (1997), Wenger (2001), to name just some of the best known in the educational field.

Indeed, learning is inherently contextualized and takes place within specific contexts or environments. Context plays a crucial role in shaping the meaning and intelligibility of learning experiences. Here are a few reasons why learning is inherently contextualized:

- **Meaning Making:** Context provides the framework within which learners make meaning of new information and experiences. Learning is not just about acquiring isolated pieces of knowledge but understanding how they relate to existing knowledge, experiences, and the broader context in which they occur.
- **Social Interaction:** Learning often occurs through social interaction within various social contexts, such as classrooms, communities, workplaces, and online platforms. Interacting with others allows learners to exchange ideas, share perspectives, and co-construct knowledge collaboratively.
- **Cultural Influences:** Culture shapes learning experiences and influences how knowledge is acquired, interpreted, and applied. Cultural norms, values, beliefs, and practices influence how individuals perceive and engage with learning activities.

- **Authentic Tasks:** Learning is more meaningful and effective when it is situated within authentic, real-world tasks and activities. Contextualized learning tasks allow learners to apply their knowledge and skills in practical, relevant contexts, which enhances understanding and retention.
- **Transfer of Learning:** Contextualized learning experiences facilitate the transfer of knowledge and skills to new situations and contexts. When learning is situated within meaningful contexts, learners are better able to recognize and apply their learning in diverse settings.

Overall, understanding the importance of context in learning highlights the interconnectedness between individuals, environments, and activities. By acknowledging and leveraging the power of context, educators can create rich and meaningful learning experiences that promote deeper understanding, engagement, and transfer of learning.

The anthropological approach, reflected in the work of Jean Lave and Etienne Wenger, focuses on the situatedness of meaning in communities and what learning represents as a function of being part of a community. This shift in the unit of analysis, from the context of individuals to the context of the community, leads to a shift in which learning is understood as "the development of an identity as a member of a community and coming to have knowledge skills." as part of the same process." (Lave & Wenger, 1991).

The Ecuadorian English Curriculum

The national curriculum in English integrates five curricular threads, communication and cultural awareness, reading, oral communication (speaking and listening), writing, and language through the arts. "This curriculum involves the use of the CLIL (Content and Language Integrated Learning) approach" (MINEDUC, 2016, p. 194).

The English curriculum has been designed to focus on students by using a learner-centered approach. In other words, teaching methodology must consider students' needs, learning styles, and performance. It includes the skills and performance descriptors that students must acquire according to the educational level, examples of methodological strategies to use in the classroom, evaluation criteria, and indicators for the performance criteria that contribute to the development of students' English language competence.

The curriculum demands that students must reach level B1 when they finish high school and teachers must demonstrate their proficiency in English by showing a B2 level. The General Regulations to the Organic Law of Intercultural Education published in the second supplement of the official registry N° 254 of February 22, 2023, in article 244, indicates that teachers who teach English as a subject must demonstrate their English proficiency with a B2 certificate according to the Common European Framework of References – CEFR.

Brief Conclusion

To conclude, the theoretical framework presented in this chapter shows a complete vision of the various aspects that support the effectiveness of the use of digital applications in the development of writing skills in tenth-grade students.

The review of theories on the development of writing skills gives relevance to interactive learning. Both the experience and the sociocultural interaction in the acquisition of a new language and the factors that influence the development of the aforementioned skills highlight the relationship between the classroom environment and the students. Cultural influence, the dynamics of language input and output, also affect the way the student learns as a factor.

On the other hand, delving into the theoretical foundations of activities with digital applications supports and affirms that mastering a new language through experiential learning, commitment and collaborative work are of great importance to achieve meaningful learning. The theoretical framework also supports the importance of adapting activities in digital applications to the specific context of students in the tenth year of basic general education.

By considering their language proficiency, cultural background, and related interests, teachers can design game scenarios in digital applications that meet the unique needs of these students by fostering an engaging, interactive, and supportive learning environment. It is also important to incorporate feedback and evaluation mechanisms, which further improves the effectiveness of activities with digital applications since they give the student significant learning in a friendly environment full of challenges to overcome, which then represents opportunities for self-reflection.

Finally, the theoretical framework serves as a guide for the following chapters of this research since it offers solid bases to evaluate the impact of information and communication technologies on the development of writing skills of tenth grade students. The knowledge



acquired from the theoretical framework that this chapter presents will help shape the design, implementation and evaluation of the proposed intervention. This chapter contributes to an in-depth understanding of how innovative pedagogical approaches can improve outcomes when learning a new language.

Chapter 2: Methodology for Research Development and Initial Diagnosis

This chapter addresses the methodological framework where the strategies used to carry out the proposal and achieve the specific objectives outlined in the research are explained. The rationale for the study is also explained here. This chapter also contains the analysis of the research approach. In addition, the methodologies, methods, and techniques used in the research are analyzed. It includes in detail the analysis of the diagnosis of the problem, the operationalization of the variables, the selection of the subjects participating in the study or its sample. Likewise, the study includes the methods and instruments used for both data collection and data analysis. This chapter clearly and concisely describes the procedure for conducting the research study.

The paradigm of the project

For the project “Enhancing Writing Skills in Tenth Grade Students Through the Implementation of QUIZIZZ in a Public High School” the chosen paradigm has a mixed approach. The aforementioned approach combines the qualitative and quantitative methods for investigating the study question, thus giving an understanding of the problem investigated. Qualitative approaches provide preliminary information about how students feel about the current way of teaching and learning the English language.

The quantitative method will provide quantified results both in numbers and in percentages on the level of English language knowledge of tenth grade students before (pre-test), during (questionnaires in the QUIZIZZ digital application) and after (post-test). of the implementation and start-up of the proposal. Qualitative Method (Interviews), and Quantitative Method (Survey in Pre-test and Post-test). The first activity was the initial survey with the students, which was to explore how they feel with the current English language teaching methodologies, especially because they are students of a public institution, where there are not many teaching resources assigned for the process.

The initial survey was of great relevance in the sense that it revealed that the students do not feel comfortable with the current teaching and learning methodology, which they see as “very traditional.” On the other hand, the interview also showed that students want to learn through activities that go hand in hand with technology, that invite them to participate in an informal way, but above all that represent a challenge that they want to overcome. Activities that integrate games, trivia, and mathematical challenges presented in a friendly environment through the use of digital applications.



As Patton (2015) suggests, qualitative data allows researchers to explore complex human behaviors and motivations, providing depth to research findings. On the other hand, the Polish philosopher and sociologist Florian W. Znaniecky (1882-1958) highlighted a type of data analysis that considers the importance of the perception of the experience analyzed by the participants. He stated that all social facts are created by social actors and can only be understood from their own perspective; he called this the humanistic coefficient. Thus, he defines the sociologist as someone who studies reality trying to understand the way in which others see the world and not as a mere external observer; he understands that social facts are cultural systems and, as such, a set of values expressed by the subject. (Schettini & Cortazzo, 1990)

To record the impact of the exercises on improving writing skills in tenth grade students, the quantitative method was used. The instruments used in this method were the pre-test and the post-test; as these assessments provide quantifiable data on students' writing skills before and after the intervention. These tests used objective scoring standards to evaluate student performance and provide statistical comparisons of their development. According to Creswell and Plano Clark (2018), quantitative data allows researchers to discover statistically significant patterns, trends, and changes, providing strong evidence of intervention impact. (Creswell & Plano Clark, 2018)

To conclude, the combined method was ideal for this project because it shows different data such as the point of view and opinion of the students through the survey as part of the qualitative method and the measurement of the student's writing skills through of the pre-test, the post-test and the use of the digital application Quiziz, as a quantitative approach. The combination of both methods achieves a complete understanding of the research question. In this way, the combined method ensures that the findings are robust as demonstrated by statistics and are also grounded within the context. As Johnson and Onwuegbuzie (2004) point out, the mixed methods approach improves the validity and credibility of research findings by providing a more comprehensive view of the phenomenon. (Johnson & Onwuegbuzie, 2004)

Variables

In this study, 2 variables have been identified, one independent and one independent, as detailed in the following tables below:

Table 1. Variables Operationalization Matrix: Dimensions and Indicators

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS
QUIZZIZ DIGITAL APPLICATION	Writing	Use of Language
		Writing Production
		Vocabulary acquisition
		Parts of Speech
	Reading	Reading comprehension
		Reading acquisition
		Missing words
		Fluency
DEPENDENT VARIABLE	DIMENSIONS	INDICATORS
ENHANCING WRITING SKILLS	Writing	Use of Language
		Writing Production
		Vocabulary acquisition
	Grammar	Writing Production
		Fluency

Elaborated by: Karim Briones T. (2023)

Terms or categories identified in this study

QUIZZIZ Digital Application: It is the digital application used to implement the proposal, that is, it is the tool that will be implemented to achieve the main objective of the research which is the improvement of writing skills in tenth-grade students.

Enhancing Writing Skills: Addresses improving students' writing skills such as free writing, fluency, writing acquisition, and writing production.

Definition and Explanation of Main Categories

QUIZZIZ Digital Application: QUIZZIZ is indeed a platform that allows educators to create interactive quizzes, surveys, and assessments for students. It's similar to Kahoot in that it's an engaging way to conduct learning activities in a game-like format. Teachers can generate questions on various subjects, and students can participate by entering a code on the QUIZZIZ website to access the quiz from their devices. It's a great tool for making learning fun and interactive. (Ruiz, 2019)

Writing Skills Development: The development of reading and writing skills usually demands more conscious effort and practice as they involve not only understanding but also creating language. They require a deeper understanding of grammar, vocabulary, and cultural nuances, as well as the ability to organize thoughts effectively. (MINEDUC, 2016) claims that “So, it is important to keep in mind that the two skills often go hand in hand. Learners need to be familiar with different text types and their organization, as well as special vocabulary, in order to produce their own, similar texts. They need to have considered an author’s purpose and intention, in order to recognize their own. Finally, they need to read examples of other people’s writing to evaluate and analyze what makes written text clear, comprehensible and interesting.”

Tenth-grade students: For this research work, it corresponds to the subject group of study or population. It refers to students in the tenth year of the Higher Basic sub-level who are legally enrolled and who, according to the regulations of the Education Law of Ecuador, are in the age range between 14 and 16 years and their English level is A2.1 within the public educational system.

Operationalization of Main Categories

The operationalization of the main categories includes the specific indicators that measure and evaluate the dependent and independent variables. The research project places the following items in this context:

Table 2. Independent Variable Operationalization Matrix

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	SCALE
QUIZZIZ DIGITAL APPLICATION	Writing	Use of Language	EXCELLENT! VERY GOOD! GOOD! REGULAR! TERRIBLE!
		Writing Production	
		Vocabulary acquisition	
		Parts of Speech	
	Reading	Reading comprehension	
		Reading acquisition	
		Missing words	
		Fluency	

Elaborated by: Karim Briones T. (2023)

QUIZZIZ Digital Application, which is the Independent Variables, represents the condition factor that the researcher manipulates or controls in this case within the experimental research or study to observe its effects on the dependent variable. The dimensions for this

variable are the use of language in second language writing and reading as a skill that works alongside writing. For the use of language in writing, the indicators used are:

- Vocabulary acquisition: This refers to both the previous vocabulary that the student has knowledge of before the implementation of the proposal and that will be measured in the previous test and the knowledge that the student acquired during the implementation of the proposal and that will be measured and evaluated in the post-test.

- Acquisition of grammar: This indicator will also be measured before, during and after the implementation of the proposal and refers to the knowledge assimilated by the student to grammatically structure an expression, a sentence or a paragraph correctly depending on the verb tense requested. before, during and after the proposal through the instruments designed for this purpose.

- Missing word: this indicator is related to the grammatical structure and refers to exercises where the student must complete the missing word that is grammatically appropriate to the context, for example: Wh-words in WH-questions, writing in letters of the result of a mathematical operation, categorical or thematic vocabulary, etc.

Table 3. Dependent Variable Operationalization Matrix

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS	SCALE
ENHANCING WRITING SKILLS	Writing	Use of Language	EXCELLENT!
		Writing Production	VERY GOOD!
		Vocabulary acquisition	GOOD!
	Grammar	Writing Production	REGULAR!
		Fluency	TERRIBLE!

Elaborated by: Karim Briones T. (2023)

Improving writing skills: This is the dependent variable and refers to the outcome or effects that the researcher observes, evaluates, or measures to understand how it is influenced by the independent variable. For the study, the dependent variable is represented by the scores of the proposal and post-test questionnaires, that is, the actual numerical grades obtained by the students. The specific indicators in this variable are the measurable aspects such as:

- **Writing Production:** Refers to the content that the students subject to the study can achieve in terms of mastery of writing new vocabulary, construction of sentences with appropriate grammar, correct structure of short sentences or paragraphs with a higher degree of difficulty.

- **Knowledge of genre and content:** Represents the level of knowledge that the student has to understand or place words or phrases in context, either by interpretation or by association of other words that are presented in the context of the requirement.

- **Free Writing:** This parameter measures the level of writing that the student has at the beginning of the research and what he or she has achieved after implementing the proposal.

- **Fluency:** Refers to the level of knowledge of meanings that the student masters, remembers or can write correctly so as not to generate redundancy, for example, the use of synonyms and antonyms to expand their vocabulary, knowledge and understanding.

Thus, within the context of the present research project, operationalizing the main categories involves clearly defining and establishing how the researcher will measure or observe both the independent and dependent variables using specific and measurable indicators.

Scope of the Research

This research project was carried out at the José Vicente Trujillo public Educational Unit in the city of Guayaquil, Guayas Province in the Coastal Region. It has morning and afternoon sessions from the eighth year of general education at the upper basic sublevel on both days. The morning session has a technical Baccalaureate with the specialties of Computer Systems Administration, Marketing Sales and Accounting while the afternoon session has a Baccalaureate in Sciences. At night there is an accelerated education program at the upper basic level and a Bachelor of Science for adults.

The scope of the research was limited to students in the tenth year of Basic General Education, parallel A, morning session and each student was asked to agree to an interview to collect information related to their point of view with the teachers' current strategies. within the teaching-learning process of the English language, as well as about the preferences of students in the same area.

Type of the Research

The present study is an experimental research whose main objectives are: the identification of the problem, the relationship between the dependent and independent



variables, and the impact of technology on the improvement of writing skills in the English language.

The research was mainly a field and experimental study. The field study was justified by the need to collect data in a school environment where the study participants and the action and interaction activities within the classroom are included. The field research allowed for the respective observation and interaction with the students, as well as knowing the current strategies to improve writing skills. Observation and interaction facilitated the obtaining of preliminary data through the interview in addition to the pre- and post-test.

The field research allowed for the collection of qualitative and quantitative data providing a comprehensive understanding of the research question and aligning with the mixed method approach selected for the study. The use of the field study proposes interesting guidelines for teachers since they show new teaching strategies that go hand in hand with technology and ensure success in the assimilation of writing skills by students.

In addition, the research was also experimental since it sought to investigate the effectiveness of the use of digital applications in the development of writing skills in students in the Tenth year of Higher Basic Education. The experimental approach of the study allowed the implementation of a structured intervention with a series of questionnaires carefully selected to achieve the research objective. Therefore, this experimental design aimed to evaluate the impact of technology and digital applications on students' writing skills.

Research Procedure

The author has organized the research procedure to follow a sequence during the study:

Table 4. Research plan

N°	PROCEDURE	DATE
1	Send a letter to request permission from the principal at Unidad Educativa Fiscal José Vicente Trujillo and obtain approval for the research.	October 1, 2023
2	Obtaining authorization from the Rector of the School.	October 17, 2023
3	Sending a letter of authorization to the legal representatives of the students for their participation in the research because they are minors.	October 23, 2023
4	Initial interview with the students of the selected group.	October 25, 2023
5	Application of the survey or pre-test to students.	November 7, 2023
6	Data analysis.	November 8, 2023
7	Design of the proposal.	November 15, 2023
8	Implementation of the proposal.	November 30, 2023
9	Application of the post-test to students.	December 19, 2023
10	Conclusions and recommendations.	December 21, 2023

Elaborated by Karim Briones (2023)

Statement and Justification of the Research Approach

The research methods used in this proposal have been carefully and detailed selected to meet the general and specific objectives to improve the writing skills of the students of the Tenth Year of the Higher Basic level, parallel A. Both the methods and the instruments have been strategically designed to collect accurate data to achieve the appropriate intervention strategy and obtain the effectiveness of the proposed methodology.

At the beginning of the research, the quantitative model used a pre-test/post-test control design. This design allowed a comparison of the results obtained before and after the intervention. The pre-test and post-test evaluated the students' writing skills and showed differences after the implementation of the proposal.

Methods used and their purposes in the context of the research

The methodology used in the Development of the Project: **“Enhancing Writing Skills in Tenth Grade Students through the Implementation of QUIZIZZ at Unidad Educativa**

Fiscal José Vicente Trujillo” in the city of Guayaquil, it is combined, that is, it includes qualitative and quantitative methods. Methodology: Qualitative Method (Observation and Interviews), and Quantitative Method (Pre-test / Post-test and Questionnaires in a digital application).

Qualitative Method

The research required a preliminary survey to know first-hand the feelings of the students of the tenth basic year of parallel A, and their respective opinions about the current strategies applied by teachers to develop writing skills within the teaching process. and learning the English language. It is necessary to know if these strategies work or if, on the contrary, they do not yield positive results, in addition, through the initial survey they are asked about the possibility of using technological tools in the classroom to support the development of writing skills.

For her part, the author (Natasha Mack, 2005) explains: “Qualitative research shares these characteristics. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations”.

Quantitative Method

Within the preliminary phase of the research, it is necessary to measure the current level of writing skills of the students, who are part of a defined sample within an involved population. In addition, the effectiveness is measured after the implementation of the proposal and finally, the measurement of success or failure is obtained after the implementation of the proposal. These measurements are achieved through the use of instruments derived from the quantitative method to be applied in this research work. These instruments are: the pre-test, the post-test and the series of questionnaires developed within the QUIZIZZ digital application.

An article published on the (Libraries, 2023) website states that “Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon”.

Justification of Data Collection Methods

The data collection methods section for this research is justified by its ability to effectively address the research objectives. The pretest, used as an initial diagnostic test, provided important information about the student's current level of English writing skills. This initial test set the tone and guide to develop the questionnaires with specific topics that were applied to the students and that were developed in the QUIZIZZ digital application. The responses obtained in this initial phase were carefully processed to provide numerical and statistical data to evaluate the best way to execute the implementation of the proposal. In this first phase it was already possible to measure the level of writing skills of the students. The qualitative method used in the interview was of great importance for the development and implementation of the proposal.

The quantitative method reflects the way the initial data were processed. On the other hand, the data obtained from the final test also had the same processing, which makes the qualitative methods and quantitative instruments very reliable both for measuring skills and for knowing first-hand the feelings and points of view of the student in relation to the process of learning a new language in relation to writing skills. The combination of both methods strengthened the validity of the study, since it improved the general reliability of the findings. These data collection methods contributed to a comprehensive analysis of the research question and enriched the methodological approach of the study.

Delimitation of the population and the sample

The delimitation of the population and sample for this research specifically addresses the group of students from the tenth basic year of the José Vicente Trujillo Fiscal Educational Unit. The population includes all 40 students legally enrolled in parallel A. However, the scope of the study reduced the group to 38 students since 2 of them withdrew for demographic reasons. Because they were minors, consent to participate was requested from their parents and/or legal representatives for their respective participation in the study. This delimitation allowed research to focus on the impact of the use of digital applications on the improvement of students' writing skills, therefore ensuring a deep analysis for a full understanding of the research topic.

Justification of the type of sampling and the sample selection procedures

The sampling method is non-probability sampling which means that the sample was selected non-randomly. The type of sampling chosen was justified based on practical

considerations and the specific context of the research. Given the limited time and resources available, it was considered appropriate for the study. This method allowed a focused selection of participants, facilitating the in-depth examination of the effectiveness of the methodology of using digital applications in the development of writing skills in tenth-grade students.

The sample selection procedures involved the selection of parallel A, from the tenth grade, composed of 38 students, as the main sample group. This selection was based on the intention to apply the methodology of digital applications to evaluate their impact on the development of writing skills. The implementation of the proposal applied to the chosen sample provided a direct basis to evaluate its effectiveness. It is worth mentioning that the sample is of a convenient type since not all students carry electronic devices to the place of study. Although it was also considered to implement the proposal with students at home, a limitation was the fact that not all students who have electronic devices have internet in their homes.

Determining the units of analysis focused on individual students, each serving as a distinct unit of analysis. This allowed for accurate assessment of the impact of digital app activities on their writing skills. The selection procedures aim to guarantee research focused on the effectiveness of activities with digital applications within the limitations of time and resources of the research.

Integration of activities in digital applications: Elevating Language Proficiency through Immersive Engagement

In the methodological proposal, the activities in digital applications managed to improve the writing skills of the tenth-grade students, parallel A of the José Vicente Trujillo Fiscal Educational Unit. The quizzes developed in the QUIZZZ app were designed to immerse students in real-life scenarios, providing a bridge between controlled language exercises and authentic written communication. The proposal strategically placed these questionnaires in the digital application within the context of the students' hobbies, experiences, experiences and routines, taking advantage of their affinity, interests and personal motivations, all of which was already referred to through Gardner's theory (1985). that incorporating these personal experiences into learning fosters self-confidence and commitment. (Gardner, 1985)

Vygotsky's (1978) sociocultural theory supports these activities, promoting collaborative learning where students co-construct language through social interaction. This approach not only improved writing skills, but also allowed students to engage in genuine and

contextualized written communication, making online activities a transformative, constructive, and innovative educational experience.

Adaptation to Proficiency Levels

The purpose of the methodological proposal is to cover the various levels of language knowledge of the students of the tenth basic year, parallel A, who have level A2. Students at this proficiency level are teenagers and as such are very competitive. For this reason, the students felt very good after applying the activities in digital applications where the teacher can create questionnaires and questions adapted to the educational needs of the students.

The proposal is inspired by (Ellis, 2003), introducing basic language tasks initially to create comfort and resonance with students' existing linguistic environment. Additionally, he integrated Vygotsky's Zone of Proximal Development (ZPD) theory, aligning tasks within students' ZPD to provide the appropriate level of challenge and guidance, in line with the theory of (Vygotsky, 1978).

The sequential nature of the proposal reflected the principles of task-based language learning (TBLT), moving from simpler linguistic tasks to more complex tasks as students' confidence and competence grow, following the framework advocated by Willis and Willis (2007). In essence, this meticulous adaptation strategy was based on established and deep-rooted pedagogical and language acquisition theories, creating a supportive, yet progressively challenging environment for improving speaking skills. (Willis & Willis, 2007)

Instruments derived from the methodology used

The instruments used in the research are the interview (qualitative method), the pre-test, the post-test, and the questionnaires developed in the QUIZIZZ digital application (quantitative method).

Interview

Research Interview is carried out in the context of academic or scientific research, where the researcher asks questions of participants to collect data, obtain information, or better understand a phenomenon or problem under study. As an instrument, the interview corresponds to the qualitative method since it collects information based on the opinions or thoughts of the respondents. Regardless of the context or purpose, interviews typically follow a basic structure where the interviewer asks questions and the interviewee responds, and can vary in length, format, and depth depending on the specific situation.

For their part, (Cannell & Kahn, 1968) define the interview as conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives. The interaction between the themes is direct, through verbal and non-verbal language.

Survey (Pre-test and Post-tests)

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Joseph Check, 2012). Surveys are a fundamental tool in quantitative research and are widely used in various fields, including social and psychological research. Here are some key features of surveys as a research instrument:

- **Variety of Data Collection Methods:** Surveys can collect data in a variety of ways, including paper questionnaires, online surveys, telephone or in-person interviews, and other modalities. This provides flexibility in how participants are recruited and data are obtained.
- **Use of Numerically Rated Items:** Surveys often use numerically rated items, where participants select responses from a rating scale or rate their agreement with statements on a numerical scale. This allows for quantification and statistical analysis of the data.
- **Incorporating Open-ended Questions:** Although surveys are primarily quantitative, they can also include open-ended questions that allow participants to provide detailed answers in their own words. This allows for a deeper and richer understanding of the topics explored.
- **Combined Methods:** Surveys can use combined methods, where both quantitative and qualitative strategies are used in the same study. This provides a more complete and holistic perspective of the phenomena investigated while taking advantage of the strengths of both approaches.
- **Description and Exploration of Human Behavior:** Surveys are especially useful for describing and exploring human behavior, since they allow data to be collected on attitudes, beliefs, opinions, behaviors and demographic characteristics of a representative sample of the population.

Ultimately, surveys are a versatile and effective tool for data collection in quantitative research, and are widely used to describe, explore, and understand human behavior in a variety of social and psychological contexts. (R Singleton Jr, Straits, Straits, & McAllister, 1988).

Table 5. Pre and Post Test Operationalization Matrix

PRE AND POST TEST	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALE
Pre-test and Post-test	The Pre and Post Test in the context of the research on “Enhancing Writing Skills in Tenth Grade Students through the Implementation of QUIZIZZ at Unidad Educativa Fiscal José Vicente Trujillo” are the evaluation instruments designed to measure the progress or improvement of writing skills. students' writing by evaluating their ability to produce new vocabulary writing, construct grammatically structured sentences without spelling errors before and after the implementation of the proposal that corresponds to the questionnaires developed in the Digital QUIZIZZ application.	Writing	Use of Language	EXCELLENT!
			Writing Production	
		Reading	Reading Comprehension	VERY GOOD!
			Reading Acquisition	GOOD!
		Grammar	Parts of Speech	REGULAR!
			Present Continuous	TERRIBLE!

Elaborated by: Karim Briones T. (2023)

Pre-test

An article published in Springer magazine in 2014 defines Pre-test as “The stage in survey research when survey questions and questionnaires are tested on members of target population/study population, to evaluate the reliability and validity of the survey instruments prior to their final distribution. Pretesting is widely regarded as indispensable in survey questionnaire development and is also crucial to improve data collection for quality-of-life research. It incorporates a variety of methods or combinations of methods.” (Springer, 2014)

Post-test

A posttest is an assessment measure given to participants after they have received treatment as part of a research study. A pretest-posttest research design must provide

participants with the same assessment measures before and after treatment in order to determine if any changes can be connected to the treatment. (study.com, 2023)

Questionnaires

The questionnaire is defined as a research tool that presents a series of questions to collect useful information from respondents. These instruments include questions that can be oral or written and are interview-style. Questionnaires can be qualitative or quantitative depending on the type of question and can be administered online, by telephone, on paper or face-to-face. Additionally, questions do not necessarily have to be administered with the researcher present.

In a publication in the digital newsletter “Cint” it also states that the questionnaires include open or closed questions and, or present a combination of both. Open-ended questions allow respondents to respond in their own words or opinions with or without including as much detail as they wish. Closed-ended questions provide respondents with a set of predetermined answers from which to choose. (Cint.com, 2024). A questionnaire is a research tool utilized to gather information from respondents through a series of questions. Here are some key points about questionnaires:

- **Format and Administration:** Questionnaires can be administered in various formats, including online, by telephone, on paper, or face-to-face. They can be self-administered or administered by an interviewer.
- **Types of Questions:** Questionnaires can contain a mix of open-ended and closed-ended questions. Open-ended questions allow respondents to provide detailed, qualitative responses in their own words, while closed-ended questions provide respondents with predefined response options to choose from.
- **Qualitative vs. Quantitative:** Depending on the type of questions included, questionnaires can be qualitative or quantitative in nature. Qualitative questionnaires focus on gathering descriptive, in-depth information, while quantitative questionnaires aim to gather numerical data that can be analyzed statistically.
- **Flexibility:** Questionnaires offer flexibility in terms of question format, length, and administration method. Researchers can tailor questionnaires to suit their specific research objectives and target audience.

- Anonymity and Privacy: Questionnaires can be designed to maintain respondent anonymity and privacy, particularly when sensitive or personal information is being collected. This can encourage honest and accurate responses from participants.
- Data Analysis: Once responses are collected, researchers can analyze the data using various statistical techniques for quantitative questionnaires or thematic analysis for qualitative questionnaires. This allows researchers to draw conclusions and make informed decisions based on the findings.

Overall, questionnaires are a versatile and widely used research tool that allows researchers to gather valuable information from a large number of respondents efficiently and systematically. By carefully designing and administering questionnaires, researchers can gain insights into various topics and phenomena, contributing to the advancement of knowledge in their respective fields.

QUIZIZZ Digital Application

The project intervention was carried out using the QUIZIZZ digital application. QUIZIZZ is an application to create personalized questions in a playful and fun way, similar to Kahoot, where the teacher generates the questions on the web and provides the students with the web page and the questionnaire code to answer from a computer, tablet, smartphone, or any mobile device. (Ruiz, 2019)

David Ruiz also explains how this digital tool works: This application allows the teacher to create online questionnaires that students can answer in three different ways:

- In a live game (Kahoot type)
- As homework (the results come to the teacher)
- Individually (“solo game”)

It is a free website/app and teachers can register with their Google usernames, so they would not have to create another account. As in Kahoot, for students to “play” a QUIZIZZ they do not have to register, they only need to enter the game pin that the teacher gives them. They also do not need to install any app on their device (mobile, computer, tablet...) from any browser they can play. There is an app that makes things a lot easier, but it is not necessary to have it installed. Unlike Kahoot, when you answer a QUIZIZZ you do not need to look at the class

blackboard projector or any screen, but rather the question appears on each device along with the possible answers. (Ruiz, 2019)

Description of the methodological proposal

The methodological proposal to improve writing skills in students of the tenth basic year, parallel A of the José Vicente Trujillo Fiscal Educational Unit focuses on the student. Integrating online activities through a digital application, the proposal was designed in detail to address the needs, challenges, and strengths identified through the previous diagnosis, guaranteeing a specific and effective intervention.

Description of the Evaluation and validation of the Proposal

The evaluation and validation of the proposed methodological approach to improve writing skills among tenth grade students involved a process aimed at evaluating its effectiveness and impact on language development. The validation process encompassed both formative and summative evaluation techniques, as well as rigorous validation through expert judgment.

Summary evaluation

The summative evaluation served as a conclusive evaluation of the impact of the proposal on the students' writing skills. A posttest, mirroring the pretest, was administered to measure the degree of improvement in students' ability to grammatically structure sentences, use language in given contexts, correct writing of numbers, and recognition of parts of speech. By comparing the pre- and post-test results, the degree of progress achieved through the intervention was quantitatively measured. The summative evaluation provided an overall picture of the effectiveness of the proposal in improving students' writing skills and vocabulary use.

Ethical Considerations:

- For the application and execution of this study, authorization from the Principal of the educational institution has been requested and obtained.
- The present study involves underage students, so permission from legal representatives has been requested for participation in it.

The confidentiality of the data of all those involved in the study is maintained, which will be used only for educational and research purposes.

Description of the Data Processing of the Diagnostic Stage

The data processing included a careful procedure of collection, organization and analysis of the information obtained from the pretest and survey of the students who were the subject of the research. Within this phase, it was crucial to delve into both the needs and expectations of the students as well as the language mastery work. These data will be the ones on which the proposal's implementation will be based and then the post-test will be carried out. Based on the results of the post-test, data comparison will be carried out to verify whether or not there was an improvement in the students' writing skills.

Data collection and compilation

The processing of the research data began with the collection of data from the pre-test and the interview with the students. Pre-test responses, both correct and unsuccessful, were recorded and compiled into a structured data set to provide a straightforward analysis. The quantitative method was applied here because the data obtained in the pre- and post-test were numerical and measured to generate statistics within the study, which facilitates the subsequent analysis and interpretation of the data obtained. On the other hand, the qualitative method represented by the interview revealed the points of view, expectations and feelings of the students in relation to learning the English language.

Data entry and coding

The data collected from the pre- and post-test were then subjected to careful entry and coding. Responses were systematically entered into an electronic spreadsheet ensuring accuracy and consistency. The open-ended survey responses were also coded and grouped into themes, allowing for a more complete analysis of the qualitative data. This data coding process facilitated the identification of recurring patterns, emerging themes, and significant insights.

Descriptive analysis

Descriptive analysis involved the first step in the processing of quantitative data. Statistical tables were calculated from the pretest results and measures of central tendency such as frequencies, means, modes, and standard deviations were generated to summarize the performance of the study participants in the initial test. These analyzes provided a faithful preliminary view of the current level of students' writing skills, as well as strengths, weaknesses showing areas in which they can improve.

Thematic analysis

A thematic analysis was carried out on the qualitative data derived from the open responses of the survey and the quantitative data from the pre-and post-test responses. The coded themes were examined in detail to identify key trends within the preliminary research, notable and recurring patterns, challenges, and student expectations regarding their writing skills. Thematic analysis improved the understanding of contextual factors that influence language learning within the specific educational context.

Comparative analysis

A comparative analysis was carried out between the pre and post results. This comparison provided information about the progress and development of students' writing skills before and after the intervention. The comparative analysis helped measure the impact of the proposed methodological approach on improving writing skills and validated the effectiveness of using the QUIZIZZ digital application.

Description and Analysis of the Results of the Diagnostic Stage

The initial diagnosis that was carried out through the application of the pre-test, had as its primary objective the development of the methodological proposal which involved a series of questionnaires developed within the digital application QUIZIZZ, which was applied to the students through the use of electronic devices. In this way, the writing skills of the students of the tenth basic year, parallel A of the José Vicente Trujillo Educational Unit, were evaluated. This diagnostic phase served as the basis for the design of the intervention based on interactive games in a digital application that can be adapted to the specific needs and abilities of the participants.

Interpretation and conclusions

The processed data were interpreted in the context of the research objectives and the theoretical framework. The identified patterns, trends, and correlations were analyzed to draw meaningful conclusions about students' writing skills, proficiency levels, and specific needs. These conclusions served as the basis for subsequent stages of the research, including the formulation of the methodological proposal and the development of specific interventions.

In summary, the data processing of the diagnostic stage involved a systematic procedure that encompassed data collection, entry, coding, descriptive and thematic analysis, comparative analysis, and interpretation. This comprehensive approach generated valuable knowledge about

the students' linguistic domain and needs, guiding the development of an effective methodological proposal designed to improve their writing skills within the context of the Unidad Educativa Fiscal José Vicente Trujillo.

Description and Analysis of the Results of the Diagnosis Stage

The initial diagnosis was carried out through the pre-test to obtain preliminary information to inform the development of the methodological proposal that involved a comprehensive evaluation of the writing skills of the students of the tenth basic year, parallel A of the Fiscal José Educational Unit Vicente Trujillo. This diagnostic phase served as a crucial basis for designing the intervention based on questionnaires and questions developed in a digital application and adapting it to the specific needs and abilities of the participants.

Brief conclusion

Chapter 2 has laid a solid methodological foundation for the research, including critical elements such as the conceptualization and operationalization of the main variables and categories, the scope and type of research, and the justification of the research approach. It has meticulously described the data collection methods, population and sample, along with the rationale for the sampling procedures. The chapter has highlighted the use of digital applications as a key component of research, emphasizing adaptation to proficiency levels for effective improvement of English language writing skills. In addition, it has provided a detailed description of the instruments and methods of data collection and processing, preparing the ground for the next stage of the research.

On the other hand, Chapter 2 presented the initial survey, the diagnostic test or pre-test as well as preliminary results, offering key information about the students' mastery of writing skills before the intervention with the digital application. Overall, this chapter has been instrumental in shaping the methodological framework of the research and understanding the basic conditions for evaluating the effectiveness of digital applications to improve writing skills among tenth grade students.

CHAPTER 3: Presentation and Validation of the Proposal

This third chapter addresses the presentation and validation of the research proposal. It includes the discussion and analysis of the results from the development and validation of the intervention proposal. Likewise, this chapter tangibly presents the methodological proposal and shows the activities designed and developed in the QUIZIZZ digital application to improve writing skills in students of the tenth basic year, Parallel A. Here it is also shown the benefits, practicality but above all the entire feasibility of the proposal. This chapter also shows the analysis of the participants' data, this data was essential to implement the proposal, which was chosen and developed for the selected sample. On the other hand, the results provide information on the effectiveness and impact of the QUIZIZZ digital application on the development of students' writing skills.

The analysis of all the information collected in the interview and in the pre-and post-test was carried out qualitatively and quantitatively respectively. The instruments to determine the validity of the study were carefully designed by the author focusing on its purpose. Likewise, the instruments applied in this research were validated through the judgment of experts who determined that these instruments are applicable to this study. The data obtained in the surveys administered to the study participants were organized in statistical tables and Figures prepared in Microsoft Excel to later be interpreted.

The surveys included five questions, each with different items that assessed grammar, language use, writing production, reading comprehension and reading acquisition, recognition of parts of speech, and writing production in Time. Present continuous. The previously mentioned items were measured quantitatively using a frequency scale. An interview was not carried out with the teachers of the area because the previous interview was carried out with the objective of knowing the thoughts and feelings of the students regarding the current English language teaching strategies that teachers apply in the classroom.

The initial survey was carried out in their native language (Spanish) since the students with difficulty began the school year with a level of A2 and did not master the language skills. Based on the students' responses, the author wrote an analysis. It is worth mentioning that the instruments applied to the students were developed according to the indicators of the independent and dependent variables.

The Foundation of The Proposal

Currently, statistics show the deficiencies in English language writing in students of the Ecuadorian tax system. The proposal of this research work is based on the urgent need to improve writing skills in students of the Tenth Grade, parallel A of the José Vicente Trujillo Fiscal Educational Unit of the city of Guayaquil. To achieve the objective of the proposal in an innovative way and hand in hand with technology, the author used the digital application QUIZIZZ. Furthermore, the basis of this proposal is based on the firm conviction that writing activities, when integrated as games and competitions through technology and the Internet, represent a challenge that students will never reject, especially if they have electronic devices.

Modeling of The Proposal

The data obtained after the initial survey gave the first indications of the thinking and feeling of the respondents regarding the current methodologies that their English teacher uses in teaching English during classes, first at a general level and then focusing on the skills of writing in students. On the other hand, the pre-test focused exclusively on writing skills and served to investigate in depth the students' writing level before the implementation of the proposal. For both instruments, the quantitative method was applied through which the statistical Figures with crucial information that served for the development and implementation of the activities of the proposal in the present research work can be directly interpreted.

It should be noted that the proposal is original because something similar had never been applied since the majority of students do not have electronic devices at their disposal nor access to the internet considering that they are students with limited economic resources who during the pandemic relegated their studies due to situations economics that prioritized food and housing. Furthermore, the present study is innovative because it makes use of available technology and a well-known current digital application that has been carefully selected for its friendly environment that motivates students to participate and promotes the game as an activity for the study of a second language.

To implement the proposal, it was necessary to carry out an exhaustive analysis of the data obtained from the initial survey and the pre-test to develop the series of questionnaires that were applied with the QUIZIZZ digital application. Then, the topics presented in the pretest were used to develop the questions in order to evaluate the proposed topics. These themes represent the indicators that were used to generate the evaluation instruments. The QUIZIZZ digital application assessed grammar, language use, writing production, recognition of parts of



speech, reading comprehension, and sentence construction in the present continuous tense. It is important to mention that for each indicator; a different questionnaire was developed in order to get students to participate by demonstrating their writing skills.

Results of The Initial Survey Applied to The Students

It is important to mention that the initial survey carried out on the students of the tenth basic year, parallel A of the José Vicente Trujillo Fiscal Educational Unit of the city of Guayaquil, was carried out in their mother tongue, that is, in Spanish. It was carried out in this way considering that the level of the students participating in the study is A2 and they would not have had adequate reading comprehension if the survey had been administered in English. Conducting the initial survey in Spanish results in reliable responses. Then, for the purposes of preparing and editing this project, the reader will find both the survey and the statistics and interpretation of the results in English.

1.- Do you practice English in class?

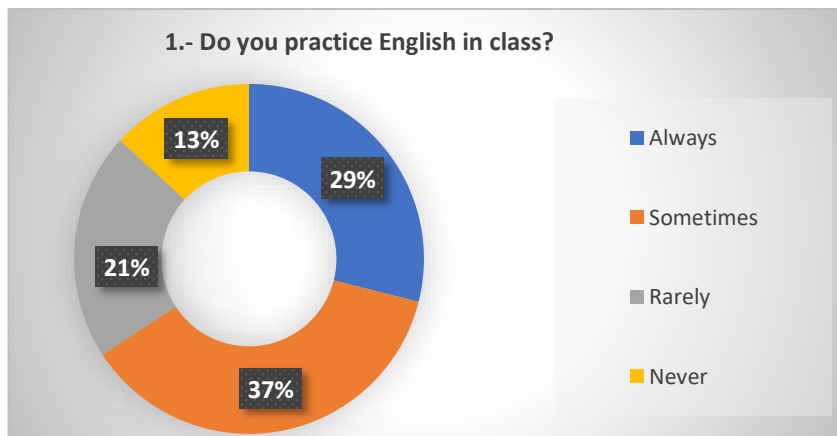
Table # 6: English practice in the classroom

OPTION	FREQUENCY	PERCENTAGE
Always	11	29%
Sometimes	14	37%
Rarely	8	21%
Never	5	13%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 1: English practice in the classroom



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The Figure 1 reflects that at least 29% of the surveyed group actively and voluntarily practices English in classes, and a greater percentage of 37% participates sometimes. On the other hand, 21% are not completely active and limit their participation to rare occasions while a minority of 13% indicate that they never practice English in class.

2.- What is most difficult for you in English class: speaking, listening, writing, or reading in English?

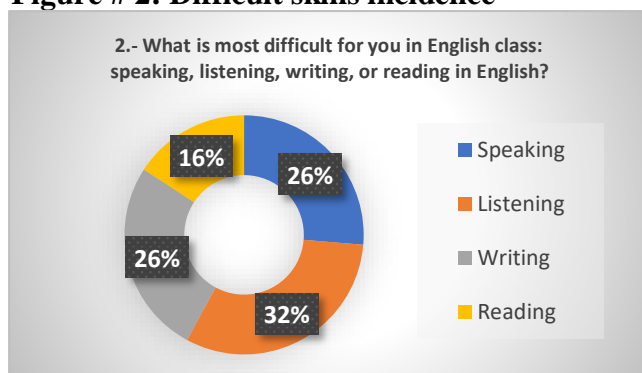
Table # 7: The most difficult skill in class

OPTION	FREQUENCY	PERCENTAGE
Speaking	10	26%
Listening	12	32%
Writing	10	26%
Reading	6	16%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 2: Difficult skills incidence



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The previous Figure 2 shows that although students practice language skills in class, without a doubt the one that represents the greatest difficulty is listening with 32%, since they do not usually practice outside the classroom and the practice of other skills is limited to the classroom both for completing tasks and approving lessons. These parts are represented with 26% difficulty in oral practice in class and another 26% have problems writing in English. On the other hand, a minority represented by 16% of those surveyed indicate that the skill that is most difficult for them is reading in L2.

3.- Do you agree with your teacher's current English teaching method?

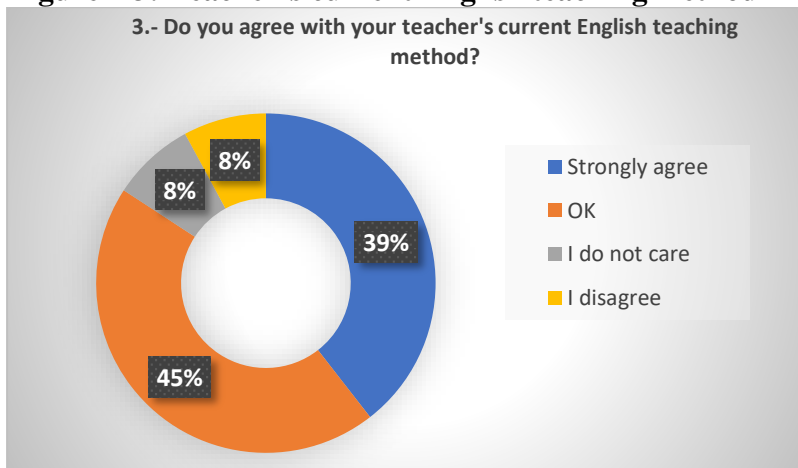
Table # 8: Teacher's current English method

OPTION	FREQUENCY	PERCENTAGE
Strongly agree	15	39%
OK	17	45%
I do not care	3	8%
I disagree	3	8%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 3: Teacher's current English teaching method



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Although students are familiar with the English teacher's traditional teaching methods, the Figure reflects that 39% of respondents completely agree with the methodology. However, a large part of them, 45%, feel satisfied, but not at ease, when it comes to another language. Of the remaining part, half, equivalent to 8%, do not care about the methodology used by the teacher, and the other half, represented by 8% of the study participants, do not agree.

4.- Does the teacher motivate you all in class from the beginning?

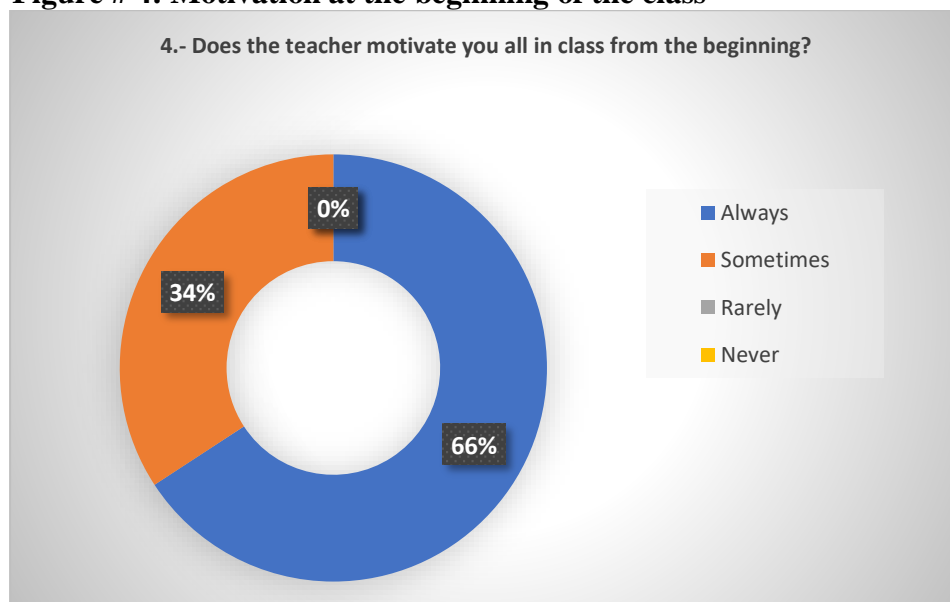
Table # 9: Is there motivation in class?

OPTION	FREQUENCY	PERCENTAGE
Always	25	66%
Sometimes	13	34%
Rarely	0	0%
Never	0	0%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 4: Motivation at the beginning of the class



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

According to Figure 4, the majority of students, that is, 66%, report that the teacher always motivates students at the beginning of each session while a third of those surveyed (34%) indicate that motivation occurs but only sometimes.

5.- Does the teacher speak in English during class?

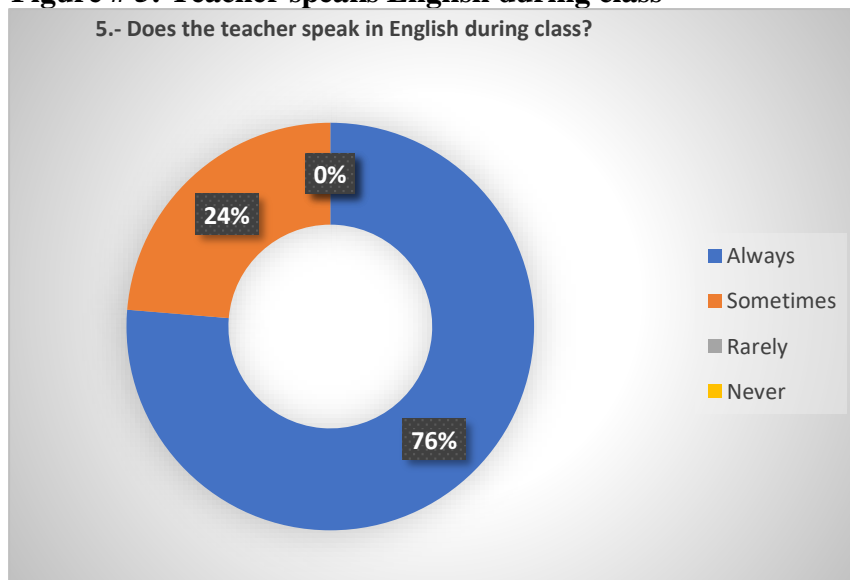
Table # 10: Teacher speaks English during classes

OPTION	FREQUENCY	PERCENTAGE
Always	29	76%
Sometimes	9	24%
Rarely	0	0%
Never	0	0%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 5: Teacher speaks English during class



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

According to this Figure 5, three-quarters of the group (76%) indicate that the teacher speaks English during class, the remaining 24% of the students surveyed indicate that this happens but not all the time since when the students have doubts, the teacher makes the explanation in Spanish.

6.- Does the teacher use technology or digital applications for teaching during class?

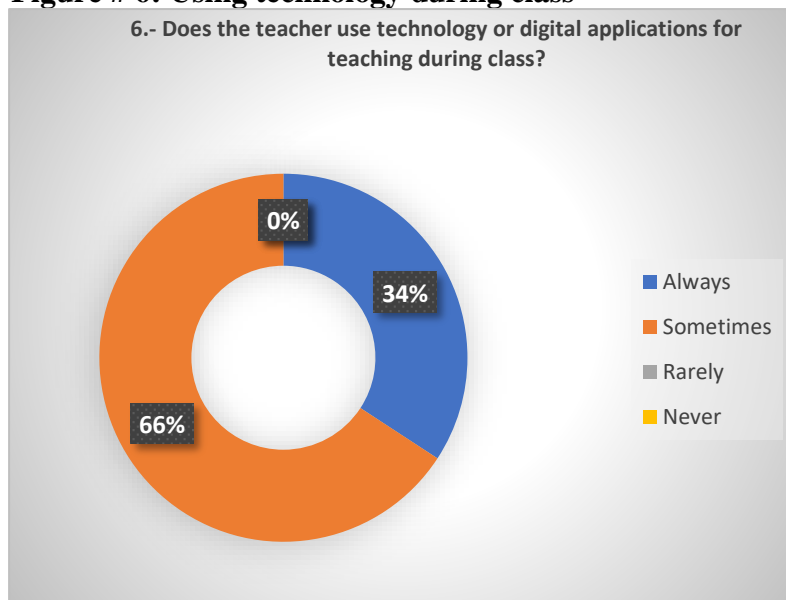
Table # 11: Using of technology during class

OPTION	FREQUENCY	PERCENTAGE
Always	13	34%
Sometimes	25	66%
Rarely	0	0%
Never	0	0%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 6: Using technology during class



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The Figure 6 illustration shows that 66% of the students surveyed indicate that the teacher uses technology and digital applications during classes to evaluate knowledge, but not always as reported by the remaining 34%.

7.- Is there an interaction between students and participation during class?

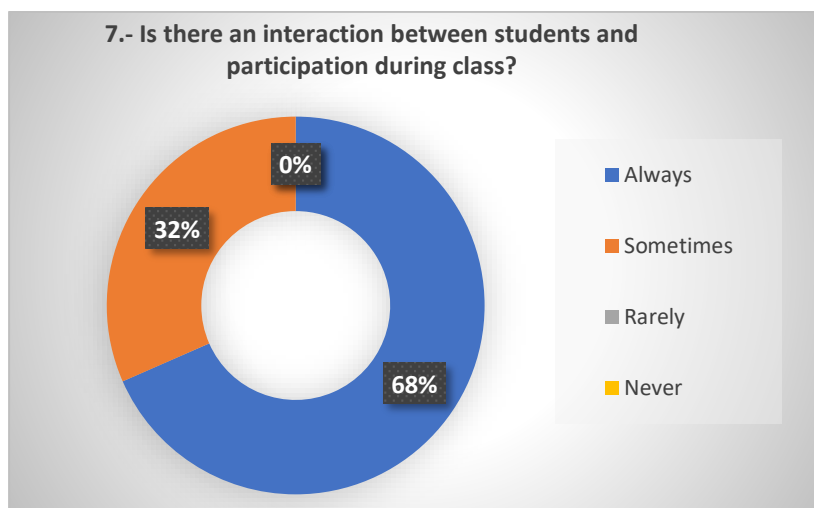
Table # 12: Interaction between students during class

OPTION	FREQUENCY	PERCENTAGE
Always	26	68%
Sometimes	12	32%
Rarely	0	0%
Never	0	0%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 7: Interaction between students during class



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

This statistical Figure 7 shows that 68% of those surveyed indicate an interaction between students in the classroom, which generally occurs through work in duos, trios or larger groups to carry out collaborative work. The remaining 32% believe that interaction occurs but sometimes.

8.- What kind of activities would you suggest to the teacher to apply in class?

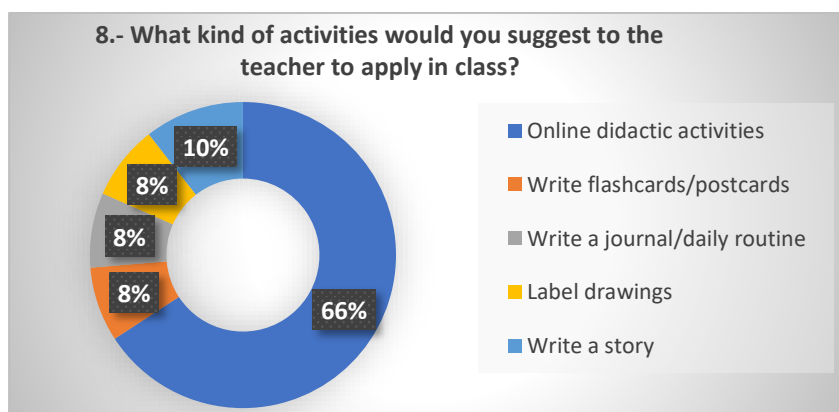
Table # 13: Suggestions for the teacher to apply in classes

OPTION	FREQUENCY	PERCENTAGE
Online didactic activities	25	66%
Write flashcards/postcards	3	8%
Write a journal/daily routine	3	8%
Label drawings	3	8%
Write a story	4	11%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 8: Suggestions to apply in class



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

According to this Figure number 8, 66% of the students surveyed suggest that the English teacher should apply online teaching activities in classes. On the other hand, 10% suggest practicing by writing stories and comics in English. While the remaining part is divided into 3 equal groups of 8% where the first group prefers to practice writing cards or postcards, another 8% suggests practicing with writing their daily routines. In contrast, the remaining 8% prefer to practice writing by labeling drawings.

9.- Do you use digital applications to practice writing in class or at home?

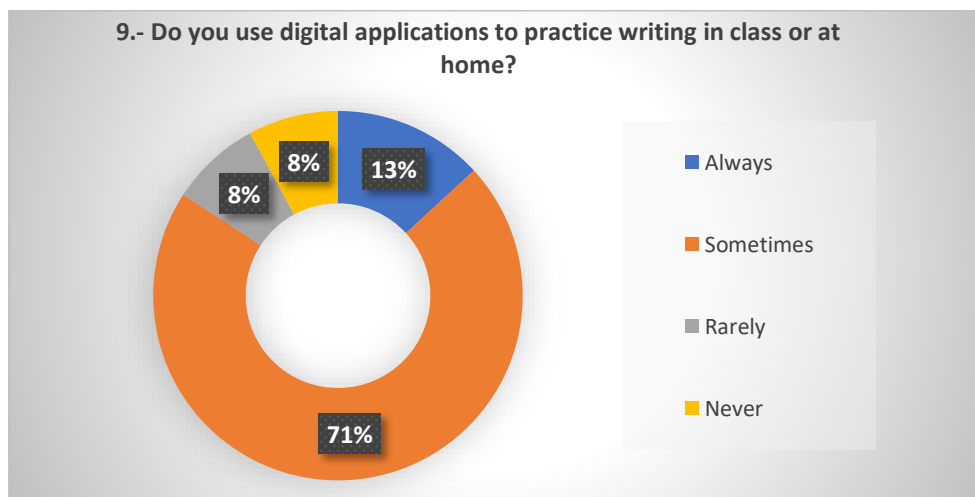
Table # 14: Using digital applications to practice writing in class or at home

OPTION	FREQUENCY	PERCENTAGE
Always	5	13%
Sometimes	27	71%
Rarely	3	8%
Never	3	8%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 9: Digital applications to practice writing in class or at home



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

This Figure 9 shows that 71% of the group surveyed reveal that they never use digital applications to practice writing at home or in class, at least not by choice. 13% indicate that they use digital applications, 8% state that they use the applications on very few occasions and the remaining 8% indicate that they never use them.

10.- Is there feedback or a correction session from the teacher after a written test in English?

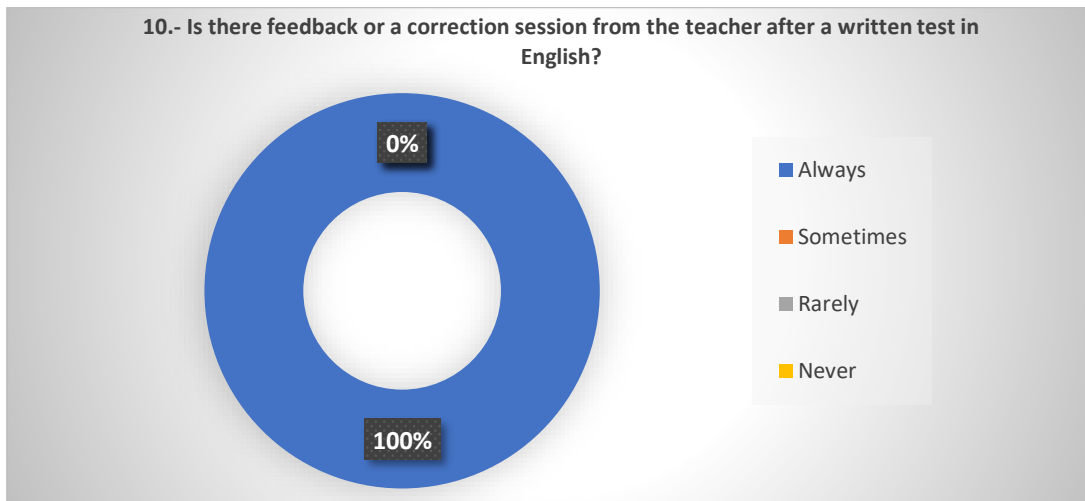
Table # 15: Feedback after written tests

OPTION	FREQUENCY	PERCENTAGE
Always	38	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
TOTAL	38	100%

Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 10: Feedback after a written test in English



Note: Source: Survey applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

According to this Figure 10, the entire group surveyed, that is, 100%, indicates that the teacher always provides feedback after a written test to correct errors and indicate weaknesses to improve them in the future.

Description and Analysis of the Pre-test

After administering the initial survey to the students, relevant and revealing data were obtained about the students' thinking and feelings about the current teaching methodology of their English teacher. With the preliminary data, the pre-test was prepared that contains topics



to evaluate the students and thus obtain where the strengths and weaknesses of the writing skills that the students have before the implementation of the proposal are. The pre-test evaluates five topics of writing practices among which we have:

Vocabulary and grammar acquisition.- Corresponds to the use of language, which is the first indicator of the first dimension of the independent variable or Writing. It contains 6 items or questions that involve the topic Wh-questions to investigate the way students respond to informal questions such as name, age, nationality, what their parents do, or how many siblings they have. This topic evaluates the use of language through the grammar and vocabulary shown when answering the questions, likewise, the level of knowledge is evaluated when differentiating the meaning of the wh-words.

Writing production.- It is the second indicator of the Writing Dimension and for this case and as A2 level students, a simple topic was chosen, writing numbers. The topic requests that the names of ten Arabic numbers presented in a list be written in letters. The numbers mentioned are in the range from 1 to 100 and generally, there are always writing errors, especially in the case of tens, numbers whose digits are repeated or numbers from the same family, but students usually fail in writing.

Reading comprehension and Reading acquisition.- They correspond to the first and second indicators of the second dimension called Reading. In the same exercise, the two indicators are evaluated. Contains a reading exercise with a fill-in-the-blank segment. For this purpose, a Christmas-themed reading was chosen where students were able to relate, associate, or discard to select from eight options and write the correct answer or the most suitable ones.

Parts of Speech.- It is the first indicator of the Grammar Dimension. It contains ten sentences with underlined parts, the same ones that students must identify as a pronoun, noun, verb, adverb, preposition, or an article to select them as answers that they must write in the space designated for this purpose and which is located to the right of each sentence.

Present Continuous.- It is the second indicator of the Grammar Dimension and shows a figure with several people with their respective names performing different actions. The student must observe and analyze the photo and generate at least five sentences describing what the people are doing. The order of the exercise indicates that the sentences must be written in the Present Continuous tense. This exercise evaluates the grammatical structure used as well as the writing of the gerund verbs. In addition, students have been instructed to write the sentences using the names of the people involved or their respective personal pronouns, which also evaluates the correct use of the conjugation of the verb To Be in the present tense.

The scale used to assess the number of correct answers goes from *EXCELLENT* for all correct answers, through *VERY GOOD*, *GOOD*, *REGULAR*, and *TERRIBLE* for no correct answers. The aforementioned scale was used to rate all questions in the pre-test.

Results of the Pre-test Applied to The Students and interpretation of the results

Dimension 1: WRITING: 1.1. Use of Language

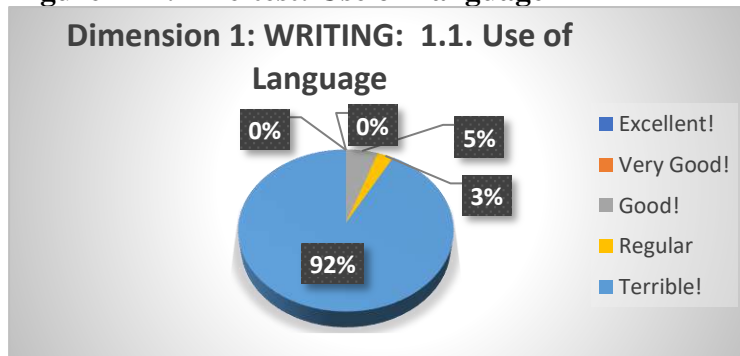
Table # 16.- Pre-test: Use of Language

Number of correct answers	Frequency	Scale	Percentage
6 hits	0	Excellent!	0%
5 hits	0	Very Good!	0%
4 hits	2	Good!	5%
3 hits	1	Regular	3%
From 0 to 2 hits	35	Terrible!	92%
Total:	38		100%

Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 11.- Pre-test: Use of Language



Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

According to the Figure number 11, 92% of the participants do not adequately answer the Wh-questions or provide information that the question is not requesting. A minority represented by 3% answers but not correctly. 5% responded acceptably and none reached all the correct answers.

Dimension 1: WRITING: 1.2. Writing Production

Table # 17.- Pre-test: Writing Production

Number of correct answers	Frequency	Scale	Percentage
9-10	5	Excellent!	13%
7-8	1	Very Good!	3%
5-6	2	Good!	5%
3-4	3	Regular	8%
0-2	27	Terrible!	71%
Total:	38		100%

Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 12.- Pre-test: Writing Production



Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The Figure 12 illustrates that 71% of the participants do not write numbers correctly in English. 8% can barely write them correctly or with errors. 5% acceptably write the numbers while 3% write them with minor errors and the remaining 13% write them without errors.

Dimension 2: READING: 2.1. Reading Comprehension and 2.2. Reading Acquisition

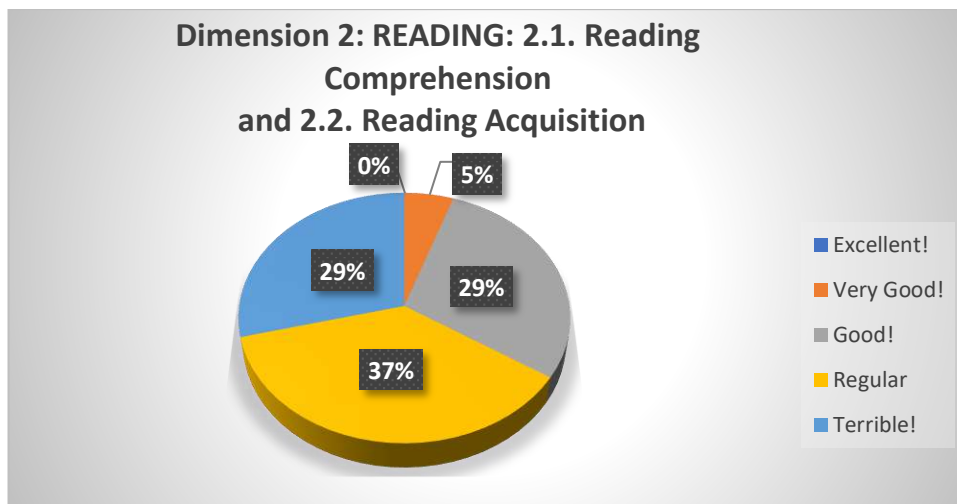
Table # 18.- Pre-test: Reading Comprehension and Acquisition

Number of correct answers	Frequency	Scale	Percentage
8	0	Excellent!	0%
6-7	2	Very Good!	5%
4-5	11	Good!	29%
2-3	14	Regular	37%
0-1	11	Terrible!	29%
Total:		38	100%

Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 13.- Pre-test: Reading Comprehension and Acquisition



Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The Figure 13 indicates, regarding reading comprehension and acquisition, that 37% of students can place a word within a certain context regularly, while 29% do so in an acceptable manner. On the other hand, 29% of the participants cannot locate words in a given context and only a minority represented by 5% relates and locates words in context although with small errors.

Dimension 3: GRAMMAR: 3.1. Parts of Speech

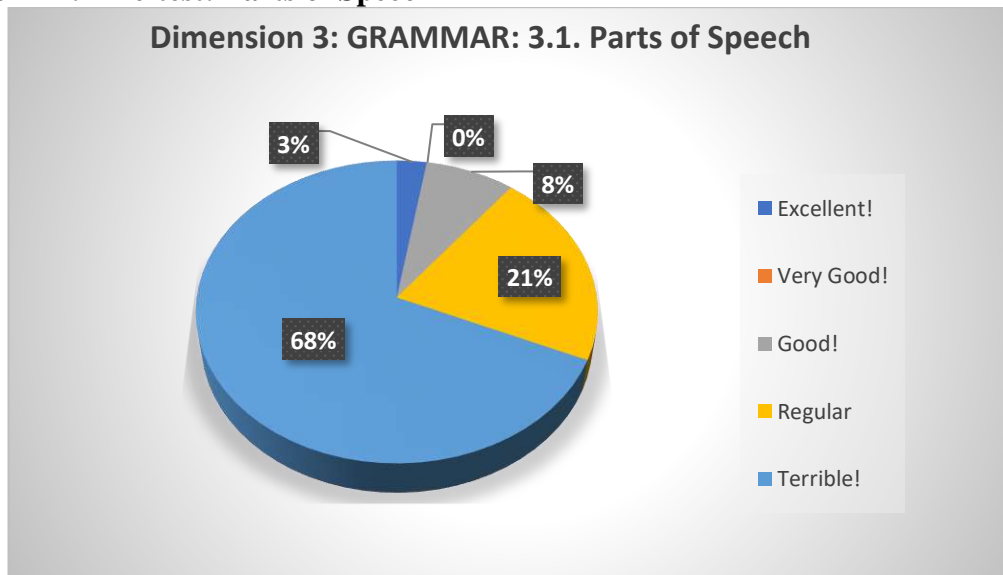
Table # 19.- Pre-test: Parts of Speech

Number of correct answers	Frequency	Scale	Percentage
9-10	1	Excellent!	3%
7-8	0	Very Good!	0%
5-6	3	Good!	8%
3-4	8	Regular	21%
0-2	26	Terrible!	68%
Total:	38		100%

Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 14.- Pre-test: Parts of Speech



Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The Figure 14 reveals that 68% of the participants do not recognize or identify the parts of speech. 21% have few successes identifying the parts of speech. On the other hand, 8% of the students identify the parts of the sentence and only 3% recognize the function that each word represents.

Dimension 3: GRAMMAR: 3.2. Present Continuous Tense

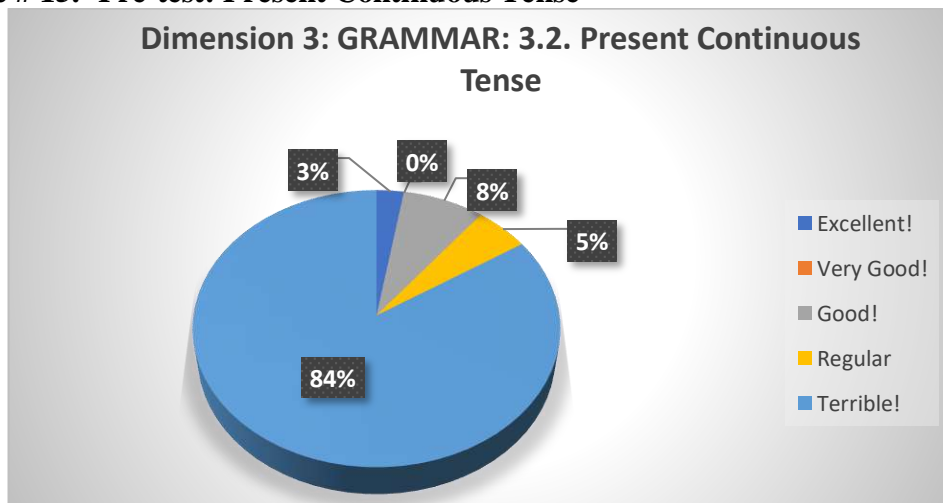
Table # 20.- Pre-test: Present Continuous Tense

Number of correct answers	Frequency	Scale	Percentage
5	1	Excellent!	3%
4	0	Very Good!	0%
3	3	Good!	8%
2	2	Regular	5%
0-1	32	Terrible!	84%
Total:	38		100%

Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 15.- Pre-test: Present Continuous Tense



Note: Source: Pre-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The Figure 15 shows that 84% of students do not know or do not remember how to structure a sentence in the Present Continuous tense. In contrast, a minority of 3% can write sentences in the Present Continuous tense from a figure, 8% do so but with few failures at a structural level and 3% achieve it without failures.

Proposal Implementation

Improvements in Student Writing skills through the QUIZIZZ digital application

During the week of November 27 to 30, a series of 6 questionnaires were administered to the students with the topics covered in the pre-test. With 3 hours a week according to the curriculum workload for the English subject, 2 questionnaires were administered per class hour. Before the implementation of the proposal, the respective feedback was given to explain the topics covered in the pre-test. In addition, since the QUIZIZZ digital application was new for the students, the entry, use, ways to respond, management of the sound buttons and management of the wildcards were explained to them so that everyone could solve the questionnaires equally conditions.

In the written document requested from parents for authorization for the participation of their representatives as minors within the project, it was indicated that they would need at least 2 or 3 days with the use of smart cell phones so that the students have the electronic devices necessary to execute the central process of the project.

Results of the Post-test Applied to The Students and interpretation of the results

The post-test was applied to the following week of implementation of the proposal to compare the results against the pre-test and verify if the proposal process met its main objective, which was to improve the students' writing skills in the English language. The test has the same questions and the same scale for evaluating the answers, that is, the same dimensions are re-evaluated with their respective indicators. All students who participated in the study took the posttest.

Dimension 1: WRITING: 1.1. Use of Language

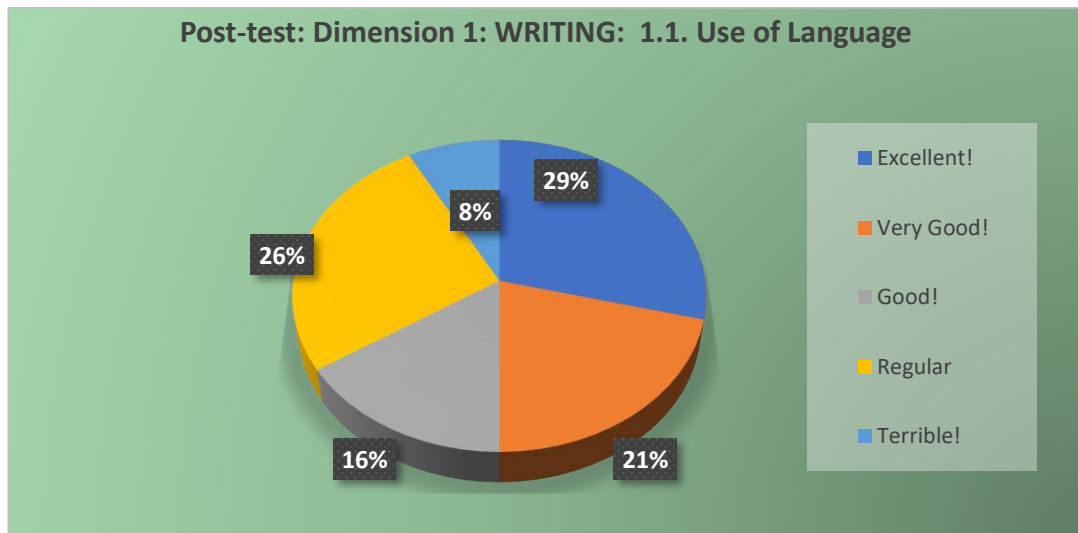
Table # 21.- Post-test: Use of Language

Number of correct answers	Frequency	Scale	Percentage
6	11	Excellent!	29%
5	8	Very Good!	21%
4	6	Good!	16%
3	10	Regular	26%
0-2	3	Terrible!	8%
	38		100%

Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 16.- Post-test: Use of Language



Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The Figure 16 reveals a notable improvement in the students in the post-test. Only 8% still cannot respond adequately to the Wh-questions. 26% do it but with some failures. 16% can do it with fewer failures while 29% do it excellently.

Dimension 1: WRITING: 1.2. Writing Production

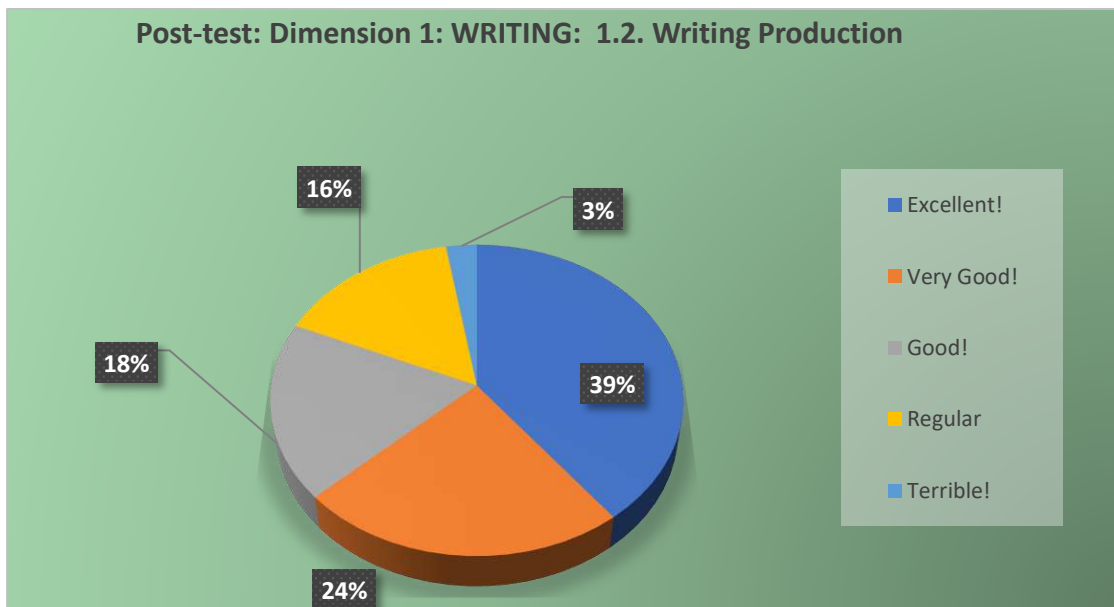
Table # 22.- Post-test: Writing Production

Number of correct answers	Frequency	Scale	Percentage
9-10	15	Excellent!	39%
7-8	9	Very Good!	24%
5-6	7	Good!	18%
3-4	6	Regular	16%
0-2	1	Terrible!	3%
	38		100%

Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 17.- Post-test: Writing Production



Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

After the implementation of the proposal and according to the previous figure, the students show a great improvement in the correct writing of numbers. Only 3% cannot write numbers correctly. 16% do so with some errors in writing. On the other hand, 18% of the participants write them with few errors 24% have very few errors, and 39% write the numbers correctly.

Dimension 2: READING: 2.1. Reading Comprehension and 2.2. Reading Acquisition

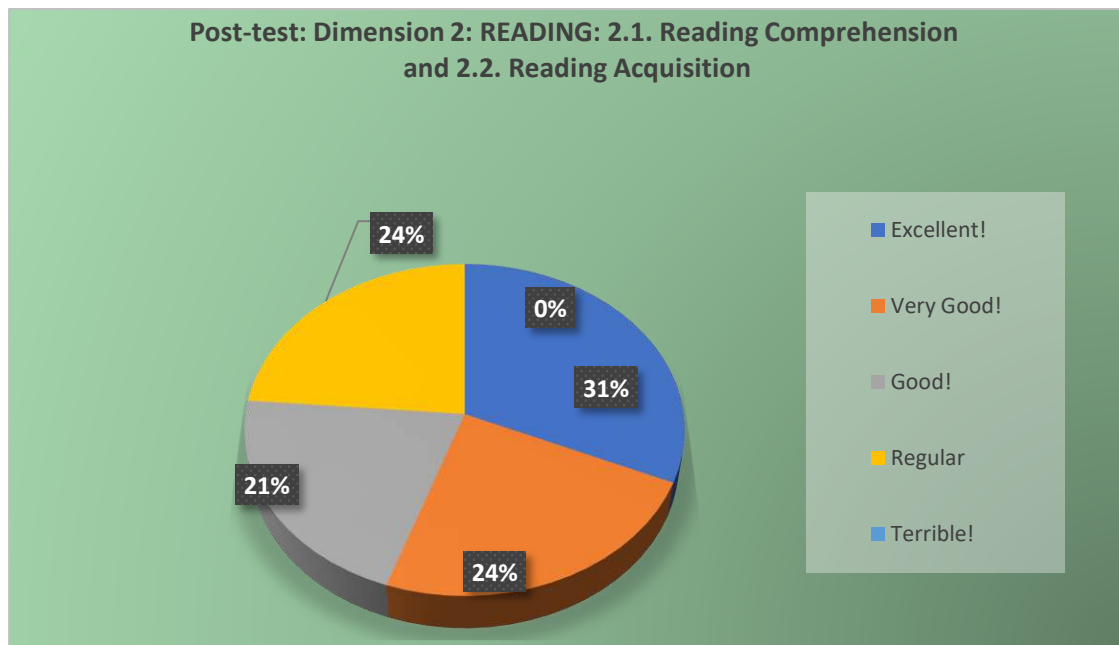
Table # 23.- Post-test: Reading Comprehension and Acquisition

Number of correct answers	Frequency	Scale	Percentage
8	12	Excellent!	32%
6-7	9	Very Good!	24%
4-5	8	Good!	21%
2-3	9	Regular	24%
0-1	0	Terrible!	0%
	38		100%

Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 18.- Post-test: Reading Comprehension and Acquisition



Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

According to the Figure 18, 24% can, although with errors, insert words within a paragraph with a specific topic, while another group of equal size, 24% do so with a minimum of errors. 21% do it with greater success than the previous group and 31% have no failures to achieve it successfully.

Dimension 3: GRAMMAR: 3.1. Parts of Speech

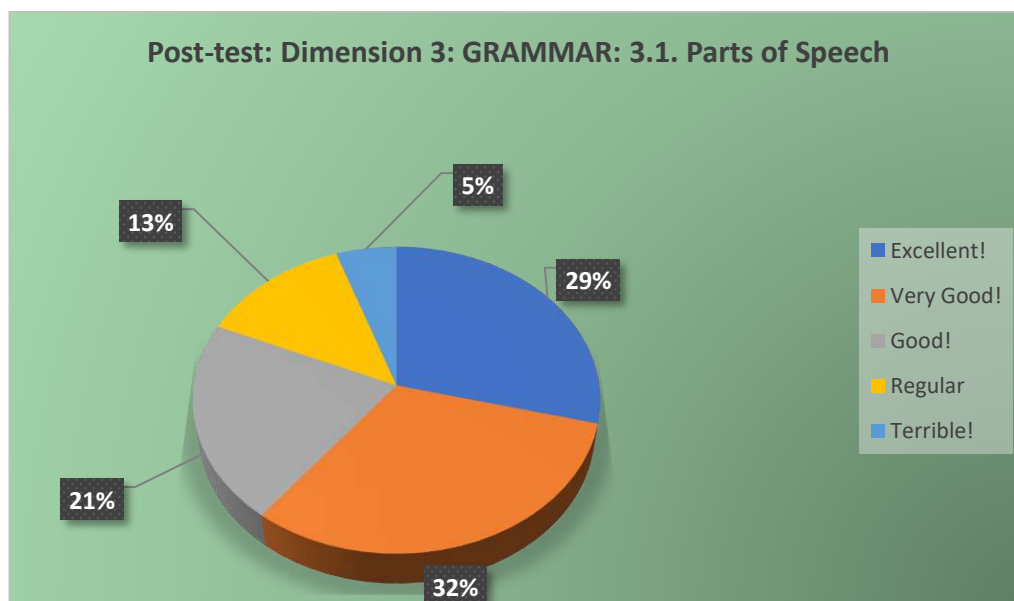
Table # 24.- Post-test: Part of Speech

Number of correct answers	Frequency	Scale	Percentage
9-10	11	Excellent!	29%
7-8	12	Very Good!	32%
5-6	8	Good!	21%
3-4	5	Regular	13%
0-2	2	Terrible!	5%
	38		100%

Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 19.- Post-test: Parts of Speech



Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The Figure 19 shows that 5% of the participants do not correctly identify the parts of speech, and 13% do, although with some errors. While 21% do it with a greater number of successes, 32% or the majority do it with few failures and the remaining 29% do it without any problem or errors.

Dimension 3: GRAMMAR: 3.2. Present Continuous Tense

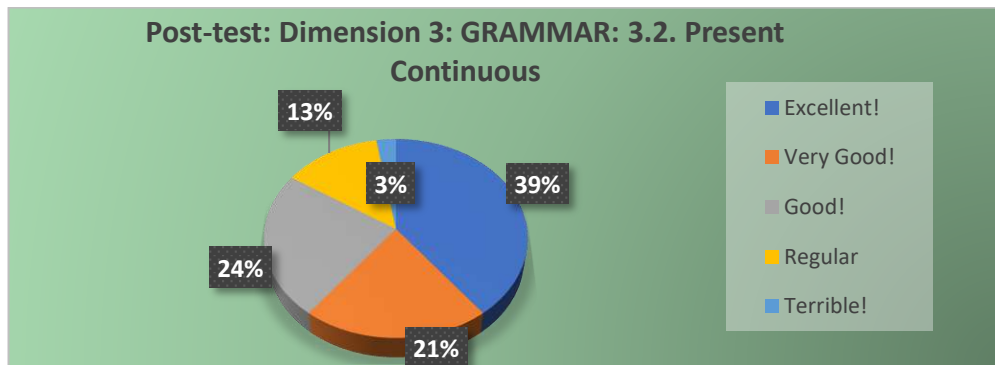
Table # 25.- Post-test: Present Continuous Tense

Number of correct answers	Frequency	Scale	Percentage
5	15	Excellent!	39%
4	8	Very Good!	21%
3	9	Good!	24%
2	5	Regular	13%
0-1	1	Terrible!	3%
	38		100%

Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 20.- Post-test: Present Continuous Tense



Note: Source: Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

The previous Figure 20 illustrates that only 3% of the participants have problems when writing sentences in the Present Continuous tense. However, 13% achieve it although with some failures, while 24% do so with very few failures. 21% do it almost without errors in the structure of the sentences, and 39% manage to write them correctly.

Comparison of the Pre-test and Post-test Results and Improvements

The following figure number 21 expresses a comparison to report the improvement of students' writing skills after the implementation of the proposal. It should be noted that the best result obtained in the pre-test and the post-test was taken to make the comparison.

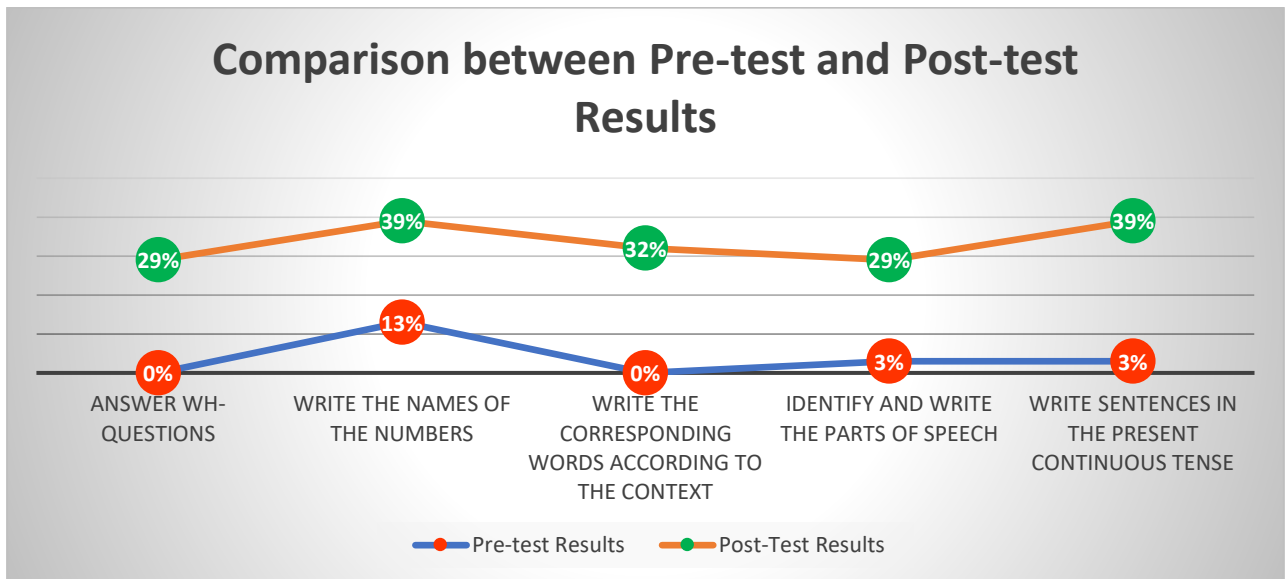
Table # 26: Comparison between Pre and Post-test Results

Topic or Task	Pre-test Results	Post-Test Results	Improvement
Answer wh-questions	0%	29%	29% (From 0% to 29%)
Write the names of the numbers	13%	39%	26% (From 13% to 39%)
Write the corresponding words according to the context	0%	32%	32% (From 0% to 32%)
Identify and write the parts of speech	3%	29%	26% (From 3% to 29%)
Write sentences in the present continuous tense	3%	39%	36% (From 3% to 39%)

Note: Source: Pre-Test and Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Figure # 21: Comparison between Pre and Post-test Results



Note: Source: Pre-Test and Post-test applied to ten-grade students, parallel A.

Elaborated by: Karim Briones T. (2023)

Triangulation of data sources

To demonstrate that the methods used in this research project have been used in an articulated or mutually supportive manner, data triangulation enhances the credibility and robustness of the research results. From the collection of data during the application of the first instrument, which was the initial survey, to the tests taken from the students before and after the implementation of the proposal, this research has achieved an understanding of the effectiveness of the use of the application. digital QUIZIZZ to improve the writing skills of the English language in students of the tenth basic year, parallel A of the José Vicente Trujillo Fiscal Educational Unit of the city of Guayaquil.

Relevance of preliminary data.- The preliminary data collected in the initial survey had great relevance when choosing the proposal in order to meet the expectations of the students, that is, the use of technology through a digital application to improve the writing skills of the participants. of the study.

Pre-test design.- This same information was used to design the pre-test with questions that, although basic, represent a challenge for students whose second language skills are not completely accepted by the students as it is a language that is not part of their social interaction especially as adolescents.

Then, the quantification of the results obtained in the pre-test showed the specific areas are where students have the greatest number of failures or errors when facing writing in the English language. These shortcomings were carefully studied and set the tone for the type of questions that were used to design the questionnaires that fed the digital platform used to carry out the proposal.

Application of the proposal.- The results of the application of the proposal, derived from standardized assessments that were applied in a digital questionnaire format, offer concrete evidence of the impact of role-playing on students' writing skills.

Observations during implementation.- During the implementation of the proposal, it was also possible to observe how students participate and benefit from the activities using digital applications. These observations have allowed the author to witness first-hand the practical application of digital applications within the classroom. As a result, it has been demonstrated within this research that students assimilate information in a practical and fun way. Whether individually or through collaborative work, students become more motivated, develop and improve writing skills, especially because the proposal reflects real-life examples and situations, which gives them a context where they are located to be part of him and give the most logical solutions in response.

In summary, the research demonstrated that the use of the QUIZIZZ digital application had a positive impact on students' English writing skills, supported by a variety of data and observations collected during the process.

Impact of QUIZIZZ Activities on Improving Writing Skills

The activities carried out in the QUIZIZZ digital application influenced in such a way that the students had improvements not only in the writing skills of the English language but also in the social field since the students built knowledge through the use of technology and also carried out work collaborative in order to improve their grades individually and in groups. Here is a summary of these key points:

Improvements in the social field: Students not only improved their writing skills but also developed social skills by working collaboratively and sharing knowledge about the use of technology. This collaboration not only benefited their individual learning, but also strengthened the relationships between them inside and outside of the classroom.

Construction of knowledge through technology: The use of the digital application allowed students to construct knowledge in an active and participatory way, which contributed to more effective and meaningful learning.

Mutual support during implementation: Students supported each other during the implementation of the project, teaching each other how to use the QUIZIZZ application successfully. This collaboration not only facilitated the learning process, but also strengthened cohesion within the group.

Meeting expectations: The proposal met the students' expectations, since they enjoyed all the proposed activities. This satisfaction was reflected in their final grades and improvement in social interaction, indicating a positive impact on their overall educational experience.

In conclusion, the implementation of QUIZIZZ not only had a positive impact on students' English writing skills, but also promoted collaborative work, knowledge sharing, and meeting expectations, thus enhancing their educational experience on multiple levels.

Connections between Findings and Central Objectives

The findings of the study are closely related to the central objectives of the research. This reaffirms the importance of activities in digital applications within the development of writing skills of students in the tenth year of Basic General Education.

Research Question.- The research question examined and found out how the activities in the QUIZIZZ digital application contribute to the development of writing skills in Grade 10 students with low English language proficiency. The results provide a clear and affirmative answer to this question. The improvements observed in the scores after the implementation of the proposal directly address the effectiveness of these activities in promoting writing skills in students.

General Objective.- Improving students' English writing skills requires a personalized approach. The preliminary survey collected the feelings and way of thinking that students have in relation to the current teaching techniques and methods of their English teacher. Therefore, it is essential to start by acknowledging your familiarity with the writing style and pronunciation of your native language.

Specific Objective 1.- Improve writing skills in the English language through the QUIZIZZ Digital Application for tenth grade students of the José Vicente Trujillo Public Secondary School. The grades obtained after the tests and the implementation of the proposal reaffirm the alignment between the objective set and the findings obtained.

Specific Objective 2.- Design a series of quizzes to help students improve their writing skills in the English language using the QUIZZZ digital application. The questionnaires were designed based on careful examination of the initial data collected in the preliminary probing survey.

Specific Objective 3.- Encourage students' active participation both individually and collaboratively in their writing skills. The students enjoyed every stage of the implementation and launch of the proposal. In addition, their writing skills in the English language improved.

Specific Objective 4.- Development of writing skills through collaborative work and social interaction of students. The fulfillment of this objective was not only reflected in the educational field. Teamwork also improved students' interaction skills by reflecting mutual help and support within an environment of participation and healthy competition to build knowledge.

Broader Implications

The implications of the results of this research for the field of language education, especially in improving writing skills, are significant and can be summarized in the following strategies to fully engage students in the learning process:

Use of educational technology: The integration of digital applications, such as QUIZZZ, can be an effective tool to engage students in learning to write a new language. The interactive and playful activities offered by these tools can increase student motivation and engagement.

Focus on collaborative work: Encouraging teamwork and collaboration among students can be beneficial in improving writing skills. Group activities allow students to share ideas, help each other, and practice written communication in a supportive environment.

Contextualization and relevance: Integrating real-life examples and situations into writing activities can make learning more meaningful and relevant for students. By relating language content to their interests and experiences, greater participation and understanding are encouraged.

Constructive feedback: Providing specific, constructive feedback on students' writing is essential for improvement. Teachers can use techniques such as peer review, detailed feedback, and model writing samples to help students identify areas for improvement and strengthen their language skills.

Variety of activities: Incorporating a variety of writing activities, such as essays, journals, written discussions, and role-playing, can keep students interested and develop

different aspects of their language skills. Adapting activities to the learning style and proficiency level of the students is also crucial to their effectiveness.

In conclusion, research demonstrates that it is possible to fully engage students in learning to write a new language through the use of innovative, student-centered pedagogical strategies. Technology integration, collaborative work, contextual relevance, constructive feedback and a variety of activities can contribute significantly to improving writing skills in the language classroom.

Limitations of the Research

It is important to recognize the limitations that may have affected the results of the research on the effectiveness of the QUIZIZZ digital application in improving students' writing skills. Among these limitations are:

- a) **Individual learning differences:** As mentioned, each student has their learning style and pace of skill acquisition. Some students may benefit more from the activities in the QUIZIZZ digital app, while others may need different or supplemental approaches to achieve the same level of improvement in their writing skills. These differences may have influenced the overall research results and the variability in improvement observed among students.
- b) **Technology Access:** Although the QUIZIZZ digital application was implemented in the study, it is possible that not all students had equal access to the technology necessary to fully participate in the activities. This could have created disparities in student participation and engagement, which in turn could have affected the results obtained.
- c) **External factors:** Other external factors, such as the level of motivation of the students, support at home, classroom conditions, and differences in the quality of teaching, could also have influenced the research results. A critical point to consider is the fact that due to economic conditions, some students work to help with household expenses, which reduces the time dedicated to studies or schoolwork. These factors may be difficult to fully control and may have contributed to the variability in outcomes observed among students.
- d) By recognizing these limitations, research findings can be more fully reported and areas for future research or adjustments in the implementation of similar educational interventions can be identified. It is important to note that no research is perfect and all have inherent limitations that must be considered when

interpreting the results. Other additional limitations that could have affected the results of the research on the use of the QUIZZZ digital application to improve writing skills in tenth-grade students are:

- e) **Deep-rooted perceptions about language learning:** Students' pre-existing beliefs about the difficulty of learning a new language, such as English, could have affected their motivation and engagement during activities on the QUIZZZ app. Overcoming these entrenched perceptions is an ongoing challenge in language education and can influence the effectiveness of interventions.
- f) **Limited English Proficiency:** Many students come from areas with limited exposure to English, which may have affected their initial level of language proficiency. The disruption caused by the COVID-19 pandemic may also have exacerbated this limitation, as priorities such as food security and work have displaced language learning. As a result, some students may have started with a very low level of English proficiency, which would have impacted their progress during the intervention period.
- g) **Limited duration of implementation:** The short duration of the implementation of the proposal, which spanned only one week with three sessions, could have limited the ability of students to adapt to the new approach and demonstrate significant progress in their writing skills in that time. time frame. This limitation may have been imposed by the institutional schedule, but it is important to note that the shortness of the intervention period could have influenced the observed results.

In conclusion, by addressing the identified limitations and offering suggestions for future research and adjustments in implementation, the quality and usefulness of research can be improved and knowledge and practice in the field of language education can be advanced.

Conclusions

1. **Effectiveness of QUIZIZZ Activities:** It is recognized that QUIZIZZ activities have been proven to be effective in practicing and improving students' English writing skills. This suggests that the app can be a valuable tool for language learning, providing interactive and motivating activities that encourage the development of language skills.
2. **Improving collaborative work and social interaction:** It is highlighted that the integration of activities in QUIZIZZ not only improves English writing skills but also promotes collaborative work and social interaction among students. This underlines the value of technological tools in creating a dynamic and participatory learning environment.
3. **Importance of motivation:** It is emphasized that motivation, both with and without the use of technology, remains a crucial tool for the teaching and learning process. Recognizing that technology can be a powerful resource, it is noted that motivation is essential to initiate, maintain and improve the educational process, especially when the active participation of students is involved.
4. The value of activities on QUIZIZZ is recognized to improve English writing skills and promote collaborative work and social interaction. However, it is highlighted that motivation continues to be a key factor in the educational process, regardless of the use of technology. This highlights the importance of finding a balance between the use of innovative technological tools and traditional teaching strategies to create effective and motivating learning experiences for students.
5. The research findings highlight the positive and relevant impact of the use of technology and digital applications in the educational field, as well as on the active participation and social interaction between students inside and outside the classroom. This suggests that technological tools can be effective in improving the educational experience and promoting more participatory and collaborative learning.
6. The importance of aligning the objectives of the study with the carefully selected procedures and instruments to design a proposal is highlighted. When there is consistency between the research objective and the methods used, the results are more likely to be positive and significant. This underlines the importance of careful

planning and appropriate selection of tools and methods in the educational research process.

7. Finally, the importance of identifying and understanding limitations in a research study is recognized. Recognizing these limitations, adjustments, and improvements can be made in the design and implementation of future educational interventions aimed at improving writing skills in language learners. This reflective and adaptive approach contributes to the continuous evolution of educational practices and the achievement of better language learning outcomes.

Recommendations

It is crucial to recognize that the effectiveness of educational interventions may be conditioned by a variety of factors, including students' perceptions, their initial level of language competency, and the duration and extent of implementation. Identifying and addressing these limitations can help improve the design and implementation of future educational interventions aimed at improving writing skills in language learners. Some suggestions to more fully report the findings and consider future research or adjustments might include:

1. **Detailed discussion of limitations:** In the research report, it is important to dedicate a section to discuss in detail the limitations identified and how they might have influenced the results. This allows readers to better understand the scope and implications of the findings and helps contextualize the results within the limitations of the study.
2. **Suggestions for Future Research:** Based on the identified limitations, suggestions can be offered for future research that addresses these areas of concern. For example, larger longitudinal studies could be proposed to evaluate the long-term impact of similar interventions, or qualitative research that further explores the perceptions and experiences of the students and teachers involved.
3. **Adjustments to implementation:** Adjustments to the implementation of similar interventions may be considered in the future to address some of the identified limitations. For example, implementation periods could be extended to allow for a more complete evaluation of the impact of the intervention, or additional resources could be offered to support students with limited English proficiency.
4. **Recognition of the imperfect nature of research:** It is important to remind readers that no research is perfect and that all research has inherent limitations. Recognizing these limitations transparently promotes a more accurate and balanced interpretation of the results.

In conclusion, by addressing the identified limitations and offering suggestions for future research and adjustments in implementation, the quality and usefulness of research can be improved and knowledge and practice in the field of language education can be advanced.



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