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**Topic:** Improve writing skills through self-learning strategies, a systematic approach to the English language for B1 level students.

Trabajo presentado en opción al título académico de Magister en Pedagogía del Inglés como lengua Extranjera.

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## **Resumen**

The main objective of this thesis is to improve English writing skills among B1 level students by implementing self-learning strategies. This study presents a systematic approach designed to help students develop and apply effective methods to improve their writing skills autonomously.

The central tenet of this research is that by providing students with well-structured self-study tools and techniques, they can achieve greater independence and competence in their writing. The thesis explores a variety of strategies such as reflective practice and the use of digital resources, to identify which methods most effectively improve the quality of writing.

This methodology is used to create a practical model for educators, which describes how these self-learning strategies can be integrated into existing teaching programs. The model includes step-by-step guidelines for implementing these strategies, examples of effective practices, and recommendations for adapting them to different educational contexts.

The intended outcome of this thesis is that by empowering students to take an active role in the development of their writing, significant improvements in their writing skills will result. This approach aims to foster a proactive learning environment where students become more engaged and self-sufficient in their educational journey.

Ultimately, it seeks to offer educators practical ideas and strategies to better help their students become more competent and independent writers. Implementing these findings, educators can help students improve their academic and professional success in English, contributing to their overall proficiency and confidence in the language.

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## **Introduction**

Effective writing in English is crucial for B1 level students as it significantly impacts both their academic success and professional communication skills. Unfortunately, many students struggle to develop strong writing skills due to various challenges, including limited classroom time, varying levels of prior knowledge, and inadequate personalized feedback. Traditional classroom instruction often fails to meet individual needs, resulting in a noticeable disparity in writing proficiency among students.

The main problem lies in the inadequate writing proficiency observed among students, which can hinder their academic progress and future career opportunities. In many traditional classroom settings, large class sizes and uniform teaching methods create an environment that is not tailored to the unique needs of each student. Consequently, this leads many students to feel lost or unsupported in their writing development.

In this context, self-study strategies emerge as a promising alternative. By empowering students to take charge of their learning, these strategies allow them to adapt their practice to address specific weaknesses in their writing. Furthermore, the integration of technology provides opportunities for instant feedback, further enhancing the learning process. Resources such as online writing platforms, grammar checking tools, and interactive writing exercises allow students to interact with the material at their own pace, fostering a deeper understanding of writing conventions and styles.

This research proposal with the theme “Improve writing skills through self-learning strategies, a systematic approach to the English language for B1 level students” aims to investigate the question “How can self-learning strategies be effectively implemented to improve the writing skills of B1 level English learners?” This research aligns with contemporary approaches in language acquisition, educational technology, and learner autonomy, emphasizing the importance of fostering independent learning. By exploring self-study strategies, the proposal contributes to the development of innovative educational practices that support language learning in diverse and adaptable environments.

Furthermore, the study will examine various self-study methods, such as peer review, online courses, and writing workshops, to identify effective practices that can be integrated into the language curriculum. The aim is to create a framework that not only addresses the immediate writing challenges faced by B1 learners, but also equips them with lifelong skills to successfully navigate their academic and professional futures. In doing so, this research aims to close the gap in writing proficiency and promote a more personalized and engaging approach to language learning.

### **General Objective**

Evaluate the effectiveness of self-learning strategies in enhancing the writing skills of third-year high school students at the B1 level in English.

### **Specific Research Objectives**

- To improve writing skills with students in study, effective self-learning strategies must be applied through assessment tools.
- Develop a systematic approach to integrate self-learning strategies into existing curricula.
- To evaluate the impact of self-learning strategies on the written competence of B1 level students through quantitative and qualitative measures.

The independent variable of the study is self-learning strategies since this article will address various methods and tools that students use on their own to improve their writing skills without direct instruction will be covered here. On the other hand, for the dependent variable, writing skills will be considered. In addition, the research is carried out in a Municipal institution located south of the city of Quito, the students who belong to this school come from different social classes and family structures.

The study on "Improving writing skills through self-learning strategies: a systematic approach to the English language for B1 level students" was conducted in a blended learning environment, where the professor was responsible for providing the different media and resources, as the institution did not supply them. This approach combined face-to-face classes

with autonomous activities, allowing students to engage with the material independently. To thoroughly investigate the impact of self-learning strategies, a mixed methods approach was employed, integrating both quantitative and qualitative data collection and analysis. Quantitative methods included checklists and interviews, while qualitative methods involved direct observation to gather students' perceptions and experiences. The design of an instrument was a crucial aspect of the study, ensuring that data was accurately collected and that the results were interpretable and generalizable (Butka Thomas, Nágila Soares, & Garcia de Goulart, 2018). Therefore, for the collection of information in this project, various instruments have been carefully selected to align with the stated objectives and ensure the validity and reliability of the investigation, as emphasized by Birmingham and Wilkinson (2003). Among these, checklists stand out as particularly valuable tools in project management, offering a structured approach to maintaining thoroughness, efficiency, and quality throughout the project's life cycle.

Surveys, which are structured sets of questions administered to a sample of people to collect information about their attitudes, opinions, or behaviors, have the advantage of being applied personally to the study population (Dillman et al., 2014). Another instrument is observation, which involves systematically observing and recording behaviors, events, or phenomena as they occur naturally in a particular environment. This can be done overtly, when the subjects are aware they are being observed, or covertly, when they are not. In this case, the observation is covert. Nevertheless, observation provides a direct and detailed perspective that can complement and enrich other forms of research, offering a deeper and more contextualized understanding of the phenomena studied. (Angrosino, 2007).

Assessing the written competence of B1 level students is important to design effective self-learning strategies. Self-learning strategies involve setting goals, accessing online resources, regular practice, feedback and reflection. Integration with classroom instruction ensures consistency and teacher support. By combining the tools, personalized self-study approaches, and classroom integration, students can improve their writing skills independently and with confidence.

The beneficiaries are seventy third-year English high school students, level B1 of the “B” and “C” parallels, aged between 17 and 18 years. In addition, secondary beneficiaries include teachers who will gain knowledge about effective self-learning strategies and educational institutions that can integrate successful practices into their curricula. Nevertheless, the research will be carried out in a Municipal institution located in the South of the city with a diverse student population at the B1 English proficiency level. The study will include multiple classes to ensure a representative sample and account for variability in teaching styles and student backgrounds.

The contributions of the study topic are significant since they establish a structured method to incorporate self-learning techniques in language education. This approach is essential to meet the urgent need for an effective writing guide, essential for achieving success in academic and professional fields. This research addresses a societal demand underscored by the growing need for English proficiency in a globalized context, where competent writing skills are important for effective communication and career progression.

This research describes the following chapters, which will be developed in this document:

Chapter 1: In this chapter, the theoretical framework underpinning the research is explored. This framework serves as a basis for understanding the relationship between self-study strategies and improved writing skills among B1 level English learners. Several key theories and concepts that informed the study will be delved into, along with insights from previous research.

First, language acquisition theories will be examined, particularly those that address how learners acquire a new language. Theories that suggest that learners progress when exposed to language slightly above their current proficiency level.

Cognitive strategies that facilitate learning are considered. Strategies such as goal setting, self-monitoring, and self-assessment play a crucial role in helping learners become more effective writers. How metacognitive strategies, which involve planning, monitoring, and

assessing one's own learning processes, can empower learners to take control of their writing development, are also explored.

Furthermore, the chapter will highlight the importance of autonomy in language teaching. Autonomy encourages students to take responsibility for their own learning, which leads to increased motivation and engagement. It will discuss how self-directed learning fosters a deeper understanding of writing as a skill, allowing students to identify their strengths and weaknesses and develop personalized strategies to improve their writing skills.

By synthesizing these theories and concepts, this chapter will provide a solid theoretical foundation for research, justifying the need for effective self-study strategies in the context of writing skill development. Ultimately, this framework will guide the design of the proposed strategies, ensuring that they are based on established theories of language acquisition, cognitive development, and learner autonomy.

#### Chapter 2:

In this chapter, I delve deeper into the research methodology employed in the project. The systematic approach taken to investigate the writing skills of B1 level students is outlined. The research design is explained in detail, highlighting the general framework that guided the study. The specific data collection methods and tools that were used, such as surveys, interviews, and assessments, to gather comprehensive information on students' writing skills are discussed.

A key component of this chapter is the initial diagnostic assessment, which was conducted to measure students' current writing skills. This assessment aims to establish a baseline understanding of their strengths and weaknesses in writing. I explain how the assessment was structured and the criteria used to assess students' performance.

Following data collection, the analytical process used to interpret the results is detailed. This analysis is crucial to identifying specific needs and gaps in students' writing skills. I describe the methods used to categorize and interpret the data, which allowed me to extract meaningful insights into the areas in which students struggle most.

By understanding these gaps, I can effectively guide the development of personalized self-study strategies that address the particular challenges faced by B1 level students. Overall, this chapter lays the groundwork for later phases of the research, ensuring that the proposed strategies are relevant and impactful in improving students' writing skills.

Chapter 3: In this chapter, a series of self-study strategies designed specifically to improve the writing skills of B1 level students are presented. These strategies are systematically organised, addressing the gaps identified during the initial diagnosis of students' writing challenges. Each strategy is carefully tailored to meet the unique needs of students, ensuring that they can effectively improve their writing capabilities over time.

The chapter also describes the validation process for these proposed strategies. This involves implementing the strategies in real classroom settings or conducting pilot studies. The insights gained from these assessments are crucial; they help to identify what works well and what may require further refinement.

Furthermore, adjustments are made based on the feedback received to ensure that the strategies are practical, relevant and beneficial to the target group of students. This iterative process not only improves the strategies, but also fosters a sense of ownership and engagement among students, ultimately contributing to their growth as confident writers. At the end of this chapter, the goal is to provide a clear picture of how these self-study strategies can have a positive impact on writing skills, supported by evidence from the validation process.

Remember that the specification of information in the chapters of a thesis is essential for several reasons:

**Structure and clarity:** Helps to organize the content in a logical manner, which facilitates the understanding of the topic discussed.

**Depth of analysis:** Each chapter can focus on a specific aspect of the topic, allowing for a more detailed and exhaustive analysis.

**Theoretical foundation:** Provides the context and theoretical bases necessary to support the research, showing how it relates to previous work.

Methodology: Describes the methods and procedures used in the research, which is crucial for the reproducibility and validity of the results.

Results and discussion: Allows the presentation and analysis of the findings, as well as their relevance in the field of study.

Conclusions and recommendations: Helps to synthesize the findings and propose future lines of research.

## CHAPTER 1. THEORETICAL FRAMEWORK

Society is increasingly globalized, mastering English is essential for both personal and professional growth. Therefore, writing is an advanced language skill that has broader implications for the way we think and learn. Writing as a skill also encourages us to be organized, logical and creative in our thinking. Students should be helped to acquire almost everything. The ability to write well is essential and influences our possibilities for success, personal development and our relationships with other people (Manyasi, 2013).

Writing, in particular, is a key skill that allows people to express their ideas, share information and demonstrate understanding. For B1 level students, who are at an intermediate stage in learning English, honing writing skills is challenging.

Writing is a fundamental skill for effective communication in academic, professional, and personal settings. It allows people to participate in debates, present arguments and produce clear and persuasive texts. For third-year high school students, improving writing skills can lead to better academic results, greater confidence in using the language, and more opportunities in their future careers, however there are several obstacles when it comes to improving writing skills, these include limited vocabulary, grammatical errors, difficulty organizing thoughts, and lack of confidence in your writing. Traditional classroom environments may not always provide enough personalized feedback and hands-on opportunities, which are critical to developing writing proficiency.

Self-learning strategies have been recognized as effective tools for language acquisition. These strategies allow students to take charge of their learning, set personal goals, and track their progress. Self-study methods may involve using online resources, participating in writing prompts, participating in peer reviews, and practicing reflective writing; these strategies offer a flexible and individualized approach to improving your writing skills, allowing you to learn at your own pace. pace and according to your needs.

A systematic approach to self-study includes structured and organized methods that guide students through the learning process by setting clear objectives, providing step-by-step instructions, incorporating regular assessments and offering feedback, B1 level students can

develop a more disciplined approach and focused on improving writing skills. Therefore, by organizing the content in a logical way and prioritizing key areas such as vocabulary, grammar and specific skills (writing or speaking), you avoid dispersion, allowing you to focus on what really matters. In addition, following a structured plan makes it easier to monitor progress, identifying strengths and areas that require more attention, allowing you to adjust your focus effectively.

With recent innovative advances in digital technology, the use of digital devices today has penetrated all aspects of our lives (Jeong, 2022). Digital technology has transformed language learning by providing access to a wide range of resources and tools. These technological resources can support self-learning strategies by providing instant feedback, offering various writing prompts, and creating opportunities for collaborative learning.

Improving writing skills through self-study strategies presents a promising approach; by addressing the challenges they face and taking advantage of technological advances, students can improve their writing skills in a more personalized and effective way. A systematic approach to self-learning not only empowers students but also improves their overall language proficiency, preparing them for future academic and professional success.

The acquisition of a second language constitutes a fundamental aspect of the globalized society of the 21st century. The learning of the English language is promoted through national public education policy (Jeong, Facilitating Sustainable Self-Directed Learning Experience with, 2022). In this context the ability to write effectively in English is vital for students as it not only improves their communication skills but also opens up academic and professional opportunities. However, many students at this level have difficulty with writing due to limited vocabulary, grammatical problems, and lack of practice. Traditional classroom methods often do not provide enough individualized attention or opportunities for consistent practice. Therefore, there is a pressing need for a systematic approach that trains students to improve their writing skills through self-learning strategies. This approach will allow students to take control of their learning, practice regularly, and address their specific weaknesses, ultimately leading to significant improvements in their writing skills.

Self-directed learning is defined as the active participation of the student in the design, conduct and evaluation of a learning effort, which is chosen and carried out by the learner himself (Brookfield, 2004). This concept is open to a large number of interpretations that are mobilized through a broad spectrum of behaviors, which include cognitive skills, strategies and procedures for learning autonomously. In this order of ideas, students who are capable of self-directing their learning determine specific goals, locate resources, plan activities, select learning strategies, monitor the development of activities and constantly evaluate the results of their learning (Owen, 1999).

Regarding the General Line of Research, the effectiveness of self-study strategies in improving writing skills among English learners has been explored. On the other hand, in the line of Specific Research, it was proposed to investigate the impact of various self-learning strategies on the writing mastery of B1 level students in English, including the development of a systematic approach tailored to their specific learning needs.

The study “Improving written expression through self-learning strategies: a systematic approach to learning the English language in B1 level students” establishes the academic and empirical foundations of the research. Nevertheless, this section integrates essential theories, models and research results in the areas of language acquisition, self-learning strategies and improving written expression, taking into account the problem from which the research arises, which is that third-year high school students often face difficulties in improving their written expression skills autonomously.

To begin with the development of the research, it is important to know certain terminology that will be found in this document, these are:

*Self-learning*: refers to the process in which students take the initiative and responsibility for their own learning, without the need for constant instruction from a teacher. In the context of language learning, self-learning implies that students identify their own learning goals, choose the resources and methods that help them achieve these goals, and evaluate their own progress. This methodology fosters autonomy and self-discipline, and is essential for those who wish to improve their language skills effectively outside the classroom.

## **1.1 Relevant Theories and Models**

**1.1.1 Autonomous Learning Theory:** This theory suggests that students who learn independently develop metacognitive skills that allow them to plan, monitor, and evaluate their learning effectively (Little, 1991).

According to Albert Bandura, self-efficacy refers to the belief in one's own ability to execute necessary actions and achieve specific goals. In language learning, high self-efficacy can motivate students to persist in self-learning. They are the perceptions that a student has about his or her ability to perform specific tasks successfully. These beliefs do not refer to the actual skills someone possesses, but rather to confidence in the ability to use those skills effectively in particular situations. (Bandura, 1997).

**1.1.2 Self-Regulated Learning:** This model involves students setting their own goals, implementing strategies to achieve these goals, and reflecting on their performance to make necessary adjustments. This cyclical process is crucial for effective self-learning. Moreover, it refers to the ability of students to plan, monitor and evaluate their own learning process. It is an approach in which the learner takes an active and conscious role in their education, using strategies to control their cognition, motivation and behavior to achieve specific objectives. (Zimmerman, 2000).

## **1.2 Writing Skills for B1 Level Learners**

For English learners, writing skills include several key components:

- **Coherence:** The ability to organize ideas logically so that the text has a clear and comprehensible flow.
- **Cohesion:** The use of linking words and transitional phrases to connect sentences and paragraphs in a fluid manner.
- **Grammar:** The correct use of grammatical structures, including verb tenses, subject-verb agreement, and the use of articles and prepositions.

- **Vocabulary:** The ability to use an appropriate range of words and expressions to express ideas accurately and in a varied manner.

### **1.2.1 Self-Study Strategies for Writing in English**

**Extensive Reading:** Reading a variety of English texts, such as articles, essays, and books, to observe how native writers structure their ideas and use language. This helps develop an intuitive understanding of coherence and cohesion. Self-regulated students define clear and specific goals for their learning. These goals guide your efforts and provide a benchmark for evaluating your progress. (Krashen, 2004).

**1.2.2 Regular Writing:** Practicing writing consistently, by keeping an English journal, writing essays, or short stories. This helps improve fluency and accuracy. Furthermore, it is a valuable practice that serves to improve skills, foster creativity, develop discipline, facilitate personal reflection, and improve communication skills. (Nation, 2009).

**1.2.3 Using Online Resources:** Using online platforms such as blogs, forums, and language learning websites that offer writing exercises and feedback (Godwin-Jones, 2011).

**Feedback and Revision:** Asking fellow students, teachers, or native speakers to review and comment on written texts. External feedback is crucial to identify errors and areas for improvement (Hyland, 2013).

**1.2.4 Setting Specific Goals:** Define clear and measurable objectives for writing, such as increasing the use of advanced vocabulary or improving the grammatical structure of sentences (Dörnyei & Ushioda, 2011).

**1.2.5 Using Technological Tools:** Apps and software such as Grammarly, which offer real-time corrections and suggestions, can be very useful to improve grammatical accuracy and coherence of the text (Ware, 2011).

After learning the terminology presented, it is important to continue with the development of the research.

Self-learning strategies are essential to help students overcome these obstacles and progress in their language competence.

The main objective is to evaluate the effectiveness of self-learning strategies in improving the writing skills of third-year high school students at the B1 level in English. These strategies must be systematic and accessible, allowing students to work independently.

### **Theoretical Framework**

To delve deeper into the topic of study, it is important to remember the theories of autonomous learning

#### **1.3. Self-determination theory (SDT)**

Self-determination theory, developed by Deci and Ryan, focuses on motivation and human personality, in relation to the processes of self-confidence and self-determination. According to this theory, autonomy is one of the three fundamental pillars (along with competence and relatedness) for personal development and well-being. When students feel that they are in control of their learning, they are more motivated and committed to their education (Deci & Ryan, 2000).

##### **1.3.1 Self-Regulated Learning Theory (SRL)**

Self-regulated learning theory, proposed by Zimmerman, describes how students can take control of their own learning through goal setting, self-assessment, and self-reflection. Self-regulated learners plan, monitor, and evaluate their learning processes on an ongoing basis, allowing them to continually improve their skills and knowledge (Zimmerman, 2002).

##### **1.3.2 Andragogy Theory**

Andragogy, developed by Malcolm Knowles, focuses on how adults learn differently than children. Knowles argues that adults are autonomous learners who bring with them significant prior experiences and are internally motivated to learn for personal and professional reasons. This theory emphasizes the need for learning to be relevant and applicable to the adult learner's real life (Knowles, 1975).

##### **1.3.3 Social Constructivism**

Vygotsky argues that learning is a social and constructive process. Although he does not focus exclusively on autonomous learning, his emphasis on social interaction and active

construction of knowledge highlights the importance of collaborative learning and autonomy within a social context (Vygotsky, 1978).

Autonomous learning theories emphasize the importance of intrinsic motivation, self-assessment and self-reflection, as well as the relevance of prior experiences and the practical application of knowledge. These theories provide a solid framework for understanding how individuals can be more effective in their learning by taking control of their educational processes.

#### **1.4 Methodological Approaches in Teaching Writing.**

##### **Traditional Methods vs. Modern Methods:**

Methodological approaches in teaching writing can be grouped into two main categories: traditional methods and modern methods.

##### **1.4.1 Traditional Methods**

Traditional methods in teaching writing often focus on direct instruction and memorization of grammar rules and syntactic structures. These approaches typically emphasize error correction and repetitive practice. In addition, in traditional methods, writing instruction is based on direct instruction and memorization of rules, with a focus on error correction (Smith, 2015).

##### **1.4.2 Modern Methods**

On the other hand, modern methods of teaching writing take a more student-centered approach, encouraging creativity and personal expression. These approaches include the use of digital technologies, collaborative writing, and project-based learning. Furthermore, modern methods of teaching writing promote creativity and personal expression, and often use digital technologies and collaborative writing (Jones, 2018).

While both approaches have their merits, modern methods are generally more effective at motivating students and encouraging deeper learning (Brown & Lee, 2015).

## **1.5 Additional Resources**

To improve writing, it is important for students to engage in hands-on activities and receive constructive feedback, as this balanced approach can help them develop both the technical skills and confidence needed to write successfully in a variety of contexts. By combining traditional and modern methods, students can gain the necessary skills to write effectively (Anderson, 2016). A systematic approach to teaching writing involves meticulous and organized planning of teaching activities, with the aim of guiding students through a structured and coherent learning process. This approach is based on educational theory and practice, using proven methods and techniques to improve students' writing competence. According to Flower and Hayes (1981), the systematic approach to teaching writing focuses on understanding the cognitive processes involved in writing and developing specific strategies to address each stage of the writing process, from planning to revising.

To apply a systematic approach to self-study in writing, it is essential that students adopt structured steps that allow for continuous and autonomous improvement. This includes defining clear objectives, regular writing practice, using available learning resources, and engaging in self-assessment and revision. Additionally, educational technologies and online platforms can facilitate access to learning materials and feedback tools, which are critical for effective self-learning. A systematic approach to writing instruction relies on meticulous planning and organization of activities, and its application to self-learning involves adopting structured practices and leveraging technological resources to support autonomous learning.

## **1.6 Characteristics of B1 level students**

B1 level learners in English, according to the Common European Framework of Reference for Languages (CEFR), exhibit several distinctive features in their language proficiency. These learners are often regarded as “independent users” of the language. They have gone beyond the basics and can handle everyday communication with some confidence, but still need support in more complex or nuanced interactions.

B1 level learners can usually understand the main points of clear, standard input on familiar matters regularly encountered at work, school, leisure, etc.

They can deal with most situations likely to arise while travelling in an area where the language is spoken.

Produce simple, connected texts on topics that are familiar or of personal interest.

Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

These learners are in transition from basic to intermediate proficiency, with the aim of improving their fluency, expanding their vocabulary and improving their grammatical accuracy. They benefit from participation in real, practical communication situations and often require practice in using the language in a spontaneous and contextualized way.

### **1.6.1 Challenges for B1 students.**

English learners face several specific challenges in their learning process. These are:

Limited listening and reading comprehension – B1 level learners may struggle to understand more complex conversations and texts containing advanced vocabulary and grammatical structures. This can affect their ability to fully participate in classroom listening and reading activities (Brown, 2014).

Lack of confidence in speaking and writing – B1 learners often lack the confidence to communicate effectively in both formal and informal situations. This lack of confidence can lead to frequent errors and reduced participation in speaking and writing activities (Harmer, 2015).

Although B1 level learners have a basic vocabulary, they often encounter difficulties when trying to express more complex ideas. Lack of suitable words can restrict their ability to communicate fluently and accurately (Thornbury, 2012).

Difficulties with grammar and syntax – grammatical and syntax errors are common at this level. Students may have trouble using verb tenses, prepositions, and other grammatical structures correctly, which can lead to misunderstandings (Swan, 2016).

### **1.6.2 Self-learning strategies for improving writing**

Improving the writing skills of B1 level English learners through self-study strategies involves a variety of methods that can be categorized into several effective types, such as peer review and feedback, which allows students to receive constructive feedback and learn from the writing of others, using writing prompts helps stimulate creativity and provide a specific topic for students to practice their writing skills.

Grammar and vocabulary exercises help students improve their linguistic accuracy and range.

Using online writing tools can provide immediate feedback and support.

Encouraging students to self-assess their writing and reflect on their progress can promote a deeper understanding of their strengths and areas for improvement, Andrade, H., & Valtcheva, A. (2009).

Structured Writing Activities Engaging in structured writing activities, such as guided writing and model-based writing, can provide a clear framework for students to follow, Ferris, D. R., & Hedgcock, J. S. (2014).

These strategies can be tailored to individual students' needs and preferences, promoting autonomy and encouraging continued improvement of writing skills.

In order to address the above issue, it is essential to consider the perspectives of various authors regarding self-teaching in language learning. Several studies have highlighted the importance of self-teaching in language learning. Holec (1981), considered one of the pioneers in the field of learning autonomy, defines autonomous learning as "the ability to assume responsibility for one's own teaching" (p. 3). This perspective underlines the need for students to develop skills to learn independently, especially in the acquisition of writing skills.

Self-Study Strategies and Writing Skills Brown (2007) and Harmer (2004) point out that the use of self-study strategies can significantly improve writing skills in language learners. These strategies include regular writing practice, the use of journals, and self-assessment. In addition, Oxford (1990) argues that learning strategies, such as planning, monitoring, and assessment, are crucial to the success of self-learning.

**Technology and Self-Learning** The integration of technology into self-learning has been the subject of numerous studies. For example, Warschauer (2000) and Godwin-Jones (2011) argue that digital tools, such as blogs and online forums, can provide effective platforms for writing practice and feedback sharing. These tools allow students to practice writing autonomously and receive feedback in real time.

**Positional Criteria Student Autonomy** A fundamental criterion that is assumed is student autonomy. According to Little (1991), autonomy in language learning involves not only the ability to learn independently, but also the willingness and ability to make decisions about one's own learning. This criterion is essential for the development of effective self-learning strategies.

**Teacher Role** Although the focus is on self-learning, the teacher's role remains crucial. Benson (2001) points out that teachers should act as facilitators and guides in the autonomous learning process. This involves providing students with the tools and resources necessary to develop their writing skills independently.

**Benefits and Challenges of Self-Study** A critical reflection on self-study in writing reveals both benefits and challenges. Among the benefits, the development of self-efficacy and confidence in one's own writing skills stands out (Zimmerman & Schunk, 2001). However, challenges are also identified, such as lack of motivation and difficulty in maintaining consistent discipline (Littlewood, 1996).

**The Effectiveness of Self-Study Strategies** A critical analysis of the effectiveness of self-study strategies shows mixed results. While some studies, such as that of Graham and Perin (2007), find significant improvements in writing skills through the use of self-study strategies, other studies point out that these methods are not equally effective for all students. This suggests the need for a personalized and adaptive approach in the implementation of self-study strategies.

### **1.6.3 The Importance of Self-Learning and Student Autonomy**

In the contemporary educational landscape, self-learning and student autonomy have emerged as crucial components for academic success. Empowering students to take charge of

their own learning journey fosters a sense of responsibility and intrinsic motivation. This approach aligns with constructivist theory, which posits that students construct knowledge through experiences and reflections (Piaget, 1954). By engaging in self-directed learning, students develop critical thinking skills, problem-solving skills, and a love of learning that will last a lifetime (Knowles, 1975).

The Role of Teachers in Supporting Self-Learning While student autonomy is essential, it does not diminish the vital role of teachers. Effective educators recognize that guidance and support are necessary to ensure that students do not feel overwhelmed by the responsibility of managing their own learning.

Balancing Autonomy with Guidance A balanced approach, where student autonomy is encouraged alongside strong support mechanisms, is key to fostering an effective learning environment. Teachers can provide resources, feedback, and structured opportunities for reflection, helping students navigate their learning paths more effectively. This synergy between self-directed learning and guided instruction ensures that students are well equipped to meet academic challenges and become independent, lifelong learners.

A systematic approach is used to identify, implement and evaluate specific self-learning strategies for writing improvement.

This may include techniques such as the use of writing journals, feedback exercises and the analysis of model texts through the implementation of strategies and guiding students in the selection and application of various self-learning strategies that fit their individual needs.

Strategies may include planning writing, revising and editing texts and regular practice of creative and formal writing.

In terms of assessment and outcomes, students' progress will be assessed through qualitative and quantitative methods.

The expected outcomes include a significant improvement in the cohesion, coherence, grammar and vocabulary of their writing.

Systematic self-study strategies can be effective in improving writing skills in B1 level students.

Promoting student autonomy and providing appropriate tools are key elements for success in language learning.

This systematic approach not only helps students improve their writing skills, but also fosters a sense of responsibility and autonomy in their learning process.

In terms of the underlying conceptual system and logic, a number of key bibliographical sources covering different approaches and theories on language learning and writing have been consulted. An analysis of these sources is presented below:

## **1.7 Language Acquisition Theories**

### **1.7.1 Krashen's Input Hypothesis**

Stephen Krashen's Input Hypothesis posits that language learners acquire language most effectively when they are exposed to comprehensible input that is slightly above their current proficiency level ( $i+1$ ) (Krashen, 1982). For B1 level students, this involves offering texts and writing assignments that are challenging yet manageable, promoting steady enhancement of their writing abilities without leading to frustration.

Krashen is known for his theory of second language acquisition, which includes concepts such as the comprehensible input hypothesis.

His theory suggests that students improve their writing in a second language when they are exposed to material slightly above their current level, which helps them acquire new structures and vocabulary naturally.

### **1.7.2 Vygotsky's Sociocultural Theory**

Lev Vygotsky's Sociocultural Theory in "Mind in society: The development of higher psychological processes." emphasizes the importance of social interaction and cultural context in language learning. It suggests that learners construct knowledge through interaction with more knowledgeable others and through cultural tools, such as language itself (Vygotsky, 1978). This theory emphasizes the importance of working together and engaging in guided exercises to enhance writing abilities, even when learning independently.

Vygotsky introduces key concepts such as the Zone of Proximal Development (ZPD) and collaborative learning; these concepts can be used to design writing activities that are within the students' ZPD, encouraging the development of writing skills through interaction and collaboration.

### **1.7.3 Metacognitive Strategies**

Metacognitive strategies involve students actively managing their own learning by planning, monitoring and evaluating their progress. In the context of writing, this involves setting clear goals, organizing ideas before writing, and examining and refining drafts. Research indicates that metacognitive strategies are vitally important for improving writing skills, as they help students become more aware of their strengths and weaknesses and become more autonomous in their learning (Flavell, 1979).

Flavell in his text "Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry." highlights the importance of students being aware of their cognitive processes, which allows them to monitor and adjust their learning strategies.

In the context of writing improvement, metacognition helps students plan, monitor, and evaluate their writing more effectively.

### **1.7.4 Cognitive Strategies**

Cognitive strategies are particular actions or methods that learners employ to comprehend and process language. Examples of these strategies include summarizing, rephrasing, and utilizing graphic organizers. These strategies can help B1 level students improve their writing by enabling them to organize their thoughts more clearly and effectively (O'Malley & Chamot, 1990).

The book "Learning Strategies in Second Language Acquisition" provides a comprehensive analysis of the learning strategies that students can use to acquire a second language, and identifies specific strategies that students can use to improve their writing, such as planning, organizing ideas, and revising their texts.

Affective strategies help students manage their emotions, motivations, and attitudes toward the learning process. Techniques such as self-reinforcement, positive self-talk, and relaxation can reduce anxiety and build confidence, which are essential for tackling challenging writing tasks (Oxford, 1990).

Oxford, in its text “Language Learning Strategies: What Every Teacher Should Know,” classifies and describes a wide variety of language learning strategies, providing a comprehensive guide for students and teachers. These described strategies can be adapted for self-study, allowing students to develop more effective writing skills through independent and structured practice.

## **1.8 Writing Skill Development**

### **1.8.1 Process Writing Approach**

The writing process approach views writing as a series of iterative steps that include prewriting, drafting, revising, editing, and publishing. This approach encourages students to view writing as a series of steps rather than a single activity. For students to adopt a writing process approach can demystify writing tasks and make them more manageable (Graves, 1983).

In his book “Writing: Teachers and Children in Action” he focuses his work on teaching writing from a practical perspective, based on direct observation of teachers and students. He stresses the importance of an active and collaborative learning environment; he also provides methods and techniques that students can adapt to improve their writing through consistent practice and reflection on their own writing process.

### **1.8.2 Genre-based approach**

The genre-based approach focuses on teaching students to write various types of texts (genres) through understanding their particular conventions and structures. This approach is particularly useful for B1 level students, as it provides clear models and frameworks that they can follow and adapt to their own writing (Swales, 1990).

"Genre analysis: English in academic and research settings" book provides a detailed approach to genre analysis in academic and research settings, highlighting how texts are structured and function in these contexts.

This knowledge is essential for third-year high school students to understand and produce academic texts, improving their writing skills in formal contexts.

## **1.9 Empirical Studies**

### **1.9.1 Studies on Self-Learning in Language Acquisition**

Empirical research indicates that self-directed learning techniques can greatly enhance language acquisition, especially in the area of writing. Studies indicate that students who employ cognitive and metacognitive strategies tend to perform better on writing tasks compared to those who do not (Oxford, 2003).

"Language Learning Styles and Strategies: An Overview" expands on Oxford's (1990) ideas by focusing on how individual learning styles influence the effectiveness of learning strategies, helping students to identify and use the strategies that best fit their learning styles, improving their ability to learn and apply new writing techniques.

### **1.9.2 Studies on the development of writing skills.**

Studies on the development of writing skills highlighted the success of both the writing process approach and the genre-based approach in improving writing proficiency. These studies provide evidence that structured and systematic approaches to teaching writing can lead to substantial improvements in students' writing skills (Hyland, 2007).

Hyland explores second language writing through a genre lens, highlighting how different text types require different approaches and skills, helping students to understand and produce a variety of text genres, thereby improving their ability to write in specific contexts and for a variety of purposes.

For this study, the theoretical framework blends essential ideas from language acquisition theories, self-learning strategies, and writing skill enhancement. By merging these concepts, the study intends to offer a thorough method for improving writing skills among B1

level English students using self-directed learning techniques. The framework serves as a foundation for designing the research and provides valuable guidance for both educators and learners. It underscores the importance of understanding how language is acquired and how self-learning methods can be effectively applied to boost writing proficiency. Through this integrated approach, the study aims to offer practical solutions and strategies for enhancing writing skills in a structured, independent learning environment. This framework not only supports the research objectives but also equips teachers with tools to better support their students and empowers learners to take charge of their own writing development.

This conceptual system provides a solid foundation for developing and implementing self-learning strategies that can improve the writing skills of third-year high school students.

Improving the writing skills of B1 level English learners through self-study strategies involves a variety of methods that can be categorized into several effective types, such as peer review and feedback, which allows students to receive constructive feedback and learn from the writing of others, using writing prompts helps stimulate creativity and provide a specific topic for students to practice their writing skills.

Grammar and vocabulary exercises help students improve their linguistic accuracy and range.

Using online writing tools can provide immediate feedback and support.

Encouraging students to self-assess their writing and reflect on their progress can promote a deeper understanding of their strengths and areas for improvement, Andrade, H., & Valtcheva, A. (2009).

Structured Writing Activities Engaging in structured writing activities, such as guided writing and model-based writing, can provide a clear framework for students to follow, Ferris, D. R., & Hedgcock, J. S. (2014).

These strategies can be tailored to individual student needs and preferences, promoting autonomy and encouraging continued improvement of writing skills.

## **CHAPTER 2: METHODOLOGY FOR INITIAL RESEARCH AND DIAGNOSIS.**

This chapter presents and validates the proposal entitled “Improving writing skills through self-learning strategies: a systematic approach for the English language in B1 level students”. The proposal is based on the need to improve the writing skills of third-year high school students who often face challenges in advancing their language skills through self-learning strategies. It also has a systematic approach that includes a series of self-learning strategies designed specifically for B1 level students in English. These strategies are divided into three main categories: guided writing practices, metacognitive reflection activities, and review and feedback exercises.

According to Harmer (2007), writing is an essential skill in language learning as it facilitates the consolidation of knowledge and the development of creativity and critical thinking. Self-learning allows students to take an active role in their educational process, promoting autonomy and lifelong learning (Holec, 1981).

### **2.1 Guided Writing Strategies**

Guided writing strategies consist of structured activities that guide students through the writing process. These activities include creating drafts, organizing ideas, and structuring paragraphs. According to Graham and Perin (2007), guided writing practices are effective in improving students' writing skills by providing a clear and defined structure.

### **2.2 Metacognitive Reflection Activities**

Metacognitive reflection activities help students develop greater awareness of their thinking and writing processes. These activities include self-assessment and planning writing tasks. Zimmerman (2002) highlights the importance of metacognition in independent learning as it enables students to regulate and improve their own writing skills.

### **2.3 Revision and Feedback Exercises**

Revision and feedback exercises focus on correcting and improving written texts. Students participate in peer review activities and use assessment rubrics to guide their feedback.

Ferris (2003) argues that constructive feedback is crucial to the development of writing skills as it provides students with outside insight into their strengths and areas for improvement.

## **2.4 Characteristics**

### **2.4.1 Characterization of the Proposal:**

The proposal focuses on specific self-learning strategies to improve English writing in B1 level students. These strategies include the use of writing journals, the implementation of guided writing exercises, and the use of interactive digital platforms. A mixed approach is proposed that combines online and offline activities to provide a comprehensive learning experience.

## **2.5 General objective**

Evaluate the effectiveness of self-learning strategies in enhancing the writing skills of third-year high school students at the B1 level in English.

### **2.5.1 Specific Research Objectives**

- Identify the most effective self-learning strategies to improve writing skills with students under study.
- Develop a systematic approach to integrate self-learning strategies into existing curricula.
- To evaluate the impact of self-learning strategies on the written competence of B1 level students through quantitative and qualitative measures.

### **2.5.2 Delimitation of population, sample, and sampling.**

The population studied at the Municipal Educational Unit, located in the south of Quito, consisted of 70 students. According to Bueno, the sample is the part of the population with which the research or study is carried out. This non-probabilistic sampling was selected based on specific considerations or criteria.

- 1) The group has a B1 level of English
- 2) All students go to the same school.

- 3) The group shares the same class schedule.
- 4) They study English compulsorily; this is in the study curriculum.
- 5) The ages of these students fluctuate between 17 to 18 years old.
- 6) Students have time to participate in this study.
- 7) The parents of this group accepted and allowed their children to participate in this study.

## 2.6 Justification of data collection

It is vital to ensure that data collection is closely aligned with the specific objectives of the research, thus ensuring its relevance and usefulness in achieving predefined goals (Phillips Pulliam & Stawarski, 2008).

Integrating data collection into writing skills through self-study strategies for B1 level students offers numerous benefits, including practical experience, relevance, critical thinking development, personalized learning, skill integration, authentic assessment, and situational preparation. of real life.

Table # 1- Sample Population Participants	Sample population	Percentage
Women	37	53%
Men	33	47%
Total	70	100%

*Elaborated by Dayse Carpio and Ana Haro.*

### 2.6.1 Research context

The study was carried out in a Municipal Institution in the south of Quito, on Patricio Romero and Patricio Barberis streets S 55. The students who belong to this school come from different social classes and family structures.

The participants belong to two third years of high school “B” and C” in the afternoon. Their ages fluctuate between 17 and 18 years old, they attend classes from Monday to Friday from 12:30 to 17:40. The different means and resources were not provided by the institution but were in charge of the teacher. The interaction with the students was a modality of face-to-face classes combined with autonomous activities, since the subject of study deals with the improvement of writing skills through self-learning strategies, a systematic approach to the English language for B1 level students.

### **2.6.2 Research stages**

The first step was the delimitation of the Problem, this initial phase involved collecting information through an observation checklist to identify the specific problem within the institution. Of several potential topics, one was selected for further investigation. This phase served to define the focus and methodology of the research.

After delimiting the problem, an extensive review of the existing literature and previous studies related to the chosen topic was carried out. This step aimed to obtain information from previous research and build a theoretical framework for the study.

The third step was the design of instruments, in this stage the necessary instruments for data collection was designed. These included a pretest, posttest, survey, and interview. The rigorous review and approval by two experts guaranteed the validity and reliability of these instruments.

A pretest, posttest, survey and interviews were administered to the participants involved in the project. This phase aimed to collect complete data to analyze it and obtain information from it.

The data collected was subjected to extensive analysis to extract meaningful results.

This

analysis was crucial to identifying patterns, trends, and areas for improvement among participants (de Leeuw, Hox, & Dillman, 2008).

Finally, based on the data analyzed, the researcher formulated conclusions and recommendations. These findings were presented in a final report summarizing the results of the study, along with suggestions for improvement or additional action.

Overall, the research project followed a systematic approach, beginning with problem identification, progressing through data collection and analysis, and culminating in the presentation of conclusions and recommendations. Each phase contributed to a comprehensive understanding of the research topic and facilitated possible improvements in the context studied.

Table # 2- Stages of the research project Stage	Description	Activities	Performers
Delimitation of the problem	Explain what you intend to investigate and how you plan to do it in your own words.	Examine previous information and researchers.	Researchers - Tutor
Literature review	Develop the theoretical framework.	Research bibliographic information.	Researchers
Elaboration of Instruments	Establish the necessary prerequisites for data collection in the research.	Carrying out a pretest, a posttest, a survey, and an interview.	Researchers- Expertsto validate the instruments.

Application of Instruments	Employ the instruments to gather information	Implement for the pretest, posttest, survey, and interview	Researchers
Data analysis	Prepare a detailed report of the results to provide a complete view of the student's situation	Employment of the statistical analysis for the data attained to infer conclusions.	Researchers
Final report of data and conclusions	Collect research results.	Prepare a final report with the data and describe conclusions and recommendations	Researchers

*Elaborated by Dayse Carpio and Ana Paulina Haro*

### **2.6.3 Instruments to collect the information:**

For the collection of information, the following instruments have been considered, which are in accordance with the stated objectives. checklists are valuable tools in project management for ensuring thoroughness, efficiency, and quality throughout the project lifecycle. These instruments guarantee the validity and reliability of what is being investigated (Birmingham & Wilkinson, 2003). Assessing the written proficiency of B1 level students is crucial to designing effective self-learning strategies. Self-learning strategies involve setting goals, accessing online resources, regular practice, feedback and reflection. Integration with

classroom instruction ensures consistency and teacher support. By combining the tools, personalized self-study approaches, and classroom.

Another instrument has been considered that is Surveys, which are structured sets of questions administered to a sample of people to collect information about their attitudes, opinions or behaviors, have the advantage in this case of being applied in person to the study population. Another instrument is through observation, which involves systematically observing and recording behaviors, events or phenomena as they occur naturally in a particular environment. It can be done overtly (when the subjects are aware that they are being observed) or covertly (when they are not), in this case the observation is covert.

#### **2.6.4 Conceptualization and Operationalization of the Main Categories**

Conceptualization Writing skills are defined as the ability of students to express ideas clearly and coherently in written English, including aspects such as grammar, vocabulary, coherence and cohesion.

Self-study strategies include the application of methods and techniques that students can use independently to improve their writing skills, such as the use of educational applications, self-assessment techniques and autonomous writing exercises.

Operationalization refers to the writing skills themselves which will be measured through pre- and post-intervention tests, assessing criteria such as grammatical correctness, vocabulary range, paragraph structure and coherence.

Self-study strategies will be assessed through self-report questionnaires, records of use of self-study tools and observation of students' autonomous practices.

In the present research, a mixed approach was adopted to evaluate the effectiveness of "Improving writing skills through self-learning strategies, a systematic approach to the English Language for B1 level students", applied to third-year high school in a Municipal Educational Unit.

The mixed approach is a methodology that combines different approaches to address a problem in a more comprehensive way. Although it is applied in several disciplines, it is

particularly common in the field of research and analysis. In this context, the mixed approach unites qualitative and quantitative methods in a single research project.

**Quantitative Methods:** Focus on the collection and analysis of numerical and statistical data to identify patterns, measure variables, and generalize results.

**Qualitative Methods:** Focus on exploring more complex phenomena through interviews, focus groups, observations and text analysis to understand experiences, perspectives and contexts.

By combining both types of methods, the mixed approach offers a more complete and detailed vision of the phenomenon investigated. For example, surveys can be used to collect quantitative data and conduct in-depth interviews to explore the reasons behind that data, thus gaining a deeper understanding.

“The primary motivation for researchers to employ a variety of methods is their desire to gain a deeper understanding of the topics they explore. There are several ways to achieve this goal. Mixed methods have been used to improve accuracy and confidence in research results, as well as to generate new knowledge by integrating findings from different perspectives. These methods allow us to listen to diverse opinions, consider multiple interpretations of a phenomenon, reflect its complexity, and support the theory that knowledge can be both qualitative and quantitative.” (Gilbert, 2016)

Writing skills in second language acquisition are essential competencies that allow students to communicate effectively by writing in the new language. These skills include several important aspects that facilitate learners in creating coherent, accurate and appropriate texts in different contexts. (Silva, 2000)

It is essential that second language learners develop these skills, as effective writing not only indicates good command of the language, but also facilitates clear and efficient communication in various contexts and for different purposes. Continuous practice and feedback are key to honing these skills and reaching an advanced level in foreign language writing.

Self-learning is a process in which a student acquires, processes and retains knowledge independently, without the assistance of the teacher. Any knowledge acquired outside of a formal educational setting, such as through self-study or practical experience, is considered autonomous learning. This method can be especially advantageous for those who prefer to progress at their own pace or for those who do not have enough time to complete courses or academic programs. Although this approach is not a substitute for academic degrees, it offers a complementary way of learning to develop writing skills.

On the other hand, self-learning strategies are methods and approaches that students use independently to improve their skills in the new language outside of the formal educational setting. These strategies promote autonomy in the learning process and help students be more effective and motivated in their study. Set specific, measurable, achievable, relevant and time-bound goals for language learning.

Self-learning strategies refer to methods and techniques that individuals use to acquire new knowledge or skills independently, outside of the traditional classroom. These strategies allow students to take control of their own education, allowing them to learn at their own pace and according to their own interests.

These strategies help students become more effective and independent, fostering a mindset of lifelong learning as opposed to traditional learning.

A systematic approach to second language acquisition refers to an organized and planned method of learning the new language. This systematic approach seeks to maximize learning efficiency, providing a solid and coherent foundation that facilitates effective acquisition of the new language.

## **2.7 Statement and Justification of the Research Approach**

The research approach will be mixed (qualitative and quantitative) to take advantage of the strengths of both methods and to obtain a more complete view of the impact of self-learning strategies in improving the writing skills of students in English.

The mixed approach in research combines qualitative and quantitative methods because it allows a more complete and deeper understanding of the study. Quantitative data can provide

an overview and statistically significant view of the impact of self-study strategies on improving students' writing skills in second language acquisition, while qualitative data can provide deeper context and detailed. This helps make the results more robust.

Qualitative research focuses on providing a deep understanding of the problem at hand. It is an exploratory approach that examines complex phenomena that cannot be clarified through quantitative methods. Although this type of research does not seek to establish definitive results, it does generate ideas or hypotheses that can be subsequently investigated with quantitative methods. Qualitative research is used to thoroughly explore human behavior, experiences, attitudes, intentions and motivations, through observation and interpretation, in order to understand how students, think and feel. In this approach, the researcher especially values the students' perspectives (Ahmad S, 2019).

The Quantitative approach allows for objective measurement of student progress using standardized tests and structured questionnaires.

The Qualitative approach allows for an in-depth understanding of students' experiences and perceptions of self-learning strategies.

This approach is suitable because the combination of qualitative and quantitative data provides a holistic view of the learning process, facilitating both the measurement of progress and the understanding of students' subjective experiences (Creswell, 2014).

The methods used and their purposes derived from quantitative methods refer to writing tests and the evaluation of writing skills before and after the intervention.

Questionnaires in which data is collected on the frequency and types of self-learning strategies used by students.

Qualitative methods, on the other hand, refer to semi-structured interviews, to explore students' perceptions on the effectiveness of self-learning strategies.

Another method refers to observations, recording the use of self-learning strategies in the context of the study.

Instruments derived from the methodology selected as quantitative instruments are, for example, writing tests based on standardized rubrics to evaluate specific aspects.

Self-learning questionnaire that includes elements on frequency of use, type of strategies and perception of effectiveness.

For qualitative instruments, an interview guide was created on the experiences and perceptions of students.

Another instrument is observation with criteria to record the use of self-learning strategies.

Delimitation of the Target Groups of the intervention and their characteristics, the target group of the intervention is composed of students of level B1 of English, students of two parallels of third year of high school, according to the Common European Framework of Reference for Languages (CEFR). Regarding the specific characteristics, they include students aged 17 to 18 years, third year of high school parallels "B" and "C", secondary school students, a pretest, posttest, survey and direct observation were applied to the participants involved in the project. This phase aimed to collect complete data to analyze it and obtain information from it. The data collected was subjected to extensive analysis to extract meaningful results. This analysis was crucial to identify patterns, trends, and areas for improvement among participants (de Leeuw, Hox, & Dillman, 2008).

### **2.7.1 Data Processing and Interpretation**

For the initial diagnosis and quantitative data processing, a statistical analysis was applied, a checklist and an interview with the purpose of measuring the contribution of the written skills through self-learning strategies, a systematic approach to English Language for third Bachelor (B1-Level) in the school year 2023-2024.

Qualitative, here direct observation was applied, the data from the initial diagnosis will be interpreted to identify the specific needs of the students, the most used self-learning strategies and their perceived effectiveness. This will inform the design of the methodological intervention.

General Methodological Procedure Stages of the Research, for the Initial diagnosis, the aim is to identify the current needs and strategies of the students through the application of writing tests and questionnaires, conducting interviews and initial observations.

### **2.7.2 Modeling of the Proposal**

The purpose is to design an intervention based on the results of the diagnosis through the development of self-learning materials and resources, among others.

### **2.7.3 Analysis of the Results of the Initial Diagnosis**

In this study, a combined approach was used to analyze the effectiveness of the program “Improve writing skills through self-learning strategies, a systematic approach to the English language for B1 level students”, implemented with third-year high school students at the Unidad Educativa Municipal “Julio Enrique Moreno”.

For data collection, various instruments aligned with the project objectives have been considered. A checklist has been used to structure and manage the project effectively, ensuring that all crucial aspects are addressed from initial planning to implementation and evaluation of results.

This checklist facilitates systematic monitoring of project progress, allowing to mark what has been completed and what still requires attention. It offers a clear overview of progress and pending tasks, ensuring quality and consistency at all stages. It ensures that each phase of the project is carried out according to established standards and proposed objectives.

In addition, the checklist acts as a tool to evaluate the success of the implemented strategies, providing a solid basis for feedback and continuous improvement. This allows you to review the completed elements to identify which aspects worked well and which need adjustments.

The checklist is a valuable tool to ensure that the project is developed in an organized, efficient and effective manner, maximizing the chances of achieving the proposed objectives.

In order to improve the quality and effectiveness of the research project focused on improving writing skills through self-learning strategies for B1 level students in English, it has been decided to implement a survey. This tool is essential to gain a clear insight into the current level of students' writing skills and their familiarity with self-learning strategies.

The initial survey allows to identify the level of writing proficiency and prior knowledge about self-learning strategies among students. This provides a baseline for measuring their progress and effectiveness throughout the project. Through the survey, it is possible to identify the areas in which students perceive greater difficulties or where they require more support. This information is key to selecting and designing self-learning strategies tailored to their specific needs. During the project, surveys can be used to assess the effectiveness of the strategies implemented. They allow students to obtain direct feedback from students on which strategies they consider most useful or effective, and which ones need adjustments.

The information collected through surveys helps to adjust project materials and resources, better aligning them with students' preferences and needs, and optimizing the overall approach of the project. The survey also offers an opportunity to explore motivational factors, attitudes, and perceptions toward English language learning and self-study, which may influence students' engagement and success. Empirical data obtained through surveys provides solid evidence to justify the project approach and argue about the effectiveness of the strategies employed to stakeholders or in final reports.

The survey is an essential tool that facilitates the planning, implementation, and evaluation of the project. It ensures that self-study strategies are effective and aligned with students' needs, thus improving the chances of success in developing their English writing skills.

In the research project on improving writing skills through self-learning strategies for B1 level students in English, the use of observation has been considered as a key instrument. Observation allows for a direct assessment of how students use self-learning strategies and how these influence their writing process. Observation facilitates the analysis of how students apply self-learning strategies in their writing tasks. It allows for the identification of changes in their approach, the practical application of the learned strategies and their ability to solve problems autonomously.

Through observation, problems or barriers that students face when applying self-learning strategies can be detected. This includes difficulties in understanding the strategies,

problems in practical application or resistance to self-learning, providing valuable information for making adjustments. Observation thus allows for constant monitoring of students' progress, providing a detailed view of their development over time. Subtle improvements can be noticed or areas that require further attention can be identified.

Observation of the learning environment, including the layout of space, availability of resources, and interaction between students, offers additional information about factors that may influence the effectiveness of self-study strategies. Observation therefore provides the opportunity to provide specific and timely feedback to students. This is useful for correcting errors, reinforcing good habits, and adjusting self-study strategies as needed.

Observation can complement and validate results obtained through surveys and tests. Additionally, it offers a qualitative perspective that enriches the understanding of the impact of self-study strategies on writing skills. Based on observations, additional strategies can be developed and adjusted to address specific problem areas. Observation can also encourage self-assessment, helping students reflect on their writing process and use of strategies.

Information gained through observation allows for tailoring teaching methods and approaches to improve the overall effectiveness of the project. Adjusting the approach based on student response optimizes the teaching and learning process. Finally, observation provides detailed and direct insight into students' interaction with self-study strategies and their impact on writing ability. It offers valuable qualitative data that, in conjunction with other data collection methods, can improve project design and implementation.

To obtain in-depth and detailed information on the topic under study, the following instruments were applied.

## CHECKLIST

*Pre - test*

## 2.7.4 Analysis of results

### *Checklist*

*Table 3: Indicator 1:* The teacher encourages you to research information and deeply explore the topic covered in class through an autonomous manner.

Interpretation: Table 3: Indicator 1: This interpretation suggests that the teacher encourages students to take the lead in learning outside the classroom by independently researching topics discussed during lessons. When students were asked about their independent research habits, responses revealed that: 16 students consistently sought out additional information on their own.

43 students did not engage in independent research.

7 students occasionally researched topics on their own.

4 students left the question unanswered.

These data highlight significant variation in the level of student engagement in independent learning, with most not consistently seeking out further research outside of class.

*Table 4: Indicator 2:* You search for information effectively and from other sources to delve deeper into topics of interest using selfLearning Strategies.

Interpretation: focuses on the effectiveness of self-study strategies in helping students deepen their understanding of topics of interest. This is assessed through pre- and post-tests, which reveal a significant change in students' approach to information seeking.

In the pre-test, only 13 students reported consistently searching for information independently, while 25 did not do this practice, 31 did it occasionally, and 1 left the answer blank.

*Table 5: Indicator 3:* You explore new topics and perspectives, and asking questions to deepen your understanding of the topic.

Interpretation: The survey or data indicates that when it comes to exploring new topics and asking questions to deepen understanding:

15 respondents said "Yes," meaning they actively seek out new perspectives and ask questions.

24 respondents said "No," suggesting they don't frequently explore new topics or ask many questions.

29 respondents chose "Sometimes," indicating a more moderate approach, where they occasionally explore and question new topics.

2 respondents left the question blank, offering no insight into their habits.

This suggests that the majority of people (those who answered "Sometimes" or "No") might not consistently engage in active exploration or questioning, with fewer respondents saying "Yes" to doing so frequently.

*Table 6: Indicator 4: You seek opportunities to apply what you learn in real situations to reinforce understanding and improve skills.*

Interpretation: In analyzing these results, it appears that only 9 respondents actively seek out opportunities to apply what they learn in real-world situations. The majority, 57 respondents, do not typically pursue this form of practical learning, while 4 do so occasionally. Interestingly, none of the participants left the question unanswered. This suggests that while experiential learning is recognized by a few, it might not be a widespread practice among the group surveyed. This could indicate a gap in motivation or accessibility to practical learning opportunities, or it might reflect a preference for more traditional methods of learning.

*Table 7: Indicator 5: You manage time effectively for your autonomous learning.*

Interpretation: In analyzing the results, it appears that the majority of respondents (34) feel they manage their time effectively for autonomous learning, which suggests a strong sense of personal responsibility and self-discipline. However, a notable portion (19) expressed that they do not manage their time well, indicating that they may struggle with organization or self-motivation in their learning processes. The 17 respondents who sometimes manage their time effectively highlight the variability in time management skills, suggesting they may occasionally face challenges in staying consistent. The absence of blank answers shows that all participants engaged with the question.

*Table 8: Indicator 6:* You are able to use a variety of resources, such as books, online courses, tutorials, videos, and apps, to obtain information and support in the process of independent learning.

Interpretation: It is evident that the use of various resources (such as books, online courses, tutorials, videos and apps) plays an important role in supporting the independent learning process. The test data show that only 17 participants felt confident using these resources, while 27 did not and 26 were somewhat inconsistent.

*Table 9: Indicator 7:* Make appropriate decisions about what and how to learn according to your learning pace.

Interpretation: The analysis of these results reflects a more varied approach when it comes to making appropriate decisions about what and how to learn at one's own pace. Out of 61 responses:

28 students (around 46%) consistently make decisions that align with their individual learning pace.

30 students (about 49%) sometimes make appropriate decisions, showing that many students struggle with consistency in managing their learning independently.

Only 3 students (5%) do not feel they are able to make appropriate learning decisions at all.

This suggests that nearly half of the students are confident in their ability to tailor their learning to their own pace, while another significant portion shows inconsistency. The very small number of students who struggle completely with this skill suggests that most students are developing some degree of autonomy, even if it's not always applied.

In conclusion, while many students have a good sense of self-directed learning, there is still room for growth in helping them make more consistent and confident decisions about their learning process.

*Table 10: Indicator 8:* Accept feedback and advice from your teacher to continually improve your independent learning.

Interpretation: The majority of participants demonstrated a positive attitude towards receiving feedback and advice from their teachers. Out of the total, 53 participants consistently accepted feedback, 16 were open to it occasionally, and only 1 participant refused to accept feedback altogether. This suggests that most students are receptive to guidance from their teachers, although a smaller group shows a more selective or hesitant approach.

*Table 11: Indicator 9: Do you consider it necessary to create a schedule and establish a quiet study space that facilitates concentration during those moments dedicated to independent learning?*

Interpretation: The interpretation of this data suggests that the majority of participants (61 out of 70) believe that establishing a quiet study space significantly improves concentration during independent learning. This shows strong agreement with the idea that a quiet environment is beneficial for focus. Meanwhile, a small minority (4 participants) disagreed, indicating that they either do not see the same benefits or perhaps have alternative preferences. Additionally, 5 participants were unsure, implying that they might not have a clear stance on the matter or may not have experienced a significant difference. Overall, the consensus leans heavily in favor of quiet study spaces aiding concentration.

*Table 12: Indicator 10: You reflect on progress, identify strengths and areas for improvement, and adjust strategies as necessary.*

Interpretation: The majority of respondents (61) indicated that they regularly reflect on their progress, identify strengths and weaknesses, and adjust strategies accordingly. This suggests that most participants are aware of their learning or performance and actively engage in self-assessment and improvement.

A small number of respondents (4) answered “No,” indicating that they do not follow these practices. This could mean that they do not see the value of reflection or that they do not know how to implement it effectively.

Five respondents selected “Sometimes,” showing that they may engage in these practices sporadically, but not consistently. This group may benefit from further guidance on how to incorporate reflection and self-assessment into their routine.

The fact that there were no blank responses suggests that all participants understood the question and felt comfortable responding.

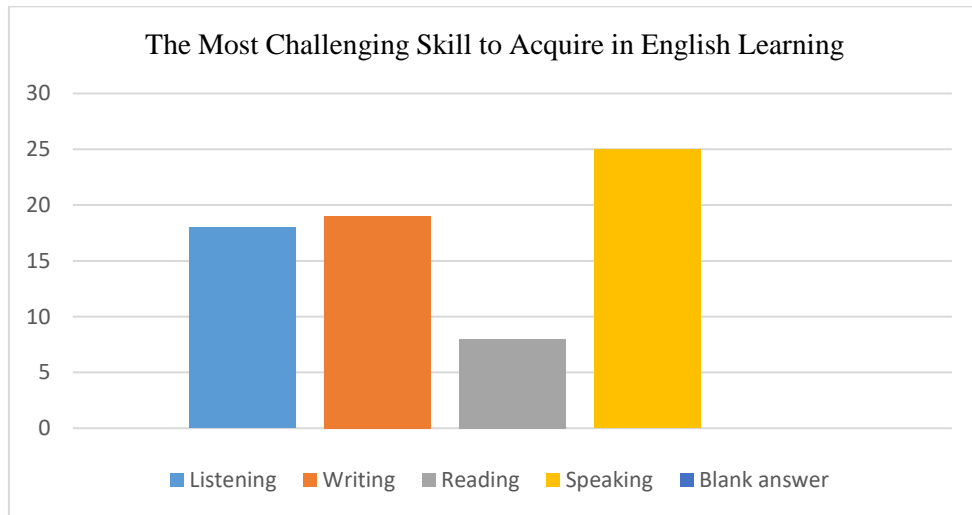
The results show a positive trend towards reflective practices, with room for improvement among those who do not practice them or do so only occasionally.

Another instrument that was applied is the survey with the results presented below.

*Pre-test*

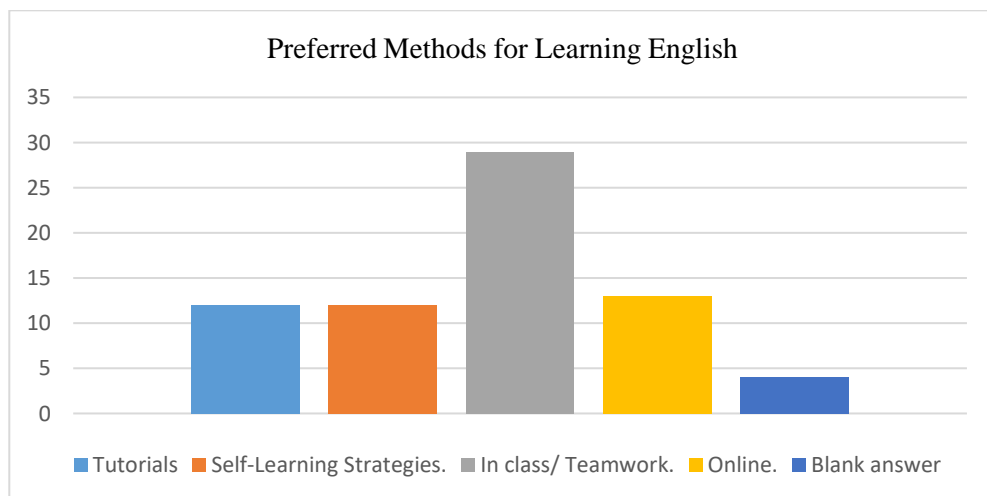
**SURVEY**

Table 13: Indicator 1: What is the most difficult skill for you in English Learning Acquire?



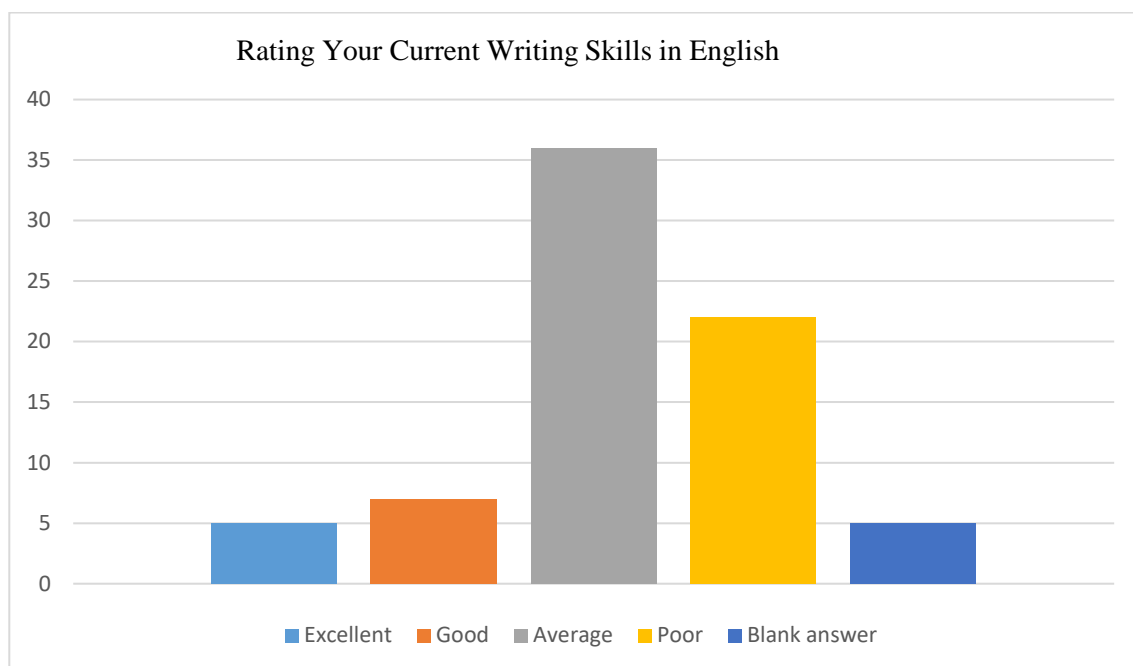
*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 14: Indicator 2: How do you like to learn the English?



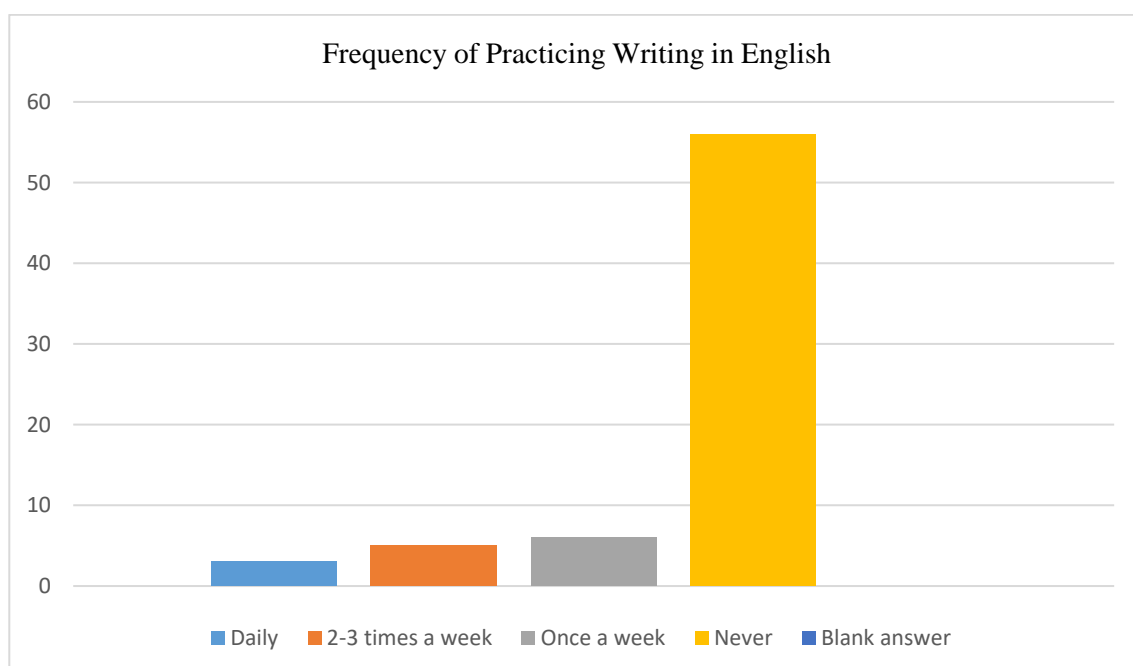
*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 15 Indicator 3: How would you rate your current writing skills in English?



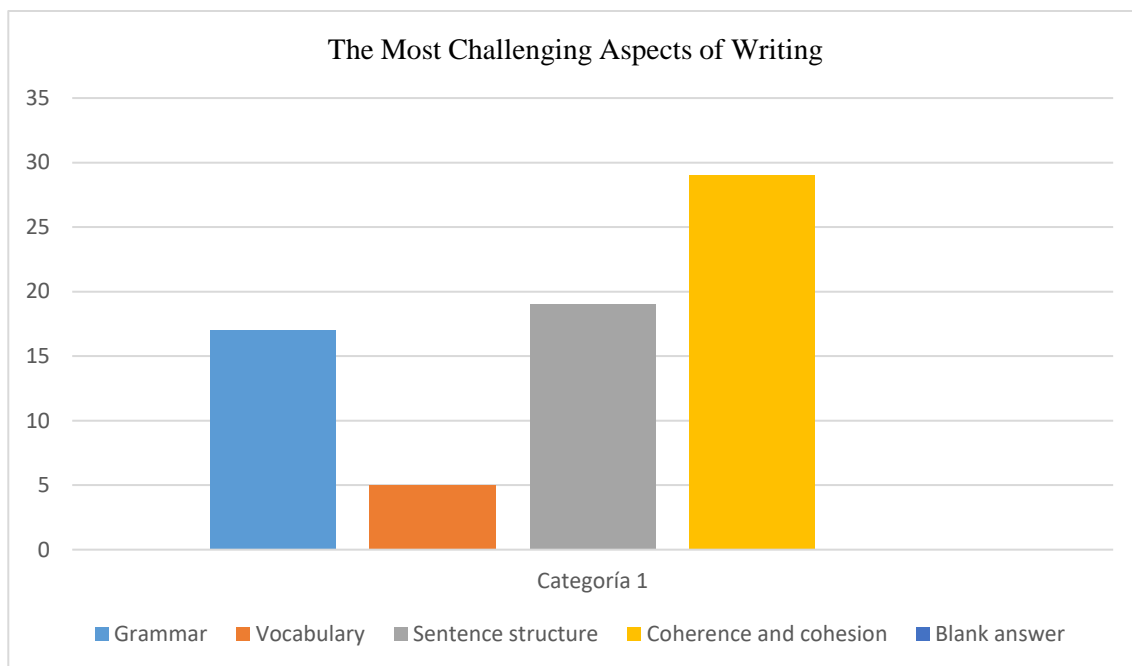
*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 16 Indicator 4: How often do you practice writing in English?



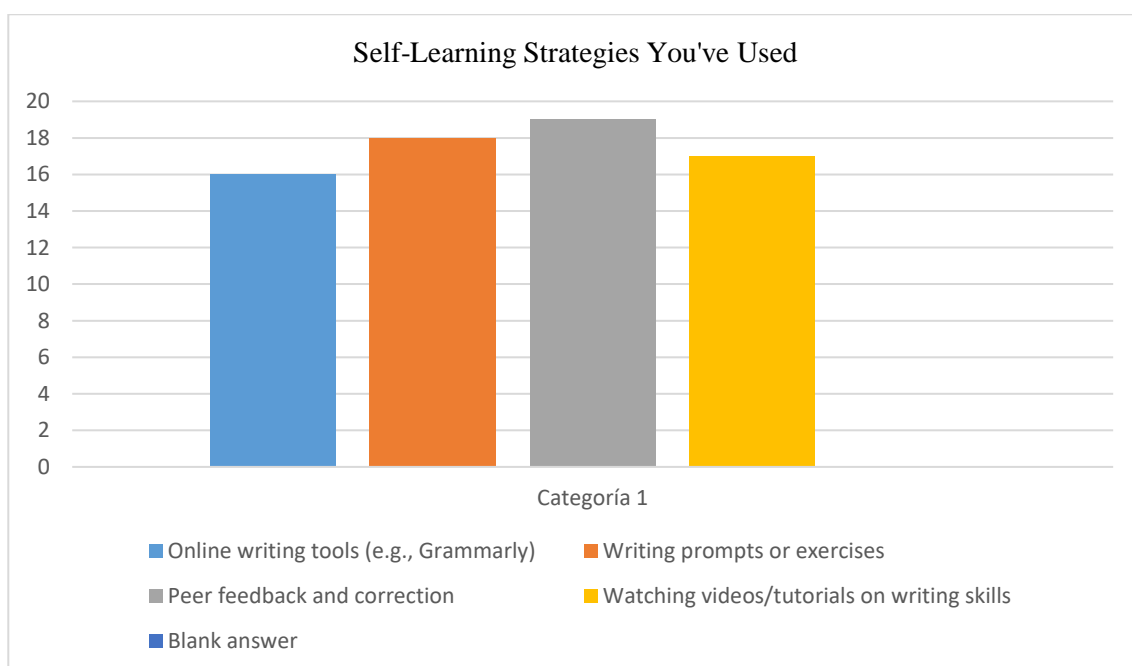
*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 17 Indicator 5: Which aspects of writing do you find most challenging? (Select all that apply)



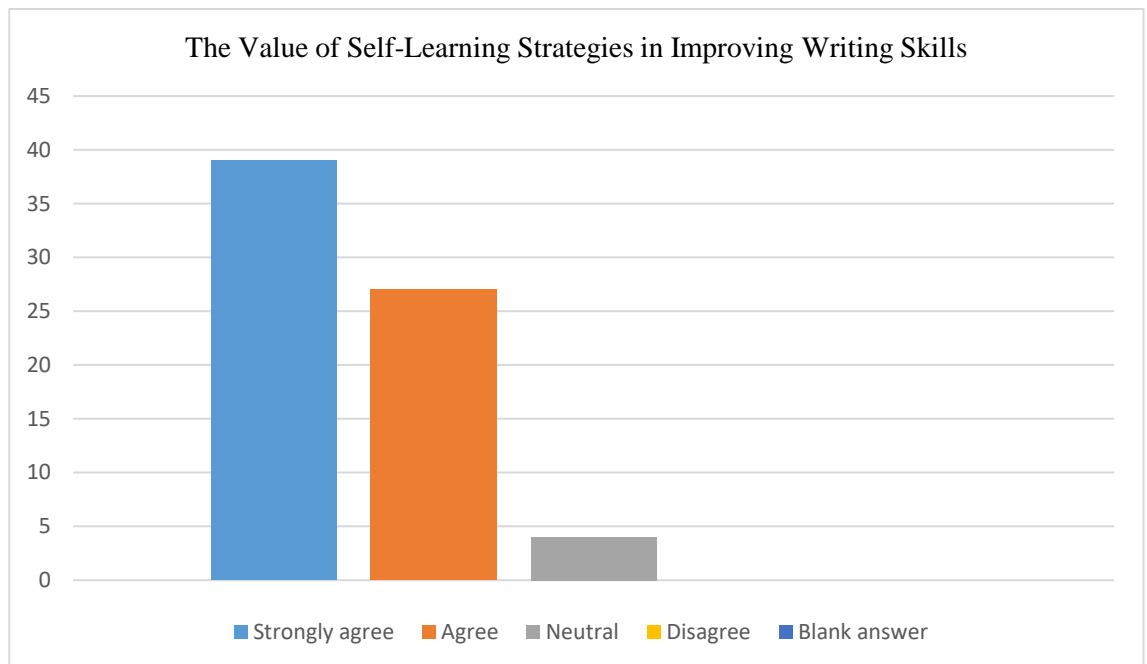
*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 18 Indicator 6: Which of the following self-learning strategies have you used? (Select all that apply)



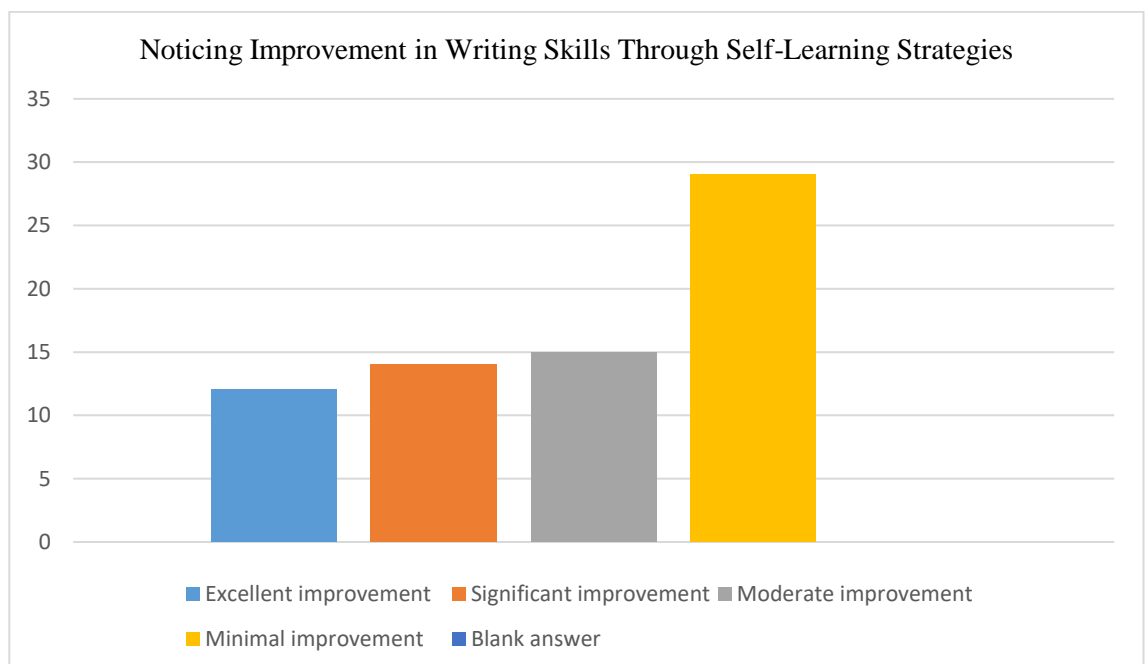
*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 19 Indicator 7: Do you believe self-learning strategies are a valuable method to improve writing skills?



*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

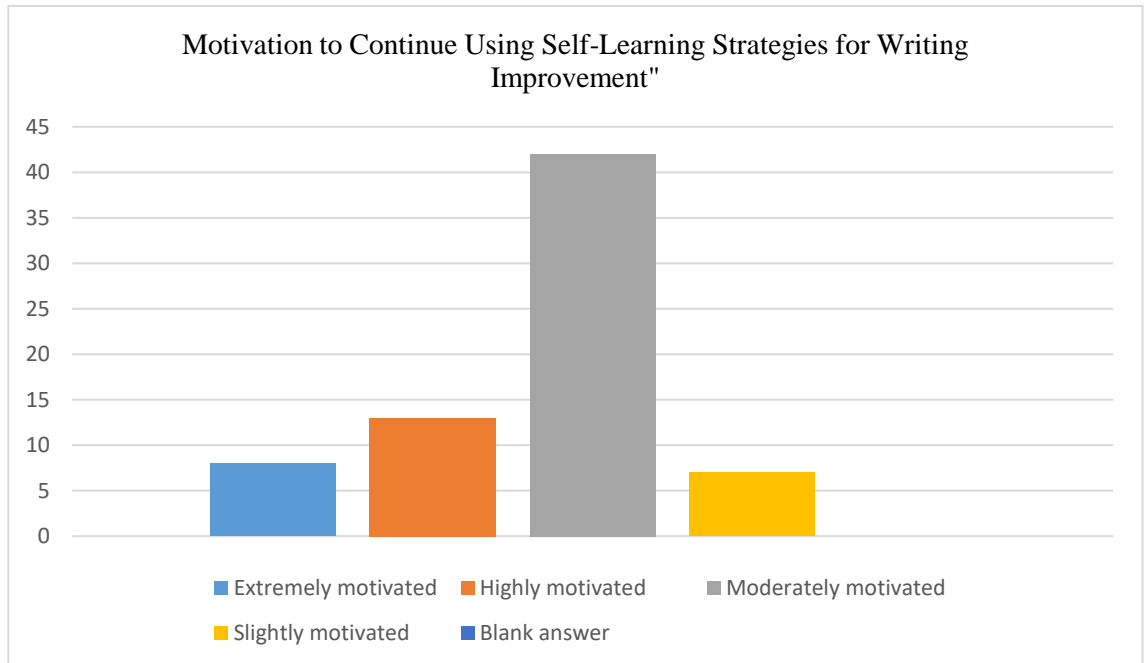
Table 20 Indicator 8: Have you noticed any improvement in your writing skills since using self-learning strategies?



*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 21 Indicator 9: How motivated are you to continue using self-learning strategies

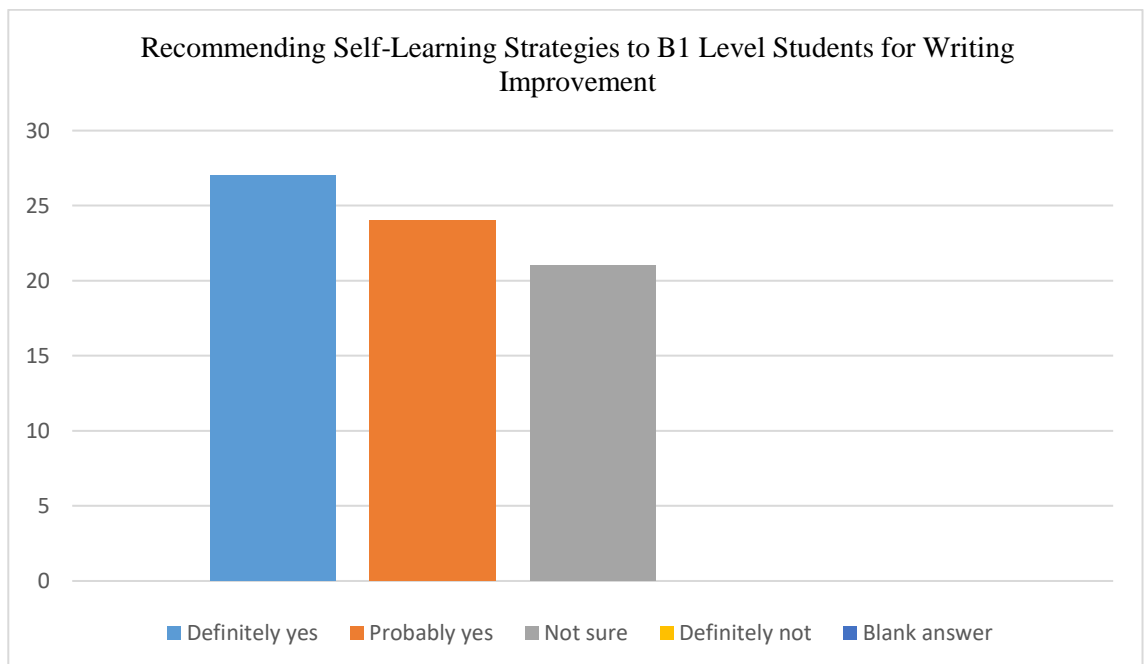
for improving your writing skills?



*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 22 Indicator 10: Would you recommend self-learning strategies to other B1 level

students looking to improve their writing skills?



*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

### **2.7.5 Analysis of results**

Table 13: Indicator 1: What is the most difficult skill for you in English Learning Acquire?

Interpretation: According to the results, speaking is the most difficult skill for English learners, with 25 students identifying it as difficult. Writing is close behind, with 19 respondents finding it challenging. Listening is another skill that some students struggle with, with 18 people mentioning it as challenging. However, reading appears to be the least difficult skill, with only 8 respondents identifying it as challenging. There were no blank responses, indicating that all participants responded to this question.

Table 14: Indicator 2: How do you like to learn the English?

Interpretation: In the pre-test, most students preferred to learn English through in-class or team-based methods, with 29 responses indicating that this was their preferred learning style. A smaller but equal number of students (12 each) showed a preference for tutorials and self-study strategies, while 13 students favored online learning. In addition, 4 students left the question unanswered.

Table 15 Indicator 3: How would you rate your current writing skills in English?

Interpretation: Before the intervention, most participants rated their writing skills as either “average” or “poor.” Specifically, only 5 rated their skills as “excellent,” 7 as “good,” 36 as “average,” and 22 as “poor.”

Table 16 Indicator 4: How often do you practice writing in English?

Interpretation: Before implementing any strategies, the data show that a large majority of participants (56) never practiced writing in English. Only a small fraction practiced regularly, with 3 doing so daily, 5 two to three times a week, and 6 once a week. This indicates that prior to the intervention, consistent writing practice was not common among participants.

Table 17 Indicator 5: Which aspects of writing do you find most challenging? (Select all that apply)

Interpretation: “Coherence and cohesion” was the most challenging aspect for students, indicating difficulty organizing ideas clearly and logically, as well as linking sentences and paragraphs smoothly.

“Sentence structure” many students had difficulty constructing sentences correctly, suggesting problems with arranging words and phrases to create well-formed sentences.

Grammar was also a significant challenge, although slightly less so than sentence structure and coherence/cohesion.

“Vocabulary” this was the least challenging aspect, indicating that students generally had a sufficient vocabulary to express themselves.

Table 18 Indicator 6: Which of the following self-learning strategies have you used?  
(Select all that apply)

Interpretation: The data reflect the self-study strategies used by participants both before and after the intervention. In the pre-test phase, 16 participants used online writing tools such as Grammarly, 18 participated in writing exercises or prompts, 19 sought peer feedback and correction, and 17 watched videos or tutorials on writing skills.

Table 19 Indicator 7: Do you believe self-learning strategies are a valuable method to improve writing skills?

Interpretation: Based on the pre-test results, self-study strategies are indeed a valuable method for improving writing skills.

A significant majority of participants were already in favour of self-study strategies, with 39 respondents who strongly agreed and 27 who agreed. Only a small number were neutral and none disagreed.

Table 20 Indicator 8: Have you noticed any improvement in your writing skills since using self-learning strategies?

Interpretation: When analysing the results, it is evident that the majority of participants reported some degree of improvement in their writing skills after using self-study strategies. A total of 12 people experienced excellent improvement, while 14 felt that they had significant improvement. A further 15 participants described their improvement as moderate, showing a

reasonable level of progress. However, a notable portion of the group, 29 participants, felt that their improvement was minimal. Interestingly, no one left the question unanswered, suggesting full participation and interest in the survey. Overall, while there were positive results, a significant number of students reported limited improvement, indicating that there may be scope for optimization of the strategies being used. Table 21 Indicator 9: How motivated are you to continue using self-learning strategies for improving your writing skills?

The majority of students (42) were only moderately motivated, with a smaller group who were extremely (8) or highly motivated (13), and 7 students who were slightly motivated.

Table 22 Indicator 10: Would you recommend self-learning strategies to other B1 level students looking to improve their writing skills?

Interpretation: In analyzing the results, it's clear that the majority of participants (51 out of 72) have a positive view of self-learning strategies for improving writing skills at the B1 level. Specifically, 27 respondents are strongly in favor, while another 24 are somewhat in agreement, indicating overall support for these methods. Interestingly, 21 participants remain uncertain, suggesting that while many recognize the potential benefits, some may still have reservations or need more information. Notably, no one outright rejected the idea, which reinforces the positive trend.

### CHAPTER 3.

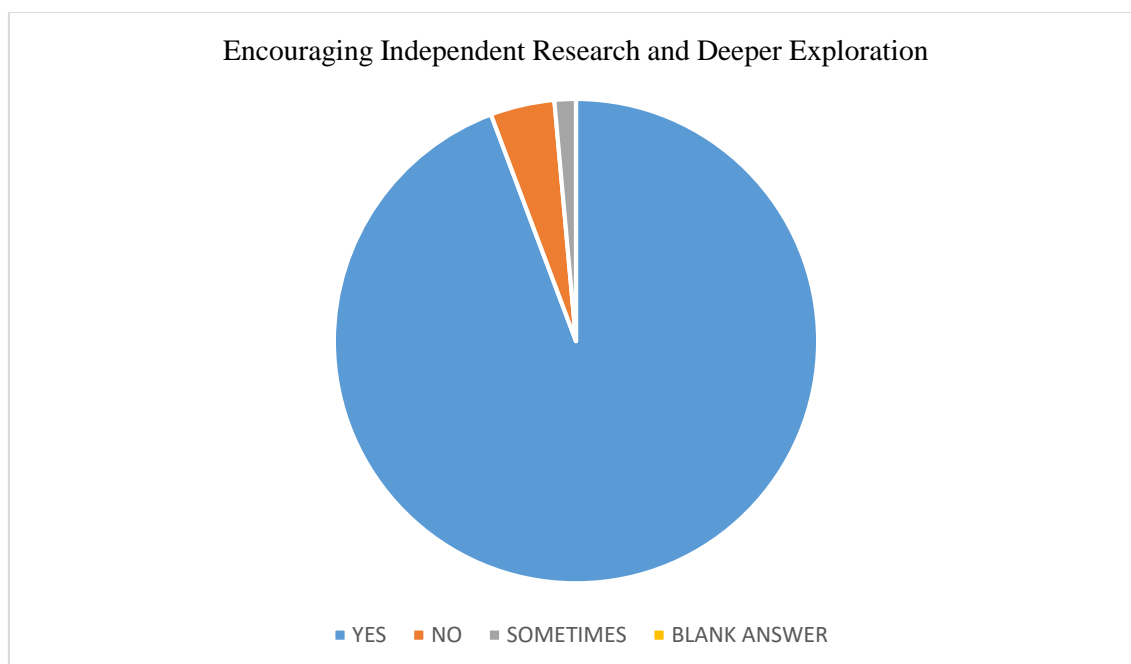
#### PRESENTATION AND VALIDATION OF THE PROPOSAL

This chapter focuses on presenting and validating the proposal aimed at improving writing skills through self-learning strategies. The systematic approach presented here is specifically designed for B1 level English learners. The proposed methods emphasize independent learning, providing students with the tools and strategies to improve their writing skills autonomously, while ensuring that the approach is practical and effective for this level of language proficiency.

Of the three instruments initially proposed, the "checklist" was chosen and applied, for this, seventy students from the "B" and "C" parallels of the third year of high school were considered, which belongs to the quantitative method, for this the items presented were determined.

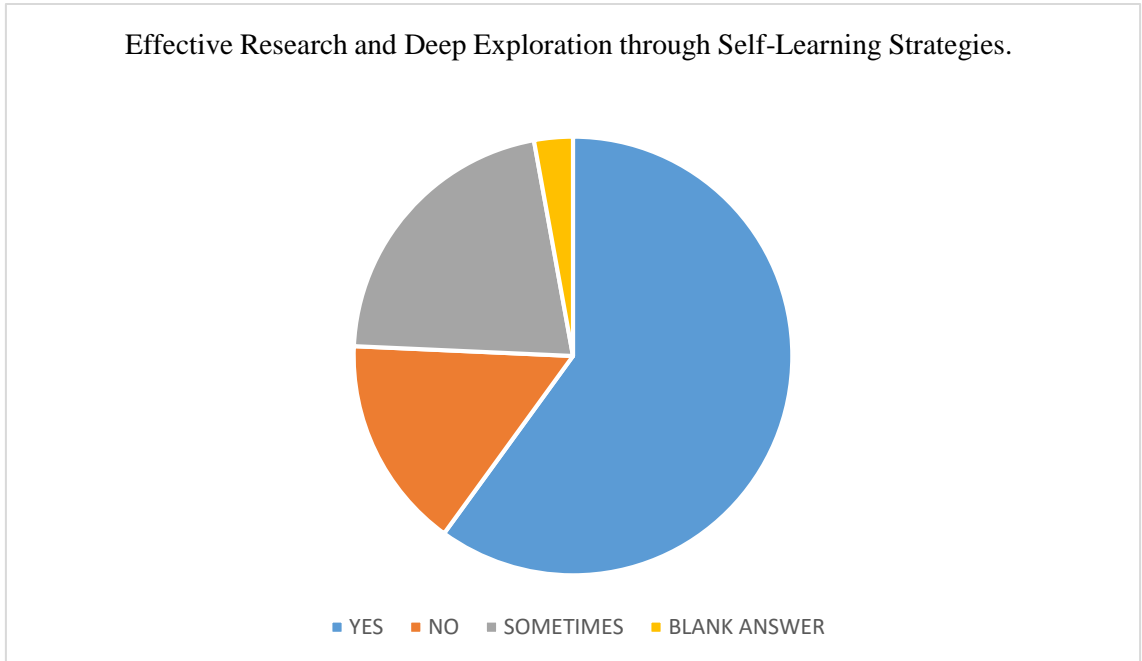
##### *Post test*

Table 23: Indicator 1: The teacher encourages you to research information and deeply explore the topic covered in class through an autonomous manner.



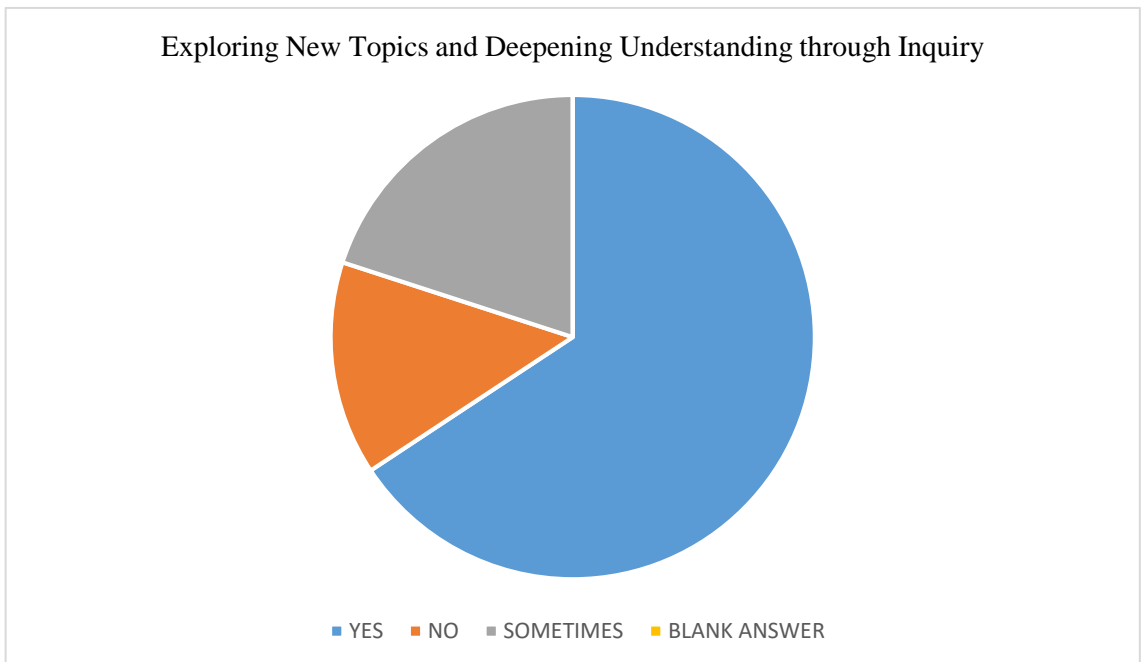
*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 24: Indicator 2: You search for information effectively and from other sources to delve deeper into topics of interest using self-learning Strategies.



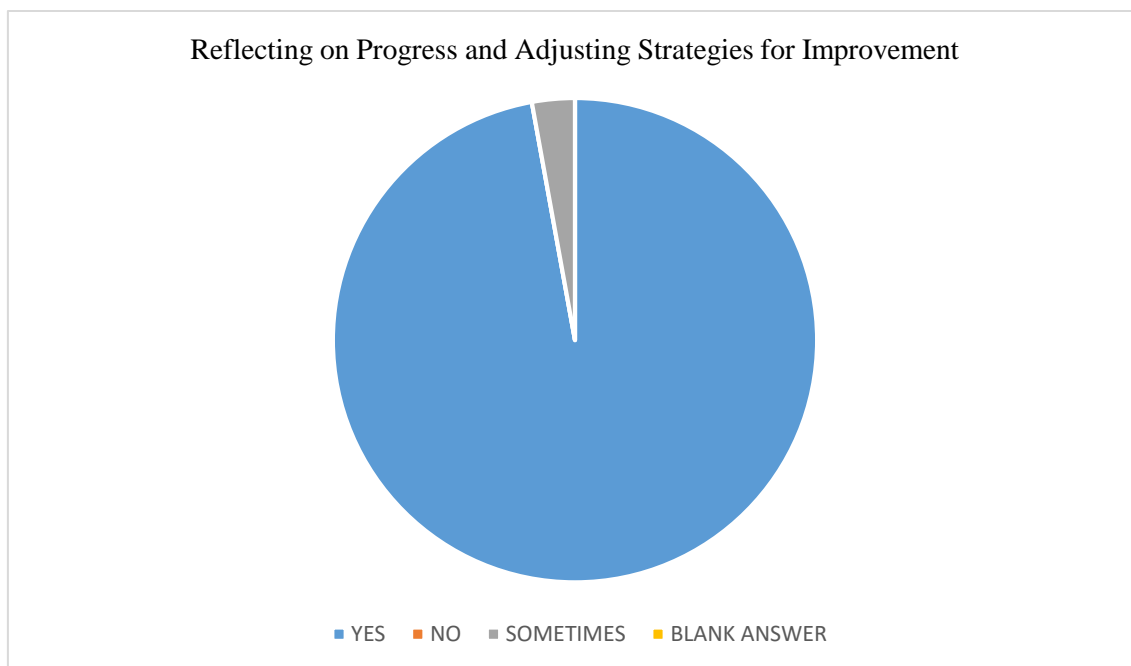
*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 25: Indicator 3: You explore new topics and perspectives, and asking questions to deepen your understanding of the topic.



*Elaborated by: Dayse Carpio and Ana Paulina Haro.*

Table 32: Indicator 10: You reflect on progress, identify strengths and areas for improvement, and adjust strategies as necessary.



Elaborated by: Dayse Carpio and Ana Paulina Haro.

### 3.1 Analysis of results

*Table 23: Indicator 1:* The teacher encourages you to research information and deeply explore the topic covered in class through an autonomous manner.

Interpretation: After the intervention, the post-test results reveal a marked improvement: 66 students actively sought information on their own, only 3 did not, and 1 student took the initiative sometimes.

*Table 24: Indicator 2:* You search for information effectively and from other sources to delve deeper into topics of interest using self-Learning Strategies.

Interpretation: The results of the post-test show a marked improvement: 42 students reported regularly using self-study strategies to search for information, 11 students did not yet do this practice, 15 did it sometimes, and 2 left the answer blank.

This indicates that after the implementation of self-learning strategies, a greater number of students became proactive in exploring and researching topics of interest on their own, reflecting the positive impact of these strategies on their learning habits.

*Table 25: Indicator 3: You explore new topics and perspectives, and asking questions to deepen your understanding of the topic.*

Interpretation: The results show a significant increase in the number of students who actively engage in exploring new topics and perspectives after the intervention. The shift from the "No" and "Sometimes" categories to the "Yes" category suggests that the strategies implemented had a positive impact on encouraging students to deepen their understanding of the topics by asking questions and exploring different perspectives. The decrease in blank answers also indicates better overall engagement.

*Table 26: Indicator 4: You seek opportunities to apply what you learn in real situations to reinforce understanding and improve skills.*

Interpretation: The results show a significant shift in the application of learned skills in real situations. Initially, before the intervention, only 9 participants actively sought opportunities to apply their learning, while 57 did not, and 4 did so occasionally. However, after the intervention, the post-test results indicate a notable improvement: 41 participants now actively seek to apply what they have learned, 13 still do not, and 16 do so sometimes. This suggests that the strategies implemented had a positive impact on encouraging participants to use their knowledge in practical scenarios, thereby reinforcing their understanding and improving their skills.

*Table 27: Indicator 5: You manage time effectively for your autonomous learning.*

Interpretation: After the intervention or study period, the post-test results show a significant increase in those who felt confident in managing their time, with 46 responding positively. The number of participants who responded "no" was considerably reduced to 9, and the number of those who managed their time occasionally decreased slightly to 15. This indicates that the strategies implemented during the study were effective in helping participants improve their time management skills for independent learning.

*Table 28: Indicator 6: You are able to use a variety of resources, such as books, online courses, tutorials, videos, and apps, to obtain information and support in the process of independent learning.*

Interpretation: the post-test results indicate a marked improvement: 46 participants now use these resources regularly, only 7 still do not and 17 are still inconsistent. This indicates that after some intervention or time, there has been a positive shift towards more frequent and effective use of the available learning tools.

*Table 29: Indicator 7: Make appropriate decisions about what and how to learn according to your learning pace.*

Interpretation: The data indicate an improvement in the number of participants who responded “Yes” to making learning decisions based on their pace. “No” responses decreased, suggesting a shift toward more positive engagement with learning strategies. The “Sometimes” category remained relatively stable, highlighting that while many participants have adopted more personalized learning approaches, there is still room for improvement in consistency.

Overall, the increase in “Yes” responses indicates that students are better at adapting their learning strategies to their personal pace, which is in line with the goal of encouraging effective self-learning techniques.

*Table 30: Indicator 8: Accept feedback and advice from your teacher to continually improve your independent learning.*

Interpretation: The feedback from both the pre-test and post-test demonstrates a positive shift in attitudes towards independent learning. Initially, the majority of participants indicated a tendency to accept feedback and advice from their teacher, with 53 responding positively, 16 occasionally accepting feedback, and 1 not accepting it at all.

After implementing the strategies from the study, the results improved significantly. In the post-test, 60 participants affirmed their willingness to accept feedback and advice, with none indicating a refusal and only 10 stating they sometimes accept it. This change highlights a marked increase in the participants' openness to incorporating feedback into their learning process.

*Table 31: Indicator 9: Do you consider it necessary to create a schedule and establish a quiet study space that facilitates concentration during those moments dedicated to independent learning?*

Interpretation: Based on the pre-test and post-test results, it is evident that creating a schedule and establishing a quiet study space significantly impacts concentration during independent learning. After the learning intervention, 68 participants affirmed their importance, with no one disagreeing and only 2 remaining uncertain.

This shift in perceptions underscores the value of structured study environments in enhancing concentration and overall learning effectiveness.

*Table 32: Indicator 10: You reflect on progress, identify strengths and areas for improvement, and adjust strategies as necessary.*

Interpretation: These data reflect a marked improvement in responses between the pretest and posttest. Specifically, the number of “Yes” responses increased, while “No” responses decreased to zero and “Sometimes” responses decreased slightly.

The positive change in results indicates that the strategies implemented to improve writing skills have been effective. The elimination of “No” responses indicates that students are now more confident or engaged with the skills being taught.

The significant increase in “Yes” responses shows that most students have successfully improved in the target areas.

The reduction in “No” and “Sometimes” responses indicate a more consistent understanding or application of writing strategies.

While overall progress is encouraging, the presence of some “Sometimes” responses on the posttest suggests that there may still be some inconsistencies or uncertainties among students.

In order to determine whether there is an improvement in writing skills through self-learning strategies, a systematic approach to the English language for B1 level students, the application of a second instrument is presented below, this is the survey.

### **3.2 General analysis**

For the overall results, it can be seen at the end of the process (post-test) that the teacher encourages students to independently research and explore the topics covered in class, promoting deep understanding through self-learning strategies. He also motivates them to

17. The number of students preferring tutorials remained constant at 12, and the preference for online learning decreased slightly from 13 to 12. This analysis suggests that while the in-class or team-based approach remained the most popular, there was increasing interest in self-study strategies following the intervention, indicating a shift in students' learning preferences towards more independent methods.

Table 35 Indicator 3: How would you rate your current writing skills in English?

Interpretation: After the intervention, there was a noticeable improvement in self-rated writing skills. The number of participants who rated their skills as "excellent" nearly doubled to 9, and those who rated themselves as "good" more than doubled to 16. Meanwhile, the number of participants who still considered their skills to be "average" remained relatively high at 42, but those who rated themselves as "poor" dropped dramatically to just 3. This suggests that the intervention had a positive impact, as more participants felt confident about their writing skills, although there is still room for further improvement.

Table 36 Indicator 4: How often do you practice writing in English?

Interpretation: After implementing the self-study strategies, there was a significant increase in the frequency of writing practice. The number of participants practicing daily increased from 3 to 5, and those writing two to three times a week increased significantly from 5 to 38. The number of participants practicing once a week also increased from 6 to 27. Notably, no one reported ever practicing, showing a clear shift toward more frequent engagement with writing.

This comparison highlights the effectiveness of the self-study strategies in encouraging more regular writing practice among participants.

Table 37 Indicator 5: Which aspects of writing do you find most challenging? (Select all that apply)

Interpretation: "Sentence structure" the difficulty in sentence structure increased slightly, suggesting that while some progress may have been made in other areas, sentence construction remained a challenge.

There was a slight improvement in coherence and cohesion, but it remained the most difficult area, showing that students still had difficulty organizing and connecting their ideas logically.

There was a small improvement in grammar, indicating that students were able to correct some grammatical issues.

Vocabulary challenges decreased further, suggesting that this area continued to be the least challenging for students.

Post-test results show small improvements in grammar and coherence/cohesion, but increased challenge in sentence structure. Coherence and cohesion remained the most difficult aspects for students, while vocabulary was consistently the least challenging.

Table 38 Indicator 6: Which of the following self-learning strategies have you used? (Select all that apply)

Interpretation: After the intervention, the post-test results showed slight variation: 15 participants continued to use online writing tools, 17 continued with writing exercises or prompts, peer feedback and correction increased to 22 participants, and 16 continued to watch videos or tutorials.

This suggests that while some strategies remained constant, there was a notable increase in the use of peer feedback and correction, indicating a possible preference or perceived effectiveness of this

method over time. The slight decrease in the use of online writing tools and other resources could suggest a change in participants' approach or comfort with the strategies as they progressed.

Table 39 Indicator 7: Do you believe self-learning strategies are a valuable method to improve writing skills?

Interpretation: After the implementation of self-learning strategies, the post-test results show an increase in those who strongly agree (from 39 to 42), though the number of those who agree decreased slightly (from 27 to 18). This shift suggests that some participants who were

initially in agreement became more convinced of the benefits, moving to the "strongly agree" category.

However, it's also important to note that there was an increase in neutral responses (from 4 to 10), which might indicate that some participants became unsure of the effectiveness after experiencing the strategies, possibly due to the challenges they faced during the learning process.

Overall, the data suggests a positive reception towards self-learning strategies in improving writing skills, with a clear trend towards stronger agreement in their value.

Table 40 Indicator 8: Have you noticed any improvement in your writing skills since using self-learning strategies?

The comparison between pre-test and post-test results clearly indicates that the implementation of self-learning strategies has been effective in enhancing students' writing abilities. The increase in the number of students who achieved excellent and significant improvement, alongside the decrease in those with minimal improvement, highlights the positive impact of these strategies.

Table 41 Indicator 9: How motivated are you to continue using self-learning strategies for improving your writing skills?

The analysis shows a notable increase in motivation levels among students after using self-study strategies to improve their writing skills.

After the intervention, the number of students who were extremely motivated increased from 8 to 11, and those who were highly motivated increased significantly from 13 to 22. Furthermore, the number of moderately motivated students decreased slightly from 42 to 37, and notably, none of the students were slightly motivated after the intervention.

This indicates that self-study strategies positively impacted students' motivation to continue improving their writing skills.

Table 42 Indicator 10: Would you recommend self-learning strategies to other B1 level students looking to improve their writing skills?

Analysis of the pre-test and post-test results makes it clear that there is a significant increase in the number of B1 level students who would recommend self-study strategies to others seeking to improve their writing skills. Before implementing these strategies, 27 students were definitely in favour, and 24 were probably in favour, with a notable 21 students who were unsure. However, after implementing the strategies, the number of students who would definitely recommend them increased to 37, and those who were probably in favour increased to 26, while the number of students who were unsure decreased significantly to 7. Importantly, no student in either test indicated that they would definitely not recommend these strategies.

### **3.4 General analysis**

These results suggest a strong positive impact of self-study strategies on students' confidence and perception of their effectiveness in improving writing skills at the B1 level.

The most challenging skill for students in learning English is speaking. Students prefer to learn English in the classroom and through teamwork activities. Their current writing skills are assessed as "average". They practice writing in English 2-3 times per week, with the most challenging aspects being "cohesion and coherence". As part of their self-study strategies, students use feedback and peer correction, which they consider a valuable method of improving writing skills. They have noticed a significant improvement in their writing since using these strategies. Students are highly motivated; they are eager to continue employing self-study strategies to improve their writing skills. They also recommend these strategies to other B1 level students who want to improve their writing skills.

#### **3.4.1 Context**

This research was carried out in a municipal educational institution in the south of the city at two years of third-year high school "B", "C", where students have a B1 level of English according to the Common European Framework of Reference for Languages (CEFR).

### **3.4.2 Justification**

The need to improve students' English writing skills through self-learning strategies was identified, since these skills are fundamental for their academic and future professional development.

According to the objectives initially set out, they state:

### **3.4.3 General objective**

Evaluate the effectiveness of self-learning strategies in enhancing the writing skills of third-year high school students at the B1 level in English.

### **3.4.4 Specific Research Objectives**

Apply the most effective self-learning strategies to improve writing skills with students under study through assessment tools.

Develop a systematic approach to integrate self-learning strategies into existing curricula.

To evaluate the impact of self-learning strategies on the written competence of B1 level students through quantitative and qualitative measures.

The following mechanisms were used to validate the proposal:

### **3.4.5 Methodology**

The mixed approach was used with two groups of students to measure the impact of self-study strategies on writing.

Pre- and post-tests were applied to assess writing skills, as well as observation to measure students' perception of the strategies used.

The first step was Problem Delimitation, this initial phase involved collecting information through an observation checklist to identify the specific problem within the institution. From several potential topics, one was selected for further investigation.

This phase served to define the focus and methodology of the research. After delimiting the problem, an extensive review of the existing literature and previous studies related to the chosen topic was carried out. This step aimed to obtain information from previous research and

build a theoretical framework for the study. The third step was the design of instruments, in this stage the necessary instruments for data collection were designed. These included a pretest and a posttest.

The rigorous review and approval by two experts guaranteed the validity and reliability of these instruments.

A pretest, posttest, survey and direct observation were administered to the participants involved in the project. This phase aimed to collect complete data to analyze it and obtain information from it. The data collected was subjected to extensive analysis to extract meaningful results. This analysis was vital to identifying patterns, trends, and areas for improvement among participants (de Leeuw, Hox, & Dillman, 2008).

Finally, based on the data analyzed, the researcher formulated conclusions and recommendations. These findings were presented in a final report summarizing the results of the study, along with suggestions for improvement or additional action.

Overall, the research project followed a systematic approach, beginning with problem identification, progressing through data collection and analysis, and culminating in the presentation of conclusions and recommendations. Each phase contributed to a comprehensive understanding of the research topic and facilitated possible improvements in the context studied.

For the collection of information, the following instruments have been considered, which are in accordance with the stated objectives.

Surveys, which are structured sets of questions administered to a sample of people to collect information about their attitudes, opinions or behaviors, have the advantage in this case of being applied in person to the study population.

Another instrument is through observation, which involves systematically observing and recording behaviors, events or phenomena as they occur naturally in a particular environment. It can be done overtly (when the subjects are aware that they are being observed) or covertly (when they are not), in this case the observation is covert.

Another instrument has been considered that is el checklist are valuable tools in Project management for ensuring thoroughness, efficiency, and quality throughout the project lifecycle.

These instruments guarantee the validity and reliability of what is being investigated (Birmingham & Wilkinson, 2003).

Assessing the written proficiency of B1 level students is important to designing effective self-learning strategies. Self-learning strategies involve setting goals, accessing online resources, regular practice, feedback and reflection. Integration with classroom instruction ensures consistency and teacher support. By combining the tools, personalized self-study approaches, and classroom integration, students can improve their writing skills independently and with confidence.

#### **3.4.6 Instruments Derived from the Selected Methodology:**

To identify effective self-learning strategies, it is important to determine which self-learning strategies are most effective in improving writing skills among B1 level English learners.

To evaluate the improvement of writing skills, the improvement in the writing skills of B1 level students must be measured after implementing self-learning strategies in addition to analyzing student participation, evaluating how committed the students are to the strategies. of self-learning and their perceptions about these methods.

Regarding the variables to be measured in self-learning strategies, aspects such as the frequency of use of the strategy must be taken into consideration (e.g., daily, weekly).

Types of strategies used (e.g., online resources, writing exercises, peer reviews)

Duration of use (e.g. hours per week)

Another important aspect is regarding writing skills, this is precision in writing (grammar, punctuation, spelling), complexity of writing (sentence structure, use of vocabulary), fluency in writing (coherence, cohesion, flow of ideas), student participation and perception, the level of commitment (e.g. motivation, time spent on tasks).

Also know the satisfaction that self-learning strategies generate in students, the perceived effectiveness of self-learning strategies.

For the collection of information, the following instruments have been considered, which are in accordance with the stated objectives. Surveys, which are structured sets of

questions administered to a sample of people to collect information about their attitudes, opinions or behaviors, have the advantage in this case of being applied in person to the study population. Another instrument is through observation, which involves systematically observing and recording behaviors, events or phenomena as they occur naturally in a particular environment. It can be done overtly (when the subjects are aware that they are being observed) or covertly (when they are not), in this case the observation is covert.

The methods used to measure the variables are the checklist, to ensure that during the study all aspects of self-learning strategies and writing skills are covered, such as the student using online resources to practice writing, that the student participates in peer reviews, that the student completes writing exercises regularly, that he dedicates at least 3 hours per week to writing practice.

Such as writing skills for example that the student's writing is free of grammatical errors, that the student uses a variety of sentence structures, that the student's writing is cohesive and coherent.

Another important aspect is the participation and perception of the students, the student is motivated to use self-learning strategies, the student is satisfied with their progress and knows that the strategies are effective.

Another method used to measure the variables is the survey, a survey can be administered to collect quantitative and qualitative data on students' participation, satisfaction, and perception of self-learning strategies.

Another method is direct observation, which can be used to assess writing skills and participation during self-study activities, observe and record instances of grammatical errors, variety of sentence structures, and writing coherence in student writing samples.

Student participation, observe time spent on writing tasks, level of concentration and motivation during writing sessions, record interactions with peers during peer review sessions.

For the application of the instruments already mentioned it is important to prepare the checklist and survey, develop a detailed checklist that covers all aspects of the research variables.

Design a comprehensive survey with closed and open questions.

To carry out direct observation, periodic observation sessions must be scheduled to monitor student participation and writing skills.

A standardized rubric should be used to evaluate writing samples.

Finally, survey responses must be collected and analyzed to identify trends and insights.

For data analysis, descriptive statistics should be used to summarize the results of the survey, compare the writing samples before and after the intervention to measure improvement.

Triangulate data from checklists, surveys, and observations to draw comprehensive conclusions.

Variables can be effectively measured and research objectives achieved by studying how self-study strategies improve writing skills in B1 level English learners.

### **3.4.7 Benefits, Viability and Feasibility**

The benefits of the proposal include the improvement of students' autonomy, the development of critical and creative skills, and greater motivation for continuous learning. Viability and feasibility will be verified through pilot studies and adjustments based on both theoretical and empirical feedback.

### **3.4.8 Results**

**Improvement in Writing Skills:** Students in the experimental group showed a significant improvement in their writing skills compared to the control group.

Students reported a high acceptance of self-study strategies and perceived an improvement in their confidence and competence in writing in English.

The study underlines the effectiveness of self-study strategies in improving writing skills. These strategies allow students to develop autonomy and a sense of responsibility in their learning process.

Although the study was conducted in a specific setting, the results suggest that this approach could be adapted and applied in other educational contexts with B1 level students.

Limitations identified after applying assessment instruments for self-study strategies to improve writing skills among B1 English learners can be summarized as follows:

1. Lack of sustained improvement: While short-term progress is observed, students may struggle to maintain it over time. They may also face challenges in applying the skills to different writing contexts, limiting long-term development.

2. Inconsistent strategy use: Some students may not use self-study strategies regularly or effectively, leading to even minor improvements.

3. Over-reliance on technology: Students may rely too heavily on grammar checkers and other automated tools, which fail to provide nuanced feedback, particularly on complex writing elements such as tone and idea development.

4. Challenges in using feedback: Even when students receive feedback, they may struggle to apply it effectively due to a lack of guidance on how to make improvements.

5. Motivation and engagement issues: Students may lose motivation over time, especially if they do not see immediate progress. Irregular writing practice can also slow down improvement.

6. External factors: Time constraints and personal commitments may prevent some students from devoting sufficient time to self-study, resulting in uneven progress.

7. Focus on writing mechanics: Assessments may place too much emphasis on grammar and punctuation, neglecting higher-level writing skills such as argument development and critical thinking.

8. Self-regulation challenges: B1 students may struggle to monitor their own progress and adjust their learning strategies. Some students may also prefer more interactive learning methods, making self-study less effective for them. These limitations suggest that self-study strategies, while useful, require additional support through specific feedback, personalized approaches, and diverse learning resources to be fully effective.

## Conclusions

In conclusion, the study demonstrated that the implementation of self-learning strategies in the English teaching process, specifically in writing skills, resulted in a significant improvement in the written competencies of B1 level students. Students developed greater autonomy and confidence when writing in English.

The use of a systematic approach facilitated the structuring of the learning process, allowing students to follow a clear and organized framework to improve their writing skills. This approach promoted a better understanding of grammatical rules and textual structure.

The use of self-learning strategies increased students' motivation as it allowed them to take control of their learning process. Students showed greater commitment and willingness to practice and improve their writing skills.

Although self-study strategies were beneficial, some students experienced initial difficulties in adapting to this method due to the lack of direct supervision and the need for self-discipline. Additional support needed to be provided early in the process to overcome these challenges.

Third-year high school students implemented self-learning strategies showing notable improvement in their English writing skills. The comparative evaluation before and after the use of these strategies showed an increase in the quality of their writings, both in coherence, cohesion and lexical richness.

The systematic approach was effective in guiding students through a structured self-study process. The organization of learning activities and resources allowed students to develop specific writing skills in a progressive and methodical manner.

The use of self-learning strategies promoted the autonomy and self-confidence of the students. By learning to manage their own learning process and evaluate their progress, students became more independent and confident in their abilities to improve their writing.

Students demonstrated an increase in their motivation and commitment to learning English. Self-learning strategies, by allowing a personalized and adaptive approach, helped maintain student interest and motivation throughout the project.

The skills acquired through self-study strategies not only improved English writing, but also transferred to other areas of learning. The students applied self-assessment and self-correction techniques, demonstrating a general improvement in their study and learning habits.

Despite the positive results, some challenges and limitations were identified. Not all students responded in the same way to the self-study strategies, and some required more support and guidance. Additionally, the time spent on implementation and the need for specific resources were factors that affected the effectiveness of the project in certain cases.

recognition system to celebrate individual and collective achievements, which may include certifications, displays of outstanding work, or mentions in school newsletters.

Provide tools such as rubrics and checklists that students can use to self-assess their progress. This not only reinforces their autonomy, but also promotes self-confidence.

Incorporate reflection activities where students can analyze their learning process, identify areas for improvement and plan future strategies.

Introduce a variety of writing formats, such as essays, reports, blogs, and narratives, so that students can practice and improve in different styles. Use digital and multimedia resources to maintain interest and diversify learning experiences. Examples include educational videos, writing apps, and grammar checking platforms.

Implement a combination of formative assessments to provide ongoing feedback and summative assessments to measure progress at the end of the project. Adapt strategies based on individual student needs, providing additional support to those who need it and adjusting activities to address different learning styles.

Develop a support system for students who may have difficulty with self-study. This could include access to tutors, additional resources, or peer mentoring programs. Analyze and adjust the time and resources necessary for the implementation of the project, looking for solutions that maximize the impact of the project within the existing limitations.

Encourage students to apply the skills acquired in writing to other areas of study, such as reading and listening, to reinforce their overall learning. Integrate writing activities that relate to other subjects, which will help students see the relevance of English in a broader context.

## ANNEXES:

### Annex 1:

Pre-test - Post test

### CHECKLIST

Objective: Measure contribution of the Written Skills through Self-Learning Strategies: A Systematic Approach to English Language for third Bachelor (B1-Level) Students of the “Julio E. Moreno” High School in the school year 2023-2024.

Instructions: Please read the following checklist carefully and mark an (x) in the box according to your criteria.

Teachers: Dayse Carpio and Paulina Haro.

Class: 3rd Bachelor.

Date: \_\_\_\_\_

o.	Indicators	ES	O	SOM ETIMES	OBSERV ATIONS
	The teacher encourages you to research information and deeply explore the topic covered in class through an autonomous manner.				
	You search for information effectively and from other sources to delve deeper into topics of interest using selfLearning Strategies.				
	You explore new topics and perspectives, and asking questions to deepen your understanding of the topic.				
	You seek opportunities to apply what you learn in real situations to reinforce understanding and improve skills.				
	You manage time effectively for your autonomous learning.				
	You are able to use a variety of resources, such as books, online courses, tutorials, videos, and apps, to obtain information and support in the process of independent learning.				
	Make appropriate decisions about what and how to learn according to your learning pace.				
	Accept feedback and advice from your teacher to continually improve your independent learning.				

	Do you consider it necessary to create a schedule and establish a quiet study space that facilitates concentration during those moments dedicated to independent learning?				
0	You reflect on progress, identify strengths and areas for improvement, and adjust strategies as necessary.				

## Annex 2:

### Survey

Pre-test - Post test

“Improve writing skills through self-learning strategies, a systematic approach to the English language for B1 level students”.

Objective. - Measure contribution of the Written Skills through Self-Learning Strategies: A Systematic Approach to English Language for third Bachelor (B1-Level) Students of the “Julio E. Moreno” High School in the school year 2023-2024.

Instructions: Read each question carefully. Then, select the best option and write a tick in the correct answer.

Teachers: Dayse Carpio and Paulina Haro.

Class: 3rd Bachelor.

Date: \_\_\_\_\_

<b>SCHOOL YEAR 2023 – 2024</b>	
<b>SURVEY</b>	
Student's name: _____ . Course: _____ . Group: _____ .	
<b>Objective.</b> - collect the information about the difficulties in the Written Skills through Self-Learning Strategies to English Language of the “Julio E. Moreno” High School for third Bachelor Students.	
<b>Teachers:</b> Dayse Carpio and Paulina Haro.	
<b>Class:</b> 3rd Bachelor.	
<b>Instructions:</b>	
<ul style="list-style-type: none"><li>❖ Read each question carefully.</li><li>❖ Select the best option.</li><li>❖ Write a tick in the correct answer.</li></ul>	
Question No. 1	
What is the most difficult skill for you in English Learning Acquire?	
a. Listening.	c. Writing.
b. Reading.	d. Speaking.
Question No. 2	
How do you like to learn the English	
a. Tutorials.	language independently?
b. Self-Learning Strategies.	c. Teamwork.
	d. Online.

Question No. 3	
<p>How would you rate your current writing skills in English?</p> <p>a. Excellent      c. Average.</p> <p>b. Good.          d. Poor.</p>	
<p>Question No. 4</p> <p>How often do you practice writing in English?</p> <p>a. Daily.                      c. Once a week.</p> <p>b. 2-3 times a week.      d. Never.</p>	
<p>Question No. 5</p> <p>Which aspects of writing do you find most challenging? (Select all that apply)</p> <p>a. Grammar                                      c. Sentence structure</p> <p>b. Vocabulary                                    d. Coherence and cohesion</p>	
<p>Question No. 6</p> <p>Which of the following self-learning strategies have you used? (Select all that apply)</p> <p>a. Online writing tools (e.g., Grammarly)</p> <p>b. Writing prompts or exercises</p> <p>c. Peer feedback and correction</p> <p>d. Watching videos/tutorials on writing skills</p>	
<p>Question No. 7</p> <p>Do you believe self-learning strategies are a valuable method to improve writing skills?</p> <p>a. Strongly agree</p> <p>b. Agree</p> <p>c. Neutral</p> <p>d. Disagree</p>	
Question No. 8	

<p>Have you noticed any improvement in your writing skills since using self-learning strategies?</p> <p>a. Excellent improvement b. Significant improvement c. Moderate improvement d. Minimal improvement</p>	<input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    
<p>Question No. 9</p> <p>How motivated are you to continue using self-learning strategies for improving your writing skills?</p> <p>a. Extremely motivated b. Highly motivated c. Moderately motivated d. Slightly motivated</p>	<input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    
<p>Question No. 10</p> <p>Would you recommend self-learning strategies to other B1 level students looking to improve their writing skills?</p> <p>a. Definitely yes b. Probably yes c. Not sure d. Definitely not</p>	<input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    

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