



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“The effect of virtual classes on the development of  
writing skills in second baccalaureate students”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title **"THE EFFECT OF VIRTUAL CLASSES ON THE DEVELOPMENT OF WRITING SKILLS IN SECOND BACCALAUREATE STUDENTS"** prepared by Arianne Ivanova De la A Matias, undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

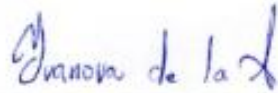
A handwritten signature in blue ink, consisting of several loops and flourishes, positioned above a horizontal line.

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### **Statement of Authorship**

I, ARIANNE IVANOVA DE LA A MATIAS with ID number 0928386069, undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "THE EFFECT OF VIRTUAL CLASSES ON THE DEVELOPMENT OF WRITING SKILLS IN SECOND BACCALAUREATE STUDENTS", certify that this study work is of our authorship, except for the quotes, statements, and reflections used in this research paper.



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ARIANNE IVANOVA DE LA A MATIAS

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## **Declaration**

The information and content in this degree and research work are my responsibility, the intellectual property to Universidad Estatal Peninsula de Santa Elena.



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Collectively, they have all contributed significantly to my personal and academic development, and for that, I am sincerely grateful. Their contributions have been fundamental to the success of this achievement.

## **Dedication**

I dedicate this thesis to my parents Gioconda Matias and Julio De la A, stepfather Xavier Pinargote, to my siblings Genesis and Angelo, who have supported me in this stage of my studies, for giving me confidence, love and for giving me the necessary time to realize myself professionally. To Ruth, Luisa and Karen, who have always been there to support me morally, giving me their advice to make me a better person without giving up. To my friends, colleagues and all those people who in one way or another have contributed to the achievement of my goals. I would also like to express my gratitude to special people, Edison Pacheco y Edison De la Pared, who have always given me advice and great unconditional support to keep going and not give up no matter the circumstances.

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De la A Matias Arianne Ivanova

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## **Abstract**

1.1 The Covid-19 pandemic has generated a revolution in education, forcing institutions and educators to rapidly adopt new forms of teaching, such as virtual classes. This shift from face-to-face to online education has had a profound impact on various educational aspects, including the development of writing skills.

The main objective of this research is to know the effects of virtual classes on the development of English writing skills in high school sophomores. The present work used the qualitative method with a phenomenological study using a questionnaire through a one-on-one interview with 5 teachers from institutions in Santa Elena, for data collection and bibliographic sources, carrying out the analysis and interpretation of the results.

The work concluded that because of the online classes the students had a setback in the development of their writing skills, since they were not able to create texts with a respective and correct structure including a lack of motivation therefore through the interviews it is carried out that there are strategies that can be implemented in the students to promote the development of teaching-learning in the students.

**KEY WORDS:** writing skills, development, impact.



## **Resumen**

La pandemia de Covid-19 ha generado una revolución en la educación, obligando a instituciones y educadores a adoptar rápidamente nuevas formas de enseñanza, como las clases virtuales. Este cambio de la educación presencial a la modalidad en línea ha tenido un profundo impacto en diversos aspectos educativos, incluyendo el desarrollo de habilidades de escritura.

El objetivo principal de esta investigación es conocer los efectos de las clases virtuales en el desarrollo de las habilidades de escritura en estudiantes de segundo de bachillerato”. El presente trabajo utilizó el método cualitativo con un estudio fenomenológico utilizando un cuestionario a través de entrevista uno a uno a 5 docentes de instituciones de Santa Elena, para la recolección de datos y fuentes bibliográficas llevando a cabo el análisis e interpretación de los resultados.

El trabajo concluyó que a causa de las clases en línea los estudiantes tuvieron un retroceso en el desarrollo de sus habilidades de escritura, ya que no eran capaces de crear textos con una respectiva y correcta estructura incluyendo una falta de motivación por lo tanto, por medio de las entrevistas se lleva a cabo que existen estrategias que se pueden implementar en los estudiantes para promover el desarrollo de la enseñanza-aprendizaje en los estudiantes.

**PALABRAS CLAVES:** habilidades de escritura, desarrollo, impacto.

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## **Introduction**

As a consequence, Covid-19 has revolutionized the educational landscape, forcing institutions and educators to adapt quickly to new modes of instruction such as virtuality. This shift from traditional face-to-face learning to online platforms has had a profound impact on various aspects of education, including the development of writing skills. While this transition has undoubtedly provided opportunities for continuing education in difficult times, it has also presented unique challenges and implications for the development of this skill, particularly in the context of learning English as a second language.

One of the factors to be examined is the impact of virtual classes on students' ability to effectively communicate and express their ideas in written English. Writing skills are essential for academic success and professional growth, as they enable individuals to articulate their thoughts, present arguments, and convey information accurately. However, the virtual learning environment may pose obstacles to the development of these skills.

The main objective of this research project aims to analyze the factors in virtual classrooms that have affected the development of English writing skills in the transition back to face-to-face teaching. In order to carry out this research, chapters have been made in order to have an order and to be able to reach the reflection.

### **Chapter I: Introduction**

This chapter provides an overview of the research problem, the objectives of the study, the research questions, and the rationale for the research.

### **Chapter II: Theoretical Framework**

This chapter presents the relevant background, pedagogical basis, theoretical basis, legal basis and variables of the study.

### **Chapter III: Methodology**

This section details the methodological approach used in the research, the type of research, the instruments used, the data processing, the resources used for data collection, as well as the description of the population and the sample.

### **Chapter IV: Analysis of results**

This chapter contains the interpretation of the data obtained from the one-on- one interview, as well as the analysis and discussion in relation to the bibliographic review carried out.

### **Chapter V: Reflections**

In this section, the author shares reflections on the experience during the research process, highlighting the advantages and challenges encountered.

## **Chapter 1**

### **The Problem**

#### **1.1 Research Topic**

Virtual classes on the development of English writing skills.

#### **1.2 Title of project**

The effect of virtual classes on the development of writing skills in second baccalaureate students.

#### **1.3 Problem Statement**

The capacity to write effectively is a fundamental skill in today's society to share ideas, convey information and express creativity. It involves not only knowledge of grammar, punctuation and vocabulary, but also the ability to structure and organize viewpoints in a coherent manner.

It is necessary to develop writing in English knowing that it is one of the principal skills that a student must master, since it provides written communication, allows the message to be transmitted to people widely and clearly; it offers the knowledge to perform tasks such as writing essays, reports, research papers, and to write concisely and persuasively, providing personal and intellectual growth.

The change to virtual classes due to the COVID-19 pandemic achieved a radical change worldwide, affecting many main aspects such as education. Teachers had to create classes for teaching virtual modality adapted to students in this type of learning. The effects that students developed in this learning modality, mainly in English writing, were notorious when they returned to face-to-face classes. One of the problems that arose were: insufficient vocabulary, knowledge, an incomprehensible orthography, syntax, grammar; acquiring different habits such



as mishandling the Google translator. Currently, in a classroom technology has had a great participation as a teaching method. Teachers have used different resources to motivate the student, allowing the use of cell phones for academic activities.

Tuan, et al. (2022) mentioned in an article the following:

Students utilized Google Translate as an aid to learning, especially the language purpose because of its convenient functions such as translating multi-languages, saving time, using it easily, and improving pronunciation. Despite its benefits for learners, several problems appeared in using the process. Students regularly encountered inaccurate grammar and semantics, sometimes it made learners confused about the meanings of words. (p. 12)

The return to face-to-face classes of students shows that when writing short sentences, paragraphs, or essays, there are difficult to organize ideas coherently, including adequate vocabulary and incomprehension of the different grammatical tenses. Another difficulty for the students is that they cannot take dictations and as a solution, they try to write quickly with unintelligible text. Another difficulty for students is in dictation and the best way to do this is to try to write quickly with unintelligible text. In the case of Google Translate, it must be well thought-out that there are faulty translations that affect the quality of the writing.

Therefore, the research in this project is necessary to identify the problems and effects that students currently present in English writing ability after returning to face-to-face, through surveys of teachers from different institutions to contribute more information and knowledge.

## **1.4 Problem Question**

### 1.4.1 General question

- How did virtual classes affect writing skills upon returning to face-to-face?

### 1.4.2 Specific questions

- What is the importance of the development of English writing in second baccalaureate students?
- How does English writing influence second baccalaureate students?
- How was the development of English writing in virtual form compared to face-to-face?

## **1.5 Objectives**

### 1.5.1 General Objective

- To analyze the factors of virtual classes that affected to the development of English writing in the return to face-to-face.

### 1.5.2 Specific objectives

- To analyze the importance of the development of English writing in second baccalaureate students through a bibliographic review.
- To identify the influence of English writing in second baccalaureate students through interviews with teachers of Santa Elena.
- To compare how the development of English writing was in virtual classes and how it is now in face-to-face.

## 1.6 Justification

The ability to write is essential for learning the English language, to demonstrate the ability of students to communicate in writing, writing essays or university projects that can be applied to future studies.

Currently, there are visible problems in students, such as the difficulty of writing, writing simple sentences or paragraphs, in syntax, punctuation, grammar, spelling, in the use of Google translator, affecting the development of writing in returning to face-to-face, students have become accustomed to using tools for writing in English, such as online dictionaries.

Spahiu & Kryeziu (2021), mentioned in an article the following:

They apply previously learned rules to new situations. They are, however, unsure about applying suitable guidelines based on proper English language. As a result, they prefer to ignore the rules, attempting to apply what appears to them to be "right" in a given situation. (p. 818)

For this reason, it is investigated how these effects occurred, to analyze, and compare, in addition to knowing how the development of English writing was and how it is currently in face-to-face classes, to be able to contribute with knowledge and information collected through interviews with teachers. In such a way, in the future, teaching and learning strategies beneficial to students, teachers, and education in general can be improved, providing adequate opportunities to practice writing in English in a face-to-face environment, and encouraging direct feedback from students and promote collaboration among students.

Therefore, if this research were not made known, it would not be possible to know the effects that virtual classes have caused and the errors that students have shown in face-to-face

classes, so it will continue continuously without being able to reach good written communication.

## Chapter II

### Theoretical Framework

#### 2.1 Background

English language has evolved so much to become one of the most spoken languages worldwide, so it is necessary to learn this writing skill as it covers various aspects of personal, academic, professional and cultural domains. This skill requires teaching and learning processes to facilitate the student in creating a natural talent in English writing.

Writing is an art that everyone should acquire. It implies the adequacy of imparting ideas, thoughts and events clearly and simply through language. However, how can we support students in achieving this goal?

This project will focus on determining the importance of learning English writing for second baccalaureate students and the factors of virtual classes that influenced this development of writing through a literature review and information collected through teacher surveys.

According to Khalil (2018), learning to write is a complicated process for students, to be more specific in English writing, for these reasons, good writing quality is not acquired, and due to these different strategies are needed for improvement either in teacher's teaching or students' writing quality. (p. 923) As Khalil mentions in the recent quote, that for a long-time attention has been paid to the importance of English writing skills, but the teaching and learning process in a writing class does not seem to be able to help students become more effective writers as it is in writing quality.

According to Murphy et al. (2020) the totality of the existing literature and its impact on educational institutions, this study analyzed students' opinions regarding the transition to virtual classes as a consequence of the COVID-19 pandemic, as well as the emotions experienced

during this change to the virtual modality. (p. 3) As in the literature, it also explores how this transition affected the students' writing process, as well as the possible emotional implications on their written expression.

According to Grigoriev et al. cited by Voronova et al. (2020) to maintain social distance, it is important to establish a virtual interaction that is based on a systematic approach and involves the participation of professors, students, psychologists, physicians, and other specialists. (p. 3) Virtual interaction with students and teachers is important to arouse interest in learning, in this way education will continue to adapt to the modality.

According to Ibnian (2021) mentions that the implementation of online learning activities has had a positive impact on improving the expository essay writing of university English as a foreign language (EFL) students in multiple aspects. These aspects encompass content, structure, vocabulary, language use, and adherence to conventions. (p. 15) In the virtuality observed a compliance with writing conventions. This implies that students are following the established rules and norms for essay writing, such as grammar, punctuation and style.

## **2.2 Pedagogical basis**

According to Vygotsky (1930)

The memory of older children is not only different from the memory of younger children; it also plays a different role in the older child's cognitive activity.

Memory in early childhood is one of the central psychological functions upon which all the other functions are built. (p. 39)

There is a difference in the memory of a child with an adolescent, as it is in cognitive activity because the memory of a child is one of the central psychological functions with which they are building the rest of the functions. (p. 39) In writing it is essential to have prior

knowledge to develop better writing, that is why it is necessary to maintain an active activity for memory so that there is a better cognitive process as mentioned by Vygotsky in a recent quote, there is a long process of acquisition of information from a certain age to another, therefore, the knowledge that a student has to write correctly influences from the beginning of their academic training.

### **2.3 Theoretical basis**

Moreira & Bravo (2022) concluded that incorporating effective didactic strategies in online learning has a positive impact on learning outcomes. However, it is important to note that an excessive number of virtual tools can overwhelm and confuse students, leading to decreased engagement and limited usage. (174) It is essential to find the right balance between the use of effective teaching strategies and the amount of virtual tools used to maximize English language learning in the online environment.

According to Maulidiyah (2018) the students mostly opted to use GT (Google Translate) as a quick and easy way to get the target language without resorting to physical dictionaries. In terms of writing, students mainly used GT to carry out their English exercises and assignments in a comprehensive manner. (p. 5) Google Translate as a source for learning English writing may have limitations. While it can be useful for quick translations, it is notable that the program does not always provide an accurate and natural translation.

Corresponding to Thipatdee (2019) the objective of the research was to improve the English writing skills of English majors through the use of techniques such as sentence skeleton and keyword analysis. (p. 32) Applying these techniques helps students understand grammatical sentence structure and construct paragraphs fluently, and students can use them effectively in their writing to convey their ideas accurately and appropriately.

After conducting extensive research, Abdallah et al. (2019) concluded that activities play a critical role in developing students' writing skills, demonstrating equivalence among students after participating in interactive classroom activities. (p. 58) This suggests that participation in these activities had a positive effect on the development of students' writing skills and contributed to equalizing their performance.

### 2.3.1 Stages of metacognitive writing strategies.

According to research by Mu (2005) cited by Norhartini & Noor (2021) on English as a second language (ESL) writing strategies, it has been observed that metacognitive strategies are the most commonly used by ESL writers during the writing process. (p. 4) This allows writers to reflect on and become aware of writing processes.

- **Planning:** Based on Bai Hu and Gu cited by Norhartini & Noor (2021) throughout this initial phase, writers will focus on organization and preparation before starting the writing process.
- **Monitoring:** During the monitoring phase, writers will examine and detect possible drawbacks during the writing process. This procedure allows writers to put their thoughts and ideas into words. At this stage, other elements such as content, structure, grammar, and mechanical correctness will also be reviewed.
- **Evaluating:** Generally, this stage takes place after the writing process has been completed. In addition, writers who are learning English as a second language will repeatedly check the text for grammatical errors and improper use of phrases or words. (p. 4) Therefore, using these metacognitive strategies like planning, monitoring, and evaluation in writing skills involves awareness of one's own



writing process in order to develop greater control and understanding of the skills and plays a role in guiding writers to produce quality text.

### 2.3.2 Types of writing

Relevant information, including descriptions and definitions from different authors, has been compiled for each of the types of writing analyzed.

- ***Descriptive writing:*** According to Fiderer cited by Garcia (2020) the descriptive paragraph provides a clear representation of a person, place, object, event or idea. (p. 18) Description involves writing about the distinctive qualities of a specific object.
- ***Narrative writing:*** In relation on statements of Oshima & Hogue cited by Garcia (2020), the narrative involves the writing of stories. When writing a narrative paragraph, events are described in the chronological order in which they occur. In other words, a temporal sequence is used to organize sentences. (p. 21) Therefore, this type of writing helps to establish a logical connection between actions and events, thus creating a more complete and captivating reading experience.
- ***Persuasive writing:*** According to Garcia (2020) persuasive writing is known as argumentative writing. The goal of this type of writing is to take a stand for or against an issue and try to persuade the reader to accept a specific point of view or take a specific action. (p. 23) Therefore, this type of writing focuses on using strong and convincing arguments to influence readers' beliefs and actions, with the purpose of achieving a change in their perspective or behavior.
- ***Assessment of writing:*** In relation to Garcia (2020), to design an assessment strategy, it is essential to begin by identifying the objectives for which student

writing needs to be assessed. These objectives can encompass a variety of aspects, such as providing evidence of students' acquisition of subject-specific skills, assessing their ability to apply knowledge and understanding of an entire curriculum, and determining the effectiveness with which students can express. (p. 24) Therefore, in addressing these assessment objectives, it is necessary to provide a comprehensive view of students' development and proficiency in writing.

In accordance with Carroll; Site cited by Sengul & Bensen, (2021) it is crucial to choose the right writing model, as this choice helps the author to achieve his or her goals and generate more effective, impactful, and persuasive written work. The selection of the right writing model plays a key role in achieving these goals. (p. 4) For other part, Panopto; Thakare, cited by Sengul & Bensen, (2021) flipped classroom approaches to the writing process can be classified according to how time and environments are used both inside and outside the classroom. (p. 4) This means that for writing it is important to consider the writing model and approach we will take for an effective writing process, emphasizing the relevance of the guide.

Quvanch & Si Na (2020) indicated that most institutions require adopting a student-centered approach to learning. Therefore, it is proposed to employ blended learning as an alternative that have the ability to promote student-centered learning by providing collaborative tasks for students and allowing teachers to design activities tailored to individual student needs. (p. 43) Consequently, applying blended learning provides students to explore different writing styles, which can inspire their creativity and enhance their ability to express themselves in writing, with access to online resources, personalized feedback, etc.

Based on Rodríguez González cited by Soriano (2018), different tactics can be used to introduce new vocabulary in English to students. For example, the teacher incentivizes students by implementing a vocabulary game that allows them to evaluate their progress. Likewise, the autonomy of the students can be promoted by encouraging them, such as listening to music, and watching videos in English. In addition, it is advisable to motivate students to use an English dictionary during classes to discover the meaning of unknown words. (p. 25) Therefore, all these strategies mentioned in the paragraph contribute to improving English writing, focusing on the development and effective use of vocabulary being fundamental for language production.

In addition to Muslem et al. (2022) its function as a journal, a blog is also conceived as a modern and practical platform. The inclusion of features such as the option to highlight in bold, underline, add images, and use level 1 and level 2 headings, among others, enhances the blog's ease of use. (p. 25) These tools and functionalities facilitate effective communication and expression in the English language, enabling writers to convey ideas and thoughts more effectively to the intended audience. Therefore, blogs serve as a valuable medium for honing writing skills.

Corresponding to Şaşmaz & Çifci, (2023) conducted research that concluded that it would be beneficial to motivate students to conduct research before writing activities. (p. 56) Encouraging students to research before writing is an effective strategy that promotes quality and rigor in their written work.

## **2.4 Legal basis**

Since this project focuses on the process of learning a second language (L2), the legal bases are linked to The National Curriculum Guidelines for English as a Foreign Language (EFL) Education (2014) is based on the Common European Framework of Reference (CEFR),

which establishes the competencies and assessment criteria for each linguistic skill, however, this project will focus only on the written skill. Therefore, the key assessment indicators that students can achieve will be presented.

Produce longer, more detailed and complex transactional texts than those in 1st year Bachillerato (e.g. speeches, curriculum vitae, etc.) as well as short simple persuasive texts (e.g. essays, advertisements, cartoons, etc) by linking a series of shorter discrete elements into a linear sequence. (p. 25)

These more advanced writing skills are critical to effective communication and demonstrate students' growth and development as competent writers by ensuring accurate comprehension of information.

## **2.5 Variables of the study**

### **2.5.1 Writing Skills (Dependent)**

Hyland (2018) mentioned that writing is considered a means of communication, confrontation and reflection, since the thoughts and the written expression of the author converge at the beginning of the writing. Regarding the attitude towards writing, this is linked to the feelings and beliefs of the students, including their abilities to write and the tasks related to the use of written language. This connection between attitude toward writing and writing skills is essential to ensure that students can develop their writing skills effectively, considering prior knowledge, helps students overcome difficulties, and improve their ability to communicate through written language.

Sumarno, Kusumaningrum, & Nurhayati (2022) mentioned that writing involves the process of structuring and transmitting ideas and thoughts through written symbols that represent a language. There are various types of writing, among them is academic writing. Academic

writing refers to the writing style required in the college setting. Therefore, in terms of organization and style, academic writing can take the form of a persuasive essay if you seek to persuade the reader, or an argumentative essay if your goal is to present arguments and evidence. (p. 524) " Through academic writing, students develop critical thinking and analytical skills, foster the ability to structure ideas, and present arguments supported by evidence, which helps students develop a deeper understanding of topics and demonstrate their knowledge and competence in their area of study.

### 2.5.2 Virtual classes (Independent)

(Kavrayıcı, 2021) said that both virtual classrooms and physical classrooms involve an educational interaction between teachers and students. Virtual classroom management encompasses some responsibilities similar to those of traditional classroom management. In addition, communication, motivation, time management, management of rules and behaviors, teaching planning and organizational order are important elements in the management of virtual classrooms, as in conventional physical classrooms. (p. 2) Therefore, virtual classrooms and physical classrooms share many similarities in terms of pedagogical interaction and management. Although the digital environment presents specific challenges, such as communication through technological tools and the need to motivate students without a direct physical presence, key management skills and aspects remain relevant in both contexts.

In more recent research, during the COVID-19 pandemic, Chung et al. (2020) explore college students' readiness for online learning. The study looked at whether demographic factors influenced participants' willingness toward online learning experiences. (p. 49) Understanding student dispositions toward online learning is critical to adapting instructional strategies and providing an optimal learning experience that fits students' needs and preferences. Likewise,

teachers can provide a better learning approach and improve your online experience and satisfaction.

## Chapter III

### Methodological Framework

#### 3.1 Methods

Every research study needs to have an appropriate methodological structure to ensure its reliability and validity. According to Nassaji (2020), qualitative research can be generally described as a research approach that adopts a naturalistic perspective and deals with non-quantifiable data, the main objective being to understand and explore rather than simply explain. For this reason, the qualitative research method is used in this study to collect relevant data that allow to describe the opinions and positions related to writing in a meaningful way, achieving a more complete understanding of the problem.

This study focuses specifically in baccalaureate students. To achieve the objectives of this research project, relevant information is obtained on how virtual classes affected writing skills in high school students, as well as to understand the importance of writing and its influence on their academic development. In addition, it seeks to identify the differences between the virtual and face-to-face approaches in the process of learning writing in English. For this purpose, a questionnaire will be conducted, which will later lead to individual interviews with five teachers from educational institutions in Santa Elena. These teachers previously taught classes virtually and currently educate students face-to-face. By gathering the personal perspectives and experiences of each educator, the goal is to gain a deeper understanding.

Conforming to Gill & Baillie (2018), in qualitative studies, it is common to use face-to-face interviews with research participants. This involves arranging a suitable time and place for both parties to meet with the participant, completing a consent form, and recording the interview in audio format. (p. 670) By conducting these interviews in person, an environment of direct

interaction between the interviewer and the interviewee is established, which allows for a more detailed understanding that contributes to the quality and validity of qualitative research.

### **3.2 Type of research**

The type of research used in this study is phenomenological, allowing the understanding of the teacher's lived experiences and reality as it is individually. In accord with Smith & MacGregor cited by Diaz (2022), phenomenology is a philosophical approach that deals with the study of lived experience (p. 31). Phenomenology is concerned with investigating and understanding lived experience from a philosophical perspective, which implies a deep and reflective approach to the understanding of reality as it is experienced by individuals.

The qualitative aspects can be effectively analyzed and the data collected on the effect of virtual classes on the development of writing in English in high school students can be interpreted, thus providing valuable information on this research topic. These findings could be valuable in informing the teaching strategies used, as well as in providing specific recommendations to support learning in writing skills.

In accordance with Khan & Abduh (2023), Face-to-face classes have a more positive impact on the development of writing skills compared to online classes for EFL students. In addition, it is recognized that there are significant challenges that students face when participating in online writing classes, which can affect their performance and progress in the subject. (p. 6) Virtual classes fail to build motivation for learning writing; students are more motivated to take face-to-face classes because there are fewer factors involved in teaching.

According to Sanchez (2018), reasoning is suspended and epoche is carried out, a practice that seeks to describe things as they present themselves to the senses, without the influence of prejudices, beliefs, or previous theoretical assumptions (p. 84). It is necessary to



suspend the reasoning and perform the epoché seeking to achieve a more objective and faithful description of the experience itself, without the influence of one's own biases or expectations.

### **3.3 Data Collection Techniques**

In this study, the one-on-one interview technique is used to gain detailed insight. With this technique, it is possible to learn about the individual experiences of the teachers to understand how the writing skill has evolved since the return to face-to-face classes. The main objective is to obtain accurate information about their current situation about this specific skill. Through these interviews, the aim is to understand the challenges students face in developing writing skills, as well as to identify the strategies teachers use to teach this skill effectively, which can contribute to students' progress in the area of writing.

In relation to Stofer (2019) individual interviews between a researcher and a participant focus on a small group of people, allowing for in-depth analysis and providing information about diverse experiences (p. 1). By collecting information from a variety of experiences, individual interviews provide a wide range of data that enrich the understanding of the topic under investigation and contribute to a more thorough analysis of the research.

### **3.4 Instruments**

#### **3.4.1 Questionnaire**

As the only instrument used for this study is the questionnaire to obtain information, a specific questionnaire was applied focusing on the effects of virtual classes on high school sophomores and the importance of writing. The questionnaire used open-ended questions. As explained by Cakir & Cengiz cited by Sarwanto et al. (2021) open-ended questions are a technique used to encourage critical thinking and facilitate the construction of knowledge through the connection of new information, which allowed respondents to express themselves

freely by answering questions (p. 617). Open-ended questions allow participants to broaden ideas and perspectives that generate a more enriching dialogue and greater participation in the research process. The survey consisted of 10 questions, each one related to the objectives mentioned above, the problem, and the two variables. A face-to-face interview was conducted to get a good result from the respondents.

### 3.5 Data Collection Processing and Resources

Basic Questions	Explanation
1. <b>What?</b>	To obtain the data
2. <b>Where?</b>	Educational Institutions in Santa Elena Province
3. <b>When?</b>	2023-2024
4. <b>How?</b>	One on one interview, questionnaire
5. <b>What for?</b>	Identify the influence of English writing and make a comparison of its development.

#### 3.5.1 Population and Sample

Population refers to the total set of individuals who share specific characteristics and are the focus of study in a given investigation. Because this project is based on English writing skills, teachers from La Peninsula de Santa Elena are chosen with similar characteristics such as teaching English language instruction in educational institutions that taught in the 2022- 2023

school year, as well as previous experience in virtual teaching and transitioning back to face-to-face classes focused on second baccaureate students.

The sample refers to a representative selection of the population that can be used to collect data and conclude with the population being sampled, for this reason to select a representative sample of this population, it focuses on five teachers of educational Institutions in Santa Elena, who meet the criteria of having had the experience of having taught virtual classes and having taught face-to-face classes after virtuality in second baccaureate students.

## Chapter IV

### Analysis of Findings

#### 4.1 Interpretation of data from the one-on- one interview.

To obtain the following data, a series of one-on-one interviews were conducted with five professors from different institutions. This interview was conducted physically and a variety of responses were obtained. The analysis and interpretation of the questions asked are presented below.

##### 4.1.1 Question 1

How do you think metacognitive strategies can be applied in students to improve the teaching-learning process of writing in English?

**Figure 1** *Interpretation of the data*



**Note:** *Keywords taken from the interpretation of the data*

**Resource:** *WordClouds.com*

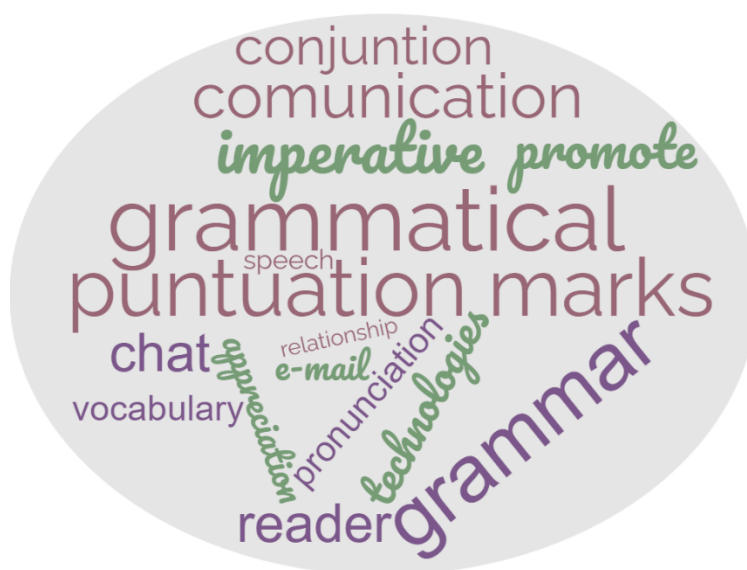
**Author:** *Arianne de la A Matias*

All interviewees agreed on using previous tools for writing a text. These tools include readings from articles, magazines, or newspapers to familiarize students with the different parts of a text and enable them to create one. Use a rough draft for an initial approximation of the original text. Another resource is brainstorming, which orients the student towards the main objective of the text and helps them generate different relevant points they wish to convey. Finally, evaluation is applied where students review their writing, looking for errors and verifying if the ideas are focused or correct, to achieve a good quality of writing.

#### 4.1.2 Question 2

Based on your experience and knowledge as an English teacher, what is your perception of the importance of fostering the development of English writing skills in students?

**Figure 2** Interpretation of the data



**Note:** Keywords taken from the interpretation of the data

**Resource:** WordClouds.com

**Author:** Arianne de la A Matias

Most interviewees agree that writing is related to other skills. When conducting a research project, it is essential to use listening, speaking, and reading to gather information and produce a written text. However, a minority of interviewees argue that today's students are more technological and prefer to communicate or write through electronic devices such as laptops, cell phones, or tablets.

#### 4.1.3 Question 3

What specific challenges or difficulties do students usually face when trying to improve their English writing skills?

**Figure 3** *Interpretation of the data*



**Note:** *Keywords taken from the interpretation of the data*

**Resource:** *WordClouds.com*

**Author:** *Arianne de la A Matias*

The majority of interviewees consider that vocabulary is the main difficulty that students have in learning, tending to think in Spanish and then translate it literally into the language they are learning, making the learning process difficult. The minority of interviewees responded that

it is grammar; the student does not have a clear understanding of grammatical structure due to errors in proper punctuation marks following a basic structure of subject, verb, and complement, which can increase the lack of confidence when writing.

#### 4.1.4 Question 4

In your opinion, how has the transition from virtual to face-to-face classes influenced the development of students' English writing skills?

**Figure 4** Interpretation of the data.



**Note:** Keywords taken from the interpretation of the data

**Resource:** WordClouds.com

**Author:** Arianne de la A Matias

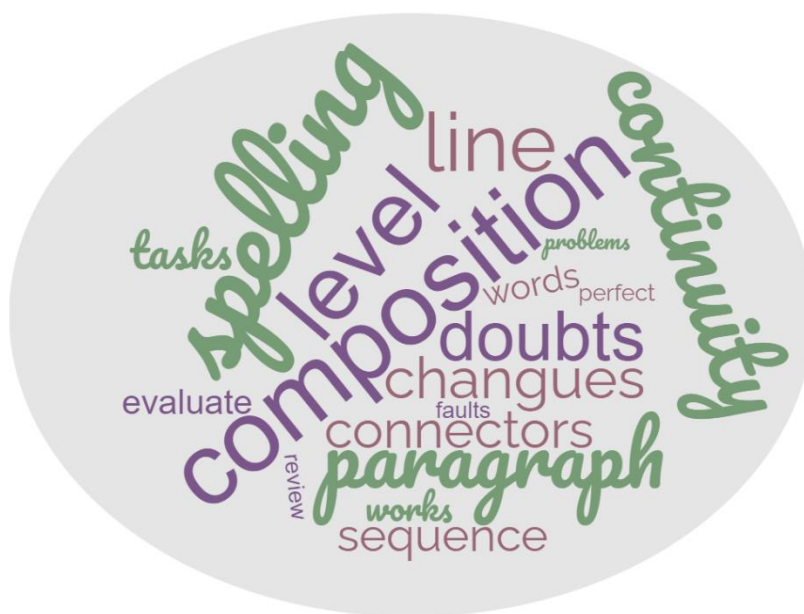
According to the opinion of most of the teachers, a notorious regression has been observed in the students, such as the lack of concentration of the students when learning aspects of grammar and lexicon. It is noticeable that the written work done by the students is mainly through translations since the grammar was perceived to be less incorrect compared to the face-to-face classes. In virtual classes, the schedules were insufficient for optimal learning compared

to face-to-face teaching. On the contrary, some teachers affirmed that students showed better writing, although it was not perfect; in virtuality, many students preferred to express themselves verbally in class, while others were afraid of being graded for their pronunciation, so they chose to communicate through the chat box and, in this way, they developed their writing skills, which was notorious in face-to-face classes.

#### 4.1.5 Question 5

What were the changes you perceived in students' written work upon returning to face-to-face classes?

**Figure 5** *Interpretation of the data.*



**Note:** *Keywords taken from the interpretation of the data*

**Resource:** *WordClouds.com*

**Author:** *Arianne de la A Matias*

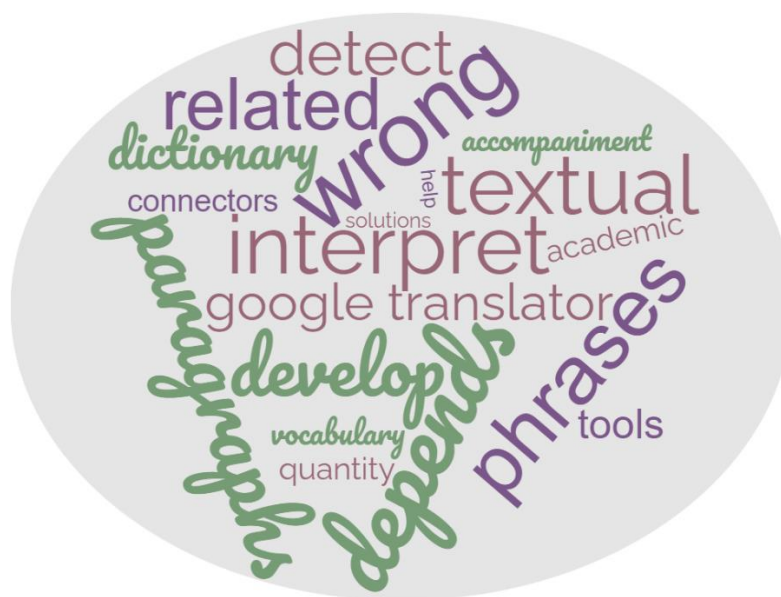


For this question, the teachers agreed that there was a change in all the written works in return to classes. Students arrived with doubts, mainly in the lack of spelling because in virtuality, the texts created by the students were almost perfect, but returning to face-to-face classes, one can notice the lack of knowledge of how to connect a phrase with the other there was not an orderly sequence creating a wrong composition of the sentence, knowing all the mistakes that the students made when writing recognizes that they arrive with a low level of writing.

#### **4.1.6 Question 6**

Do you consider that the use of Google Translate can be an effective supplementary tool for students in learning writing, why?

**Figure 6** *Interpretation of the data.*



**Note:** *Keywords taken from the interpretation of the data*

**Resource:** *WordClouds.com*

**Author:** *Arianne de la A Matias*

Based on interviewees, the effectiveness of using Google Translate varies depending on several factors, such as the number of words and the nature of the translation, whether it is one word or one sentence, but no more than that. In addition, students can improve their work by using more accurate connectors and replacing words with appropriate synonyms. It is also necessary to know that the word suggestions provided by the translator are not sufficient, especially in the context of an academic language, and do not provide a complete structure student make numerous mistakes when writing in Spanish, which affects the translator's incorrect interpretation of the translation.

#### 4.1.7 Question 7

What effective strategies did you use in virtual instruction in English writing skills and have you continued to use them in face-to-face classes?

**Figure 7** Interpretation of the data.



**Note:** Keywords taken from the interpretation of the data

**Resource:** WordClouds.com

**Author:** Arianne de la A Matias

Several educators reported having employed various teaching strategies, in both face-to-face and virtual environments, centered on conducting quizzes to motivate students; teachers resorted to the Google whiteboard in the virtual environment, while in the physical classroom they used sheet protectors, as the use of technological tools is allowed in certain institutions. However, the basic technique remained constant: students who formed sentences the fastest scored points. Another strategy mentioned was the implementation of platforms such as Quizizz, Quizlet and Kahoot, both in online and face-to-face teaching, to foster competition among students and increase their willingness to participate. Teachers applied the teaching of the structure of a rough draft to help students learn to write correctly; in the classroom, groups are formed, and the one with the best draft becomes the winner, earning the corresponding points and allowing students to produce an excellent complete document. And finally, the chat box was a great help in creating sentences; in the classroom, the notebook is a substitute.

#### **4.1.8 Question 8**

Considering virtual teaching due to the pandemic, how have you noticed the impact of English writing on students' critical and analytical thinking?

**Figure 8** *Interpretation of the data.*



*Note: Keywords taken from the interpretation of the data*

*Resource: WordClouds.com*

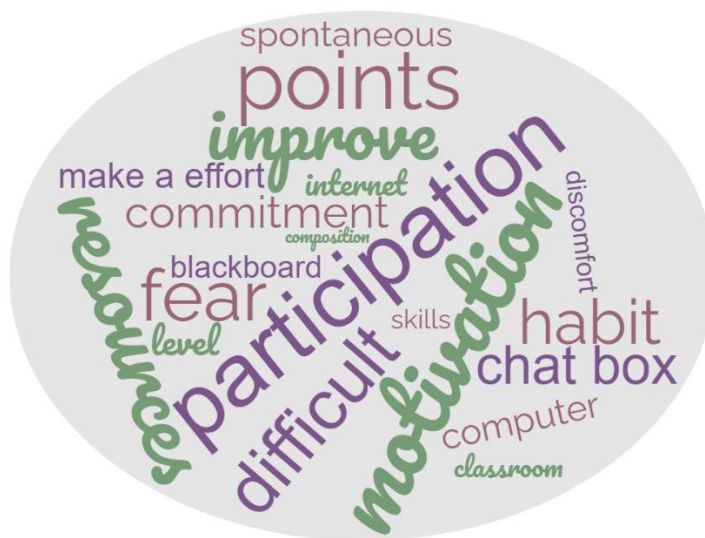
*Author: Arianne de la A Matias*

As a result of this question, the interviewees agreed that they could notice a general lack of reflection and analysis on the part of the students, not being able to express their opinions and offer reasoning. Students made heavy use of Google to obtain information rather than form or create points of view due to the lack of adequate educational tools or resources, which may have contributed to the difficulty of this development.

#### **4.1.9 Question 9**

How did you notice the motivation and engagement of students towards English writing from how it was in virtual education to how it is in face-to-face instruction? Give your reasons.

**Figure 9** *Interpretation of the data.*



**Note:** Keywords taken from the interpretation of the data

**Resource:** WordClouds.com

**Author:** Arianne de la A Matias

About this question, all teachers indicated that during distance education, students showed less motivation due to various distractions present in homes, such as noise, Internet connection problems, and the limitation of devices such as cell phones that made it difficult to view images or videos, these aspects caused a decrease in student participation. On the other hand, in the face-to-face modality, teachers sought alternatives to increase motivation, encouraging the use of dictionaries, and students had to put more effort and dedication into work, possibly due to the absence of the conveniences provided by the virtual environment.

#### **4.1.10 Question 10**

What strategies have you implemented to address any difficulties in students' writing skills when returning to face-to-face instruction?

**Figure 10** Interpretation of the data.



*Note:* Keywords taken from the interpretation of the data

*Resource:* WordClouds.com

*Author:* Arianne de la A Matias

According to the teachers interviewed, all agree that students should feel comfortable and understand that making mistakes is normal. Among the participants' responses, the use of more qualitative than quantitative assessment to avoid demotivating students, competitive activities such as memory games adapted to the student's level of knowledge, as many may feel more pressure or experience anxiety in the face of competition, stand out. Therefore, it is preferable to carry out competitive activities that encourage collaboration and mutual support.

## **4.2 Analysis and discussion**

To enrich and achieve a more complete understanding of the results obtained, a one-on-one interview was implemented as a technique for this research project, to be able to collect the necessary data and to be able to understand more clearly why these problems occurred.

In question 1, teachers mentioned that there are metacognitive strategies to improve the teaching-learning process in students, such as drafting, idea generation and evaluation, as well as the use of magazines or newspapers to become familiar with the text and support the writing process. This result of the question is related to what Norhartini & Noor (2021) said, before beginning the writing process, writers focus on organization and preparation of ideas, including repeated revisions of the text to identify grammatical errors and ensure that phrases or words are used correctly. This results in the same output.

Question 3 mentions the challenges or difficulties that students have when trying to improve writing; most teachers respond that the main challenge that students face in the learning process is vocabulary because they tend to think in Spanish, the minority of the interviewees point out that the student has difficulties to clearly understand the grammatical structure, this covers in that it is important in how these teaching-learning processes are developed so that there is less error in writing. This question is related to Sumarno, Kusumaningrum, & Nurhayati (2022), mentions that writing involves the action of organizing, communicating ideas and written thoughts that represent a written language, everything is a process that must be followed to have a good learning outcome.

Question number 5 was created to know the changes that were perceived in the students' written work upon returning to class; all teachers agreed that the students reached a low level of spelling because during the virtuality thanks to the use of the Internet the texts that the students created were practically perfect; however, upon returning to face-to-face classes, a lack of knowledge on how to connect sentences or have an orderly sequence was evidenced. The results of question 5 are related to that established by Ibnian (2021), who mentions that the use of online

activities has had a beneficial impact on the writing of expository essays by students, with an improvement in content, structure and vocabulary.

According to question 7, it is known that there are effective strategies that teachers used online and continue to use on-site, focused on a didactic way based on sentence creation contests with Google Whiteboard resources, sheet protectors, Quizizz, Quizlet, Kahoot, songs using worksheets. This made the class very interactive and motivated students to pay attention and most importantly to want to learn. This question relates to what Abdallah et al. (2019) shares, that activities play a critical role in the development of students' writing skills, demonstrating equivalence among students after participating in interactive classroom activities, this is real and is consistent with the study found.

Question number 9 was created to know how was the motivation and commitment to writing of students in virtual and face-to-face instruction; that, during distance education, students presented a lower motivation due to various distractions which achieved a decrease in participation, therefore, in face-to-face students had to make more effort and devote more attention to their work by providing them with the use of the dictionary. The results of question 9 are related to what was established by Khan & Abduh (2023), who mention that there are a series of obstacles when taking writing classes through the online modality such as technological problems, inability to concentrate, lack of interaction, time management, lack of motivation which the attendance to face-to-face classes provides an improvement in wanting to develop writing skills.



## Chapter V

### Reflexions of the Study

Online education caused a decrease in writing quality due to the various distractions present in the virtual environment, such as engagement in other activities during class, household noise, connection difficulties, and other factors. It impacted negatively on the student's progress in terms of their writing skills. In addition, according to the teachers' perspective, virtual teaching did not generate such an efficient level of production since differences in motivation were perceived, noting a great use of Google translate because, in face-to-face classes, it was possible to notice a lack of knowledge as lack of vocabulary or an erroneous text structure. Therefore, it is necessary to be clear about how to overcome these effects that developed in virtuality and to be able to promote effective learning in the students' writing.

To improve writing skills in face-to-face environments, teachers can implement various strategies for instance, using the rough draft to revise and proofread the text, reading articles or newspapers to become familiar with the structure of writing, and brainstorming sessions would be very beneficial in students' prewriting. Evaluate written work to provide feedback.

Teachers can employ interactive group resources, such as creating sentences through competition, to reinforce writing skills, provide additional reinforcement to students and encourage participation through technological tools such as Quizizz, Kahoot, and Quizlet, and expand knowledge on the subject, which is crucial for students' future development. In addition, a dictionary can be convenient to solve doubts and thus encourage autonomous learning.

The experience in this research project was enriching because it provided insight into the different opinions and strategies used by teachers to teach. In this case, it was possible to have the opportunity to learn that teachers do not limit themselves only to traditional teaching different

methods but explore innovative approaches. In addition, it was possible to become familiar with common mistakes that students usually make in the learning process, and all this was based on interviews to have information.

The research provided several advantages, including gaining knowledge on the issue of online learning and the impact on writing compared to the face-to-face approach. There was the opportunity to collect data that provided additional information and deeper analysis for this research project. Finally, the educators interviewed maintained a cordial and respectful attitude throughout the process.

However, among the negative aspects experienced during this research, there were some difficulties in coordinating interview schedules with teachers, not always coinciding with the same availability. In addition, there were obstacles to accessing the desired population due to the permissions accepted by the rectors of the institutions, which led to having to change institutions. On the other hand, during the bibliographic search, it was hard at first not to find a large amount of information available on the subject.

A life lesson is that it is not necessarily always necessary former teaching, technology can be of great help, but before you must know how to use it, applying the resources and strategies that motivate students is enough to achieve good learning.

To obtain information about how virtual classes affected the learning process and the development of writing skills in English, you discard ideas and possible opinions on the subject to arrive at an analysis based on your experiences. It is possible to know that to teach writing, strategies must be found to make students develop the ability to express themselves through written language.

The conception was that during the virtual class period, teachers strived to motivate students to practice writing by applying innovative approaches and making use of available technology. Despite the lack of direct contact with the students, they took on the challenge of capturing each student's attention and maintaining high quality standards in teaching writing. Returning to face-to-face classes was important to consider how these efforts and strategies could be adapted and applied in the context of a face-to-face educational setting. To obtain information about how virtual classes affected the learning process and the development of writing skills in English, you discard ideas and possible opinions about the topic to arrive at an analysis based on experiences. In order to teach writing, strategies must be applied to motivate students to improve their ability to express themselves through written language.

According to the findings of this study, teachers made efforts to encourage students to practice writing through the use of available technology during virtuality. However, this led to inappropriate use of the technology. In this regard, when returning to face-to-face classes, it is crucial to consider how to adapt and apply these efforts and strategies within the context of a face-to-face educational setting to level the level of students' writing ability, the importance of exploring how these efforts and strategies can be adjusted and implemented effectively. It would provide teachers with additional opportunities to motivate students and ensure effective student learning.

Finally, for future research, this would increase the number of interview questions and expand the diversity of each participant sample to gather more information. It would provide more extensive information about the effects of virtual classrooms on English writing development, providing valuable information about instructional practices.

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## Annexes

## Annex A: Interview Transcripts

Table 1

*Interview Transcription question 1*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
1	How do you think metacognitive strategies can be applied in students to improve the teaching-learning process of writing in English?	Well, as you should know, practically the four skills go hand in hand, so it is not that they are simply prepared in the writing itself. We always start with a reading, in this reading they see exactly the topics that we are going to do, whether we are going to see a vocabulary of phrase of verbs or idiomatic expressions and each unit presents you with a type of writing that we are going to use	Look, there are several ways for the student to improve that, one of the things that they should be very clear about is to be aware of what you are going to write, as we know writing goes hand in hand with other skills, usually the student does is write anything thinking that the teacher is not going to review, then when that happens, and believe me it always happens,	First to consider. An improvement, we need students to evaluate their own writing so that they can detect their mistakes, if they need to polish or improve their learning suddenly. I think we should base it purely on their experience, because basically the educational process of teaching English has become very strict.	Well, talking about metacognitive strategies, comes what is critical thinking, if the student has focused ideas and correct ideas, then the student can apply within his writing, well organized ideas, the most important thing that we must have in a writing. The most important thing is that the idea is well organized.	Taking into account popular culture and advances in technology, as well as the evolving tastes according to the different generations, it is key to proceed using what can awaken a certain interest in each one as an individual, using either songs, series, books, stories, experiments, etc.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

**Table 2***Interview Transcription question 2*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
2	Based on your experience and knowledge as an English teacher, what is your perception of the importance of fostering the development of English writing skills in students?	For me, writing goes hand in hand with reading, they are two styles that go hand in hand, as they say when speaking, the moment you learn to read you acquire the habit, and that way you will be able to develop your writing because they go hand in hand.	It is not always the writing, it has been misrepresented that English is only speaking, and the children think that when someone tells them that English is only speaking, and that is a fallacy, because I tell them, if you don't write well how do you plan to speak it well? So, eh, everything always goes hand in hand....	Writing has always been important, but I believe that it is not one of the most important skills or especially, as I emphasize, if we want to reach an applied English. In academic terms, it obviously has its relevance because the student will have to prepare a speech at any moment or suddenly, if he chooses to do research, it will be very useful, but I think that in the subject of writing, what we could mention as a key point would be grammatical strategies, use of punctuation marks, etc	Well, I have been teaching English for a little more than 11 years and every year is different because young people come with the desire to learn more, and mainly they come with more technology, and seeing this situation, I have considered that it is important because they maintain a relationship, not physically, they prefer a relationship by chat, by mail. Finally it goes hand in hand with speaking, so everything has to do and reading is one of the skills that many teachers and many students leave aside because it is writing.	Although it is extremely important to foster in students proper written communication, times are changing, and today along with technological facilities, it is imperative to develop speaking and listening skills together, as well as writing, in equal importance.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

**Table 3***Interview Transcription question 3*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
3	What specific challenges or difficulties do students usually face when trying to improve their English writing skills?	The basic one is vocabulary, that's the first wall they have. "Miss I don't know how to say this, my I don't know how to express this" since English, like all languages, does not translate textually as we think of it in Spanish, so I think the first barrier is that, the vocabulary and then obviously the grammatical structures that maybe there is some gap or something that they have not learned, so they cannot formulate it correctly.	Vocabulary. The problem when they are writing they may have a notion or a clearer idea of what grammar is, but they always focus on "how do I say such and such", so their head is always thinking in Spanish and worried about saying words they don't know, so I'm always trying to tell them not to write words they don't know, and use words from their vocabulary, so I think it's more vocabulary that they should increase.	Although, as I was saying, the subject of grammatical structures is something that is taught a lot, it is still not learned. So, they still have difficulty in establishing an order of subject, verb, complement. I would not want education to be based purely on that, that is why I would like us to promote speech, applied English, but for terms, if we are talking purely about writing, it is necessary, that is, it is necessary to train there and they do not need a very large vocabulary, they simply need to know how to recognize that sentences must be short, must have a key punctuation mark or be used correctly.	Well, the challenges, the main challenge I think is the low lexicon. This encompasses their vocabulary, their grammar, their critical thinking. A messy idea is poorly thought out writing, students face it as the Challenge is in this case it's vocabulary and grammar.	The most common difficulties are usually self-imposed, although I go more for their vocabulary, such as the fear of making mistakes, and what people will say, it is important to let students know that making mistakes is okay, that it is part of the way and that they take advantage of making mistakes as much as possible within the class to gradually improve their skills.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

**Table 4***Interview Transcription question 4*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
4	In your opinion, how has the transition from virtual to face-to-face classes influenced the development of students' English writing skills?	Globally, not only in English writing, there was a setback. Since you are not going to compare 10 hours a week in person, in virtual learning there were 4. Besides, it is not the same concentration that the children had at home because there are distractions, so obviously they were not going to have the same attention as in the classroom.	Last year it was very difficult because the children arrived after a long time without anyone to watch over them in class, so for them their best friend was the translator, and for them it was fantastic, because they just wrote it down, translated it and that was it; when they returned to the classroom, they had to struggle a lot with these children. Nowadays they are already doing more things, they have kind of picked up a little more the rhythm of what they have to do.	Well, the students feel more satisfied with the face-to-face classes, especially because they feel more accompanied in the process than when they were in virtual classes, they simply had an idea in Spanish, pasted it in the translator and used it in the workshops, in the homework, etcetera. On the other hand, the face-to-face classes represent a challenge for them that, even though it is more difficult, they feel more satisfied.	I think that in virtual classes the students developed their writing skills more. There are many students who like to talk, but they are afraid to do it, so they prefer to write and in the virtual classes they used the chat box because they were afraid that I would grade their pronunciation, intonation or some situation, so they prefer to write their answers, so I think that the virtual classes contributed a grain of sand to develop their writing, perhaps erroneous in many occasions.	During the virtual classes there was a worldwide tendency that inevitably the teachers did not enjoy the attention of their student's 100 percent, some in fact used to perform other activities during the same, this was evidenced at the time of the return to face-to-face, where there were those who did have the knowledge applied during the virtual time, as well as others who showed gaps after the same.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

**Table 5***Interview Transcription question 5*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
5	What were the changes you perceived in students' written work upon returning to face-to-face classes?	To my students that I was able to give virtually and later in person, we were able to have continuity, so I think that helped a lot.	In fact, all the works. Because for example you say to a student "make me a composition brought from home" and they bring wonders or you say "bring me a paragraph of 100 words" and they bring you the right 100 words, but when you make them write in a classroom, they do not work in the same way because they start to ask questions or are full of doubts, obviously there are students who have very good levels of English but others do not.	Good in the written work. What I have been able to perceive both in English and Spanish, are spelling mistakes, when I had a review in the virtual tasks, I realized that the tasks were very perfect. And when we come back here and evaluate some writings I detect that they do not know how to write, I have problems in spelling issues. I think that before moving on to grammatical issues, the most basic thing is to know how to write a word before making a sentence. We start with a word and that is where the fault lies.	The students in their writing was poor because they were only small sentences, when we developed a writing for example "how was your day" then the students were lacking in connectors, they did not follow an orderly sequence, as this is important because when writing a paragraph you need a respective order, this was really low level in all senses.	I must admit that one of the most notable aspects was the loss of correct spelling in many of them, since virtuality lent itself much more to online work.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

**Table 6***Interview Transcription question 6*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
6	Do you consider that the use of Google Translate can be an effective supplementary tool for students in learning writing, why?	I think it depends, if you are going to translate a textual word I think it can help you but if you are going to translate a whole paragraph no, you are not thinking, you are not doing it, Google translator is doing it. So it depends if it is a textual word yes, if it is more than 3 lines no.	I think it depends on the number of words because Google translate can help you with a word or a phrase but it can't help you beyond that, Google translate is a tool that translates word by word, and students don't realize that, they think that teachers don't read and then we realize that they are using a translator, there are other tools that you can also use such as grammar checkers, exercises that you can work on to improve your writing.	It depends a lot on how they use it, they should realize that the words that the Google translator suggests, especially if it becomes an academic language, are not enough. That there are better connectors they can use or words they can change, that they know how to detect mistakes, because sometimes you want to say one thing, for example, if in the Google translator you start with "the day began." It transcribes "It started!", it doesn't put a complete structure so the kids trust and use the tool, I think it would be a very useful tool in terms of vocabulary, emerging solutions.	I consider that all types of translators and if we talk about Google translate it helps a lot for phrases, but not for sentences or paragraphs because many times students make mistakes when writing it in Spanish in Google translate obviously the translator will interpret it as they translate it and the translation will be wrong so for this reason I consider that this use should only be for words or phrases.	I think it depends on how you use this tool because google translate has inconsistencies when translating a paragraph, it would only help you maybe in words, but you know nowadays Bing translator can be much more useful or tools like ChatGPT, likewise a dictionary that I personally advise a lot is Linguee.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

**Table 7***Interview Transcription question 7*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
7	What effective strategies did you use in virtual instruction in English writing skills and have you continued to use them in face-to-face classes?	First I teach them the structure of the document they are going to learn to write and then we do several drafts until they can do the whole document on their own.	When I was giving virtual classes I made some kind of contests, for example write me in your notebook a sentence in simple past tense and the first 10 who finished quickly earned an additional score and they were fast because it is easier to write it on machines, but it is more complicated to do it in face-to-face classes due to lack of practice, but it is better to do it or have them close to you than to have them behind a computer.	First the recognition of the basic rules of grammar, the use of the subject, the enrichment of vocabulary, the conjugation of verbs as strategies to try to improve because students have the habit of writing in the present tense everything	Here we have platforms, but apart from that we work with Jamboard platforms, in virtual classes we work with jamboard, the google whiteboard, mini-whiteboards (sheet protector) since it is forbidden in the educational institution to bring technological devices. The strategy is the same, only that in the virtuality it was digital, nowadays it is physical with sheet protector and whiteboard marker.	I used to use tools called Quizizz, Quizlet, Kahoot, and these tools continued to be useful to me even when I returned to the classroom.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

**Table 8***Interview Transcription question 8*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
8	Considering virtual teaching due to the pandemic, how have you noticed the impact of English writing on students' critical and analytical thinking?	It did have an effect, and to be specific it was due to the time, before they had a lot of classroom workload, so if you reduce less than half of it, you will notice a deterioration, but there was a period of adaptation for that.	I think students are not used to think, they are used to not giving a criterion. Thanks to the pandemic, they got used to getting information from Google. Critical thinking is very low nowadays, and unfortunately it is a process that should be worked on, and if it is in English about writing, you ask them to write about their best trip, but they say "I don't have the best trip" so as a teacher you have to tell them to make it up, to start from their intelligence and focus on creating a story.	They have the intention to do it, but they do not really succeed, it is very complicated, they are confused about how to create a complete sentence, so if they are major leagues of giving critical thinking especially coming from fiscal institutions and they did not have the necessary tools to move forward.	In pandemic most of the educational institutions were based on projects such as a presentation of the final product as a model or a collage, then we did not have the necessary opportunities to develop a writing, mostly because there was only 1 hour of class and it is not the same as the classroom hours, then seeing this situation, the critical thinking of students was not developed to 100%, it was not so shocking, what was developed was the creativity as making models, comics, etc.	From online teaching to just now, with the return of face-to-face teaching, internet research has become much more influential in their learning, therefore those who have focused on this area, after each lesson, have undoubtedly improved their correct writing.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.



**Table 9***Interview Transcription question 9*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
9	How did you notice the motivation and engagement of students towards English writing from how it was in virtual education to how it is in face-to-face instruction? Give your reasons.	More than the motivation of the students I noticed a commitment in them, since in the virtual world they had a tool like Google translate and obviously I did not see what they were doing behind a screen, but being in the classroom it was different and they had to work harder, so more than motivation was more commitment.	It is difficult, the students are used to using Google translator, but now they don't know how to make a composition, they don't know how to start, they don't know which verb to use, they lack vocabulary, so it is more complicated for them. But I also have good and not so good courses, and as a recommendation to my students is not to use cell phones and ask me. Also, their motivation last year was very low because it was difficult for them to write	The subject of writing does cause discomfort, it takes them out of their comfort zone. I think the students feel more comfortable speaking, in virtual education they were more confident because they had resources such as searching the internet for any information compared to writing in person at the beginning they were afraid, but little by little they were gaining confidence in themselves again giving them the opportunity to use the dictionary as well.	Definitely through a computer is very difficult to deal with students, the motivation was very little despite the fact that the necessary tools were used for teaching. But why the low motivation comes, because the students are at home and there is the noise, internet failure, the device that was connected was in a simple phone and had low visualization of images or videos, then seeing all these aspects the students lowered their way of participation. Now in face-to-face you have them face to face, so no matter how you notice if it is good or bad what the student does, the activities I do have them very motivated	In the first instance, whether in English or in the rest of the subjects, at the beginning it was evident the difficulty of adaptation of the students at the moment of proceeding with writing, however, eventually it evolved until it became a habit again, just as it was before.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

**Table 10***Interview Transcription question 10*

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
10	What strategies have you implemented to address any difficulties in students' writing skills when returning to face-to-face instruction?	The biggest strategy is to work on their vocabulary, and that they learn its structure, obviously there will always be words that they do not know, if in Spanish we do not manage to learn all the words or know their meaning, but it always helps to have a structure and how to structure their own document.	I think I focus more on teaching vocabulary, knowing vocabulary, verbs you can dominate the world. English is an intuitive thing and it's not always going to be the exact translation, but I always ask my students to write in a way that they can use their own words so that they have confidence in writing because all students are different tastes and you have to handle them in different ways.	Making them feel comfortable is the main key, making the students feel that they have the right to make mistakes and more than anything making qualitative grades rather than quantitative, is a way to not demotivate them and not make them feel uncomfortable and they can detect their mistakes, then that way they feel better and that way I place them excellent, average, improve, etc.	They have to be what is competition, the students like to compete a lot either individually or in groups, they want to be better than the other because for example by columns we give the marker, and they have to write what I dictate to them and if you listen well you will write well, the first 3 seconds they write those who capture the dictation faster and then the next one follows and so on and so on, I also use memory games, how do I use them? I put little pieces of paper outside the class with the same reading for everyone and a group of 5 students is made and each representative of the group leaves and they only have 5 seconds to remember it, when they return to their places they have to write down what they remember.	Personally, I have tried to encourage participation and practice at the blackboard, as well as writing and returning to the use of notebooks, I have also used sheets with songs with missing words to complete while listening to the songs, as well as worksheets with different themes.

*Note:* This table shows the transcription of the interview with teachers from institutions in Santa Elena.

## Annex B: Authorized consent to conduct the interviews

La Libertad, 12 de junio, 2023

Ing.

William Núñez De La Cruz.

Rector de la Unidad Educativa Americano

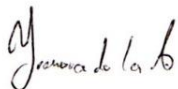
En su despacho.

Estimado Rector

Por la presente reciba un cordial saludo, yo DE LA A MATIAS ARIANNE IVANOVA, portador de la C.I. 0928386069, de la carrera Pedagogía de los idiomas Nacionales y extranjeros de la Universidad UPSE, solicito a usted muy comedidamente poder realizar una entrevista a docentes del idioma inglés con el objetivo sea parte de mi proyecto de investigación titulado "The effects of the virtual classes on de development of writing skills in second baccalaureate students" con la finalidad de que su visión y experiencia serán de gran valor para el desarrollo de mi proyecto, que lo realizaré entre la semana del Lunes 19 al 23 de Junio del presente año. Le agradecería enormemente que me conceda la oportunidad de entrevistarle.

Por todo lo expuesto, reitero mi agradecimiento por la atención prestada esperando una favorable respuesta.

Atentamente,



CI: 0928386069

Celular: 0982787912

Correo electrónico: ivanovadelaa12@gmail.com

**RECIBIDO**  
RECTORADO



**ASIGNADO:**

Firma:   
Fecha: 12/6 Hora: 12:00

Salinas, 12 de junio, 2023

Ing,

Julio Guamantica Suarez

Rector de la Unidad Educativa Salinas Innova

En su despacho.

Estimada Rectora:

Por la presente reciba un cordial saludo, yo DE LA A MATIAS ARIANNE IVANOVA, portador de la C.I. 0928386069, de la carrera Pedagogía de los idiomas Nacionales y extranjeros de la Universidad UPSE, solicito a usted muy comedidamente poder realizar una entrevista a docente del idioma inglés con el objetivo sea parte de mi proyecto de investigación titulado "The effects of the virtual classes on the development of English writing in second baccalaureate students" con la finalidad de que su visión y experiencia serán de gran valor para el desarrollo de mi proyecto, le agradecería enormemente que me conceda la oportunidad de entrevistarle.

Por todo lo expuesto, reitero mi agradecimiento por la atención prestada esperando una favorable respuesta.

Atentamente,

*Yvanna de la A.*


CI: 0928386069

Celular: 0982787912

Correo electrónico: ivanovadelaa12@gmail.com

*Recibido: Rector  
12-06-2023  
09H48.*

## Annex C: Certified Anti-plagiarism System




CERTIFICADO DE ANÁLISIS

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# Chapter I,II,III,IV,V- De la A Matias Arianne Ivanova

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Similitudes



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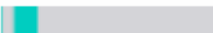

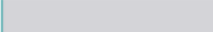
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**CERTIFICADO ANTIPLAGIO**

La Libertad, 26 de Julio de 2023

En calidad de tutor del trabajo de titulación denominado "THE EFFECT OF VIRTUAL CLASSES ON THE DEVELOPMENT OF WRITING SKILLS IN SECOND BACCALAUREATE STUDENTS" elaborado por la estudiante De la A Matias Arianne Ivanova egresada de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciados en Pedagogía del idioma inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto mi similitud.

Atentamente,

RUDY  
JONATHAN  
PARRAGA  
SOLORZAN

Proceso de gestión académica  
de la biblioteca  
de la Universidad Estatal  
Península de Santa Elena  
Carrera de Pedagogía de los  
Idiomas Nacionales y Extranjeros  
Facultad de Ciencias de la Educación  
e Idiomas  
La Libertad, Ecuador  
2023

Lic. Rudy Jonathan Párraga Solórzano, M.Ed.

CI: 1310659360

DOCENTE ASESOR