UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"THE INFLUENCE OF ACTIVE LEARNING IN THE DEVELOPMENT OF WRITING SKILL IN 2do BACHILLERATO U. E. AMERICANO"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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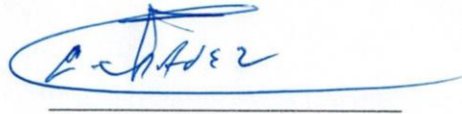**La Libertad – Ecuador**

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La Libertad, July 19th, 2023.

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title ´´ "THE INFLUENCE OF ACTIVE LEARNING IN THE DEVELOPMENT OF WRITING SKILL IN 2ND BACHILLERATO U. E. AMERICANO", prepared by Adriana Stefanny Borbor Díaz and Dayana Carolina Cedeño Párraga, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Universidad Península de Santa Elena , I declare that after oriented, studied and review 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.
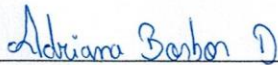
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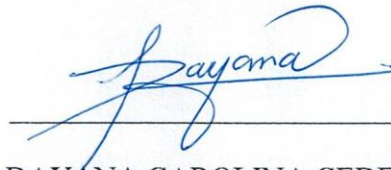Thesis Advisor

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AMERICANO" certify that this work is of our authorship, except for the quotations

used in this research work.

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Declaration

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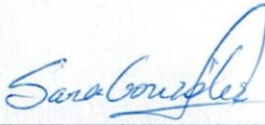
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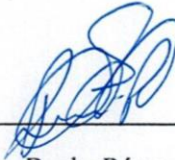**DAYANA CAROLINA CEDEÑO PÁRRAGA**
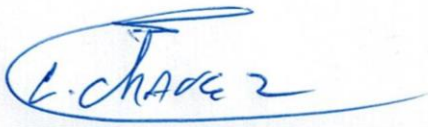
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Dedication

I dedicate this research project mainly to God for having given me enough wisdom during these years of study and strength to not give up. I also want to dedicate this to my dear mother, Tania Diaz, because without her I would not have made it because without her help, love, support, sacrifice, and effort it would not have been possible, despite all the difficult moments she has faced. I also dedicate this to the memory of my father, Juan Borbor, for being an example in life of love, faith, empathy, joy and to my siblings, Melanie, Tanya, and John for always being present in my life and for supporting each other in the most difficult moments. Finally, to my classmate and friend Dayana Cedeño because without her this would not have been possible.

With love

Adriana Stefanny Borbor Díaz

I dedicate this research work to my God for guiding me and giving me wisdom in this arduous path throughout these years of study. To my beloved parents Euro and Jessenia for the love, effort, and unconditional support they have always given me and to my soul brothers and sisters; Noemí, Aarón, Dulce and Teddy for accompanying me on this beautiful road of life. Finally, to my classmate and friend Adriana Borbor, for her valuable friendship and support in this project.

With love

Dayana Carolina Cedeño Párraga

Abstract

The development of the writing skills is essential in the learning process of the students since it is one of the most difficult skills in a foreign language and that is why the use of different activities used by the teacher is a relevant part in this process. Therefore, the main objective of this research project is to analyze how the activities used by the teacher influence the students' writing skills through active learning. The type of research of this study is phenomenological, and the method applied is qualitative. For this study, interviews were used as a data collection technique based on open-ended questions.

The population consisted of 10 students in the 2do bachillerato at the Unidad Educativa Americano. The analysis of the results of the interviews was collected through word clouds, from which the most important ones were selected. After the analysis of the data collected, it was concluded that the use of different activities used by the teacher allows students to improve their writing skills, since through the different activities, students can practice their writing skills inside the classroom and thus correct their mistakes and improve little by little.

Key words: active learning, writing skills, activities, techniques.

Resumen

El desarrollo de las habilidades de escritura es fundamental en el proceso de aprendizaje de los estudiantes ya que es una de las habilidades más difíciles en un idioma extranjero por lo cual el uso de diferentes actividades usadas por el profesor es una parte muy importante en este proceso. Por lo que este proyecto de investigación tiene como objetivo principal analizar como las actividades usadas por parte del profesor influyen en la habilidad de la escritura de los estudiantes a través del aprendizaje activo. El tipo de investigación de este estudio es fenomenológico, y el método aplicado es cualitativo. Para este estudio se utilizaron entrevistas como técnica de recolección de datos basadas en preguntas abiertas.

La población estuvo constituida por 10 estudiantes de 2do bachillerato de la Unidad Educativa Americano. El análisis de los resultados de las entrevistas se recogió mediante nubes de palabras, de las que se seleccionaron las más importantes. Tras el análisis de los datos recolectados, se concluyó que el uso de diferentes actividades usados por el profesor permite a los estudiantes mejorar sus habilidades de escritura, ya que, a través de las diferentes actividades, los estudiantes pueden practicar sus habilidades de escritura dentro del salón de clase y así corregir sus errores y mejorar poco a poco.

Palabras clave: aprendizaje activo, habilidades de escritura, actividades, técnicas.

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Introduction

This research project presents the influence of active learning on the development of writing skills in 2do bachillerato. The main objective was to analyze what and how the active activities used by the teacher influence to develop this skill in the students at the 2do bachillerato of the U. E. Americano and to describe how they influence the writing process during the development of the class.

Consequently, the students lacked knowledge of vocabulary and grammatical structure. It is important to raise this situation because it allows knowing the reality of a certain group of students in terms of their writing skills. In addition, with the studies carried out together with the bibliographic research, it was possible to know the different perceptions that students have regarding the learning and development of writing skills in English and what were the limiting factors for the development of the same. The research is of a qualitative-exploratory type since it allows having more concise information, with the inquiry from a point of view that provides crucial references to carry out a more detailed study.

With the use of this qualitative technique, it is intended to identify a problem associated with the limitations of students who study English, explain how they develop when applying certain active activities in the classroom to help in the writing skill.

With the limitations of the students who study the English language, explain how they develop at the moment of applying certain active activities in the classroom to help in the writing skill, in the same way to know which are the factors that would be affecting this skill and consider them at the moment of working in class with the students using the group work as an advantage before the problematic of this investigation. Likewise, the analysis of the data was obtained with the consent of the authorities of the institution and the contribution of

each student interviewed in order to gather relevant information and be able to execute the objectives and answer the questions of the research problem.

This study demonstrates what affects students in writing skill performance, the hard work that must be done by the teacher to achieve learning and word knowledge to perform correct writing skills such as on the blackboard and so on.

Research shows the need for active learning to catch students' attention and have positive results with the improvement of writing skills. The purpose of the study was to analyze how activities with active learning processes influence writing, through the analysis of students on the influence of active learning in the development of writing in 2do bachillerato U. E. Americano, to explain or describe how they develop during class. The data were obtained through interviews with 10 students, through a voice recording, reserving the rights of each participant.

Chapter I

The problem

1.1. Research topic

Active learning and writing skills

1.2. Title of project

The influence of active learning in the development of writing skill in 2do bachillerato Unidad Educativa Americano.

Problem Statement

English has become the official language of the world. Writing is an essential communication skill nowadays, written communication in the English language is indispensable because if students make mistakes in writing they can misunderstand everything, that is why it is a need to have knowledge of grammar, vocabulary, and fluency inwriting.

Due to the advancement of technologies, students use the internet translator, which causes the incorrect use of spelling and grammar, since written texts are literally translated from Spanish to English, thus limiting the ability to develop ideas that lead to activities that develop writing skills such as writing a text correctly, describing images with the proper order, experiences, creating stories, writing short paragraphs of daily activities, writing a cover letter.

Writing is one of the most difficult skills to learn in English languagelearning, due to various factors that denote a lack of knowledge of grammar, vocabulary acquisition, among other linguistic aspects. (Nyanamoney & Mohamad, 2019). Therefore, in these factors mentioned above, the difficulties those students have in not knowing how to

write a written work in class, not handling grammatical usage well, not having enough vocabulary and not being able to create short paragraphs when writing in English is evident. (Guldora, 2022)

When students lack this knowledge, their writing is unsatisfactory, unclear, with nonsensical arguments, making it a difficult task for the teacher when revising the texts, as the paragraphs are constructed without key sentences and without a logical basis. In this way, it is important to mention that developing writing skills can become a total challenge for each of the students in 2do bachillerato at the U.E. Americano, as it implies the development of the ability, to analyze, make a correct grammatical structure, without spelling mistakes, in terms of the social behavior of the student, they can become afraid of making a mistake or that their classmates will make fun of them when they write incorrectly on the whiteboard, this in turn can cause the student to be unmotivated in class, and at the time of carrying out an individual or group activity they have little interest.

1.3. Problem question

1.3.1. General question

• How does the active learning method contribute to the development of writing skills in the English language of the students at the 2do bachillerato U.E. Americano?

1.3.2. Specific questions

• What activities are used in active learning for the development of writing skills?

• How does the use of active method activities influence the development of students' writing skills?

• How are teaching activities used in the development of writing skill?

1.4. Objectives

1.4.1. General Objective

• To identify the influence of active learning on the development of writing skills in 2do bachillerato U. E. Americano.

1.4.2. Specific objectives

- • To determine the process of developing writing skills in English with 2do bachillerato.
- • To describe the activities of the active learning method used in the development of writing skills.
- • To explain how the skill of writing influences the learning process of students.

1.5. Justification

The following study presents a socio-educational research, which seeks a viable way to expose, understand and analyze the effect that active learning has on the development of writing skills in English language in 2do bachillerato being writing one of the four fundamental skills in the development of English language learning with active strategies and resources that provide a solution to the problem.

Based on the problem posed above, this study aims to establish how active learning influences the development of writing skills in the teaching of English when 2do bachillerato students perform individual, pair or group activities in the classroom. In addition, active learning is a pedagogical practice in which team members support and rely on each other to achieve a goal, through motivation. This strategy favors student learning, as it is characterized by encouraging social interaction.

The active learning activity aims to stimulate a conducive and appropriate environment in the teaching-learning process using resources that help todevelop knowledge in an effective way in the writing skills.

Additionally, the correct use of an activity can motivates the students at the 2do bachillerato U.E. Americano in the process of writing skills development. Considering the influence of the various active learning activities on the students, this research is of utmost importance, it requires the students to practice using the acquired knowledge to develop writings and texts that are in accordance with the suggested level.

Chapter II

Theoretical framework

2. 1   Background

After several investigations related to the topic, information was obtained from scientific articles, magazines, and books, based on the influence of active learning in the development of English writing skills.

Active learning is a teaching strategy that is based on promoting effective performance in students. All this through motivation and active participation, this type of learning promotes the student to develop a leading role in this learning process.

Based on what has been published by the UNAE Observatory "The methodology of teaching English as a foreign language (EFL) has gradually shifted from passive, teacher-centered approaches to increasingly active, learner-centered approaches (Orosz et. al., 2018, pág. 18).

Therefore, written expression consists of bringing out thoughts, ideas and feelings and putting these things on paper. It is the action of exposing in an orderly manner the thoughts or ideas that the individual wishes to express. Based on the ability of expression, it can be affirmed that the skill of written expression is fundamental to develop it so that the human being can communicate and express what he wants, in written form. (Guerrero, 2019, págs. 28-29)

According to the studies presented, the results of a group of seventh graders of the Enrique Olaya Herrera Herrera School with low performance in the subject are presented. The research used a qualitative approach, which is a data collection technique: semi-structured interviews, participatory observation and products (scripts and comics). A population of 37 students was used for the development of this work. With this study, it was

concluded that the students strengthened the written competence through the workshops and comics carried out during each of the sessions. This means that through the intervention of an active didactic activity the students improved the writing skills to some extent. (Silvinia Casana, 2021, pág. 15)

However, there are problems that persist in developing writing skills. Other authors state that:

It is known that many students prefer to translate their ideas from Spanish to English or vice versa on a platform known as Google Translator, that is, they are not making good use of technology due to lack of knowledge of activities or techniques to produce a text consciously in the English language. In the future, if this problem continues, students will not be able to consciously write different types of texts, which will make them incompetent professionals (Callata et al., 2023, pág. 1426).

2. 2   Pedagogical Basis

Constructivism refers to an educational method where students are given the right tools to construct their own learning. These include the theories of Dewey, Montessori, and Piaget. In constructivism, learning is essentially active. What this means is that when something new is learned, it is incorporated into previous experiences and one's mental structures. What this current seeks is for students to have an active participation in their learning process (Sanal, 2022).

Additionally, for Serhat Kurt (2021), learning is essentially active, which means that learning does not come from anything and that prior knowledge is needed. The author also emphasizes that each student has a unique perspective when in the classroom that has been created throughout life through unique experiences and this influences in the learning as the students build new knowledge on what many scholars already have.

Active learning is based on the constructivist approach in which education should bean active process, based on the student and oriented to experiential learning. For Dewey, education should start from the pedagogical current called "active school", which is characterized by encouraging the child's action. Dewey also considers the school as a part of society, in which learning is based on the action and participation of the student, where the student acts in a personal and social way. The pedagogue emphasizes that once the student's life begins, the student already carries four innate impulses which are: to communicate, to construct, to inquire, and to express oneself adequately, and that it is the duty of each teacher to orient these infantile inclinations. (Grady, 2023)

In addition, Bello et al. (2022), states that Dewey argues that it is vital to create environments conducive to classroom activities so that thinking can be developed. However, activity alone will not generate any experience or change.

According to Piaget (1992), knowledge is not something that comes out of nowhere, but rather it is a construction that the human being elaborates from experiences that one already possesses and from the daily interaction that one lives day by day. Piaget also states that learning is not only the assimilation of information received from the environment, but that there are mental processes and contents that actively intervene in the generation of knowledge.

As for Maria Montessori, active learning allows experiences to be lived according to the rhythms and needs of a person. Besides, the author states that the student is the one who chooses the activities to be carried out in the classroom because people learn best through direct contact, practice, and discovery. Here education is student-directed and self-paced but guided and evaluated by the teacher, peer leadership, and an enriching environment. It is also extremely important to consider the environment where the students are as this provides the students with different opportunities to build the knowledge and thus promote concentration

without interruptions as this helps schoolchildren learn independently through self-discovery. Another major factor here is the use of didactic materials for specific groups so that the teacher can comprehend the needs of the students according to the ages. (Espinoza, 2022).

2. 3   Theoretical basis

According to Li, Lund and Nordstein (2021), active learning is defined as all teaching-learning activities in which the participation, attention, and active motivation of the student is based, since it makes the student take a primary role in the learning process, getting involved beyond just listening to the teacher in the classroom or writing what the teacher dictates.

Active learning is most effective when applied in face-to-face teaching, but it can also be applied in blended or online learning as long as the activities are creative, and the learner's prior knowledge is known; besides active learning involves many ways of adopting it in the classroom, for example: speaking, listening, writing, reading and reflection are the four basic elements. (Blaz, 2022)

According to the Ministry of Education's Curriculum by Area, states that the English as a Foreign Language (EFL) curriculum for sub-level High School students is aligned with the Common European Framework of Reference for Languages (CEFR) International standards where reading and writing are major skills at this sub-level; although, students opt more for speaking skills. However, students will need more advanced development of readingand writing skills for the academic and professional activities once finished high school. Also emphasize that foreign language learning fosters critical and creative thinking in children. Forthis reason, the EFL curriculum supports the development of critical and logical thinking of each student in the country's educational institutions. The English as a foreign language curriculum for High School considers the cognitive, social, emotional, and physical learning and language skills of

students as they progress through the level. (Ministerio de Educación, n.d.)

Listening, speaking, and reading are important skills, but writing is one of the most difficult skills for students to develop during the learning process, whether it is due to a lack of vocabulary, spelling, grammar, acquisition, etc. Chand (2021), writing is a productive skill, which has a process to carry it out effectively. Writing as a method of communication is vital in the life of the human being because through its information is transmitted. Having a good writing ability in English is very important nowadays because if there are errors in the wording of a paragraph, the whole text can be misinterpreted, so the approach to the writing process recognizes that there are many stages which are pre-writing, drafting, revising, and editing.

2.3.1. Pre-writing

In the pre-writing stages, the writing is planned and prepared. It is also the stage where the topic is researched. At this point, a brainstorming list is also made. It can be done individually and then shared with the class or done as a group as this will help students make connections that may be used later in the writing. (Kelly, 2019)

2.3.2 Drafting

At this stage it is possible to make mistakes in grammar, punctuation, and spelling, it does not matter if the ideas are disordered, since it is not the final work because it is necessary to change the mind during the writing process and the draft can be reworked several times before having a complete text.

2.3.3 Revising and editing

In the revising and editing part, changes are made, and corrections are made to grammar, spelling, punctuation, and other things, words or phrases in the writing are also

changed. It must be ensured that the text is coherent and accurately written since it is the final product. (Caulfield, 2020)

2. 4   Legal basis

2.4.1   According to the Constitution of Ecuador written in 2008, in its Art. 27, it guarantees that education is centered on human beings, guaranteeing their development within the framework of respect for human rights, in a participatory, intercultural, and diversemanner.

In addition, in Art. 26, it considers education as a right for all people since the duty of the State is to provide investment so that everyone can have access to this educational process.

Likewise, Art. 27 of the Constitution of the Republic, it states that education is essential for knowledge and the construction of a sovereign country.

Also, in Art. 37, it states that the Code of Childhood and Adolescence refers to the fact that all adolescents and children have the right to access quality education. **Articles 39 and 45** of the Constitution of the Republic likewise guarantee, respectively, the rights of Academic Education for every Ecuadorian citizen.

Finally, in Art. 343 of the Constitution of the Republic, establishes the development of individual and collective abilities and capabilities in which the use of knowledge, techniques, learning, arts, and culture of the students in the educational institutions is generated.

2. 5   Factors to Investigate

First factor: Writing skills

Second factor: Active Learning

Chapter III

Methodological framework

The purpose of this chapter is to interpret and provide details about the research methods used to develop this research work, as well as the population, sample and data collection techniques that are relevant for the research to be carried out. The methodological process is fundamental in this study since it provides the results with data that served as the basic qualitative information for the research.

3. 1   Methods

According to (Nassaji, 2020) defines qualitative research as a naturalistic inquiry that does not deal with numerical data, also emphasizes that it seeks to understand and explore the variables of the research. Regarding the data of qualitative research, data is collected from interviews, observations, diaries, etc. In which these data are analyzed in depth qualitatively.

This qualitative methodology is based on an approach used in social and human science research. Its approach is to understand and describe real events from the perspective of other participants, focusing on the interpretation of different meanings and subjective experiences. Based on a series of fundamental principles, such as flexibility, contextualization and subjectivity, this methodology does not seek to generalize results in a statistical manner, but rather to understand contexts in depth and meanings associated with the phenomenon under study. Through this research with a qualitative approach, the researchers seek toinvestigate and collect information about how active learning influences the development of writing skills in 2do bachillerato, through active activities applied by the teacher at the Unidad Educativa Americano.

3. 2   Type of the research

The phenomenological approach for this research arises as a response to the importance of the data put in place. It is based on the study of life experiences, with respect to an event, from the perspective of the subject, (Fuster, 2019, pág. 7) therefore, according to Lifeder (2021) by means of observation, direct participation, through questionnaires, interviews, dialogues, among others, an analysis as objective as possible is obtained, since the information collected is about the experiences of the interviewee.

In addition, the phenomenological study helps to interpret the information from the interviews with the 2do bachillerato students and teacher, who share their experiences in the classroom, through the interviews conducted by the interviewers as part of this research project, which aims to show how active activities influence the development of writing skills.

3. 3   Data Collection Techniques

3.3.1   Individual interview: The present work used data collected through the individual interview using questionnaire instrument "The interview is a technique that allows to obtain data through a face-to-face dialogue between two people: the interviewer and the interviewee; the intention is to obtain personal opinions that will be use to set solid information for this research work".

This research work makes use of the interview strategy. To apply this instrument, a permission is requested to the educational institution, making known the data collection process to be carried out, which consists of a seven open questions instrument, which will be conducted in person to 10 students in 2do bachillerato at the "Unidad Educativa Americano" from the afternoon section, who are approximately between 15 and 17 years old. It is presented to each student who has been selected for the interview, the title of the research project and the objective of the same, once this introduction is completed, we proceed to ask the questions.

The purpose of this interview is to obtain information about the written production of the English language through the active learning method used by the teacher in the classroom.

3. 4   Data Collection Processing and Resources

3.4.1.   *Basic Questions and Explanations*

The data collection process is shown in the following table:

Table 1

Basic questions	Rationale
What?	Interview
Where?	Unidad Educativa ´´Americano´´
When?	2023
How?	Interviews.
What for did you collect information?	By Borbor Díaz and Cedeño Dayana.

3. 5   Population and sample

A population encompasses a group of individuals, whether it could be from a public or private institution sharing common characteristics. In the field of statistics, apopulation represents the overall pool of individuals from which a statistical sample istaken for a study. Hence, any grouping of individuals based on a shared characteristic can be considered a population. (Momoh, 2023).

According to Will Kenton (2022), sample is a small, manageable representation of a larger group. It is a subgroup that retains the main characteristics of a larger population. Samples are used in statistical analysis when the population size is too large to include all possible members or observations in the test. It is essential that a sample be representative of the populationas a whole and shows no bias toward a specific attribute.

This qualitative approach research seeks to collect information through interviews with students one by one at the "Unidad Educativa Americana", in a face-to-face manner with a determined group of 10 students between 15 and 17 years of age enrolled in 2do bachillerato, with the objective of analyzing the influence of active learning in the development of written production of the English language.

Table 2

Description of population and sample.

Description	Number
Students of 2do bachillerato	10
Total	**10**

Chapter IV

Analysis of Findings

4. 1   Interpretation of data from the interview

This chapter shows the interpretation of the information obtained from the interviews conducted with 10 students in 2do bachillerato at the Unidad Educativa Americano. This chapter interprets the responses collected from the interview in which a comparison is made with the literature review in Chapter II. The students responded based on their experience in English classes and the data are presented in word clouds, where the most relevant words mentioned by the interviewees are evidenced.

4. 2   Report of the questions

The interview on the influence of active learning on the development of writing skills was conducted with 10 students from the 2do bachillerato at the Unidad Educativa Americano, the main objective was to obtain data that would contribute to the development of this research work.

1. What do you understand by active learning activities?

Figure 1

Introduction to active learning

Note. The figure presents keywords from the interviewees.

Of the 10 students interviewed, 6 stated that they knew that active learning activities are based on how the teacher guides or organizes the class, thus key words such as: organize, students, styles and activities, the other part of the students said that the strategies refer to individual work as self-education. Summarizing, the 10 students interviewed manifested to have an own concept of what active learning in the classroom means in English classes.

2. What active activities does the teacher use in the classroom during English class?

Figure 2

Active activities used by the teacher in the classroom

Note. The figure presents keywords from the interviewees.

Most of the students expressed in response to this question, that the activities most performed by the teacher as active strategies in the English class are class participation, which consists of going out to the board and writing words dictated by the teacher, workshops or group activities, sentence making, and individual work in English books completing activities to answer questions and complete. Therefore, they similarly expressed the answer to this interview question.

3. Which of them catch your attention and why?

Figure 3

Preferred student activities

Note. The figure presents keywords from the interviewees.

The group of students interviewed agreed that of the activities carried out by the teacher in English class, the ones that most catch the attention are those in which they can earn extra points for class participation, which consists of the teacher verifying whether the word or phrase is spelled correctly, by the student either alone or in a group. As a result, the key words obtained were knowledge, extra rewards, socializing, ideas, activities, and writing.

4. What difficulties do you have when writing a piece of writing in English?

Figure 4

Student difficulties in writing skills

Note. The figure presents keywords from the interviewees.

In question 4, the participants responded as follows: 5 stated that the difficulty in writing is not knowing the meaning of words, that is, there is a low level of vocabulary, 3 of the remaining participants stated that they do not know how to form sentences of greater complexity and 2 expressed that the ability to listen affects the development of writing. In addition, the interviewees also mentioned that when they do not know a word what they do is look up the meaning in Google translator.

5. Of the above techniques used in class, which ones do you feel better when writing in English?

Figure 5

Activities that are beneficial to students

Note. The figure presents keywords from the interviewees.

Most of the students stated that, of the techniques used by the teacher to develop writing skills, they prefer or feel better with workshops, in pairs, since each student considers the ideas of the other classmates. In addition to, another technique is class participation such as writing on the board guided by the teacher and verifying the structure of sentences and words. In conclusion, to this question, participants have a similar answer regarding the information obtained.

6. How often do you practice writing skills at home?

Figure 6

Other activities to develop writing

Note. The figure presents keywords from the interviewees.

Four of the ten students answered that they do not practice; only when the teacher sends homework, 2 participants said that weekly they practice writing the lyrics of songs in English, since it has the advantage of knowing new words that will help increase vocabulary. Additionally, 4 of them stated that they frequently use social networks to write comments on different pages or programs on the network. Therefore, these activities are part of active activities, since students self-educate at home, carrying out activities that will help the development of writing in class.

7. In the classroom, what is the active activity or technique that your classmates work with most often?

Figure 7

Each student details how classmates perform.

Note. The figure presents keywords from the interviewees.

The information was obtained that, most of the interviewees observed that the techniques that best develop writing in their peers are participation by writing on the blackboard simple expressions, of daily use, these works in classes whether individual, group or in pairs, in additional to the activity of completing sentences with words. In fact, students consider all these activities as part of a good development of writing skills.

4. 3   Analysis and discussion of the interview vs bibliographic review.

The active learning method has a positive impact on the development of students' writing skills, as it directly involves them in the construction of knowledge. During this process of written production, students acquire crucial skills such as critical thinking, the ability to self-evaluate their learning process, creativity, and effective collaboration with others. Collaboration among students is a key element, so it is critical that teachers have a clear understanding of learning goals and objectives to enhance this approach.

It is essential for the teacher when teaching classes and applying an activity, to take into account that this group of students develop writing skills more productively when working in groups, in pairs, since, the students, according to the results of the interview, do not have all the knowledge of the meaning of the words, therefore, by

using one of the active activities such as cooperative work, better results can be

obtained in terms of the construction of sentences, texts or paragraphs in English.

It is important to use different active teaching activities as tools to help develop

different skills in students, and specifically in writing. According to chapter 2, it is

exposed that always at the beginning of the writing class, students become passive,

show little interest, this is because the teacher does not develop the fundamental role of

giving students the opportunity to explore the material being taught in class, however

when students listen, observe, discuss, and put into practice, the result will be the

acquisition of an ability of a skill, and this therefore becomes active learning.

However, in the same chapter 2, authors such as Callata et al. al expose that

when the teacher sends home as part of the autonomous work the elaboration or

production of some text, there is the disadvantage that the student, not being able to

write or know the meaning of words and use them, tends to resort quickly to the use of

Google Translator, therefore suggesting that if this problem continues, the learner will

always make the easiest decision to translate their texts from the mother tongue (L1) to

a foreign language (L2) through a platform and as a consequence will not be able to

consciously write different types of texts, that is why it is important to know what level

of knowledge the learners have, in order to proceed with such activities. In which

question 4 is emphasized according to the answers of the interviewers that when they do

not know a word, the easiest way is to look up the word in Google translator.

In conjunction with the perspective presented by Piaget (1992), knowledge does

not originate spontaneously, but is a construction developed by individuals through their

experiences and the daily interaction they experience. Piaget also argues that learning is

not limited only to information received from the environment, but involves the active

participation of processes, activites, and mental content according to the process of

everyone, in this case, according to the learning process of the students in 2do

bachillerato at the "Unidad Educativa Americano".

Chapter V

Reflections of the Study

This qualitative research allowed us to collect valuable data and obtain relevant results on the influence of active learning on the development of writing skills in 2do bachillerato at Unidad Educativa Americano. In addition, challenges and lessons learned during the development of this research project are presented.

The purpose of this research topic was to find how active learning is influenced by the application of various active activities used by the teacher in English classes. The activities, such as group workshops, reward systems, class participation, writing sentences and paragraphs to improve grammar, independent work tasks, among others. These activities are based on the authors perception already discussed in previous chapters, who expose as an advantage on how collaborative constructivist work in the classroom influences as part of active learning. The solution to the problem was that many students resort to using Google translator when they must do some writing practice at home.

However, when writing workshops are used in the classroom, either in groups or in pairs, students can share their individual knowledge of grammar and vocabulary and unite them in a single work. This activity is supervised by the teacher who is a guide in the classroom. It was also found as information from the interviews that some students use to write short comments on social network pages with native English speakers, using this way the vocabulary learned in class.

It is essential that teachers guide students so that they can properly develop writing skills. This refers to clearly teaching grammar and spelling rules and increasing vocabulary. In addition, it is important to encourage writing practice in a collaborative environment. Students can benefit from activities such as journaling, writing essays, or

participating in collaborative writing projects. These opportunities allow them to apply the knowledge they have acquired and develop their fluency and creativity in written expression.

The experience in carrying out this study was that, by analyzing information from different research from other countries, we have entered a world where the active learning approach aims to involve students in classroom activities, through written assignments, paired and individual activities, this research served as experience for our academic development.

During our research, we had the advantage of having the valuable support of our thesis tutor, who provided us with guidance and precise corrections, facilitating the clarity of our ideas and ensuring coherent research. In addition, the interviews conducted were beneficial, as the participants were willing to share relevant information to reach accurate conclusions about this thesis project. Therefore, the advice of our thesis tutor and the collaboration of the participants in the interviews were fundamental advantages in the progress of our research. These contributions were key components to achieve quality work during the development of this project.

In the part of the challenges, we can expose that when we did not find information that met the requirements established by the thesis regulations, which demanded data at least five years old. Therefore, it generated stress and fatigue. In addition, another challenge presented itself in the interviews with the students of "Unidad Educativa Americano". To conduct these interviews, we had to comply with multiple procedures such as coordinating schedules to conduct the interviews with the students, since the students could not be absent from class hours and obtaining the necessary permissions from the authorities. These challenges required careful planning in this process.

The experience lived in the process of completing this project has been very enriching, since researching contributes to the development of reading comprehension and writing skills. In addition, we have had the opportunity to see that collaboration among peers is essential to obtain better results in our academic training, allowing us to make better decisions in the face of doubts and fears that arise during this work. Another life lesson is that we have learned how each strategy has a significant impact on the learning of each student. Teaching involves us and motivates us to learn more with the objective of forming creative minds in each student we have the privilege of teaching.

At the beginning of our research, we had little knowledge of what active learning was. Thanks to the research we conducted and the experience in our professional practices we were able to go deeper into the topic, discovering what activities to use in the English classroom to improve students' writing skills. This study changed our perspective about the use of strategies within the active learning method.

In a next research opportunity, we would like to seek more comprehensive information to collect more in-depth data. This could be achieved by applying the interviews to more participants and involving teachers, since the results obtained were rewarding and interesting thanks to the contribution of each participant. In addition, we would be interested in being able to apply some specific activity with a certain course and collect the results in terms of experimentation of each student.

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Annexes

Annex A: Certified Anti-plagiarism System

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
Facultad de Ciencias de la Educación e Idiomas

La Libertad, Julio 19 del 2023

Certificado Sistema Anti Plagio
001-TUTOR LACHG-2023

En calidad de tutor del trabajo de titulación denominado **"THE INFLUENCE OF ACTIVE LEARNING IN THE DEVELOPMENT OF WRITING SKILL IN 2ND BACHILLERATO U. E. AMERICANO"**, elaborado por los estudiantes Borbor Díaz Adriana Stefanny and Cedeño Párraga Dayana Carolina, egresados de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio COPILATIO, 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.

Particular que comunico para los fines pertinentes.

Atentamente,

Lcdo. Leonardo Augusto Chávez Gonzabay, MSc
Tutor de Tesis

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Fuentes principales detectadas

N°		Descripciones	Similitudes	Ubicaciones	Datos adicionales
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2	🏛	Documento de otro usuario #0b9b58 🏷 El documento proviene de otro grupo 1 fuente similar	14%		Palabras idénticas : 14% (805 palabras)

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N°		Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	🌐	localhost	The effect of concept mapping to enhance text comprehension and sum... http://localhost:8080/xmlui/bitstream/redug/56688/3/BRILO-PLL-19P093 LANDABURO - QUEZADA.pdf.txt	< 1%		Palabras idénticas : < 1% (14 palabras)
2	🏛	Documento de otro usuario #be8289 🏷 El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (17 palabras)
3	🌐	www.thoughtco.com	The Prewriting Stage of the Writing Process https://www.thoughtco.com/prewriting-stage-of-the-writing-process-8492	< 1%		Palabras idénticas : < 1% (15 palabras)
4	🌐	www.redalyc.org	Challenges and Accomplishments of ELT at Primary Level in Chile... https://www.redalyc.org/pdf/2750/275043450123.pdf	< 1%		Palabras idénticas : < 1% (10 palabras)
5	🌐	dspace.ucuenca.edu.ec	The effects of inductive and deductive instruction on gram... http://dspace.ucuenca.edu.ec/bitstream/123456789/32957/3/Trabajo de titulación.pdf.txt	< 1%		Palabras idénticas : < 1% (10 palabras)

Annex B: Interview Transcripts

1.   **¿Qué entiende por actividades activas de aprendizaje?**

Interviewed 1.- Son estrategias que llegan a utilizar los profesores para las actividades que nos mandan a hacer a los estudiantes.

Interviewed 2.- Bueno, ¿qué quiere saber cómo?, para llegar a los estudiantes a enseñarles de una manera y todo eso.

Interviewed 3.- Que son especializadas para nuestro proyecto, la cual nos lleva a cabo al proyecto final, y entender los resultados.

Interviewed 4.- Estrategias, bueno, se puede decir cómo utilizar un libro, porque de ahí también se puede sacar más información y utilizarla con la ayuda del profesor. cómo le digo, se pueden implementar más cosas.

Interviewed 5.- La materia de inglés creo que es una materia muy importante para el aprendizaje, Las estrategias de aprendizaje activo se basan en la forma en que el profesor guía u organiza la clase,

Interviewed 6.- Las estrategias activas de aprendizaje son como una forma de buscar o enseñar a una persona a…. [pausa] No, o puede ser que una persona misma busque la forma de aprender sobre algún tema en específico, como una autoeducación o algo por el estilo.

Interviewed 7.- Las estrategias activas son las que nos dan los profesores. ……[pausa] O sea, bueno, depende de cada profesor su estrategia por ejemplo unos profesores usan como estrategia la actuación en clase. Una de las estrategias que el profesor de inglés usa es que a veces nos saca a la pizarra para poder escribir bien las palabras.

Interviewed 8.- Estrategias activas…mmm se refiere a que los profesores nos quieren dar un mejor aprendizaje.

Interviewed 9.- Las estrategias de aprendizaje activo se refieren al trabajo individual como auto-educación.

Interviewed. -10 Las estrategias de aprendizaje activo…… [pausa] se basan en la forma en que el profesor organiza la clase para los estudiantes.

2. **¿Qué actividades activas utiliza el profesor en el aula durante la clase de inglés?**

Interviewed 1.- Actividades en clase y trabajos en grupos.

Interviewed 2.- Las estrategias que utiliza es sacarnos al frente y ver si sabemos escribir la palabra correctamente y todo eso.

Interviewed 3.- Que los estudiantes a veces hagan grupos para, pues,.mmm y compartan sus ideas haciendo algún tipo de oración.

Interviewed 4.- Él utiliza dos. Una es el libro y también cuando termina la clase nos da una hora y nos pasa a la pizarra a hacer oraciones, con el tema que más se nos explica.

Interviewed 5.- Trabajos en grupo, individual, y en parejas.

Interviewed 6.- Este…. [pausa] él utilizaría el realizar oraciones en los estudiantes y que ellos expresen su propio conocimiento de inglés en la pizarra, o bueno, lo que ellos saben

Interviewed 7.- Pues, primero que nada, el profesor nos da un pequeño resumen de lo que es la clase, o sea, de lo que vamos a ver. Después hacemos oraciones. Y de eso salimos a la pizarra a ver si están correctas, bien hechas y todo lo que sea

Interviewed 8.- Utiliza el apoyo del libro de trabajo, despues nos hace interactuar en clase. Además, nos hace escribir oraciones con diferentes verbos.

Interviewed 9.- Las actividades más realizadas por el profesor como estrategias activas en la clase de inglés son la participación en clase, que consiste en salir al pizarrón y escribir palabras dictadas por el profesor,

Interviewed 10.- Talleres y trabajo individual en los libros de trabajo completando actividades para responder preguntas y completar.

3. ¿Cuál de ellas le llama la atención y por qué?

Interviewed 1.-Las actividades en clase porque puede regalar puntos para que nos puedan servir para alguna evaluación o algo por el estilo.

Interviewed 2.- Es que a cada uno le va diciendo la palabra que tiene que escribir en la pizarra y ver si la escribe de buena manera. Eso es interesante porque así podemos aprender cómo se escribe y todo eso.

Interviewed 3.- El del grupo, porque…[pausa] estamos con amigos y ahí podemos socializar mejor y, pues, respetar cada una de sus ideas.

Interviewed 4.- La que más me llama la atención son aquellas en las que puedo ganar puntos extra escribiendo la palabra correcta dictada por el profesor.

Interviewed 5.- Los trabajos en grupo porque si un estudiante no sabe, después podría ayudarse con la otra persona.

Interviewed 6.- Este, había una en la que interactuaba con los estudiantes, por ejemplo, cuando hablaba sobre palabras que no... [pausa] usualmente no las usamos al momento de aprender inglés y se usan recurrentemente allá en el país, en Estados Unidos y luego nos hacía escribirlas.

Interviewed 7.-A mí, sinceramente, me llama la atención la estrategia que consiste en que el profesor verifica si la palabra o frase está escrita correctamente, por parte del alumno ya sea solo o en grupo

Interviewed 8.-Yo creo que las actividades en el libro, porque ahí podemos resolver las actividades y ponernos en práctica lo que nos enseñó ese día él profesor en clases.

Interviewed 9.- Me llama la atención la estrategia en la que el profesor verifica si la palabra o frase está escrita correctamente cuando trabajamos en grupo.

Interviewed 10.- La estrategia activa que más me llama la atención es cuando en profesor pide que escribamos alguna palabra y si alguien la escribe bien se lleva puntos extras.

4. ¿Qué dificultades tienes a la hora de redactar un escrito en inglés?

Interviewed 1.- Si yo desconozco una palabra, sería la única complicación que tendría o la falta de vocabulario,

Interviewed 2.- La dificultad que tengo es que no sé el significado en inglés de las palabras en español. Esa es mi mayor dificultad.

Interviewed 3.- Hay veces en las que al escuchar no lo entiendo y, pues, escribo otro tipo de cosas.

Interviewed 4.- En inglés se pronuncia de una forma, pero se escribe de otra y eso a mí se me dificulta porque lo que escuchas no es lo mismo que vas escribiendo.

Interviewed 5.- Mi dificultan son escribir oraciones porque tengo que ver en el orden correcto de las praciones.

Interviewed 6.- Yo no tendría una dificultad específica, sí sé más o menos. La única dificultad sería ... [pausa] la poca aplicación de vocabulario a la hora de enseñar inglés, sólo eso.

Interviewed 7.- Pues, sinceramente, algunas palabras se me hacen complicadas y la dificultad es que no las entiendo. También el poder traducirlo y a veces no entender algunas palabras en inglés

Interviewed 8.- Me confundo en algunas palabras. ¿Qué más? También un poco en la traducción de algunas palabras y lo que hago es que le pido ayuda al profesor para que me explique de nuevo o llevo la palabra escrita a mi casa e investigo más.

Interviewed 9.- La dificultad que tengo es que se me complica hacer oraciones de mayor complejidad.

Interviewed 10.- Se me complica cuando el profesor dicta alguna palabra y no sé cómo escribirla y eso hace que mi capacidad de escucha afecte el desarrollo de mi escritura, además si no se la palabra la anota y luego la busco en el traductor de Google.

5. **De las técnicas anteriores utilizadas en clase, ¿con cuáles se siente mejor a la hora de escribir en inglés?**

Interviewed 1.- Con los trabajos en grupo.

Interviewed 2.- Cuando vemos su traducción. El profesor nos manda la palabra y su traducción y ya se me queda en la mente cómo se escribe.

Interviewed 3.- Trabajar en grupo para formar y escribir oraciones.

Interviewed 4.- Me siento mejor cunado paso al pizarrón a escribir alguna oración ya que si me equivoco el profesor me corrige.

Interviewed 5.- Me siento mejor con los talleres en parejas, ya que cada alumno tiene en cuenta las ideas de los demás compañeros.

Interviewed 6.- Con la tecnica que me siento mejor es cuando hago preguntas y participo en clases escribiendo algo, sólo eso.

Interviewed 7.- Cundo salgo a la pizarra a escribir algo eso me ayuda bastante.

Interviewed 8.- Con las actividades del libro de trabajo porque podemos resolver las actividades del tema que estamos aprendiendo.

Interviewed 9.- La participación en clase, como escribir en la pizarra guiados por el profesor y verificar la estructura de las frases y palabras

Interviewed 10.- Me siento mejor cuando trabajo en grupo con mis compañeros.

6. ¿Con qué frecuencia practicas la escritura en tu casa?

Interviewed 1.-No, no, solo cuando mandan alguna actividad, suelo practicarla.

Interviewed 2.- Bueno, casi no la practico mucho, pero cuando nos mandan deberes, ahí sí la practico a veces me pongo a leer cosas en inglés y ahí se me quedan palabras y las que no sé, pues, su significado las busco en internet

Interviewed 3.- Eh…, así, diez minutos al día, por ejemplo. A mí me motiva un poco la música, escribir las letras de las músicas estos me ayuda en mi habilidad de escritura.

Interviewed 4.- Practico por ratos, pero sinceramente no la practico mucho en mi casa solo cuando manda tarea el profesor.

Interviewed 5.- Practico muy poco. muy poco

Interviewed 6.- Una vez a la semana. Ya, por lo menos, Yo usualmente escucho canciones en inglés y las escribo en un cuaderno para guiarme en las palabras del vocabulario que yo no sé.

Interviewed 7.- Sinceramente, hago uso de las redes sociales ya que encuentro comentarios de diferentes personas y esto me anima a escribir algún comentario de apoyo a algún equipo deportivo que me gusta.

Interviewed 8.- En el momento que el profesor manda hacer una actividad, también luego de clases suelo practicar comentando en las redes sociales e interactuando con personas nativas del país por medio de los comentarios.

Interviewed 9.- Con frecuencia uso las redes sociales para escribir comentarios en diferentes páginas o programas de la red.

Interviewed 10.- No muy seguido hago comentarios en las redes sociales de páginas nativas del país.

7. **En el aula, ¿cuál es la actividad o técnica activa con la que más trabajan tus compañeros?**

Interviewed 1.-Los trabajos en grupo. Mmmmm cosas así.

Interviewed 2.- Cuando salen al frente los estudiantes para hacer alguna actividad de escritura, ahí veo como mis compañeros se desenvuelven al momento de escribir.

Interviewed 3.- Cuando el profesor didacta y nosotros escribimos.

Interviewed 4.- Creo que una de las estrategias activas que más les funciona a mis compañeros es cuando salen al pizarrón.

Interviewed 5.- Formar oraciones o escribir pequeños párrafos en pareja, cosas así.

Interviewed 6.- Creo que cuando tienen que escribir expresiones simples, la conjugación de algún verbo, o la estructura de alguna oración.

Interviewed 7.- Cuando, por ejemplo, tienen que escribir la palabra que falta.

Interviewed 8.- Las técnicas que mejor desarrollan la escritura en mis compañeros son la participación escribiendo en el pizarrón expresiones sencillas.

Interviewed 9.- La técnica que mejor desarrollan la escritura de mis compañeros es haciendo talleres de escritura en pareja.

Interviewed 10.- Sinceramente creo que la actividad que mejor les funciona a mis compañeros es cuando tenemos que completar oraciones con palabras en el libro.

Annex C: Interview Questions

" The influence of active learning in the development of writing skill in 2nd Bachillerato U. E. Americano "

1. What do you understand by active learning activities?

2. What active activities does the teacher use in the classroom during English class?

3. Which of them catches your attention and why?

4. What difficulties do you have when writing a piece of writing in English?

5. Of the above techniques used in class, which ones do you feel better when writing in English?

6. How often do you practice writing skills at home?

7. In the classroom, what is the active activity or technique that your classmates work with most often?

Annex D. Institution authorization for interviews

La Libertad 19 de Junio del 2023.

SOLICITUD

MSc. William Núñez De La Cruz

Rector- Unidad Educativa Americano.

De nuestras consideraciones.-

Yo **CEDEÑO PÁRRAGA DAYANA CAROLINA** con **CI:2450748120** y mi compañera **BORBOR DÍAZ ADRIANA STEFANNY** con **CI:2400445843** nos dirigimos respetuosamente a usted, para solicitar la autorización de poder realizar entrevistas 10 estudiantes de 2do Bachillerato, sección vespertina con la finalidad de obtener información correspondiente a nuestro proyecto de titulación.

Esperando una respuesta favorable, agradecemos su atención a la presente.

ATENTAMENTE

Dayana Cedeño Párraga

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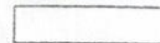Estudiante- UPSE Pedagogía de los Idiomas Nacionales y Extranjeros
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